

KARADENİZ TEKNİK ÜNİVERSİTESİ*SOSYAL BİLİMLER ENSTİTÜSÜ

**BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI
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**DESIGNING, DEVELOPING AND DELIVERING AN ONLINE MEDICAL
ENGLISH COURSE WITH A FOCUS ON ESP AND ONLINE LEARNING:
*EMPonline, 2016***

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**DESIGNING, DEVELOPING AND DELIVERING AN ONLINE MEDICAL
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EMPonline, 2016

PhD DISSERTATION

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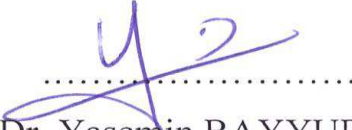
Raşıde DAĞ AKBAŞ tarafından hazırlanan "Designing, Developing and Delivering an Online Medical English Course with a focus on ESP and Online learning: *EMPonline* 2016" adlı bu çalışma 19.06.2017 tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı Doktora programı dalında **doktora tezi** olarak kabul edilmiştir.



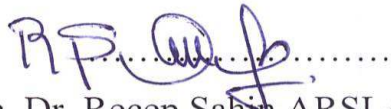
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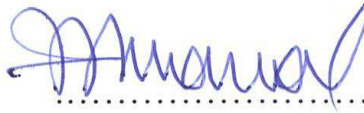
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	IV
TABLE OF CONTENTS	V
ABSTRACT	XII
ÖZET	XIII
LIST OF TABLES.....	XIV
LIST OF FIGURES.....	XVIII
LIST OF GRAPHS.....	XIX
LIST OF ABBREVIATIONS	XX
 INTRODUCTION	 1-3

CHAPTER ONE

1. FRAMEWORK OF THE STUDY.....	4-10
1.1. Introduction.....	4
1.2. Purpose of the Study	4
1.3. Significance of the Study	5
1.4. Research Questions.....	7
1.5. Definition of Terms	9
1.6. Limitations of the Study	9
1.7. Outline of the Study.....	10

CHAPTER TWO

2. LITERATURE REVIEW	12-49
2.1. Introduction	12
2.2. The Concept of ESP	12

2.3. EMP : English for Medical Purposes	17
2.4. The Development of ESP	18
2.5. Definition and Basics of ESP	22
2.6. A key to ESP: Needs Analysis	25
2.7. Course Design in ESP	30
2.8. Role of the ESP Teacher or Practitioner.....	34
2.9. Technology and ESP	36
2.10. Why Online Learning?	39
2.11. ESP-based Studies Conducted in Turkey	41
2.11.1. Studies on Needs Assessment	41
2.11.2. Studies on Syllabus Design.....	45
2.11.3. Studies on Material Evaluation	46
2.11.4. Studies on Program Evaluation	47
2.11.5. Studies on Experimental Studies in the ESP Context	48
2.11.6. Studies on Studies on Different Variables in ESP Context	49

CHAPTER THREE

3. METHODOLOGY	50-68
3.1. Introduction.....	50
3.2. Nature of the Study	50
3.3. Research Questions	52
3.4. Setting	54
3.5. Participants.....	55
3.5.1. Administrative Personnel	56
3.5.2. Medical Faculty Students	56
3.5.3. English Lecturers	57
3.5.4. Medical Doctors.....	57
3.5.5. Experts at Distance Education Centre	58
3.6. Data Collection Instruments	59
3.6.1. Instruments used for Needs Analysis Process	59
3.6.2. Instruments used during the Online Delivery of the <i>EMPonline</i> Class.....	59
3.6.3. Instruments used following the Implementation	59

3.7. Data Analysis Procedures	60
3.8. Ethical Considerations	60
3.9. Reliability and Validity of the Research.....	61
3.10. Overall Design of the Study.....	64

CHAPTER FOUR

4. NEEDS ANALYSIS PROCESS	69-140
4.1. Introduction.....	69
4.2. Needs Analysis Process and the Steps covered	69
4.2.1. Present Situation Analysis	70
4.2.1.1. Observation, Field Notes and Informal Meetings	70
4.2.1.1.1. General information about the 1st Year English Courses.	70
4.2.1.1.2. Educational Goals and Objectives	71
4.2.1.1.3. The Syllabus.....	73
4.2.1.1.4. The Teaching Materials.....	74
4.2.1.1.5. The Setting	76
4.2.1.1.6. The Resources	79
4.2.1.1.7. The Course Schedule.....	81
4.2.1.1.8. The Teaching Methodology	82
4.2.1.1.9. Assessment and Evaluation Procedures	82
4.2.1.2. The Semi-structured Interviews with the Lecturers and the Administrative Personnel.....	83
4.2.1.3. The Interview with the Medical Doctors.....	96
4.2.2. Learner Factor Analysis.....	104
4.2.2.1. The Structured Questionnaire with the 1st Year Med Students	104
4.2.2.2. The Statement Completion Form	109
4.2.2.3. The Focus-Group Interviews with the 1st Year Med Students	122
4.2.2.4. Online Learning Readiness Scale.....	128
4.2.3. Teaching Context Analysis.....	132
4.2.4. Target Situation Analysis	135
4.2.5. Discourse Analysis	137

CHAPTER FIVE

5. DESIGN and DEVELOPMENT PROCESS: <i>EMPonline</i> Course.....	141-173
5.1. Introduction.....	141
5.2. The Course Rationale.....	142
5.3. Parameters of Course Design.....	142
5.4. Focusing the Course: Narrow-angled or Wide-angled?	145
5.5. Determining the Course Content: Real or Carrier Content?	145
5.6. Conceptualizing the Content: Language Description	146
5.7. Determining Goals and Objectives	147
5.8. Selecting a Syllabus Framework.....	150
5.9. Organization of Content and Activities	154
5.10. Methodology	159
5.11. Developing Course Materials	160
5.12. Delivering Mode of the Suggested <i>EMPonline</i> Class	168
5.13. Briefing: Introducing the Courseware to the Lecturers	169
5.14. Electronic Delivery of the Suggested Courseware	170
5.15. Training and Orientation Meetings.....	171
5.16. Getting Started: Piloting of the Suggested Course	173

CHAPTER SIX

6. DELIVERY PROCESS OF THE SUGGESTED <i>EMPonline</i> course.....	174-182
6.1. Introduction.....	174
6.2. Description of the Suggested <i>EMPonline</i> Course Delivered Online.....	174

CHAPTER SEVEN

7. EVALUATION OF THE SUGGESTED <i>EMPonline</i> course	183-270
7.1. Introduction.....	183
7.2. Online Structured Interview: Students' Views.....	183
7.3. Online Journal: The Lecturers' Experiences and Reflections	195

7.4. Mobile Group Chat with the Lecturers	207
7.5. Round Table Meetings and Telephone Interviews with the Lecturers	212
7.6. Final Interview with the Lecturers	220
7.6.1.The lecturers' location where the lecturers conducted EMPonline class.....	221
7.6.2.The lecturers' views about the course content of <i>EMPonline</i>	221
7.6.2.1.Perceived positive aspects of the course content	221
7.6.2.2.Perceived usefulness of the course content.....	222
7.6.2.3.Perceived negative aspects of the course content	223
7.6.3.The lecturers' views about the online delivery of the class <i>EMPonline</i>	224
7.6.3.1.Perceived positive aspects of teaching in an online environment..	224
7.6.3.2. Perceived usefulness of the asynchronous mode	225
7.6.3.3.Perceived negative aspects of teaching in an online environment.	225
7.6.3.4.Perceived intelligibility, friendliness and content share in the online environment.....	226
7.6.3.5. Perceived effectiveness of the online classroom	227
7.6.4.The lecturers' preferences about future educational environment	227
7.7. Final Questionnaire with the Students	228
7.7.1.Background info (Age, gender, class, location, equipments, perceived significance of the course, attendance rate and other factors)	228
7.7.2.The students' use of facilities in the online educational environment	234
7.7.3.The students' perceptions of online educational environment.....	235
7.7.3.1.Classroom atmosphere in the online educational environment.....	236
7.7.3.2.Perceived impact of the online educational environment	236
7.7.3.3.Comparison with face to face learning environment	237
7.7.4.The students' views about the course content of <i>EMPonline</i>	238
7.7.4.1.The students' views about features of the course content.....	238
7.7.4.2.The students' perceptions about the animations	239
7.7.4.3.The students' perceived impact of the course content	239
7.7.4.4.Comparison with the previously taught content.....	240
7.7.5.The students' views about their lecturers' performance in the online educational environment.....	241
7.7.5.1.The students' views about the lecturers in general	241
7.7.5.2. The students' views about their own lecturers in particular	242

7.7.6.The students' satisfaction with the course content, online learning environment and their lecturers	243
7.7.7.The students' perceptions regarding positive and negative aspects of the course content	245
7.7.7.1.Perceived positive aspects: ESP-based aspects.....	245
7.7.7.2.Perceived positive aspects: Syllabus-based aspects.....	246
7.7.7.3.Perceived positive aspects: Topic-based aspects	246
7.7.7.4.Perceived positive aspects: Learning-based aspects	247
7.7.7.5. Perceived negative aspects of the course content	248
7.7.8.The students' perceptions regarding positive and negative aspects of the online learning environment	249
7.7.8.1.Perceived positive aspects: Learning process	249
7.7.8.2.Perceived positive aspects: Learning atmosphere.....	250
7.7.8.3.Perceived positive aspects: Language learning online.....	251
7.7.8.4.Perceived positive aspects: Asynchronous mode	252
7.7.8.5. Perceived positive aspects: Synchronous mode	252
7.7.8.6. Perceived negative aspects: Technology-based problems	253
7.7.8.7. Perceived negative aspects: Motivation-based problems	254
7.7.8.8. Perceived negative aspects: Learning process	255
7.7.8.9. Perceived negative aspects: Synchronous mode	256
7.7.9.The students' preferences regarding educational environment.....	257
7.7.9.1.The reasons behind the students' choice of asynchronous online learning	258
7.7.9.2.The reasons behind the students' choice of face-to-face learning	259
7.7.9.3.The reasons behind the students' choice of synchronous online learning	260
7.7.9.4.The reasons behind the students' choice of blended learning	261
7.7.10.The students' reasons behind skipping the classes	262
7.7.10.1.The students' reasons-1: Experiences	263
7.7.10.2. The students' reasons-2: General attitude towards English	265
7.7.11.Additional comments and suggestions by the students	267

CONCLUSION and RECOMMENDATIONS	271
REFERENCES	288
APPENDICES	299
CURRICULUM VITAE	354



ABSTRACT

This study with a title of "Designing, developing and delivering an online medical English course with a focus on ESP and Online Learning: *EMPonline 2016*" is an attempt to converge recent educational technologies with ESP-based approach to language teaching. After a comprehensive needs analysis process due to its special focus on ESP, it was aimed at designing an online medical English course, developing 11-week syllabus, course content and the regarding course materials, delivering the suggested online medical English course, *EMPonline* and lastly, revealing the perceived effectiveness of implementing such an EMP-based English class in an online environment according to the views of various stakeholders based on their reflections, evaluations and experiences throughout the delivery process of the suggested *EMPonline* class.

Lasting two years, this longitudinal study was conducted with the collaboration between three departments at a state university including the School of Foreign Languages, the Faculty of Medicine and Center of Distance Education. The sample comprised of administrators, English lecturers, medical doctors and students studying at the Faculty of Medicine. The data was collected through a variety of sources in each phase of the study.

This study with quasi-experimental research design introduced two types of innovation concerning ESP-based course design and online educational environment. It conjoined qualitative and quantitative research traditions in order to get a more inclusive picture of the reality and to approach the issue on both macro and micro-levels based on the data analyzed quantitatively and qualitatively. The findings indicated that while the innovation concerning the suggested EMP-based course design was relatively more rewarded by the stakeholders; more time, mutual conscious effort and more importantly innovative minds are apparently needed on the part of the online educational environment.

Keywords: English for Specific Purposes, English for Medical Purposes, Online Education, Medical English, Online Learning

ÖZET

"Özel amaçlı İngilizce ve çevrimiçi eğitim odaklı bir Tıbbi İngilizce dersinin tasarlanması, geliştirilmesi ve yürütülmesi: *EMPonline 2016*" başlıklı bu çalışma, güncel eğitim teknolojilerini ve Özel Amaçlı İngilizce (ÖAİ) öğretimi yaklaşımlarını bir arada sunmayı hedeflemektedir. ÖAİ yaklaşımını odak noktası olarak ele alan bu çalışma, kapsamlı bir ihtiyaç analizi sürecinin ardından çevrimiçi ortamda sunulmak üzere ders izlencesi, içerikler ve ilgili materyallerin geliştirilmesiyle birlikte 11 haftalık Tıbbi İngilizce ders tasarımı ve yürütülmesini hedeflemektedir. Ayrıca, çalışmanın diğer amacı ise bu süreç içerisinde katılımcıların yaşadıkları deneyimlerine, görüşlerine ve değerlendirmelerine dayanarak çevrimiçi ortamda yürütülen tıbbi İngilizce dersinin verimliliğini ortaya koymaktır.

İki yıl boyunca yürütülen bu boylamsal çalışma, Yabancı Diller Yüksek Okulu, Tıp Fakültesi ve Uzaktan Eğitimin işbirliğiyle gerçekleşmiştir. Çalışmanın örneklemini, ilgili birimlerin yöneticileri, İngilizce okutmanları, tıp doktorları ve tıp fakültesi öğrencileri oluşturmaktadır. Çalışmanın her bir aşamasında, nitel ve nicel veriler çeşitli kaynaklar aracılığıyla ilgili paydaşlardan toplanmıştır.

Yarı-deneysel araştırma desenine sahip bu çalışma aslında ÖAİ yaklaşımli ders tasarımı ve çevrimiçi öğretim ortamını içermesi açısından iki çeşit yenilik sunmaktadır. Gerçeklerin daha kapsamlı şekilde ortaya koyulmasının yanı sıra konunun makro ve mikro düzeylerde ele alınabilmesi için bu çalışmada nitel ve nicel araştırma yöntemlerinden yararlanılmıştır. Çalışmanın sonuçları gösteriyor ki, önerilen tıbbi içerikli İngilizce ders tasarımı dair yenilik paydaşlar tarafından nispeten kabul görürken; çevrimiçi öğrenme ortamı hususunda, daha fazla zamana, işbirlikçi bilinçli çabaya ve daha da önemlisi yenilikçi anlayışa ihtiyaç duyulmaktadır.

Anahtar Kelimeler: Özel Amaçlı İngilizce, Tıbbi Amaçlı İngilizce, Çevrimiçi Eğitim, Çevrimiçi Öğrenme

LIST OF TABLES

<u>Table No</u>	<u>Table Name</u>	<u>Page No</u>
1	Comparison between the aims of general ELT and ESAP	16
2	Absolute and Variable Characteristics of ESP	24
3	ESP Curriculum Development Process and Considerations	31
4	Participants of the Study	56
5	Demographic Information: Lecturers and Administrative Figures.....	57
6	Demographic Information: Medical Doctors	58
7	Data Collection Instruments Employed Throughout the Study.....	59
8	Timeline of the Research	67
9	Objectives of the Course and Learning Outcomes	72
10	Course Syllabus (the weeks covering the winter semester).....	73
11	The Classroom Attendance	78
12	The Lecturers who Taught the 1st Year English Class in Traditional Way	79
13	English courses at the faculty of medicine	81
14	The Administrative Personnel and Lecturers Interviewed	83
15	Perceived weak and strong sides of the current face to face English class	90
16	The Doctors' Views on the English classes during their University Education	99
17	The Doctors' Suggestions regarding the English Classes	102
18	Medical Students' Purposes of Learning English.....	104
19	Importance of Learning English	105
20	Preference of Learning Environment	105
21	The importance of Improving Reading Skill	106
22	The importance of Improving Writing Skill	106
23	The importance of Improving Listening Skill	107
24	The importance of Improving Speaking Skill	107
25	The preference of Assessment Type.....	108
26	The Students' Views on the Favorite Parts about English	110
27	The Students' Reasons behind their Favorite parts of English	111
28	The Students' Views on the Least Favorite Parts about English	112

29	The Students' Reasons behind their Least Favorite Parts of English.....	113
30	Denotations of English for the Students and the Reasons	115
31	The Students' Lacks in English.....	116
32	The Students' Subjective Needs about English.....	117
33	The Students' Goals about English	118
34	The Students' Views on Favorite Parts about the English Class	120
35	The Students' Views on the Least Favorite Parts about the English Class.....	121
36	Self-Directed Learning	129
37	Computer/Internet Self-Efficacy	130
38	Learner Control in an Online Context	130
39	Motivation for Learning in an Online Context.....	131
40	Online Communication Self-Efficacy	131
41	Mean Scores of All Factors in Online Learning Readiness.....	132
42	Discourse Analysis: Books and Course Books.....	137
43	Discourse Analysis: Online and Mobile Sources	138
44	Course Objectives	148
45	Topics, Functions and Language focus on Weekly Basis	151
46	The Suggested Course Content	154
47	The Content and Organization of Activities	156
48	Sample activity 1 (Week 5 Task 7).....	162
49	The Lecturers Assigned to Teach the Suggested EMPonline Course	174
50	The Classes Allocated for the Suggested EMPonline Course	175
51	The Number of the Students Attending the Synchronous Online Class	179
52	Asynchronous Use: Number of Views of the Classroom Video Records	181
53	Comparative Views on the Delivery Mode	191
54	Feelings: Being a Student on the Computer	192
55	Feelings: Being a Teacher on the Computer	204
56	Mobile Group Chat Extract 1	207
57	Mobile Group Chat Extract 2	208
58	Mobile Group Chat Extract 3	209
59	Mobile Group Chat Extract 4	209
60	Mobile Group Chat Extract 5	210
61	Mobile Group Chat Extract 6	211

62	Mobile Group Chat Extract 7	212
63	Age Distribution of the Students	229
64	Gender.....	229
65	Class Distribution of Students Responding to the Questionnaire	230
66	The Students' Location Where They Attended the Suggested Course	230
67	The Students' Equipments Available for the Suggested Course.....	231
68	The Significance of The English Class According to the Students' Views	231
69	Students' Reports on their Attendance	232
70	Students' Reasons Behind Missing the Class.....	232
71	Students' Reports on Time They Spent for the Class	233
72	Students' Reports on their Study for the Class.....	233
73	Students' Reports on the Attendance Rule	234
74	The Use of Facilities in the Online Educational Environment	235
75	Perceptions About the Online Educational Environment.....	235
76	Perceived Classroom Atmosphere in the Online Educational Environment	236
77	Perceived Impact of the Online Educational Environment on the Students' Approach to the Course	236
78	Perceived Impact of the Online Environment on Language Learnig	237
79	Students' Comparative Ideas on the Learning Environment.....	237
80	Views about Features of the Course Content	238
81	Students' Perceptions about the Animations Used in the Course	239
82	Students' Perceived Impact of the Course Content.....	239
83	Comparison with the Previously Taught Content	240
84	Students' Views about the Lecturers in General	241
85	The Students' Views about their own Lecturers in Particular	242
86	Student Satisfaction with Three Dimensions of the Class <i>EMPO</i> online	243
87	Perceived Positive Aspects of the Course Content: ESP-based Aspects	245
88	Perceived Positive Aspects of the Course content: Syllabus-based Aspects	246
89	Perceived Positive Aspects of the Course Content: Topic-based Aspects	246
90	Perceived Positive Aspects of the Course Content: Learning-based Aspects	247
91	Perceived Negative Aspects of the Course Content	248
92	Perceived Positive Aspects of the Online Environment: Learning Process	249
93	Perceived Positive Aspects of the Online Environment: Learning Atmosphere ..	250

94	Perceived Positive Aspects of the Online Environment: Learning Online.....	251
95	Perceived Positive Aspects of the Online Environment: Asynchronous Mode.....	252
96	Perceived Positive Aspects of the Online Environment: Synchronous Mode.....	252
97	Perceived Negative Aspects of the Online Environment: Technology-based Problems	253
98	Perceived Negative Aspects of the Online Environment: Motivation-based Problems	254
99	Perceived Negative Aspects of the Online Environment: Learning Process.....	255
100	Perceived Negative Aspects of the Online Environment: Synchronous Mode	256
101	The Reasons behind the Students' Choice of Asynchronous Online Learning	258
102	The Reasons behind the Students' Choice of Face-to-Face Learning.....	259
103	The Reasons behind the Students' Choice of Synchronous Online Learning.....	260
104	The Reasons behind the Students' Choice of Blended Learning	261
105	The Students' Reasons behind Skipping the Classes 1: Experiences	263
106	The Students' Reasons behind Skipping the Classes 2: General Attitude towards English	265
107	The Students' Final Comments and Suggestions	267

LIST OF FIGURES

<u>Figure No</u>	<u>Figure Name</u>	<u>Page No</u>
1	The ELT Family Tree	17
2	Linear and cyclical processes of needs analysis	29
3	Representation of ESP needs analysis and curriculum development	31
4	Steps Followed in Design of the Data Collection Instruments.....	63
5	Research Design	65
6	The Topic on Cycle Paramedic in the Unit Two	76
7	The Campus Map and the Buildings of the Departments.....	77
8	A sample Case History	139
9	The narrow-angled and wide-angled course continuum	145
10	The Path Followed in the Creation of New materials.....	161
11	Screenshots from Animation Videos in Week 7.....	164
12	Screenshots from Animation Videos in Week 10.....	164
13	Screenshots from Animation Videos in Week 11.....	165
14	Hand-drawn Body Pictures	166
15	Animated Lecture Sample-1	166
16	Animated Lecture Sample-2	167
17	The Properties of the Current and the Suggested English Class	168
18	A Screenshot of the Announcement on How to Access to the <i>EMPonline</i>	176
19	A Sample Screenshot-1 from the Live Online Class, <i>EMPonline</i>	177
20	A Sample Screenshot-2 from the Live Online Class, <i>EMPonline</i>	178
21	A Sample Screenshot 3 from the Live Online Class, <i>EMPonline</i>	178
22	The Course Video and Materials Shared in Asynchronous Mode	180
23	A Sample Screenshot Regarding an Asynchronous Use Report	181

LIST OF GRAPHS

<u>Graph No</u>	<u>Graph Name</u>	<u>Page No</u>
1	Asynchronous Use: Recorded Classroom Videos	184
2	Asynchronous Use: Classroom Materials	185
3	The Students' Technical Equipments	185
4	The Students' Location Where They Connected to the Online Class	186
5	Effectiveness of Taking the Course Online	193
6	Choice of Future Delivery Mode	193
7	Student Satisfaction with Three Dimensions of the class <i>EMPonline</i>	244

LIST OF ABBREVIATIONS

EAP	: English for Academic Purposes
EEP	: English for Educational Purposes
EFL	: English as a Foreign Language
EGP	: English for General Purposes
EGAP	: English for General Academic Purposes
ELT	: English Language Teaching
EMP	: English for Medical Purposes
EMPonline	: Title of the suggested online EMP-based class
EOP	: English for Occupational Purposes
EPP	: English for Professional Purposes
ESAP	: English for Specific Academic Purposes
ESP	: English for Specific Purposes
EST	: English for Science and Technology
EVP	: English for Vocational Purposes
LSP	: Languages for Specific Purposes
ÖAİ	: Özel Amaçlı İngilizce

INTRODUCTION

Globalization and *technologization* have been regarded as two driving forces of the era. By evolving incessantly over the years, both of them have been transforming the dynamics of foreign language education in time with a wave of global acceptance of English as a *lingua franca* throughout the world (Seidlhofer, 2005). Alongside this acceptance, the role of English in any field of research, education and profession has entailed a novelty in approaching the processes of English teaching and learning. Growing need to use English for different and specific purposes by individuals all over the world paved the way for the rise of English for Specific Purposes (ESP) as a key solution in 1960s (Hutchinson and Waters, 1987; Johns, 2013; Master, 2005). English for Specific Purposes (henceforth ESP) is simply defined as an approach to language teaching in which all decisions regarding the process such as choosing content, materials are based on students' goal in learning target language (Hutchinson and Waters, 1987). Even though it has been recognized in various English language programs in different parts of world, it has not been among the prominent areas of ELT in Turkey. This is already evident in the increasing preference of conducting ESP courses at the university level around the world including Japan, China, Honk Kong, Eastern Europe, especially Spain, (Master, 2005), ESP based language programs are still infant in Turkish universities. The research in the field of ESP in Turkey has also remained at mostly needs assessment level (See Diken, 2006; Hergüner, 1990; Kaygan, 2005; Kazar, 2013; Önder, 2012; Sabuncuoğlu, 2010; Seçen, 2001; Solak, 2012; Taşçı 2007; Üstünlüoğlu, 1994; Yeniçeri, 2008).

English language education in Turkey is often subject to criticisms in that there has been mismatch between the ideal language policies and actual classroom practices (Kırkgöz, 2005). In this respect, regardless of their future careers or academic fields they are studying, students are taught General English courses (GE or English for General Purposes, EGP) or so-called ESP courses which are based on no systematic approach to choice of course design or materials. In such an approach to language education, all

students studying at different departments are thought and taught same. Accordingly, their competence of English remains weak for their future needs regarding their academic or career life. One of the substantial reasons behind this weakness is that students' foremost needs and goals are not reflected upon course contents and actual classroom practices. This in turn results in dissatisfaction, reluctance and low motivation on the part of students and accordingly, on the parts of teachers as well. These issues are apparently common in our case, especially at the faculty of medicine. Observations, experiences and insights from all parties including the administrators, lecturers and the students have indicated that the English classes conducted at the faculty of medicine are mostly neglected by the students. High drop-out rates, low attendance and motivation are among the most common problems. Obviously, the students have been not willing to invest in improving their English alongside their field-specific classes. It has been observed that they mostly prefer to take private English courses towards the end of their education at university or after graduation. Crowded classrooms, space and time limitations, and teachers' inability to perform his or her qualifications in such classrooms, classrooms inappropriate for language education physically, can be listed among other problems. That is to say, the English classes at the faculty of medicine are not satisfying for none of the stakeholders. In other words, it is not entitled as "a good course" based on the list presented by Nation and Macalister (2010) who emphasized that a good course should attract a lot of students, should be highly regarded by the local community, and should satisfy everyone including students, teachers and sponsors.

Considering all the dynamics in this context, the current study aims at firstly designing an online medical English course with a special focus on ESP by conducting a comprehensive needs analysis process. In this way, attempts to converge technology, specifically online education, and ESP which "owes its prominence to the development of the Internet and the correspondingly enhanced need to use English for specific purposes by people throughout the world" (Arno-Macia, Soler and Rueda, 2006: xii). In this way, the study brings about two innovations, ESP and online educational environment, into the context. As a departure point for course design process, it takes the framework and parameters of ESP course development proposed by Dudley-Evans and St John (1998) and Basturkmen (2010). Based on the results of the needs analysis process, secondly, it aims at developing a new 11-week syllabus, course content and the regarding course materials, and

thirdly, delivering the suggested online medical English course and lastly, revealing the perceived effectiveness of implementing such an EMP-based English class in an online environment according to the views of stakeholders based on their reflections, evaluations and experiences throughout the delivery process of the suggested online medical English course.



CHAPTER ONE

FRAMEWORK OF THE STUDY

1.1. Introduction

This chapter portrays general framework of the study. It states purpose of the study by clarifying the research questions and significance of the study. It also identifies limitations of the study.

1.2. Purpose of the Study

The purpose of this study is to design, develop and deliver an online medical English course with a focus on EMP by considering needs, wants and goals of students who are attending English class at the Faculty of Medicine at Karadeniz Technical University- one of the mid-size university in the northeast of Turkey- and hence, to point out its effectiveness as compared to EGP courses conducted in a traditional face to face language classroom. In other words, the purpose of this study is four-fold:

1. to design an online program based on EMP approach for the target context
2. to develop syllabus, course content and materials for the target students
3. to deliver the online EMP course for 11 weeks
4. to see the effectiveness of adopting such an online EMP-based English class based on experiences and evaluations of the stakeholders.

In regard to criteria for evaluating effectiveness, effectiveness is defined here as any positive cues in the stakeholders' (both teachers & students) attitudes, feelings, views or their satisfaction in relation to two innovations including EMP-based course content and online delivery mode of the content.

Accordingly, this study basically covers four comprehensive phases such as conducting needs analysis, designing and developing EMP-based Medical English courses, delivering Medical English courses via *Adobe Connect*, evaluating the perceived effectiveness of the suggested online course with a focus on EMP by comparing it with the face to face General English courses.

1.3. Significance of the Study

Despite the growing acceptance of ESP around the world more than 30 years, it is pointed out in the related literature that, there are limited empirical studies to show the effectiveness of preferring such an approach (Dudley-Evans and St John, 1998; Master, 2005). Furthermore, especially ESP has gained a particular interest at the university level in China, Honk Kong, Eastern Europe, especially Spain, (Master, 2005), ESP based language programs are still new in Turkish Universities. The research in the field of ESP in Turkey has remained at needs assessment level (See Diken, 2006; Hergüner 1990; Kaygan, 2005; Kazar, 2013; Solak, 2012; Üstünlüoğlu, 1994; Yeniçeri, 2008). Another point to note here is that there appear some studies on ESP course designs (Uluşan 1995), evaluation of effectiveness of ESP materials (Kanik, 2002), evaluations of existing ESP programs (Altımdört, 2009), yet there is limited research which aims to design an ESP program conducted in online educational environments for in Turkey despite nationwide interest into online or distance education. This need is also highlighted in the related literature, specifically by Simin (2012) who suggested that sub-categories like e-Be (Electronic Business English), e-Me (Electronic Medical English) should be created by integrating new technologies of this era into ESP in which *technologization* and *transnationalization* were regarded as two key driving forces (Flowerdew, 2013). In brief, the current study is significant to the existing literature in that with a quasi-experimental research design, it aims to develop an EMP course in an online educational environment.

The current study conducted with the medical faculty students at Karadeniz Technical University has also significance in terms of two innovation adopted: first, it attempts to design an English course with a focus on EMP while the previously taught English classes adopted general English approach and second, it aims to deliver courses online via *Adobe connect* technology whereas the English classes were conducted in the

face to face traditional classrooms. Therefore, it is important to note here that approach is replaced with a novel approach (that is, general English with ESP approach) and setting with a new classroom setting (that is, face to face traditional classroom with online classroom). Integration of online learning environment into EMP is also important in terms of time and space limitations for medical students who are taught customarily in large classrooms.

This study is also significant since the content of the course and materials employed during the implementation of *EMPonline* is originally in-house materials prepared by taking the results of needs analysis process into consideration. It means the content of the course and materials are specially developed for the study context. In relation with this, instead of traditional top-down decision-making model in course development, this study presents a bottom-up decision-making model thanks to the nature of ESP approach and its needs analysis process for the development of syllabus, course and materials.

Last but not least, as there have been no English courses conducted online at Karadeniz Technical University till today, the current study is a pioneer in this respect and thus, serves as a model for the forthcoming online English courses for the context of other departments at the university. In doing this, the study also adopts a post-modern approach by managing interdisciplinary collaboration among three different departments of the university, including school of foreign languages, center of distance education and the faculty of medicine.

Briefly, the current study was of significant value owing to the following aspects listed below:

- ✓ Adopting an ESP-based approach to language teaching,
- ✓ Integrating new technologies and online learning environments into ELT,
- ✓ Covering four comprehensive phases such as course design, content and materials development, implementation and evaluation of the suggested EMP-based online English course,
- ✓ Providing concrete/empirical evidence for decision-making processes in course design, in other words, depending on research-informed decisions,
- ✓ Conjoining ESP approach and online learning environment,

- ✓ Adopting a quasi-experimental study design,
- ✓ Serving as a model for both institutional and national level,
- ✓ Contributing to the related literature by filling a gap with each of its aspects presented above.

1.4. Research Questions

In accordance with the scope of the study, the current study seeks to answer the following research questions. There are major and minor research questions concerning the different research phases of the study. Basically, the first major research question was addressed before the design process of the suggested *EMPonline* class, the rest was after the implementation.

Major research questions are listed as follows:

1. How does the current general English language teaching program function in terms of foreign language learning and teaching processes?
2. How does the suggested online English course with a focus on EMP, namely *EMPonline* course, function in terms of foreign language learning and teaching processes?
3. To what extent are the innovations in the suggested *EMPonline* class, namely the EMP-based course content and the online educational environment, rewarded or rejected by the stakeholders?

The minor research questions regarding the first major question:

- 1.1. Does the general English language teaching program work to serve for learner goals and needs well as perceived by the current teachers and learners?
- 1.2. What are the current roles of students and teachers in general English language teaching program?

- 1.3. What language skills do students, teachers and medical doctors perceive as significant to learn most?
- 1.4. Do available resources in general English language teaching program serve for learner goals and needs well as perceived by the current teachers and learners?
- 1.5. Does teaching context in general English language teaching program serve for learner goals and needs well as perceived by the current teachers and learners?
- 1.6. Do classroom procedures in general English language teaching program serve for learner goals and needs well as perceived by the current teachers and learners?

The minor research questions regarding the second major question:

- 2.1. What are the positive aspects of the EMP-based course content experienced by the teachers and learners in terms of foreign language learning and teaching processes?
- 2.2. What are the positive aspects of the online educational environment experienced by the teachers and learners in terms of foreign language learning and teaching processes?
- 2.3. What are the negative aspects of the EMP-based course content experienced by the teachers and learners in terms of foreign language learning and teaching processes?
- 2.4. What are the negative aspects of the online educational environment experienced by the teachers and learners in terms of foreign language learning and teaching processes?

1.5. Definition of Terms:

English for Specific Purposes: it is considered as an approach to language teaching and learning where the goal is to use English in a particular domain.

Synchronous mode of online learning: It refers to e-learning environment where both students and teacher are interacting at the same time but in different places.

Asynchronous mode of online learning: It refers to e-learning environment where students and teacher do not exist at same time and place but it encourages autonomous learning. It is possible to learn and share knowledge regardless of time and space limitations.

1.6. Limitations of the Study

There are some limitations of the current study. Since the study was carried out at a specific case, results of the study cannot be generalized, though transferrable, by providing valuable insights for the further similar studies. Since assessed needs, interests of the sample group may change in time, it could be necessary to update the program according to new situations, students, materials, etc. It might then be possible in the following years to test similar program with necessary modifications in different learning environments.

It is also important to note that in the evaluation of the effectiveness of the suggested online EMP-based program, the data will be only limited to some perceptions, experiences and evaluations of stakeholders. They are also open to change in time as well. Last but not least, the real impact of attending an EMP program might reveal itself in future years when the students study in their own academic field or in their future career. This consideration was also highlighted in the related literature in that evaluation in any ESP course concerned with the extent to which the ESP course meet the target learners' needs as language *learners* and language *users* (Hutchinson and Waters, 1987) and hence, related real-life performance should be the real focus indeed. Therefore, since the implementation is conducted in a limited time, the findings regarding the stated outcomes

of the online EMP program are limited to the period of implementation. In other words, more time is needed to see effectiveness of adopting an EMP-based pedagogy.

1.7. Outline of the Study

At the very beginning of the dissertation, the background and the focus of the study are highlighted. This dissertation is composed of seven chapters and following these chapters, the conclusions drawn from the research results are presented at the end of the dissertation.

Chapter One, Framework of the Study, introduces the purpose of the study and explains the significance of the study. It also identifies the research questions and clarifies the limitations of the current study.

Chapter Two, Literature Review, includes a general description of the related literature. First, it elaborates on the concept and basics of English for specific purposes (ESP) and explains its place in the world of ELT and also explains its relations with other disciplines by giving an emphasis on English for medical purposes. Secondly, it provides information about needs analysis process which is regarded as a key to the processes of course design in ESP approach. Thirdly, it highlights the underlying considerations of the ESP course design. Additionally, it discusses the role of teachers in ESP approach. Fourthly, it signifies the basics of online learning and the relationship between ESP and technology. The chapter ends with the presentation of various studies on ESP conducted in Turkey.

Chapter Three, Methodology, introduces nature of the study and research questions. It also explains the setting, participants and data collection instruments. It also highlights the processes that are adopted for data collection and data analysis. It gives information about ethics, reliability and validity of the research. It ends with the explanation and illustration of overall research design and the works completed in the process.

Chapter Four, Needs Analysis Process, focuses on the needs analysis process and each step covered in the current research. It presents and discusses the findings gathered throughout the needs analysis process comprehensively.

Chapter Five, Design and Development Process, introduces all the procedures covered in the suggested course design and processes in developing original in-house materials. First, it presents the rationale and parameters of the course, and secondly, it explains how the suggested course content was narrowed and how language was described for the suggested course content. It also presents the goals and objectives, and explains the framework of selected course syllabus. The chapter proceeds with the information provided on organization of content and activities prepared for the suggested course, and methodology in presenting the course content. After describing the whole process in the preparation of course design and content in a detailed way, it explains the suggested delivery mode of the course and how the courseware was introduced to the users. It ends with the information given on processes on training, orientation meetings and piloting of the suggested course content.

Chapter Six, Delivery Process of the Suggested EMPonline Course, highlights the implementation process. It describes the lecturers assigned, the classes allocated for the course and how the suggested course content was delivered online. It gives sample screenshots from the implementation process and indicates how synchronous and asynchronous modes were realized.

Chapter Seven, Evaluation of the Suggested EMPonline Course, presents all the findings regarding the evaluation of the suggested online EMP-based course. In the first part of the chapter, the data gathered via various data collection instruments like online journal, interviews, mobile group chat and meetings throughout the delivery process are discussed. In the second part of the chapter, the findings obtained via final interviews and questionnaires conducted at the end of the implementation process are elaborated.

At the end of the dissertation, the conclusions are presented with reference to the related literature. Based on the conclusions, the pedagogical implications and the suggestions for further research are presented, too.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Introduction

This chapter provides an overview of ESP literature and its relation to technology basically. First, following the presentation of ESP as a concept and its place in ELT, origins and historical growth of ESP is discussed. Second, definitions and characteristics of ESP are explained. Third, needs analysis, one of the prime characteristics of ESP, is examined. Fourth, course development processes and roles of teachers in ESP are given. Due to the scope of the current study, last section is devoted to discussion of technology integration into ESP courses.

2.2. The Concept of ESP

Ode to the Acronym

My life begins in ELT
In 1953,
But then I move to ESL,
And later move to EFL,
And then to EST.

I've scarcely mastered EST
When *special* ESP
Gives extra boost to my career,
And as I master *that* I hear
An ETIC voice beside my ear
Refining it and bringing near
ESP *specifically*. [...]

(Holden, 1977, Back page of the book cover)

ESP is simply stated to be a division of English Language Teaching and a part of another more general movement called as LSP (Languages for Specific Purposes) (Dudley-Evans and St John, 1998; Master, 2005). In the related literature, "S" has referred to both special (Kerr, 1977; Mackay and Mountford, 1978) and specific in recent years (Basturkmen 2006, 2010; Paltridge and Starfield, 2013) while "G" refers to general in EGP. This specificity or generality is attributed to their focus in analyzing language learners' needs and goals in learning target language. It is sure that ESP simply narrows down the needs in accordance with learners' work-related or educational specialist areas of interest. In terms of its relationship with LSP, the quotation below may help clarify the conceptualizations here:

Conceptions of "specific purpose" actually divide into two very different areas. The first is a traditional European field with a strong Scandinavian and German presence focusing on the translation of documents in various languages, lexical categorization, and international cooperation on common terminology. The second is an Anglo-American English for specific purposes (ESP) tradition with an interest in the description of argumentative and rhetorical patterns in academic and workplace discourses. Pedagogy, however, now converges toward an ESP model, distinguished by the goal of identifying the demands placed by academic or workplace contexts on communicative behaviors and developing pedagogic practices by which these behaviors can be taught. (Hyland 2009, : 202)

As it is suggested in the quotation from Hyland (2009), what makes English for specific purposes (ESP) different from languages for specific purposes (LSP) is its focus on learning based approach by recognizing learners' educational or professional requests. While LSP works on a textual and translational level (Master, 2005), especially in recent years ESP aims at developing specific expected educational or professional behaviors in learners.

Apart from ESP, LSP and EGP, there are many acronyms and different figures or family trees classifying ESP in the literature (Basturkmen, 2010; Dudley-Evans and St John, 1998; Robinson 1991). ESP is basically divided into two sub-categories as *English for academic purposes* (EAP) and *English for occupational purposes* (EOP). Under these

categories, there occurs another classification of ESP according to the areas of interest. Under the category of EAP, there are some established acronyms for specific areas (e.g. *English for science and technology* as EST, *English for Medical Purposes* as EMP) and there are some other areas (finance, banking etc.) without an acronym yet. Under the category of EOP, there occur two different sub-categories as *English for Professional Purposes* (EPP) and *English for Vocational Purposes* (EVP). These categorizations point out that answers to questions such as whom, what and when English is intended to teach determine their places in such a classification of ESP figure. For instance if a prospective doctor, a student studying in a medicine faculty, needs to learn English for academic purposes, this is classified as EAP and if a practicing doctor wish to learn English for his occupational purposes, this is classified EOP and more specifically EPP.

There are two branches under EAP as *English for General Academic Purposes* (EGAP) and *English for Specific Academic Purposes* (ESAP) as well. While the purpose in EGAP is to teach "the skills and language that are common to all disciplines", the purpose in ESAP aims at focusing on "the features that distinguish one discipline from others" (Dudley-Evans and St John, 1998: 41). Widdowson (1983) relates EGAP more with education and ESAP with training because of their approach to purposes and focus in that EGAP is more concerned with common core of language skills and ESAP more with specialized ones. For instance, all language skills are treated equally in an EGAP course; however, in ESAP decision making process about which skills are emphasized most is based upon results of needs analysis. Similar view also shows itself in naming the one who are responsible for teaching ESP courses as *ESP trainer* sometimes instead of *ESP teacher*.

In terms of timing in relation to professional or educational experiences of learners, another classification of ESP is possible Robinson (1991: 3). He divides ESP into two as English for educational or academic purposes and English for occupational purposes:

EAP /EAP

- For study in a specific discipline ⇒ Pre-study / In-Study / Post-Study
- As a school subject ⇒ Independent / Integrated

EOP

- Pre-experience
- Simultaneous or In-service
- Post-experience

This classification by experience implies that criteria in decision making processes in ESP differ depending on learners' timing in profession or in education and accordingly depending on needs, purposes, content. Since the scope of current study has its place under the category of EAP and specifically ESAP, it might be informative to present a comparison between ELT or EGP and ESP. De Chazal (2014) explains differences and commonalities between some specialized contexts of English. So as to clarify basics of ESAP and general ELT in terms of content and coverage overall, it might be helpful to present just the related parts as presented in Table 1:

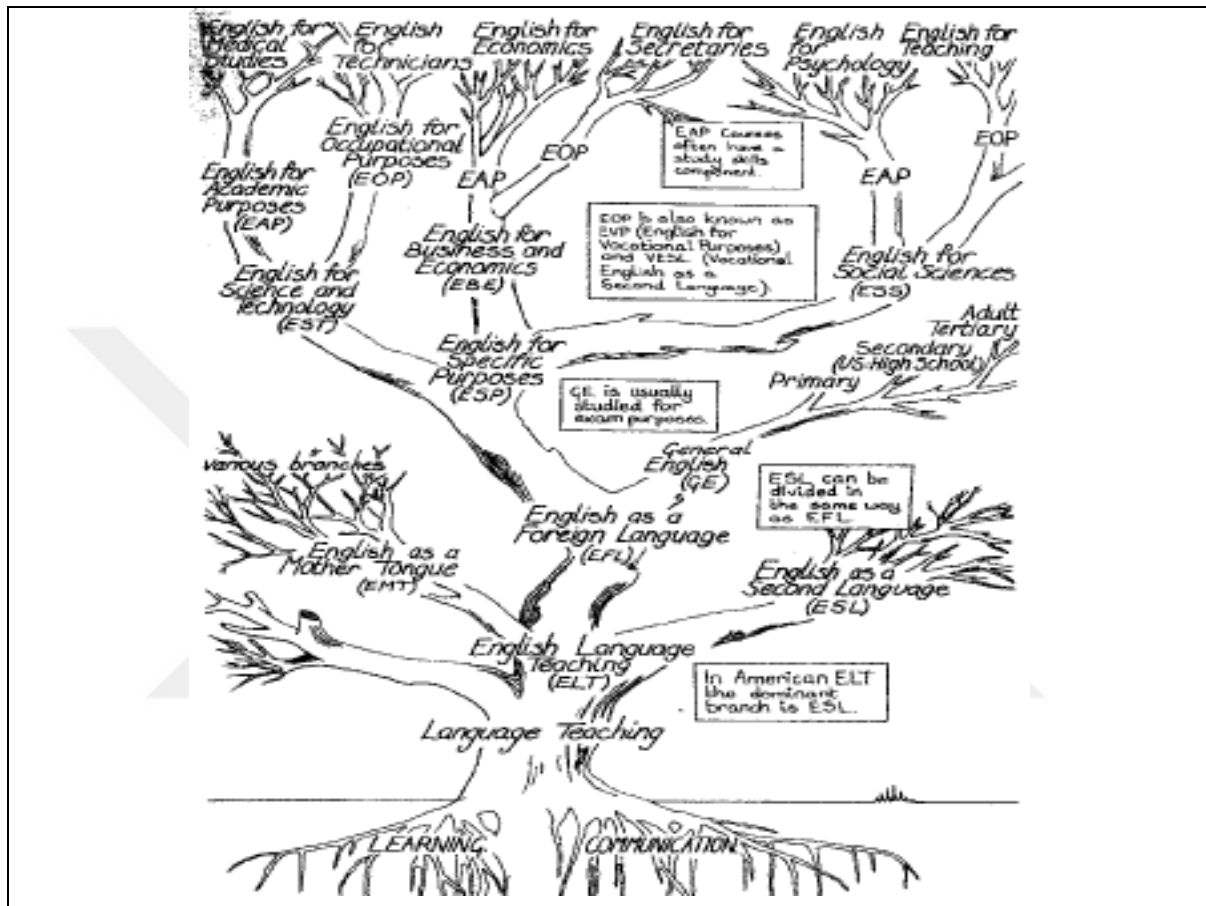
Table 1: Comparison between the aims of general ELT and ESAP (Key: ● essential)

Content and Coverage	General ELT	ESAP
Core Language (i.e. grammatical words such as determiners and prepositions; c. 2000 highest-frequency lexical words)	●	●
Academic Language (i.e. generic academic language used across discipline)		●
Subject-specific language (i.e. the language of the subject, such as law or mathematics)		●
General functional language (e.g. giving directions)	●	
Academic context-specific functional language/skills (e.g. referring to graphics)		●
Professional context-specific functional skills/language (e.g. relating to business/aviation)		
Authentic subject-specific texts		●
Assessments based on language and skills	●	●
Assessment of content (i.e. subject knowledge)		

Considering all, Table 1 summarizes the conceptualization of ESAP. As it is aforementioned, ESAP stresses on real tasks, authentic works, and terminology of the area of interest and specific academic language skills and use.

Finally, the family tree by Hutchinson and Waters (1987: 17) below indicates the place of ESP in ELT world and its relations with other disciplines and sub-disciplines identified.

Figure 1: The ELT Family Tree



Source: Hutchinson and Waters (1987: 17)

2.3. EMP: English for Medical Purposes

Due to the acceptance of English in twentieth century as international language of science and medicine, a considerable body of medical research and literature has been produced in English. This dominance of English in medical accounts paves the way for emergence of a new ESP branch as *English for Medical Purposes*. Inevitably, there exist some pedagogical attempts and research aiming to raise English-speaking medical communities so as to meet novel demands of the time.

Mostly, the focus in EMP research is on intra-professional communication, spoken interactions in conferences or medical discourse communities (Master, 2005) and written medical genres including case reports, letters of referral etc (Ferguson, 2013). Master (2005) examines issues in the context of EMP in the related literature. He reports that macro linguistic concern is medical communication due to problems resulted from medical terminology, pragmatic issues such as politeness or manner of speaking. He adds that micro linguistic concerns are use of collocations in medical research and within medical discourse communities. One of the grammatical features in focus in EMP language related research is the use of if-conditionals (Ferguson, 2013). The literature also shows that an effort is paid to semi-technical or academic medical lexicon. Accordingly medical academic word list is compiled by Wang et al. in 2008. Especially doctor-patient communication skills are mostly at the center of attention in the field (Basturkmen, 2010).

Ferguson (2013) gives an account of EMP courses conducted in different contexts internationally. It is stated that these courses have different variations in terms of:

- Duration (i.e. short intensive vs. longer courses),
- Target audience (e.g. clinicians vs. medical researchers vs. pre-medical students vs. medical students in the clinical phase of their training),
- Medical specialty (e.g. cardiologists, oncologists, urologists, etc.),
- Skills, genres, and medical situations (e.g. English for doctor-patient consultations, English for medical congresses, English for report/journal article writing, etc.).

(Ferguson, 2013: 254)

2.4. The Development of ESP

The origins of ESP date back to early 1960s (Master, 2005; Johns, 2013). Since then, the domain of ESP has become popular in different parts of world. This is reflected in the increasing numbers of education programs offering ESP courses, regional and international ESP journals (Journal of English for Specific Purposes, *ESpecialist* in Brazil,

the *Asian ESP* journal), special interest groups in IATEFL and several publications including books, articles and conference proceedings (Basturkmen, 2006, 2010; Dudley-Evans and St John, 1998; Flowerdew, 2011; Holden, 1977; Hutchinson and Waters, 1987; Mackay and Mountford, 1978; Master, 2005; McDonough, 1984; Paltridge and Starfield, 2013; Robinson; 1980, 1991; Swales, 1988). The reasons behind the emergence and popularity of ESP are claimed to be demands of a fast changing world, developments in linguistics and second language research and a strong focus on language learners (Hutchinson and Waters, 1987).

The history of ESP is divided into four stages: The Early Years (1962–1981), The Recent Past (1981–1990), The Modern Era (1990–2011), and The Future (2011 plus) (Johns, 2013). According to an early categorization by Hutchinson and Waters (1987), there are basically five sections identified with different concepts in focus. These are register analysis, rhetorical or discourse analysis, target situation analysis, skills and strategies, and learning-centered approach. Both classifications refer to the fact that there occurred a shift from what language items to teach students to how to learn target language. In other words, the focus was text-based in the early years of ESP, however, its scope have broadened in time and put students' needs to the center.

ESP is claimed to be "a prime illustration of the saying what comes in time, changes over time" since it has been always open to change and improvement from its beginning till now (Jendrych, 2013). It is called as *protean* by Robinson (1991) because of its changing nature and its receptivity to innovations occurring in three different areas of language, pedagogy and special interest areas of target participants all over the world throughout the time.

Various motives such as changes and demands arising all over the world in time contributed to launch a new movement as ESP. Especially in the early 1960s, improvements in economy, commerce, business, science and technology following the Second World War, a fashion of regarding English as an international language as a result of these developments and an increase in numbers of international students created an awareness and also new demands on the part of teaching and learning English. Briefly, the demand of a Brave New World, a revolution in linguistics addressing the issue of use of

language and communication, and development of educational psychology which focuses on learners gave rise to the emergence of ESP as a new concept in the field (Hutchinson and Waters, 1987). The first conference on ESP was organized in 1969 (Robinson, 1980). *Structure of Technical English* published by A.J. Herbert in 1965 is accepted as pioneer work of ESP (Swales, 1988; Dudley-Evans and St John, 1998). This implies that works in area of EST (English for Science and Technology) dominates at the very beginning of ESP movement.

An early source of this movement in literature is *Episodes in ESP* by Swales (1988) which gives details regarding the progress of ESP movement between the years 1962 and 1981 with fifteen different records in episodes. Swales (1988) provides chronicle records which present major lines of this movement. Fifteen episodes with linguistic and educational developments signify an inadequacy or restoration of the previous one, which in fact leads ESP to maturation. In 1960s in various studies by Barber, Herbert, Higgins, Ewer and Hughes-Davies, Selinker and Trimble, suggestions about scientific writing or on technical English were given. When it comes to 1970s, Allen and Widdowson, Phillips and Shettlesworth, Moore et al., Hutchinson and Waters, and others presented pieces on classroom discourse, natural language use and authentic materials indicate a change in the trend and traditions. Since most of these authors are ESP practitioners in real life, their records depict real trend in the field. In brief, the episodes in the first decade show that English for science and technology was dominant and also, the focus was on the analysis of textual or written language that is structural language. In the second decade, the focus was switched into functional language, accordingly into spoken language. On the other hand, this means that even if ESP has some points which remained at theoretical level, it has some later other steps proving its application level with materials production. At the end of his book, Swales (1988) recommends that "never to make an end of the means, never to be so immersed in the medium, the formulae, the techniques, as to forget the end to which they were but subsidiary". Due to such nature of its survey, ESP is claimed to be as "materials- and teaching-led movement" (Dudley-Evans and St John, 1998: 19).

Ten years later, another piece of work *Developments in English for specific purposes* by Dudley-Evans and St John (1998) analyzing development periods of ESP under four titles as *Register Analysis*, *Rhetorical and Discourse Analysis*, *Skills-based*

Approaches, the Learning-Centered Approach. In fact all these titles run parallel with the works represented with episodes in Swales' book (1988). In the period called as *Register Analysis*, the focus was on grammatical and lexical forms as also represented in works by Barber, 1962 and Ewer and Hughes-Davies, 1971 which were reprinted in Swales, 1988. Subject-specific reading passages and vocabulary were stated to dominate works in this period. In the second phase *Rhetorical and Discourse Analysis*, the focus was on writing, formation of paragraphs or a kind of discourses as represented works by Selinker and Trimble, Widdowson as aforementioned (see Swales, 1988). A sense of form and use was raised as well. *The focus Series, The Nucleus Series* and *General Science* (two of which were seen as more successful relatively in terms of representing actual teaching contexts) were popular ESP textbooks in 1970s. In addition to reading, oral and written skills along with functional and notional sources were started to be valued to some extent. These changes resulted from the growth of communicative language teaching approach in those years. In the following phase entitled *Skills-based Approaches*, there was an interest in teaching language skills in accordance with process of needs analysis. That is to say, decisions regarding which language skills were needed in different contexts were made according to results of needs analysis. The main concern here was to identify necessary skills and also thought processes necessary for using those skills as represented in the work by Moore in 1980s (reprinted in Swales, 1988). In the fourth phase titled as *Learning-Centered Approach*, the researchers discussed needs analysis model presented by Munby (1978) and made comparisons between ESP and EGP in terms of learning outcomes, effectiveness of ESP. At this point, Hutchinson and Waters (1987) attempted to draw lines between what is ESP and what is not. This is also discussed in the following section. At the end of the section, Dudley-Evans and St John (1998) state that after these periods which were identified with different approaches, there is no dominant approach defining the late 1990s. They claim that ESP is open to various methodologies and materials now. They add that they do not see genre analysis as a novel or separate but complementary movement in ESP. It is claimed that English for science and technology was dominant for many years at the very beginnings of ESP movement and it has been replaced with English for business purposes. This refers to fact that ESP has broadened its scope in time.

A recent piece reviewing the developments in ESP movement by Johns (2013) who analyzes the ESP research history under four sections such as *Early Years* (1962-1981),

The Recent Past (1981-1990), *The Modern Era* (1990-2011), and *The Future* (2011 plus). *Early Years* in a similar way is claimed to be dominated by text-based counts and rhetorical devices while in *The Recent Past*, ESP started to broaden its scope, as emphasized in the final statements in the previous paragraph, and also introduced central concepts such as needs and genre analysis and, communicative and pragmatic functions of rhetorical devices. Additionally, technology began to show itself in using tools of those years as telex, slides and computer took its place in ESP with computer-mediated instruction. In *The Modern Era*, various international journals with genre- and corpus-based studies, intercultural contrastive discourse analysis studies appeared. In this period, as it is also noted in a recent book *New Directions in English for Specific Purposes Research* by Belcher, Johns and Paltridge (2011) a convergence into language learning, actual teaching practices and research is suggested so as to contextualize and criticize ESP with its all aspects. *The Future* which covers past two years and following years appears to bring ESP with new perspectives. Johns (2013: 22) portrays this period with four words "variety, context, complexity and critique". It means that the future of ESP is described with variety of topics, methodologies, multimodal styles; with particular contexts of classrooms, different educational environments or businesses; with complexity due to methodological triangulation and with self-reflection of researcher or criticism of pedagogical practices or research.

All in all, since its inception in the 1960s, ESP has gone through a tremendous change and improvement. It is sure that each step has contributed a lot to nature of ESP by questioning practices, opening up a new way for future interests, and attempting to meet demands of time.

2.5. Definition and Basics of ESP

There have been different perspectives in literature when it comes to produce a suitable definition of ESP. While Hutchinson and Waters (1987) identify ESP by presenting what ESP is not, Robinson (1991) claims that it is relatively hard to find out a universal definition of ESP since its focus on specificity and appropriateness which alter in

various contexts in different parts of world. Accordingly, the list presented below clarify misconceptions by showing what ESP is not before moving to its basics,

- Not a matter of teaching ‘specialized varieties’ of English, [...]
- Not just a matter of science words and grammar for scientists, [...]
- Not different in kind from any other form of language teaching [...]

(Hutchinson and Waters, 1987: 18)

In other words, first, the specificity of purposes in ESP does not require a special form of language. Second, using right words or grammar is not enough for communication in ESP. There are various abilities or competences needed to use language in an effective way. Third, all the process of learning in ESP is similar to the one in EGP although the content may change in ESP. Basically, the goal is to have again effective and efficient learning in ESP, like in EGP. In contrast with EGP, special nature of ESP shows itself in real classroom practices and outcomes of learning. This is also supported by Hutchinson and Waters (1987: 53) who claims the distinction between ESP and EGP is "in theory nothing, in practice a great deal".

In an earlier record, Munby (1978: 2) describes features of ESP courses as "ESP courses are those where the syllabus and the material are determined in all essentials by the prior analysis of the communication needs of the learner". Similarly it is noted by Robinson (1980, 1991) that ESP is a goal-oriented activity and depends on the process of needs analysis. Essentially Dudley-Evans and St John (1998) developed a framework which is developed from Streven's previous work in 1988. Dudley-Evans and St John (1998) attempted to draw outline of ESP with this framework covering absolute and variable characteristics of ESP. Here, absolute and variable characteristics are of importance since they refer to basics of ESP (Dudley-Evans and St John, 1998: 4-5):

Table 2: Absolute and Variable Characteristics of ESP

<i>Absolute Characteristics</i>
1. ESP is defined to meet specific needs of the learners; 2. ESP makes use of underlying methodology and activities of the discipline it serves; 3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.
<i>Variable Characteristics</i>
1. ESP may be related to or designed for specific disciplines; 2. ESP may use, in specific teaching situations, a different methodology from that of General English; 3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; 4. ESP is generally designed for intermediate or advanced students; 5. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

As inferred from the features presented above, the main consideration in ESP is discussion of students' needs and their goal in learning or using target language. In addition to these features, Dudley-Evans and St John (1998) also claim that there is no language, material or methodology special to ESP which is also emphasized in many pieces of literature (Hutchinson and Waters, 1987). However, it is also stressed that ESP may have its own approach to course design taking a form within a particular content area or occupation in focus. Hutchinson and Waters (1987) regard ESP as an approach based upon reasons behind learning target language, rather than a product. In a similar vein, ESP is stated to be "simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence with this particular area" (Widdowson, 1983: 10). According to traditional view, language is considered as a subject whereas in ESP it is accepted as a service (Robinson, 1980). That is, it is regarded as a means to meet a need in ESP; however, it is treated as an end in ELT.

All considerations till here suggest that ESP is a contextualized learning- and learner-centered approach covering specialist language and content. Put briefly, purposefulness, specificity, appropriateness, authenticity may be suggested primacy notions or basics of ESP.

2.6. A Key to ESP: Needs Analysis

The notion of purposefulness is directly related to the significance of needs analysis in ESP. The basic insight into ESP trend is to offer course design, content and materials responsive to target language learners' own agenda. It is sure that what is suitable in a class or a learning environment might not serve purposes in another one. Therefore, it is necessary to find out first what is specifically appropriate, available, applicable and accurate for the target situation and target language learners, and then, to build on it. "The idea [is] simple: if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course" (Hutchinson and Waters 1987: 7). In discovering these features, needs analysis is regarded as an integral part of decision making processes in ESP. It is also affirmed by "The idea of analysing the language needs of the learner as a basis for course development has become almost synonymous with ESP" (McDonough, 1984: 29). It is accepted as *sine quo non* component of an ESP course development process. In brief, a needs analysis forms the basis of an ESP course (Basturkmen 2010; De Chazal, 2014; Dudley-Evans and St John, 1998; Flowerdew, 2013; Gatehouse, 2001; Graves, 2000; Grosse and Voght, 1991; Hutchinson and Waters 1987; McDonough, 1984; Robinson, 1980; 1991).

What makes ESP different from EGP is not existence of needs but an awareness of and responsiveness to the needs (Hutchinson and Waters, 1987). Therefore, "Tell me what you need English for and I will tell the English that you need" (Hutchinson and Waters 1987: 8) is taken as a leading motto in ESP. Accordingly, needs analysis process is regarded as an attempt to answer questions regarding *when*, *where*, and *why* language learners need target language (Basturkmen, 2010). Dudley-Evans and St John (1998: 121) states that needs analysis "is the process of establishing the *what* and *how* of a course". So

as to answer such questions, it is necessary to produce and employ an accurate and appropriate data collection instrument such as needs analysis questionnaires or interviews. Allwright and Allwright (1977) associate a needs analysis questionnaire with a weapon in the course-planners armory, which brings success. Indeed, needs analysis enables an ESP course to become a focused one (Dudley-Evans and St John, 1998). Richards (2001: 52) below summarizes the reasons behind performing a needs analysis:

- 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 student 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.

Before 1970s, learning or learner needs were defined by language teachers intuitively and were analyzed in informal ways. In 1970s, needs analysis first appeared as formal concept (Flowerdew, 2013). In parallelism with this awareness, over the years, many discussions have been made on needs analysis in ESP and it has gradually refined in time (Dudley-Evans and St John, 1998; Basturkmen, 2010; Huhta et al., 2013). Likewise, even after Munby's communicative needs processor in 1978, meanings of needs or types of needs are still matter of discussion in literature (Widdowson, 1983; Robinson, 1991; Basturkmen, 2010). Since most of the ESP courses have time limitation, defining needs accurately is significant to use time effectively. There are goal-oriented or target (professional or educational requirements, objectives) and process-oriented or learning needs (Robinson, 1991). In addition, there are necessities, wants and lacks (Hutchinson and Waters, 1987). Robinson (1991) classifies needs in three levels: the micro, the meso- and the macro-levels of need. In the micro-level, needs are associated with individual learners' needs. In the meso-level, needs are considered in terms of professional and educational context. In the macro-level, needs are the society's needs. The macro-level needs concern

with language-in-education planning. Combining all of these aspects, Dudley-Evans and St John (1998: 125) present a comprehensive framework of needs analysis:

- A. professional information about the learners: the tasks and activities learners are/will be using for - *target situation analysis and objective needs*
- B. personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectation of it, attitude to English - *wants, means, subjective needs*
- C. English language information about the learners: what their current skills and language use are - *present situation analysis* – which allow us to assess (D)
- D. the learners' lacks: the gaps between (C) and (A) – *lacks*
- E. language learning information: effective ways of learning the skills and language in (D) – *learning needs*
- F. professional communication information about (A): knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis, genre analysis*
- G. what is wanted from the course
- H. information about the environment in which the course will be run – means analysis

In a similar way, Basturkmen (2010: 19) reports on the process of needs analysis. What a needs analysis process covers:

- Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do.
- Discourse analysis: Descriptions of the language used in the above.
- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.

- Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer.

Different from the previous description of needs analysis, Basturkmen (2010) takes learners' psychology into consideration by including the learner factor analysis step. This aspect is different from the one called as personal information presented by Dudley-Evans and St John (1998). This denotes that learners' values, beliefs or perceptions about learning, teaching or language play a role in defining their needs.

Huhta et al., (2013) bring a different perspective to this issue. In this current view, emphasizing on the role of Common European Framework (CEF) Professional Profiles and European Language Portfolio, it is maintained that there is *first generation needs analysis* and *second generation style of needs analysis*. The previous one is based on language-centered approaches which highlight functions and notions, language skills. In the latter, a detailed task-based approach gains importance due to the action-oriented nature of CEF profile. They do not see both of them entirely separate; however, in this approach, a holistic needs analysis is valued and needs analysis is evaluative in nature. There is an emphasis on social, cognitive, emotional and volitional aspects of learning process.

It is indicated that ESP courses are supposed to be based upon evidences, not teacher intuitions anymore. This is provided with a thorough needs analysis. It is important to gather valid and reliable data for a thorough needs analysis process. In this respect, Hyland (2009: 68) proposes the following solutions:

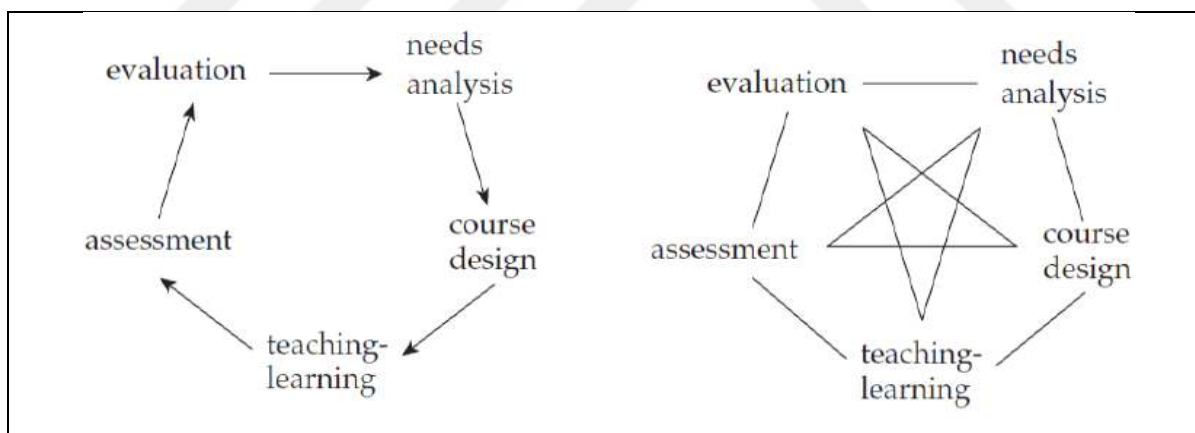
Triangulation: Conclusions are developed using a range of data sources, research methods or investigators.

Prolonged engagement: The use of repeated observation and collection of sufficient data over a period of time.

Participant verification: The analysis is discussed with participants and its "reality" verified by them.

Throughout the needs analysis process, as suggested above, it is important to experience reality by employing more than one source of data by engaging in the field of research for a long period of time in order to collect necessary data and also, it is necessary to get the perceived reality confirmed by the participants. For a thorough needs analysis, some data gathering instruments and sources from which data is collected are suggested in the related literature, too. Evidences during the needs analysis process are collected via some data gathering instruments including "questionnaires, analysis of authentic spoken and written texts, discussions, structured interviews, observations and assessments including formal or informal judgements of learners' performance or progress" and from "the learners, people working or studying in the field, ex-students, documents relevant to the field, clients, employers, colleagues, ESP research field" (Dudley-Evans and St John, 1998: 132). Based upon these sources, an ongoing needs analysis leads to an effective and successful ESP courses. Linear and cyclical processes of needs analysis are presented below:

Figure 2: Linear and cyclical processes of needs analysis



Source: Dudley-Evans and St John (1998: 121)

This implies that needs analysis is not only conducted in order to design an ESP course but also to improve or revise an ongoing ESP course (Basturkmen, 2010; Dudley-Evans and St John, 1998). The needs analysis phase is followed by course design, selection of materials, methodology, assessment and evaluation processes. As depicted above, this curriculum development process can be in linear or in cyclical form (Dudley Evans and St John, 1998).

2.7. Course Design in ESP

As aforementioned, all kinds of decisions regarding content, materials and teaching process in ESP course design are based on needs analysis. Therefore, course design process constitutes a significant part of workload in ESP (Hutchinson and Waters, 1987).

This is also reflected by Basturkmen (2010) depicting course development process in the form of pyramid with needs analysis process at the bottom. In this decision making process, it is necessary to consider several parameters. Dudley-Evans and St John (1998: 145-146) present parameters for an ESP course design:

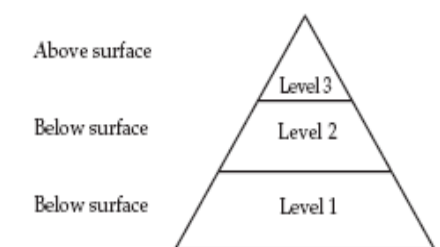
- Should the course be *intensive* or *extensive*?
- Should the learners' performance be *assessed* or *non-assessed*?
- Should the course deal with *immediate* needs or with *delayed needs*?
- Should the role of the teacher be that of the *provider* of knowledge and activities, or should it be as *facilitator* of activities arising from learners expressed wants?
- Should the course have a *broad* focus or *narrow* focus?
- Should the course be *pre-study* or *pre-experience* or *run parallel* with the study or experience?
- Should the materials be *common-core* or *specific* to learners study or work?
- Should the group taking the course be *homogenous* or should it be *heterogeneous*?
- Should the course design be *worked out by the language teacher* after consultation with the learners and institution, or should it be *subject to a process of negotiation* with the learners?

Apart from the data collected during needs analysis process, answers to the questions above determine guidelines and syllabus of an ESP course.

Basturkmen (2010: 68) reminds that "there is no ready formula for determining ESP curricula". On the other hand, she adds that three elements are paramount to design of

an ESP: analyzing needs, investigating specialist discourse (via methods like ethnography, corpus or genre studies) and determining curriculum as presented below:

Figure 3: Representation of ESP needs analysis and curriculum development



Basturkmen (2010: 143) depicts curriculum development process in the form of three-level pyramid: the first level refers to analyzing needs, the second level to investigating specialist discourse, the third level to determining the curriculum. So as to clarify the issue with details, Basturkmen (2010: 143) lists different kinds of detailed considerations for teachers and course developers to focus on throughout the process:

Table 3: ESP Curriculum Development Process and Considerations

<i>Level 1: Analyzing needs</i> <i>Considerations</i> Situation analysis: What tasks are involved in the work or study area and what are the standards for their performance? Can the tasks be divided into subtasks? What type of needs to investigate (for example, objective and/or subjective, immediate/long-term, skills and/or tasks)? Which language-based skills or tasks do the students find difficult? What is the nature of the students' difficulties in these language-based skills or tasks (for example, linguistic, conceptual, cultural)?
<i>Level 2: Investigating specialist discourse</i> <i>Considerations</i> Which linguistic forms and features to investigate (for example, those the students are weak in or unaware of, those members of the community of practice stress as important)? What data to collect (for example, do relevant literature, descriptions, and corpora already exist or does primary data need to be collected)?

***Level 2: Investigating specialist discourse
Considerations (Table 3 Contd.)***

What approach to use in the investigation (for example, ethnography and/or text analysis)?

What primary data to collect (texts, marked scripts of students' writing, observations, self-reports, such as interviews)?

How to analyze the texts/discourse from the target community of practice or discipline (for example, whole or part of the texts, for specific features)?

How to devise pedagogical descriptions of discourse in the specialist area?

***Level 3: Determining the curriculum
Considerations***

How to focus on the course (for example, wide- or narrow-angled)?

How to deliver the course (for example, web-based, classes, workshops, on-site or off-site)?

What units to include in the syllabus and how to sequence them (for example, genres, features of spoken discourse, conceptual content, easy to difficult, immediate to less immediate needs)?

How to evaluate learning (for example, with reference to the final or way-stage criteria or performance objectives used in the community of practice)?

What materials to develop and what types of tasks to include (for example, pedagogical descriptions of discourse and tasks that make use of activities of the work or study area)?

Similarly, it is emphasized that an ESP course design is considered as "the product of a dynamic interaction between a number of elements: the results of needs analysis, the course designers' approach to syllabus and methodology, and existing materials (if any)" (Robinson, 1991: 34). In fact, it seems that both of these perspectives in the literature overlap each other in that they take similar considerations into account while framing the process of course and curriculum development process.

Although they are not entirely independent of each other, there exist various types of syllabus designs such as a structural or formal syllabus, a notional or functional syllabus, a situational syllabus, a skills-based syllabus, a task-based syllabus, a content-based syllabus in the literature. Rather than giving one of them prominence, Robinson (1991) argues for relating or integrating syllabuses into an effective teaching programme.

ESP is described as a "materials-led movement" (Dudley-Evans and St John, 1998: 185). As for the material choice for ESP courses, authenticity is considered to be a key (Robinson, 1991; Widdowson, 1983). Simplified versions of original materials are also welcomed. Dudley-Evans and St John (1998) argue that an ESP teacher or practitioner have to be a good provider or writer of materials as well. A good provider of materials is supposed to:

- Select appropriately from what is available;
- Be creative with what is available;
- Modify activities to suit learners' needs; and
- Supplement by providing extra activities (and extra input).

(Dudley-Evans and St John, 1998: 173)

Robinson (1991: 59) also suggests using locally produced or in-house materials instead of using published textbooks although he warns that there is "no polar division between in-house and published materials". The focus on needs analysis points out that it is not suitable to use ready-made textbooks. This is already against the nature, specificity or purposefulness, of an ESP course.

When it comes to role of assessment and evaluation processes in ESP, in 1990s with rise of cost-effectiveness issue, assessment and evaluation starts to be taken into consideration. A combination of different types (formative vs. summative, process vs. product, qualitative vs. quantitative) is valued and questionnaires, checklists, rating scales, interviews, observation, discussion, records, assessment can provide necessary information (Robinson, 1991). As for testing specific purpose ability, there has been scarce research addressing the issue of assessing languages for specific purposes. Douglas (2000) formulates a theoretical framework providing a basis for assessing languages for specific purposes. What makes it different from general purpose testing is that authenticity of tasks and interaction between general language knowledge and specific purpose content knowledge.

2.8. Role of the ESP Teacher or Practitioner

One of the most important differences between ESP and EGP lies in roles or responsibilities of teacher. There is an agreement in literature that responsibility of an ESP teacher involves more than teaching (Robinson, 1991). An ESP teacher is responsible for whole course development process including designing course, preparing materials, and evaluation. Dudley-Evans and St John (1998: 13) prefer to use *practitioner* instead of teacher and attribute five key roles "teacher, course designer and materials provider, collaborator, researcher, evaluator". He adds that teacher may not be "the primary knower of the carrier content of the course" (ibid). Therefore, in terms of delivering ESP instruction, there are three options:

- ESP taught by English teachers using field-specific content
- Field-specific courses taught by teachers in the disciplines using English as the language of Instruction
- A collaborative model in which both English and field-specific teachers have joint into development and/or teaching of the course.

(Butler-Pascoe, 2009: 2)

Since the prime challenge for an ESP teacher is to struggle between field-specific knowledge and language knowledge, even if the teacher is not informed about target field, collaborative model may alleviate probable problems. By making use of corpus tools, ESP teacher may also meet demands to some extent (Belcher, 2013). Another challenge is that most of the ESP teachers have no professional training. Robinson (1991) suggests that being an ESP teacher requires flexibility, enthusiasm to try new approaches and methods, additional effort and training. In this respect, professional development with a focus on content knowledge is a necessity for an ESP teacher (Pham and Malvetti, 2012). Even with the integration of technology, challenges or responsibilities of ESP teachers seem to increase in that apart from being a needs analyst and syllabus designer, they have additional roles of searching, evaluating, choosing or preparing appropriate materials for technology integrated ESP courses (McGrath, 2007). Furthermore, on integrating technology into ESP course, Butler-Pascoe (2009: 11-12) recommends an ESP teacher to:

- Design computer-mediated activities that provide authentic materials and situations that students will encounter in their disciplines.
- Design tasks that encourage students to develop skills required to access discipline specific information and conduct research in their fields.
- Design task-based online activities that require students to use critical thinking and collaborate with classmates and outside experts in their disciplines.
- Set up a class Web site or class wiki where you provide students various resources and where students can interact with you, their classmates, and invited guests.
- Collaborate with your counterpart English teacher of ESP or discipline teacher using English as the median of instruction to develop and teach a curriculum that has input from both discipline teachers and language teaching experts.
- Take advantage of the abundance of teaching sources available online including lesson plans, online journals in both English teaching and discipline-specific fields.
- Join professional listservs, ESP interest groups, and online forums where you can gain knowledge and share expertise, support, and advice for teaching ESP.
- Share discipline-specific resources that you develop and seek collaborations across disciplines and schools, and universities.
- Seek administrative support to develop an online database where you and your colleagues can establish permanent collections of field-specific readings, videos, podcasts, lesson plans, step-by-step directions for student use of web resources.

2.9. Technology and ESP

The use of English as a lingua franca and growing importance of technology are two motives behind the development of ESP. At the same time, the use of English as a lingua franca is regarded as a key in discussion of the relationship between technology and ESP in the literature (Bloch, 2013).

Developments in ESP draw on the developments in ELT, with regard to technology specifically on the developments of CALL (Computer-Assisted Language Learning). Though origins of CALL date back to years of 1960, after the popularity of personal computers towards the end of 1970s, CALL expanded its range in the 1980s (Davies, 2002). Apart from three types of CALL involving behaviorist-structural, communicative, integrative (Warschauer and Healey, 1998) or restricted, open, integrated (Bax, 2003), a number of concepts such as distance education or distance learning with synchronous and asynchronous modes, distributed learning, e-learning, flipped classroom and blended learning come to minds as thinking about technology integration in recent years. Among distance learning environments, learning management systems, learning course management systems (so-called web-based training, WBT) and mixed models which comprise five different module including subject management module, distance self-study module, communication module, course builder module, quiz module are considered to be popular today (Kılıçkaya et al., 2014). Open educational resources like MOOCs, gamification and MALL (mobile assisted learning) deserve an attention for their potential, too (Barcena et al., 2014).

The rise of technology both stimulates the need to communicate and to collaborate across professional and educational world. It also distorts border lines between study time and non-study time, or between full-time, part-time and distance learning (Walker, 2014), which has a role in transforming ESP teaching environments in time. In his foreword of the book *Information Technology in languages for specific purposes*, Warschauer (2006: xiv) promotes the idea that "The languages for specific purposes field owes its current prominence to the development of the Internet and the correspondingly enhanced need to use English for specific purposes by people throughout the world". *Technologization* and *transnationalization* are stated to be driving forces for future directions of ESP

(Flowerdew, 2013). However, in spite of such a close relationship between information and communication technology and ESP movement, it is weird that there are fairly limited published sources in the field (Arno-Macia et al., 2006). In response to such developments in technology and especially the Internet, Simin (2012) argues that electronic ESPs should be created in parallel with each type of ESP such as e-Be (electronic business English), e-Me (electronic medical English), e-EST (electronic English for science and technology etc. Basically, functions of technology in language education are presented:

- Accessing information, including information about language
- Exposure to the target language
- Entertainment (i.e. reading/listening for pleasure)
- Creating text
- Publishing learner work
- Communicating and interacting with other language users/learners
- Creating community
- Managing and organising learning (e.g. learning management systems, online vocabulary notebooks, etc.).(Stanley, 2013: 1)

In ESP context, technology acts principal roles "as a tool for language learning, a site for varied and authentic materials and a place for publishing and sharing work" (Bloch, 2013: 388). On the part of teacher, information technology is regarded a support while on the part of the learner, it boosts learning experience. Especially, online learning is considered in the literature as indeed suitable for teaching languages for specific purposes since it provides customization to address learners' needs (Garrett, 2009; Arno-Macia, 2012). Other advantages of integrating technology into an ESP course are as follows:

- Provides interaction and communicative activities representative of specific professional or academic environments.
- Fosters understanding of the socio-cultural aspects of the language as practiced in various fields and professions.
- Provides comprehensible field-specific input and facilitates student production

- Provides sheltering strategies for language development and content-specific understanding (modeling, bridging to students' background experiences, contextualizing, metacognitive activities, etc.)
- Utilizes task-based and inquiry-based strategies reflective of tasks in discipline-specific settings and situations.
- Utilizes authentic materials from specific disciplines and occupations
- Supplies authentic audiences including outside experts in specific fields.
- Supports cognitive Abilities and critical thinking skills required in the disciplines
- Utilizes collaborative learning
- Facilities focused practice for development of reading, writing, listening, and speaking skills across the curriculum and disciplines
- Is student-centered and addresses specific needs of students
- Uses multiple modalities to support different learning styles
- Meets affective needs of students: motivation, self-esteem and autonomy
- Provides appropriate feedback and assessment of content knowledge and English skills.

(Butler-Pascoe, 2009: 2-3)

As mentioned earlier, acquiring communication skills is one of the primary focuses in ESP courses. Accordingly, integrating technologies is regarded as "communicative space" and relatively more valued in ESP courses since they provide learner with "oral, literate, and visual modes of discourse [including] synchronous forms of discourse, such as chat, where the participants interact in the same time frame, or asynchronous forms, such as email, listservs, Twitter, or blogging, or newer forms of technologies such as Facebook" (Bloch, 2013: 385). Through authentic materials and real-world challenging tasks (Luzon and Gonzalez, 2006), the use of the Internet also provides connectivity between language learned and specialist content knowledge.

Due to many economical, instructional and institutional realities such as large number of learners and limited support of teacher, the use of online learning environments in teaching languages for specific purposes has been in increase in recent years (Arno-Macia, 2012). It is likely that integrating technology into ESP is not without problems.

However, problems may be solved if following keys are considered seriously (Arno-Macia, 2012: 100):

- the tailoring of [courses] to specific learning needs
- the lecturers' skills
- teamwork of participants involved in the [courses]
- the sound integration of a technological and pedagogic rationale
- a cyclical process of experimentation, evaluation and improvement

Successful integration calls for combination of technological, pedagogical, organizational skills of the ESP teacher as well. Even if digital world is in a continual state of development and change, De Chazal (2014: 338) claims that "the basic skills and language needed for study in English remain relatively unchanged". Nevertheless, practitioners as well as learners should interact as much as possible dynamically and permanently during all processes of technology integrated ESP courses.

In conclusion, all the discussion points out the complex, dynamic and diverse nature of ESP teaching. The related literature indicates that there is no formula for efficient ESP teaching and technology integration. Nonetheless, raising learners' awareness of challenges and opportunities in ESP world and reflecting on theory and practices in the literature may contribute to ESP courses to be recognized as an innovation with its all aspects.

2.10. Why Online Learning?

There are two main functions of technology for language learning: "technology as providing resources and technology as providing enhanced learning experiences" (Larsen-Freeman and Anderson, 2011: 199). While over-head projectors were once regarded as inevitable tools for language learning environments, today with the advances in World Wide Web and computer technologies, the mode of language learning environments have shifted from traditional classroom to virtual classrooms. When used effectively, integration of computer technologies into the language classrooms contributes to learner-centered education (Lee, 2000; Lee et al., 2008). Since learner-centeredness is the primary focus in ESP, the researcher attempted to design ESP courses in an online learning environment.

Both synchronous and asynchronous online learning provide students and teachers with various opportunities for language learning process. Integration of innovative technologies into language classrooms makes students more autonomous learners (Benson, 2006) and motivated towards language learning, promotes responsibility of their learning processes, lowers their affective filter (Kılıçkaya, 2013), adds color to monotonous atmosphere and makes language learning process enjoyable (Ellis, 2003). The students have an opportunity to have control over their learning processes and monitor their progress in online education (Brown, 2002). It gives language students chance to learn on their own at their own pace and need with various materials (Naba'h 2012; Tsai, 2012).

In mixed mode of synchronous and asynchronous e-learning environments, learner independence and interdependence are encouraged in online education via peer-to-peer interaction, student-teacher interaction and feedback. While synchronous learning environments require immediate language use and improve discussion and communication skills, asynchronous can be suitable for producing more detailed forms of language like writing skills (Bloch, 2013). Instead of using one mode of online education, combining synchronous and asynchronous modes may compensate weaknesses of each and make language learning more profitable by providing different opportunities. In Tsai's study (2012) integrating multimedia courseware into ESP instruction concluded that students' performance, participation, motivation, self-discipline, learning satisfaction and effectiveness increased. Such an integration assisted students to construct their meanings and vocabulary in the process of language learning. All these functions of integration into ESP correspond to constructivism and Vygotsky's zone of proximal development. This type of learning environment offers opportunities for students' adoption of collaborative and problem-based learning as well.

In addition to opportunities, both online learning environments and ESP based teaching have changed the roles of teacher in traditional language classrooms. Especially the burden of ESP teachers seems to be heavier as compared to general language teacher. This aspect is also emphasized by Dudley-Evans and St John (1998) who identifies key roles of ESP practitioners as researcher, course designer, materials provider, and collaborator. Since online learning saves time and effort especially when teachers teach in

crowded classrooms, such systems may aid ESP teachers to perform their key roles in relatively more effective way.

2.11. ESP-based Studies Conducted in Turkey

In this section, ESP-based studies, specifically master and doctoral thesis studies, conducted in Turkish context were examined. The studies were categorized according to focus of the study and also, the studies under each category were presented chronologically. The main framework including the purpose, methodology, sample, data collection instruments and results was discussed briefly.

2.11.1. Studies on Needs Assessment

As inferred from the year of study, one of the oldest dissertation focusing on needs assessment in the field of ESP was conducted by Boztaş (1987). The study attempted to describe English learning needs of the students at a department of medicine where the medium of instruction was English. At the end of the study, the researcher suggested a communicative course design for the target students.

In the field of English for medical purposes, Akgül (1991) conducted a needs analysis study. It aimed at discovering perceived academic needs in the ESP classes. The sample comprised of 76 students at four different language classrooms at the faculty of medicine. As a data collection instrument, questionnaire was employed. According to the conclusions, receptive skills covering reading and listening, were considered more significant. It was also indicated that the students' difficulties in English were about English sentence structure and technical vocabulary.

Alagözlü (1994) aimed to investigate needs of fourth year students at the faculty of medicine. To this end, the data was obtained via questionnaires and interviews. Mainly, perceived needs of students, teachers and administrators were compared. The study showed that needs stated by different parties did not match. The existing program and materials were not suitable for the target group of students. The analysis of needs indicated that reading and translation was the most required language skills. Additionally, the study

suggested that medical terminology along with reading strategies should be emphasized in the field of English for medicine.

In the field of English for Tourism, Üstünlüoğlu (1994) analyzed needs of the students studying at the department of tourism and administration and hotel management. The researcher focused on the students' learning needs, target skills and sub-skills required in the target field of work. The participants consisted of graduate (n=50), undergraduate students (n=50) and hotel managers (n=5). The data was obtained via questionnaire conducted with students and interviews with hotel managers. The findings indicated that speaking and listening were regarded as the most important skills for the target context whereas the current program focused on writing, translation and reading skills. The duration of the course, teaching methods and materials were found unsuitable for the target context. Briefly, it was concluded that the current program did not meet the needs of the students.

Employing descriptive study design, Karataş, (1994) focused on the problems encountered in teaching English at preparatory program at three schools of foreign languages at different universities. The researcher conducted questionnaires with lecturers and students. The study found out various reasons behind failure in these English preparatory programs. The reasons such as crowded classrooms, inadequacy of class hours and the inadequacy of audio-visual aids were listed among these reasons. It was concluded that the classrooms in these schools should be accommodated homogenously by grouping the students according to their field of study. Accordingly, the researcher suggested that the problems faced could be removed by considering the students' future field of study, their learning needs, and thus integrating ESP-based courses into the curriculum.

In the field of English for accountancy and business administration, Günay (1999) carried out his research with first year students studying at the departments of accountancy and business administration at a vocational school at one of the state universities. The researcher criticized the existing classes and pointed out the weaknesses of existing ESP classes. The study revealed that the motivation level of the students was fairly low. Therefore, it was suggested that in order to achieve an effective language teaching and

motivate students, the students' goals and needs should be taken into consideration in designing course and its materials.

Seçen (2001) conducted needs analysis study at the department of electric-electronics engineering and mechanical engineering students with the aim of investigating feasibility of a collaboration between mechanical engineering and electric-electronics engineering departments and the center for foreign languages. To this end, the views of departmental administrators, instructors and students were obtained. The data was gathered via questionnaires and interviews.

Kaygan (2005) analyzed English language needs of Turkish army pilots at a army language school. To this end, a total of 45 pilot trainees and 4 English language teachers took part in the study. The data was collected via a structured questionnaire. Additionally, the researcher analyzed the activities and materials used in the study context. The study indicated that course objectives should be revised by considering the findings gathered via the questionnaire. The pilot trainees needed English mainly in order to understand and follow spoken instructions. In line with this, it was suggested that speaking and listening skills should be integrated into the program. Also, it was asserted that technical and general vocabulary knowledge should be improved. All in all, the researcher recommended that a course focusing on air traffic terminology and phraseology should be offered in the concerning context of study.

In the field of tourism, Diken (2006) carried out needs analysis survey study with the first year students studying at the department of tourism and hotel management at a vocational high school at a state university. The study focused on situational and communicative needs of the students (n= 160). The data was collected through questionnaires and interviews. The study revealed that the students were reluctant in taking part actively in classroom activities. The existing program did not meet the needs of the students. The following suggestions were presented: the students' views should be taken seriously in designing an English program, especially in order to promote communicative competence, drama and role-plays should be added. Also, the students should be provided with various activities in order that they could enhance their speaking skills.

In the field of medicine, Yeniçeri (2008) investigated English language needs of preparatory students at one of the state universities with the purpose of revising the current content of the program and proficiency exam. The data was collected via four questionnaires developed by the researcher. The questionnaires were administrated to preparatory students, first year students and lecturers at the faculty of medicine. The study suggested that the students should be distributed homogenously according to the field of study, their needs should be taken into account to prepare curriculum and proficiency exam, communication strategies and skills should be integrated to the program. It was also argued that there should be ongoing collaboration between the faculty of medicine and the school of foreign languages so as to prepare content of the preparatory program.

Majority of the studies in the field of ESP were conducted in tertiary level. Differently, Sabuncuoğlu (2010) carried out needs assessment at three vocational high schools at two different cities. The researcher analyzed English needs of totally 453 high school students. The sample group was heterogeneous in terms of field of study (information technologies, accountancy, photography, clothing and fashion etc.). The data was collected via questionnaires. According to the results of the study, especially speaking and reading skills were considered important for the target group. The researcher suggested that ESP based English courses should be designed and content-based instruction should be adopted in order to improve the students' communicative skills.

One of the latest studies in the field of ESP was conducted by Kazar (2013). It was a case study aiming to analyze learning and target needs of the students studying at the faculty of fine arts at a private university. The researcher focused on the students' and instructors' perceived learning and target needs. The data was collected via pre-needs analysis questionnaire and semi-structured interview. The participants comprised of 59 students and 6 instructors. The study concluded that four language skills should be improved with a special attention to the sub-skills like presentations, obtaining specific information, predicting, and expressing ideas clearly were suggested to be considered in preparing tasks and activities.

2.11.2. Studies on Syllabus Design

Following a needs analysis process, Hergüner (1990) designed a syllabus adopting ESP approach for the preparatory program at an institute of basic sciences at a state university. The participants consisted of 44 students who completed the program and 85 lecturers teaching at the same preparatory program. The data was collected through a questionnaire administered to the students and a structured interview conducted with the lecturers. At the end of the study, the researcher prepared a sample suitable syllabus for the target students and confirmed that the needs analysis process was integral part of designing an appropriate syllabus for the target students.

Tikence (1991) prepared a syllabus for reading course for the ELT department at Gazi University. The data was collected through questionnaires and interviews conducted with teachers and students. The data analysis showed that similar views regarding the necessity and difficulty of reading skill were shared by both teachers and students. Based on findings, the researcher presented a set of goals and objectives and accordingly a syllabus for the first year ESP reading course.

Employing a modular approach to syllabus design, Uluşan (1995) aimed at designing an ESP course for the advanced learners of English at the Army Academy. Before the process of the course design, the researcher conducted interviews and questionnaires for the needs assessment. In response to the findings, a modular approach was chosen since it was assumed that it offered solutions faced in the regarding context of study.

In the field of English for tourism, Kabadayı (1996) carried out a needs analysis survey and suggested a model ESP syllabus. The data was collected from the students and lecturers studying at tourism business and hotel management colleges at four cities in Turkey. It was added that there were some open-ended questions in the teacher questionnaire. The study pointed out the necessity of designing an English program with a focus on ESP by taking students' needs and expectations into consideration. Both the teachers and the students at the study shared the same beliefs about methods and

techniques. Eclectic method was appreciated by the participants and also, the productive skills were relatively considered important as compared to the receptive skills.

Efe (1996) designed an ESP syllabus for the preparatory English students and thus, attempted to find solutions to constraints and problems observed in the existing program. The data was obtained through a questionnaire administered to students and an interview held with English teachers. The suggested ESP syllabus indicated the significance of teaching reading and writing skills in an integrative way. Furthermore, it was suggested that courses on translation and semantics should be added to the program.

The purpose of the study carried out by Ertaş (1998) was to design two ESP courses for the first year students who were studying at phase I and phase II at the faculty of medicine at one of the state universities. For the needs analysis process, the researcher employed questionnaires and semi-structured interviews. A total of 40 students and 10 specialists at the faculty of medicine participated. After the needs analysis process, the aims and objectives were set. In line with this, the course syllabus and new materials with a focus on medical topics were developed. In the suggested modular course design, the focus was on mostly reading comprehension, vocabulary and reading strategies. That is to say, it was a skill-based course adopting modular approach.

2.11.3. Studies on Material Evaluation

Coşkuner (2002) conducted a textbook evaluation study in the field of English for business studies. To this end, the researcher carried out interviews and administered questionnaires. The participants for the study covered a total of 189 students and 10 instructors. The findings indicated that the textbook was mostly appreciated by the users. It was suggested that the listening activities should be added.

In the field of English for law, Kanik (2002) evaluated the effectiveness of the ESP reading materials used at the English language school at a private university. The evaluation was conducted at macro and micro levels. While the overall effectiveness of the materials was analyzed at macro level, effectiveness of two sample units in the materials was examined at micro level. As for data collection instruments, questionnaire with

students and interviews with teachers and students were conducted for the macro level. For the micro level, the data was collected via task description form, observation tool and student checklists. The data analysis indicated that the materials were deficient in addressing autonomy and a number of learning style such as the visual, auditory and kinesthetic learner.

2.11.4. Studies on Program Evaluation

Sarı (2003) carried out a doctoral thesis study in the field of teaching English for medical purposes. The primary aim was to evaluate the existing English teaching program at a department of medicine and the secondary aim was to design a sample module based on monitor model. The existing program was evaluated and needs were assessed through the following data collection instruments including questionnaires and random written reports for students, structured interviews for both teachers and doctors. According to findings, speaking and listening skills were considered as the most important skills by the students, yet reading and writing by the doctors. To understand medical material and to talk to foreigners were listed among the most significant goals stated by the students. The suggested module with a focus on monitor model was considered better as compared to the previous one. The evaluation of suggested module was limited to only the qualitative data, that is to say, the perceptions of teachers and students.

The purpose of the doctoral thesis study conducted by Altıncı (2009) was to evaluate the existing ESP program at Turkish Military Academy by making use of both qualitative and quantitative data and to develop a program evaluation model for the same context. The data was obtained from 434 military students, 42 graduates and 21 English instructors. The researcher developed material development survey, a measurement and evaluation survey and also, a teaching process evaluation survey in order to evaluate the current ESP program. The study pointed out that the current program failed to match with the ESP approach in deed and hence, revision was needed. Teacher training in the related context was needed as well.

2.11.5. Experimental studies in the ESP context

Emener (1989) conducted a comparative analysis in terms of methodologies adapted in ESP-based reading classes. That is to say, two different methods, structural method and interactive method, employed in ESP-based reading classes were compared. Achievement tests were used in order to measure performance in reading skill. Interactive method was found to be more effective in developing reading skill in ESP context.

A three-year experimental study by Aksungur (1994) was carried out with the undergraduate preparatory students studying at various disciplines but grouped in the same classes. In other words, the implementation was carried out in non-homogeneous classes where there were students studying at different disciplines. The focus was on English for academic purposes. Based on the results, the study proved that ESP can be learnt in both mixed-discipline classes and homogeneous classes.

Joshani-Shirvan (2008) compared traditional language teaching and the learner-centered teaching in terms of students' performance, attitudes, and retention in medical English. The study adopted an experimental research design. The same achievement and attitude tests were administered as pre-test and post-tests, retention tests. While the control classroom was accommodated with 90 students and taught in traditional way, the experimental group with the same size was taught in class focusing on learner-centered teaching. Following the treatment lasting 14 weeks, the study concluded that whereas there was no statistically significant difference immediately after the implementation, the retention tests indicated significant difference between the groups. In addition, the attitude tests indicated significant difference in favor of experimental group. Therefore, the study revealed that learning through discussion, group work, projects, cooperation and collaboration had positive impact on the students' performance. The students were complained of crowded classrooms and two-hour class time. In line with this, the researcher suggested to adopt learning-centered approach with less class size.

A recent study by Büyükkalay (2016) focused on speaking and listening skills. Specifically, the researcher attempted to promote the students' speaking and listening skills by the use of tasks based on Common European framework. The study adopting

experimental research design was conducted with the students studying at the department of tourism and hotel management. On the one hand, the experimental group (n=14) was taught with the suggested listening and speaking activities both of which was prepared for English for Tourism and at B1 level according to principles of the Common European framework. On the other hand, course book based traditional way of teaching was employed in the control group (n=14). Before and after 12-week implementation, pre-post tests focusing on speaking and listening skill , were administered to the groups. At the end of the study, it was found out that achievement levels of the students in the experimental group were greater than that of the students in the control group.

2.11.6. Studies on Different Variables in ESP Context

Tayar (2003) examined the level of students' motivation and their control over their learning, namely, autonomy, at a vocational school at a university. The sample included a total of 80 students attending an elective ESP course after passing a placement exam. The data was collected via questionnaire and interview. Observation was also among the data collection instruments. The study concluded that since the students were not fully aware of their language needs and the significance of learning a foreign language, they did not make most of use of foreign language classrooms. Moreover, it was claimed that the students' background knowledge and strategy use were poor and as a result, the students could not take control over their learning.

When all the studies discussed above are taken into account, the number of studies evaluating the learners' needs in different contexts clearly outnumbered the others with various purposes. In other words, there are limited number of studies going beyond the needs assessment. Considering all the studies presented here, it is important to note that no study attempted to combine ESP and educational technologies or online education. In this respect, the current research aims to fill this gap in the related literature as previously discussed.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter sheds light on method of research by clarifying nature and overall design of the current study, research questions, participants and setting, data collection instruments and procedure, and lastly, data analysis process.

3.2. Nature of the Study

The current study aims to design and deliver English courses with a focus on English for medical purposes following a comprehensive needs analysis process conducted at the Faculty of Medicine at Karadeniz Technical University, and to explore perceived effectiveness of the suggested online Medical English courses as compared to General English courses conducted in a traditional classroom based on experiences, reflections and evaluations of the stakeholders.

Typically in the context of educational research, this study has a quasi-experimental research design where the same group received different treatments, in this case, English courses with two different approaches, EGP vs. ESP, and within two different educational environments, face-to-face vs. online (Cohen et al., 2007). It is a quasi-experimental research because of the fact that it was carried out in the field as a part of an official education program at tertiary level with no comparison group or no randomization (Lynch, 1996).

In longitudinal research, it is stated that "information is gathered about the target of the research [...] during a series of points in time" so as to "describe patterns of change, and to explain causal relationships" (Dörnyei, 2007: 79). Lasting two academic years, the

current study similarly aimed to collect data from a variety of resources in different phases of the study.

In line with the procedures of designing, delivering and evaluating an online EMP course presented in the relevant literature, the current study basically covers four phases such as needs analysis process, design of EMP course contents in e-learning environment, delivering courses online, evaluation of courses via various qualitative and quantitative data collection instruments. In general, as the steps in its procedure suggest, the present study is a mixed method or hybrid study (Bryman, 1988; Cohen et al., 2007; Dörnyei, 2007) since it integrates qualitative and quantitative research tradition at more than one phases of the research process.

This longitudinal study employs various sets of qualitative data within quasi-experimental research design which is conventionally associated with quantitative research tradition. As for the data gathered throughout the whole study, qualitative data in fact predominated the quantitative data. The primary sources of data were qualitative and thus, the current study is mostly grounded in the qualitative or interpretive paradigm since it "assumes the value of context and setting, and that searches for a deeper understanding of the participants' lived experiences" (Marshall and Rossman, 1995: 39). In some parts of the data analysis process, in order to make more valid inferences from some of qualitative data, especially collected from a large sample, (for instance, obtained via online structured interview with 38 students), the qualitative data were coded and hence, quantified. In this way, emerging issues, recurring themes, trends and patterns were presented clearly.

Because of the fact that "qualitative research presents a processual view of social life whereas quantitative research provides a static account", two methodological approaches were conjoined with the aim of depicting a general and holistic picture of the reality (Bryman, 1988: 140). Here, such an integration of two research traditions also provided "a combination of insider and outsider perspectives" by depicting participants' point of views and researcher's perspective (ibid.). On the one hand, owing to its interpretive and exploratory nature, the qualitative data obtained via participant observations, field notes, interviews, reflective journals assisted the interpretation of the quantitative data obtained via questionnaires. On the other hand, owing to quantitative

data, the interpretations and analysis of the data obtained throughout the study were based on evidences rather than mere speculations. For instance, the participant observation method used in the needs analysis process enabled the researcher "to hear, see and begin to experience reality as the participants do" (Marshall and Rossman, 1995: 79) and the structured questionnaire in the same process revealed the students' problems and needs more concretely based on their own choices.

Additionally, micro and macro levels of reality were combined (Bryman, 1988) in that while large scale of data about the participants were gathered via quantitative ways, individuals' perspectives were closely examined via qualitative ways. As Dörnyei (2007: 29) put it, quantitative research gives "a structured and highly regulated way of achieving a macro perspective of the overarching trends in the world", qualitative tradition presents "a flexible and highly context-sensitive micro-perspective". In this way, different sets of data highlighted the truth in different ways in the current study.

Because of the nature of ESP approach, it is important to focus on a group or individuals and their goals, wants, lacks and needs of the target group. In this respect, it is possible to state that the present study falls in a category of case study research which is associated with qualitative approach (Creswell, 2003).

In a nutshell, mostly grounded in qualitative or interpretive paradigm, the current study is an exploratory longitudinal case study employing mixed method and quasi-experimental research design.

3.3. Research Questions

In accordance with the scope of the study which is broad in nature, the current study attempted to answer the following research questions. There are some major and minor research questions concerning the different research phases of the study. Basically, the first major research question and its minor questions were addressed before the design process of the suggested *EMPO*online class, the rest after the delivery process as follows:

1. Major research question:

How does the current general English language teaching program function in terms of foreign language learning and teaching processes?

Minor research questions:

- 1.1. Does the general English language teaching program work to serve for learner goals and needs well as perceived by the current teachers and learners?
- 1.2. What are the current roles of students and teachers in general English language teaching program?
- 1.3. What language skills do students, teachers and doctors perceive as significant to learn most?
- 1.4. Do available resources in general English language teaching program serve for learner goals and needs well as perceived by the current teachers and learners?
- 1.5. Does teaching context in general English language teaching program serve for learner goals and needs well as perceived by the current teachers and learners?
- 1.6. Do classroom procedures in general English language teaching program serve for learner goals and needs well as perceived by the current teachers and learners?

2. Major research question:

How does the suggested online English course with a focus on EMP, namely *EMPonline* course, function in terms of foreign language learning and teaching processes?

Minor research questions:

- 2.1. What are the positive aspects of the EMP-based course content experienced by the teachers and learners in terms of foreign language learning and teaching processes?
- 2.2. What are the positive aspects of the online educational environment experienced by the teachers and learners in terms of foreign language learning and teaching processes?
- 2.3. What are the negative aspects of the EMP-based course content experienced by the teachers and learners in terms of foreign language learning and teaching processes?

2.4. What are the negative aspects of the online educational environment experienced by the teachers and learners in terms of foreign language learning and teaching processes?

3. Major research question:

To what extent are the innovations in the suggested *EMPonline* class, namely the EMP-based course content and the online educational environment, rewarded or rejected by the stakeholders?

3.4. Setting

The present study was conducted at the Faculty of Medicine at Karadeniz Technical University, one of the largest state universities in Turkey, and lasted almost two academic years (September, 2015 - March, 2017). Following the processes of needs analysis, design, and development of the courses in the first year, the implementation of the suggested online English course was realized when the students started their second year. That means, the first part of the study was conducted in the academic year of 2015-2016 and the second part of it was conducted with the same students in the academic year of 2016-2017.

In the departments with English preparatory program like the faculty of medicine at Karadeniz Technical University, up to 30 % of the courses are formally offered in English. The English preparatory program and English courses offered at various faculties are provided by the School of Foreign Languages. There are mainly three departments available at the School of Foreign Languages: Department of Modern Languages, Department of Translation and Interpretation and Department of Basic English. While English preparatory program is offered by the Department of Basic English, the English courses at various faculties at the university are managed by Department of Modern Languages. Totally 75 lecturers with various years of EFL teaching experience conduct English classes actively at English preparatory program and service or vocational English courses at various faculties like the faculty of Medicine.

The students who pass the English preparatory program or are exempt of the English preparatory program are eligible to attend the English courses at the faculty of

Medicine. It means that they are supposed to have proficiency in English (intermediate level) which is significant in terms of the nature of ESP course. Of all courses at the six-year Medical Faculty, English courses are delivered at the first, second and third year. English courses at second and third year are held two hours per week while at the first year they are held three hours per week. This suggests that English lectures and their hour limit per week decreases as the year of study at the faculty increases. The courses are compulsory and the medium of instruction is English. The faculty of medicine provides their students with computer laboratories having access to the Internet, study rooms, medical skills & multidisciplinary student laboratories and student clubs.

The current study was started with needs analysis process conducted with the students who were attending advanced English course at the Faculty of Medicine at Karadeniz Technical University. The course was listed among the first year courses at the program. According to the information taken from the university catalogue, the English course is held 3 hours per week. These courses are held at one session with one break after 90 minutes. In traditional classrooms, due to size of the classroom, the students were divided into three different groups and taught with similar sources by different teachers. The implementation of the suggested online English course, *EMPonline*, was realized when students started their second-year English course which lasted 2 hours per week. This time, so as to maximize the benefits, the class was divided into five different groups and taught with the same materials by different teachers. The class day and hour of the online course was organized after the administration's, lecturers' and students' views were taken into consideration via interviews and meetings. The opinion of the experts from the distance education center was also taken. It was paid utmost attention to take all stakeholders' views into consideration during the decision-making processes throughout the study.

3.5. Participants of the Study

There are different groups of participants in different phases of the current study. The researcher conducted this study by working always in collaboration with all the stakeholders ranging from the directors and heads of the related departments to the students in the context of the study. In this way, the researcher tried to provide prolonged

engagement. The sample was chosen via convenient sampling which was one of the non-probability sampling strategies (Cohen et al., 2007). Table 4 presents the related information:

Table 4: Participants of the Study

Design & Development Process	Implementation & Evaluation Process
Medical Faculty Students	Medical Faculty Students
English Lecturers	English Lecturers
Administrative Personnel	Administrative Personnel
Medical Doctors	Experts at Distance Education Centre

The detailed information about each group of participants is presented as follows:

3.5.1. Administrative Personnel

Administrative personnel in this study cover university rector, director of school of foreign languages, head and vice head of modern languages, dean of medical faculty and, director of distance education center at Karadeniz Technical University. After describing the problem, the researcher consulted the director of school of foreign languages, the head and vice head of modern languages and then, made informal interviews with them so as to get more experiences and insights into the issue. After taking consents from the director of distance education center and the dean of medical faculty, the researcher shared research proposal and took opinion of university rector, too. Informal meetings and briefings were conducted with the administrative personnel.

3.5.2. Medical Faculty Students

A total of 249 medical faculty students whose ages range from 18 to 24 years participated in this study. However, since the every step during the research is voluntary, the number of participant students varied in each data collection period. For instance, while a total of 249 students took part in needs analysis survey, a total of 189 completed online learning readiness scale voluntarily. The researcher tried to triangulate the data by employing different data collection tools and methods so as to maximize the reliability and validity of the data.

3.5.3. English Lecturers

As it was previously mentioned, traditional English classroom at the faculty of medicine was taught in three groups by three lecturers (Lec 1, Lec 2, Lec 3) and the suggested class EMPonline was by five lecturers ((Lec 2, Lec 3, Lec 4, Lec 5, Lec 6). During the needs analysis process, in addition to 3 English lecturers, the researcher also conducted interviews with head and vice head of modern languages at school of foreign languages since they were also familiar to the study context and they had an experience of teaching English classes at the faculty of medicine at KTU. In the latter phases of the study (implementation and evaluation), the researcher held weekly meetings, conducted interviews, obtained weekly reflections and got in contact with 5 lecturers who conducted EMPonline via mobile group chat.

Table 5: Demographic Information: Lecturers and Administrative Figures

Participants	Gender	Age	Experience	Position
Admin 1	Male	39	17years	Head of Modern Languages
Admin 2	Male	40	16 years	Vice Head of Modern Languages
Lec 1	Male	36	14 years	English Lecturer
Lec 2	Male	56	26 years	English Lecturer
Lec 3	Male	35	7 years	English Lecturer
Lec 4	Male	38	7 years	English Lecturer
Lec 5	Male	53	22 years	English Lecturer
Lec 6	Male	35	5 years	English Lecturer

3.5.4. Medical Doctors

In addition to administrative personnel, students and lecturers, interviews were also conducted with the practicing medical doctors during the needs analysis process. To this end, a total of 6 practicing medical doctors took participation in the study.

The demographic information of the participant medical doctors is presented on Table 6:

Table 6: Demographic Information: Medical Doctors

	Gender	Age	University	Position	Area of specialization
Doc 1	Female	26	19 Mayıs Uni	Junior Doctor	psychiatry
Doc 2	Male	30	İstanbul Uni	Specialist	orthopedics
Doc 3	Male	29	Ankara Uni	Junior Doctor	otolaryngology
Doc 4	Female	30	KTU	Junior Doctor	anesthesia
Doc 5	Female	30	KTU	Junior Doctor	plastic surgery
Doc 6	Male	30	KTU	Specialist	emergency

3.5.5. Experts at Distance Education Centre

Especially, before and during designing and delivering the suggested online English course EMPonline, the researcher was permanently in contact with the experts at Distance Education Centre at Karadeniz Technical University. In this process, the researcher was in collaboration with an associate professor and a research assistant holding PhD degree in the field, who was assigned to follow the suggested online medical English, EMPonline, class.

Their suggestions were taken into consideration in different phases of the study as it is listed below:

- choosing an appropriate platform (Adobe Connect technology)
- deciding on the type of online learning (synchronous / asynchronous)
- discussing suitability of different materials and language activities to the platform
- training the teachers and students for the new online context
- giving technical help during the online courses
- evaluating the online course implementation from the technical perspective.

3.6. Data Collection Instruments

A variety of data collection instruments was employed in different phases of the current study. Each of the data collection instruments employed in different phases of the research was presented as follows:

Table 7: Data Collection Instruments Employed Throughout the Study

	Phase of the Study	Data Collection Instruments
Needs Analysis Process	Present Situation Analysis	Observation & Field notes Document analysis Informal meetings Semi-Structured interview (with lecturers) Structured interview (with doctors)
	Learner Factor Analysis	Structured Questionnaire Statement completion form Focus-Group Interview Online Learning Readiness scale
	Teaching Context Analysis	Review of the literature Informal meetings Unstructured interviews
	Target Situation Analysis & Discourse Analysis	Review of the books, textbooks, journals, online teaching materials, websites, smart phone applications on medicine
Evaluation Process	Throughout the implementation	Weekly round table meetings (with lecturers and director of school of foreign languages) Mobile Group Chat (with lecturers) Online reflective journal keeping (with lecturers) Online structured interview (with students)
	At the end of the implementation	Final Evaluation Interviews (with lecturers) Final Course Evaluation Questionnaire (with students)

3.7. Data Analysis Procedures

As previously mentioned, this study is a hybrid study combining both qualitative and quantitative data. Robson (1993: 307) argued that "most real world study produces data which call for both qualitative and quantitative analysis" and accordingly, more than one data analysis approaches were followed in the current study. In order to analyze the data obtained via the interviews, observation field notes, statement completion forms, meetings, online reflective journals and open-ended questions in the questionnaires, qualitative analysis was conducted. On the other hand, quantitative analyses were basically employed in analyzing the data obtained via the closed-ended questions in the interviews, online learning readiness scale, and questionnaires. The SPSS 16.0 program was used in the analysis of the quantitative data.

In this study, qualitative data analysis was conducted with the aim of "organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities" (Cohen et al., 2007: 461). Similarly, the quantitative data analysis focused on describing or explaining the data gathered without making any inferences or predictions. In other words, descriptive statistics including frequency, percentages, mean and standard deviation were employed in analyzing the quantitative data whereas the qualitative data was analyzed via content analysis procedures.

Weber (1990: 10) proposed that "The best content-analytic studies use both qualitative and quantitative operations on texts". In line with this suggestion, the qualitative data gathered throughout this study was analyzed simply not only by interpreting and summarizing the data but also by presenting the recurring themes, creating categories based on the emergent codes and tabulating them with frequency values. In both ways, interpretation of the data was achieved.

3.8. Ethical Considerations

On the macro level, for the implementation of the current study, three different parties including The School of Foreign Languages, The Faculty of Medicine and The

Center of Distance Education at Karadeniz Technical University were well-informed about the research and their consents were taken via letters of permission at first. Later, since the current thesis study was a part of the research project (115K790) supported and reviewed periodically by TUBITAK (The Scientific and Technological Research Council of Turkey), ethical approval was already obtained from the ethical review committee as well. All the research process was reviewed and confirmed by the ethical review committee at Karadeniz Technical University in March, 2015 just before the project application process (Appendix-1 Ethical Review Report). The letters of permission and the ethical review report were addressed to the director of the School of Foreign Languages who acted as both the dissertation supervisor and the project manager throughout the research process.

On the micro level, since this study was conducted within an official course at tertiary level, all the stakeholders (students, lecturers, directors, doctors etc.) were invited to share their voices voluntarily and their consents were taken after the participants were informed about the research process. These consents were taken verbally at meetings and also in written form as stated on the top of the data collection instruments. The data collection process was voluntary basis and hence, sampling size in the each data collection processes varied.

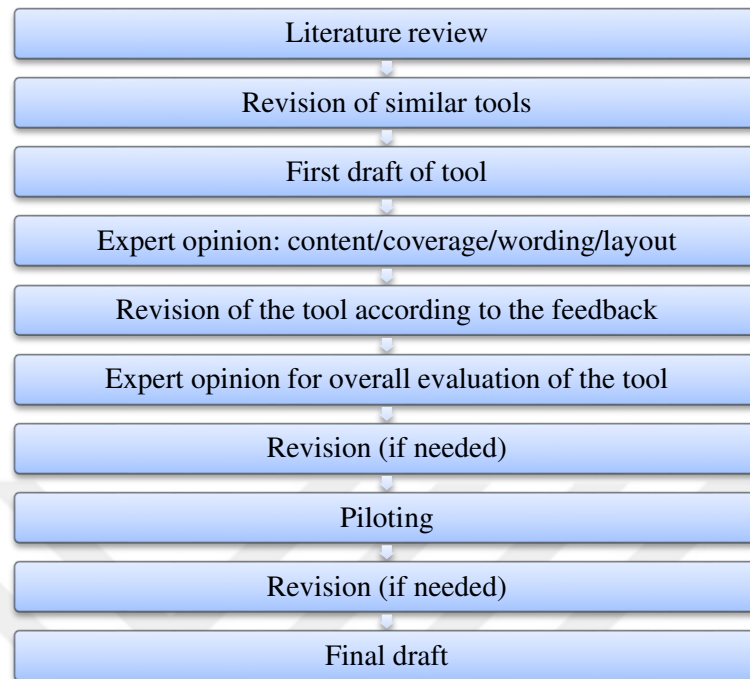
3.9. Reliability and Validity of the Research

Reliability defined as "the consistency of the results obtained from a piece of research" and validity as "the extent to which a piece of research actually investigates what the researcher purports to investigate" are key concepts in a scientific research (Nunan, 1992: 14). In ensuring reliability and validity of any scientific research, data collection tools, methods and process of data collection, and data analysis procedures are of significant value. Since "threats to validity and reliability can never be erased completely; rather the effects of these threats can be attenuated by attention to validity and reliability throughout a piece of research" (Cohen et al., 2007), this study attempted to take a number of considerations into account in order to decrease any threats to reliability and validity as much as possible from the outset of the research to the end of it.

Before any attempt to prepare data collection tools, a comprehensive literature review was conducted and similar studies were reviewed. Expert opinion was also obtained so as to ensure the validity. Except for the online learning readiness scale and the part on major language skills in the needs analysis questionnaire, all the data collection instruments were prepared and checked by the researcher in the light of experts' feedback on face and content validity. Online learning readiness scale (OLRS) was originally created by Hung, Chou, Chen and Own (2010); however, a validated and reliable Turkish version of the OLRS developed by İlhan and Çetin (2013) was employed in this study. On the other hand, the part on major language skills in the needs analysis questionnaire was adapted from the study conducted by Gessesse (2009). Apart from the readiness scale which was already piloted and tested by İlhan and Çetin (2013), all the instruments including questionnaires, interview questions, prompts in the online reflective journals and the statement completion form employed in this study were checked by the experts (PhD candidates & a Professor in the field of applied linguistics) in terms of content, coverage, wording, clarity and layout for several times.

Additionally, open-ended questions were added to the questionnaires so that more insights into the issue under research were obtained. In order to avoid any language-related problems in data collection process and to increase the reliability, all the data collection instruments were prepared in Turkish. Following the piloting of the questionnaires with smaller size of students within the same context, reliability of the questionnaires were checked by using SPSS 16.0. The overall results indicated that the Cronbach's Alpha measure for them was above .85 which was regarded satisfactory for the social sciences. The final version of the instruments was administered to the volunteer participants. This process covering many steps in creating the data collection instruments was depicted as follows:

Figure 4: Steps Followed in Design of the Data Collection Instruments



The current study was based on the data gathered from a diverse range of participants by amalgamating different methods of research via a variety of quantitative and qualitative data collection instruments. This amalgam provided both methodological triangulation and data triangulation, which was attempted to improve validity as it clarified "more fully, the richness and complexity of human behaviour by studying it from more than one standpoint" (Cohen et al., 2007: 141). Such a convergence was suggested to increase credibility, that is reliability, transferability and thus, generalizability of the results (Bryman, 1988). In this respect, the data was collected on voluntary basis and besides, the size of sample was also kept large as much as possible in not only in the quantitative part but also in the qualitative part of the study. Additionally, with the aim of collecting valid and reliable data, prolonged engagement and member-checking with the participants was achieved throughout the study (Cohen et al., 2007; Hyland, 2009).

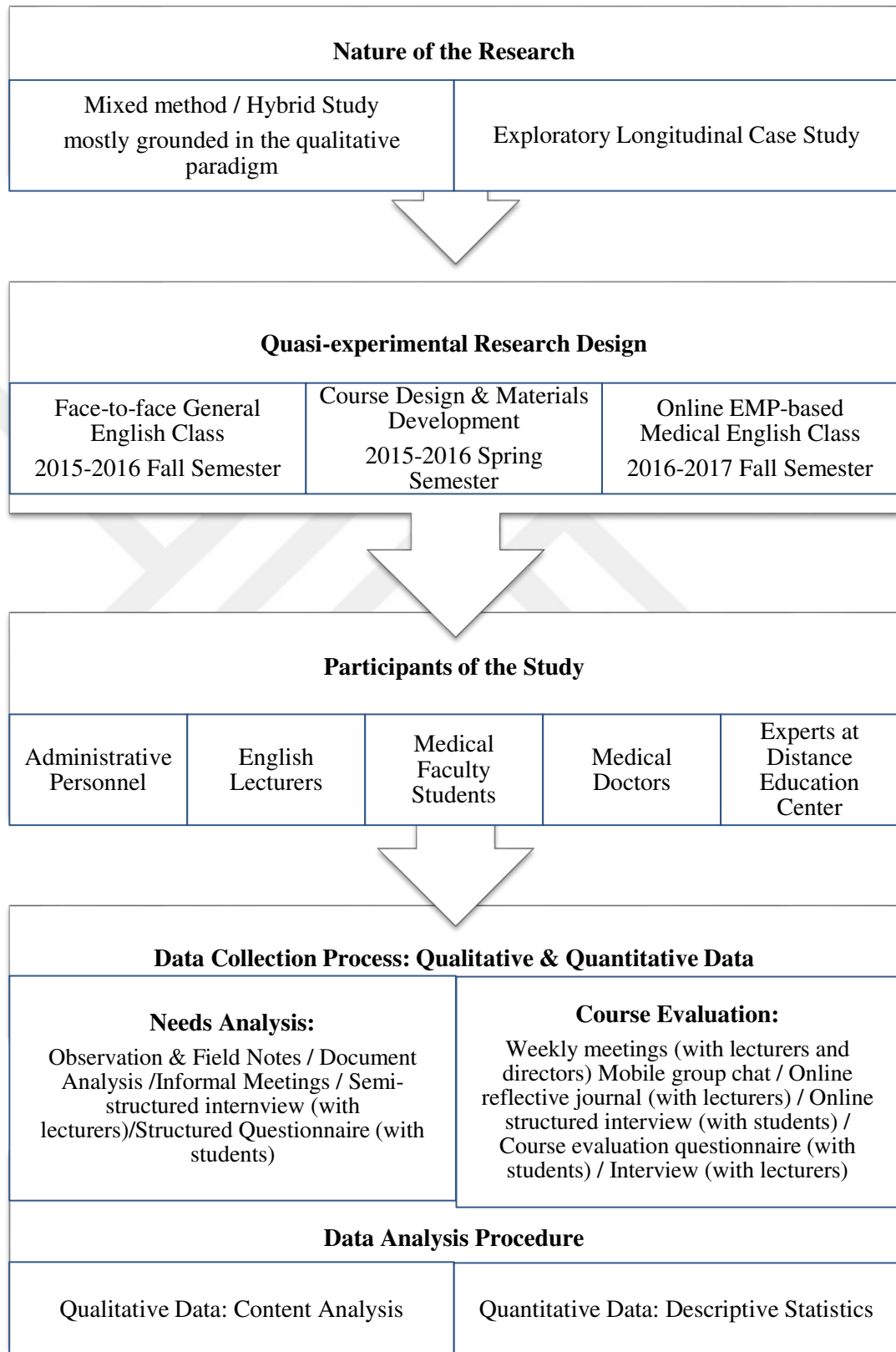
As for the data analysis process, the quantitative data was analyzed via SPSS 16.0 and the qualitative data was analyzed by the researcher. As indicated in the related literature "in content analysis, reliability problems usually grow out of the ambiguity of word meanings, category definitions, or other coding rules" (Weber, 1990: 15) and therefore, from time to time, the researcher discussed with the project members (since the

current study was a part of TUBITAK research project) in qualitative data analysis process and they served as external auditors who took part in cross-validation process of data in order to avoid any bias.

3.10. Overall Design of the Study

The current study is an attempt to design, develop and deliver online English courses with a focus on EMP for the students who are attending the English course at Medical Faculty at Karadeniz Technical University and also evaluate its effectiveness as compared to General English courses conducted in a face-to-face traditional classroom according to the views of stakeholders based on their reflections, evaluations and experiences throughout the delivery process of the suggested *EMPonline* class. Figure 5 illustrates the basic research design.

Figure 5: Research Design



As it is inferred from its purpose, the current study has a broad scope covering several steps to take in different phases of design, development, delivering and evaluation of online EMP based online course. In according with the scope, the following list shows phases and steps followed basically:

- 1) Relevant literature was reviewed by the researcher regularly so as to stay up-to-date.
- 2) Needs analysis of the target group was conducted. The needs analysis is an integral part of an EMP course design. The needs analysis process includes steps as follows: present situation analysis (students' current English knowledge, lacks, wants, learning needs), target situation analysis and objective needs (tasks, activities, skills for which students use English), specialist discourse analysis (how language will be used in a given context), learner factor analysis (preferences, motivation etc.), realistic identification of learning environment in which EMP course is conducted. It is important to gather valid and reliable data in needs analysis process. All steps in this phase were realized under the guidance of experts in the relevant field.
- 3) The data gathered through needs analysis process was analyzed quantitatively and qualitatively by choosing appropriate ways for each analysis step.
- 4) The needs analysis phase was followed by the syllabus design and development of content and materials. Decisions regarding different processes such as preparing EMP syllabus, course contents and materials for the target group were made by the researcher in accordance with the results obtained via needs analysis process.
- 5) Once the design and development process of online EMP course was completed, the researchers asked for professional and technical assistance from an expert in the field of distance education for the online delivery of the course. Under the guidance of the experts, the teachers and the learners were introduced with the new learning environment and informed about the requirements and conventions of online education.
- 6) The medical students were introduced with the suggested online EMP course at the very beginning of fall semester, 2016. During the implementation process, the process was realized under the guidance of the distance education expert and followed closely by the researcher.

- 7) The evaluation of the suggested EMP-based online class was conducted considering different parties' experiences, perceptions and reflections obtained throughout the study.
- 8) All the data was reported, tabulated and analyzed by the researcher.

Additionally, Table 8 illustrated the timeline of the research with a specific reference to the works completed:

Table 8: Timeline of the Research

Step	Date	Works completed
1.	March, 2014	<i>Dissertation proposal submitted</i>
2.	March-September 2014	Comprehensive literature review (ongoing)
3.	June-September 2014	Expert opinions obtained (research design & online course design) / Erasmus stay in Germany
4.	October-December 2014	Designing the data collection instruments
5.	December 2014	<i>Dissertation Progress report-1 submitted</i>
6.	03 March 2015	Ethical review report obtained
7.	March 2015	Tübitak 3001 Project Application
8.	May 2015	<i>Dissertation Progress report-2 submitted</i>
9.	September 2015	Needs analysis process launched
10.	22nd October 2015	Piloting of the data collection instruments
11.	October- December 2015	Classroom observations Informal meetings & Conversations with students
12.	19/22/24/25th November 2015	Interviews (with the lecturers & admins)
13.	December 2015	Questionnaire & Interviews (with students)
14.	December 2015	Reporting the analysis of the program in use
15.	December 2015	<i>Dissertation Progress report-3 submitted</i>
16.	December - January 2016	Interviews (with doctors)
17.	January - March 2016	Analysis of the questionnaires & Interviews
18.	March 2016 - April 2016	Target Situation analysis & Discourse analysis
19.	April - May 2016	Course design, developing content and syllabus
20.	May 2016	<i>Dissertation Progress report-4 submitted</i>
21.	May, June - July 2016	Materials development process
22.	August 2016	Experts' opinion obtained (Course design, content and materials)
23.	August 2016	Online delivery of <i>EMPonline</i> class officially approved by the University Senate

Table 8 (Contd.)

Step	Date	Works completed
24.	September 2016	Training & Orientation meetings (with the lecturers & the students)
25.	October - December 2016	Delivery of the suggested online medical English course (Implementation process)
26.	October - December 2016	Weekly round table meetings & telephone interviews mobile group chat on the delivery process Online reflective journals kept by the lecturers
27.	December 2016	Online interview with students
28.	20th December 2016	Course evaluation questionnaire with the students
29.	January 2017	Interviews with the lecturers
30.	February 2017	Research process finalized
31.	February - April 2017	Reporting the whole research process

CHAPTER FOUR

NEEDS ANALYSIS PROCESS

4.1. Introduction

This chapter focuses mainly on needs analysis process. The researcher applied a number of different methods including classroom observations, informal meetings, questionnaire, statement completion forms, interviews and informal meetings with the different group of participants including medical students, doctors, English lecturers, administrative personnel and program coordinators. This chapter sheds light on the steps covered before the process of designing the suggested medical English course, *EMPonline*.

4.2. Needs Analysis Process and the Steps Covered

As aforementioned in the literature review, the process of needs analysis was realized according to the current framework presented by Basturkmen (2010: 19), who revises the needs analysis process framework created by Dudley-Evans and St John (1998) by adding the step of learner factor analysis. The framework followed in the current study is as follows:

- Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do.
- Discourse analysis: Descriptions of the language used in the above.
- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.

- Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer. (Basturkmen, 2010: 19)

There are various data collection tools used in this process. Since some of the data collection methods employed in the steps of discourse analysis and target situation analysis responded the issues simultaneously, the related findings are presented below concurrently. The findings regarding the other steps of needs analysis are presented under separate titles.

4.2.1. Present Situation Analysis

4.2.1.1. Observation, Field Notes and Informal Meetings

As it was mentioned in the methodology chapter, the first year English course was taught by three different teachers in three different classes on Monday afternoon simultaneously. The researcher was constantly in contact with the director of School of foreign languages, the lecturers, the head and vice-head of Modern languages throughout the year. At the very beginning of the academic year of 2015-16, the researcher chose randomly one class among the three first year English classes taught at the faculty of Medicine and started doing participant observation in the first week of October, 2015. The researcher often came together with the students and the lecturers, and also had a continual conversation with them during the break time or before and after the class. The participant observation for the present situation analysis lasted throughout the winter semester in the academic year of 2015-16.

4.2.1.1.1. General information about the First Year English Courses at Medicine Faculty

The first year English courses are delivered face to face and with a general English teaching approach. The courses are compulsory and the medium of instruction is English. The whole academic year covers a total of 33 weeks of lecture plus a total of 3 exam weeks. That is to say, 3 weeks (12th, 24th and 36th week) are devoted to mid-terms and final exams. The first two exams constitute 30% and the final exam constitutes 40% of the overall grade. Due to size of the classroom (n= 249), the students are divided into three

different groups and taught by different lecturers. Apart from the lecturers, there are two program coordinators (head and vice head of the department of Modern Languages at School of Foreign Languages) who have teaching experience in the same faculty. The students who pass the English preparatory program or are exempt of the English preparatory program are eligible to attend the current English course. It means that they have some proficiency in English which is significance in terms of the nature of ESP course.

Of all the courses at the six-year Medical Faculty, English courses are delivered at first, second and third year. English courses at second and third year are held two hours per week while at first year they are held three hours per week. This suggests that English lectures and their hour limit per week decreases as year of study at the faculty increases. However, in practice, the classroom observation revealed that the class lasted around two and half hour. The lecturers agreed that they gave lecture for one and half hour and plus a break of ten or fifteen minutes, and later, they gave lecture for one hour.

4.2.1.1.2. Educational goals and objectives

Educational goals and objectives were examined by analyzing documents and interviews. As it was observed, there was no prior research or any study for determining educational goals, objectives, syllabus or the course materials. As stated by the English program coordinators and English lecturers in the interview, the goals and objectives of the course were stated basically:

- to enable the students to gain field related terminology,
- to comprehend field relevant texts,
- to help the students express themselves in relevant situations.

At the formal records of university catalogue (not updated regularly) published online, objectives of the course and learning outcomes are listed:

Table 9: Objectives of the Course and Learning Outcomes
(Published at the University Catalogue)

Objectives of the Course		
The course aims to enable the students with an overall knowledge on the basis of department, to supply them to understand what the branch is interested in, the importance of the field, its significance in the contemporary world and to comprehend a passage and express what they understand in English verbally and in prose.		
Learning Outcomes	CTPO	TOA
Upon successful completion of the course, the students will be able to :		
LO - 1 : comprehend the texts chosen from various technical topics and make sentences in their fields, write essays	4,9	1
LO - 2 : learn the basic words used in their field and translate the articles from mother tongue to English or vice versa	4,9	1
LO - 3 : make sentences and write essays related to the significance in their field	4,9	1,3
LO - 4 : make some presentations and evaluations	4,9	1,3
CTPO : Contribution to programme outcomes, TOA : Type of assessment (1: written exam, 2: Oral exam, 3: Homework assignment, 4: Laboratory exercise/exam, 5: Seminar / presentation, 6: Term paper), LO : Learning Outcome		

Source: <http://www.katalog.ktu.edu.tr/DersBilgiPaketi/course.aspx?pid=83&lang=2&dbid=38354>

The observations revealed that the practice and the ideal objectives and outcomes (stated above) did not overlap. Throughout the semester, the students did not get any lecture or practice on making presentation or writing an essays.

4.2.1.1.3. The Syllabus

Document analysis suggested that the syllabus covered some medical thematic units such as illnesses, parts of body, medical practitioners as presented on Table 10:

Table 10: Course Syllabus (the weeks covering the winter semester)

(Published at the University Catalogue)

Course Syllabus		
Week	Subject	Related Notes / Files
Week 1	Health and illness; Asking about health, sickness, recovery	
Week 2	Parts of the Body 1	
Week 3	Parts of the Body 2	
Week 4	Functions of the Body	
Week 5	Medical Practitioners 1	
Week 6	Medical Practitioners 2	
Week 7	Nurses	
Week 8	Allied Health Professionals	
Week 9	Hospitals	
Week 10	Primary Care	
Week 11	Medical Education 1	
Week 12	Mid-term exam	

Source: <http://www.katalog.ktu.edu.tr/DersBilgiPaketi/course.aspx?pid=83&lang=2&dbid=38354>

Yet, the observation and interviews again revealed that there was no specific syllabus designed for the current course. In fact, the content of course book in use determined all the basics about the course and the course syllabus. For them, all of the three lecturers followed the same course book, which appeared to form the syllabus.

4.2.1.1.4.The Teaching Materials

Before the start of winter semester, the two program coordinators determined the teaching materials and informed the teachers about these materials via e-mailing system. Since the researcher observes the process as participant observer, e-mail was also sent to the researcher as well. The program coordinators asked for the lecturers' suggestions as well. However, they had no suggestions about the book. However, the three English lecturers had no suggestions and accepted to use the materials suggested. The program coordinators suggested the following course book and the vocabulary work book:

- *Oxford English for Careers: Medicine 2*

It is stated that, in its preface, this course book aims to develop medical students' communication skills by reading and understanding medical texts and communicating effectively in English. The syllabus is stated to be based on the communication skills.

- Riley, D. 1995. *Test Your Vocabulary for Medicine: A Workbook for users*. UK: Peter Collin Publishing.

This work book is stated to be designed both for self-study and classroom use. It aims to teach specialist vocabulary.

These books seem to be in line with their objectives and goals stated. Even if they appear to address academic field of the students, choosing and following such books in the classroom are not enough to call a course as an ESP based course. Although there were two books suggested for the class, the classroom observations proved that the lecturers just use the course book *Oxford English for Careers*.

The course book *Oxford English for Careers* has 12 units covering topics such as emergency medicine, accidents, sports medicine, obstetrics, psychiatry, geriatrics, dermatology, surgery, cardiology, respiratory medicine, tropical diseases and technology. The lecturers stated that they hardly covered 9 units throughout the academic year of 2015-2016. This was partly because of the workload due to the content and level of the book which is above the target students' level and partly because of the time limitation (many

courses were skipped due to any reason like exams of other courses at the faculty or vacation).

The observations and the content analysis of the book indicated that there was sometimes mismatch in students' real context and the book coverage. The first problem showed itself on the cover page of the book. The title of the book is "Oxford English for Careers: Medicine 2". The students were freshmen at the faculty of Medicine and they were expected to have poor knowledge of the target field. Instead of choosing the first level of the book, the second level of the book was chosen. Namely, without any information about the body and its functions in English, the students were expected to understand the texts about surgery. A closer look at the book cover revealed that there was a sub-title as "All the language you need for ward or clinic". As a result, the book appeared to address the professionals at the target field of medicine. This problem was also emphasized in the interviews conducted with the students and the lecturers.

The second problem was the unsuitability of the themes covered in the book. For instance, one of the units, the unit 11 focused on the tropical diseases which was quite far from the actual setting where the students live and probably work. Also, the same problem appeared at the very first unit with a focus on emergency medicine and paramedics. On page 8, there was a passage telling and comprehension questions about a paramedic with a title "it's my job" but it was not the job related with the target context. In Turkey, the paramedic is another field of medicine but is treated as different branch taught in other faculty, not in medical faculty. Therefore, the topic again did not address the students who were taught to become medical doctor in the future.

In addition, the observations showed that both of the teachers and the students sometimes hardly understood the content of the passages since they presented some country-specific information about some medicine practices.

To illustrate, cycle paramedic in the unit two is presented on Figure 6:

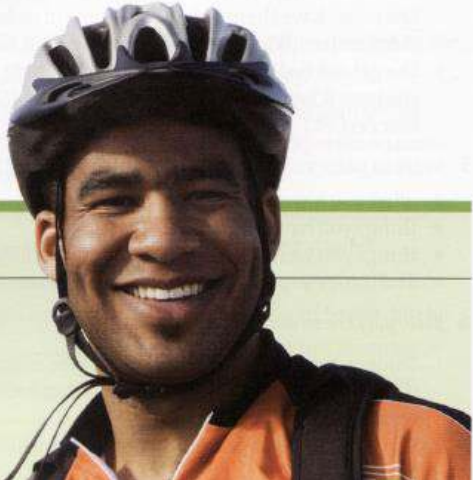
Figure 6: The Topic on Cycle Paramedic in the Unit Two

It's my job

- 1 What do you think the work of a cycle paramedic involves? What do you think are the advantages of a cycle paramedic compared to a conventional ambulance?
- 2 Work in pairs. Skim the text and the questions in 3 quickly and decide what the text is about.
- 3 Answer the questions.
 - 1 Do cycle paramedics in London's West End arrive at the scene as rapidly as or more rapidly than conventional ambulances?
 - 2 Is the paramedic's bike equipped with only a basic First Aid Kit or more sophisticated equipment?
 - 3 In serious cases, are the conventional ambulance and the cycle paramedics sent simultaneously or are the latter sent first?
- 4 Is the bike the most efficient rapid response means or is this not mentioned?
- 5 Does the cycle paramedic response time in the West End exceed or equal the government benchmark?
- 4 Work in groups. Is the emergency system similar in your own country? Give examples. How do you think the system described below could operate in urban / rural areas in your country?

John Rhys

My name is John Rhys, and I'm one of a team of four cycle paramedics of the London Ambulance Service's traffic-busting bicycle ambulance service. We attend 999 emergency calls in the City of London – the financial centre called the Square Mile. The bike itself is the same as those used by the successful cycle units operating in London's West End, which regularly reach



Source: Oxford English for Careers: Medicine 2: 8

The interviews with the lecturers the students also stated that on the one hand, they found the book useful for the target students in terms of vocabulary development, on the other hand, they considered the level and the content of the book as unsuitable for them.

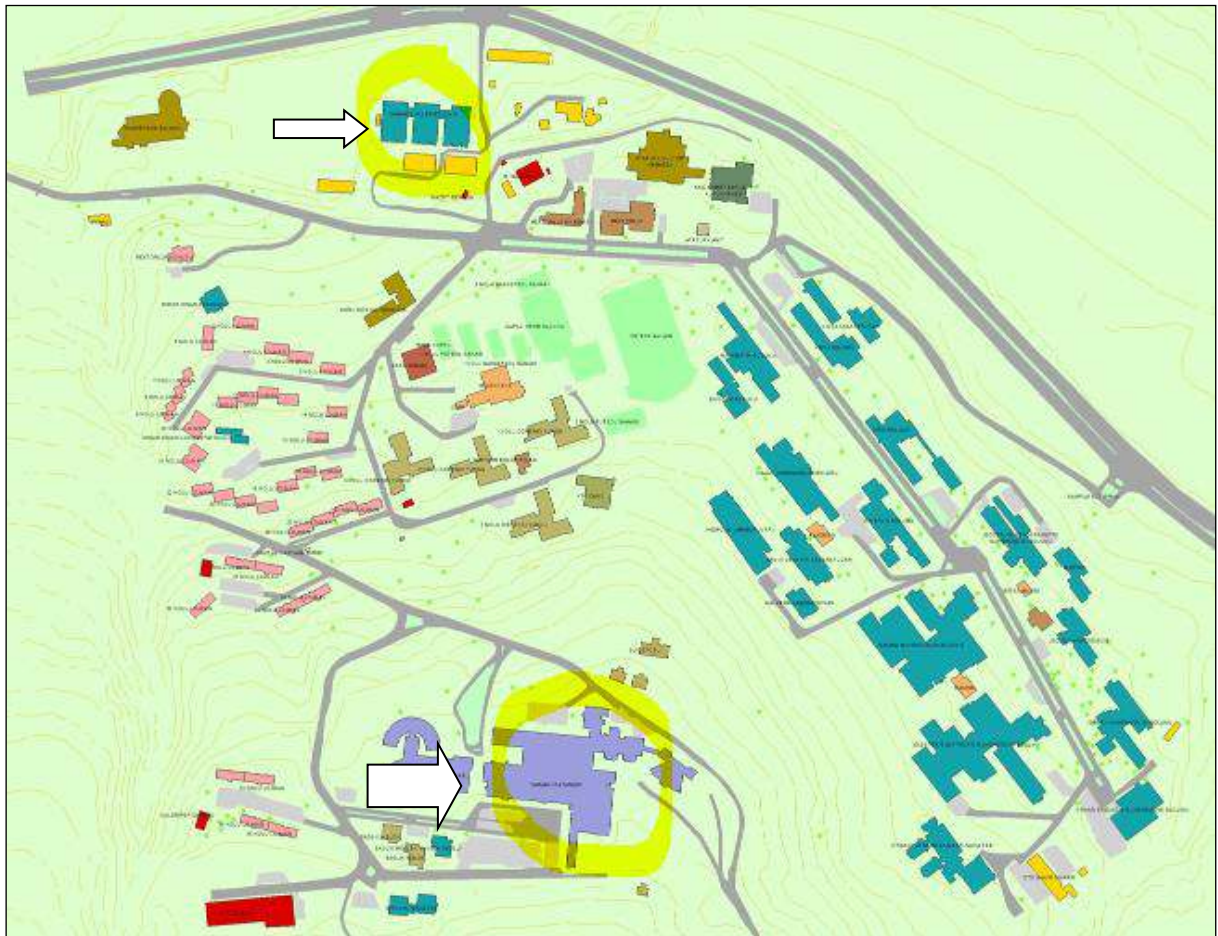
4.2.1.1.5. The Setting

Considering the location of the two departments, the school of foreign languages is located at the bottom of the campus while the faculty of medicine at the top. A few years ago, the English classes were held at the building of the school of foreign languages and the students had to come to the building. But in recent years, the lecturers were going to the faculty of medicine. Because of the distance, both the students and the lecturers found the setting problematic in terms of transportation and accessibility. When the lecturers drove, they had always trouble in finding a parking lot in the car park. They have also

trouble in getting contact with students on the other days. They felt sorry for being far from the real teaching setting and students. Because of the setting, they also felt unconnected psychically and psychologically.

The figure below clarifies that the physical distance between the two departments (The map scale is 1:2000).

Figure 7: The Campus Map and the Buildings of the Departments



Source: http://www.gislab.ktu.edu.tr/mapgaleri/ktumap_A4.jpg

As for the classrooms, due to the number of the students registered ($n=249$), the students were divided into three different groups and in three different classrooms. As stated earlier, while one of the classrooms is with amphi-theatre style, the other two classrooms are in the row style. Since the students did not attend the class regularly, none of the class was crowded indeed. The observations indicated that at most 43 of 90 students attended the classroom at the winter semester. Although the attendance was compulsory,

the students were not worried about failing the class due to absence. The attendance was mostly around 11-13 students out of 90 students. The highest rate of attendance was observed in November but on the last day of November, everybody was absent because of the exam at the medical faculty. This is also confirmed by the observation field notes and documentary analysis (roll call):

Table 11: The Classroom Attendance in November, 2015

Date	Number of students attended the first year English class
9th November	43 students
16th November	34 students
23rd November	11 students
30th November	No students (due to an exam at their faculty)

The low rate of attendance really demotivated the lectures. As it was understood from the statements by the students in the informal meetings, they believed that they could manage to pass the English class exam even if they did not attend the course regularly. The lecturers were also aware of the problem that the students did not take the class seriously and ignore it easily. Apart from the written rules and regulations, there were some established conventions about the attendance issue. Besides, the faculty members did not pay attention to exam schedule of the field exams at the faculty which coincided with the schedule of the English class. For instance, due to the exams at the faculty, two weeks were wasted in the schedule of the English class as it was confirmed by the observation field notes and the content analysis of the related documents.

In the classroom setting, the observations revealed that students mostly preferred sitting in the back rows. The teachers mostly walked around the rows when they gave lecture. Those who sat in the middle and front rows took mostly active participation during the class. In order to activate the students, the lecturer was observed to call names and sometimes choose names from the signature list while choosing the student to answer the question.

4.2.1.1.6.The Resources

Other than the classrooms, the lecturers and students had no room or resources to share at the faculty of medicine. The classrooms were just equipped with whiteboards and projection tools. The lecturers had their own personal computers and loudspeakers. They had trouble in carrying them always when coming to the classroom. The lecturers had no office or room to spend time when they gave break or after the class. Therefore, they preferred to make the breaks short and stay in the classroom.

The human resources: The Lecturers

There was a total of 3 lecturers teaching the face-to-face medical English courses in the first year. They were all experienced in their field of teaching English; however, they had no special training on teaching English for specific purposes. While one of them is in their 50s, the others are in their 30s. The following table presents some demographic information about the three lecturers who taught the first year English course at the faculty of medicine:

Table 12: The lecturers who taught the first year English class in traditional way (2015-2016)

Lecturers	Gender	Age	Experience	Position
Lec 1	Male	36	14 years	English Lecturer
Lec 2	Male	56	26 years	English Lecturer
Lec 3	Male	35	7 years	English Lecturer

This group of lecturers was assigned to teach for this faculty at the beginning of this year. They were chosen for the English classes at the faculty of medicine purposefully so that they could easily adapt to the changes in format and teaching environment in the following months since they were thought to conduct the suggested online English course *EMPOnline*. The observations, interviews and informal meetings confirmed that even if they were enthusiastic about teaching in such a challenging department, they felt obliged to be prepared for the class for 3-5 hours for a week.

They were observed to find the content and target terminology difficult to learn and to teach. They often complained that they felt lost and preferred to ask students about the terminology or any kind of specialist related content.

The human resources: The Medical Faculty Students

As it is aforementioned, the number of students registered for the first year English class is relatively very high (n= 249). However, apart from a few days, none of the class size was more than the half. It was observed that the students who skipped the English class mostly preferred to go to the libraries or study rooms during the class hour since they claimed to have always a lot to study for their own major field, medicine. In addition to observations and informal meetings with the students, a number of different methods were conducted by the researcher as well so that they revealed their perceptions about English, the English class in their case and their expectations about this class as medical faculty students. The findings will be also presented in the following sections of this chapter.

The observation and the field notes gathered through the informal meetings with the students indicated that they were really reluctant to attend the class and feel mostly unmotivated. They claimed that all the English courses at medicine faculty were ineffective and useless since they considered that the courses contributed nothing to them. Additionally, they also assert that they did not want to attend any English class and found it unnecessary because of the fact that they spent a whole year in the preparatory class.

Due to their firm and busy study program in such a department, they were observed that they did not want to spend their time by attending the English courses and they felt that they could pass any English class with a self-study of 3-5 hours on the day before the exam date. The researcher observed the similar views regarding this issue during the piloting studies conducted with the sophomores and juniors. Obviously, they had low level of motivation and clearly did not value the English language and the English classes, which was commonly observed among majority of the students.

Few students (around 3-4 students in each classroom) were seen to pay attention to their attendance and active participation in the English class. Apart from this limited group of students, the students had relatively negative feelings towards an English class as it was

emphasized above. Therefore, it was observed that it was so challenging to conduct effective courses on the side of the lecturers and to do such a large scale study with such group of students on the side of the researcher.

4.2.1.1.7. The Course Schedule

The weekly schedule of all the English courses was organized by the secretariat and the responsible officers at the faculty of medicine before the start of the academic year and sent to the department of modern languages at the school of foreign languages, KTU. The day, time, duration, venues regarding the English classes were all regulated by the same officers. The lecturers were informed about the details of the English class by their department. That is to say, top-down decision making process and management were observed in this regard.

Table 13: English courses at the faculty of medicine(2015-2016)

Year	Duration	Day & Hour
First year	3 hours	Monday, 13-16 pm
Second year	2 hours	Tuesday, 15-17 pm
Third year	2 hours	Friday, 15-17 pm

The documentary analysis indicated that the first year English class at medicine faculty was held 3 hours per a week. This three-hour class of English was held once in a week, which made lecturing time problematic and boring for both the students and lecturers. The observations showed that the lecturers had difficulty in keeping students involved in the course. All of the three teachers tried to behave in the parallel way about giving break or tuning the time of lecture by taking some decisions about class and break time altogether before entering the class. However, after especially the breaks, once they experienced that they had different groups of students and atmosphere, they begun to make own decisions about timing issue. They mostly found maximum 10-15 students in the classroom and had to leave classroom earlier than scheduled. Especially, when students had an exam on the following week, most of them preferred skipping the class. The observation notes also pointed out that the students sat for their exam on their specialized field courses during English class hour. The observation and the field notes taken on 14th

September (orientation program), 2nd and 30th November (exams) proved that because of the faculty related organizations, three week-English class time (orientation program and two exams) was unfortunately wasted. The lecturers were sorry due to such inconveniences. They found three-hour class time enough but they suggested that it would be better to give lectures and meet with students on two different days of week so that both students and teachers felt more connected and motivated.

4.2.1.1.8. The Teaching Methodology

The observations and the lecturers' self reports in the interviews pointed out that the class time was mostly spent by giving lectures and therefore, teaching was mostly teacher-oriented. Due to the class size, the students' negative feelings and low attendance, they stated to have trouble in creating student-centered classrooms. Since they mostly focused on vocabulary development and comprehension, they preferred using translation method, which naturally led them to use the students' mother tongue in explaining terms or discussing unclear points about the topic. The classroom observations revealed that the lecturer encouraged students for active participation by addressing individually to them if the whole class in chorus did not answer a question or kept silent in a discussion. Even if the teacher appeared to be the authority in the class, according to the observation and the field notes, they in fact behaved interdependently by asking the students for help so as to clarify the situation when he felt difficulty in understanding or elaborating on a field related terminology or any content in the book. All in all, the observations pointed out that there was no teaching method specifically and intentionally followed by the lecturers and the class was mostly dominated by the lecturers.

4.2.1.1.9. Assessment and Evaluation Procedures

The observation signified that product-based assessment approaches were employed for the first year English class in order to make the assessment process manageable and unproblematic in terms of accountability. As stated earlier, a total of 3 exams were conducted throughout the year. The first two exams constituted 30% and the final exam constituted 40% of overall grade. The administration and the lecturers implied that that even if they preferred not to do so, they had to conduct closed-ended exams such as multiple-choice exam because of the size of the classroom and limited time. All the

lecturers worked as a commission to prepare the exams and used optical mark reader for the evaluation of multiple-choice questions.

To sum up, the observation and the field notes pointed out that there occurred various problems in the face-to-face first year English class at the faculty of medicine. While the students appeared to be reluctant to attend the class, the lecturers also felt unmotivated since they had such a challenging group of students and the teaching context.

4.2.1.2. The Semi-Structured Interviews with the Lecturers and the Administrative Personnel

As the second part of the present situation analysis, this section presents the findings gathered via the semi-structured interviews (Appendix-2) conducted with the English lecturers teaching the face-to-face first year English class at the faculty of medicine and the administrative personnel (head and vice head of modern languages) who also had an experience of teaching at the same context. These interviews were conducted in November and December, 2015. They were held face to face and it was audio-recorded. The demographic information of the participants is shown in the table below:

**Table 14: The Administrative Personnel and Lecturers Interviewed
(Present Situation Analysis)**

Participants	Gender	Age	Experience	Position
Admin 1	Male	39	17years	Head of Modern Languages
Admin 2	Male	40	16 years	Vice Head of Modern Languages
Lec 1	Male	36	14 years	English Lecturer
Lec 2	Male	56	26 years	English Lecturer
Lec 3	Male	35	7 years	English Lecturer

[The table shows the factual data reflecting the reality in the academic year of 2015-2016. The vice head left his position in the following year.]

As it is seen in Table 14, most of the participants had a considerable experience of teaching. Even if the administrative personnel were not teaching the English class when this study was conducted, their previous teaching experiences at this faculty of medicine and their position of being administrative personnel enabled them to approach the issue from different angles during the interview. A total of 18 major questions were responded

by the participants. The responses were interpreted by considering recurring themes and the findings will be presented in the order of these questions.

Q1: *What do you think about the role of English in the field of Medicine?*

All the participants pointed out the significant role of English in the field of medicine by referring its relationship with the Latin language, the status of English as *lingua franca* in all over the world, its status as a medium of the medical literature. The responses below clarifies the situation:

Admin 1: *English has an important place for the students at the faculty of medicine because they can find all the literature on medicine in English. English courses and preparatory English program are inevitably important.*

Lecturer 1: *First the Latin language comes to mind when we hear the word 'medicine'[...]. For instance, I go to hospital, some words are familiar to me since they are written in Latin which sounds like English, I can understand what doctor says. Therefore, for a doctor and a candidate doctor, the students, should know English right now in such a world, for their educational improvement, for their professional life or their personal improvement.*

Lecturer 2: *The science of medicine is progressing very fast. The students can follow this progress or the studies done in the field thanks to nothing but English.*

Q2: *Is it necessary to learn English for the students studying at the faculty of medicine? Why or why not?*

In relation with the Q1, the second one questioned the necessity of learning English at the faculty of medicine. The participants agreed upon the idea that learning English was an inevitable need for the students studying at the faculty of medicine. According to the participants' views, not just a candidate doctor but even a technician in the field of medicine should speak English so as to get contact with the patients. It was also stated that it was necessary for the students in order to reach the updated sources in the field of medicine, to have academic success, to hold master or doctorate degree in the universities

abroad, and to get a successful career path. The following statements summarize the views shared by the participants:

Lecturer 3: It is a real need. Especially it is necessary to reach the latest research done in the field, both verbal and written sources.

Admin 2: It is basically need but it is considered as an obstacle or burden. For the students, the English classes are waste of time.

Although the participants' views about the necessity of learning English in the field of medicine, as Admin 2 stated, the students had negative feelings about learning English while studying at this faculty. This perception about the students' negative attitude was also confirmed by the students as well in different parts of the needs analysis process. As inferred from the responses, the reality was different from the ideal.

Q3: Do you agree the idea that all students from various departments are taught with the same approach? Why? Why not?

Most of the participants disagreed the idea that all students from various departments attend the same English program in this school of foreign languages. The participants stated that the reading and comprehension could be basic common point for the students studying at various departments. While doing this, the students' needs, their academic fields, contextual knowledge and terminology could be taken into consideration in deciding the approach in teaching English in different departments. These inferences are confirmed by the following statements:

Admin 1: I disagree. On the contrary, it should be customized. Each branch has its own needs, jargon and different context. That is, the students are expected to learn special forms and expression in the specific context. They should improve their written and verbal skills they need specifically in their context.

Lecturer 1: For instance, there is an approach like content-based instruction. The doctors should be taught with the texts in their field and the students who study at

the geology department should be taught with the content based on their special field of study.

Lecturer 3: Now, we can give an example here. If you have someone who is hungry, you give some food to him, on the other hand, if you have someone who is full, you give dessert to him. In the same way, we should teach by considering needs of the target students. We should consider their field of study or their profession, we should teach what they need.

Q4: What do you think about the English course at the faculty of medicine?

The question 4 actually covered a total of 5 minor questions. Under this major question, the participants were asked about their views on sub-dimensions of the course including the role of lecturers and students, educational environment, teaching process, materials and content of the course, assessment and evaluation processes. The data were interpreted by the researcher considering recurring themes and the findings were discussed under the sub-dimensions listed below:

a) The roles of lecturers and students:

Considering the role of lecturer teaching the English class at the faculty of medicine, the participants describe the teacher as:

- a guide,
- the one who makes the content manageable for the students,
- the one who is well-prepared for the class,
- the one who often gives lectures,
- the one who exchanges his ideas about problematic or specific topics in the field of medicine with the students
- the one who makes presentations,
- the one who transfers the knowledge.

It was inferred from the participants' statements that the teachers dominated the classroom and the students regarded mostly the lecturer as the main source of knowledge and an active actor in the classroom. Even though the lecturers were described as the source of knowledge, the lecturers expressed that since they had trouble in understanding

the target terminology or the contextual knowledge and had no comprehensive knowledge regarding the target field, they felt weak from time to time. Therefore, the participants emphasized that the lecturers teaching these English classes at the faculty of medicine should improve themselves and be well-prepared in order to master the topic on which they were supposed to give a lecture. The statements below exemplify the discussion here:

Lecturer 1: When I am preparing for the class, I frequently I look up the dictionary learn different meanings of the words that I previously know. For instance, the word 'fit', I know the meaning but while I was studying on the text in the medical textbook, I learnt that it collaborates with the word 'fainting' and has different meaning in the medicine. We are obliged to improve ourselves in terms of not professional knowledge but contextual knowledge.

When it comes to role of the students, the participants overwhelmingly acknowledged that the students:

- were mostly passive,
- did not take the responsibility of learning process,
- were reluctant to take part in the classroom activities regardless of the lecturers' effort,
- were unmotivated to learn English,
- were apathetic,
- kept away from any communication or discussion in the classroom.

By giving the example of "water-bottle and glass", one of the lecturer (Lecturer 1) referred to the role of the students and the teachers in the current English class. Hence, this illustration summarizes the issue discussed here.

b) The educational environment:

The participating lecturers were quite negative about the learning environment. They often complained about the large size of the classroom and the classroom itself. When they arrived at the faculty of medicine to give lecture, they claimed to have the class with the doors closed and untidy. Although the classrooms were equipped with over-head projector and white board, there were no available computers or loudspeakers which were

expected to be used for teaching language skills like listening. All the participants were in the opinion that it was impossible to teach English in such a large classrooms. Lecturer 3 considered his class which is in amphi-theatre style as disturbing and inappropriate for teaching language. They also asserted that the administration at the faculty of medicine mostly failed up to live up to the standards.

c) Teaching process:

It was emphasized by the participants that they did not enjoy teaching a large group of students who are reluctant, apathetic and uninterested in the course and its requirements. According to the common view stated by the participants, since the students did not have preparation for the English class as they did for their field courses, they did not contribute to the process and in this way, they had a negative impact on the teaching process. The findings implied that a group of unmotivated students made the lecturers feel negative even they tried to do their best to make their instruction effective.

d) Materials and content of the course:

The lecturers were in agreement that the content of the course was based on the textbook they used for the face to face English class. It was understood that the teachers regarded a single textbook (*Oxford English for Careers*) as a main source and took it as a route map. The participants stated that they generally appreciated the book since it addressed the target field and activated vocabulary development, however, they found its level and scope inappropriate for the target students and themselves as well. Due to this fact, the lecturers pointed out that they spent hours to cover the topic and be well-prepared and they regarded it as an extra burden.

Admin 1 stated that a few years ago, he used some other books with reading skill in focus and an exercise book focusing on reading and vocabulary development. Admin 1 and 2 expressed that because they chose different books in the previous years and got some negative criticism, this year they decided to make change in terms of book selection. They stated that they believed that the book chosen (*Oxford English for Careers*) was useful since it raised an awareness in terms of contextual knowledge and terminology.

e) Assessment and evaluation processes:

All the participants asserted that due to large size of the class, they preferred written multiple-choice exams. They were not pleased with this type of assessment. Nevertheless, they had to choose this assessment approach compulsorily due to the reasons such as number of the students and practicality. Admin 1 stated that they tried to employ other types of assessment based on performance like presentations in the previous years, however, it was not considered as applicable as the class time was not enough to perform the presentations and also the students did not manage to perform on time because they often focused on their content courses and exams at the faculty.

Q5: Do you think the objectives of the curriculum match with the those of students at Faculty of Medicine? Why? Why not?

The participants agreed that the objectives of the curriculum mostly matched with those of students at faculty of medicine. They added that the students were not enough aware of the significance and value of the English classes, and therefore, they did not take the English classes seriously very much. Another view shared in this regard was presented below:

Lecturer 3: About this issue, I actually got positive feedback from some students in my class. They also stated that they found the class hour short.

Admin 2: In fact I believe that their proficiency level is high enough to take active participation in the class, however, they focused on exams and ignored the importance of the class time. Additionally, since they prepare for the multiple-choice exams, they simply ignore the class and as a result, they are weak in speaking and listening skills.

Q6: Do you think the materials used in the English class at the faculty of medicine is relevant to the students' field of study?

In relation with the previous question, all the participants were in the agreement that the materials used in the English class at the faculty of medicine were relevant to the students' field of study.

Q7: Do you agree the idea that students should be taught with materials related to their field of study? Why? Why not?

The participants agreed the idea that students should be taught with materials related to their field of study. They added that if the materials addressed the students' field of study, their interest in English course would increase.

Q8: What are the weak and strong sides of the current face to face English class at the faculty of medicine?

Based on the data gathered, the weak and strong sides of the current English class are listed in Table 15:

Table 15: Perceived weak and strong sides of the current face to face English class

Strong sides	Weak sides
Content of the course	Crowded classrooms
Available resources specific to the field	Problems related to timing, schedule and the teaching environment
It is possible to motivate students if they are informed about the value of having English class at the faculty of medicine	Learning outcomes which are not achievable concretely in a short time
	The students whose language awareness is low
	The students who do not care about learning English
	The workload of lecturers due to the content
	Passive group of students
	Reluctant students

As seen in Table 15, the participants consider only three different sides of the course as strong since it is relatively easy to reach available materials specific to the field, content addresses the students' field and one of them (Admin 2) believe that it is possible to motivate students if they are informed about the value of having English class at the faculty of medicine. When it comes to weak sides stated, they cover the issues like crowded classrooms, reluctant and passive group of students, problems related to timing, schedule and the teaching environment, heavy work load of lecturers due to the content knowledge.

The participants also emphasized that those students having low level of language awareness do not care about learning English very much and therefore, they ignore the significance of learning English while studying at the faculty of medicine. One of the lecturers (Lecturer 3) also added that the reason that the students did not achieve learning outcomes concretely in short time decreased the level of the students' learning motivation. All in all, the perceived weak sides of the class were more than the strong sides, which indicates the problematic situation regarding the current face to face English class at the faculty of medicine.

The questions from Q1 to Q8 refer to general perceptions regarding the current face to face English course, the rest of the questions (from Q9 to Q18) asks for the participants' suggestions to improve the current situation regarding the English class.

Q9: What kind of approach to language teaching do you think is suitable for the English class at the faculty of medicine?

One of the lecturers (Lecturer 1) came up with the idea that direct and audio-lingual methods were appropriate for the target students with the aim of improving communicational skills. On the other hand, according to the other lecturer (Lecturer 2), it would be better for the students to improve reading comprehension and translation skills, which refers to basically the grammar-translation method. When it comes to head and vice head of the department, their suggestions were as follows:

Admin 1: The students should be activated by performing presentations. Their presentation and speaking skills should be the focus.

Admin 2: In accordance with the students' needs, the needs of the field or English use in their professional life, all the language skills should be covered. For instance, they are expected to attend conferences in the future and therefore, they should improve their communication skills.

As emphasized in the participants' statements, the language teaching approaches promoting communication skills were suggested.

Q10: What kind of language teaching materials do you think is suitable for the English class at the faculty of medicine?

Upon the issue of the language teaching materials, the participants' suggestions were listed below:

- materials with more audio-visual aids
- materials with videos and animations
- materials with multimedia tools
- materials focusing on the field specific terminology
- written and spoken materials specific to the field of medicine
- authentic materials like texts on medicine
- realia like X-ray and a text about it

In addition to the suggested materials in the list above, the lecturers suggested that the materials with plain language use and covering basic contextual knowledge would be better for the target students. The lecturers criticized the main textbook that they use in terms of its complex structures and contextual knowledge. One of the lecturers (Lecturer 1) gave an example in order to clarify the situation as follows:

Lecturer 1: *For instance, there was a unit in the book devoted to solely accidents and there were various names for the different types of fractures with various pictures. It was too complex to cover. The materials should cover basic units which are comprehensible for both the students and the lecturers.*

Q11: Which language skills should be emphasized in the English class at the faculty of medicine?

In terms of teaching language skills, the following language skills were respectively suggested by the participants:

Lecturer 1: *Listening, speaking and reading.*

Lecturer 2: *Reading and translation skills.*

Lecturer 3: *Reading and speaking.*

Admin 1: *Receptive skills.*

Admin 2: *Speaking, listening, vocabulary and reading.*

As it appeared in the list above, all the participants gave prominence to reading skill. The reading skill was followed by listening and speaking. Writing skill was considered to be taught not in this class but in the following years.

Q12: Which evaluation and assessment approaches you think appropriate for the English class at the faculty of medicine?

The participants' suggestions were listed as follows:

- skill-based mini-exams,
- multiple-choice exams,
- exams focusing on translation skills
- oral exam,
- performance-based presentations,
- written exams and projects,

The views on the assessment and evaluation process were in fact too diverse. In spite of the various types of assessment and evaluation approaches they suggest, also they added that these were just the suggestions which were regarded as ideal for them but not applicable in the real educational environment since they taught English in crowded classes. It was concrete that the participants limited their choices so as to avoid problems related with the teaching context.

Q13: What roles do you think an English teacher should play in the English class at the faculty of medicine?

The participants summarized the characteristics they thought an English teacher had in English class at the faculty of medicine as listed below:

- should master the content knowledge,
- should be model in terms of language,
- should not have time limitations,
- should be guide in the classroom,
- should master both English and Turkish at the same level,
- should be highly motivated and prepared for the class,
- should be self-confident and good at classroom management,

- should be innovative and open to learn,
- should be interested in medicine
- should be flexible in terms of time and making effort.

Q14: Do you think what roles a student should play in the English class at the faculty of medicine?

The question 14 asks about role of the student in an English class at the faculty of medicine faculty. In order to maximize the effectiveness of the English class, the participants suggested that the students:

- should participate actively,
- should be social and eager to communicate,
- should be prepared for the class,
- should be aware of the significance of the class
- should be motivated to learn.

Since the rate of low attendance was always problem in the class, the lecturers insisted on that the students were expected to come and take active participation. The issue of attendance and active participation was the most challenging part for them.

Q15: Do you think duration of the class (3 hours per week) is suitable? Do you have any suggestions?

The participants' views on duration of the class presented below:

Lecturer 1: *It is good to have 3-hour class time, however, it is bad that it occurs once a week. I think it would be fine to get different sessions on different days of a week.*

Lecturer 2: *A total of 2 hours would be fine.*

Lecturer 3: *No, it should be 2 hours on two days of a week. It would also be beneficial to have an office hour to give feedback to students.*

Admin 1: *It would contribute to effectiveness and success of the class if the class was held on two separate days and it is better to have 2 hours per a session.*

Admin 2: *I think it is not fine in this way. To have 2 session per a week would be better.*

The views and suggestions by the participants were similar in that they did not want to teach three hours at once. The common view implied that duration and schedule of the class ought to be reorganized.

Q16: What do you think about the idea of teaching the English class in an online environment?

In answering the question 16, apart from a small number of positive sides about online teaching, most of the participants were negative about the suggested idea. The views stated by the participants were presented as follows:

Lecturer 1: *I think it is important to use body language, I want to touch the students or go around the classroom so as to reach some students sitting in silence at the back. We as teachers and students should be physically at the same classroom. Sitting before the computer and teaching at seems awkward to me. Yet, it seems nice since it avoids transportation problems.*

Lecturer 2: *Actually, it would be applicable for teaching grammar or for a course focusing on translation. But, teaching medical English course online will not be appropriate since it should be taught interactively. It would not be effective.*

Lecturer 3: *It would be fine if it was a live class. The student will have a chance to watch the recorded class as well. It will be better to have an extra face to face session with the students when the students encounter with a problem or when they need to get feedback.*

Admin 1: *There are some other universities where English classes are taught online and, they have bad experiences. Due to the students' workload, they will find it difficult to attend the course online. On the other hand, the fact that the*

students can watch the videos recorded and follow the class on their own pace, is really fine.

Admin 2: It seems that it will solve the problems regarding time and space. But in an online environment, it would be difficult to create an interactive class or to teach some skills like speaking. We should reconsider necessary technical infrastructure and equipments and have a rich course content.

The data presented above indicated that the participants had some concerns about teaching in an online environment. They were aware of some advantages regarding online environment but the disadvantages that they have in their mind made them question the issue.

Q17: Do you have any other suggestions regarding the English class?

The participants made some suggestions confirming the issues, like scheduling and timing of the class, discussed in the previous questions. Additionally, they suggested that the students ought to be well-informed about the role of English in their field and significance of their English class. The content and materials were believed to be prepared considering the target students' goals and needs by the experts in the field.

4.2.1.3. The Interview with the Medical Doctors

The medical doctors were also invaluable sources for the needs analysis process since they could present their insights into the actual needs in the field of medicine as practicing doctors and their previous experiences during their university education. The interview protocol (Appendix-3) was conducted with a total of 6 medical doctors whose demographic information was previously presented in the methodology chapter. This part constitutes as the third part of the present situation analysis. These interviews were conducted in December, 2015 and in January, 2016. The medical doctors were selected via convenient sampling. They were all volunteer to take part in this research, however, since all of them were very busy and living in different cities of Turkey, they preferred to respond to the questions in written form and send them via electronic mail. For further

questions, clarification and confirmation checks, the researcher got in contact with them online or by phone.

As inferred from the data shown above, half of the participants were graduated from the same faculty of medicine where the current study was conducted. This enabled the researcher partly to compare the present situation of similar English classes at different faculties of medicine in various part of Turkey. The participants were informed about the scope of the study and wanted to answer questions based upon their general impression of their English classes that they attended during their university education.

A total of 9 major and 14 minor questions were asked in the interview. The interview was conducted in Turkish. The data gathered via this interview were translated into English and analyzed via content analysis method. In the following part, the findings will be discussed in accordance with the order of the questions asked in the interview.

Q1: What was the medium of instruction at the faculty of medicine at your university?

All the participant doctors stated that the medium of instruction was Turkish at their faculty of medicine.

Q2: What do you think about the role of English in the field of Medicine?

All of the participants were in the opinion that the English was an integral part of the field of medicine. One of the participants emphasized the fact that English was accepted as an international language. In relation with this discussion, the other participants added that articles and books were written in English and it was obligatory for them to know English well in order to keep up with the developments in the field. The following statements indicated the role of English in the field of medicine:

Doc. 1: Exactly, English is inevitable in our field. It is obligation if you want to improve yourself as a professional or if you want to make a progress in an academic world.

Doc. 5: English is sine quo non in the field of medicine since it has a dynamic nature and it is vital to follow the developments in the field.

Doc. 6: *Since it is regarded as the language of science, all doctors should have good command of English.*

As emphasized in the statements above, the publications in the field of medicine are in English and doctors are supposed to know English very well.

Q3: As a doctor, where and when do you need to know English most while doing your job?

The question 3 asked about doctors' needs regarding English. The responses given were analyzed and their perceived English needs were listed below:

- to read textbooks & medical sources,
- to read scholarly articles,
- to write articles for the journals in the field,
- to make presentations on case studies conducted,
- to make a research,
- to make literature review on the rarest diseases and newest treatments,
- to attend a conference,
- to get in contact with the conference delegates,
- to follow latest improvements in the field,
- to get in contact with the foreign patients.

As understood from the list above, the doctors needed to know English so that they wanted to follow the latest research, read and write articles and to attend conferences. In relation with this question, the participants were asked if it was a need to learn English for a student at the faculty of medicine.

Q4: Do you think learning English is a need for a student studying at the faculty of medicine?

While some of the participants insisted on the necessity of learning English, two of the participants considered it as a need but not an obligation. The following statements

summarize the common view generated by the participants of two different parties in this discussion:

Doc 3: Yes, it is a need but it is not compulsory since it is possible to find many articles in our mother tongue thanks to the developments in technology.

Doc 6: It is an obligation to learn English for them. Because English is necessary for not just the field of medicine but for all, for international communication.

Q5: What do you think about the English courses taught at the faculty of medicine when you were a student at the university?

The question 5 explored the doctors' views about English classes at their faculty of medicine when they were students at the university. The question 5 actually covered a total of 7 minor questions. One of the participants (Doc 2) stated that there was no English class at their university. The responses given to these questions were tabulated. Table 16 presented the related findings:

Table 16: The Doctors' Views on the English classes during their University Education

	Lecturers	Students	Educational Environment	Time & Duration	Content	Materials	Assessment and Evaluation
Doc 1	Medical Biology teacher	Uninterested	Few students at amphitheatre	One session/ Article translation	Slides	Slides	Written exam, no speaking
Doc 3	Monotonous	Apathetic	Low rate of attendance	Two hours per week	A single book	Nothing else than textbook	Midterms and final written exam
Doc 5	Passive	Q& Answer Reading	Attendance problem	One session per week	Exercise Tests	Medical textbook	Not so seriously taken by students
Doc 6	Just giving a lecture, no effort	Reluctant, obligatory course	Few students	4 hours per week	Translation Grammar No speaking	No book, Copy	

The participants complained that they had no qualified teachers. Doc 1 stated that she felt lucky because her teacher of medical biology conducted English classes and also, she thought that the content teacher was knowledgeable enough about the field and terminology as compared to the other lecturers of English. Doc 3 expressed that their language courses were too monotonous and accordingly, the students were uninterested in the class. Doc 4 appeared to be pretty negative about English classes and used the expression 'ego' to describe an English teacher briefly since she believed that teachers of English did not like them. Also, she thought that English classes were nothing more than torture for them. Doc 5 asserted that her teacher of English at the university did not play an active role, which was similar to the English teacher of Doc 6 who stated that his teacher of English did not make any effort but gave lectures and left the classroom.

Upon the findings regarding the students and their role, all the participants argued that the students were not interested in the English class and they had to attend the class since it was just obligatory.

According to the participants, the English class was considered as waste of time for them who were struggling with content courses. Different from the other statements above, Doc 5 claimed that the role of students did not go beyond answering the questions and reading the passages. It was emphasized by Doc 5 that the interaction between the teacher and students was just limited to question and answer sessions.

Besides, it was seen that there was a common view among the participant doctors about the educational environment in that there were few students in the classroom and the students did not take participation actively. When it comes to time and duration of the classes at the faculty of medicine, the findings confirmed that the English classes were held once in a week and the duration ranged from 1 to 4 hours.

In terms of content of the course and materials used in the English classes, the participants' statements were similar. It was stressed that the course materials, single textbooks or exercise books were thought to determine content of the English class. It was seen that reading and answering comprehension questions were dominantly employed in the English classes. The participant (Doc 3) added that there was no progress observed

throughout the years and not all the units in the textbooks was covered fully till the end of the classroom.

Assessment and evaluation processes were also elaborated by the participants. According to the findings presented in Table 16, the multiple choice exams and written exams dominated the assessment and evaluation processes. All the participants pointed out that there was no emphasis on communication skills either in classroom or in assessment.

Lastly, the participants argued that the students had the belief that they could pass the class by just covering the book on their own and studying the day before the exam day. Therefore, it was found out that the doctors' past experiences indicated that when they were students, they did not take English classes seriously and worthy to follow. Accordingly, they did not pay attention to the content or what was taught but to the exams. Hence, they were exam-oriented in English classrooms.

Q6: What are your suggestions regarding the English classes taught at the faculty of medicine at the university?

The question 6 asked the doctors' suggestions about English classes at their faculty of medicine. The question 6 again covered a total of 7 minor questions as in the previous question. Similarly, the responses were tabulated in Table 17.

As presented in the table, English lecturers were supposed to improve students' communication skills, to master terminological knowledge and to focus on reading activities based on medical articles.

As for students, the students were expected to participate actively, to read a lot, to take part in projects and in speaking activities. Doc 3 also emphasized that students needed to gain an awareness of language learning.

Table 17: The Doctors' Suggestions regarding the English Classes at the Faculty of Medicine

	Lecturers	Students	Educational Environment	Time & Duration	Content	Materials	Assessment and Evaluation
Doc 1	Terminology	Active participation	U shape	1 hour per week	Basic grammar, reading medical texts, translation	Slides, videos, audios	Speaking writing
Doc 2	Focus on speaking, research articles	Reading a lot	Small size, graded	2 hour, twice a week	Reading articles	Academic books, articles listening reading	Written exam, no roll call
Doc 3	Focus on communication	Well-informed	Visuals	Interactive	Articles on latest improvements	Textbooks, visuals	Written exam
Doc 6	Speaking	Projects Speaking	Small Class	1 hour per week	All skills	Compiled books copies	

Moreover, the participants recommended that the students were to be assigned to the classrooms according to their proficiency level (Doc 2) and the number of students in each classroom ought to be decreased (Doc 2 and Doc 6). It was also suggested that the classrooms were equipped with visual aids (Doc 3). U shape and smaller classrooms were suggested as well.

As for the content and materials to be used in English classes, the use of audios, videos and visuals were added. For the participants, all the skills, especially reading skill were suggested to be in focus in order to be able to follow latest research in the field.

The responses to the last question regarding the assessment and evaluation processes indicated that most of the participants were in favor of written exams. One of the participants (Doc 2) stated that it would be better to have no attendance rule at all.

Q7: What would you think if English classes were conducted synchronously in online environment? What would be strong and weak sides of online live courses for the students studying at the faculty of medicine?

The responses to the question 7 were mostly negative about online classrooms. The participants estimated that attendance would be low. The following extracts exemplified the diverse ideas stated by the participants:

Doc 3: It would be comfortable but this comfort would result in some problems in that the students could not take it seriously. Nevertheless, it would be fine for the students who have trouble in time management.

Doc 5: It would be beneficial in terms of timing issues. It is a fact that visual aids would contribute to language learning process and result in successful learning. In addition to this, it would be nice to add visuals, videos and audio materials since they help students to promote comprehension skill.

As inferred from the statements, in addition to disadvantages of online classroom, the doctors had some idea about its advantages, too. They considered online learning environment as beneficial since it encouraged the use of visuals, videos and audio materials.

The last question was devoted to the participants' experiences about the national medical English exams at the end of their university education.

Q8: Did you sit for the national medical English exam? How did you study for this exam?

The findings indicated that all of the participants passed the exam by studying the exam questions asked in the previous years on their own and one of the participants (Doc 2) asked for help from an English lecturer. Doc 3 passed the exam without any special effort or extra study. It was assumed that no participants made use of their previous language knowledge gained at the faculty of medicine. Considering all the findings, it was concluded that all the stakeholders shared similar views about the present situation of English classes at the faculty of medicine.

4.2.2. Learner Factor Analysis

4.2.2.1. The Structured Questionnaire Conducted with the First Year Students at the Faculty of Medicine

In order to discover, students' needs, goals and preferences, the researcher conducted a structured questionnaire (Appendix-4) with the first year students following the observation period at the end of the winter semester in December, 2015. The survey was conducted with 249 first-year medicine faculty students. In order to collect the data at the faculty, the researcher obtained permission from the faculty administration. Following this permission, the structured questionnaire was administered to 249 medical faculty students who were volunteer to attend this study. It was conducted in person and in paper. It lasted approximately 15 minutes.

As for the analysis procedure, descriptive statistics were mainly employed. Because of the nature of the questionnaire items, the part on the participants' preference of assessment type was analyzed with frequency and percentages and for the rest of the questionnaire, mean and standard deviation were taken into consideration. In the following part, the analysis of this student survey was presented. Table 18 indicated the medical student's purposes of learning English.

Table 18: Medical Students' Purposes of Learning English

Purposes	Mean	SD
Interact with people	4.19	1.07
Study on medical resources	3.83	1.19
Perform activities in my field	3.83	1.12
Write medical reports/papers	3.63	1.23
Attend any academic context(conference, meeting with professionals etc.)	3.72	1.24
Correspond with English speaking professionals in the field	4.02	1.09
Achieve a sufficient score on language exams in the field	4.02	1.15

The mean scores at Table 18 indicated all of the purposes listed were among the students' purposes of learning English. A close look pointed out that the students studying at the faculty of medicine mostly wanted to learn English in order to interact with people, to achieve a sufficient score on language exam and to correspond with English speaking professionals in the medical field respectively. These purposes were followed by the other

purposes like performing related activities in their field, studying on medical resources, attending field related academic context like conferences and writing medical reports or papers. The findings indicated that communication was the leading purpose listed at Table 18.

In the second part of the questionnaire, the participants were asked how important to learn English in accordance with their different roles in life on a five Likert scale ranging from the *least important* (1) to *the most important* (5).

Table 19: Importance of Learning English

How important English learning is for you?	Mean	SD
As an individual	4.01	1.14
As a medical student	3.81	1.15
As a prospective medical doctor	4.15	1.05

As it was inferred from the mean scores at the table, the participants considered English as a part of their future professional life and moreover, it was seen that learning English was relatively more important for them as an individual as compared to their position of being a student at the faculty of medicine. The finding showed that the significance of English was attributed to the role of English in the participants' future professional life.

In this following part, the students were asked about their preferences regarding learning environment.

Table 20: Preference of Learning Environment

Learning Environments	Mean	SD
Traditional classroom (Face to face teaching)	3.50	1.23
Blended learning	3.12	1.27
Online classroom	2.81	1.30

The students were asked about which learning environment they would prefer for English courses on a five Likert scale ranging from *very undesirable* (1) to *very desirable* (5). The mean values in the table above indicated that among all the alternatives, they preferred traditional classroom. This finding confirmed that they were relatively negative or had some concerns about online learning environments.

In the following part of the questionnaire, there were items focusing on importance given to major language skills and sub-skills by the students studying at the faculty of medicine. Each table presented the finding regarding the major language skills with the items about the related sub-skills. In this part, the data was collected on a five Likert type ranging from *the least important* (1) to *the most important* (5).

Table 21: The importance of Improving Reading Skill

Reading Sub-skills	Mean	SD
Reading technical articles in medical field	3.86	1.12
Reading manuals in my study	3.87	1.07
Reading study notes of the courses	3.80	1.14
Reading instructions of assignments and projects	3.60	1.23
Reading laboratory instructions	3.54	1.22
Reading medical books	4.03	1.05
Reading general books	3.68	1.21

As shown in Table 21, the mean value of the reading medical books was the highest among all. The sub-skills of reading technical articles and manuals in medical field were considered more significant for the participants as compared with the sub-skill of reading instructions or class notes. These findings might be attributed to the fact that the medium of instruction at the faculty of medicine was Turkish. If it was totally English-medium faculty, they would probably give much more importance to in-class reading sub-skills such as study notes, reading laboratory instructions and reading instructions of assignments and projects.

Table 22: The importance of Improving Writing Skill

Writing Sub-Skills	Mean	SD
Writing prescriptions	3.06	1.29
Writing lab reports	3.35	1.22
Writing projects on medicine	3.69	1.21
Writing articles on medicine	3.80	1.21
Note making from written sources	3.63	1.27
Writing apprenticeships reports	3.49	1.25
Writing assignments	3.36	1.22
Answering questions on an exam	3.57	1.26

When it comes to the writing skill presented in Table 22, the sub-skills of writing articles, projects and note-taking from the written sources were listed among the most

important for the participant students. Similar to the findings regarding reading skill, they did not give much importance to the writing sub-skills of writing prescriptions, assignments, apprenticeships reports and laboratory reports in English.

Table 23: The importance of Improving Listening Skill

Listening Sub-Skills	Mean	SD
Listening to lecture	3.40	1.28
Listening to oral presentations	3.72	1.21
Listening to instructions for exams	3.33	1.21
Listening to medical audio & video sources	3.90	1.11
Listening to medical conversations	3.91	1.14

The findings regarding the listening sub-skills presented at Table 23 pointed out that the sub-skills of listening to medical conversations and medical audio-video sources were considered as the most important sub-skills among all. The mean value proved that they also gave importance to listen to oral presentations in English. These findings were seen to be in line with the findings above that the participants mostly wanted to learn English since they regarded it as a part of their future profession. Similarly, because of the fact that they took no course in English, the sub-skill of regarding lecture had the lowest mean value.

Table 24: The importance of Improving Speaking Skill

Speaking Sub-Skills	Mean	SD
Asking questions in the class	3.02	1.33
Giving oral presentations	3.13	1.41
Discussing with classmates	3.01	1.38
Speaking to a public on medical issues	3.40	1.33
Discussing on medical issues in conferences	3.78	1.24
Speaking for conversational English such as telephoning, greeting, invitation, etc.	3.82	1.29

As seen in Table 24, the students mostly gave more importance to improve speaking skills for daily conversational English. This sub-skill was followed by the sub-skill of discussing on medical issues in conferences. However, the sub-skills about in-class activities such a discussing with classmates or asking questions in the class were not

considered as important by the students, which showed parallelism with the other sub-skills regarding in-class activities above.

Lastly, Table 25 presented the items regarding the participants' preference of assessment type in English courses. It was a multiple-choice question and therefore, the frequencies and percentages were taken into consideration.

Table 25: The preference of Assessment Type

Assessment Types	F	%
Self-evaluation	60	27.3
Product-oriented evaluation (A series of examinations, quizzes,etc.)	24	10.9
Process-oriented evaluation (Assignments, group works etc.)	27	12.3
No assessment	109	49.5
Total	220	100.0

As observed in Table 25, almost half of the participants did not want to be assessed in their English classes. This preference was followed by the preference of self-evaluation. As it was seen in Table 25, the mean values regarding product-oriented and process approaches were similarly low.

To sum up, the data analysis indicated that English learning was thought to be important for the students as prospective medical doctors. Accordingly, their priory purposes in learning English was to be able to communicate. The most important speaking sub-skills were discussing on medical issues in conferences and speaking for conversational English. In addition to this, listening to medical conversations and medical audio-video sources were preferred to improve. When it comes to reading skill, the students wanted to improve their reading skill to read medical books, articles and manuals, which was also suggested by the doctors in the structured interview. As for writing skill, sub-skills like writing articles and projects were considered as the most important writing sub-skills among all. Another result was that face to face traditional language classroom was more desirable for the participants and they appeared to be negative about online learning environments. In line with this result, they were seen to be against any assessment approach in English courses. As compared to product or process evaluation type, self-assessment was found more preferable for them.

4.2.2.2. The Statement Completion Form

The researcher observed that the students studying at the faculty of medicine were not eager to take part in conversation since they were always hurrying up, going to library and complained about their busy schedule at their faculty. This was also confirmed by the lecturers during the interviews conducted for the needs analysis process.

The researcher attempted to find a quick but an effective way to have an idea about the reasons behind their negative attitudes towards the English class and their teachers, and furthermore, about their needs, lacks, goals, likes and dislikes about the current English classes. To this end, the researcher prepared statements with gaps so as to make the students focused on their response and thus, to make the data collection process manageable and practical for the students (Appendix-5 Statement Completion Form).

The students were given statements with gaps and they were just supposed to complete the statements by using one word or phrase reflecting their view. The data was collected in person, in paper and in mother tongue. The total number of responses varied in each table below even though the question forms were administrated to the same number of students (n=249).

It was observed that some students left unanswered. In order to analyze the responses, frequency values of recurring themes were taken into consideration. By using multiple types of data collection methods, the researcher attempted to maximize the validity and reliability of the study.

The related findings were presented respectively. In the first part, the students' general perceptions, likes and dislikes, about English were investigated. The data gathered was presented in the following tables.

In the first statement, the students expressed their views on the best sides of English and the reasons behind their idea. The concerning views and the reasons were presented separately in Table 26 and Table 27 but discussed together.

S1. My favorite thing about English is because

Table 26: The Students' Views on Favorite Parts about English

Favorite parts about English	Frequency
Its status as a Lingua Franca	32
Nothing	21
Communication with foreigners	10
Easy to learn	9
Its sound, phonetics & pronunciation	7
Its grammar	6
Entertainment opportunities (foreign Tv series / music / watch movies)	6
To be able to speak it	5
Personal development	5
To be able to reach available Sources (news, journals, articles etc.)	4
Enjoyable	3
Fluency	3
Need	4
A different Language	3
Its vocabulary	3
To be able to write in English	1
Teacher of English	1
A lesson	1
Complicated nature of it	1
To be able to translate	1
An obligation	1
Total	128

As it was shown in Table 26, the students liked English mostly because they thought it was accepted as a lingua franca (n=32) and it enabled to communicate internationally. This finding was supported with the reason that they had the chance to meet new people and communicate with them (n=26).

They emphasized that thanks to English, many sources about entertainment and academia were available to them. The students also stated that they liked English since it was easy to learn as compared to other foreign languages (n=10). The finding was maintained with the reasons that its grammar was easy (n=5) and it was like a play (n=2).

Apart from these, the students had positive feelings about English in terms of its fluency, sounds and articulation. Table 27 presents the students' reasons behind their views of English as discussed here.

Table 27: The Students' Reasons behind their Favorite parts of English

The reasons behind their favorite parts of English	Frequency
To be able to communicate	26
It is a Lingua Franca	11
It is easy to learn	8
I hate	6
I like listening foreign Tv series / music / watch movies	6
It is enjoyable	6
I like its phonetics / pronunciation	6
Positive feelings about its grammar	5
It is important for personal development	4
I like speaking it	3
I like its fluency	3
I can find journals, articles, plays easily	3
None	2
It is boring	2
It is like a play or puzzle	2
Cultural exchange / exchange of ideas	2
It is a need	2
Because of obligatory exams	1
It is easy to write	1
It increases my GPA (grand point avarage)	1
It is complicated	1
I like my English teacher	1
Total	102

The students also expressed that they liked English since English was enjoyable (n=6). Some of the students considered English as a part of personal development and while some (n=5) listed it as favorite side of English, some listed the similar view among the reasons (n=4).

On the other hand, there existed some negative ideas about English among the students as shown in Table 26. This was proved by the finding showing that some students liked nothing about English (n=21). The similar negative feelings were stated among the part of reasons as it follows: they hated English (n=6) and they found it boring (n=2).

Additionally, it was considered as a need (n=2) and sometimes as an obligation (n=1) since they had to enter some language exams.

S2. My least favorite thing about English is because

The second statement aimed to clarify what characteristics of the English language was least liked among the students and their reasons behind their views. Similar to the previous part, the students' views and the reasons were discussed together though the data was presented in two tables separately (Table 28 and Table 29). The related findings were presented respectively.

Table 28: The Students' Views on the Least Favorite Parts about English

The Least Favorite Parts of English	Frequency
Grammar	22
Vocabulary	18
It is easy to forget	13
None	11
Speaking	10
The education system / Instruction	9
An obligation (an obligatory course)	8
Every part of it	6
Pronunciation	6
Memorization	5
Failure in learning it	5
Exams	4
Different spelling and articulation	3
Boring	3
Difficult	3
International language	2
No relevance with Turkish	2
Writing skill	2
Listening skill	2
It is useless (considering their exams in the department)	1
It is easy	1
Language of imperialism	1
It is not our language	1
Total	138

As indicated in Table 28 , there were various ideas and reasons regarding the least favorite part of English. It was seen that most of the students referred to learning English, language skills or English classes and few students referred to its status when they were asked about the least favorite part of the language itself.

According to some students, every part of English was the least favorite (n=6), while no part of English was the least favorite for some others (n=11). A closer look at the table revealed that several students had obviously negative feelings about the language in that it is boring (n=3), difficult (n=3) and disgusting (n=7).

The highest frequency value pointed out that the students considered grammar as the least favorite part of English (n= 22) since they thought that it was difficult and complicated because of the rules (n=12). The second highest frequency value indicated that vocabulary (n=18) part of English was seen as challenging, too. It was inferred from the data that memorization, pronunciation, learning process of English words, words with multiple meanings and increasing number of unfamiliar words were thought to make vocabulary the least favorite part of English.

Table 29: The Students' Reasons behind their Least Favorite Parts of English

The reasons behind their least favorite parts of English	Frequency
Its grammar is difficult & complicated.	12
Instruction-based problems (materials, exams)	10
It is difficult to learn vocabulary	10
It is easy to forget	9
It is difficult to speak	8
Words have several meanings	7
Disgusting	7
Weak word knowledge	6
It is difficult to learn	6
It is difficult to pronounce words	6
It is not actively used	4
Over-emphasis on grammar	6
Memorization is difficult	3
Listening is difficult	3
It is difficult to comprehend	3
An Imposition	3
Writing is difficult	2
Affective factors (Anxiety & Shyness)	2
Time limitations	1
Spread of English	1
Imperialism	1
Lack of motivation	1
Ottoman Turkish	1
Total	112

Additionally, the findings indicated that English was associated with the word memorization and hence, they considered that it was difficult to memorize and it is tiring. It was implied that their learning was based on memorization. Since permanent learning was not achieved, they complained that they forgot what they learnt easily (n=13) as it was supported with the reasons (n=9).

The other least favorite part of English stated was speaking (n=10). They thought that it was difficult to speak English (n=8). It was seen that the students attributed this difficulty to complexity of pronunciation (n=6), spelling and articulation (n=3), listening (n=3). Some students referred to affective factors such as anxiety (n=2).

A considerable number of students referred to the English language instruction (n=9) they received when they described the least favorite part of English. They did not like English because of negative experiences they had in their obligatory English classes (n=8). Likewise, the issue appeared in the findings as follows: instruction-based problems (n=10), exams (n=4) and over-emphasis on grammar (n=6), failure in learning English (n=5).

Last but not least, a few students pointed out that they did not like English since it was international language (n=2) but there was no relation with their mother tongue (n=2). The other students confirmed that it did not belong to them (n=1) and it was a language of imperialism (n=1).

Similar views were shared among the reasons like imperialism (n=1), an imposition (n=3) and spread of English (n=1). One of the students asserted that Ottoman Turkish would be in the place of English by referring its status as *lingua franca*.

The following statement in the statement completion form aimed to discover the medical students' feelings about English from the point of being a medical student.

S3. To me, as a medical student, English isbecause

Table 30: Denotations of English for the Students and the Reasons

English is...	Frequency
Significant	82
All / Very Important / Very Useful	26
Necessary	20
Useless	18
An obligation	5
Occupational	4
Enjoyable	3
Language / a tool	3
Torture	2
An obstacle	1
Connecting people	1
A key to knowledge	1
Total	166
The reasons behind positive denotations	
The role of it in professional life	39
National English exams (Tıpdil, Yds)	12
Academic works (literature review, reading and writing article etc.)	33
Personal development	8
Language of science and medicine	10
English is everywhere	6
Work abroad	9
A need	5
Total	122
The reasons behind negative denotations	
No plan about future	8
Negative feelings about the English prep program	2
Dislike	3
Useless	3
Time limitation & workload at the department	3
No idea	2
Lack of confidence	1
Total	22

The highest frequency values, as observed in Table 30, referred to positive denotations of English according to the students' views. The values revealed that the students were aware about the significance of English. A great majority of the students stated that English was significant (n=82). Similarly, for some students, it was very important / useful (n=26) and necessary (n=20). The reasons behind these positive denotations of English were attributed to the role of English in their future professional life

(n=39), the role of English in science and medicine (n=10), and the necessity of English in managing academic works like reviewing literature etc (n=33). Also, they stated to need English since they were supposed to sit for the national language exams (n=12) and had plans to work abroad (n=9). For some students, English refers to English for occupational purposes (n=4). Accordingly, due to the role of English in their future career, some students considered English as an obstacle (n=1) and an obligation (n=5). In addition to these negative denotations of English, it was described as torture (n=2) since they had to attend English classes although they had limited time and enough workload at their department (n=3). According to a considerable number of students English was useless (n=18) and the students stated that they had no plan based on English in the future (n=8). Some students stated that they disliked English in general (n=3), they hated English due to the English prep program where they spent a year (n=2).

The next statement aimed to find out the students' lacks in English. Table 31 presented the related findings:

S4. I feel that I am bad at in English.

Table 31: The Students' Lacks in English

The students are bad at...	Frequency
Speaking Skill	76
Vocabulary	26
Grammar	31
Writing	13
Reading comprehension	3
Listening comprehension	8
Translation	1
All	8
Language proficiency	2
Daily conversation	1
To study coursebook	1
To attend the English class	1
Total	171

As reported in Table 31, most of the students felt weak in speaking skill (n=76) (and daily conversation (n=1) concerning speaking skill). The other most stated skills were vocabulary (n=26), grammar (31) and writing (n=13) respectively. These skills were

followed by listening comprehension (n=8). Some of the students stated that they felt bad all about English.

After analyzing the students' lacks via the statement above, the statement 5 concerned about the students' needs in English.

S5. As a medical student, I need to know English in order to

Table 32: The Students' Subjective Needs about English

I need English for ...	Frequency
Reviewing the related literature (articles, journals)	71
For occupational purposes (doctor-patient conversation etc.)	25
National language exams	9
Study abroad & Erasmus	12
Passing the English class	5
Communication skills	6
Vocabulary	5
Entertainment (movie, play, surfing online etc.)	4
Nothing	3
Everything	3
Writing skill	2
Personal development	1
Grammar	1
Watching medical videos	1
Daily conversation	1
Total	158

As seen above in Table 32, the findings regarding lacks and needs appeared to match. However, whereas speaking, vocabulary and grammar was among the highest frequency values in the table concerning the students' lacks, reviewing literature, that is to say, reading skill, got the highest value (n=71) among all the findings in the table regarding the needs. Secondly, the students reported that they needed English in their future career (n=25), specifically in order to communicate with patients or colleagues at the conferences, which referred to speaking skill. Similarly, they needed English to improve their communication skills (n=6) and to maintain daily conversations (n=1). The students also reported that they needed English since they had plans to study abroad (n=12) and wanted to pass the nationwide English exams (n=9).

While some of the students stated that they did not need to know English (n=3), the same number of students reported that they need English in every aspect. On the other hand, the frequencies of the items regarding getting passing grade (n= 5) and entertainment opportunities (n=4) were close as well.

It was inferred from the findings that most of the students were motivated externally by various reasons apart from one single student who stated to need English for personal development (n=1). Considering the fact that the participants were first year students at the faculty of medicine, for several students, English was seen as long-term need (for occupational purposes like conversation between doctor and patient, study abroad). However, the overall analysis indicated that it was an immediate need for a considerable number of students who needed English to do literature review and read various resources.

The next statement were given to the participants so that they clarified why or what they wanted to improve about English. This part simply referred to their goals.

S6. As a medical student, I want to improve my English about / to do.....

Table 33: The Students' Goals about English

I want to improve my English about ...	Frequency
Communication skills	77
Reading comprehension	23
Writing	18
Medical English	13
Vocabulary	6
National language exams	5
Language proficiency	4
Everything	3
Occupational purposes (helping patients, being a qualified dr.	3
Grammar	2
Nothing	1
Personal development	1
Having passing grade	1
Quality education	1
Total	158

Table 33 suggested that half of the students wanted to improve their communication skills in English (n=77) and reading skill (n=23). These goals were followed by writing skill (n=18). It appeared that some students wanted to improve their English for medical purposes (n =18) and in relation with this finding, they wanted to improve their English in order to help patients and to become a qualified medical doctor (n=3). Improving vocabulary was also among the reported goals (n=6). Some students also stated that they wanted to improve their English in order to pass national language exams (n=5) and the English class (n=1).

As compared to the other findings discussed above, most of the students were in agreement that they wanted to focus on medical English and to improve their communication skills. This is followed by reading comprehension since they wanted to follow the latest works in the field of medicine, to read articles and journals etc. These issues were the most frequently and commonly stated among the data collected via the form of statement completion. Accordingly, the findings previously discussed in the field notes, questionnaires and interviews were confirmed by different groups of stakeholders.

The next two statements focused on the current face to face English class. The purpose here was to discover the students' feelings about their first year English class. The question below investigated what parts of the current face to face English class they liked most.

S7. My favorite thing about the first year English class is

The highest value in Table 34 indicated that a considerable number of students thought that nothing about the English class was favorite (n=46). Simply, this finding implied that several students did not like anything about their English class. According to the students who liked the class, the favorite parts of the English class were that it focused on medical terminology (n=21) and medical content (n=15).

Additionally, the students added that they liked the English class since it covered new topics (n=4), interaction (n=2), listening activities (n=1), computer-assisted pronunciation exercises (n=1) and its content was not challenging (n=6).

Table 34: The Students' Views on Favorite Parts about the English Class

Favorite parts about the English Class	Frequency
None	46
The focus on medical terminology	21
Medical content	15
Flexibility of the course	7
My English teacher	8
Single session per week	7
Content (not challenging)	6
New topics	4
The English class itself (EFL)	3
Classroom interaction	2
Less focus on grammar	2
Grammar focus	2
Obligatory course	2
Listening activities	1
Learning pronunciation via pc	1
Lingua franca	1
Total	128

As for grammar part of the class, few students liked it since there was so much emphasis on grammar teaching (n=2) whereas for the same number of students, it was good to have grammar focus (n=2).

On the other hand, it was seen that some students were positive about the class just because of its flexibility (n=7), duration of the course (n=7) and since it was listed as an obligatory course (n=2). A few students reported that they liked the class because of the teacher (n=8) and learning English (n=3).

The following statement aimed to clarify the negative parts of the first year English classroom as perceived by the students.

S8. My least favorite thing about the English class is

As compared to the previous tables, the variety and number of given responses were relatively more than the others. The first item with the highest value (No part of the class was favorite) in the previous table was seen to support the findings in Table 35 regarding the least favorite parts of the English class.

Table 35: The Students' Views on the Least Favorite Parts about the English Class

The Least Favourite parts about the English Class	Frequency
Obligatory	16
Everything	14
Boring	13
Challenging content	10
Unsatisfactory	9
Assessment	9
Duration of the course (too long)	8
The course itself	7
Vocabulary	7
Textbook-centered teaching	6
An extra burden	5
Speaking anxiety	5
None	5
The English teacher	3
No progress	2
Crowded classrooms	2
Negative feelings about English itself	2
No classroom interaction	2
Waste of time	1
Grammar	1
Focus on medicine	1
Rote-learning	1
Unnecessary details about medicine	1
Challenging	1
Listening Activities	1
Total	132

The frequency of the item suggesting that no part of the English class was least favorite was relatively low (n=5). According to the frequency values, some students did not like the class with its all aspects (n=14). Similarly, some students considered the class as boring (n=13), which also appeared to be in parallelism with the experiences of the doctors as reported in the interviews.

Moreover, challenging content of the book (n=10), assessment (n=9), duration of the class (n=8), textbook-centered teaching (n=6), crowded classrooms (n=2), rote-learning (n=1) were among the least favourite part of the first year English class. Some students reported that they found it challenging (n=1) and unsatisfactory (n=9). In the same way, as it was inferred from the findings, they thought that there was no progress (n=2).

Affective factors like speaking anxiety (n=5), strong dislike of English (n=2) and the class itself (n=7) accordingly aggravated negative feelings regarding the first year English class. Additionally, some students considered the class as a waste of time (n=1) and extra burden for them (n=5).

4.2.2.3. The Focus-Group Interviews with the First Year Students at the Faculty of Medicine

Throughout the observation process, informal meetings and interviews were conducted with the students at the faculty of medicine, as previously stated. The researcher made use of a variety of source to get the whole picture from different point of views. In addition to questionnaires, statement completion forms, the students were also invited to the interview to get more insight into their opinions about the role of English in medicine, feelings about the current face to face English class, their perceived weaknesses and strength of the English class, their expectations regarding the class and their suggestions. The same interview protocol was employed with the students, lecturers and administrative personnel by customizing it to their position.

The students were interviewed face to face and in their mother tongue, Turkish. It was audio-recorded and analyzed via content analysis. It lasted 48 minutes. Since the researcher spent a semester with the students at the faculty, it was believed that the researcher built a rapport with the students to provide true feelings and opinions. Member-checking was achieved in the course of the interview for credibility and validity. The findings gained through the focus interview conducted with three volunteer students were presented in reference to the questions asked.

Q1: *What do you think about the role of English in the field of Medicine?*

The students were all in agreement about the significant role of English in the field of medicine. In respect to its roles, the students stated that:

- English is accepted as the language of science.
- The main sources in the field of medicine is in English.
- English is used as a medium in the international conferences and meetings.

- English bears a resemblance to Latin which is common in the field of medicine.

The following extract indicated the importance of English proficiency for a doctor:

St 1: The doctors who have a good command of English always are always one step ahead of their colleagues.

Q2: Is it necessary to learn English for the students studying at the faculty of medicine? Why or why not?

All the students agreed that it was certainly necessary to learn English for the students of Medicine Faculty. By using the expression *certainly*, they gave an emphasis on the necessity of learning English. They presented the same reasons that listed in response to the first question regarding the role of English in the field of medicine.

Q3: Do you agree with the idea that all students from various departments are taught with the same approach? Why? Why not?

They disagreed with the idea that all students from various departments were taught with the same approach. Here, the students claimed that an English class at the first year of medicine faculty should cover much more basic units and content. They complained that their content of the book was too challenging for them. Therefore, they did not want to get such an English class which was challenging and had a great focus on the medical topics which were unfamiliar to them as the first year medical students. The common view was that following the English preparatory program, the first year English course book should cover basic but not complex topics on medicine as they experienced with the current material.

Q4: What do you think about the English course at the faculty of medicine?

The responses given to the question 4 were discussed under the minor questions. It was observed that the students were not so positive about the current state of the first year English class.

Their views regarding the issue were summarized in accordance with the minor questions.

a) The roles of lecturers and students:

The students shared the idea that the English teacher was accepted as the one who was responsible for all the processes in the classrooms. One of the students stated that:

St 2: He is the one who fulfill everything in the class. He is in the center. He is basically responsible for every aspect of the course.

The other students confirmed by saying that the English teacher was *decision maker* in the classroom in terms of all aspects about the class. As for the role of students in the classroom, the students stated that there was no interaction in the classroom and therefore, the students were mostly passive.

St 1: The teacher mostly focuses on unfamiliar words and often tries to make inference. We, students, are mostly passive and try to make sense of the issue. This is because of mostly the book we have.

The students affirmed that since the book was challenging for themselves and they felt that the book prevented them to take active participation in the class.

b) The educational environment:

When they were asked about their educational environment, they asserted that it was inappropriate for them to try to focus on English in the class with amphi-theatre style in terms of proximity and interaction. They appeared to be quite negative about their classrooms.

c) Teaching process:

The findings indicated that the students criticized the teaching approaches in the English class. In this respect, they stated that the teachers mostly tried to cover a unit in each day of class. When they were asked about teaching process, they immediately responded by referring to the use of course book in the English class.

It was observed that the teaching process was associated simply with course book.

d) Materials and content of the course:

In respect to the materials and content of the course, the students brought the similar complaints previously mentioned. They highlighted that it was challenging to understand the content of the book since it covered many unfamiliar words. They also pointed out the level of the book and stated that the level of book addressed to the students who had advanced level of proficiency in English.

Additionally, one of the students (St 2) stated that he searched about medical course books online. He found that there were two series of this course book and wanted to know the reasons why the second book was chosen for the first year English class instead of using the book *Oxford English for Careers: Medicine 1 Student's Book*.

It was inferred from the findings that the students consider their book as unsuitable for them as the students who were at the bottom of the ladder.

e) Assessment and evaluation processes:

As for the assessment approaches, the common view was that multiple-choice exams were suitable and practical for both the teachers and the students. It was observed that the students did not want to take risks and spend much more time in order to study for the exams.

Q5: Do you think the objectives of the syllabus match with those of students at Faculty of Medicine? Why? Why not?

The students argued that the objectives of the curriculum were assumed to match with their expectations and objectives by the decision makers. Additionally, they maintained that considering the English class and materials in detail, a closer look at the reality indicated that they did not match in fact.

When they were asked about the reasons behind their negative opinion, they reminded their previously mentioned criticisms about the teaching process and book.

Q6: Do you think the materials used in the English class at the faculty of medicine is relevant to the students' field of study?

The materials used in the English class at their faculty was in general considered as relevant to their field of study by the participant students. However, they added that their first year English course book was not suitable for them since it covered some irrelevant topics and required higher level of English.

Q7: Do you agree with the idea that students should be taught with materials related to their field of study? Why? Why not?

In relation with the previous question, the students confirmed that they should be taught with the materials addressing to their field of study in terms of texts, topics, activities and language use.

Q8: What are the weak and strong sides of the current face to face English class at the faculty of medicine?

By confirming the issues discussed above, the students shared similar ideas in respond to the question 8. The following questions aimed to take the students' suggestions and expectations about the ideal English course and its characteristics.

Q9: What kind of approach to language teaching do you think suitable for the English class at the faculty of medicine?

After explaining the current situation of their English class in terms of approach and methods employed, the students were asked about their views. It was seen that while some students (St1 and St 3) were positive about the current approach used in the English class, one of them (St 2) did not agree. The student (St 2) insisted that the teachers should encourage students to make them much more active in the classroom.

Q10: What kind of language teaching materials do you think suitable for the English class at the faculty of medicine?

The students considered that the materials should cover universal topics in medicine, not detailed. They also added that the materials should address to their level of proficiency. Apart from these suggestions, the students maintained that they needed reading texts.

Q11: Which language skills should be emphasized in the English class at the faculty of medicine?

When it comes to their suggestions about language skills, the students gave the following responses:

St 1: *Speaking and listening*

St 2: *Listening and writing. But writing in the following years, for the upper level.*

St 3: *Reading comprehension*

As listed above, one of the students (St 1) wanted the teachers to focus on speaking and listening and in addition to listening skill, the other student (St 2) stated that it would be better for them to focus on writing as well in the following years since it required higher level of language proficiency. The student (St 3) wanted them to improve their reading comprehension. All in all, it was observed that the common focus was on listening skill.

Q12: Which evaluation and assessment approaches you think appropriate for the English class at the faculty of medicine?

The students emphasized that multiple-choice exams were suitable for them. One of the students added that multiple-choice or alternative ways should also be employed to test reading comprehension. One of the students (St 2) were also positive about assignments as home-take exams.

Q13: What roles do you think an English teacher should play in the English class at the faculty of medicine?

The most frequently emphasized view about the role of English was that the English teacher who was supposed to teach medical English should have medical knowledge to some extent. One of the students (St 2) suggested that a medical doctor who had high qualification in English should teach to the students who are studying at the faculty of medicine.

Q14: What roles do you think a student should play in the English class at the faculty of medicine?

Upon the role of a student, the students stated that they were supposed to have similar level of proficiency in English so that they would be successful in medical English class.

Q15: Do you think duration of the class (3 hours per week) is suitable? Do you have any suggestions?

The students were also asked to state their suggestions about duration of the class, they came up with different ideas. At first, the students claimed that the English class was held in a block session and thus, it lasted two hours. However, they complained that since it was held once in a week, it resulted in disengagement for the students. As a solution, they suggested that the class should be held twice per a week. Also, they added that two hours per week was fine for the first year English class.

Q16: What do you think about the idea of learning Medical English in an online educational environment?

When they were asked their views about learning English online, all of them appeared to be positive. One of the students stated that:

St 3: It could be better. Fine, especially for those who are too shy to take participation.

While the findings obtained via questionnaire indicated that they preferred traditional face to face educational environment to online educational environment, the findings in the interview pointed out that the students were positive about online educational environment. In order to clarify the issue regarding the students' preparedness for an online learning experience mentally and physically, the researcher investigated the students' online learning readiness.

4.2.2.4. Online Learning Readiness Scale¹

The researcher investigated the first year medical students' online learning readiness via Online Learning Readiness Scale (OLRS) developed originally by Hung et al. (2010). (Appendix-6) However, it is important to note here that the study was conducted in Turkish in order to obtain valid and reliable data from the participant

¹ This research was presented as a proceeding at IDEAL Conference and published as an article in Participatory Educational Research (PER) journal in 2016.

students. Therefore, The Turkish version of the OLRs covering a total of 18 items and five factors were administered to the students. A total of 189 students were volunteer.

The Turkish version of the OLRs was developed by İlhan and Çetin (2013). There were totally 5 factors covered in the scale. The number of items under each factor was as follows: a total of 5 items for the factor of *self-directed learning*, 4 items for *motivation for learning*, 3 items for *computer/Internet self-efficacy*, 3 items for *learner control* and 3 items for *online communication self-efficacy*. The responses were gathered on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The findings regarding the students' online learning readiness were discussed in reference to five tables presenting the factors of the online learning readiness scale as *self-directed learning*, *motivation for learning*, *computer/Internet self-efficacy*, *learner control* and *online communication self-efficacy*.

Table 36: Self-Directed Learning

Items	Mean	SD
I set up my learning goals.	3.82	1.08
I carry out my own study plan.	3.73	1.21
I have higher expectations for my learning performance.	3.67	1.04
I seek assistance when facing learning problems.	3.65	1.06
I manage time well.	3.48	1.09

Table 36 indicated the findings regarding the self-directed learning factor of the scale. It was seen that the score of each item showing the level of self-directed learning was quite high. That is to say, the students mostly could manage to set up their learning goals, to carry out their own study plan, to seek assistance when they faced learning problems and they had mostly higher expectations for their learning performance. As understood from the mean value, as compared to other items, the students appeared to have solely problem in time management. The findings suggested that the medical students had the adequate ability to direct their own learning process.

Table 37 presented the findings regarding the computer and internet self-efficacy factor of the scale.

Table 37: Computer/Internet Self-Efficacy

Items	Mean	SD
I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning	3.83	1.19
I feel confident in performing the basic functions of Microsoft Office	3.16	1.19
I feel confident in my knowledge and skills of how to manage software for online learning.	2.96	1.11

As seen above, the mean score of 3.83 proved that the students felt pretty confident in using the Internet tools like Google, Yahoo in order to find information for online learning. In respect to the second item in Table 37, it was understood that the students moderately believed in their skills in using the basic functions of Microsoft office programs. The mean value of the last item suggested that the students needed to improve their knowledge and skills of how to manage software for online learning. The next factor in the scale referred to the students' control in an online context. The findings were shown in Table 38:

Table 38: Learner Control in an Online Context

In an online context,	Mean	SD
I can direct my own learning progress	3.97	.95
I repeat the online instructional materials on the basis of my needs.	3.63	1.09
I am not distracted by other online activities when learning online	3.03	1.26

As presented in Table 38, the students felt that they could direct their own learning process. Secondly, most of them appeared to have control to repeat the online instructional materials on the basis of their own needs. The overall mean values implied that most of the students had control over their learning in an online learning context. However, it was found that other activities like internet surfing might distract them when learning online as it was inferred from the mean value regarding the last item. In the next table, the findings regarding the factor of students' motivation for learning online were presented.

Table 39: Motivation for Learning in an Online Context

In an online context,	Mean	SD
I am open to new ideas.	4.07	1.01
I like to share my ideas with others.	3.99	1.10
I improve from my mistakes.	3.95	1.09
I have motivation to learn.	3.85	1.04

Table 39 indicated that the students appeared to be motivated to learn in an online context. As inferred from the table, the highest mean values appeared in the factor about motivation for learning in an online context. A closer look at the table showed that they agree that they were open to new ideas, they liked to share their ideas with others in an online context, they could improve from their own mistakes, and lastly they had motivation to learn online.

Table 40 presented the findings regarding the students' self efficacy regarding online communication as follows:

Table 40: Online Communication Self-Efficacy

In an online context,	Mean	SD
I feel confident in expressing myself (emotions and humor) through text.	3.91	1.04
I feel confident in using online tools (email, discussion) to effectively.	3.89	1.06
I feel confident in posting questions in online discussions.	3.72	1.03

As the mean values presented in Table 40, the students feel confident in expressing myself (emotions and humor) through text and using online tools (email, discussion) to effectively communicate with others in an online environment.

They also agreed that they feel confident in posting questions in online discussions. All in all, they appeared to be self-confident about online communication.

The following table (Table 41) indicated the mean values regarding the each dimension in the online learning readiness scale.

Table 41: Mean Scores of All Factors in Online Learning Readiness

Factors in Online Learning Readiness	Mean
Motivation for learning in an online context	3.96
Online communication self-efficacy	3.84
Self-directed learning in an online context	3.67
Learner control in an online context	3.54
Computer/Internet self-efficacy	3.31

Except for the last factor referring to the computer and internet self-efficacy issue, the other factors referring to the online learning motivation, online communication self-efficacy, self-directed learning and learner control in an online context were observed to be quite high. As previously discussed, they might feel relatively weaker in managing software for learning online since they had no prior experience of learning online. In this respect, the students could be trained about using tools for online learning. In brief, the overall results indicated that the students appeared to be ready for an online learning experience.

4.2.3. Teaching Context Analysis

In this part of the needs analysis process, the researcher analyzed environmental characteristics of the teaching context where the suggested EMP based course were planned to run. As identified in the purpose of the study, the teaching context here refers to online educational environment where *EMPonline* course were delivered.

Following the submission of the research proposal, the researcher reviewed the literature on online learning and gathered information about the different modes of online learning. Additionally, in order to get more about online learning environments, the researcher visited the experts in different distance education centers in Turkey and abroad. The researcher was constantly in collaboration with the director and the other experts in the distance education center at Karadeniz Technical University. At first, the researcher visited e-learning center and center of foreign languages at the Bielefeld University in 2014. The researcher also conducted an unstructured interview with the director who was also interested in the field of ESP and had an experience of five years as practitioner teaching online. The researcher was informed about various online learning environments and their

experiences such as tandem learning, *Skype*-based discussion classrooms, the language classrooms conducted via online digital games like *Second life*. The director in Bielefeld university gave a briefing on the use of *Moodle* which was one of the popular online learning management systems since the researcher was planning to use it as a teaching context for this study. However, following the information gathered via participant and non-participant observations conducted in the first year English classroom (2015-2016) and the interviews with the experts in the distance education center at Karadeniz Technical University, the researcher decided that the suggested online medical English classroom should be taught in totally online and synchronous mode.

The synchronous mode was basically preferred since it provided live communication in the classroom, which was considered as vital for a language classroom. Additionally, the suggested *EMPonline* course was delivered in the framework of formal education and it was listed as an obligatory course officially in the curriculum at the faculty of medicine at KTU. Therefore, the administrative personnel including the dean of the faculty and the director of school of foreign languages recommended that it would be appropriate to conduct the suggested *EMPonline* class synchronously. To this end, the use of *Adobe Connect technology* with which the students were previously familiar (An obligatory class, the Turkish language class, is delivered via the same platform at KTU) was suggested by the experts at the distance education center at KTU. The experts also added that this software was better than its alternatives in many aspects. It was maintained that it was easy to use and connect since it was available on computers and smart phones. In fact, thanks to the infrastructure facilities provided at the distance education center at KTU, there was no need to download the software but just log in by clicking the link hosting the suggested *EMPonline* course. That is to say, the software was available through the browser and internet, which meant that the users did not have to be technology experts. Nevertheless, the students and the lecturers were trained about how to use it. A call center and support personnel at the distance education center were also ready to offer ongoing support and to respond urgent technical questions. The information about this orientation and design process is presented in the following chapter regarding design and delivery of the *EMPonline* course. All in all, considering the results of learning needs of the target students, the regulations and the infrastructure facilities at the university, *Adobe Connect*

technology was chosen for the delivery of the suggested online medical English classroom, *EMPonline*.

In this online educational context, the following opportunities are available:

- It is a live classroom in that students and teacher are at the classroom synchronously.
- The course is recorded and later, the videos are available to the students.
- Apart from videos, all the files and course materials are shared with the students during and after the session so that they can review or study on their own pace.
- All types of interaction (student to student, student to teacher, teacher to whole class) are possible in the classroom.
- Videos, animations, multi-media tools are easy to share.
- Both written (via chat box) and verbal communication are available.
- Different from the traditional classroom, students and teacher can get in contact with via private messaging as well.
- Both parties can share their files, computer screens or documents.
- If teacher wants, students can lead the classroom or do presentation etc.

This new educational context was thought to have resemblance with the nature of traditional face to face classroom in terms of communication and other dynamics of the classroom, which would be easier to adapt for the students and lecturers who would experience it for a medical English classroom for the first time. It provided even better opportunities for the students especially who missed the class. As it was observed during the participant observations and also, confirmed by the lecturers and the administrative personnel, the students often skipped the face to face classroom due to a variety of reasons like exams, seminars. Different from the traditional face to face classroom, if the students missed the class, the students would have the chance to watch the recorded classroom videos. By removing time and place limitations, this new educational context enabled them to learn everywhere and every time. To do this, both parties, teachers and students needed to have internet, computer, microphone and earphone. Alternatively, if they were not available, they would have the opportunity to connect the classroom at the computer laboratory at the faculty of medicine where computers and internet connection were available as affirmed by the director of distance education center.

4.2.4. Target Situation Analysis

The present situation analysis and learner factor analysis were previously presented. Taking the regarding findings into account, the target situation referring to what the first year students at the faculty of medicine should ideally know or what tasks or skills they should focus on, were described in this part. Accordingly, the following considerations which were elaborated respectively in the separate paragraphs formed the basis of the target situation that is, the suggested online medical English course, *EMPonline*.

The researcher at first gathered a comprehensive information about the courses conducted at the faculties of medicine at various state universities in Turkey. It was seen that there were some universities, like Istanbul University and Gazi University, offering both 100 % English and only Turkish medical programs covering no English class, there were some programs where the medium was Turkish, but the English courses were obligatory and offered in a few years of the curriculum (e.g. Karadeniz Technical University, Erciyes University). Some universities like Ege University and Dokuz Eylül University offered obligatory English class at just first year of the faculty of medicine. While there were no English preparatory programs (Dokuz Eylül University) for the students studying at the faculty of medicine, there were some others where English preparatory programs were offered before moving to the faculty of medicine (e.g. Gazi University, Marmara University, Karadeniz Technical University). When the duration of the English classes was compared, it was observed that it ranged from 2 hours to 4 hours per week (which was rarely encountered). In the target situation, the suggested online English class, *EMPonline*, held for the target students at the faculty of medicine at KTU was planned to last 2 hours per week. Duration of the course was 3 hours per week, which was one of the criticized factors regarding the present situation.

Furthermore, as response to criticisms concerning the main material used in present situation, it was considered that the target course content should have a narrow and basic focus. Since they were new to the department, the students were still not familiar with the human anatomy. Therefore, the units should proceed in a linear way and graded in accordance with the known to unknown themes covered.

As inferred from the present situation and learner factor analysis, the target situation should address the English needs specific to the students' future profession. It was understood that they needed English for the occupational purposes rather than academic purposes. Hence, the target situation should cover the tasks and skills which provide the students with opportunities to use English for medical context. The content should be apparently relevant and useful indeed so that they could focus on the course and consider it necessary.

The findings obtained through the present situation and learner factor analysis pointed out that listening, speaking and reading should form the basis of the target English class, *EMPonline*. Thus, the portion of the tasks focusing on these skills should be more than the others. In line with the previous consideration based on occupational purposes, the target situation should nurture communicative skills and expose the students to authentic language used in medical context.

Additionally, vocabulary development, particularly medical terminology, should be covered in reference to the medical themes covered in the units of the target content. While doing this, both teachers and students should not feel overwhelmed as in the present situation where both the lecturers and the students complained about spending too much time to understand the text full of unfamiliar or detailed information on complex medical topics. The target situation should make the lecturers and students feel more comfortable.

In the present situation, the lecturers were weary of the workload challenge due to the course book used and the content concerning the target field. The target situation should minimize this challenge by presenting clear, simple and manageable content and material for both the learners and the teachers. The target situation should support the lecturers by providing them with a comprehensible course syllabus, teacher's book and by introducing alternative ways to manage the online teaching in order to perform the tasks or activities listed.

In order to promote the classroom interaction and make the students active, the target situation should provide the students with various types of activities and tasks. As appeared, the target situation should liberate the lecturers and teachers by keeping them

away from dependency on course book. Accordingly, monotony should be removed in the target situation. The novelty brought by online education environment and variety of tasks were thought to contribute to remove it.

4.2.5. Discourse Analysis

Three approaches to investigate the discourse in specialist area were listed as genre analysis, corpus analysis and ethnography (Basturkmen, 2010, Robinson 1991). In this research, with the aim of discovering the language used in the target situation regarding the field of medicine, the researcher reviewed various resources including course books, articles, the collection of audio and video recordings, websites, smart phone applications. In doing this, the researcher basically depended on genre analysis. The researcher also made use of real life situations, for instance doctor-patient consultation process, which might be labeled as a part of ethnographic approach.

Table 42 presented some of the resources employed for the discourse analysis.

Table 42: Discourse Analysis: Books and Course Books

Books / course books with a focus on medicine
English for Careers: Medicine 1 (Oxford)
English for Careers: Medicine 2 (Oxford)
Professional English in Use (Cambridge)
Medical English (Springer)
English for Doctors (Schenk Verlag)
Check your English Vocabulary for Medicine (A&C Black Publishers)
International Medical Communication in English (The University of Michigan Press)
English in Medical Education (Multilingual Matters)
Career Paths: Medical (Express Publishing)
English for Medicine Part 1 (Taif University)
English for Medicine Part 2 (Taif University)
Vocational Medical English (Gündüz Eğitim ve Yayıncılık)
Medical English: for Vocational Health Schools (Gündüz Eğitim ve Yayıncılık)
Med Words (Kare Yayınları)

The following table (Table 43) also indicates the websites, mobile applications, journals and videos analyzed to internalize the features of target discourse.

Table 43: Discourse Analysis: Online and Mobile Sources

Websites
https://www.khanacademy.org/science/health-and-medicine http://almostadoctor.co.uk http://www.tu.edu.sa/encenters/English-language/cours/Pages/medical.asp https://medlineplus.gov/healthtopics.html https://human.biodigital.com http://www.englishmed.com/doctors/ http://patient.info/ https://www.specialistlanguagecourses.com/online-english-for-doctors/ http://anglaismedical.u-bourgogne.fr/index.htm http://www.medicalenglish.com/module/doctors http://www.emedicinehealth.com/health-topics/article_em.htm http://www.atcbc.com/atc/medical-english.html http://www2.units.it/brancalone/internet%20resources%20for%20Medical%20English.htm http://www.ilsc.com/program/medical-english-diploma-certificates https://www.englishclub.com/english-for-work/medical-diagnosis.htm
Applications
Human Anatomy Prognosis Medical Dictionary Offline Tıp Dünyası
Journals
https://www.ncbi.nlm.nih.gov/pubmed/24505902 http://www.freemedicaljournals.com/ http://www.esptodayjournal.org http://www.journals.elsevier.com/english-for-specific-purposes/ http://www.sciencedirect.com/science/journal/08894906 http://espeap.junis.ni.ac.rs/index.php/espeap
Medical videos
http://www.engvid.com/ https://www.youtube.com/watch?v=ICQIRnGHCi0 https://www.youtube.com/channel/UCqisctzM28PxH3rqiiy809w https://www.youtube.com/watch?v=51wvIhwDi00

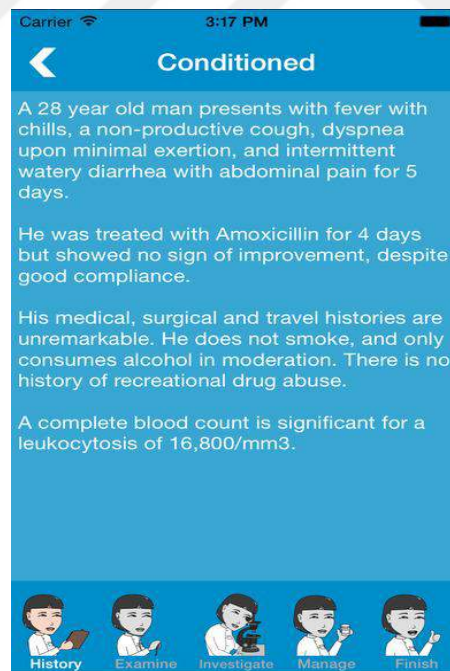
Towards the end of the needs analysis process, the researcher tried to familiarize herself with the target context by reviewing and analyzing the sources and some of them were listed above. To do this, the researcher spent almost one year to do discourse analysis and then, to design content and materials for the suggested *EMPonline course*. In fact, some stages proceeded hand in hand with discourse analysis. After determining the focus of the target situation, the researcher attempted to investigate the linguistic forms, functions and features of English used in target context. To illustrate, some samples concerning the discourse analysis were presented in the following pages.

The researcher collected some samples of written or spoken conversations, history-taking notes, case reports, texts. For instance, linguistic forms and expressions used by patients to describe their pain or symptoms were analyzed through the books, videos and websites. It was found that the linguistic forms "to have", "to have got" or verbs "to feel", "to be" were frequently used in expressing a symptom as follows:

- I have bad breath.
- I have got constipation.
- I feel dizzy.
- I am constipated.

The following extract taken from *Prognosis* indicated the nature of language used in a case report:

Figure 8: A Sample Case History



In describing the patient and in reporting his case, it was noted that some specific forms were in use in the medical context. The researcher examined the sample case reports available on *Prognosis* one of the valuable smart phone applications in this field. For

instance, the sample statements below were conventionally used as an introductory statement in a case report.

- His presenting symptom ...
- He presents with ...
- He was admitted complaining of ...

Videos and observations of the conversations between doctor-patient in real life were quite useful to identify the nature of concerning medical communication acts. The researcher also made use of written dialogues on the books to analyze dialogues. The book titled *International Medical Communication in English* was one of the primary sources in this respect. The researcher noted that questioning skills and giving instructions were of great importance in history taking process. In doing this, politeness strategies were taken into consideration as well. Instead of "what is the problem?", "What has brought you here" was considered appropriate language use for the target context. Therefore, pragmatic function of language was another focus in medical communication as inferred from the review of books, journals and also videos. Below are samples impolite and relatively polite forms on giving instructions:

- What I'd like to do is to examine you now.
- I am going to examine you now.
- Would you mind if listen to your chest?
- I will listen to your chest.

Last but not least, using plain language was another significant feature regarding the nature of target discourse. As discussed in this part, the researcher examined the multiple sources and tried to figure out the features of discourse in the field of medicine. Since it was a broad field, after a comprehensive discourse analysis, the researcher focused on a number of samples and sources necessary for the target situation once the focus of the target course content was determined. The following chapter gives detailed information about the design and development process of the suggested course, *EMPonline*.

CHAPTER FIVE

DESIGN and DEVELOPMENT PROCESS: *EMPonline* Course

5.1. Introduction

It was emphasized that "rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the learners' needs" (Richards, 2001: 32). Similar views were highlighted by Hutchinson and Waters (1987: 19) who argues:

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need.[...] 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.

In accordance with this view, ESP course design was regarded as "the product of a dynamic interaction between a number of elements: the results of the needs analysis, the course designers' approach to syllabus and methodology, and existing materials" by Robinson (1991: 34). In this respect, following a comprehensive process of needs analysis discussed in the previous chapter, this chapter focuses on course design and materials development process for the target context. The theoretical framework adapted in this course design process was basically based on the considerations presented by Basturkmen (2006; 2010), Dudley-Evans and St John (1998), Graves (1996), Richards (2001) and Robinson (1991).

As previously mentioned, the suggested *EMPonline* course was designed according to the framework by Basturkmen (2010: 143). Departure points for a typical ESP-based course design are determined considering for whom the course was designed, what the course focused on and its content (Basturkmen, 2010: 53). Therefore, the first consideration in designing the suggested *EMPonline* course was its focus.

5.2. The Course Rationale

By providing the reasons and nature of the course, as Richards (2001: 146) indicated, the course rationale presented "focus and direction to some of the deliberations involved in course planning". Accordingly, the course rationale of the suggested course in the current study was stated as follows:

The suggested online medical English course, *EMPonline*, is designed to cater for the specific needs of the sophomore students studying at the faculty of medicine at Karadeniz Technical University, Turkey. The course seeks to help students learn about human anatomy, body systems, medical specialties and fundamentals of consultation process. There will be a focus on communicational aspect of the target language. This does not mean that the rest of the language skills are ignored. However, considering the results of needs analysis process, listening, speaking and reading skills are regarded as core while writing is of secondary importance in this context. In addition, this course offers terminological knowledge specific to the course topics covered throughout 11 weeks. It is important to note that this course does not aim to teach medicine but to teach how to use target language by building on the medicine, which is study field of the target students.

5.3. Parameters of Course Design

As aforementioned in Chapter 2 on literature review, Dudley-Evans and St John (1998: 145-146) suggested nine parameters for an ESP course design. Based on the needs analysis process, the following decisions were made about the suggested *EMPonline* course:

1. Should the course be *intensive* or *extensive*?

The suggested *EMPonline* course was extensive since it ran in parallel with the other subject courses at the faculty of medicine. The suggested course was officially part of the curriculum at the faculty of medicine. It was listed as an compulsory course.

2. Should the learners' performance be *assessed* or *non-assessed*?

Since the suggested course was an official course at the faculty of medicine, the student's performance was supposed to be assessed. However, testing students' proficiency or performance was not taken into consideration in the framework of the current study. The results of the needs analysis also implicated no change in assessment and evaluation procedure. Based upon the distance education experts' suggestions, the assessment and evaluation process were not covered in the online educational environment due to the inconveniences of the infrastructure facilities of the university and insecurity of the system. In other words, testing or assessment was beyond the scope of this study. As a result, the students' performance was not assessed in this context.

3. Should the course deal with *immediate* needs or with *delayed needs*?

The suggested course was held as a pre-experience course, that is to say, the students were second year students and still studying at the faculty. The content of the suggested course would be much more significant for them in the last years of their education or when they become a doctor. Therefore, the suggested course was organized around their delayed needs.

4. Should the role of the teacher be that of the *provider* of knowledge and activities, or should it be as *facilitator* of activities arising from learners expressed wants?

As inferred from the findings obtained in the course of needs analysis, the classroom was dominated by the lecturers and they were regarded as source of knowledge, which made the work of lecturers challenging and tough. In the suggested *EMPonline* course, the teachers should be facilitator of activities or consultant.

Online education also might define new roles for the teacher. The design, content and materials were prepared by considering this parameter as well.

5. Should the course have a *broad* focus or *narrow* focus?

The suggested course had a narrow focus. This issue was discussed under the forthcoming title "focusing the course".

6. Should the course be *pre-study* or *pre-experience* or *run parallel* with the study or experience?

As explained in the third parameter, the suggested course fell in the category of pre-experience. That is, the students did not have yet experience of the target situation when they took the suggested course.

7. Should the materials be *common-core* or *specific* to learners study or work?

The suggested *EMPonline* course addressed the students' communicative competence needed for their future position. Since this suggested course was planned as a sample model, the materials were common-core. That is to say, they could be useful for all learners sharing the same context and profession.

8. Should the group taking the course be *homogenous* or should it be *heterogeneous*?

The group in the suggested course was homogenous in that all the students shared the same level of proficiency (intermediate) and same discipline (basic medicine).

9. Should the course design be *worked out by the language teacher* after consultation with the learners and institution, or should it be *subject to a process of negotiation* with the learners?

Lastly, the suggested course was designed after a comprehensive needs analysis process. All stakeholders' views, expectations and criticisms were taken seriously. The researcher took institutional constraints and facilities into account as well. Hence, it was assumed that the course design was worked out by the researcher after consultation with all stakeholders. Additionally, decisions about delivering mode, timetable, scheduling, assessment were subject to a process of negotiation with all stakeholders (dean of medicine faculty, director of the modern languages, school of foreign languages, director of distance education, lecturers, students, etc.). Here, the researcher attempted to keep the balance in planning the suggested course, *EMPonline*.

5.4. Focusing the course: *Narrow-angled* or *Wide-angled*?

The focus in ESP-based course can be *narrow-angled* or *wide-angled*. The *narrow-angled* and *wide-angled* course continuum was depicted by (Basturkmen, 2010: 55) as follows:

Figure 9: The *narrow-angled* and *wide-angled* course continuum



The suggested medical English course, *EMPonline*, was designed for the first year students (n=249) studying at the faculty of medicine at KTU. They were assumed to be at intermediate level and also, shared similar lacks, needs and wants as inferred from the needs analysis process. Since the suggested medical English course, *EMPonline*, was designed to address the needs of this specific group of students, the course is narrow-angled according to the categorization set by Basturkmen (2010).

5.5. Determining the Course Content: *Real* or *Carrier* Content?

Basturkmen (2010: 59) clarifies the distinction between "real or carrier content" as presented below:

Real content denotes pedagogical aims, such as the features of language the learners will hopefully become more aware of or be better able to produce or the language skills they gain control of. Carrier content denotes, as its name suggests, the means of delivering the real content. These means include the texts or activities.

Based on this distinction, activities or texts such as doctor-patient interviews, texts on medical specialties, physical examination routines constituted carrier content in the suggested course *EMPonline* since the target students generally considered English as a part of their future profession and as a means of reaching their long term goals such as communicating with patients, colleagues and passing a medical English exam.

5.6. Conceptualizing the Content: Language Description

Conceptualizing content refers to determining "what aspects of language and language learning [the course designer] will include, emphasize and integrate in [the target] course" (Graves, 1996: 20). As understood from the needs analysis process, the target students needed to learn English for different purposes, specifically, so as to achieve mostly communicative acts in their future profession. The target language was regarded as being used for communicative purposes in different situations in that the students both should be aware of both content and appropriate way of language use. As Hutchinson and Waters (1987: 32) stressed that these ESP students' needs were "not to learn the basic grammar, but rather to learn how to use the knowledge they have already have".

In this case, the regarding aspects of language were mostly functions like initiating a doctor-patient interview, eliciting information about the patients' disease, informing them about treatment processes. In brief, the suggested *EMPonline* course was planned to be organized around functional use of English language in response to the all stakeholders' perceptions and the researchers' observations in the process of needs analysis. The following list presented different functions covered in the suggested medical English course, *EMPonline*:

- Talking about systems and organs
- Talking about being sick
- Discussing about symptoms
- Expressing feelings about a health problem
- Initiating and finalizing a doctor-patient interview

- Asking about patients' complaints
- Describing different medical specialties
- Analyzing some basics of the consulting and history taking process
- Presenting complaints
- Examining a narrative clinical history report
- Eliciting information about the history of a health problem in detail
- Asking questions to obtain details about a patient's family, social and past medical history
- Describing the basics of a physical examination
- Informing a patient about the treatment process
- Giving advice to a patient about treatment process
- Warning a patient during doctor-patient consultation

5.7. Determining Goals and Objectives

In the literature, the terms "goal" and "aim" were frequently employed interchangeably and also, it was valid for the terms "objectives" and "learning outcomes". In this study, the terms goals and objectives were preferred. While goals were described as "a description of the general purposes" of a language program, objectives as "more specific and concrete description of purposes" (Richards 2001: 120). The statements of aims in this study were developed from the findings gathered in the needs analysis process. Based on this description, the aims and objectives of the suggested *EMPonline* course were listed below:

The aims of the suggested 11-week *EMPonline* course were as follows:

- To help students communicate with patients at a basic level for medical purposes.

- To familiarize students with basic English anatomical terminology including human organs and body systems.
- To help students elicit information regarding different symptoms and health problems.
- To familiarize students with the names and functions of different medical specialties.
- To help them inquire about a patient's disease by referring the steps covered history taking process.
- To make students aware of politeness and directness in communicating with a patient during a physical examination.
- To aid them describe main physical examination techniques.
- To help them how to write a case report at the end of consultation process.
- To help them improve their speaking, listening and reading skills regarding the issues listed above.

In line with the course aims, the course objectives on weekly basis were presented at Table 44:

Table 44: Course Objectives

<i>Weeks</i>	<i>Objectives</i>
<i>Week 1</i>	Students will be able to show and tell about different parts of body. Students will analyze combining words and adjectives used to describe different parts of body.
<i>Week 2</i>	Students will gain knowledge about different expressions used by patients in identifying their health problems. Students will review organ names.
<i>Week 3</i>	Students will be familiar with different expressions used by patients in identifying their health problems or complaints. Students will review organ names and symptoms.

Week 4	Students will be able to describe various medical specialties. Students will be able to portray characteristics of a specialist. Students will build on human body systems.
Week 5	Students will be informed about the basic steps in a doctor-patient interview. Students will be able to express themselves in a doctor-patient interview.
Week 6	Students will be informed about the basic language use in a clinical case report. Students will be able to express themselves in a clinical history. Students will be able to elicit information in discussing a patient's complaints.
Week 7	Students will be able to discuss about history of the problem in taking a clinical history. Students will be able to elicit information regarding SOCRATES details of a patient's problem.
Week 8	Students will be able to ask questions in obtaining details about past medical history. Students will be able to take necessary information on a patient's family and social history.
Week 9	Students will be familiar with the expressions used in a physical examination. Students will be able to give commands to a patient during a physical examination.
Week 10	Students will be familiar with the main examination techniques. Students will gain an awareness about the uses of polite and direct expressions used in a physical examination.
Week 11	Students will be able to discuss about treatment with a patient. Students will be able to warn a patient about the critical issues regarding the treatment process. Students will be familiar with different language uses so as to discuss on a treatment. Students will be able to give advices to a patient at the end of the consultation process.

5.8. Selecting a Syllabus Framework

Along with the instructional focus and priorities of the course, suitable syllabus framework for the target context was chosen. The literature presented a number of options for syllabus framework including grammatical or structural syllabus, lexical syllabus, functional syllabus, situational syllabus, topical (theme-based) or content-based syllabus, competency-based syllabus, skills-based syllabus, task-based syllabus, text-based syllabus and integrated syllabus (Nunan, 1988; Richards, 2001).

For the suggested online medical English course, *EMPonline*, the syllabus was organized topically on the macro level as it was apparent from the titles of weekly contents such as human anatomy, health problems, medical specialties, the consultation process. On the micro level, a closer look revealed that the content was indeed sheltered communicative acts such as asking about patients' complaints, describing different medical specialties, presenting complaints, eliciting information about the history of a health problem in detail, asking questions to obtain details about a patient's family, social and past medical history, informing a patient about the treatment process, giving advice to a patient about treatment process or warning a patient during doctor-patient consultation. It was aimed to nurture the target students' communicative competence rather than linguistic competence by seeking mastery of the previously stated functions. All in all, content or topics served as vehicles for the presentation of functions.

As Richards (2001: 164) pointed out, "all syllabuses reflect some degree of integration". Based on this consideration, the suggested *EMPonline* course adopted a combination of topical or content-based syllabus (the macro-level planning category) and functional syllabus (the micro level planning category) framework. The choice of functionally based syllabus which was predominantly well-built in the field of ESP, was supported by Hutchinson and Waters (1987: 32) arguing that the students' needs were "not to learn the basic grammar, but rather to learn how to use the knowledge they already have". That is to say, the students needed to use their linguistic knowledge gained after a year spent in school of foreign languages as they did in our case. In other words, the students should see what they could do with their language knowledge and abilities. They needed to discover their own "competence" and turn it into "performance" in Chomsky's terms, not just at grammatical or syntactical level but also at the other ingredients of

communication, such as: non-verbal communication (gesture, posture, eye contact etc.), the medium and channel of communication, role relationships between the participants, the topic and purpose of communication (ibid: 28-29). Accordingly, Table 45 presents a variety of topics, functions and language focus on weekly basis covered in the syllabus:

Table 45: Topics, Functions and Language Focus on Weekly Basis

Week	Topics	Functions	Language Focus
1	Human Anatomy	Talking about systems and organs Learning about anatomical terminology	Practicing parts of the body with questions: <i>Do you have any trouble with your any part of your body? I'm having trouble with my...(organ name).. Do you get any pain in your... (organ name)?</i> Analyzing combining words and adjectives like: <i>Heart = cardio- brain = cerebro- kidneys = nephro- stomach = gastro-</i> Reviewing prepositions of place and distance: <i>next to, behind etc.</i>
2	Health Problems-1	Talking about being sick Discussing about symptoms, complaints Expressing feelings about a health problem	Practicing the expressions like: <i>My (.....an organ name) hurts/aches etc.</i> <i>My (.....an organ name) is /are (.....) etc.</i> <i>I have/ have got a (..... a symptom name).</i> <i>I feel.....(..... a symptom name).</i>
3	Health Problems-2	Talking about being sick Telling about patients' symptoms and complaints	Practicing the expressions like: <i>His presenting symptom is / was.....(a symptom name).</i> <i>He presents / presented with.....(a symptom name).</i> <i>He was admitted complaining of (.....a symptom name).</i>

Table 45 (Contd)

Week	Topics	Functions	Language Focus
4	Medical Specialties	Describing different medical specialties	<i>A(specialist name) is specialist in diseases of..... / in the field of</i> <i>A(specialist name) specializes in(the field of medicine).</i> <i>Good at / bad at / interested in /good with</i> <i>Word formation: suffix -ology /ologist etc.</i> <i>Qualities of a specialist: Adjectives/ adverbs</i>
5	The Consultation Process	Analyzing some basics of the Consulting and History Taking Process in Medicine. Initiating doctor-patient interview and presenting complaints	Talking about some basics of the Consulting and History Taking Process in Medicine. Asking questions to a patient by using Question types like: <i>What's brought you here?</i> <i>What seems to be the problem?</i> <i>How long / When/ Where.....?</i> <i>Have / Do you ever.....?</i>
6	Taking a Clinical History 1: A Clinical History Report	Examining a narrative clinical history report	Clinical history report covers the information regarding <i>the health problem, history of the problem, patients' concerns, ideas, and expectations about the problem, drug history, family history, social history and other personal details like hobbies or home circumstances.</i>
7	Taking a Clinical History 2: Questioning History of the Problem	Eliciting information about the history of a health problem in detail	Questioning history of the problem: <i>site, onset, character, radiation, associated symptoms, timing, exacerbating or relieving factors, and severity of a problem</i> <i>Sample question types are as follows:</i> <i>Could you show me where it hurts?</i> <i>Could you explain how it feels like?</i> <i>Do you think it is related to your.....?</i> <i>Is there anything making it worse or better?</i>

			<i>Does it happen gradually or suddenly?</i> <i>Does the pain spread?</i> <i>Does the pain affect another part of your body?</i>
8	Taking a Clinical History 3: Questioning Past Medical, Family and Social History	Asking questions to obtain details about the patient's family, social and past medical history	Asking questions to a patient about <i>drug use, personal habits, home circumstances, occupation, childhood disease, family history, personal interests.</i> Sample question types are as follows: <i>Is there anyone in your family who suffers from a major health problem?</i> <i>Do you take any medication?</i> <i>Can you tell me about your home circumstances?</i> <i>Do you have any major health problem?</i> <i>Have you ever had any childhood diseases?</i>
9	Examining A Patient	Being familiar with the basics of a physical examination	Giving commands to a patient: <i>Open your mouth wide, please!</i> Using the target language forms for different purposes like to show sympathy, to give instruction and to give information about the procedure as follows: <i>After this test, you can feel dizzy.</i> <i>I'll ask for a sample of your urine.</i> <i>You can get dressed now.</i>
10	Main Physical Examination Techniques	Learning about main examination techniques used in a typical physical examination process	Being familiar with main examination techniques known as <i>inspection, palpation, percussion and auscultation</i> Differentiating polite and impolite / direct expressions: <i>Could you? Would you? Can you?</i>
11	Closing the Consultation Process	Informing a patient about the treatment process	Advising / Warning / Informing a patient about treatment process: <i>IF clauses, Modals: Must, Should, Could Do/ Don't / Avoid / Give up.... Carry on.....</i>

5.9. Organization of Content and Activities

Organization of content and activities were discussed below by considering both macro and micro level organization. On the macro level referring the overall organization of the suggested course, the selected course content per week was distributed as follows:

Table 46: The Suggested Course Content

Week 1: Human Anatomy
Week 2: Health Problems-1
Week 3: Health Problems-2
Week 4: Medical Specialists
Week 5: The Consultation Process
Week 6: Taking a Clinical History 1: A Clinical History Report
Week 7: Taking a Clinical History 2: Questioning History of the Problem
Week 8: Taking a Clinical History 3: Questioning Past Medical, Family and Social History
Week 9: Examining A patient
Week 10: Main Physical Examination Techniques
Week 11: Closing the Consultation Process

As presented in Table 46, the weekly course topics were sequenced based on the following criteria such as simple to complex, familiar to unfamiliar, part to whole. Prerequisite learning (Richards, 2001) was also taken into consideration in sequencing the content since learning some topics comprising various notions and functions served as a foundation for the next topics covered in the later stages of the suggested course. For instance, the human organs and body systems were first introduced to the students and later, they were informed about medical specialties at week 4. Additionally, after learning human anatomy, the students were provided with different use of language in presenting symptoms and complaints in week 2 and 3. After covering health problems in the earlier weeks, the following weeks were devoted to teach how to communicate with a patient in the course of each step in a consultation process and how to end a consultation process in the last week. As it was seen, every content in each week was taught as a prerequisite for the following contents in the later weeks of the course. When it comes to the part to whole

criteria, the course initially focused on various parts of language uses necessary for different parts of doctor-patient interview, but provided with the whole part towards the end of the course. For example, the students were firstly taught how to present complaints, how to greet patients, how to introduce themselves, how to give instructions to a patient for positioning and getting dressed, and in the following steps, they were taught how to use language during a typical physical examination process. Similarly, communicational use of language in taking a clinical history was taught in parts during three weeks (week 6, week 7 and week 8). That is to say, the students were supposed to practice the parts earlier than the whole. In this way, they were expected to build on and repeat their previous knowledge gained in the initial weeks. In preparing the course content, the principles regarding the course content, sequencing, format and presentation suggested by Nation and Macalister (2010) were also taken into consideration. In this way, the regarding themes and language functions were covered so that the target students would make most use of the previous language knowledge and keep on progressively.

In the following pages, the overall content and organization of activities are shown:

Table 47: The Content and Organization of Activities

WEEK 1 Human Anatomy	WEEK 2 Health Problems-1	WEEK 3 Health Problems-2	WEEK 4 Medical Specialists	WEEK 5 The Consultation Process	WEEK 6 Taking a Clinical History 1:
<u>Procedure:</u> 1. Warm-Up 2. Show and Tell 3. Presentation- organs and functions (Animation) 4. Vocabulary 5. Presentation- body systems (Animation) 6. Information Transfer 7. Mini Quiz 8. Word Search Puzzle 9. Closing & Assignment	<u>Procedure:</u> 1. Warm-Up 2. Lecture 3. Presentation- (Animation- Body parts /Symptoms) 4. Role Play 5. Review and Classify 6. Finding symptom areas 7. Closing & Assignment	<u>Procedure:</u> 1. Warm-Up 2. Listening for gist 3. Lecture 4. Bottom-up Listening 5. Enriching vocabulary 6. Read and Match 7. Sentence completion 8. Closing & Assignment	<u>Procedure:</u> 1. Warm-Up 2. Listening & Discussion 3. Listening & Information transfer 4. Lecture & animation on medical specialists 5. Sentence completion 6. Reading and matching 7. Word Puzzle 8. Free Writing 9. Matching 10. Closing & Assignment	<u>Procedure:</u> 1. Warm-Up 2. Jigsaw Reading 3. Collocations 4. Comprehension Check 5. Discussion 6. Questions 7. Lecture 8. Matching the statements with the relevant target situation 9. A cloze dialogue 10. Role play 11. Reorganizing the dialogue & Animation 12. Performing the dialogue 13. Closing & Assignment	A Clinical History Report <u>Procedure:</u> 1. Warm-Up 2. Bottom-up Listening Interview I (Animation) Interview II (Animation) 3. Top-down Listening 4. Discussion 5. Genre changing 6. Role Play 7. Closing & Assignment

Table 47 (Contd.)

WEEK 7 Taking a Clinical History 2: Questioning History of the Problem <u>Procedure:</u> 1. Warm-Up 2. Animation 3. Information Transfer 4. Reproduction 5. Sentence Building 6. Lecture 7. Role play 8. Closing & Assignment	WEEK 8 Taking a Clinical History 3: Questioning Past Medical, Family and Social History <u>Procedure:</u> 1. Warm-Up 2. Categorization 3. Formulating questions 4. Listening & Animation 5. Collocations 6. Sentence Completion 7. Free Writing 8. Building Dialogue 9. Closing & Assignment	WEEK 9 Examining A Patient <u>Procedure:</u> 1. Warm-Up 2. Listening for gist 3. Bottom-up listening 4. Making reference 5. Matching with synonyms 6. Fill in the gaps 7. Matching statements with relevant purpose 8. Closing & Assignment	WEEK 10 Main Physical Examination Techniques <u>Procedure:</u> 1. Warm-Up 2. Bottom-up Reading: 3. Top-down Listening 4. Matching the words with their meanings 5. Matching the cases with the relevant techniques 6. Lecture 7. Mini test on choosing polite expressions 8. Animation (4 videos on physical exam) 9. Restatement 10. Closing & Assignment	WEEK 11 Closing the Consultation Process <u>Procedure:</u> 1. Warm-Up 2. Reorganizing the dialogue 3. Animation (The dialogue) 4. Lecture 5. Formulating Sentences 6. Sentence completion 7. Synonymous words 8. Closing & Assignment
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On the micro level referring to the sequencing of activities or tasks, two principle of sequencing, "recycling" and "building", were tailored in this suggested medical English course. That is to say, some activities were planned in building mode in that one task fed into another task in a single course while some other activities were planned in recycling mode in that a material was used in alternative ways such as in different skill or in different type of activity (Graves, 1996). To illustrate both recycling and building mode in sequencing activities, the activity 2 and the activity 5 in the week 6 in the suggested *EMPonline* class were presented below:

Week 6 Activity 2:

- ***Listen to the track on a case report about a 61 year-old man carefully and circle the word that you hear on the report.***

A 61 year old man presented with severe chest/breast discomfort and extreme fatigue. Right after the event of the previous day that his son had an accident with his bike/car, He experienced a pressure in the upper/ lowerback and neck / leg. He was in good health prior to the event. He reported an increasing / constant shortness of breath for the last two days. He was a smoker / non-smoker and had no history of chest pain, fainting or nausea. His only comorbidity is anxiety/panic disorder and fearing the loss of loved ones. Last year, he got a six-month/week cognitive behavioral therapy for this disorder. There is no history of drug use. The patient worked as aconsular/an estate agent. He had no family history of lung or gastrovascular/cardiovascular disease.

Week 6 Activity 5:

- ***The track script on a case report is presented below. Read it carefully and convert the case report into a doctor-patient interview.***

A 61 year old man presented with severe chest discomfort and extreme fatigue. Right after the event of the previous day that his son had an accident with his car, he experienced a pressure in the upper back and neck. He was in good health prior to the event. He reported an increasing shortness of breath for the last two days. He was a non-smoker and had no history of chest pain, fainting or nausea. His only comorbidity is anxiety disorder and fearing the loss of loved ones. Last year, he got a six-month cognitive behavioral therapy for this disorder. There is no history of drug use. The patient worked as an estate agent. He had no family history of lung or cardiovascular disease.

As seen above, Task 5 asked the students to convert a narrative clinical history report into a doctor-patient dialogue which was part of bottom-up listening activity (activity 2). Briefly, the students were asked to convert a written text into a conversation, which was an example for recycling mode. On the other hand, as for building mode of sequencing, the students could not manage to do task presented in activity 5 without completing the task 2 since they were supposed to get full written text at first by listening to it carefully and then, they were supposed to convert it into another genre. Simply, the students were expected to build on the previous knowledge they obtained.

5.10. Methodology

With regard to methodologies in ESP, Basturkmen (2006: 131) presented four macro strategies for teaching:

- *Predominantly Input* was linked to the idea that learning occurs through students being exposed to samples of language use.
- *Input to Output* was linked to the idea that learners need first notice language forms and features and then use them in their own production.
- *Predominantly Output* was linked to the idea that learning occurs through students struggling to communicate and being pushed to reach their linguistic ceilings.
- *Output to Input* was linked to the idea that learners are ready to acquire new language when they have experienced a hole (a lacuna) in their linguistic repertoire and are offered a solution to that problem in the form of feedback.

The second strategy presented above was mostly used in the suggested course. Accordingly, the students were first introduced with specific language forms, features and functions and secondly, they were provided with various activities or tasks so that they could convert input into output. This type of methodology was originated by the ideology that learning could occur "primarily through exposure to language input in the form of written or spoken texts" (Basturkmen, 2006: 115). In the suggested course, the input was also presented in animation videos which embodied dual coding, both written and spoken

texts, with visuals at the same time. Similarly, as emphasized in the literature (Davies and Pearse, 2000), functional items are taught by presenting model sentences in suitable contexts. As "a practical general procedure" (ibid.: 33), it was suggested that:

Establish context → Present key model/s → Check understanding

In the current study, the new functions and notions were situated mostly in texts, listening tracks, dialogues or animation videos. In this way, the students were provided with samples of "how the language works and how it is used" (Basturkmen, 2006: 119). Once the students recognized the input, the teacher asked them to use target language in the following given task or activity.

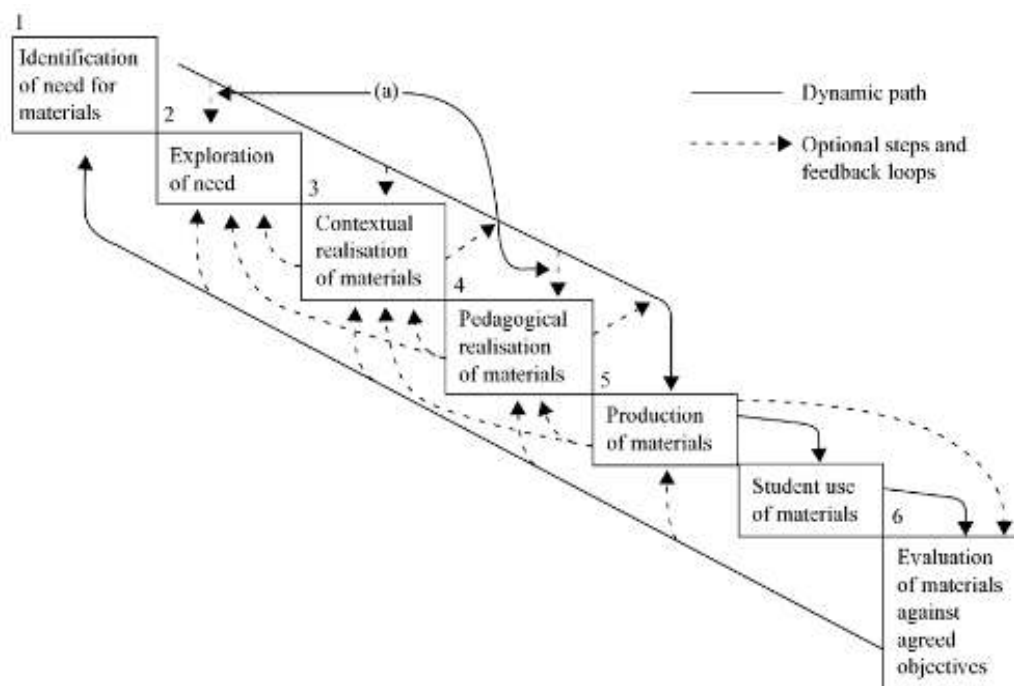
5.11. Developing Course Materials

As discussed earlier in the needs analysis process, there was heavily commitment to textbook and moreover, both the lecturers and students had negative opinions about it in terms of its content, proficiency level, scope, linguistic and discoursal features. Based on the findings obtained in the needs analysis process, new in-house materials were created for the suggested *EMPonline* course.

As Robinson (1991) affirmed, on the one hand, it took considerable time to write tailor-made or in-house materials, on the other hand, it contributed to the uniqueness of the ESP practice. It took six months to produce new materials for the 11-week *EMPonline* course. Actually, it was not a linear process.

The researcher principally followed the path recommended by Tomlinson (2011: 113) in the creation of new materials for the suggested *EMPonline* course. The following figure (Figure 10) presented the concerning path followed in the creation of newly in-house materials for the suggested EMP-based online course.

Figure 10: The Path Followed in the Creation of New materials



Source: Tomlinson (2011: 113)

As shown in Figure 10, the creation of new materials was dynamic and challenging process. The first step referring to identification of need for materials and the second step referring to exploration of need were covered previously in the needs analysis process and syllabus design process in fact. In the second step referring to contextual realization of materials, the researcher tried to present the regarding content and the related language into a variety of contexts in order to enhance the students' learning by grading the materials in building and recycling mode. In the step four, the researcher attempted to prepare activities and use tools appropriate for the characteristics of target learning environment, i.e. online synchronous learning.

To illustrate, in Task 7 in Week 5, the students were supposed to match the key statements with the relevant target situation in a consultation process.

Step 1 Identification: The researcher at first identified the language learning need. The students would build on their previous input and now, they were presented with a variety of language uses, statements and questions, employed in different steps covered during a typical doctor-patient consultation.

Step 2 Exploration: The researcher analyzed samples of similar discourse and pointed out different uses and forms of language employed in this kind of discourse. The researcher basically fulfilled a genre analysis in that she reviewed and examined similar doctor-patient interviews or dialogues available on textbooks, books on medical communication, on medical websites, medical English pages and videos online.

Step 3 Contextual realization: the researcher generated several questions and statements, and accordingly, created related situations regarding the steps covered during a doctor-patient consultation. Then, the statements and the labels of target situation were planned to be listed in two columns. Finally, the researcher decided to present the activity on a table.

Step 4 Pedagogical realization: the researcher creating matching exercise in order to make the students focus on the samples and match them appropriately with the target situations.

Step: 5 Physical production: the statements were listed and tabulated considering its size, layout, fonts by using word processor and converted into PDF file for online class use. The final form of the task with answers was presented below.

Table 48: Sample activity 1 (Week 5 Task 7)

Statements	Target Situation
What seems to be the problem?	Presenting Complaints
Please, tell me how it happened?	
Can you tell me about the pain?	
Now, would you please tell me about the problem?	
Well, what's troubling you?	
Would you please tell me how I can help you?	
Well, what brought you to here?	
Good Afternoon, Mr. Wagner. Please, take a seat.	Greeting a patient and introducing himself
Good Morning, come and sit down. I'm Dr. Maher.	
Please, roll your sleeve up.	Giving instructions to a patient for undressing
Would you please take off your clothes except your underwear?	
Please remove your clothing.	
You should take off your bra too.	

Table 48 (Contd.)

Statements	Target Situation
You can get dressed.	Giving instructions to a patient for getting dressed
Would you please get dressed now?	
Lean forward.	Giving instructions to a patient for position
Please turn over.	
Lie on your tummy.	
Bend your knees.	
Lie on your back and relax please.	
Okay, I'm going to give you some tablets to relieve your pain.	Closing the consultation
Well, try these medications for three days.	
Three days later, come and see me again.	
I would like you to come back in about a month or so.	
I can't see anything wrong with your ear.	
Please, Drop in and see me in a week's time.	
Take these tablets, I think they should help.	
Right, we need a few laboratory tests.	

In the step of physical production of materials, the researcher produced various types of materials like listening tracks, dialogues, reading texts, information transfer, mini quiz, jigsaw reading, genre changing, reorganizing dialogue etc. In the course of physical production of some visual and multimedia materials, the researcher asked for technical help.

Since the current study was also accredited as a research project supported by TUBITAK (Project No: 115K790), the researcher asked one of the project members¹ to create animations after the researcher fulfilled the previous steps addressing contextual and pedagogical realization of the materials.

In the following pages, some of the screenshots from animation videos were illustrated.

¹ Zeynep Öztürk Duman, 115K790 Tübitak project member, contributed to the physical production process by creating animated videos on the platform Goanimate (see <https://support.goanimate.com/hc/en-us>).

Figure 11: Screenshots from Animation Videos in Week 7



Figure 12: Screenshots from Animation Videos in Week 10

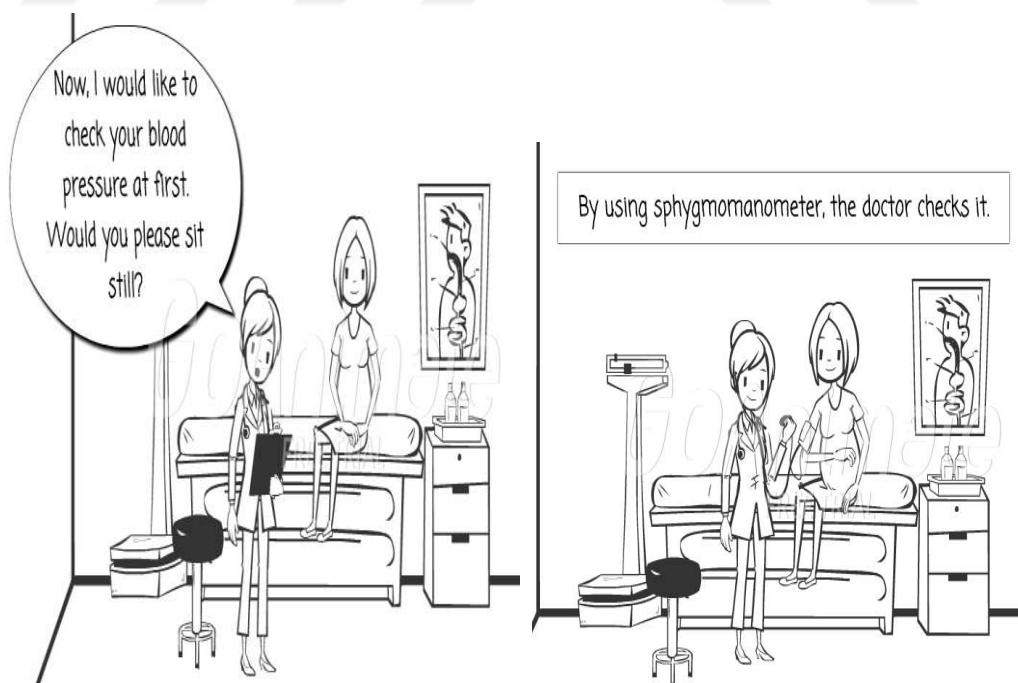
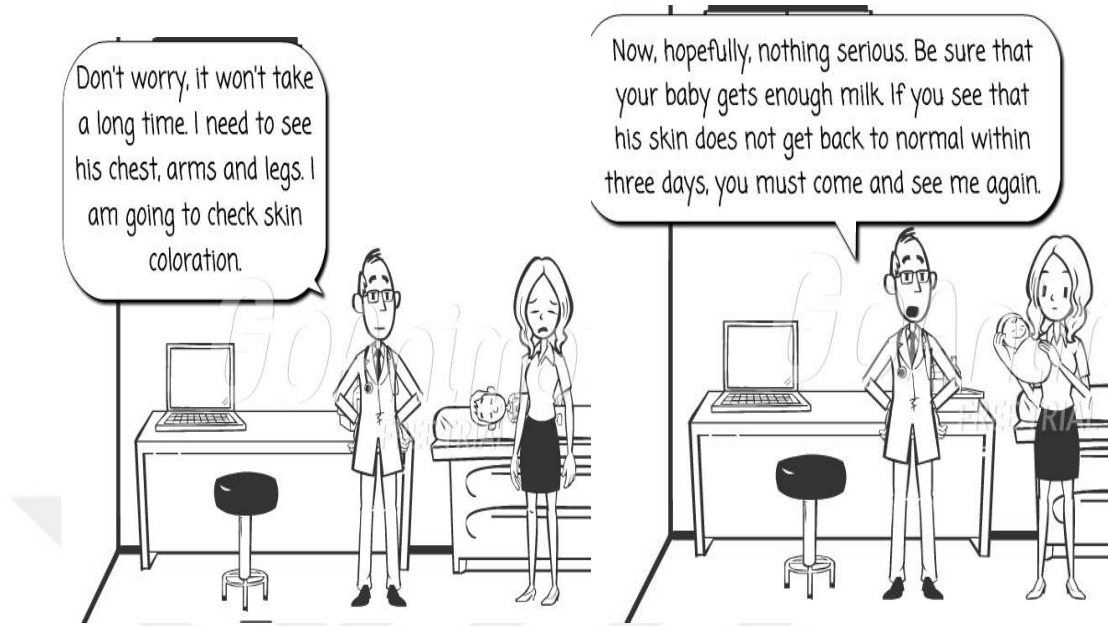


Figure 13: Screenshots from Animation Videos in Week 11

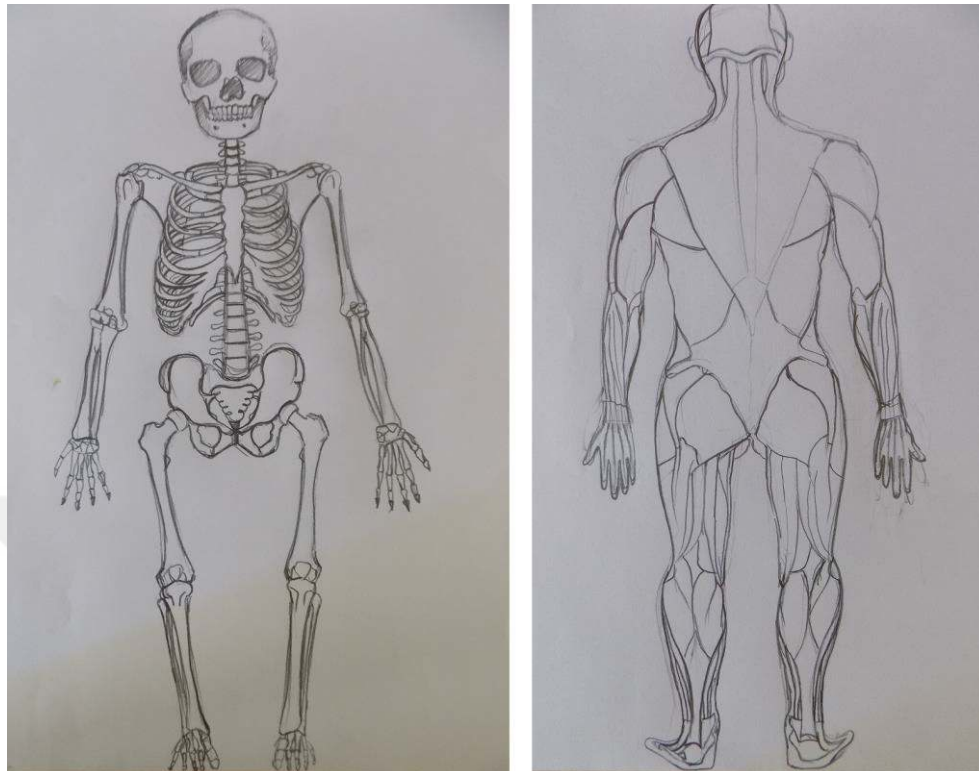


In other words, after the researcher covered the steps of identification of need, linguistic exploration, contextual and pedagogical realization by herself, technical support in producing materials including visuals and animation was taken.

The visuals were prepared by an art teacher² and the animation videos were created via animated video creation platform *Goanimate*. After subscription, the animation videos were exported and submitted to the lecturers.

² Mustafa Akbaş, an art teacher, contributed to the physical production process with his hand-drawn pictures.

Figure 14: Hand-drawn Body Pictures



In order to make learning permanent, interesting, enjoyable and motivating, the presentation of some topics and dialogues were also converted into animation videos. For instance, instead of listening a monotonous lecture on organ names and body systems, these topics were introduced via animated videos. In this way, the students were simultaneously exposed to spoken and written form of English along with the concerning visuals as shown below:

Figure 15: Animated Lecture Sample-1

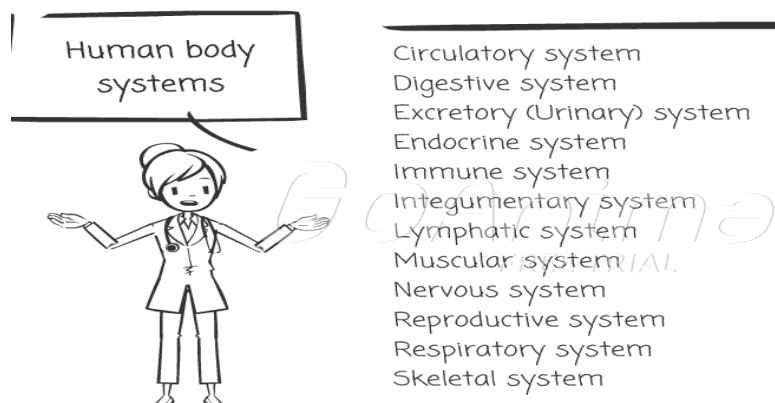
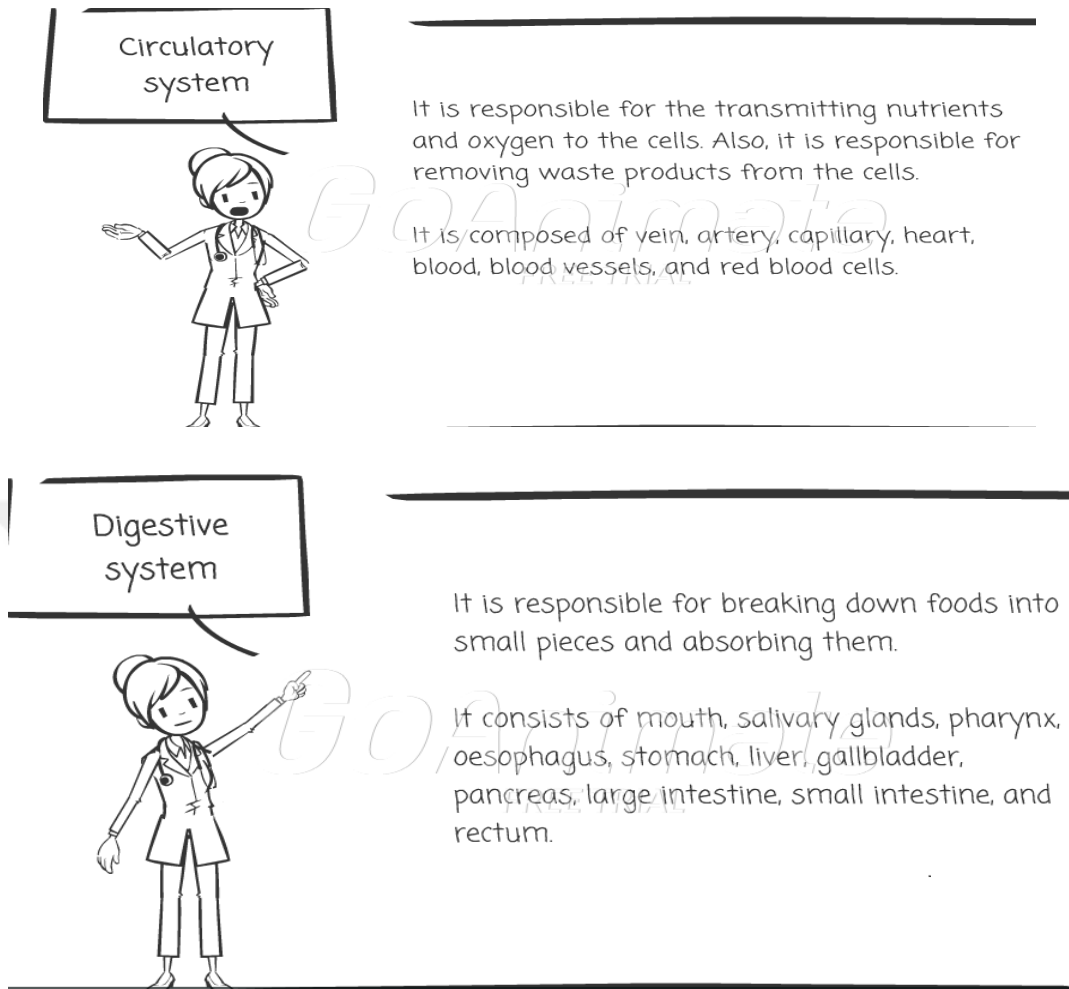


Figure 16: Animated Lecture Sample-2



When it comes to listening tracks, the researcher again covered all the steps on the path, that is to say, once the content with its all aspects was clearly prepared, the text was converted into speech. To this end, the researcher used free online text to speech services³. In this way, the listening texts were converted into MP3 audio file. The students were exposed to natural sounding voices in different varieties of English.

Actually, before moving to the last two steps regarding the student use of materials and evaluation of materials, the materials were already evaluated by two experts in the field. One of them was a doctorate candidate holding master degree in the field of applied

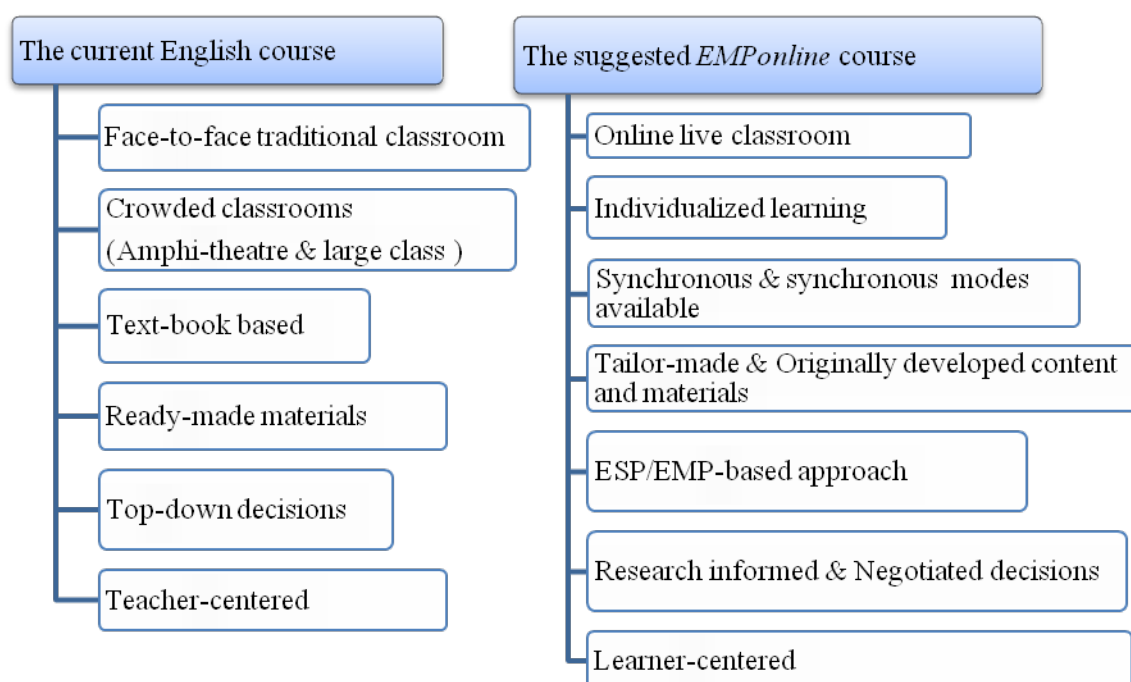
³ The researcher produced listening texts by using the following free text-to-speech services
<http://www.fromtexttospeech.com/>

linguistics and the other was an associate professor of English language teaching who was also supervisor in the same project. Following an agreement on the use of materials, the materials were introduced to the lecturers at first and later, to the students. The evaluation of the newly produced materials are to be addressed in the following chapter on the evaluation of the suggested course, *EMPonline*.

5.12. Delivering Mode of the Suggested EMPonline Class

The traditional English class at the faculty of medicine was delivered face to face and in different size of three classrooms. The class was mostly teacher-centered and textbook-based. As response to the complaints and views obtained in the needs analysis process, the suggested medical English course was planned to be delivered online by using *Adobe connect* technology, one of the facilities available at the university. In this way, a shift from teacher-centered and textbook-based to learner-centered and learning-based classroom was intended by integrating multimedia tools, audio-visual aids, animations, listening tracks and tasks promoting autonomous learning as well. Figure 17 compares some properties of the previously taught English language class and the suggested *EMPonline* class simply:

Figure 17: The Properties of the Current and the Suggested English class



In order to change the delivering mode of the course, the researcher and the supervisor who were also in charge of both the project (TUBITAK Project No: 115K790) and the school of foreign language as a director arranged a meeting with the university rector and the faculty dean of medicine in order to introduce the suggested online medical English course and gave explanations about its rationale. All the parties declared their positive opinions and feelings about the scope of study and the integration of online learning education. Since the study was implemented in the course which was a compulsory part of an official education at the university, the issue regarding online delivering mode of the course was also presented to the university senate and the delivering mode of the course was officially changed in August, 2016 before the fall semester started. Following the senatus consultum, the lecturers were assigned to the online classrooms. A total of 5 lecturers were assigned to 5 different online classrooms by the head of school of foreign languages and the department of modern languages. A total of 50 students were randomly accommodated into the each classroom. The decisions regarding class time and day were negotiated with the administrators of the foreign language school, the department of modern languages, the students and lecturers so as to maximize the benefits of the suggested online medical English course. As a result, all stakeholders' views were taken into account at each step of the course design.

5.13. Briefing: Introducing the Courseware to the Lecturers

Once the final version of the syllabus, lesson plans, materials and worksheets were prepared by the researcher, all the materials were printed and they were compiled in the form of teacher's manual as well (Appendix-7). Almost one month before the implementation, the teacher's book and the worksheets were introduced to the lecturers so that the lecturers familiarized themselves with the newly suggested course. For this, the researcher held a meeting with the lecturers on 8th September, 2016. In this meeting, the lecturers were informed about the following topics:

- The research process and results of the needs analysis process
- The principles of ESP and specifically EMP

- The rationale of the suggested *EMPonline* course, its goals and objectives
- Possible pitfalls on having an online ESP course
- The role of teachers and students in the suggested *EMPonline* course
- The syllabus, lesson plans and materials
- How to make use of the teacher's book
- How to employ activities and different types of tasks presented

In addition to the issues listed above, the lecturers were trained about how to conduct *EMPonline* course and use the materials online. The meeting was finalized after a session of question and answer. Furthermore, after the lecturers reviewed all the resources and teacher's book on their own for two weeks, they were visited at their offices with the intention that the researcher got their feedback one by one, answered their questions and helped them feel ready for the suggested *EMPonline* course.

5.14. Electronic Delivery of the Suggested Courseware

All the courseware including the syllabus, lesson plans, materials, activities and the like were prepared in the form of soft and hard copy. Since the suggested EMP course would be taught online, the researcher visited the expert at the center of distance education and obtained their opinion about the electronic form and delivery of the suggested materials. Based on their suggestions, the formats were reorganized according to the prerequisites of the *Adobe connect* technology. That is to say, the activities previously prepared in doc. format were converted into PDF format. All the listening tracks and animation videos were converted into MP4 files. Also, the visuals were converted into jpeg format since these formats were easy to use on the online platform. After converting the files into appropriate formats, the researcher classified all the activities into the separate files on weekly basis. Thereby, each week, the lecturers would share the regarding files online with no trouble in the course of conducting the suggested online medical English course, *EMPonline*. This was also essential for the asynchronous use of the platform, *Adobe connect*, in that the course materials were published towards the end of each week

by the field expert in the distance education center. Thanks to this opportunity, the students who missed the class could download the files and study on their own. Therefore, the course materials in the electronic mode were shared with the field expert in the distance education center.

5.15. Training and Orientation Meetings

The lecturers were not familiar with the use of *Adobe Connect* technology and how to conduct foreign language courses online and therefore, one-day training was held with the lecturers on 9th September 2016. An expert holding doctorate degree on distance education, computer and instructional technologies was invited to the school of foreign languages for the training. The researcher, the other project member, head of the modern languages and a total of 5 lecturers participated in the training. Each participant had their personal computers in order to follow the training and use the online educational platform on their own. The expert trainer provided user names and temporary passwords for the trainees before starting the training session. The training was organized essentially in three sessions: presentation, demonstration and practice. Specifically, the expert trainer provided training on the following issues:

- the basics about teaching online
- the basics about the use of *Adobe Connect* technology
- the lecturer interface and how to use the suggested course materials online
- the student interface and the facilities to be used by them
- possible solutions to the problems encountered during online classroom sessions
- frequently asked questions and their answers
- suggestions about teaching online and the use of *Adobe Connect* technology

The training was finalized after a sample teaching session in which the trainer took the role of student and the lecturers conducted a sample session. The researcher also wanted the trainer to show alternative ways to use the course materials on the platform.

The training was finalized with question-answer session. At the end of the training, a mobile chat group (*WhatsApp*) was created so that the lecturers, the trainer and the researcher could get in contact with each other easily and to cooperate during the course implementation process.

As for the students, two face to face meeting sessions were held at the faculty of medicine on 20 and 27th September, 2016 at 3pm. The orientation meetings were held on the official class day and hour. Both the lecturers and the researcher participated. That means, the first two sessions of the fall semester were devoted to these meetings for the introduction to the suggested *EMPO*online course and *Adobe Connect* technology as an educational platform. The meetings were also announced via the notifications published online on the *Facebook* page of the faculty and on the notice board at the faculty of medicine.

In contrast with the lecturers, the students were previously familiar with the *Adobe Connect* technology as an educational platform since they attended the courses on Turkish language, History and Computer technologies, which were among the compulsory courses at the university. All of them were conducted on the same platform. These courses were held asynchronously and the students were at least familiar with the interface and the facilities regarding the *Adobe Connect* technology. Nevertheless, the students were introduced with the system and how to go online and participate in the suggested course. The students were given user names and temporary passwords. The researcher also performed an oral presentation on the rationale of the suggested course and their expected roles in the suggested course, *EMPO*online. Since the researcher carried out observations, questionnaires and interviews with the students in the previous semester, the students were quite familiar with the researcher and were informed about the overall research design.

At the meetings, the lecturers assigned to the suggested course were introduced to the students. The contact information (mail address and phone number) of the lecturers and the researcher was shared with the students for further questions, requests or suggestions. The students' mail address and phone number were also collected by the researcher for further announcements. The day and class time of the suggested course were also negotiated with the students at these meetings. Both the students' and the lecturers' demands were taken into account in taking a final decision.

5.16. Getting Started: Piloting of the Suggested Course

In order to conduct a pilot *EMPO*online course on the *Adobe Connect* technology, the researcher and the lecturers arranged a meeting at the school of foreign languages. In addition to teacher's manuals, the soft copies of the course materials were organized according to the feedback obtained from the experts at the distance education center and the final versions were submitted to the lecturers via mail and portable memory sticks.

Once the lecturers were familiarized themselves with the courseware, they conducted and recorded sample sessions online as if they were teaching to the real students. During the piloting session, the researcher asked assistance from the distance education expert. The expert took the role of student and went online when the lecturers were online as if they were teaching. When the lecturers had trouble on the platform, the expert aided them by presenting alternative ways to cope with problems via phone call while being online on the platform at the same time. For instance, the lecturers had trouble with the presentation of more than one activity on the screen at the same time, navigation and screen share. Additionally, some of them had some trouble about their voice due to properties of their personal computers. Some of the teachers had some questions not only during, but also after the piloting, the researcher and the distance education expert were always in contact and collaboration with the lecturers. The researcher visited them at their offices and vice versa, and thus conducted individual tutorial sessions when needed. There was also 7/24 technical assistance help desk for the online classrooms. The lecturers were observed to be both curious and anxious about using the online platform on the one hand. On the other hand, they believed that they would get used to it in time. They made considerable effort to adapt to this new delivery mode throughout the process.

CHAPTER SIX

DELIVERY PROCESS OF THE SUGGESTED *EMPonline* Course

6.1. Introduction

This chapter presents the details about the implementation process and the data gathered during the delivery process.

6.2. Description of the Suggested *EMPonline* Course Delivered Online

Following the training and orientation weeks which were elaborated in the previous chapter, the delivery of the suggested *EMPonline* course was launched in the first week of October, 2016. For the course delivery, a total of 5 lecturers who were interested in technology integration were assigned.

Table 49: The Lecturers Assigned to Teach the Suggested *EMPonline* Course

Lecturers	Gender	Age	Experience	Graduation
Lec 2	Male	56	26 years	Uludağ Uni.
Lec 3	Male	35	7 years	Odtü
Lec 4	Male	38	7 years	Anadolu Uni.
Lec 5	Male	53	22 years	Atatürk Uni.
Lec 6	Male	35	5 years	Erciyes Uni.

As seen in Table 49, the age and the year of experience were quite diverse. While three of the lecturers were in their mid thirties and had at least 5 years of teaching experience, two of the lecturers were in their fifties and were considerably experienced in the field of teaching. The educational background of them also varied. They were voluntarily agreed to have this innovative opportunity to teach a synchronous online English class with a focus on EMP. In fact, Lec 2 and Lec 3 had an experience of teaching the same English classes at the faculty of medicine in face-to-face traditional mode in the earlier years. Thus, both of them were participants of the needs analysis process, as well. Therefore, they were

relatively more familiarized with the conventions of the faculty as compared to the other lecturers. Since none of them had a prior experience of online teaching, teaching the suggested *EMPonline* course synchronously was an innovative teaching experience for all of them. They were all observed to be both curious and anxious about such an experience.

Each of the online classroom was accommodated by 50 students. The class lasted 2 hours and in this respect, the lecturers were all in agreement about block scheduling in that they planned to conduct the class in a single session lasting one and half hour. The class time was determined after taking consent of all parties including the students, the lecturers and all the administrative figures from the faculty of medicine, the center of distance education and the school of foreign languages. Considering all the options, the final decision was taken officially. Accordingly, Table 50 indicated the details about *EMPonline* course:

Table 50: The Classes Allocated for the Suggested *EMPonline* Course

Class	Size of the class	Lecturer	Day & Hour
Class A	50 students	Lec 2	Tuesday, 5-7pm
Class B	50 students	Lec 5	Monday, 6-8pm
Class C	50 students	Lec 3	Wednesday, 6-8pm
Class D	50 students	Lec 4	Tuesday, 5-7pm
Class E	50 students	Lec 6	Monday, 6-8pm

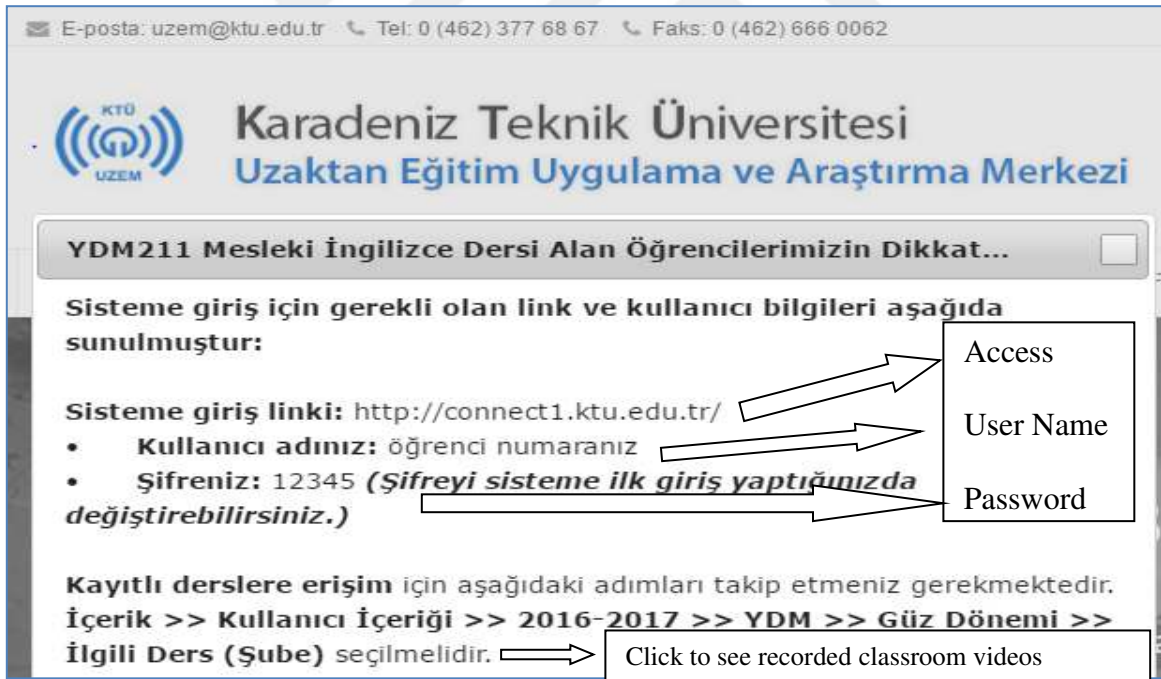
As shown in Table 50, the suggested synchronous online EMP course was conducted after 5pm on three different days of the week including Monday, Tuesday and Wednesday. The students had the chance to follow the class asynchronously towards the end of the week in that the recorded classroom videos and the materials including all the worksheets, activities and texts used during the class were published on Thursdays or Fridays by the center of distance education regularly. During the delivery of the suggested course, the lecturers were invited to evaluate or to exchange their ideas regarding their online teaching process and the course content via round-table meetings or phone calls conveniently on mostly Fridays. The lecturers were also asked to reflect upon their teaching experiences right after the teaching sessions by responding to the online questions sent to them via *Googledocs*. The researcher and the lecturers were always in contact

thanks to mobile group chat, as well. There was an ongoing collaboration and cooperation throughout the week.

The students were required to connect to the online class with a single click on the link <http://connect1.ktu.edu.tr/> by providing their matriculation number and passwords. This information was already shared in the orientation meetings.

Additionally, it was published, as a reminder, on the homepage of the center of distance education, on the Facebook page of the medical faculty and notice board on the walls of the faculty. The students were reminded via text-messaging, too. The following screenshot demonstrated the announcement shared on the homepage of the center of distance education:

Figure 18: A Screenshot of the Announcement on How to Access to the *EMPonline*



During the training and orientation weeks, the students were informed that they needed to have computer, internet, microphone and headphone in order to take active participation during the classes. From time to time, the students were sent text-messages in order to make them aware of using microphone and taking active participation in the live

online class. Though, it was seen that majority of the students did not prefer to use their microphone but use chat box in order to interact.

A sample screenshot from a live online classroom is presented on Table 19:

Figure 19: A Sample Screenshot-1 from the Live Online Class, *EMPonline*

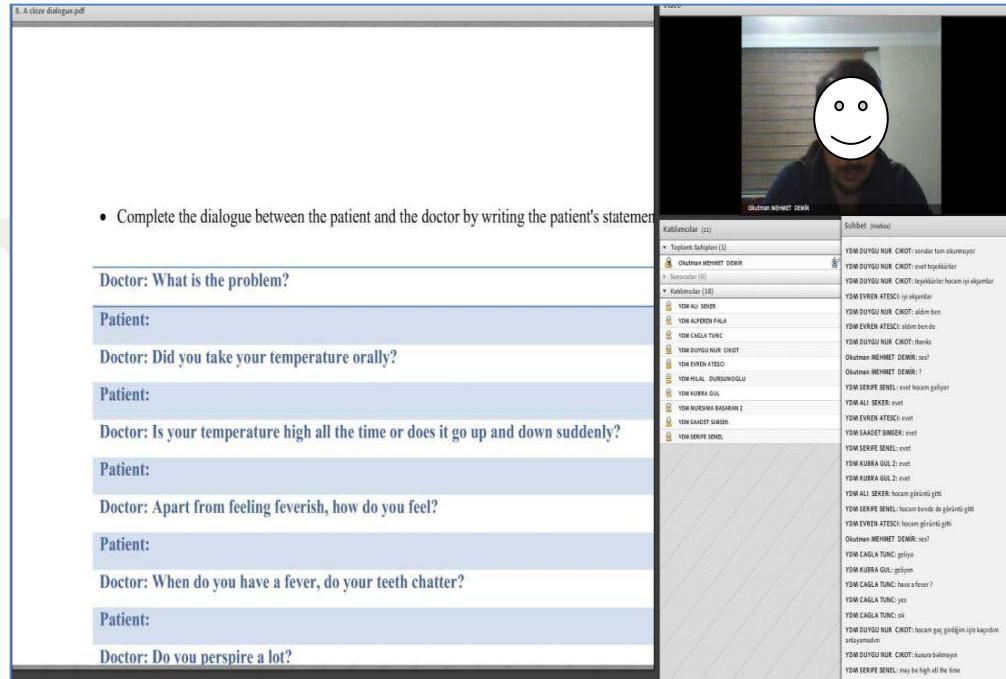


Figure 19 illustrated that the screen was divided into four parts presenting the camera image of lecturer, the activity sheet, the list of the attendants and the chat box. The lecturer used his camera and focused on completing a cloze dialogue with the students. A total of 10 students appeared to be online during the class as inferred from the list available on the screen.

Furthermore, most of them preferred to actively participate in the class by using chat box. Similarly, the screenshot below indicated that the activity sheet, the animation video and the chat box were available on the screen.

Figure 20: A Sample Screenshot-2 from the Live Online Class, *EMPOnline*

The screenshot shows a live online class interface. On the left, there is a GoAnimate animation of a doctor and a patient. The patient is sitting on a chair and saying, "I feel tingling and numbness inside of my right ankle." On the right, there is a chat box with a list of participants and a chat area. The chat area contains the following text:

Okutman GÜVEN SARI: good! öncesi
Okutman GÜVEN SARI: önceki dikkatle ilgili bulguları dikkatli olarak gözlem
Okutman GÜVEN SARI: is it enough? or shall we listen again?
YDM HACI MEHMET CALISKAN: i think it is enough
Okutman GÜVEN SARI: ok! let's start
Okutman GÜVEN SARI: for 1.1
Okutman GÜVEN SARI: ok?
YDM HACI MEHMET CALISKAN: right ankle
YDM MEVVE CAGLAR: ankle
Okutman GÜVEN SARI: onset?
YDM SEFA PARLAK 2: while he was running behind his dog
Okutman GÜVEN SARI: good
Okutman GÜVEN SARI: character?
YDM SEFA PARLAK 2: tingling
YDM HACI MEHMET CALISKAN: and numbness
Okutman GÜVEN SARI: what do they mean?
YDM SEFA PARLAK 2: numbness
YDM FATMAĞUL AKTAS: yes
YDM HACI MEHMET CALISKAN: numbness/tingling
YDM SEFA PARLAK 2: last recurrence
Okutman GÜVEN SARI: evolution
YDM SEFA PARLAK 2: it spreads his upper leg
YDM HACI MEHMET CALISKAN: no, too
YDM HACI MEHMET CALISKAN: ...
YDM HACI MEHMET CALISKAN: sorry
Okutman GÜVEN SARI: associated symptoms?
Okutman GÜVEN SARI: cramping
YDM HACI MEHMET CALISKAN: yes
Okutman GÜVEN SARI: strong?

Below the animation, there is a table for Pain Assessment:

Pain Assessment	Patient 1
site	
onset	
character	
radiation	
associated symptoms	
timing	
exacerbating/relieving factors	
severity	

It was seen that both the students and the lecturers were also actively using the chat box in order to sustain interaction. The screen shot below indicated that the lecturer and the students were watching an animation video. The screen was covered with the demonstration of the animation, the list of attendants and lastly the chat box.

Figure 21: A Sample Screenshot 3 from the Live Online Class, *EMPOnline*

The screenshot shows a live online class interface. On the left, there is a GoAnimate animation of a doctor and a patient. The doctor is sitting on a chair and saying, "Does it have any particular smell or color?" On the right, there is a chat box with a list of participants and a chat area. The chat area contains the following text:

Okutman MEHMET DEMİR: evet
Okutman MEHMET DEMİR: i
YDM SERIFE SENEL: evet hocam geliyor
YDM ALI SEKER: evet
YDM EVREN ATESCI: evet
YDM SADET SİNGEK: evet
YDM SERIFE SENEL: evet
YDM KUBRA GÜL 2: evet
YDM KUBRA GÜL 2: evet
YDM ALI SEKER: hocam görünüşü gibi
YDM SERIFE SENEL: hocam benide de görünüşü gibi
YDM EVREN ATESCI: hocam görünüşü gibi
Okutman MEHMET DEMİR: evet!
YDM CAGLA TUNC: geliyor
YDM KUBRA GÜL: geliyor
YDM CAGLA TUNC: have a fever?
YDM CAGLA TUNC: yes
YDM CAGLA TUNC: ok
YDM DUYGU NUR CİKOT: hocam gıcır gıcır için kapadım anksiyetizim
YDM DUYGU NUR CİKOT: kusana bakmaym
YDM SERIFE SENEL: may be high all the time
Okutman MEHMET DEMİR: persistent
YDM SERIFE SENEL: yes
YDM EVREN ATESCI: droopy
YDM SERIFE SENEL: hocam görünüşü yine gibi bugün sorun var
gülsu
YDM SERIFE SENEL: 30 anlık galiba
YDM DUYGU NUR CİKOT: evet 20 anlık hocam
YDM SERIFE SENEL: tamam hocam

Based on these screenshots randomly selected, the size of the classroom was observed to be smaller than the real size. The following table (Table 51) indicated the number of the students who were online during the synchronous (live) online classroom throughout the implementation process:

Table 51: The Number of the Students Attending the Synchronous Online Classroom

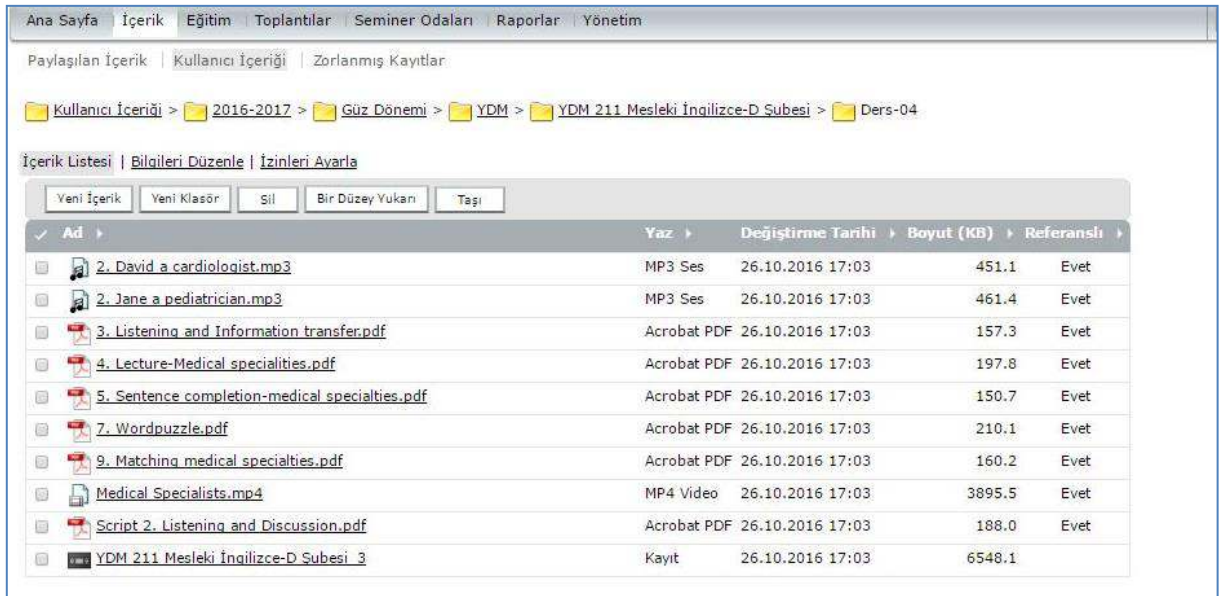
Week	Class A	Class B	Class C	Class D	Class E
Week 1	2	2	4	1	3
Week 2	10	25	1	14	18
Week 3	8	24	14	11	11
Week 4	7	16	18	13	14
Week 5	1	21	25	15	19
Week 6	7	6	14	2	5
Week 7	2	17	5	10	13
Week 8	5	18	15	12	17
Week 9	6	10	12	9	14
Week 10	5	10	13	7	7
Week 11	6	12	10	1	2

The data presented above was obtained from the official records provided by the center of distance education at the university. As it was suggested in Table 51, the number of the attendants did not exceed the half of the real size of the class. The least number of attendants was observed in the class A since the students were repeating the class and they did not have to attend. Especially in the first week and the sixth week, the number of attendants was less as compared with the other weeks. While the number of attendants in the first week might be attributed to the students' adaptation to the new educational environment, the one in the sixth week coincided with their examination weeks in their department.

Fortunately, in addition to the synchronous live online classroom, the students had also an opportunity to study on their own thanks to asynchronous mode, as previously emphasized.

The following screenshot illustrated how the recorded classroom videos and the course materials were shared asynchronously with the students.

Figure 22: The Course Video and Materials Shared in Asynchronous Mode



Ad	Yaz	Değiştirme Tarihi	Boyut (KB)	Referanslı
2. David a cardiologist.mp3	MP3 Ses	26.10.2016 17:03	451.1	Evet
2. Jane a pediatrician.mp3	MP3 Ses	26.10.2016 17:03	461.4	Evet
3. Listening and Information transfer.pdf	Acrobat PDF	26.10.2016 17:03	157.3	Evet
4. Lecture-Medical specialties.pdf	Acrobat PDF	26.10.2016 17:03	197.8	Evet
5. Sentence completion-medical specialties.pdf	Acrobat PDF	26.10.2016 17:03	150.7	Evet
7. Wordpuzzle.pdf	Acrobat PDF	26.10.2016 17:03	210.1	Evet
9. Matching medical specialties.pdf	Acrobat PDF	26.10.2016 17:03	160.2	Evet
Medical Specialists.mp4	MP4 Video	26.10.2016 17:03	3895.5	Evet
Script 2. Listening and Discussion.pdf	Acrobat PDF	26.10.2016 17:03	188.0	Evet
YDM 211 Mesleki İngilizce-D Subesi 3	Kayıt	26.10.2016 17:03	6548.1	

[Kullanıcı İçeriği: User Content, İçerik Listesi: The content list]

The screenshot shared above (Figure 22) demonstrated the classroom video recorded by the Lec 4 in the Class D and the course materials employed in the unit on medical specialties conducted in the week 4, specifically on 26th of October, 2016. As it was inferred from the figure, there were two MP3 files consisting of listening tracks, four different activity sheets in PDF files consisting of listening and information transfer, sentence completion, word puzzle, listening and discussion and matching activities. There was also an MP4 file covering the animation video about medical specialties and lastly, the regarding lecture notes in PDF format.

Due to the limitations regarding the *Adobe Connect* subscription package availed by the university, there was no collective quantitative data showing asynchronous use of each material or classroom video records at the database of distance education center at the university.

However, the following data obtained from the center of distance education might give an idea about the issue although it did not provide any concrete evidence that the students studied on the materials or watched the videos.

Figure 23: A Sample Screenshot Regarding an Asynchronous Use Report

İçerik Raporu	Özet		
YDM 211 Mesleki İngilizc...	İçerik Türü	Son Değişiklik Tarihi	Toplam Görünümler
	Argiv	13.10.2016 10:21	24

[Toplam Görünümler: Total Views]

To illustrate, some of the dates, classes and materials were chosen randomly and then, number of views was tabulated by the researcher. Below is the table (Table 52) indicating how many times the materials and classroom videos were viewed asynchronously:

Table 52: Asynchronous Use: Number of Views of the Classroom Video Records

Date	Class	Number of views
12.10.2016	C	24
09.11.2016	C	25
07.12.2016	C	6
18.10.2016	D	6
08.11.2016	D	1
13.12.2016	D	4
10.10.2016	E	11
21.11.2016	E	5
12.12.2016	E	0

As seen in Table 52, the number of views in different dates and in different classrooms varied. The number of views was not reported here to signify any value but they might denote that the *EMPOnline* class was followed by a number of the students asynchronously too.

The suggested course design involved basically two kinds of change in the program. The first change was its approach to language teaching, that is to say, ESP, in particular EMP; the second change was its educational environment, specifically, online educational environment. These innovations were indeed based on the needs analysis process and the stakeholders' suggestions for further development. That is to say, all stakeholders were addressed in various steps of the current innovation. As recommended

by Nation and Macalister (2010: 172), "to involve the users of the course as closely as possible in its design and development" was considered of great importance in introducing a change in any curriculum. In the current study, all the stakeholders were taken into consideration in not only design and development process but also during delivery and evaluation process. In other words, the researcher, the administrative personnel, the distance education expert, lecturers and the students constantly collaborated and cooperated in each step of the current study. Throughout the implementation, with the purpose of managing an ongoing collaboration and process evaluation:

- The researcher acted as course coordinator and was always open to any criticism and suggestions regarding the changes in the program.
- The researcher acted as moderator between different layers of the stakeholders (the student and the lecturers; the administrative personnel and the distance education expert; the lecturers and the administrative personnel; the lecturers and the distance education expert, the students and the administrative personnel etc.)
- The researcher was in constant contact with the distance education expert who served as an expert of the field, as technical support, as an outsider observer during the online delivery of the suggested course.
- The researcher acted as supporter, organizer and counselor for both the lecturers and the students who had any trouble about the current course.
- The researcher organized weekly face to face round table meetings with the lecturers for the process evaluation.
- The researcher encouraged the lecturers to share their views frankly by writing weekly online reflective journal.
- The researcher also invited the students to share their views about the process via an online structured interview form.
- The researcher encouraged the students to go online and to take active participation in the *EMPonline* course by sending text messaging to them from time to time.
- As previously mentioned, a mobile chat group (*WhatsApp*) with the lecturers, the head of the department of modern languages was created for an ongoing and easy interaction and cooperation for the suggested online medical English course, *EMPonline*.

CHAPTER SEVEN

EVALUATION OF THE SUGGESTED *EMPonline* course

7.1. Introduction

This chapter presents the findings regarding the evaluation of the suggested *EMPonline* course. The chapter starts with the analysis of data obtained during the implementation of the suggested *EMPonline* course and ends with the analysis of data obtained at the end of the implementation. In other words, the evaluation of the suggested course was based on the findings obtained from various sources of data gained throughout the study as presented under the title of the data collection instruments in the methodology chapter. The data collection instruments employed during the implementation were online structured interview conducted with the students, online reflective journal kept by the lecturers, mobile group chats, telephone interviews and meetings with the lecturers. At the end of the delivery of the class, a final questionnaire including open-ended questions was conducted with the students and also, a final interview was conducted with the lecturers.

7.2. Online Structured Interview: Students' Views

The implementation of *EMPonline* course started in October, 2016. In the first week of December, in the course of the implementation, the students were invited to share their views about the course via an online structured interview (Appendix-8). The online interview questions were prepared on *Googledocs*. Therefore, the link was shared by sending a text message to the students and also shared by the lecturers during the online classroom session. A total of 37 volunteer students responded to the interview questions, however, the number of responses to each question differed as presented below. The medium of the interview was Turkish. The responses were discussed below in accordance with the questions asked in the interview.

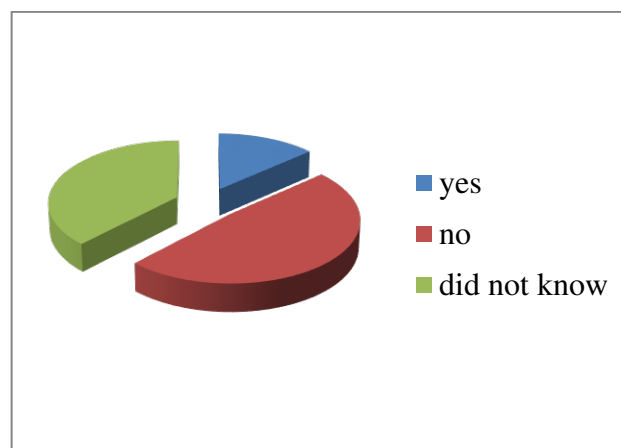
Q1: How many times have you attended the online class?

When the interview was conducted, 8 weeks of the implementation were completed. A total of 35 responses were given to the first question. Apart from 6 students, the students stated that they attended the class regularly. Specifically, almost half of the students (n=13) attended the class at least for 5 weeks while a quarter of the students (n=7) attended all the online sessions till the interview was conducted. The rest of the responses as follows: 4 students attended the class for only one week, 3 students for 3 weeks and 2 students for 2 weeks.

Q2: Did you watch recorded videos of the class when you missed the online class?

A total of 37 students responded to the second question. As shown in Graph 1, almost half of the students (n=15) did not know that they could watch the recorded videos of the class when they did not attend the course synchronously. As discussed in the first question, a quarter of the students (n= 7) did not miss any class as they stated, therefore, they obviously said no or did not know. Only 4 students responded positively to the question.

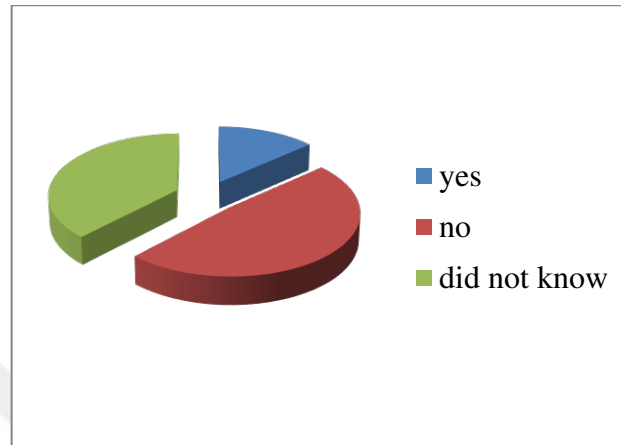
Graph 1: Asynchronous Use: Recorded Classroom Videos



Both the second and the third question in fact aimed at raising an awareness about the facilities of the online educational environment. Thanks to these features, the students who missed the class could study on their own asynchronously by watching videos and downloading the classroom materials.

Q3: Did you download the classroom materials for self-study when you missed the online class?

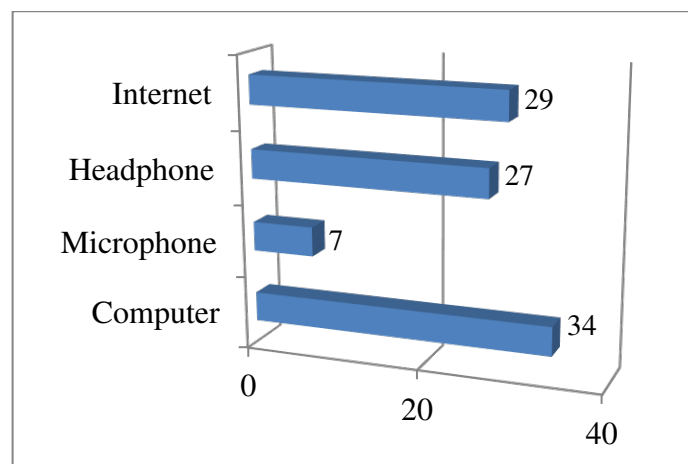
Graph 2: Asynchronous Use: Classroom Materials



The responses to the third question were similar to the previous one. Totally 5 out of 37 students confirmed that they downloaded the classroom materials and studied on their own when they missed the class. While some students (n=18) responded negatively, the other half of the students (n=14) stated that they did not know that they could download the classroom materials for self-study.

Q4: Which of the following equipments do you have?

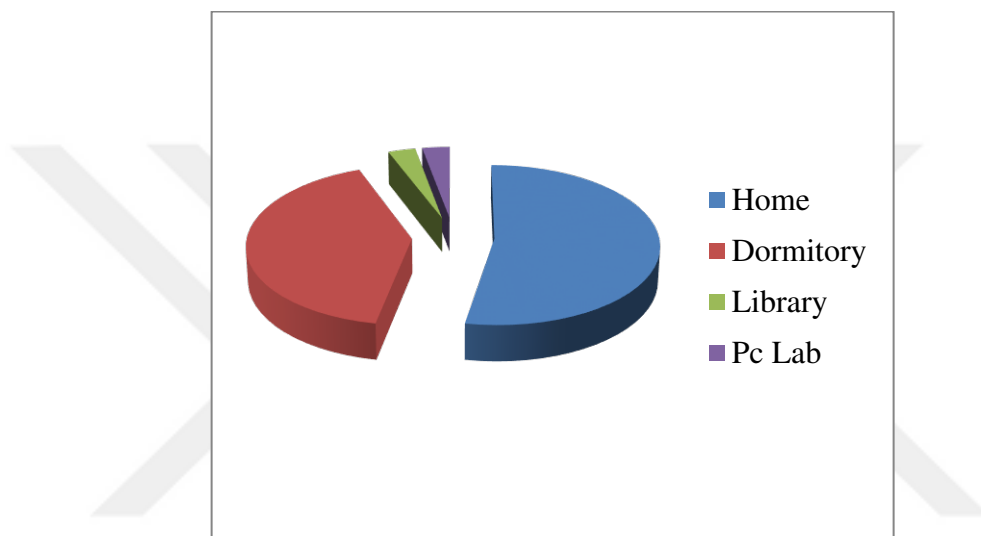
Graph 3: The Students' Technical Equipments



As Graph 3 presented, totally 34 out of 37 students (92%) stated that they had computers. Additionally, 20% of the students had microphone which was vital for speaking activities and classroom interaction. Approximately 75% of the students had the Internet and headphone.

Q5: Where have you connected to the EMPonline class?

Graph 4: The Students' Location Where They Connected to the Online Class



A total of 36 responses were given to the question where they connected to the online classroom. Two of the students reported that they could not attend the class since one of them did not have computer and the other did not have internet connection. It was seen that the students mostly connected to the class at home (n=18) or dormitory (n=14). Library and laboratory were the other two responses.

Q6: If any, what kind of problems have you encountered in the online class?

Totally 33 students responded to the sixth question. The most problematic area for the students was internet / disconnection / poor connection (n=20) and hence, communication (n=5) as it was indicated below:

Since I connect to the class at my dormitory, internet connection is not so good. Furthermore, sometimes the voice of the teacher echoes and I cannot hear and understand the audio or video clearly.

I have trouble in listening. Sometimes I cannot hear my teacher's voice, and although I share my problem on chat box, he does not see. As a result, I miss it.

The other stated problem was the class time (n=4) although the students' views were taken into account in the process of the course design.

It was challenging for me to attend the class since my classes end at 5 o'clock on Mondays and my home is far away from the campus, consequently I miss the class. Also, I have problems about internet connection.

A closer look revealed that the students who did not regularly attend the class were mostly negative about online learning as it was seen in the following quotation *I totally against online classroom*. One of the students suggested:

I have not encountered any problem. However, my classmates having technical problems prevented us to do activities like dialogues. If the participation increases, I believe, the class will be much better.

As inferred from the statements, the problems were mostly technical resulting from internet connection. Also, their peers' problems had negative impact on their attitudes towards the idea of online learning.

Q7: Which was the most successful part of the online class? Why?

A total of 30 responses were given to the question. Almost half of the students (n=16) reported that they did not consider any part of the online class as successful. According to the rest of the responses (n=14), the most successful parts:

- More comfortable and easy to concentrate (n=5)
- Making fast progress
- Animations, visuals, videos (n=4)

- Listening skill
- Online learning itself
- Interaction with the teacher in English
- Video-recording of the class

The following extracts exemplify the overall views shared by different students:

It is nice to attend a class in a comfortable environment, no stress.

The class contributed me a lot in terms of my listening skill and listening comprehension.

The content enhanced with animations is very useful. We can easily get animation videos and recorded videos of the class whenever we want.

Q8: What do you think about the course content and materials? Do you think they are suitable? (In terms of the field of study, proficiency level, etc.)

Half of the students (n=15) responded positively by stating that they consider the content and materials as useful and suitable for their field and language level while two of the students preferred to make some suggestions as follows:

It will be better to integrate some exam questions -previously asked questions in the standard language exams conducted in the field of medicine like Tıpdil exam.

We need medical English to read article,--it has nothing to do with building statements with some names of disease.

The class is suitable for the field of study. I believe that the topics contributed to my personal and professional improvement. The level is quite suitable for my level.

The content is suitable for our level. It is greatly prepared. It is comprehensible, clear useful, plain. It is exactly appropriate for the vocational English.

A total of 10 out of 32 students claimed that the course content and materials were not suitable or useful for them. While one of the students stated that the level is lower, the

other student argued that the level is higher as compared to their level of English. Additionally, two of the students again referred to the nature of online class negatively although they were asked about the content and materials.

Q9: As compared to the textbook used last year, what can you say about the content, materials and activities used in the current course?

The majority of the students who responded to this question appeared to have positive ideas or feelings about the current content, materials and activities. Specifically, out of 25 responses, 14 responses reflected positive views while 4 responses reflected negative views. In addition, 3 students stated that they did not know about the content. The students who responded negatively did not utter any reason behind their negative views. They simply said that the current content was bad, so simple or ineffective. It was observed that most of the responses which were negative or "I did not know" were reported by the students who stated that they could not attend the course as discussed in the first question, which might be attributed to the students' resistance to change.

When it comes to the reasons behind the positive responses, the students stated that the current content:

- Covers better topics (n=2)
- Better, more comprehensible (n=4)
- More suitable for our level (n=2)
- Listening Tracks (n=2)
- Videos
- More enjoyable
- More useful
- Addresses the field of study and profession

Among the positive responses, one of the responses was presented below:

I always complained that the textbook we used earlier was higher than our level of proficiency. But, the current content, I believe, will be useful for our profession.

The common topics which we can always use in our future profession have been organized very well. Neither more nor less, it is just fine-tuned.

Due to nature of the synchronous course, the content covering materials and activities was weekly shared with the students, not as a whole like a textbook. Some students (n=3) argued that it would be better for them to have a textbook for the current course as well. One of the students believed that it would be more successful to have the same content and materials in face to face traditional classroom.

Q10. What do you think about online classroom interaction?

A total of 29 responses were available for the current question. Among all, only 9 students reported that they had no trouble and believed that classroom interaction was quite fine. On the other hand, majority of the students were apparently not happy about online classroom interaction due to technical problems related to internet connection as it was presented below:

Interaction was bad. It was due to disconnection, sometimes we could not hear the teacher's voice. If I attended the face to face class, I would not face with such problems.

Unfortunately, we could not manage to interact well in the online classroom due to my classmates' problems with internet. If technical issues had been completely removed, we could have fulfilled some tasks more efficiently. Our teacher made an effort, did his best but the problems were not solved.

I think it is not okay. Internet keeps cutting out and students do not prefer to participate actively.

As clearly seen above, the students had some connection problems, which negatively effects classroom interaction in the current online educational environment.

Even if a student thought that he or she had no problem, other students having technical problem had overall negative impact on the classroom interaction.

Q11: If you took the current course in traditional face to face mode, do you think it would make any difference? If yes, how?

Totally 30 students responded to the eleventh question. While 3 students thought that there would be no difference, the rest of the students agreed that taking the same course in traditional face to face environment would be more effective. While a number of the students (n=17) stated that face to face mode would be better, it would be worse for some students (n=10). The following aspects were mentioned in the responses:

Table 53: Comparative Views on the Delivery Mode

<i>Face to face would be better:</i>	<i>Face to face would be worse:</i>
• Online learning wastes time. • The attendance rate would be higher. (n=3) • It would be more effective. (n=4) • It would be easy for me to participate. • I would attend easily and more. (n=2) • Face to face learning with teacher is always the best one. • It would be more engaging. • There would be no technical problem • In terms of class hour (n=2) • In terms of interaction. • It would be more permanent. • It would be better to focus on a book (n=2)	• It would be boring. • In terms of participation and comfort (n=2) • It is easier for me to talk online. • Now, I think online is better for me. • The attendance rate would be lower. • Online learning is more effective. • Online learning is more comfortable. • Listening and videos are more comprehensible during online learning.

The extract below indicated that some of the students changed their viewpoint positively about online learning in time.

Although I had some doubts about online learning at the beginning. Now, I believe that online class is more suitable for me. If it was a face to face classroom, I could not attend the class like now.

As inferred from the view presented above, once some of the students got familiarized with the dynamics of online learning environment, their perspectives shifted from negative to positive.

Q12: How does it feel to be a student by being on the computer?

A total of 29 responses were given to the question above. It was found out that nearly half of the students were positive and the other half were negative. Additionally, there were 3 responses uncategorized. The responses were categorized as shown below:

Table 54: Feelings: Being a Student on the Computer

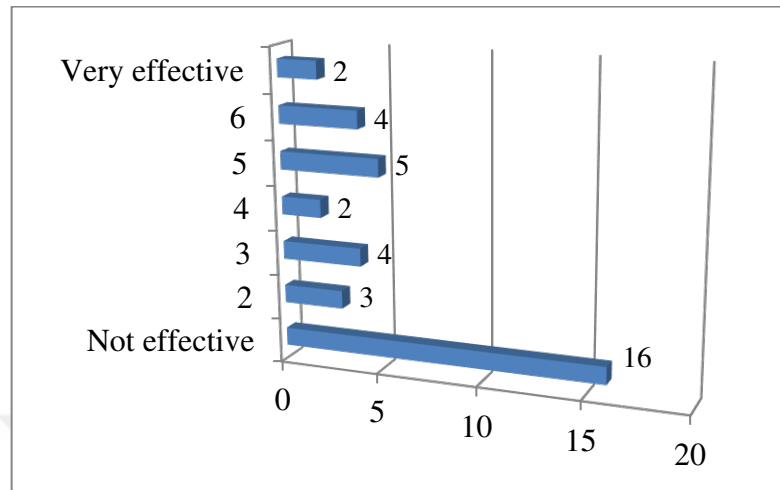
<i>Positive feelings</i>	<i>Negative Feelings</i>
• Comfortable (n=3) • Pleasurable (n=6) • I feel better when I attend regularly. • Different but nice (n=2) • More useful & effective	• Bad in terms of interaction • Not good / bad (n=8) • Nonsense • It is wrong, a student should be in the class. • Difficult to concentrate
<i>Not categorized</i>	
• I do not feel that I am a student. (n=3) • I can do something else when I am online, this is an advantage for the students who skip the class or do not want to listen.	

As understood from Table 54, the students had various feelings about being a student on the computer. Few students stated that they could not feel as if they were real students. While some of them considered it as an advantage, some of them argued that the students should be taught in a conventional face-to-face class.

When the findings about attendance were taken into account, it was seen that the students who reported that they could never attend the class either gave no response or shared negative feelings.

Q13. Could you rate the effectiveness of taking the current English course online?

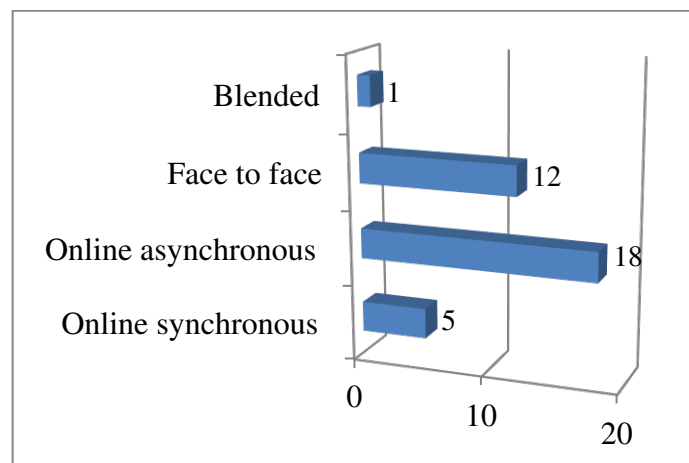
Graph 5: Effectiveness of Taking the Course Online



In the interview, the students (a total of 37) were asked to rate the effectiveness of the online course on 7-Likert (the value 1 indicating "not effective", the value 7 indicating "very effective"). While 2 of the students rated 4 (the value in the middle), the majority of the students (n=23) was on the negative side. On the other hand, a total of 11 students were on the positive side in terms of effectiveness of taking the current English course online according to the responses provided in the graph.

Q14. Which of the classroom mode do you prefer for the current English course in the next years?

Graph 6: Choice of Future Delivery Mode



The question 14 was a multiple-choice question. The students were provided with the descriptions of different modes of learning. As shown in Graph 6, a majority of the students preferred online asynchronous (n=18) classroom for the next years. Face to face traditional classroom (n=12) was the second choice of the students. Only 5 out of 36 students preferred online synchronous mode which was currently employed.

When the responses to the question 13 and 14 were compared, it was seen that they conflicted to some extent in that even if they did not consider online education effective, nevertheless, they preferred it for the following years. It is also important to note that, their choice was in favor of asynchronous online class. It meant that the students were in the opinion that it would be better for them to have their own control over their learning time and pace.

Q15. Suggestions and further comments

Lastly, the students were invited to share their additional comments and suggestions about the current *EMPO*online course. A total of 13 responses were given. Mostly, the students pointed out that the educational environment, online synchronous, was challenging, problematic and thus, resulted in ineffective language learning. While some of the students complained about attendance rule (n=4), some students shared their positive comments about the current course content, activities and methodology. On the other hand, 2 of the students stated that they wanted to have asynchronous mode of learning, few students (n=3) reported that they wanted to have face to face classroom mode. The following views were provided:

Online English is certainly not effective. The face to face classroom was better than this mode. We should create speaking clubs. [...]. There should be face to face education with smaller groups.

This education system is challenging for majority of the students. It is rather easy for me to connect the online classroom. But, several students did not have the same opportunities and had difficulty in attending the course online.

The current course was well organized in terms of content and methodology. It is useful. It is a course that aims to teach English necessary for a doctor in a clear way.

As inferred from the responses, while the students were satisfied with the course content, they mostly had negative feelings about the delivery mode of the course. When the attendance rate of the students was taken into account, the students who regularly attended the class appeared to be pleased with both mode and content of the course.

7.3. Online Journal: The Lecturers' Experiences and Reflections

In addition to weekly face to face round table meetings with the lecturers, the lecturers were also invited to share their classroom reflections by keeping an online journal. Instead of writing a narrative journal, the lecturers were provided with some questions about different aspects of implementation and they were encouraged to write their journals by considering the questions. The questions were sent to the lecturers via *Googledocs* so that they could easily keep their journals via their mobile phones, tablets or computers. The lecturers started to keep their journal in the second week of implementation and ended at the end of the implementation. The journal was kept in Turkish. The lecturers were encouraged to reflect their ideas weekly or biweekly (once in two weeks) right after the course was conducted by them. Since it was kept on voluntary basis, just one of the lecturers (Lec 5) agreed to keep it weekly and the others (Lec 2, Lec 3, Lec 6) mostly recorded their reflections biweekly, which was quite fine in terms of process evaluation. One of the lecturers (Lec 4) wrote on the online reflective journal by sharing his reflections for two times comprehensively. As a result, a total 28 reflective journal logs were recorded. In order to make it sustainable, from time to time, the lecturers were alerted about the journal keeping on mobile group chat. Additionally, all the teachers took part in round table meetings, mobile group chat or shared their feelings via phone call. The aim of the journal keeping was to get more insight into the process and the reflections of the practitioners in the field. The findings gathered via the online journal was discussed in accordance with the questions addressed.

The lecturers were asked to record a number of demographic information concerning name of the lecturer, date of the lecture conducted, title of the topic/ unit covered in the class and the number of the students available in the online classroom. In this way, the process could be depicted concretely and this enabled the researcher to view the process by considering all aspects provided by the lecturers. Furthermore, they were invited to share their reflections about the most and the least successful parts of the course, their opinions regarding the materials and content, their views about student participation. They were also encouraged to write about their feelings of being a lecturer sitting on the computer. The lecturers were asked whether it would differ to conduct the same course in a face to face traditional classroom or not, in what aspects. The data was analyzed by taking recurring themes into account.

Since the data was analyzed holistically here, the data analysis was started with the findings regarding the classroom size in the course of implementation. Upon the journal records, it was seen that the classroom size in each class generally ranged from 7 to 20 students within three months. The total classroom size of each class was 50 at all. This means that the number of the students in each class could not exceed half of the actual classroom size.

Q1: In which part(s) of the course did you have trouble? (Materials, participation, interaction, technical issues etc.)

Among all logs, only three logs indicated that they had no trouble in the online classroom. Based on the journal logs, the most problematic parts of the course were as follows:

- Failure in oral communication / interaction (n=13)
- Students without microphone (n=10)
- No active participation / reluctant students (n=8)
- Anxiety (due to technical issues)
- Screen share (n=2)
- File share
- Question - Answer session
- Disconnection (n=2)

As inferred from the list above, the students having no technical devices like microphone and accordingly, the failure in oral communication or classroom interaction were the most challenging part of the class according to the teachers' reflections. Apart from these issues, the lecturers had sometimes trouble in using the online educational platform such as sharing file or screen. Hence, these kind of technical issues were stated to be resulted in anxiety.

When the dates of the courses were taken into account, it was seen that while the lecturers were complaining about some technical problems with which they personally faced at the first weeks of implementation, the source of problems was observed to be seen as students in the following weeks. Apparently, the lecturers considered their own adaption to the educational environment as a source of problem at the beginning. In time, it shifted from the lecturers' adaptation problem to the students' adaptation problem based on their reflections. The extracts below supported the viewpoint:

Lec 5: There was something wrong with my voice. My camera was on, my speaker was ok and so was my microphone. But they could not hear me, I could not hear them as well. It was not so productive to write on chat box. (24.10.2016)

Lec 5: Most of the students did not use their microphone and therefore, the class was not enjoyable without oral communication. (14.11.2016)

Lec 5: The students without microphone are problem. (21.11.2016)

Lec 5: Most of the students cannot manage to communicate orally (10.12.2016)

Lec 3: Apart from the students' failure to use verbal communication, I could not experience any problem. (26.10.2016)

Lec 3: There was no problem. (02.11. 2016 / 23.11.2016)

Lec 6: The page was not seen in full screen mode while trying to share the file. Then, students could not see the characters which I made it smaller. The students were also reluctant to do activities. I did most of them on my own. Since it was not a face to face classroom, I could not motivate the students to interact. The other reason was our inability to find quick solutions to the technical problems we encountered. (25.10.2016).

Q2: What parts of the course were the most successful? How?

As aforementioned, the lecturers were previously not familiar with the nature of online teaching and therefore, their reflections regarding the successful parts of the course were mostly attributed to the content itself or the success of managing the requirements of the online educational environment. Their views indicated that they simply considered themselves as figures adapting to a new educational environment and as online conveyer of the content. When their reflections were analyzed, they mostly highlighted the following points:

- The students' wish to participate (verbal and written) (n=2)
- Experiencing an innovative approach to language teaching
- Sharing the files with the students
- Course content (n=6)
- Animations, videos and visuals (n=4)
- Well-prepared and presented materials (n= 2)
- Reading activities
- Listening activities
- Teaching without any limitation concerning time and place
- Online teaching itself
- Engaging students with their study field

For the lecturers, the students' reluctance and passiveness had a negative impact on the implementation of the course, therefore, observing a number of students who were volunteer to participate orally and to write on chat box were considered as one of the successful parts of the class. Apart from the points covered in the list, three of the teachers

maintained that they conducted a course of average quality and hence, they could not label any part of their class as the most successful.

The extracts as regards to the successful parts of the class were presented below:

Lec 6: The videos, visuals and animations I shared with the students and, their content were quite successful. (17.10.2016)

Lec 5: If interaction is fine, the course goes well. When we have something wrong with microphone or internet connection, they deteriorates the progress. However, the course content is well enough to make the class productive. (17.10.2016)

Lec 3: Presentation and the materials were fine and their design was quite successful. (26.10.2016)

Lec 3: I liked the reading part. (02.11.2016)

Lec 5: The topic was the consultation process and the content of this unit was excellent. (07.11.2016).

Lec 3: I liked the listening activities. (09.11.2016)

Lec 4: As compared to the first weeks, I felt that I used the system more comfortably. I felt less stress. I could not observe any other improvement. (13.11.2016)

Lec 5: Since this class is computer-assisted, it facilitates to do many listening activities, presentations and to present visuals. (10.12.2016)

Lec 6: It was good to focus on the students' field of study (12.12.2016)

Apart from the students' participation, the overall findings suggested that there were mainly two points regarded successful: content and teachers' gradual progress in adapting

the new educational environment. Especially, multimedia tools like animation videos and visuals were considered as successful. Above all, the course content was regarded as rich and well-designed by the lecturers.

Q3: What do you think of the course content and the materials? Are they suitable for the target students? Why or Why not?

The overall analysis of the reflections indicated that all the lecturers were pretty satisfied with the content and the materials. The lecturers consider them as appropriate and useful in terms of proficiency level, interest and field of study.

While some lecturers (Lec 3) were always positive about the content and materials as observed in his reflective logs (26.10.2016, 02.11.2016, 09.11.2016, 23.11.2016) some lecturers came up with some suggestions regarding the course materials. Specifically, of all reflective logs (n=28), only 3 logs by two lecturers (Lec 2 and Lec 5) suggested that it would be more professional if ready-made materials or textbooks prepared especially for the online teaching purposes were used. One of the suggestions were represented below:

Lec 5: This course includes the topics suitable for the class. However, it would be better to take software, books or resources from the professional companies, in this way, we would not face with technical problems with hard and software. (14.11.2016)

Due to the fact that the lecturers had some trouble in using the platform, they (Lec 2 and Lec 5) felt that it would be better for them to use ready-made resources with their special software.

Besides, they argued that some activities like role plays and dialogue were troublesome for them to conduct online since the students were not equipped with the necessary tools like microphone and they were not eager to participate. Another issue reflected was that since they were not familiar with the target field, medicine, they had sometimes difficulty to dominate the classroom with their content knowledge. The following reflections indicated the mainstream:

Lec 5: I think they are reasonable and suitable for the students. They should cover such topics in an ESP course. (17.10.2016)

Lec 6: The course content was fine. But timing was sometimes problem. For an online educational environment, especially dialogues and role plays were not viable. (17.10.2016)

Lec 6: Since we are not face to face with the students, some activities cannot be done. For instance, I cannot organize pair works or I cannot organize the students to perform role plays or dialogue activities. (25.10.2016)

Lec 4: The materials were quite suitable for the students. They were even more knowledgeable about the terminology we covered in the classroom as compared with me. (16.10.2016)

Lec 5: The content was appropriate for the students but the participation was fairly low. (07.11.2016)

Lec 3: The course content was addressing to the field of the students. It was suitable for their level. (09.11.2016)

Lec 6: The course content was about their field and thus, appropriate for the students. (12.12.2016)

As a result, the current content and materials were considered as suitable for the target students in terms of their interest, level of proficiency and their learning needs.

Q4: What do you think of the student participation?

One of the most frequently stated problems in both face to face and online classroom was the student participation. Of all reflective logs, only two logs showed that

students' participation was satisfying for the lecturer. Mostly, the lecturers were not happy about the level of participation as illustrated by the following extracts:

Lec 2: The participation in the second week was about 10 % of 50 students. But 2 or 3 students were active in the online class. (13.12.2016)

Lec 6: The rate of attendance was very low. Those who attended the class were just interacting in written mode. (25.10.2016)

Lec. 5: There were 5 online students. Only 1 students responded orally and the others preferred to write on the chat box. (14.11. 2016)

Lec 3: I think the participation was fairly good. Yet, they participated through written communication. (26.10.2016)

According to the reflective journal logs, during the exam week, the students were absent, which was also one of the least successful parts of the traditional classroom as shown in the extracts below:

Lec 5: Nobody was active, I think, it was because of exam week. (10.12.2016)

Lec 3: Due to their field exams, the rate of participation was rather low as compared to the previous classes. (09.11.2016)

Even the students were physically seen available online, very limited number of the students was reported to actively participate during the course *EMPonline*. As understood from the reflective journal logs, generally, the classroom discussions or activities were led by 3 or 4 students who used their microphones.

Q5: What parts of the course would be different in a face to face traditional classroom, if any?

The overall analysis of the reflective journal logs pointed out that it would be more productive to conduct the same course in the face to face traditional classroom mode. The

number of the lecturers who argued that it would be greater difference in positive way (n=11), was higher than the others who supported that it would be similar (n=3). The lecturers appeared to be in favor of face to face classroom due to the issues like:

- increase in participation (n=3)
- less challenging classroom management (n=4)
- more interaction (n=6)
- easy to promote students' motivation (n=3)
- easy to get or give feedback (n=2)
- more effective / productive (n=5)
- proximity to students

These points were highlighted in the reflective journal logs below:

Lec 5: It would be more effective. Here, the class was often disrupted because of some unavoidable technical problems. (17.10.2016)

Lec 4: Sure. At least I could observe the students closely and managed the class in accordance with my observation. I could make decisions based on the classroom atmosphere(13.11.2016)

Lec 3: It would be better since the interaction would be better. (23.11.2016)

Lec 6: It would be better in terms of participation and classroom management. This, accordingly, would promote success of the course. (12.12.2016)

While one of the lecturers (Lec 2) believed that there would be greater difference in face to face classroom (13.12.2016), on the other hand, there were some lecturers (Lec 5) who stated that there would be no difference if the students were not active at all.

Lec 5: It would not differ if the students would not participate. (10.12.2016)

Lec 5: If the students do not participate, to whom we will give lectures? (26.12.2016)

For some lecturers (Lec 3), there would be similar performance or outcomes since he believed that there would be no change in the amount of participation and no change in the departmental conventions in that the students would skip the course if they had content/field exams in the exam week.

Q6: How does it feel to be a teacher being on the computer?

Upon their feelings regarding being a teacher sitting on the computer, the lecturers reflected on mainly three aspects including negative feelings, positive feelings and multifaceted feelings harboring both negative features and positive features. Specifically the following points which were categorized as negative, positive and multifaceted feelings were underlined by the lecturers:

Table 55: Feelings: Being a Teacher on the Computer

Negative Feelings	Multifaceted Feelings	Positive Feelings
Challenging	Indefinable (n=2)	Easy
Awkward (n=2)	Complicated (n=3)	Fast
Not satisfying (n=3)	Like a phone call	Enjoying
Pessimistic	seems to be easy but not so	Nice
Boring	Different	
Less teacher	If two parties enjoy, it is fine	
Not enjoyable (n=2)		
Not controllable		

The following extracts presented the different feelings aforementioned:

Lec 2: Experiencing various technical problems make it more boring. (25.10.2016)

Lec 3: It is indefinable. You know, you do not know how to feel. On the one hand, if you like interacting with students, it is very bad. On the other hand, if you want to stay away from them, it is ideal. (26.10.2016)

Lec 6: It feels like a phone call (31.10.2016)

Lec 4: I feel as if I gave a lecture to an empty class. It was the most weird experience I have ever had in my 13-year of teaching experience. (31.10.2016)

Lec 3: Maybe, we got accustomed to this feeling. I do not know whether it can be named as teaching or not. (09.11.2016)

Lec 4: It is a different feeling. It provides more comfort physically but it is not effective pedagogically, I believe. (13.11.2016)

Lec 5: I cannot say it is nice. The issues concerning infrastructure and user-related problems make it not pleasing. (21.11.2016)

Lec 5: If there is active participation, it is easy, fast and enjoying. (10.12.2016)

As observed from the dates provided above, upon the time passed, the lecturers appeared to be more tolerant about online teaching. It was obvious that they were getting accustomed to its conventions (Extract by Lec 3) and their negative feelings were converting to positive ones as presented in the reflections by Lec 5. It was seen that negative feelings were mostly originated from the technical problems or inactive students. The extracts above suggested that the lecturers were gradually familiarizing themselves with the innovative teacher position.

Q7: Further comments and suggestions

In addition to the issues led by the questions above, the lecturers were also invited to write about their reflections in their online reflective journal. Similarly, the lecturers mostly complained about technological problems that they encounter. The other common problem was the students' reluctance or inability to take part in classroom interaction due to lack of technical devices.

Moreover, one of the lecturers (Lec 6) was questioning his ability to teach an EMP based class. He maintained that it was challenging to teach an EMP course due to limited medical knowledge.

Lec 6: Since we do not have medical background, we cannot extend or go beyond the course content. (17.10.2016)

It was also observed that while the lecturers were really enthusiastic about this innovative educational environment in the first weeks of the implementation, their enthusiasm decreases towards the end of the implementation. The following extracts proved this transform in their views. It was markedly seen when the date of logs were taken into account:

Lec 4: I hope I will conduct the forthcoming classes more successfully. (16.10.2016)

Lec 5: I will try to keep doing my best to adapt this system. Without interaction, it is not enjoying. If the class is more interactive, it is more pleasing. (17.10.2016)

Lec 5: If students could connect the class with their smart phones, the technical problems resulting from the devices like camera and microphone would be solved, I think. (31.10.2016)

Lec 6: The students are complaining about technical problems and internet connection. The participation is very limited. (21.11.2016)

Lec 5: It did not happen as I expected. The students are truly unconscious or they are not engaged in this class since they are intensely engrossed in their departmental courses. (10.12.2016)

Lec 5: The students are not excited as much as we are excited. (21.12.2016)

Apart from the issues discussed above, the lecturers were also in the opinion that there would be a common sense about the roll call since the most challenging part of the class was the students' reluctance or negligence about participation.

Another common view was that without students' active participation, teaching in such an educational environment was not appealing and productive. In a nutshell, according to views of the lecturers, the success of language teaching in an online synchronous class was dependent on the contribution of the students.

7.4. Mobile Group Chat with the Lecturers

A chat group on *Whatsapp* was formed before the semester began. It provided a constant collaboration between the different parties. The chat group members included the researcher, a Tubitak project member, the head of modern languages department and five lecturers who were assigned to teach the suggested *EMPonline* class. Thanks to this mobile chat group, it was both handy and time-saving:

- to share any information about the process with different parties,
- to inform the lecturers about any kind of meeting or any procedure needed,
- to exchange ideas regarding any aspect of the class throughout the process,
- to find practical solutions when they faced with problems during the online delivery of the course.

The following extracts indicated how the mobile group chat functioned throughout the process. The first extract indicated that how the chat group was served as fast and an easy way of information sharing:

Table 56: Mobile Group Chat Extract 1

20.09.2016, 12:06 - Lec 5: <i>How was the access for the lecturers?</i>
20.09.2016, 12:06 - The researcher: <i>you can access the system by using your e-mail address as a user name and your temporary password was 123456. For instance. user name kjdkajakdj@ktu.edu.tr. An e-mail covering your user names and passwords was sent as a reminder to your mail address. Please check.</i>

As it was mentioned earlier, the class time was subjected to negotiation. In addition to the consent of the administrative personnel at the school of foreign languages, the faculty of

medicine and distance education center, both the students' and the teachers' views were taken into account.

Following the round table meetings, the final decisions were shared once more in the group chat for final consent. The next extract (Table 57) showed that all the parties were in collaboration and negotiation throughout the process:

Table 57: Mobile Group Chat Extract 2

22.09.2016, 15:47 - The head: <i>Dear colleagues, I kindly ask you to attend a brief meeting on Friday, 10am in order to finalize the class time. Best regards.</i> 23.09.2016, 11:26 - The researcher: <i>(shared an image of meeting notes concerning the class time)</i> 23.09.2016, 11:38 - The researcher: <i>As a final check, if you all agree on this decision, I will inform the secretary of the medical faculty who was assigned to allocate the classroom lists. Is that all right?</i> 23.09.2016, 11:39 - Lec 5: <i>Ok</i> 23.09.2016, 11:39 - Lec 6: <i>all right.</i> 23.09.2016, 11:39 - Lec 2: <i>Ok</i> 23.09.2016, 11:40 - Lec 3: <i>For me, Wednesday or Friday 18-20.00 is suitable.</i> 23.09.2016, 11:39 - Lec 4: <i>It is suitable for me, too.</i> 23.09.2016, 14:28 - The researcher: <i>The classes were allocated based on this final decision. I thank you all for your collaboration.</i>

The researcher was always in contact with different parties including the administrative figures from the faculty of medicine, the center of distance education, the students and the lecturers.

The researcher served as a bridge between different parties and hence, informed the lecturers once more on the group chat about any news concerning the current suggested online class. The following table (Table 58) showed some of the announcements shared on the group chat:

Table 58: Mobile Group Chat Extract 3

26.09.2016, 16:53 - The researcher: <i>Hi, as you know classroom allocation was not completed at the university level, therefore, tomorrow we will conduct face-to-face meeting as a kind of orientation and briefing with the students. It is going to be held on 2pm at Amphi-theatre Class 2 at the medical faculty.</i>
23.09.2016, 11:39 - Lec 6: <i>Ok.</i>
23.09.2016, 11:39 - Lec 2: <i>Okay.</i>
[...]
03.10.2016, 16:37 - The researcher: <i>As a reminder, the classroom lists were finalized at the university level. We are ready to launch our online sessions, EMPonline class.</i>
03.10.2016, 16:38 - Lec 5: <i>ok.</i>
[...]
20.10.2016, 12:03 - The researcher: <i>The coordinator at the faculty of medicine has called me and informed that one of the lecturers should confirm the exam schedule before they publish it. For your kind attention.</i>
20.10.2016, 12:11 - Lec 2: <i>Okay, I can do it.</i>

The lecturers also made most use of the facilities provided with this mobile chat group. Especially during the initial weeks of online delivery of the class, the lecturers asked help when they encountered with any problem on the system as it was exemplified in the extract as follows (Table 59):

Table 59: Mobile Group Chat Extract 4

05.10.2016, 19:16 - Lec 3: <i>Friends, I am in the online classroom now. I could not hear the voice of students, but, the students could hear me. Help please?</i>
05.10.2016, 19:23 - Lec 3: <i>This is the current situation. (sent an image of the online class)</i>
05.10.2016, 19:26 - Project team member: <i>Did you allow the voice chat option with a right click? We have conducted with the expert in distance education.</i>

Table 59: Cntd.

It was seen that you gave permission to all the students. Please choose single student and ask him to click on the microphone button. Would you please try it?

05.10.2016, 19:16 - Lec 3: *okay.*

(After the online class ended)

05.10.2016, 19:46 - The researcher: *sir, would you please enter the online class now so that the distance education expert try to help you solve such problems? The expert is online now on the system in order to help you individually.*

05.10.2016, 19:48 - Lec 3: *okay.*

05.10.2016, 20:05 - The researcher: *I think you have learnt the way to cope with the problem with the help of the expert, haven't you?*

05.10.2016, 20:05 - Lec 3: *Yes, it's done. Thank you.*

Similarly, the next extract indicated how the lecturers tried to get help in case of any inconveniences they faced. The project member, the distance education expert and the researcher were in also cooperation in order to help the lecturers who were in need of any kind of help when they conducted the online classes.

Table 60: Mobile Group Chat Extract 5

10.10.2016, 17:39 - Lec 6: *I have clicked on the video, no sound. Is there any voice normally?*

10.10.2016, 17:39 - The researcher: *The videos have both sound and image. MP4 files are just listening tracks. The files were prepared in the suitable format for the Adobe Connect technology, there is nothing wrong technically with the files. Please check if you choose the right program to launch the file or not.*

(The researcher called the expert and informed her about the issue)

10.10.2016, 17:40 - The researcher: *Okay, now I have called the expert, she will help you, she is available on the system now.*

10.10.2016, 17:45 - The researcher: *By the way, as a reminder, this is help desk - phone number of our distance education center at the university: 05531012337. Would you all please add the number to your phonebook? you can call it for any kind of technical help, it will be healthier to contact with the expert directly and certainly, time saving.*

All the parties employed the group chat facility for various decision making process regarding the suggested class.

The next extract (Table 61) exemplified how the parties actively contributed to the process and took action when needed:

Table 61: Mobile Group Chat Extract 6

21.11.2016, 15:11 - The researcher: *If it is suitable for you all, we can meet on Wednesday?*

21.11.2016, 15:14 - Lec 6: *It seems that there is an exam on Wednesday. We can meet later.*

21.11.2016, 15:11 - The researcher: *okay, then, what about Friday?*

21.11.2016, 15:22 - Lec 6: *Dear colleagues, today the head of the modern languages department was informed that the students were complaining about the unavailability of some necessary technical devices like computers or internet. So, most of the students were suffered from attendance problem. We should negotiate on these issues, I guess.*

21.11.2016, 15:22 - Lec 3: *Friday is not ok for me.*

21.11.2016, 15:23 - Lec 6: *We should need an urgent meeting. If it is ok to have a meeting on 2.30 pm on Wednesday?*

21.11.2016, 15:32 - Lec 2: *Yes, it is.*

[...]

23.11.2016, 10:59 - The researcher: *Are we going to meet today? Where?*

In order to get more insight into the lecturers' views and evaluations of their teaching experiences during the implementation, as previously stated, the researcher asked the lecturers to respond reflective questions right after they ended their online classroom.

The extract (Table 62) presented the concerning issue:

Table 62: Mobile Group Chat Extract 7

12.10.2016, 15:12 - The researcher: *Please find the reflective journal questions shared here*
<https://docs.google.com/forms/d/15fKnYg4vMfd2tRd7DDfw9mA4gAYSh48YXh5Zsky7iQ>.
After your online classroom is over, you can share your views about the class here. Thank you for your collaboration.
[...]
17.10.2016, 21:09 - The researcher: *please remember that you are supposed to share your reflections about your class weekly on the link shared with you before.*
18.10.2016, 18:10 - Lec 2: *I uploaded my responses there. Please check if it was submitted or not.*
18.10.2016, 18:10 - The researcher: *Ok, I am checking right now.*
18.10.2016, 18:10 - The researcher: *fine, submitted. Thanks*

All in all, it was important to note that the implementation process was conducted in cooperation and followed closely by the researcher. In order to maintain that the process would go positively, various channels of communication and collaboration were employed as it was maintained in the extracts presented above.

7.5. Round Table Meetings and Telephone Interviews with the Lecturers

As previously stated, the lecturers' experiences and reflections upon the implementation process were obtained from various sources of data and method including online reflective journal, mobile chat group, meetings and lastly phone calls. This part was devoted to the analysis of the data gathered via round table meetings and unstructured telephone interviews conducted with the lecturers who could not attend the meetings organized on weekly basis throughout the implementation process. Each meeting lasted approximately 40 minutes. Throughout the meetings, the researcher took notes and sometimes, made use of recordings after taking the consent of the lecturers. In the meetings, rather than focusing on strong sides of the process, the lecturers mostly tended to share the problems they faced with the implementation process. The reflections pointed out that

while the new teaching environment, synchronous online class, was of great concern, the content prepared with a focus on EMP was seen to be kept in the background. In this section, the most remarkable and common discussion themes were represented with the extracts provided below.

At the very beginning of the implementation, the teachers were observed anxious about using the online platform effectively. Even if they were trained about the use of Adobe Connect technology and online teaching, they needed to have some time to familiarize themselves with the system. They had often tendency to compare the conventions of the traditional classroom with those of the online classroom as reflected in the following statements:

Lec 6: I always want to check and want to be sure if students are really there online or not. There is no such problem in traditional classroom. (21.10.2016)

Lec 2: In the traditional classroom, warm-up session was more effective. (21.10.2016)

Lec 6: Since there are few students in the class, we had difficulty at the very beginning of the class. Managing the class was problem. Organizing the class and activities took more time than normal. (21.10.2016)

Lec 5: We can dominate classroom in face to face mode, now both teachers and students are experiencing something new and learning new things. If everyone had enough and equal competence to use the system, it would be more successful. I could not get how time passed in the online classroom since we were dealing with procedural or technical aspects and classroom management. It would be more successful to teach this content in face to face classroom. (04.11.2016)

Lec 6: Turn-taking is problem in this online classroom. It is not like a real classroom. It takes time here and it is problematic.

According to the statements by the lecturers, one of the biggest problem was classroom management. It was emphasized that not doing the tasks, but planning the tasks took time due to the fact that the lecturers and the students were dealing with the technical issues. The following statement indicated that the lecturers felt themselves limited with the screen. They felt apparently weak in managing the system and thus could not perform as they wanted.

Lec 2: We have more space in the traditional classroom. But it is limited on the screen. I could not show the text and words at the same time. (04.11.2016)

The lecturers often complained that dealing with the technical issues online made them feel weak during the online teaching experience as it was discussed below:

Lec 5: I could not focus on my teaching since I was in trouble with the technical issues. (25.10.2016)

Lec 6: The procedural or organizational part of the class was time-wasting. I feel same as I felt in the previous weeks. Each week is another chaos in terms of communication (04.11.2016)

Lec 5: The problem with the voice was solved. I recognized that it was due to soundcard within my pc. I am discovering something new every week. (04.11.2016)

Lec 6: Every week I am facing with different technical problems. Without microphone, interaction fails. Interaction via chat box was not effective enough. (04.11.2016)

Despite the challenges they experienced, the lecturers were also aware that this adoption process required some time and effort as they suggested in the following statements:

Lec 4: I am learning new things. For me, the learning process keeps going on. I am discovering new options when I needed to use. For instance I can share two files at

the same time which is very practical, on the one side is text and on the other side is animation video. (11.11.2016)

Lec 5: We should familiarize ourselves with such nature of classroom. I often watch similar online classroom videos. Those people are very successful in conducting the class. I try to get some clues. (21.10.2016)

One of the common problems was that the lecturers felt alienated during their online teaching experience. They often complained that online classroom made them feel detached and isolated and therefore, they reported not to have felt the same as they felt in the traditional classroom. In other words, the lecturers were not happy since their relationship or proximity with the students were limited to a computer screen which converted a sincere relationship into a telephone call according to views of lecturers. That is to say, they were devoid of the students' warm one-to-one reactions. As a result, they thought that it was rather challenging for them to motivate their students in an online classroom as presented below:

Lec 6: Since we do not know the students in person as we did in the face to face classroom, they remained as attendant, not a student. We have a lot of opportunities in the traditional classroom. Now, in online classroom we have no contact with the students and we have no chance to touch on their lives. There is no rapport. I feel bad in front of the screen. I feel as if I talked to myself. (04.11.2016)

Lec 6: It is rather easy to motivate students when you teach face to face. (21.10.2016)

In the same vein, the following statement indicated that the lecturers needed to see their students' reactions and possibly, wanted to feel their authority in the classroom.

Lec 6: Since I had no chance to see the students' reactions like in the traditional classroom, I felt losing my control. I could not control both myself and my students. I always try to control my voice, camera etc., I got involved in other technical issues. It is very difficult to motivate students who were far away from you. The

students are also not accustomed to this system, they do not want to use their camera or microphone even if they have. (21.10.2016)

In addition to reactions, the students' voice was also needed by the lecturers. The lecturers reflected that the students were reluctant to use their microphone, which resulted in failure in completing some activities effectively as it was also presented in the following extracts:

Lec 2: Even if they had chance to respond orally, the students wrote via chat box. (04.11.2016)

Lec 6: I am waiting in front of the screen and waiting for a response. No response. I hate this. There were 10 students online but nobody had a microphone. Therefore, the activities are not fulfilled as it should be. (04.11.2016)

It was tough for the lecturers to teach in a classroom where the rate of active participation was very low. It was thought to be an integral part of especially a language classroom. The lecturers were seen to feel satisfied when the students took active participation in the online classroom as observed in the next extracts:

Lec 5: I had a lot of technical problems in the first week. There was something wrong with my voice. The second week I liked it more when the students were online and responded to me. (21.10.2016)

Lec 4: In the first week, I just recorded myself, my lesson. It was a bit weird. There was no interaction. In the following weeks, I managed to interact with the students. I felt more safe when I used chat box since it was sometimes difficult to hear and understand what students said. (30.11.2016)

It was inferred from the extracts that the lecturer tried to find alternative solutions against the students' participation problem and hence, needed to use written communication.

Lec 3: I think activities are pretty useful and appropriate for the students. The students were eager to respond when they did a reading or listening activity. Most

of them actively participated. But when it comes to role plays or dialogues, they seem to find an excuse like the availability of technical devices or problems. (11.11.2016)

It was seen that even if the students were online and took part in activities like listening and reading. The teacher reported that they were reluctant when it comes to speaking and microphone use. One of the lecturers claimed that the students did not feel secure enough to behave like in a real classroom as it was reflected in the extract below:

Lec 6: You are recorded instantly, you talk using a microphone. Speaking is already difficult. If I were a student, I could not speak here as well. (04.11.2016)

The same lecturer also reported that:

Lec 6: I do not feel safe in this environment. I feel that the teaching is limited to lecturing here, not language teaching in essence. I feel as if I talk on phone, no body language or no gestures which was of significance for me. (04.11.2016)

The technical problems in the first weeks were seen to be replaced with attendance and interaction problem in the subsequent weeks. These issues were reflected in the statements below:

Lec 3: The basic problem is that the students do not take attendance rule seriously. Last week, one of the students was very worried about his attendance and asked if he failed or not. This week he is again absent. This is all about attitudes towards the rules. The students must be aware the fact that if they do not obey attendance rule, they will directly fail. If they experienced this once, they would be obliged to attend. (30.11.2016)

Lec 4: Attendance rate is fairly low. The same students are mostly eager to participate actively, 3-4 students. They are quite interested in the course. (30.11.2016)

It was observed that the students skipped the classes when they had exams at their departments, which was also encountered during the observations conducted in needs analysis process. The same problem apparently raised in the EMPonline class, too.

Lec 2: Due to exam week at their department, the attendance was very low. Taking this class at the weekend could be more effective. The students could study better in asynchronous classroom (04.11.2016)

Lec 3: Last week, there were around 21 students online. This week, there were only 4 online students. I have learnt that they have an exam at their faculty. (11.11.2016)

Lec 2: The students were not online, I guess it is because of their exam week. (11.11.2016)

Lec 4: The number of active students is limited, this is a problem. Since this is my first teaching experience at the faculty of medicine, I have lately learnt that the students often skip the class when they have exams at their faculty. (11.11.2016)

On 23rd November, 2016, the head and vice head of the modern languages department were invited to the faculty of medicine and informed that the students were in trouble with using the platform due to lack of technical infrastructure and therefore, attendance was problem for most of the students. They were asked to be tolerant about this attendance problem. Therefore, the lecturers were in the opinion that attitude of the authority at the faculty of medicine towards attendance rule gave a rise to the same problem as stated below:

Lec 6: The administrative figures at the faculty of medicine should be aware of the role of this language class. Uniformity is needed. Participation should be encouraged. (30.11.2016)

Regardless of the problems encountered, the lecturers obviously did not feel as if they taught in their face to face classroom. Making comparisons made them feel more

pessimistic about their new teaching experiences. Accordingly, similar feelings were reported by the lecturers as presented in the extracts below:

Lec 6: We only try to get used to it. I feel bad as a teacher in such an environment. (21.10.2016)

Lec 2: Online classroom is problematic in terms of teacher satisfaction. (30.11.2016)

Lec 3: Body language, gestures and mimes lack here in online classroom. I do not feel as complete teacher, I feel as if 50% teacher now. (11.11.2016)

Lec 4: This is an odd feeling. I do not feel comfortable when I do not see their faces. (11.11.2016)

It was found out that one of the lecturers appeared to be concerned about teaching a class focusing on EMP.

Lec 6: We mostly focus on the use not the content itself. We sometimes encounter with different problems when we use a different computer due to different programs. Additionally, we feel weak in terms of presenting medical content. (30.11.2016)

In addition to the negative feelings reported above, the lecturers discussed about strong aspects of the new suggested *EMPonline* class, as well. That is to say, the lecturers mostly pointed out that the content and the materials were successfully designed as it was highlighted in the following extracts:

Lec 4: I liked this unit, consultation process. I think it was quite good. There were a lot of valuable activities, even I exceeded my class time. (04.11.2016)

Lec 4: Visuals, multi-media materials are useful and therefore, the students are not bored. There are different types of activities, this diversity keep students active throughout the class. (30.11.2016)

Lec 3: I did revision this week. As compared with the first weeks, the students are more actively responding. (30.11.2016)

Lec 3: Last year, if we had this content, I believed that it would be more participation. The material was not good enough. This one is distinctly better. It is not boring either. Last year, even me as a teacher I had difficulty in completing some activities. If the students were taught with this content in face to face mode, it would be more productive. (30.11.2016)

Lec 5: This week content was quite rich. (5th week) It took longer time to finish all the activities. (11.11.2016)

The perceptions and observations shared by Lec 3 were of great value since he was also one of the lecturers who taught the same students in the previous year, namely, he was also participant of the needs analysis process. He was experienced and well-informed about both the face-to-face and online English classes at the faculty of medicine.

Lec 3: I think this year participation is better than last year. The book we used last year was not chosen on the right level of proficiency. Recent materials are more appropriate and useful. The students also agreed that they liked the content and activities this year. (11.11.2016)

7.6. Final Interview with the Lecturers

At the end of the implementation process, 11-week delivery of the *EMPO*online class, the lecturers (n=5) were invited to share their views about the process (Appendix-9). Because of the small size of sample, the data was summarized and interpreted rather than narrowing down on codes and categories done with the data gathered from students (n=133).

7.6.1. The Lecturers' Location Where the Lecturers Conducted *EMPonline* Class

They were first asked about the location they got connected to the online classroom. The following responses were given:

- Lec 2: Home & office
- Lec 3: Home & office
- Lec 4: Office, rarely home
- Lec 5: Home
- Lec 6: Home & office

The lecturers (Lec 2, 3, 6) mostly preferred to teach the class both at their home and office. While one of the lecturer preferred home solely, the other lecturer preferred home rarely.

7.6.2. The Lecturers' Views about the Course Content of *EMPonline*

In this section, the findings regarding the lecturers' views on strong and weak sides of the course content were presented.

7.6.2.1. Perceived Positive Aspects of the Course Content

The lecturers' views on the positive aspects of the course content were summarized and listed briefly as follows:

- The course content was prepared with a focus on medical English (n=3),
- The content covered medical terminology,
- The content was enriched with audio-visual aids (n=2),
- The content was supported with animation videos,
- There were various types of activities and exercises,
- The content suited well to the students' proficiency level,
- The content was easy to grasp (n=2),
- The content was well structured in a way that the lecturing was followed with various activities,
- The activities were concise,
- The topics were available in small units like modules,

- The content covered the familiar dialogues,
- The answer key was already available,
- The lecture notes and activities were neatly stored in files and submitted to them.

It was seen that the lecturers were satisfied with the course content since it was EMP-based and addressed to the study field of the target students. Secondly, it was stated that it was enhanced with various aids like animations and dialogues. One of the lecturers mentioned that the dialogues were from daily life and therefore, familiar. Thirdly, the course content was clear in that it was comprehensible for the students and suited well to their proficiency level. It was understood that the materials provided exposure to authentic and comprehensible input.

Additionally, the variety of the activities and exercises was also appreciated by the lecturers. According to their views, the presentation of the topic and activities, that is to say, course scope and sequencing were practical. It was also emphasized that the course content was unified in single units. The lecturers were in the opinion that the activities were brief and functional.

As discussed in the previous chapters, the teachers' manual covering the syllabus, lesson plans, lecture notes, activities and the answer keys were submitted to the lecturers. In addition to these hard copies, the lecturers were also provided with the soft copy of all the materials. Each of the weekly lesson plan and the course materials were sequenced in different soft files so that in each week the lecturers could get and use them smoothly and practically. In this interview, the lecturers pointed out that it was fine for them to have the whole content and materials in this way. It was also mentioned that it was good for them to have the answer keys.

7.6.2.2. Perceived Usefulness of the Course Content in terms of the Students' Needs and Goals

The lecturers were asked whether the course content met the medical students' needs and goals or not. Except for one of the lecturer (Lec 5) who stated that since the students did not attend regularly they could not make use of the content, all of the lecturers

were in the opinion that the course content suited well to the medical students' learning goals and needs.

Furthermore, one of the lecturers (Lec 3) added that the course content was not complex in nature and thus, the students liked it. Lec 4 was aware that the content was authentic and in-house developed, and he appreciated it because of its originality. On the other hand, another lecturer (Lec 2) expressed that even if the course content met the students' goals and needs, the students had to focus on their content, field specific, courses and therefore, he argued that the content could be more simple. Lec 5 claimed that the course content was functional for the students because of its medical terminology focus.

7.6.2.3. Perceived Negative Aspects of the Course Content

When the lecturers were asked about the negative aspects of the course content, the following issues were pointed out by the lecturers:

- There was less emphasis on reading texts and grammar,
- The units could have been covered in more than one week or session,
- The units abounded in terminology,
- While some units were challenging, some were simple,
- Some units were long whereas the others were short in length.

The lecturers claimed that while some of the units were long and challenging, some of them were relatively short and simple. As aforementioned, each course unit was to be covered in a single week including only one teaching session. Each week covered normally 2 hours of class. Due to their preferences, the lecturers covered the session in the form of block class, without any break, and therefore, the session was supposed to last one and half hour. It was inferred that the lecturers were negative about the duration of the session since it was needed more time to cover some of the units.

On the one hand, one of the lecturers (Lec 5) stated that he liked the course content just because it covered medical terminology. On the other hand, a lecturer was negative about the course content since there was a plenty of terminology per week. Another problem for one of the lecturers (Lec 3) was that the grammar was not focused and there were limited number of reading texts.

One of the lecturers (Lec 2) suggested that instead of using in-house materials, ready-made materials should be chosen. Similarly, another lecturer recommended that the course content could be improved but it would require more time and a number of professionals.

7.6.3. The Lecturers' Views about the Online Delivery of the Class *EMPonline*

In line with the previous section, lecturers' views on negative and positive sides of teaching their class in an online environment. It was found out that the lecturers were quite negative about teaching in an online environment.

7.6.3.1. Perceived Positive Aspects of Teaching in an Online Environment

Since the lecturers were mostly negative about the online delivery of the class, some of them stated that they hardly found any positive aspect of the course as the following extract evidently illustrated:

Lec 6: Personally, I experienced nothing positive about online teaching.

Another lecturer (Lec 5) pointed out dropout rate of the students and expressed that:

Lec 5: The students were not attending regularly, and for that reason, I could not appraise its strength.

The lecturers were in fact asked to find at least three aspects for both negative and positive sides, but they expressed that they had difficulty in finding out any advantage of teaching online. For instance, Lec 3 stated that:

Lec 3: I cannot find 3 examples to give, but I can say that one advantage of it, on the part of lecturer, was to be able to conduct a class at his office or home.

Other views shared in this section were listed below:

- It was not much wearing,
- It was more flexible and comfortable workplace,
- There was no classroom management problem,
- There was chance to see the class all over again,

- The students had the chance to attend the class in a more comfortable environment,
- The students had an opportunity to watch the units covered previously,

The lecturers mostly focused on the comfort and flexibility enabled thanks to the online teaching environment. One of the teachers stated that they had no problem in classroom management when they had online classroom (Lec 4).

Two of the teachers approached the issue from the student perspective. They affirmed that the students had the chance to see the recorded classroom videos by focusing on asynchronous mode of the system. They added that the students also attended the class in a more comfortable atmosphere.

7.6.3.2. Perceived Usefulness of the Asynchronous Mode of Online Classroom

The lecturers were also asked whether they considered asynchronous mode of online classroom useful or not. One of the lecturers (Lec 2) was negative about usefulness of asynchronous mode. Mostly they referred to the issue of dropout rates, and they thought it was useful for the students since they had difficulty to follow the online classroom synchronously. Two of the lecturers thought that they just learnt the topics thanks to the classroom videos and materials available in asynchronous mode.

7.6.3.3. Perceived Negative Aspects of Teaching in an Online Environment

It was found out that the number of negative aspects stated by the lecturers outnumbered the positive sides. The following aspects were stated by the lecturers:

- Online environment could not allow interaction which was integral part of a language classroom (n=2),
- Classroom management was not achieved,
- There were problems about internet access,
- The use of microphone and camera was problematic,
- The online environment impeded the feeling that they were in a language classroom,
- Motivation for both lecturers and students was very low,
- There were infrastructure problems on the side of students,

- Mostly the students did not attend regularly,
- It was virtual and artificial,
- It was difficult to contact with the students individually or socially,
- There were technical problems.

Upon the lecturers were asked about the negative aspects of teaching the class in an online environment, one of the lecturers (Lec 6) mentioned unsuccessful classroom management as listed above. While one of the lecturers (Lec 6) regarded classroom management issue as a problem, another lecturer (Lec 4) found it unproblematic in an online classroom as discussed in the previous section. It was interesting to find out that the same aspect was both listed among the positive and negative aspects.

As listed above, the interaction was one of the most challenging part of the online class for the lecturers. It was mostly experienced negatively due to infrastructure problems, technical problems that both lecturers and students experienced instantly. A different perspective about interaction was revealed by that one of the lecturers (Lec 3). He stated that it was difficult to contact with the students, socially or personally, nevertheless, he added that it was also an advantage. Differently, one of the lecturers (Lec 5) complained that:

Lec 5: It was not working on the smart phones with android systems and thus, the use of microphone and cameras caused problems. Such problems made it unappealing.

It was seen that technical problems, lack of communication, lack of infrastructure caused motivation problems. In addition to them, the lecturers expressed that they did not feel that they were in a language classroom. Similarly, one of the lecturers (Lec 3) claimed that it was an artificial environment, not authentic. The lecturers were not seen satisfied about their performing their profession in an online environment.

7.6.3.4. Perceived Intelligibility, Friendliness and Content Share in the Online Environment

Additionally, the lecturers were asked about its intelligibility, ease of use and content share of the online environment. The lecturers had mostly negative views about the issue. Two of the lecturers (Lec 6 and 5) simply confirmed that they had nothing fine in

terms of intelligibility, friendliness and content share in the online environment. Lec 5 also added that:

Lec 5: No way. Since these students do not care about attendance, neither face-to-face nor online environment would be different. The students just want to pass the class without attendance.

Lec 3: I can say that I found it ineffective apart from user-friendly side of it.

One of the lecturers (Lec 3) stated that he found nothing useful apart from the user-friendly nature of online teaching. The other lecturer (Lec 4) considered the teaching online and the system satisfactory, yet he proposed that such a system could be much more useful for the students with right field and level. He also stated that online teaching could be solution for the classes where the classroom management was problematic. In brief, he thought that the target students were real problem.

Likewise, Lec 2 pointed out the attendance problem of the students while responding to the question. He suggested that it would be favorable to focus on translation and it would be applicable in a class face to face.

7.6.3.5. Perceived Effectiveness of the Online Classroom

In order to make clear inferences about the lecturers' views about teaching online, the lecturers were invited to rate the effectiveness of teaching the class online on a scale ranging from 1 (*not effective*) to 7 (*very effective*). Apart from one lecturer (Lec 3) who chose 2, all of the lecturers chose 1 indicating that teaching in an online environment was not effective at all. It meant that all the lecturers were dissatisfied about the effectiveness of the online delivery of the class.

Lec 5 additionally commented that it would be better if medical English would be taught by the professors at the faculty of medicine and they would ensure students' attendance. Lec 3 argued that high collaboration among the course coordinators and the lecturers in the process was needed in order to make it more effective.

7.6.4. The Lecturers' Preferences about Future Educational Environment

The lecturers were asked which educational environment they preferred for the same English class in the forthcoming years. They were reminded that there were four

options including synchronous online classroom, asynchronous online classroom, blended classroom and face-to-face classroom. All of the teachers were in agreement that the course would be taught face to face.

Unlike the other lecturers, two of the lecturers (Lec 2 and Lec 3) were of significance in that they had experience of teaching the same course both face-to-face in a traditional classroom last year and in an online environment currently. They were asked to compare the two educational environment they experienced, the following extract demonstrated the common view:

Lec 3: My students complained that they missed the face to face class they attended last year and believed that online class was time-wasting. The asynchronous mode of learning was helpful since they had the opportunity to see the recorded classroom videos. It would be better to enrich the content in this sense. Technology was barrier for us, consequently, we could not achieve to complete the activities effectively. The students' motivation was over after 4-5 weeks.

It appeared that the challenge here with the online environment was to be able to use the technology effectively throughout the class time. The technical issues affected the lecturers' and the students' motivation level negatively so much that they did not enjoy it.

7.7. Final Course Evaluation Questionnaire with the Students

The structured questionnaire was administered to the students at the end of the 11-week implementation process (Appendix-10). It was conducted in print and the medium was Turkish. A total of 133 students reported that they attended the suggested *EMPO* online course. The following data was obtained from their questionnaires.

7.7.1. Background Information

Table 63 and Table 4 in this section were about demographic information. Based on their reports in the questionnaire, the next five tables presented the data concerning distribution of the students according to class and lecturer, the attendance, the students' reports about sparing time and studying enough for the class and lastly a hypothetical question asking whether they preferred the same course if it was elective course. It was

believed that these findings were of great importance to make inferences and to grasp the issue.

The first table was about the data regarding age. The age of the students was ranging from 19 to 24 as shown in Table 63:

Table 63: Age Distribution of the Students

<i>Age</i>	Frequency	Percentage
19	36	27.1
20	42	31.6
21	25	18.8
22	7	5.3
24	1	0.8
<i>Missing</i>	21	15.8
<i>Total</i>	133	100.0

When it comes to their gender, while some of the students did not want to mention about their gender, it was inferred from the frequency value, mostly females outnumbered males in the class.

Table 64: Gender

<i>Gender</i>	Frequency	Percentage
Male	47	35.3
Female	71	53.4
Unspecified	15	11.3
<i>Total</i>	133	100.0

As aforementioned, the students were divided into five online classes taught by five English lecturers and each of the classes was accommodated by a total of 50 students.

The following table (Table 65) indicated the distribution of the participant students in accordance with the class and their lecturers.

In each class, apart from Class E (8%), approximately half of the actual size of the students contributed to this questionnaire. This fact also pointed out that the same number of the students reported that they attended the class.

Table 65: The Class Distribution of Students Responding to the Questionnaire

<i>Class / Lecturer</i>	Frequency	Percentage
Class A / Lec 2	22	16.5
Class B / Lec 5	27	20.3
Class C / Lec 3	32	24.1
Class D / Lec 4	27	20.3
Class E / Lec 6	11	8.3
<i>Missing</i>	14	10.5
<i>Total</i>	133	100.0

The students were also asked where they connected the suggested online class, *EMPonline*. The following table (Table 66) indicated the concerning data:

Table 66: The Students' Location Where They Attended the Suggested Online Course

<i>Location</i>	Frequency	Percentage
Home	76	57.1
Friend's home	1	0.7
Dormitory	34	25.5
Library	1	0.7
Phone	1	0.7
<i>Missing</i>	20	15.0
<i>Total</i>	133	100.0

As seen in Table 66, home and dormitories were two frequently stated locations. In particular, majority of the students attended the online class at home (57%).

A considerable number of the students took part in the online class at their dormitories (26%). While one of the students stated that s/he made use of his mobile phone to connect the English class, one of them reported that he attended the online class at library.

The next table (Table 67) illustrated the data regarding the students' equipments necessary for the suggested EMPonline course.

Table 67: The Students' Equipments Available for the Suggested Course

<i>Equipments</i>	Yes		No		Missing	
	F	%	F	%	F	%
Computer	106	79.7	08	6.0	19	14.3
Internet	103	77.4	11	8.3	19	14.3
Headphone	78	58.6	34	25.6	21	15.8
Microphone	35	26.3	76	57.1	22	16.5

As the values in Table 67 indicated, a small number of the students had microphone which was necessary for oral communication. While most of the students had computer and internet connection, some of them (n= 34) did not have headphone.

The first question in the questionnaire aimed to find out how significant to take current English course for the students. This question was in fact assumed to shed light on the whole analysis process.

The students were asked to choose the most suitable option on a 5-Likert scale ranging from 1(not important at all) to 5 (very important).

Table 68: The Significance of The English Class According to the Students' Views

<i>Options</i>	Frequency	Percentage
Not important at all	13	9.8
Not important	23	17.3
Undecided	50	37.6
Important	40	30.1
Very important	6	4.5
<i>Missing</i>	1	0.8
<i>Total</i>	133	100.0

The percentage values in Table 68 indicated that the English course was considered to be significant by 35% of the students. Similarly, 38% of the students were not sure about its significance. Unfortunately, 27% of the students reported that it was not important. Briefly, the students were seen to be complicated about the significance level of English course even if 35% of them was sure about its significance.

The following item was about the students' attendance. Based on the students' reports, Table 69 showed how many weeks they attended the classes.

Table 69: Students' Reports on their Attendance

<i>How many weeks did you attend the class?</i>	Frequency	Percentage
1-3 weeks	72	54.1
4-7 weeks	44	33.1
8-11 weeks	17	11.8
<i>Total</i>	133	100.0

Table 69 indicated that only 12% of the students reported that they attended almost all the classes during the implementation period. While 33% of the students stated that they attended the classes for about 4-7 weeks, 54% of the students reported that they at least attended the classes for one, two or three weeks. Taking all the data in account, it was important to note that 46% of the students attended the class at least 4 weeks which were considered significant for the students' adoption of the new educational environment.

In addition to the item asking how many weeks the students attended the suggested online class, the students were asked about their justifications if they missed any of the sessions.

Table 70: Students' Reasons Behind Missing the Class

Reasons	Frequency
Sts have tight schedule at the faculty of medicine	9
Online environment makes attendance challenging (technical problems)	5
Sts have negative feelings towards English	2
Sts did not like the way they were taught	1
Sts do not feel need to learn English	2
The English class was not effective enough	1
Sts make use of facilities available in asynchronous mode	1
Total	21

As the table suggested, the students mostly appeared to miss some of the classes since they had a very busy departmental content courses and exams. Another reason was the system-related problems which resulted in technical problems like internet disconnection. It was

also seen that one of the students stated that even if he missed the classes, he made use of facilities available in asynchronous mode in that he downloaded classroom videos and completed the tasks and activities shared in the online platform. Apart from these reasons, it was also found out that some students had negative feelings towards English or the English class which they did not consider as effective. One of the students also pointed out that he was not happy with the way he taught by referring to the teaching style.

In line with the attendance, Table 71 presented the findings of the item asking whether the students could make enough time for the class or not.

Table 71: Students' Reports on Time They Spent for the Class

<i>Could you spare enough time for the class?</i>	Frequency	Percentage
No	95	71.4
Not sure	20	15.0
Yes	16	12.0
<i>Missing</i>	2	1.5
<i>Total</i>	133	100.0

As inferred from the table above, the majority of the students already believed that they could not spare enough time for the class, which was similarly represented by the rate of attendance. A limited number of the students (12%) who probably reported to attend almost all the classes were sure that they made enough time for the class.

In parallelism with the previous item discussed, the table below presented the findings of the item asking whether the students could study enough for the class or not.

Table 72: Students' Reports on their Study for the Class

<i>Could you study enough for the class?</i>	Frequency	Percentage
No	70	52.6
Not sure	40	30.1
Yes	21	15.8
<i>Missing</i>	2	1.5
<i>Total</i>	133	100.0

As indicated Table 72, it was found out that half of the students did not believe that they studied enough for the class while 30% of the students were not sure about the issue. As

compared to their beliefs regarding the time made for the class, percentage of the students believing that they studied enough for the class increased. In a nutshell, a limited number of the students again believed that they made an effort to study enough for the class.

The next table (Table 73) illustrated the findings in response to the item asking whether the students would take it if it was an elective course.

Table 73: Students' Reports on the Attendance Rule

<i>Would you take the class if it was elective?</i>	Frequency	Percentage
No	70	52.6
Not sure	40	30.1
Yes	20	15.0
<i>Missing</i>	3	2.3
<i>Total</i>	133	100.0

Half of the students reported that they would not take the class if it was offered as an elective class whereas 20% percent of the students would take it. In other words, half of the students were found to take the class since it was a compulsory one.

Based on the data presented in this section, it was important to note that only 15% of the students were seen to behave consistently in that they attended the class, spent enough time and studied regularly.

The following findings were obtained from the analysis of the questionnaires completed by the students who reported that they attended the class at least 4 weeks, as discussed in the attendance Table 73. That is to say, the following discussion covered the students who reported that they attended the class for more than 3 weeks since they (n=61) were considered to be eligible for the course evaluation as the course implementation lasted a total of 11 weeks.

7.7.2. The Students' Use of Facilities in the Online Educational Environment

In this section, the students were invited to indicate how frequently they used various facilities in the online learning environment accessible via *Adobe Connect* platform. The 5-likert type scale was employed ranging from 1 (never) to 5 (always).

Table 74: The Use of Facilities in the Online Educational Environment

<i>During the EMPonline class</i>	Mean	SD
I used my camera when necessary	1.17	0.70
I used oral communication (my microphone)	1.54	1.00
I used written communication (chat box)	3.94	0.93
I got technical help when necessary	2.36	1.35
I downloaded to study the materials when I missed the live class	2.65	1.50
I watched the recorded videos when I missed the live class	2.07	1.29

The mean values indicated that the students often used chat box and preferred to use written communication rather than using their microphone. It was inferred from the mean values that the students rarely watched the recorded videos or downloaded the course materials to study when they missed the live class. It was also found out that the students hardly used their camera. Furthermore, they rarely asked help for technical problems they encountered in the online learning environment.

7.7.3. The Students' Perceptions of the Online Educational Environment

In this part, it was aimed to investigate how the students perceived online learning environment based on their experiences. The students were required to answer the following items on a 5-likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 75 presented the students' general perceptions of online educational environment.

Table 75: Perceptions About the Online Educational Environment

<i>In my opinion, taking this course in an online environment</i>	Mean	SD
was a waste of time	3.04	1.33
was motivating	2.77	1.11
was easy to follow	3.19	1.22
was a useful experience	2.86	1.10
was suitable for my learning style	2.81	1.33
contributed to my permanent learning	2.62	0.98

Among all the items, the students thought that it was relatively easy to follow the courses online. However, they were unsure about the fact that taking the suggested course in online educational environment was a waste of time. Besides, most of the students disagreed that

it was motivating. They did not consider it as a useful experience. They were also in the opinion that taking the suggested course in online educational environment did not make their learning permanent.

7.7.3.1. Classroom Atmosphere in the Online Educational Environment

Table 76: Perceived Classroom Atmosphere in the Online Educational Environment

<i>In my opinion, taking this course in an online environment</i>	Mean	SD
was comfortable in terms of educational environment	3.34	1.25
was easy for student-teacher interaction	3.08	1.24
affected negatively student-teacher relationship	2.58	1.21
helped me contact with my teacher	2.46	1.29
helped me express myself better	2.52	1.08

On the one hand, according to the students' perceptions, taking the suggested course in an online educational environment was comfortable in terms of educational environment. On the other hand, they disagreed with the idea that taking the suggested course in online educational environment aided them to express themselves better or to contact with their teacher. They appeared to be unsure whether it was easy for them to interact with their teachers while taking the suggested course in online educational environment. Yet, they did not think that it affected their relationship with their lecturers negatively.

7.7.3.2. Perceived Impact of the Online Educational Environment

Table 77: Perceived Impact of the Online Educational Environment on the Students' Approach to the Course

<i>In my opinion, taking this course in an online environment</i>	Mean	SD
alienated me from the course	2.62	1.28
helped me understand the course	2.78	1.12
facilitated my course attendance	2.88	1.36
helped me focus on the course	2.73	1.12
increased my interest in the course	2.66	1.11
increased my anxiety about the course	2.55	1.12

As inferred from the mean values presented in Table 77, the students did not think that the new online educational environment made the students away from the course.

Nevertheless, they were negative about the fact that taking the suggested course in online educational environment increased their interest or the course-related anxiety. It was found out that taking the course in an online educational environment did not facilitate their course attendance according to their reports. Additionally, taking the course in an online educational environment did not help them to focus on the course or to understand the course better.

Table 78: Perceived Impact of the Online Environment on Language Learning

<i>In my opinion, taking this course in an online environment</i>	Mean	SD
contributed to my view of language learning positively	2.60	1.07
facilitated learning vocabulary	2.88	1.13
helped me improve my pronunciation	2.45	1.11
made me like ESP class	2.67	1.22
helped me improve my reading skill	2.63	1.08
helped me improve my grammar skill	2.60	1.09
helped me improve my writing skill	2.37	1.00
helped me improve my listening skill	2.96	1.18
helped me improve my speaking skill	2.16	0.84

Table 78 presented the items seeking to answer if there was any impact of the online educational environment on the students' language learning according to the students' viewpoint. The mean values indicated that apart from a minimal perceived impact on improving their listening or vocabulary, there was not any perceived impact of the online educational environment on students' improvement of language skills.

7.7.3.3. Comparison with Face to Face Learning Environment

Table 79: Students' Comparative Ideas on the Learning Environment

<i>In my opinion, taking this course in an online environment</i>	Mean	SD
was better than face to face	2.62	1.18
was more effective than face to face	2.68	1.24
was more enjoying than face to face	2.83	1.28
was more boring than face to face	2.83	1.27
was more comprehensible than face to face	2.98	1.03
was more useful than face to face	2.93	1.04

As compared with the face to face traditional learning environment, it was observed that there was no perceived difference in term of usefulness or efficiency of the online learning environment. The mean values indicated that online classroom was neither boring nor enjoying for the students in comparison with the face to face traditional classroom. The students did not consider that the online learning environment was better than face to face mode of educational environment. They appeared to be unsure about the fact that taking the suggested course in an online environment was more comprehensible than face to face traditional classroom.

7.7.4. The Students' Views about the Course Content of *EMPonline*

In this section the findings regarding the course content covering materials and activities were discussed. In the questionnaire, the students' responses were similarly obtained on a 5-Likert scale ranging from 1 (never) to 5 (always). The regarding findings were presented in four tables below.

Table 80. Views about Features of the Course Content

<i>The course content (materials & activities)</i>	Mean	SD
was comprehensible	3.83	0.84
was useful / functional	3.64	0.96
was interesting	3.28	1.01
suited my learning style	3.00	1.08
suited my language learning goals	3.06	1.15
was about my field of study	3.30	1.11
was suitable for my proficiency level of English	3.55	1.08
covered the topics that I wanted to learn	3.26	1.09
suited my language learning needs	3.13	1.13
met my expectations about the course	2.92	1.20
encouraged me to participate	2.64	1.12

According to the students' views, primary features of *EMPonline* course content were its comprehensibility and practicality. In other words, the students were in the opinion that the course content was quite understandable and practical in that they could make use of what they learnt in the current course. They also agreed that the level of content was suitable for their proficiency level of English. However, they had some questions in their minds about its appropriateness to their learning style and learning goals. They were doubtful about the

fact that the current content met their expectations about the course. In terms of its suitability to their English learning needs, they were relatively positive that the current course content suited their learning needs in English. The mean values indicated that the course content could not promote their class participation although they agreed that the course content was about their field of study. Several students confirmed that the course content was interesting, as well.

Table 81 included a total of 7 items about the animation videos which were specially prepared for the current course, *EMPonline*.

Table 81: Students' Perceptions about the Animations Used in the Course

<i>Animations</i>	Mean	SD
facilitated my learning	3.29	1.24
was motivating	3.13	1.05
reinforced my prior knowledge	3.35	0.97
was enjoyable	3.15	1.12
contributed to my permanent learning	3.03	1.12
enhanced my vocabulary	3.08	1.11
enhanced my pronunciation	2.93	1.20

As indicated in Table 81, the students mostly agreed that animations contributed to their learning by facilitating their learning and also, reinforcing their previous learning. A number of the students were uncertain about contribution of animations to permanent learning and their vocabulary development. They also disagreed that animations enhanced their pronunciation. Still, some of them confirmed that they were motivating. Similarly, they were considered to be somewhat enjoyable.

Table 82: Students' Perceived Impact of the Course Content

<i>The course content (materials & activities)</i>	Mean	SD
triggered my desire to learn English	2.50	1.08
contributed to my view of the English class positively	2.79	1.11
will be useful for my academic years	2.74	1.28
will be useful for my professional life	2.93	1.24

As for perceived impact of the current course content, the students appeared to be fairly negative. They disagreed that the current course triggered their desire to learn English or contributed to their view of English. They were seen to be undecided that they would use what they learnt in the current course neither during their university education nor career. Considered all, the current course did not have any influence on their perceptions regarding English and its use in their field.

Table 83 indicated the findings related to the students' perceptions of the current course content as compared to the previous content which was basically associated with the use of a ready-made textbook.

Table 83: Comparison with the Previously Taught Content (covered in the textbook)

<i>The current course content</i>	Mean	SD
was more useful	3.53	1.17
was more effective	3.46	1.15
was more satisfying	3.41	1.22
was more unified (relevant)	3.68	0.95
included better topics	3.56	1.00
suited my learning goals better	3.31	1.18
contributed more to my medical English	3.24	1.14
enabled me to learn more words	3.00	1.15
contributed more to my speaking skill	2.60	1.02
contributed more to my writing skill	2.74	0.98
contributed more to my reading skill	2.79	1.08
contributed more to my listening skill	3.20	1.05

As the mean values showed, when they compared it with the previously used content, the current course content contributed more to their listening skill. They were uncertain about whether the current or the previous content improved their vocabulary more. Nevertheless, most of the students believed that the current course was more useful. Similarly, they agreed that it included better topics and they were relevant. To some extent, it was found that the current course content addressed to the student' learning style as compared with the previous one. It was seen that the current course content contributed to their medical English more according to a number of students. The current content was comparatively satisfying and effective according to the students' perceptions. All in all, apart from a few

points, the current course was considered to have relatively better quality in terms of the aspects aforementioned.

7.7.5. The Students' Views About Their Lecturers' Performance in the Online Educational Environment

In addition to the students' perceptions concerning online educational environment, the students' views of lecturers were examined. In this section of the questionnaire, the students were presented with a 5-Likert scale ranging from 1 (never) to 5 (always).

Table 84: Students' Views about the Lecturers in General

<i>In my opinion, my lecturer</i>	Mean	SD
was prepared for the class	4.31	0.92
mastered the course content	4.22	0.95
was good at time-management	3.94	1.17
conducted the course clearly	4.15	0.95
encouraged me to participate actively	3.41	1.22
made me interested in the course	3.27	1.26
conducted the course in a planned manner	3.96	1.07
used technology competently	3.71	1.09
were enthusiastic in conducting the class	3.80	1.17

The mean values indicated that the students were considerably positive about their lecturers. According to their views, the lecturers were frequently ready for the class and they mastered the course content.

Additionally, the course was often taught in a clear way by the lecturers and they conducted their course in an organized way. It was also taught by the students that the lecturers occasionally supported the students' active participation and made them interested in the course. They were considered to be good at time-management frequently.

As it was understood from the values, the lecturers were mostly enthusiastic in conducting the class and most of time, they used technology competently in the suggested *EMPonline* class.

Table 85 indicated the students' views about their own lecturers separately.

Table 85: The Students' Views about their own Lecturers in Particular

In my opinion, my lecturer	Lec 2		Lec 3		Lec 4		Lec 5		Lec 6	
	M	SD	M	SD	M	SD	M	SD	M	SD
was prepared for the class	3.89	1.04	4.25	1.06	4.41	.82	3.20	1.31	4.63	.50
mastered the course content	3.84	1.01	4.45	.85	4.52	.73	3.00	1.25	4.18	.60
was good at time-management	3.89	.99	4.25	.85	4.45	.77	2.75	1.32	3.72	1.10
conducted the course clearly	3.63	.89	4.22	.92	4.37	1.05	3.00	1.21	4.09	.53
encouraged me to participate actively	3.31	1.24	3.74	1.18	3.66	1.00	2.79	1.17	2.72	1.19
made me interested in the course	3.00	1.15	3.25	1.26	3.73	1.05	2.70	1.26	2.45	.93
conducted the course in a planned manner	3.42	.90	3.96	1.16	4.29	.90	2.91	1.10	3.81	.98
used technology competently	3.11	1.13	3.96	1.07	3.70	.95	2.70	1.16	3.72	.78
were enthusiastic in conducting the class	3.47	1.21	4.16	1.11	3.73	1.05	3.13	1.05	3.40	1.17

Considering the responses given on the Likert scale ranging from 1 (never) to 5 (always), the overall mean values indicated that some lecturers (Lec 3 and Lec 4) managed to do various aspects more frequently as compared to the others. Especially, it was perceived by the students that they were seen to be good at time-management, conducting the course clearly and in a planned way almost every week. Additionally, Lec 3, Lec 4 and Lec 6 were seen to master the course content almost every week. On the other hand the mean values appeared to be relatively lower in the section of Lec 5 in that he was less frequently good at following skills such as mastering the course content, managing time, using technology, conducting the course in a clear way. He was generally observed to be prepared for the class and enthusiastic in conducting the class. When they were compared with the other colleagues, it was considered that both Lec 5 and Lec 6 rarely encouraged the students to take active participation and made them interested in the course according to the students' perceptions. In terms of using technology, Lec 3 were seen to be most frequently considered to be competent while both Lec 2 and Lec 6 were usually thought to

be competent by the students. As regards to enthusiasm about conducting the class, whereas Lec 5 were sometimes observed to be eager to conduct the class, the Lec 2 and Lec 3 were observed to be mostly enthusiastic about conducting the *EMPO*online course. Furthermore, Lec 4 were considered to make the students interested in the course and conducted the course in a planned way more frequently as compared to the lecturers.

7.7.6. The Students' Satisfaction with the Course content, Online Learning Environment and their Lecturers

In this section, the students' satisfaction level regarding three dimensions of the 11-week implementation was investigated. The students were invited to choose the most suitable option on a 5-Likert scale ranging from 1(very dissatisfied) to 5 (very satisfied).

Table 86: Student Satisfaction with Three Dimensions of the class *EMPO*online

Dimensions	Lec 2		Lec 3		Lec 4		Lec 5		Lec 6	
	M	SD	M	SD	M	SD	M	SD	M	SD
Course content	2.76	1.13	3.46	0.94	3.46	0.94	2.54	0.93	3.00	1.18
Online learning environment	2.14	0.96	2.50	1.24	3.00	1.26	2.00	0.97	1.90	0.94
Lecturer	3.66	0.79	3.96	0.96	4.28	0.73	3.00	1.17	4.00	0.44

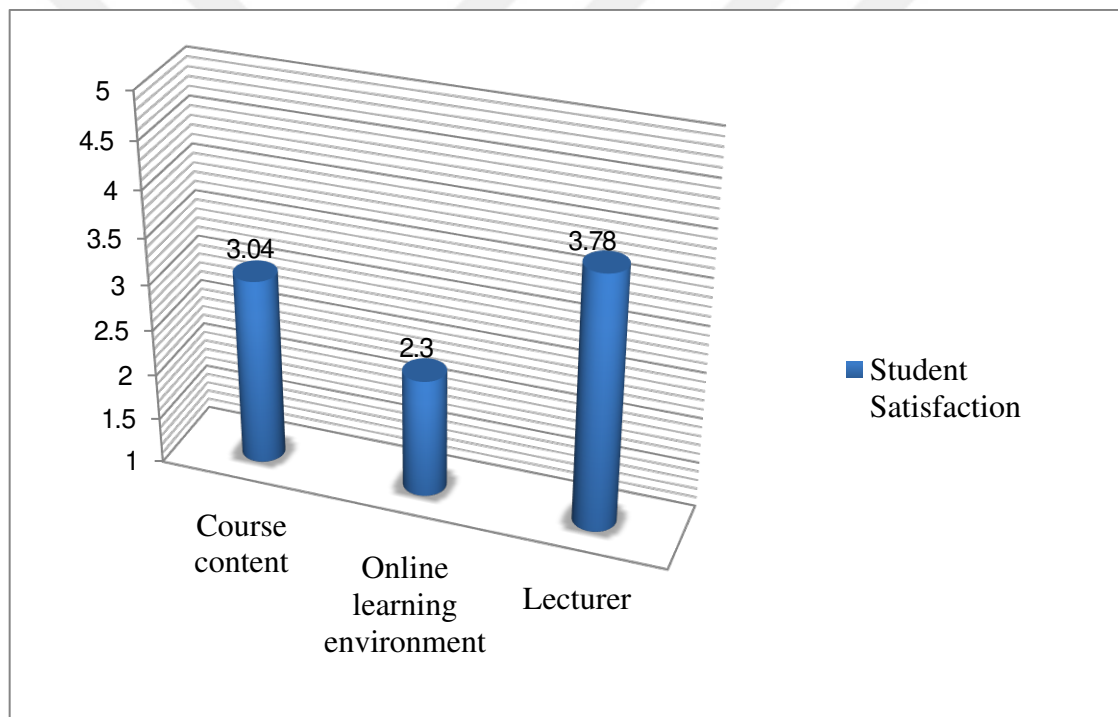
The overall mean values indicated that among three dimensions, the students' satisfaction level regarding their lecturers was the highest of all. In other words, the students were mostly satisfied with their lecturers as compared to course content or online learning environment. Additionally, the students were satisfied with the course content moderately while they were seen to be unsatisfied with the online learning environment.

The students were satisfied with the lecturers respectively Lec 4, Lec 6, Lec 3, Lec 2 and Lec 5. Among all the lecturers, Lec 4 had the most highest mean value (4.28) while the lowest mean value (3.00) was observed in Lec 5 with whom the students were satisfied moderately. When the students' satisfaction level of each lecturer was examined, the students' satisfaction level of Lec 3 and Lec 4 was equally and relatively more satisfied with the course content than those of Lec 6 and Lec 2. As for the online learning environment, the students' of Lec 4 appeared to be moderately satisfied whereas Lec 6's

students were dissatisfied with the online learning environment. It was inferred from the findings that as the satisfaction levels increased in the dimension of lecturer, the satisfaction level in other dimensions increased too. This inference might suggest that the students' higher satisfaction with the lecturers raised the possibility of having positive feelings towards course content and educational environment.

The following graph showed the overall mean values concerning three dimensions of the current course:

Graph 7: Student Satisfaction with Three Dimensions of the class *EMPonline*



To sum up, the students were least satisfied with the online learning environment while very satisfied with their lecturers. Among all, the students' satisfaction level regarding the course content was on moderate level.

In the following section of the questionnaire, there were open-ended questions concerning the students' perceptions about positive and negative aspects of both online learning environment and course content. The findings indicated that the students mostly preferred to list their ideas in phrases briefly. The recurring themes and codes were first

categorized and then, the related data of each category was presented with the frequency values in the tables.

7.7.7. The Students' Perceptions regarding Positive and Negative Aspects of the Course Content

The data regarding the perceived positive aspects of the course content were divided into four basic categories including a variety of related codes. These categories were listed as ESP-based aspects, topic-based aspects, syllabus-based aspects and lastly, learning-based aspects.

Table 87: Perceived Positive Aspects of the Course Content: ESP-based Aspects

ESP-based aspects	Frequency
Useful	8
Practical / Functional	8
Relevant to the field of study	9
Addressing students' learning goals	2
Total	27

As seen in Table 87, the students considered that the content was considerably relevant to the students' academic field useful and addressing their learning goals. A considerable number of students thought that the content was also functional in that they could use their language knowledge gained through the course when they become a doctor or when they go to the clinic as senior students.

These aspects indicated that the content was considered successful in terms of harboring ESP-aspects.

Table 88 presented the students' perceptions about the course content, specifically in terms of syllabus-based aspects.

Table 88: Perceived Positive Aspects of the Course content: Syllabus-based Aspects

Syllabus -based aspects	Frequency
Organized /systematic	2
Well chosen topics	1
Uncomplicated	4
Diversity in activities	2
Activities	1
Grammar focus	1
Multimedia (Animations /videos)	5
Listening / tracks	2
Visuals	2
Terminology	2
Examples	1
Total	23

Among the perceived positive aspects of the course content, the students (n=3) also emphasized that the topics were well chosen and presented in systematic way. Some of the students reported (n=2) that they liked the activities and the fact that there were different types of activities. Especially integrating multimedia tools like animations and videos were considered useful by the students. Besides, visuals and listening tracks were listed among the favorite aspects of the current content. The focus on terminology, essential grammatical structures and examples given were also reported among the positive aspects. The topics and the activities were considered as simple to follow, that is to say, the syllabus including the topics and activities was uncomplicated for the students.

Table 89: Perceived Positive Aspects of the Course Content: Topic-based Aspects

Topic-based aspects	Frequency
Interesting	3
Comprehensible	8
Informative	2
Enjoyable	1
Qualified	2
Relevant topics	2
Total	18

According to the students' reports, the topics were comprehensible in that they were clear enough to internalize and relevant to their field of study. The content was both informative

and more qualified as compared to the previous content. They also reported that the topics were interesting and enjoyable, too.

Table 90: Perceived Positive Aspects of the Course Content: Learning-based Aspects

Learning -based aspects	Frequency
Effective learning	3
Enjoyable learning	2
Appropriate level of difficulty	2
Permanent learning	1
Fostering positive feelings towards English class	1
Total	9

When it comes to the learning aspect, a number of students confirmed that the current ESP based content was both effective and enjoyable. The content was considered to support the students' learning process by making their learning permanent. Additionally, the students affirmed that the content was appropriate in terms of difficulty level. Last but not least, one of the students emphasized that the current content had a positive impact on the students' feelings about the class in that students started to like English class thanks to the current content.

In addition to the positive aspects of the course content, the students were also asked about their perceptions of negative aspects of the content.

The concerning findings presented in Table 91 underlined the perceived negative aspects of the course content. Since the total number of recurring codes was fairly low (n= 23), all the sub-categories were presented in a single table.

One of the students pointed out that the current content was functional in terms of ESP but not appropriate for their context, that is, not functional in Turkey. The simplicity of the topics were also listed among the negative aspects of the course content (n=4). Similarly, some students thought that the topics were not detailed enough (n=3). However, the same number of the students reported that some topics comprised unnecessary details from time to time (n=3).

Table 91: Perceived Negative Aspects of the Course Content

Aspects	Frequency
ESP-based Aspects	
Not functional in Turkey	1
Topics-based Aspects	
From time to time unnecessary details	3
Not detailed	3
Not interesting	1
Simple	4
Syllabus-based Aspects	
Repetitive	1
Not unified	1
Learning-based Aspects	
Texts not suitable for the proficiency level	1
No focus on terminology	1
Limited number of examples	3
Limited number of visuals	2
Unnecessary focus on grammar	1
Limited speaking activities	1
Total	23

According to the students' (n=2) reports, the syllabus was repetitive and not unified. While one of the students complained that there was unnecessary focus on grammar, other students insisted that there was no focus on terminology, which was rather far from the reality. Additionally, few students reported that there were limited number of examples, visuals and speaking activities.

It was important to note here that a number of students reported that there was no negative aspect of the current course content (n=3), which should be indeed treated among the positive perceptions (n=77) regarding the course content.

When all the perceptions were analyzed in terms of frequency value, it was seen that the total number of perceived positive aspects (n=80) of the current content was greatly higher than the total number of negative aspects (n=23). The findings indicated that the majority of the students had positive feelings and thoughts about the current content.

In the following section, the students' perceptions about the online learning environment in the suggested *EMPO*online course were discussed. As compared to the perceived negative and positive aspects of the content, the perceptions about the educational environment were found to be more varied.

7.7.8. The Students' Perceptions regarding Positive and Negative Aspects of the Online Learning Environment

In addition to the course content, the students' views about online learning environment were gathered. They were asked to list both positive and negative aspects of the online learning environment.

The findings about positive aspects of the online learning environment were categorized under five different titles. The categories regarding the positive aspects were as follows: learning process, learning atmosphere, language learning online, asynchronous and synchronous mode of online learning. Table 92 pointed out the positive aspects of the online learning environment concerning the students' views on learning process in the online learning environment.

Table 92: Perceived Positive Aspects of the Online Environment: Learning Process

Aspects	Frequency
Everywhere every time learning	8
Learning at home (eating, clothing etc)	19
Effective	5
Comprehensible	1
Fast progress	1
Easy to concentrate	2
Supporting learning process	1
More effective compared to face to face	1
More motivating	1
Total	39

The flexibility and comfort that the online learning environment presented to the students were the most reported positive aspects of the online learning environment. Especially, learning at home (n=19) made the students feel free and comfortable throughout the

learning process. Likewise, the students were happy that they had the chance to learn whenever and wherever they were (n=8). The students reported that learning online was pretty effective for them. As it was inferred from their reports, they tended to compare the current learning environment with the previous face to face learning environment and they reflected it on their reports. For instance, they considered that online learning was more motivating and effective when it was compared with the face-to-face learning process. One of the students reported that they noticed that their progress was fast in online learning environment and it was also easy to concentrate for some students. One of the students also added that learning online supported their learning process. Learning online was considered comprehensible as well.

**Table 93: Perceived Positive Aspects of the Online Environment:
Learning Atmosphere**

Aspects	Frequency
Comfortable learning atmosphere	17
Easy to express yourself (Less speaking anxiety)	3
Beyond the borders of walls	2
Easy to access knowledge	2
Competitive	1
Like the idea of being online	1
Interactive	1
Personalized learning	1
One-to-one learning (Teacher-student proximity)	2
Easy to take turn	2
No crowded class (e.g. amphi-theatre class)	1
Total	33

In addition to the learning process discussed in the previous section, the findings above indicated the students' perceived positive aspects of learning atmosphere in the online environment. The most recurring theme regarding the positive aspects of the online learning environment was its comfortable learning atmosphere. Similarly, two students reported that online learning was liberating them and made them go beyond the borders of the walls. Another important issue was the facility to access knowledge easily. While some of the students emphasized that it was easy to take turn in online environment, some other students reported that it was relatively easier for them to express themselves in the online

classroom atmosphere. The teacher-student proximity was also considered better since online learning atmosphere paved the way for one-to-one and personalized learning since there was no crowded classroom as it was in the amphi-theatre classes in face-to-face learning. According to the reports, the classroom atmosphere was competitive which was also considered as one of the positive aspects of the online learning environment.

**Table 94: Perceived Positive Aspects of the Online Environment:
Language Learning Online**

Aspects	Frequency
Improvement in listening skill	3
Pronunciation (comprehensible /clear)	2
Easy to write online	1
Interesting materials	1
Animations	4
Useful activities	1
Visuals	3
Examples	1
Listening tracks /dialogues	3
Total	19

A number of students pointed out that they improved their listening skill in this online class. They also reported that they liked the listening tracks, dialogues, animations, visuals, examples and activities presented online. Particularly, animations and visuals were among the recurring codes regarding the positive aspects of the online learning environment. They also considered that pronunciation was clear and comprehensible in online learning environment. It was also seen that one of the students considered that it was easy to write English in online learning environment. Even if they were asked about positive aspects of online learning environment, the students referred to the course content itself. Therefore, the findings presented in this section were also affirming the positive aspects of the course content discussed in the previous part.

To sum up, via the activities including animation videos, dialogues and listening tracks, listening and pronunciation were considered to be improved thanks to essentially the nature of online learning environment.

As previously discussed, both asynchronous and synchronous mode of online learning was available in the current *EMPO* online course. Some of the aspects reported by the students were analyzed under the categories of synchronous and asynchronous modes.

In other words, the learning process was not limited to the time when the course was held synchronously. The students had the opportunity to follow the class thanks to asynchronous feature of the Adobe connect technology employed in the current course. Table 95 covered the related findings.

Table 95: Perceived Positive Aspects of the Online Learning Environment:

Asynchronous Mode	
Aspects	Frequency
Downloadable materials	8
Recorded classroom videos	3
Total	11

In terms of asynchronous mode of learning, the students had the chance to download materials and re-/watch the recorded classroom videos. A considerable number of the students were happy that they could download the course materials (n=8) and watch the classroom videos (n=3).

The next table presented the students' reports on positive aspects of the online learning environment in terms of synchronous mode.

Table 96: Perceived Positive Aspects of the Online Learning Environment:

Synchronous Mode	
Aspects	Frequency
Duration of the course (appropriate)	6
Easy roll call	2
Free time in day-time schedule	2
Easy to attend	2
Easy to tune/hear voice of teacher	2
Written communication via Chatbox	2
Good experience	2
Total	18

Particularly, the duration of the course was listed among one of the most frequent aspects of the current course. After a face-to-face learning experience which lasted two and half hour (block seminar), the students appeared to be happy with the course duration of one and half hour (block seminar). For them, it was easy to attend the class and easy to show that they were in the class. Additionally, the students were happy that they had an option to write on chat box. Different from the face-to-face learning environment, the students stated that it was great to have chance to tune voice of the teacher or to hear the teacher. This was obviously an important opportunity for them because they were taught in large classrooms in face-to-face mode. Furthermore, when they were asked about positive aspects of the online learning environment, the students reported that since they were online after 5 pm when the courses were over at the department, they had free-time in their day-time schedule. Last but not least, there were some other students who reported that they had good experience and liked being taught online.

The following section presented the categories regarding the negative aspects of the online learning environment as perceived by the students.

**Table 97: Perceived Negative Aspects of the Online Learning Environment:
Technology-based Problems**

Aspects	Frequency
Technical problems	14
Disconnection /outage problems	12
No active participation due to technical problems	1
Lack of necessary equipment	9
Necessity to use microphone and camera	2
Not technologically competent teacher	1
Availability of Internet connection	7
Internet speed	4
Total	52

As it was inferred from the findings, the internet-related problems (n=23) and technical problems (n=14) were listed as the two most negative aspects regarding the online learning environment. While some of the students complained that they had difficulty in finding internet connection, some others were upset about internet related problems like disconnection, its speed or outage. Similarly, some of the students (n=11) were negative

about online learning environment since they encountered some technical problems like not hearing voices properly or echoing sounds in videos. Several students complained that even if they had no technical problems individually, they were negatively affected by those who had technical problems in the class. For instance, they reported that it was difficult to communicate online because of a sudden disconnection or the teacher appeared to be incompetent technologically when he had a problem in the midst of the course. While some of the students were negative towards the idea of necessity to use microphone or headphone to communicate, several students were negative since they or their classmates had no necessary equipments especially like computers, microphone or headphone.

It was seen that the students were not positive about online learning environment since they had difficulty in managing some technical problems or getting necessary equipments or internet connection. In addition to these aspects, some of the students appeared to be not motivated enough about online learning environment. Table 98 indicated the perceived negative aspects of the online learning environment resulting from motivation-based problems.

**Table 98: Perceived Negative Aspects of the Online Learning Environment:
Motivation-based Problems**

Aspects	Frequency
Waste of time	3
Discouraging	2
Not interesting	2
Negative belief (I cannot learn in this way)	2
Negative feelings about being online	2
No sincere relationship	1
Meaningless	2
Not face to face	2
No hard copy	1
Not like a real course	2
Total	19

As shown in the table (Table 98), the students had various reasons behind their perceived negative aspects of the online learning environment. Several students considered that it was difficult to concentrate when they were taught online (n=4). For some, it was demotivating or discouraging to be taught online and some of the students found it

meaningless and boring. For a few students, it was totally waste of time (n=3). One of the students stated that his desire to attend the class decreased after switching to online learning. It was also found out that some students had negative feelings or established beliefs about learning online. They reported that they did not like the idea of being taught in an online class or they believed that they could not learn in this way. Some students just expressed that it was not face to face, which suggested that they had some prejudices about online learning or they were not motivated towards online learning environment. A number of students complained that online class was not like a real classroom. Accordingly, it was perceived that there occurred no rapport between students and teachers. One of the students reported that having no materials in hard copy was one of the negative aspects of the online learning environment. Table 99 presented various negative aspects of online learning environment categorized under the title of learning process.

Table 99: Perceived Negative Aspects of the Online Learning Environment:

Learning process	
Aspects	Frequency
Difficult to get feedback	1
Difficult to understand the course	4
Difficult to follow the screen	3
Not effective	5
Difficult to concentrate	4
Slow progress	1
Not suitable learning environment	2
No improvement in speaking	1
No improvement in pronunciation	1
Grammar focus	1
Difficult to perform speaking activities online	2
No interaction between teacher and student	3
Total	24

The perceptions pointed out that online learning process was considered not effective by some students (n=5). It was considered that it was difficult to understand the course online (n=4) or to get instant feedback. Furthermore, a number of students pointed out that there occurred no interaction between teacher and student (n=3). For some students, it was challenging to follow the screen especially when they had a written text to study on or read (n=3). Additionally, it was difficult for some students to concentrate on learning in an

online environment. One of the students believed that the progress was slow in online mode in terms of covering the content. What is more, some of the students complained that online learning environment resulted no improvement in speaking or pronunciation while one of the students was negative about its grammar focus. Two of the students expressed that online learning environment was not suitable for them to learn language and similarly, the same number of the students stated that it was difficult to perform speaking activities in an online educational environment.

Sharing the same time period and having an interaction were the two basics of the synchronous online learning. It was seen that the students faced some problems due to conditions in synchronous mode. Table 100 signified negative aspects resulted from synchronous mode of online learning.

Table 100: Perceived Negative Aspects of the Online Learning Environment:

Synchronous Mode	
Aspects	Frequency
Poor interaction	9
Obligatory attendance	7
Class time	7
Specific class day & hour	14
Forgetting the class time	3
Having an evening class	11
Lasting longer (sometimes)	2
Total	53

Even if they had chance to follow the class asynchronously, Table 100 highlighted that majority of the students were complaining about synchronous mode of learning. The problems about interaction (n=9), obligatory attendance (n=7) and having a specific class time were the most frequently reported negative aspects of the online learning environment.

As inferred from the frequency values, the biggest problem was time for the students. Although the class time was determined after taking their views and consents during the meetings in the orientation weeks, the time problem was seen to be at the top of the negative aspects of being taught in online learning environment. Some of the students

complained that they had difficulty in attending the class on time since it took time to arrive home and to sit before computer. Especially, having a class on a specific day and time was another problem for the students since some of them reported that they had another course or activity coinciding with the same period of time and thus, they missed the classes. It was understood that the students did not take the class seriously enough to arrange their schedule by considering the class time of *EMPonline*. Some of the students expressed that they even forgot the class time. For several students, having a class in the evening was problematic for them since they considered it was part of their personal time, not suitable for a class time. Additionally, two of the students reported that sometimes their classes lasted longer than planned.

A number of the students also complained about not having an interaction of quality in that they had difficulty in understanding teacher, in asking questions and they reported that they had often breaks during interaction mostly due to technical problems. Additionally, they were seen to be unhappy that the class attendance was compulsory.

Last but not least, when the students were asked to share their perceptions regarding negative aspects of online learning environment, mostly they reported that they studied at a department where they had a tight schedule because of medicine faculty (n=2) and they had limited time (n=4) since they had to study on their content courses, that is medical courses. Consequently, they stated that they had difficulty in attending the suggested *EMPonline* course

7.7.9. The Students' Preferences Regarding Educational Environment

In the last section of the questionnaire, the students were asked about their choice of learning environment for the following years and they were also invited to share their reasons behind their preferences. It was found out that the majority of the students wanted to switch from synchronous to asynchronous online learning. A number of students still wanted to have face to face learning.

The following tables presented the reasons behind the students' preferences of educational environment. Table 101 illustrated why asynchronous online learning environment was preferred by the students who preferred it.

Table 101: The Reasons behind the Students' Choice of Asynchronous Online Learning

Reasons	Frequency
Sts have tight schedule at the faculty of medicine	12
Sts want to manage their learning time	22
Sts regard asynchronous online learning as effective	2
Sts forget the class time during synchronous learning	2
Sts want to get rid of attendance rule	3
Sts want to study on their own	1
Sts miss synchronous class due to technical problems	3
Total	45

The most frequently stated reason behind their choice of asynchronous online learning environment was that the students wanted to manage their own learning time (n=22). Secondly, the students were seen to have limited time due to departmental academic burden in their tight schedule and they wanted to study English when they felt ready and free to do so. It appeared that technical problems like internet disconnection, not hearing the teacher's voice that they encountered during the synchronous online learning environment in the implementation process affected their view negatively and hence, they preferred asynchronous online learning to synchronous mode. Another reason behind their preferences was that they wanted no attendance rule. In other words, they thought if they were taught asynchronously, they would not be exposed to any regulation concerning attendance. Additionally, few of them (n=2) reported that they sometimes forgot the class time in synchronous online learning, therefore, they wanted to have asynchronous mode of online learning. The same number of students considered that asynchronous online learning would be more effective.

Last but not least, one of the students pointed out the role of individualized learning and reported that he wanted to have asynchronous online learning since he wanted to study on their own .

The following table (Table 102) indicated why the students preferred to have face-to-face learning when they were asked about their choice of educational environment for the following years.

Table 102: The Reasons behind the Students' Choice of Face-to-Face Learning

Reasons	Frequency
Online learning result in internet/technology-based problems	7
Sts want to have healthier interaction with teacher	2
Sts express themselves better	
Sts consider face-to-face learning as more effective	5
Synchronous learning cause time-related problems	2
Sts can not adapt themselves to online learning	3
Face-to-face learning is accessible for everyone	1
Total	20

It was seen that by basing their ideas on their experience of synchronous online learning during the implementation process, some of the students considered that face-to-face learning would be more effective. They also reported that since they had many internet or technology-based problems and class time-related problems, they wanted to switch to the traditional learning environment.

Moreover, they thought that in face to face learning environment, they would have healthier interaction with the teacher and they would express themselves better as compared to the online learning environment. Similarly, a number of students expressed that they had difficulty in adapting to online learning or in concentrating on the online course.

Lastly, one of the students highlighted that face to face learning was accessible for everyone as compared with the online learning which required some technical competence and infrastructure.

The next table (Table 103) presented the reasons regarding the students' preference of synchronous online learning which they experienced during the implementation process.

Table 103: The Reasons behind the Students' Choice of Synchronous Online Learning

Reasons	Frequency
Sts consider synchronous learning experience effective	5
Sts feel freedom during synchronous learning	2
Synchronous learning is fun for sts	2
Sts take active participation easily	2
Sts focus on the course easily	1
Sts interact with teacher easily	1
Synchronous learning is comfortable for both parties	1
Total	14

As it was inferred from the table, the students (n=5) were in favor of synchronous online learning environment due to mostly affective reasons. They stated that synchronous online learning environment made them feel free, fun and comfortable while learning.

A few students (n=2) also reported that they could take active participation and interact with teacher easily. Another reason behind their choice of synchronous online learning environment was that one of the students stated that s/he could focus on the course with no trouble.

Among all, the most frequently stated reason was that synchronous online learning was effective for them (n=5). One of the students (St99) who considered synchronous online learning as effective also added that *"That's fine. I just want to attend the English class in this mode, otherwise I want none"*.

Additionally, one of the students stated that not just for the students but for the teachers, synchronous online learning was pretty comfortable. Owing to the reasons discussed here, the students were found to want an English class in synchronous online learning environment.

The reasons behind the students' choice of blended learning was discussed in accordance with the frequency values in Table 104.

Table 104: The Reasons behind the Students' Choice of Blended Learning

Reasons	Frequency
Sts consider blended learning more effective	1
Sts want to maintain interaction in face to face part	1
Sts want to make use of advantages of both online and face-to-face learning	2
Technology has not improved yet enough to get only synchronous learning	1
Total	5

The least rated choice was blended learning. Even if there was limited number of preferences and reasons explained, the statements shared were of significance in terms of gaining diverse insights into the students' experiences and feelings about the implementation process. As the responses were analyzed, it was seen that the students who faced some problems during synchronous online learning process, considered that face to face learning would be complementary to synchronous online learning by relieving interaction-based problems and technical problems. The students wanted to make use of advantages available in both mode of learning. One of the students reported that technology did not improve yet enough to get education in synchronous learning mode alone.

In addition to the themes discussed in the tables above, the students also came up with the following ideas:

St25: I do want no English course at all. Content courses at the medical faculty are very challenging. While having trouble in focusing on these medical content courses, I do not want to deal with English. I take some private English courses during summertime. That's enough.

St32: I hate taking such an English class in this department.

St114: If English grades should be taken into account in determining GPA, then the attendance rate will increase.

St120: *I think this class should be removed from the program totally. It is completely a waste of time.*

Even if there appeared no focus on face-to-face learning mode in the statements above, the students shared these views when they were asked about the reasons behind their choice. In fact, most of the students appeared to share the same viewpoints as discussed earlier in the needs analysis process. Obviously, the students did not want to attend this class in any way. No matter in which environment they were taught, they had just unenthusiastic about taking the English class as inferred from the negative feelings shared in the statements. They appeared to overlook the role of English learning in the field of medicine. One of the students pointed out the importance of academic success and implied that academic points that they gained in the English class played no role. In fact, the statement reported above illustrated common perception of the students at the faculty of medicine. These statements evidently indicated that the students were not intrinsically or extrinsically motivated to learn English and accordingly to attend the English class in no way.

7.7.10 The Students' Reasons Behind Skipping the Classes

Heretofore the tables presented the course evaluation data gathered from the students who reported to attend the online *EMPonline* class regularly. As previously discussed, a total of 133 students attended the suggested *EMPonline* course regularly. The detailed data concerning the attendance rate of the students was already discussed at the very beginning of this section.

Also, it was found out that while some of the students missed a few of the sessions, some of the students (n=116) reported that they tried no more than two or did not attend any sessions at all. This part was devoted to the research findings based on the reasons reported by the students who skipped the classes.

It was found out that the students had various reasons and therefore, the data was sorted out in two different tables in accordance with source of the reported reasons:

Table 105: The Students' Reasons behind Skipping the Classes 1: Experiences

Reasons	Frequency
Tight schedule / Departmental content courses	40
Negative feelings towards online learning	23
Computer-related problems	18
Class time	10
Difficult to access /complex system	9
Internet-related problems	7
I tried but I did not like	2
Total	109

As seen in Table 105, the students frequently reported that they had to skip the classes since they had so limited time that they could spare no time to attend any English class. The following extracts provided the concerning evidence:

"Our departmental courses were extremely challenging. I think this reason is more than enough."

"Medical content courses are already tough enough. I do not have extra energy for an English class."

It was understood that the students were overwhelmed by the medical courses and hence, they had no energy or time to focus on English class. Besides, it was important to note that the students had some pessimistic assumptions, in other words, bias about online learning as it was represented in the following statements reported by some of the students:

"I did not attend since I believed that online learning was not useful."

"Online learning is unintelligible. I do not assume that it will be effective. I do not want online class, instead I prefer watching videos. It will be better if I have videos and watch them whenever I want."

"In an online class, there should be no attendance rule, it should not be obligatory."

"I did not attend the class since I knew that I would not learn anything at all even if I attended"

"I am doubtful whether it is worthy to attend an online class."

"Even, I saw my friends were playing online games while staying online for the English class. Perhaps, such kind of issues resulted in losing my interest in the online class. I do not know."

As the statements above indicated, the students had some prejudice about online learning and its efficacy. There were indeed options for watching the videos available in the suggested course, however, it was understood that the students were not aware of this facility as well. They had negative attitudes towards the online class though they did not try it out for a specific period of time. Additionally, the extract below indicated how the students were discouraged to attend the online class.

"Up to now, I believed that one to one interaction between teacher and student was indispensable for understanding a course. However, this method demolished my vision of class by removing student-teacher proximity."

In addition to negative feelings, the other reason why the students skipped the class was class time. Although the class time was negotiated with the students, they complained that the class time was not suitable for them since they had other private course or activities at the same time. Even they stated that they did not attend the classes since they did not want to do so in the evening, especially at the end of the day-time.

Another reason was about technical problems such as unavailability of necessary infrastructure such as computer or internet. Most of them appeared to be dubious about the internet connection or speed that they had at their dormitory. Some of them also reported that they had problems with their electronic devices. One of the students stated that they could not attend the class since he could not download flash player which was necessary for the use of Adobe Connect technology. In spite of the fact that they pointed out some

technical issues, they appeared to have some other concerns in their minds as exemplified in the following statement:

"I do not have a computer. What's more, I heard that internet connection was problem. To be honest, I did not believe that I could learn English in this way."

As inferred from the statement, the main reason lied in the underlying justification which was based on their biased feelings about online learning. Accordingly, some of the students explained that they tried but when they had some problems in accessing the system (n=9) like using password, they gave up and did nothing yet there was 24/7 technical help desk and contact numbers were all available for any kind of support. Similarly, two of the students reported that they tried to access the online class, however, they did not like it and did not try again. Other than these experiences, some general feelings towards English or English class were observed while the students explained their reasons why they skipped the classes.

The next table (Table 106) indicated the reasons concerning with the students' general attitude towards English.

Table 106: The Students' Reasons behind Skipping the Classes 2:
General Attitude towards English

Reasons	Frequency
The English class is unnecessary / waste of time	8
I did not want / I did not see any need	7
I estimated that it will not be useful/effective	5
I know that English class contribute nothing to me	4
I can study English on my own	2
I do not like English	1
No reason	1
Total	28

According to the reported reasons, the students considered the English class as unnecessary and even as a waste of time, therefore, they did not attend any class. Similarly, some of them (n=7) did not see any need to attend the class or they just did not want to do so. It was seen that the students again had some negative presuppositions. They (n=5) reported that

they estimated that it would not be effective or useful enough, hence, they did not prefer to attend the class. In addition to these negative opinions about the English class, there were also some students who believed that they were competent enough in English or they could study on their own. While one of the students stated that they did not want to attend the class since they did not like English, one of the students found no reason why he did not attend the class. The following extract illustrated the perception of the students who believed that they did not need to have any English class, instead they had other choices to improve their English.

"I have tried to learn English from various resources like private English courses, movies in English. Additionally, I have tried to make money for the last two years so that I can go to USA via work and travel programs. I think I could not learn English at a class."

It was seen that the students did not believe in the importance of the English class or it was not valuable enough for the students. They were simply not motivated to learn English or attend English class in any mode, online or face to face.

While explaining their reasons behind skipping the classes, the students came up with some suggestions as well. They suggested that there should be no obligatory attendance and one of the students insisted that *"the students who were taught English in the preparatory program lasting a year, ought not to attend any English class while studying at the department"*. It was understood that the students were not conscious enough about the role of English in the field of medicine and the content of English classes which were given in different years of the department.

Upon considering all the reasons reported by the students, it was concluded that the students disregarded the role of English in general and the content of English class. They also appeared to ignore the English class since they had negative presuppositions about the online learning.

7.7.11. Additional comments and suggestions by the students

The students were asked to add their comments and suggestions about the current English course. A considerable number of the students shared their ideas voluntarily. Table 107 indicated the common views:

Table 107: The Students' Final Comments and Suggestions

Comments and Suggestions	Frequency
It should be converted it into face-to-face mode	12
The students are against online education	11
The attendance should be non-compulsory	10
I am happy with my teacher / content of the course	6
It should be asynchronous online course	6
The English class should be removed completely from the program	6
The English classes are time-wasting	4
The online education should be improved and continued.	2
Speaking skill should be improved in smaller groups	2
The class should be taught by a medical doctor	1
The students have no equal opportunities in online education	1
The English class grade should be considered in measuring GPA	1
The teacher should not exceed the time	1
English should be taught in the form of private courses	1
I want to have hard copy of materials	1
Total	66

As evidently seen in Table 107, a good number of students came up with different ideas about the English class. While one of them suggested that the English class should be taught by a medical doctor, another student reported that they needed to have hard copied resources in their hands. Additionally, one of the students pointed out that the grade that they got from an English class should be taken into account when their overall academic success was measured.

Among all, the most frequently stated comment was that the students were not in favor of online education (n=11) and wanted to switch from online to face-to-face education (n=12).

"To me, English should be taught again at the school. After 3 weeks, I hardly heard that English was going to be taught online. I am interested in English but I could not attend online class due to various reasons. I want to have face-to-face education again."

In addition to this, a number of students stated that the class should be taught asynchronously (n=6).

"The class should be asynchronous. If it would be face-to-face education, the students should be divided into smaller size of 15-20 students and the focus should be on speaking and occupational English."

It was also observed that some of the students revealed that they were satisfied with the teacher and content of the course (n=6), and additionally, suggested that the current mode, synchronous online learning should be improved and continued (n=2).

"I am very satisfied with my teacher. The course content is very comprehensible and fine. I think, however, attendance should not be obligatory."

One of the students claimed that all the students were not equal in terms of available infrastructure facilities, hence, online education was not suitable for everyone.

"I think we should switched into face-to-face mode of learning. I have essential opportunities, but some of my friends do not have even computers. I have to think of them as well."

Another frequently reported suggestion (n=10) was about attendance. The students proposed that the English class should be non-compulsory and it should be offered to the students who really wanted to attend the class.

On the other hand, some of the students were in the opinion that the English classes were totally time wasting (n=4). Additionally, they reported that the English class should be

removed completely from the program (n=6). Some of the students pointed out the year they spent in English preparatory program as it follows:

"I think this course should be definitely removed. It is completely a waste of time. We already lost a year during the English preparatory program and we are still wasting."

"Because I could not learn English well for years, including the English preparatory program, I found this class as unnecessary. It did not contribute me at all. It was just time wasting my time."

"Remove the English class from our department completely, please!"

"The English class is entirely redundant. We study at the faculty of medicine, already tough job. Are we supposed to attend an English class, too?"

One of the students offered an alternative solution for the students, like himself, who had difficulty to make time for English classes in such a challenging department where the students were often supposed to be occupied by the content courses, medical books and exams.

"I am aware that learning English is necessary. But exams and content courses were already tiring. It would be great to attend English classes once per a month, in the form of seminars. I mention that it will be like a private language course."

As indicated in the comments and suggestions, the students touched upon the issue of educational environment frequently and time limitation which was one of the main problems that prevented the students from focusing on the English class since they studied at a challenging department. Therefore, they wanted to have freedom in terms of attendance. In order to remove the problems concerning attendance and time limitation, they wanted to take the English class asynchronously.

All in all, the challenging nature of academic burden the students felt at their department was seen to be the core reason why the students had generally negative attitude towards English and attending the English classes. The students were not motivated enough to learn English and attend the English classes regularly since they were overwhelmed by the challenging requirements of the faculty of medicine.



CONCLUSION and RECOMMENDATIONS

In this chapter, after giving a brief summary and pointing out the research focus from which the research was grown, the conclusions drawn from the findings of the research are elaborated. In line with these conclusions, pedagogical implications and suggestions for further research are presented.

As reflected with its title "Designing, developing and delivering an online medical English course with a focus on ESP and Online Learning: EMPonline 2016", this longitudinal explorative study incorporated a number of research phases and thus, had a broad research scope. After a comprehensive needs analysis process due to its special focus on ESP, it aimed at designing an online medical English course, developing 11-week syllabus, course content and the regarding course materials, delivering the suggested online medical English course, EMPonline and lastly, revealing the perceived effectiveness of implementing such an EMP-based English class in an online environment according to the views of stakeholders based on their reflections, evaluations and experiences throughout the delivery process of the suggested EMPonline class.

During the fall semester of the academic year 2015-2016, the needs analysis process which was built upon the well-established frameworks presented by Dudley-Evans and St John (1998) and by Basturkmen (2010) was realized. In this respect, firstly the traditional face-to-face EGP English class was observed by the researcher. In addition to the field notes taken in this process, informal meetings and interviews with the lecturers and the students were conducted. The language program in use was reviewed and the materials were analyzed comprehensively. In order to get more clear picture about the students' needs and goals, a structured questionnaire and focus-group interview were conducted. Their views, needs, goals and lacks about English and the English class they attended in this term were examined via statement completion forms. Their readiness level

about online learning was investigated as well. In order to see the role of English in the field of medicine and to uncover their views and experiences about English classes, a structured interview was conducted with medical practicing doctors, too. After these steps of present situation and learner factor analysis, the suggested teaching context, that is to say, target online educational environment covering both synchronous and asynchronous mode, was analyzed via a comprehensive analysis of informal meetings and unstructured interviews with the directors and experts at the field of distance education. The target situation and discourse analysis was conducted based on review of the related books, journals, online teaching materials, websites, smart-phone applications. In this way, the needs analysis process was finalized.

Throughout the spring semester of the academic year 2015-2016, the data gathered through needs analysis process was analyzed in depth and hence, the concerning results informed the decision making processes regarding the design and development of course syllabus, content and materials used in the suggested online medical English class. Considering the concerning results, the suggested course was designed by focusing on the functional use of English language for medical purposes. In response to the data gathered in the needs analysis process, listening, speaking and reading skills were emphasized. Vocabulary development, specifically medical terminology, was also promoted. As compared to the other skills, writing skill was given less emphasis. As discussed in Chapter five, the suggested course aimed to familiarize students with basic anatomical terminology, different symptoms and health problems, communicative acts needed for a patient-doctor conversations, the steps covered in a history-taking process, physical examination and consultation process. To this end, a total of 96 language activities (including 11 starters and 11 closing & assignments) was originally created with an emphasis on EMP. In each week, at least seven different types of activities were presented in each session. The content was enhanced with various audio, audio-visual or multimedia tools like animation videos, listening tracks, dialogues or pictures. In addition to activities like patient-doctor dialogues, some of the topics were introduced via animation videos. For instance, a lecture on organs and body systems (Week 1) were presented in animation video. In the creation of these tailor-made materials prepared for the EMPonline class, the path suggested by Tomlinson (2011) was followed. After completing the physical production of the course content and

materials, the online educational platform was formed via Adobe Connect technology and all the courseware were introduced to the lecturers during briefings. The lecturers were provided with the hard and soft copy of the materials which were properly designed according to the dynamics and requirements of the online educational environment. Trainings and orientation meetings were held with the target students and lecturers as well before the implementation launched.

During the fall semester of the academic year 2016-2017, the suggested medical English class, EMPonline, was delivered synchronously in online educational environment per 2 hours a week. In order to maximize its benefits, the classes were allocated into 5 online classes and accommodated by 50 students. These classrooms were held by 5 different lecturers in different days (Monday, Tuesday, Wednesday) and hours of the week (5pm and later), which was designed according to their decisions taken during the negotiations with the lecturers and the students in the orientation meetings. The students were provided with the course content, materials and recorded classroom videos in the following days after the synchronous online class. In other words, they had the opportunity to follow the class, EMPonline, asynchronously as well. The researcher and the lecturers exchanged their ideas in mobile group chat, round-table meetings or via phone calls. Additionally, the lecturers were invited to keep a weekly online journal in order to monitor the process, to reflect their experiences, views and evaluations. The students were also informed about the necessities and facilities provided by the online learning environment via text-messaging from time to time. Towards the end of the semester, the students were asked to share their views, experiences and ideas about the process by means of online interview forms. At the end of the semester, in addition to a variety of data collection instruments employed throughout the implementation process, the students' evaluations were finally obtained via the structured questionnaire and the lecturers were interviewed, too.

Taking all the phases covered throughout the research process into account, methodologically, the current study had a quasi-experimental research design since it was carried out in an official education program with no comparison group or no randomization. Indeed with a more emphasis on qualitative or interpretive research

paradigm, this study with quasi-experimental research design was a mixed-method study combining both qualitative and quantitative research traditions in order to get a more inclusive picture of the reality and approach the issue on both macro and micro-levels based on the data analyzed quantitatively and qualitatively.

As discussed throughout the study, the current study introduced two types of change or innovation concerning the content and the educational environment. While EGP-based content was replaced with ESP-based content, specifically EMP-based, face-to-face educational environment was replaced with online educational environment. Therefore, it is possible to approach the issue within the considerations underlying the innovation theory. Nation and Macalister (2010: 173) stated that there were some suggestions that should be taken seriously before introducing such innovation: "(1) make sure that the change is really needed, (2) plan the type of change so that it is not too great and not too small, (3) make sure that enough people see that kind of change is possible, (4) use a wide range of change strategies, (5) be prepared for the change to take a long time". Accordingly, first, the needs analysis process indicated that all the stakeholders including the administrators, the lecturers and the students were frustrated with the previous EGP language class due to its nature, content, focus, practices and the course materials. They were also dissatisfied with the educational environment because of its duration, space-related problems and size of the classrooms. Therefore, it was observable that a change was really needed in order to maximize effectiveness of both learning and teaching processes. Second, when it comes to the size of the change, as it was mentioned before, this study introduced change in two aspects of the course as its content and its delivery mode. Not the change in its content but the change in the delivery mode of the class appeared as visible and challenging since both the lecturers and students met the dynamics of online educational environment for the first time. Hence, it required adjustment and support from the stakeholders. For that reason, they were negotiated in decision-making processes before design of the suggested online medical English class. In order to decrease any burden resulted from the changes, the lecturers and the students were supported with orientation meetings, trainings, technical support calls, help centers and weekly meetings by maintaining constant cooperation and collaboration throughout the whole process. Third, in this way, they were encouraged to take part in the innovation process so that they

thought it was worthy to make an effort and they could benefit from the change. Fourth, by employing more than one change strategy, the innovation was both negotiated with the stakeholders and had the support of the administration at least on the official level as discussed previously. Fifth, as the research process suggests, introducing the innovations in the current study went through so many stages from planning to designing, therefore, it took a considerable amount of time and effort as well. As this study was multidimensional in its adaption of innovations and multisite in terms of the stakeholders participated in the process, the conclusions should be discussed and clarified by taking these diverse sides into account in depth.

As observed in the needs analysis process, experienced during the implementation process and reflected via diverse data collection tools in the evaluation process, the target students studying at the faculty of medicine portrayed as challenging group of students in many aspects. On the one hand, most of them were found to be aware of the status of English in the field of medicine and in international communication, and wanted to improve their communication skills in English. On the other hand, they still appeared to be uninterested in attending English classes. This result was confirmed by the questionnaire, interviews and statement completion forms employed in the needs analysis phase of the study. They expressed that they disliked the English class mostly because it was obligatory, boring, unsatisfactory and challenging in terms of its content, coverage and level of difficulty. When they were asked about the favorite part of it, most of them answered that they liked none but partly its focus on medical content and terminology. The research indicated that the previously taught English class was problematic in the eyes of both the students and the lecturers. Both sides were unhappy and dissatisfied about the situation. In response to the needs analysis process, the suggested EMP-based online class was designed and delivered. This time, while some of the problems were eliminated, still ones appeared. It was understood that both integrative and instrumental motivation level of the students were rather low for the time being in that they felt obliged to learn since they needed it for their field but do not want to do it now. Accordingly, it was not listed in their present agenda among the immediate needs but in future to-do-list among delayed needs.

In the current study, the students were in the opinion that learning English was important for them as not students but as prospective medical doctors. It meant that they attributed to the value of English to their future career. It is probable that this perspective affected their motivation badly and they simply avoided focusing on English classes throughout the university education. Considering this perception, the suggested EMPonline class aimed to show the students that they needed English not only for their future career but also for their near future, in the following years when they were supposed to meet the foreign patients as they were intern students at the university hospital. Taking into account the fact that there were considerable number of foreign students studying at the university and foreigners coming from various countries over the world (around 1.366 foreign students at the university in 2016-17 academic year- based on university records and 700.000 foreign tourists visiting the city according to the statistical info gathered by Trabzon provincial directorate of culture and tourism in 2016), it was inevitable for the medical students to meet some of them during their clinical training. Therefore, in this way, it also aimed to convert a boring class into a useful and functional language classroom by indicating them how to put their language knowledge, they had gained for years, into use for practical purposes. Based on ESP approach, a new EMP-based content was originally prepared in line with their needs for skills or sub-skills and their purposes of learning English. In this way, their stated favorite part of the class, that is focus on medical content and terminology, was nurtured and tuned in terms of level of difficulty. It was important in the sense that "how learning is perceived by the learner will affect what learning, if any, will take place" (Hutchinson and Waters, 1987: 47). Therefore, in addition to sense of achievement, by creating multimedia-materials and integrating different types of activities into EMPonline course syllabus, both cognitive and affective aspects of learning process were addressed.

Nation and Macalister (2010: 156) argued that "involving the learners in shaping the syllabus has a strong effect on motivation, satisfaction and commitment to the course". In this study, as previously mentioned, a comprehensive needs analysis informed the course design and its elements like syllabus or materials. However, although the results gathered via the online learning readiness scale indicated that they appeared to be ready for an online learning environment after a necessary orientation about the use of necessary

tools, after all, it was seen they did not make enough effort to use the tools and to attend the online classroom both regularly and actively. Unlike the argument, it was found out that involving them into this process did not necessarily result in any increased motivation or commitment to the course. It was seen that other factors related to the students' background, their previous negative experiences, their workload, their learning culture at their department affected their commitment and motivation negatively. Pointing out the significance of the cultural behavior within an interpretive paradigm, Holliday (2002: 10) claims that "Approaching the research setting appropriately involves interaction between culture of the setting and culture of the research" by pointing out the significance of where, when and with whom the research was conducted. In this respect, it is important to internalize dynamics of studying at a medical department where the students frequently expressed that they were already overwhelmed by the unbearable burden of field courses at the faculty.

Low attendance was common problem in both face-to-face and the suggested online English classroom. It was seen that the current English class was not regarded significant and therefore, they underestimated its value and did not pay attention to the attendance rule. When they were asked if they could spare enough time for the class, they were already aware that majority of them could not spare enough time for the class and similarly, they did not believe that they studied enough for the class. In other words, a very limited number of the students made enough effort for the current class. Conducted a study in a similar context, Sarı (2003) also observed that the medical students were reluctant to attend English classes and alike, they had very low level of interest and motivation in participating activities in English classroom. In the current study, the medical students complained that they missed the English classes since they had tight schedule at their faculty and online environment made their attendance difficult due to technical problems or lack of technological facilities. However, when they were asked whether they would take the class if it were elective, only 15% of the students reported that they would take it. By taking all these results into consideration, it is possible to claim that the participating medical students did not internalize the merit of English as a foreign language no matter it was delivered online or face to face and no matter whether it was listed compulsory or elective class. In other qualitative studies conducted in the same context, the medical

students' perceptions of taking English class at a medical faculty and their beliefs about English language were investigated via metaphor analysis method (Kayaoğlu and Dağ Akbaş, 2016; Kayaoğlu and Dağ Akbaş 2017). It was found out that the medical students at this context had mostly negative perceptions about not only English language itself but also about taking an English class at their faculty. While they were aware of its status in the field of medicine and international communication, the students considered taking an English class at the faculty of medicine as redundant, useless and torturing for them since they saw English classes as irrelevant part of their curriculum. Very limited number of the students considered it invaluable due its role in the field, which was consistent with the results of the current study.

As shown in the research findings, both qualitative and quantitative, that the students regarded the suggested content, syllabus and materials as satisfying. The students considered the content, syllabus, organization and topics well designed and effective. It was found out that in terms of its EMP-based content, most of the students agreed that it was evidently relevant to their field of study, functional and useful for their purposes of learning English. It was considered comprehensible and suitable for their proficiency level of language. Especially, activities and animations facilitated their learning and reinforced their prior knowledge. When it comes to their perceived impact of course content, newly suggested course content had no impact on triggering their desire to learn English or contributing their view of English class positively, which was also manifested with their low attendance rate in both mode of learning environment. However, when they were compared the suggested content with the previous content, it was seen that the suggested content was much more appreciated by the students in that they found it more useful, effective, interesting, enjoyable, satisfying and more unified in terms of covering relevant and key topics. Among all skills, it contributed relatively more to the students' receptive skills which was also a negative impact of unwillingness to communicate in online classroom. When the findings regarding the positive and negative aspects of the content were compared, perceived positive aspects were greatly higher. As discussed in the previous chapter in detail, the suggested content was considered to have better quality in many respects as compared to the previous content which was based on a ready-made

textbook. Therefore, it is possible to say that one side of the innovation offered in the research was rewarded by the students.

The reflective journals, meetings and interviews consistently pointed out that the lecturers were also satisfied with the course content, syllabus and materials. When they were asked about most successful part of their course, they frequently referred to course content; variety of materials covering animations, videos and visuals; well-organized units, reading and listening activities. However, the students' reluctance to participate into the classroom activities orally hindered them from doing speaking activities effectively. Pointing out its focus on the students' field, the lecturers were pleased that it addressed what the students really needed and made the students engaged in the topics. While the lecturers were quite positive about the course content throughout the implementation, it was seen in the final interview that their positive feelings towards course content were undermined due to the failure in classroom interaction resulting from low attendance and lack of microphone use by the students towards the end of the implementation process.

On the one hand, the EMP-based course content was mostly appreciated by the lecturers, and on the other hand, the online learning environment was both problematic and challenging for them. In the earlier weeks of the implementation, they were seen to be just anxious about not dealing with any problem caused by their inability to use the online platform properly. In this respect, Ko and Rossen (2010: 19) reminded that the lecturers might not be expert in the field of distance education or in computer use, but suggested that "an interest in teaching should come first, technology second". Gradually, their ability to use the platform improved in time. They mostly had positive feelings and they were also curious about experiencing such an innovative educational environment. Some of them considered online teaching enjoying and less demanding. In the following weeks, their trouble converted from technical issues into pedagogical issues. That is to say, the lecturers were unhappy about the online teaching experience since they once felt anxious about technology use and disconnection at the outset of the implementation, but later, their major problems were their students' reluctance to participate, low interest in the classroom interaction, classroom management and proximity.

According to the views and experiences of lecturers, even if the suggested EMP-based course design was conducive to classroom interaction and online learning, the students' lack of interest impacted negatively the usability of the course content and online environment. It was advised by Bach et al. (2007: 99) that the lecturers should need to "invest considerable time in the early stages of the online community to send personal feedback to encourage participation and to convince non-participants of the value of joining in". But, above all, failure in classroom interaction deteriorated the lecturers' enthusiasm for such an innovative way of teaching.

The research indicated that the lecturers did not feel as they were real lecturers in an online environment since online classroom deprived them of intimacy, proximity and social presence of the students, which was probably a sign for teacher identity crisis resulted from the online educational context. It was weird for them to teach before a screen and it was also far from autonomy and motivation that they had in a face-to-face traditional classroom. Thus, they ceased to appeal classroom atmosphere towards the end of the implementation and this in turn caused them to feel alienated and detached psychologically. This might be resulted from their negligence regarding the fact that teaching in an online environment was limited to "guiding students in their navigation of content and helping them to reflect and interact with the materials" (Bach et al., 2007: 58) and thus, it was different from the dynamics of face-to-face classroom. The lecturers in the current study evidently failed to build a sense of community in part because of students' lack of interest and reluctance to participate. As a result, they underestimated their performance in online environment and also, considered online teaching and learning processes not effective. However, as Ko and Rossen claimed that "people-oriented people may initially feel the most anxiety about teaching online, their desire to reach out to their students, their empathy and interest in others, and their urge to bridge communication gaps mean that they have aptitude and motivation to become the very best online teachers" (2010: 18), they needed time to feel self-confident in online environment.

On the part of the students, online learning environment was comfortable and liberating. For a considerable number of students, it was easier for especially shy students

to take part in an online classroom activity. It was relatively more effective to improve listening and pronunciation skills in an online classroom since it enabled individualized learning space for each students. They simply regarded online classroom effective since it provided more personalized learning at their pace and control. However, technical problems, lack of infrastructure, internet and connection problems prevented them concentrating, following the course smoothly and understanding the content clearly. These problems also resulted in some motivation problems in the students in that they considered online classroom as waste of time, discouraging and meaningless. It is also indicated in the literature that technical problems in the online educational environment had negative impact on intrinsic motivation (Hartnett, 2016). Accordingly, it was not like a real course for a few students, as also seen on the part of the lecturers. As observed in the current study, "there is no doubt that learner beliefs greatly affect behavior" and this reality in turn caused them to ignore the facilities provided in the online educational environment and to resist (Dörnyei, 2005: 214).

As discussed comprehensively in the previous chapter, the students complained of poor interaction, obligatory attendance and having a class on a specific time. The findings indicated that the students were not pleased with the synchronous mode of online learning. This result was also confirmed by their choice of future educational environment. Based upon their reflections, majority of the students favored asynchronous mode since they wanted to manage their time and have control over their learning process by considering their tight schedule at their faculty.

In fact, the stakeholders' views regarding educational environment changed in time. First, the needs analysis questionnaire indicated that the students were mostly in favor of face-to-face learning while the students' views were comparatively positive about online learning environment as reflected during the focus group interview. Within the implementation process, the lecturers and the students were in the opinion that if this suggested EMPonline course was conducted in face-to-face educational environment, it would yield more productive outcomes. In time, the lecturers were observed to feel intimidated by the low attendance and lack of interest, and therefore, they argued that there would be no difference in terms of process and its outcomes since the students did not

attend the English class regularly in both face to face and online classroom. At the end of the implementation, the findings indicated that the students preferred asynchronous mode of online learning while the lecturers were in favor of face-to-face educational environment after all. Even if the lecturers' enthusiasm for the online learning environment declined towards the end of the implementation, the fact that the students' choice of face-to-face learning was replaced with the asynchronous mode of learning implied that they were on the way to accept the online learning environment innovation. This change indeed implied that once the social and contextual factors undermining the lecturers' and the students' enthusiasm and motivation in this context were eliminated, their stance towards online education would apt to change in time optimistically.

Considering all the research process, both qualitative and quantitative data confirmed that the students were less satisfied with effectiveness of the online learning environment as compared to their satisfaction level with their lecturers and the suggested course content. It was also found out that those who attended online classroom more frequently expressed more positive feelings about online learning. Yet, another result was that, those students who were more satisfied with their lecturers had relatively more level of satisfaction in other aspects including EMP-based course content and online environment. All in all, it was seen that both parties' perceived effectiveness of the suggested EMP-based online English class was depended on their mutual effort, which was akin to chicken or egg causality dilemma. In other words, since "motivation to learn online is complex, multidimensional and situation-dependent", the students needed to be much more extrinsically motivated than previously thought in face-to-face environment and hence, more support for external regulation was needed in order to get "positive outcomes such as quality engagement" (Harnett, 2016: 128). To this end, by providing mutual supportive atmosphere, both the lecturers and the administrators should cooperate with each other consistently and revisit the considerations about course requirements, attendance rules, grading requirements, deadlines, infrastructural facilities.

The current study concluded that while the innovation concerning the suggested EMP-based course design was relatively more rewarded by both the students and the lecturers, more time and conscious effort are apparently needed for full-acceptance of the

innovation regarding the online educational environment as it was concisely noted by Nation and Macalister (2010: 172) that "there are two important, related aspects to any major curriculum change - the change that occurs in the curriculum, and the change that needs to occur in the minds of the various people affected by the curriculum". Therefore, from administrators to students, each party should believe in change, behave collaboratively and make a conscious effort throughout the process. Above all, to accomplish it in the current context, the administrators should provide necessary conditions physically and psychologically conducive to change by supporting the other parties; the lecturers should reconstruct their pedagogical values, teaching culture and beliefs accordingly; social and contextual factors undermining the students' motivation and relatedness, willingness to communicate should be alleviated by creating supportive relationships among all.

Pedagogical Implications

In the light of the findings obtained in the current study, the following recommendations could be presented to the different parties including course-designers, lecturers, administrators, teacher-trainers and all the decision-makers in the field of ELT, specifically ESP and EMP.

As experienced in the current research, English courses at non-English majoring departments like medicine in this case are not appreciated by the target group of students and even underestimated for several reasons, which calls for taking some decisions addressing the cognitive and affective aspects of learning English. At first, their beliefs about redundancy of English courses at the faculty of medicine should be eliminated by encouraging them to take part in decision-making processes and devising the courses according to their needs. English language awareness and engagement in English language learning process should be raised by addressing all parties in the cycle including the administrators, content lecturers (conducting the field courses at the faculty) since it was seen that the culture of setting and attitudes of all parties affected the attitudes towards English and learning it at the faculty of medicine. This is also emphasized by Dörnyei (2005: 112) who suggested "learners will not automatically take ownership of their

motivational disposition but need to be supported in the process". Therefore, in order to nurture cognitive aspect of learning English, the English courses should be designed according to the needs, goals and their proficiency level of English so that they could get that English course was necessary, useful and suitable for them and they could see that they could use their language appropriately and get the sense of achievement. That is to say, as Hutchinson and Waters (1987: 48) put it, "they should get satisfaction from the actual experience of learning, not just the prospect of eventually using what they have learnt". To do this, they need to be motivated intrinsically and extrinsically not just when studying at the department but also when they are taught in the preparatory language programs. The quality of the preparatory language programs and the English courses at the department should be enhanced accordingly.

On the other hand, the medical students are found to be reluctant to attend English courses at a given time even if the courses are obligatory. Therefore, English courses at such departments could be selective. Alternatively, the students could be given opportunity to choose when they wanted to attend these English courses. In many European universities like Freiburg, Dortmund or Chemnitz in Germany, some courses are held as "blockseminars" in the end of the semester or so. Similarly, English courses in especially the faculty of medicine could be served as series of block seminars towards the end of the academic years or at a given time when workload of the curriculum is relatively low and the students' readiness level is relatively high. In this way, the attendance rate could raise as the target students are not overwhelmed by the other field-specific courses and are probably more motivated to learn English. Additionally, more than one options could be provided for the students in terms of mode of learning in that the same course could be offered in different modes including face-to-face traditional classroom, live online classroom or totally asynchronous mode via learning management systems.

Teaching English classes at such a department like medicine was also challenging for the lecturers because of EMP-based class requiring extra energy, time, interest and motivation and the target challenging group of students. In this context, teaching these English courses online with such a challenging group of students required more energy, enthusiasm and flexibility in terms of time and effort for some of the lecturers. For

instance, considering their mode of teaching, face-to-face or online; burden, and their class time, evening or day-time, their teaching schedule could be arranged and they could be given incentives. Briefly, integrative and instrumental motivation of the lecturers should be nurtured as well.

Accordingly, English courses at different non-English majoring departments such as medicine should be taught by the lecturers who specialize in teaching English for specific purposes and should be knowledgeable about the target field of study so as to satisfy the needs of the target students. To this end, English teachers should be trained about the requirements of ESP, educational technology and online education. For prospective EFL teachers, courses focusing on ESP, educational technology and online education could be added to the curriculums of the departments of English language teaching and other related departments. EFL teachers in service could undergo professional development seminars or teacher training programs which focus on the integration of technologies and dynamics of online education. These seminars, courses or training programs should include both theoretical and practical training sessions.

Last but not least, this longitudinal research pointed out that the problem behind the students' attitudes towards online education in the current context was basically resulted from their lack of motivation. Therefore, this experience of online education could be extended to other departments too, and not necessarily ESP but EGP or general English courses could be conducted in this mode. The experiences gained throughout the process indicated that once English courses were conducted effectively, online education could be a good choice with the interested and motivated students. Serving as a pioneer work and field work or pilot work at the university scale, the current research implicates that this innovation could be extended to the whole campus.

Suggestions for Further Research

Considering the nature of the current study, the following suggestions could be offered for the further research.

The suggested EMP-based course in the present study was held in an online environment where the students had the chance to follow the class both synchronously and asynchronously. In further research, an experimental study could be conducted to explore the effectiveness of each mode of learning individually. In such an experimental study, in addition to the participants' perceptions, achievement level of the students in each mode could also be tested and compared since the same content would be taught in different classes and in different modes of online learning.

In this study, both the lecturers and the students were in the opinion that the suggested EMP-based course would be more effective if it were held in a face-to-face classroom environment. Therefore, further research could explore its effectiveness by conducting the replication study in a traditional face-to-face classroom.

In the current study, based upon the distance education experts' suggestions, the assessment and evaluation process could not be covered in the online educational environment due to the inconveniences of the infrastructure facilities of the university and insecurity of the system. The results of the needs analysis also implicated no change in assessment and evaluation procedure. It was already beyond the scope of the current research as well. Therefore, no comparison in terms of academic performance was achieved between face-to-face learning and online learning. A further research could be conducted to see the impact of ESP-based curriculum on the students' academic performance through pre-test/post-test experimental design.

Moreover, it was seen that most of the students' attendance rate was low and majority of the students were not enough motivated to engage in the content of the suggested EMPonline class and online educational environment thoroughly. The same study could be replicated with more autonomous and homogenous group of students in terms of motivation in order to see whether adopting the innovations including EMP-based content and online educational environment yielded same or different results.

When the students were asked about their preferences about mode of their future English classes, majority of the students chose asynchronous mode of learning and some of

them still wanted to have face-to-face learning. A correlational study could be conducted in order to see if there were any relationships between individual learner differences including learner beliefs, cognitive styles, personality, autonomy etc. and their choice regarding the mode of learning English.



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APPENDIX-1: ETHICAL REVIEW REPORT

**T.C. KARADENİZ
TEKNİK ÜNİVERSİTESİ**
Rektörlük



**KARADENİZ
TECHNICAL UNIVERSITY**
Rector's Office

Hukuk Müşavirliği

Sayı/Ref : 82554930/ 400 -276

03 / 03 / 2015

Konu/Subj. :

Sn. Doç. Dr. Mustafa Naci KAYAOĞLU

"Özel amaçlı İngilizce Derslerinin E-Öğrenme Ortamında Tasarlanması, Uygulanması ve Değerlendirilmesi: Karadeniz Teknik Üniversitesi Tıp Fakültesi Öğrencileri Örneği" adlı TÜBİTAK proje öneriniz için gerekli olan Etik Kurul incelemesi yapılmış ve onay verilmiştir.

Bilgilerinizi rica ederim.

Prof. Dr. Yusuf Şevki HAKYEMEZ
Rektör Yrd.

APPENDIX-2 SEMI-STRUCTURED INTERVIEW QUESTIONS

(English version of the interview protocol employed for the needs analysis process)

Note: All Items in data collection instruments were modified according to the stakeholders (students, teachers, administrators) addressed.

Q1: What do you think about the role of English in the field of Medicine?

Q2: Is it necessary to learn English for the students studying at the faculty of medicine? Why or why not?

Q3: Do you agree with the idea that all students from various departments are taught with the same approach? Why? Why not?

Q4: What do you think about the English course at the faculty of medicine?

- a) The roles of lecturers and students*
- b) The educational environment*
- c) Teaching process*
- d) Materials and content of the course*
- e) Assessment and evaluation processes*

Q5: Do you think the objectives of the syllabus match with those of students at Faculty of Medicine? Why? Why not?

Q6: Do you think the materials used in the English class at the faculty of medicine is relevant to the students' field of study?

Q7: Do you agree with the idea that students should be taught with materials related to their field of study? Why? Why not?

Q8: What are the weak and strong sides of the current face to face English class at the faculty of medicine?

Q9: What kind of approach to language teaching do you think is suitable for the English class at the faculty of medicine?

Q10: What kind of language teaching materials do you think is suitable for the English class at the faculty of medicine?

Q11: Which language skills should be emphasized in the English class at the faculty of medicine?

Q12: Which evaluation and assessment approaches do you think appropriate for the English class at the faculty of medicine?

Q13: What roles do you think an English teacher should play in the English class at the faculty of medicine?

Q14: What roles do you think a student should play in the English class at the faculty of medicine?

Q15: Do you think duration of the class (3 hours per week) is suitable? Do you have any suggestions?

Q16: What do you think about the idea of teaching the English class in an online environment?

Q17: Do you have any other suggestions regarding the English class at the faculty of medicine?

APPENDIX 3-THE STRUCTURED INTERVIEW

(conducted with medical doctors)

(English version of the interview protocol employed for the needs analysis process)

Q1: What was the medium of instruction at the faculty of medicine at your university?

Q2: What do you think about the role of English in the field of Medicine?

Q3: As a doctor, where and when do you need to know English most while doing your job?

Q4: Do you think learning English is a need for a student studying at the faculty of medicine?

Q5: What do you think about the English courses taught at the faculty of medicine when you were a student at the university?

Q6: What are your suggestions regarding the English classes taught at the faculty of medicine at the university?

- a) Lecturers*
- b) Students*
- c) Educational Environment*
- d) Time & Duration*
- e) Content*
- f) Materials*
- g) Assessment and Evaluation*

Q7: What would you think if English classes were conducted synchronously in online environment? What would be strong and weak sides of online live courses for the students studying at the faculty of medicine?

Q8: Did you sit for the national medical English exam? How did you study for this exam?

APPENDIX-4 NEEDS ANALYSIS QUESTIONNAIRE

(English version of the questionnaire employed for the needs analysis process)

➤ Please answer the following questions by putting a cross (x) in the appropriate box.

A. Purpose of learning English	Least Important	Unimportant	Undecided	Important	Most Important
To interact with people	1	2	3	4	5
To study on medical resources	1	2	3	4	5
To perform activities in my field	1	2	3	4	5
To write medical reports/papers	1	2	3	4	5
To attend any academic context(conference, meeting with professionals etc.)	1	2	3	4	5
To Correspond with English speaking professionals in the field	1	2	3	4	5
To achieve a sufficient score on language exams in the field	1	2	3	4	5

B. Importance of learning English	Least Important	Important	Undecided	Important	Most Important
As an individual	1	2	3	4	5
As a medical student	1	2	3	4	5
As a prospective medical doctor	1	2	3	4	5

C. Preference of Learning Environment	Not Preferable at all	Not Preferable	Undecided	Preferable	Most Preferable
Traditional classroom (Face to face teaching)	1	2	3	4	5
Blended learning	1	2	3	4	5
Online classroom	1	2	3	4	5

The next part, Part D, was adapted from the study conducted by Gessesse, 2009.

	Least Important	Important	Undecided	Important	Most Important
D. Major Language Skills					
Reading Sub-skills	1	2	3	4	5
Reading technical articles in medical field	1	2	3	4	5
Reading manuals in my study	1	2	3	4	5
Reading study notes of the courses	1	2	3	4	5
Reading instructions of assignments and projects	1	2	3	4	5
Reading laboratory instructions	1	2	3	4	5
Reading medical books	1	2	3	4	5
Reading general books	1	2	3	4	5
Writing Sub-skills	1	2	3	4	5
Writing prescriptions	1	2	3	4	5
Writing lab reports	1	2	3	4	5
Writing projects on medicine	1	2	3	4	5
Writing articles on medicine	1	2	3	4	5
Note making from written sources	1	2	3	4	5
Writing apprenticeships reports	1	2	3	4	5
Writing assignments	1	2	3	4	5
Answering questions on an exam	1	2	3	4	5
Listening Sub-Skills	1	2	3	4	5
Listening to lecture	1	2	3	4	5
Listening to oral presentations	1	2	3	4	5
Listening to instructions for exams	1	2	3	4	5
Listening to medical audio & video sources	1	2	3	4	5
Listening to medical conversations	1	2	3	4	5
Speaking Sub-Skills	1	2	3	4	5
Asking questions in the class	1	2	3	4	5
Giving oral presentations	1	2	3	4	5
Discussing with classmates	1	2	3	4	5
Speaking to a public on medical issues	1	2	3	4	5
Discussing on medical issues in conferences	1	2	3	4	5
Speaking for conversational English such as telephoning, greeting, invitation, etc.	1	2	3	4	5

E. Preference of Assessment	Very Undesirable	Undesirable	Undecided	Desirable	Very Desirable
Self-evaluation	1	2	3	4	5
Product-oriented evaluation (A series of examinations, quizzes, etc.)	1	2	3	4	5
Process-oriented evaluation (Assignments, group works etc.)	1	2	3	4	5
No assessment	1	2	3	4	5

APPENDIX-5: STATEMENT COMPLETION FORM

(English version of the form employed for the needs analysis process)

S1. My favourite thing about English is because

S2. My least favourite thing about English is because

S3. To me, as a medical student, English isbecause

S4. I feel that I am bad at in English.

S5. As a medical student, I need to know English in order to

S6. As a medical student, I want to improve my English about / to do.....

S7. My favourite thing about the first year English class is

S8. My least favourite thing about the first year English class is

APPENDIX-6 ONLINE LEARNING READINESS SCALE

(English version of the scale employed for the needs analysis process)

Please answer the following questions by putting a cross (x) in the appropriate box.						
Totally Agree (5) Agree (4) Undecided (3) Disagree (2) Totally Disagree (1)						
		5	4	3	2	1
1	I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).	5	4	3	2	1
2	I feel confident in my knowledge and skills of how to manage software for online learning.	5	4	3	2	1
3	I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning.	5	4	3	2	1
4	I carry out my own study plan.	5	4	3	2	1
5	I seek assistance when facing learning problems.	5	4	3	2	1
6	I manage time well.	5	4	3	2	1
7	I set up my learning goals.	5	4	3	2	1
8	I have higher expectations for my learning performance.	5	4	3	2	1
<i>In an online context</i>						
9	I can direct my own learning progress.	5	4	3	2	1
10	I am not distracted by other online activities when learning online (instant messages, Internet surfing).	5	4	3	2	1
11	I repeated the online instructional materials on the basis of my needs.	5	4	3	2	1
<i>In an online context</i>						
12	I am open to new ideas.	5	4	3	2	1
13	I have motivation to learn.	5	4	3	2	1
14	I improve from my mistakes.	5	4	3	2	1
15	I like to share my ideas with others.	5	4	3	2	1
<i>In an online context</i>						
16	I feel confident in using online tools (email, discussion) to effectively communicate with others.	5	4	3	2	1
17	I feel confident in expressing myself (emotions and humor) through text.	5	4	3	2	1
18	I feel confident in posting questions in online discussions.	5	4	3	2	1

EMPonline'16
English for Medical
Purposes

TRABZON
2016

Table of Contents

- Course Description
- Weekly Topics
- 11-Week Syllabus (Themes, Functions, Objectives, Language focus etc.)
- Lesson plans (Objectives and lesson outlines)
- Lecture notes and materials
- Links for Animation videos

EMPOne'16 Teacher's Manual

EMPonline '16:

An online *English for Medical Purposes* course for the students of medicine at KTU

Course Description:

This course is designed to cater for the specific needs of the sophomore students studying at the faculty of medicine at Karadeniz Technical University, Turkey. Students will learn about human anatomy, body systems, medical specialties and fundamentals of consultation process. There will be a focus on communicational aspect of the target language. This does not mean that the rest of the language skills are ignored. However, considering the results of needs analysis process, listening, speaking and reading skills are regarded as core while writing is of secondary importance in this context. In addition, this course offers terminological knowledge specific to the course topics covered throughout 11 weeks. It is important to note that this course does not aim to teach medicine but to teach how to use target language by building on the medicine which is study field of the target students.

Course Contents

- **Week 1: Human Anatomy**
 - **Week 2: Health Problems-1**
 - **Week 3: Health Problems-2**
 - **Week 4: Medical Specialists**
 - **Week 5: The Consultation Process**
 - **Week 6: Taking a Clinical History 1: A Clinical History Report**
 - **Week 7: Taking a Clinical History 2: Questioning History of the Problem**
 - **Week 8: Taking a Clinical History 3: Questioning Past Medical, Family and Social History**
 - **Week 9: Examining A patient**
 - **Week 10: Main Physical Examination Techniques**
 - **Week 11: Closing the Consultation Process**
 - **Week 11: Wrap-up**
-

Week	Theme	Functions	Skills in Focus	Language Focus	Objectives	Duration
1	Human Anatomy	Talking about systems and organs Learning about anatomical terminology	Listening Speaking	Practicing parts of the body with questions: <i>Do you have any trouble with your any part of your body? I'm having trouble with my...(organ name)..</i> <i>Do you get any pain in your ... (organ name)?</i> Analyzing combining words and adjectives like: <i>Heart = cardio- brain = cerebro- kidneys = nephro- stomach = gastro-</i> Reviewing prepositions of place and distance: <i>next to, behind etc.</i>	Students will be familiar with English terminology about different human systems and organs. Students will analyze combining words and adjectives used to describe different parts of body. Students will be able to show and tell about different parts of body.	2 hours
2	Health Problems-1	Talking about being sick Discussing about symptoms, complaints Expressing feelings about a health problem	Listening Speaking	Practicing the expressions like: <i>My (.....) (an organ name) hurts/aches etc.</i> <i>My (.....) (an organ name) is /are (.....) etc.</i> <i>I have/ have got (.....) a symptom name).</i> <i>I feel.....(.....) a symptom name).</i>	Students will gain knowledge about different expressions used by patients in identifying their health problems. Students will review organ names.	2 hours
3	Health Problems-2	Talking about being sick Discussing about symptoms, complaints Expressing feelings about a health problem	Listening Speaking Reading	Practicing the expressions like: <i>His presenting symptom is / was.....(a symptom name).</i> <i>He presents / presented with.....(a symptom name).</i> <i>He was admitted complaining of (.....a symptom name).</i>	Students will be familiar with different expressions used by patients in identifying their health problems or complaints. Students will review organ names and symptoms.	2 hours

4	Medical Specialties	Discussing about different medical specialties	Reading Listening Writing	<i>A(specialist name) is specialist in diseases of..... / in the field of</i> <i>A(specialist name) specializes in(the field of medicine).</i> <i>Good at / bad at / interested in /good with</i> <i>Word formation: suffix -ology /ologist etc. Qualities of a specialist: Adjectives/ adverbs</i>	Students will be able to describe various medical specialties. Students will be able to describe characteristics of a specialist. Students will build on human body systems.	2 hours
5	The Consultation Process	Talking about some basics of the Consulting and History Taking Process in Medicine. Initiating doctor-patient interview and presenting complaints	Reading Listening Speaking	Talking about some basics of the Consulting and History Taking Process in Medicine. Asking questions to a patient by using Question types like: <i>What's brought you here?</i> <i>What seems to be the problem?</i> <i>How long / When / Where.....?</i> <i>Have / Do you ever...?</i>	Students will be informed about the basic steps in a doctor-patient interview. Students will be able to express themselves in a doctor-patient interview.	2 hours
6	Taking a Clinical History 1: A Clinical History Report	Examining a narrative clinical history report	Listening Speaking Writing	Clinical history report covers the information regarding the health problem, history of the problem, patient's concerns, ideas, and expectations about the problem, drug history, family history, social history and other personal details like hobbies or home circumstances.	Students will be informed about the basic language use in a clinical case report. Students will be able to express themselves in a clinical history. Students will be able to elicit information in discussing a patient's complaints.	2 hours
7	Taking a Clinical History 2: Questioning History of the Problem	Eliciting information about the history of a health problem in detail	Listening Speaking	Questioning history of the problem: site, onset, character, radiation, associated symptoms, timing, exacerbating or relieving factors, and severity of a problem Sample question types are as follows:	Students will be able to discuss about history of the problem in taking a clinical history. Students will be able to elicit information about SOCRATES details of a patient's	2 hours

10	Main Physical Examination Techniques	Talking about main examination techniques used in a typical physical examination process	Reading Listening	Being familiar with main examination techniques known as <i>inspection, palpation, percussion</i> and <i>auscultation</i> Differentiating polite and impolite / direct expressions: <i>Could you? Would you? Can you?</i>	Students will be familiar with the main examination techniques. Students will gain an awareness about the uses of polite and direct expressions used in a physical examination.	2 hours
11	Closing the Consultation Process	Informing a patient about the treatment process	Reading Listening	Advising / Warning / Informing a patient about treatment process: <i>IF clauses, Modals: Must, Should, Could Do/ Don't / Avoid / Give up... Carry on....</i>	Students will be able to discuss about treatment with a patient. Students will be able to give advices to a patient at the end of the consultation process. Students will be able to warn a patient about the critical issues regarding the treatment process. Students will be familiar with different language uses so as to discuss on a treatment.	2 hours

LESSON PLANS

11-WEEK

EMOnline'16 Teacher's Manual

WEEK 1

Theme: Human Anatomy

Objectives:

1. Students will be familiar with English terminology about different human systems and organs.
2. Students will analyze some adjectives used to describe different parts of body.
3. Students will be able to show and tell about parts of body.

Procedure:

1. **Warm-Up:** The teacher greets the classroom and asks questions about their health. The teacher asks some questions like *"Do you have any trouble with any part of your body? Do you get any pain in any part of your body? What are the major human organs?"* The teacher also tells about his own health problems. In this way, he shows how to give answers to such questions by using the statement *"I'm having trouble with my..?"* After a brainstorming discussion on the topic, the teacher starts talking about human anatomy.
2. **Show and Tell:** The teacher refers major organs of human body by showing an image of human body. He shows and tells the labels of major organs by using prepositions of place and distance.
3. **Presentation:** After introducing the major organ names, presentation-1 on major organs and their functions will be elaborated by the teacher.
4. **Vocabulary:** After presenting the major organs, their places and functions in the human body, the teacher tells about the list some adjectives describing different parts of the body.
5. **Animation:** By referring different functions of organs, the teacher introduces the human body systems and their main functions while presenting the images of different systems on Presentation-2. The teacher asks the whole class to talk about body systems and their functions.

6. **Information Transfer:** The teacher asks students to transfer the information about the human systems and organs to a table. The teacher requires the students to fill up the table by categorizing the organs according to the related system.
7. **Mini Quiz:** The teacher gets students to take a mini quiz to review human body systems and organs. He asks them to find out the organ which does not belong to the respective human body system.
8. **Word Search Puzzle:** The teacher gives time to students so that they find the related words. Later on, the answers are discussed by the teacher and the students by using prepositions of place and distance.
9. **Closing& Assignment:** The teacher checks students' understanding of the organs' and systems' names and functions by asking them to describe any of them. The teacher encourages the students to talk about any relative's or friend's trouble with any organ or system. They are also asked to record and send their 2 min-talk to their teacher.

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WEEK 2

Theme: Health Problems-1

Objectives:

1. Students will gain knowledge about different expressions used by patients in identifying their health problems or complaints.
2. Students will review organ names.

Procedure:

1. **Warm-Up:** The teacher greets the classroom. As a brainstorming question, the teacher generates a discussion by asking *"How are you? How often do you get ill? Do you have any disease? Can you tell about your illnesses or disease?"*
2. **Lecture:** After a warming-up discussion, the teacher makes the situation clear for the students in that he explains what symptoms, signs, findings, complaints, illness, sickness, disease and injury mean.
3. **Presentation:** The teacher introduces expressions such as *"My (.....an organ name) hurts/aches, my (.....an organ name) is /are (.....), I have/ have got a (..... a symptom name), I feel.....(..... a symptom name)"* used by the patients while telling about their health problems by giving emphasis on the symptoms about major organs and systems.
4. **Role Play:** In order to build on the expressions presented, the teacher asks the students to prepare a mini-dialogue in pairs and present it to the whole class.
5. **Review and Classify:** The teacher asks the students to categorize the symptoms considering the expressions like *I have / have got / I feel etc.*
6. **Finding symptom areas:** Building on the previous language forms and body parts, the teacher asks the students to relate the symptom areas to the problems stated in the sentences.

7. **Closing & Assignment:** The students are asked to search and read about a disease, its symptoms and signs. The teacher also wants them to send a 150-word summary of what they learnt through their reading.

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WEEK 3

Theme: Health Problems-2

Objectives:

1. Students will be familiar with different expressions used by patients in identifying their health problems or complaints.
2. Students will review organ names and symptoms.

Procedure:

1. **Warm-Up:** The teacher asks the students about the previous week's topic and summarizes what was covered in the previous course. Then, the teacher informs that this week is also devoted to talking on health issues.
2. **Listening for gist:** The teacher presents a track about complaints. A patient talks about her complaints. The teacher makes the students listen the track and discuss about the complaints.
3. **Lecture:** The teacher points out that when doctors talk about a patient's complaints or symptoms, they use some basic language forms. These forms are as follows *His presenting symptom is(a symptom name), He presents / presented with.....(a symptom name), He was admitted complaining of (.....a symptom name).* Based on this lecture, the teacher talks about the present listening track by using these expressions.
4. **Bottom-up Listening:** This time, teacher asks the students to listen the track carefully in order to fill the gaps with the symptoms that they covered in the previous course.
5. **Enriching vocabulary:** The teacher presents some symptoms and their definitions. He is supposed to help the students to match the symptoms with their definitions.
6. **Read and Match:** Building on the previous activity, the teacher presents some cases referring to some symptoms and wants the students to read and guess the related

symptom name. After finding out the symptom name, the students are asked to turn the statements about symptoms into doctor talk about the present complaint.

7. **Sentence completion:** The teacher checks students' comprehension by asking them to complete the missing parts of the given sentences.
8. **Closing & Assignment:** The students are asked to search and read about a disease, its symptoms and signs. The teacher also wants them to send a 150-word summary of what they learnt through their reading.

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WEEK 4

Theme: Medical Specialists

Objectives:

1. Students will be able to describe various medical specialties.
2. Students will be able to describe characteristics of a specialist.
3. Students will build on human body systems.

Procedure:

1. **Warm-Up:** After greeting the class, teacher initiates a discussion on the students' medical field of interests and future plans by asking some questions like *What field of medicine attracts you most? Do you have any dream about any medical field?*
2. **Listening & Discussion:** The students are asked to listen a track about a story of a medical specialist. After discussing what they hear about the specialist, the teacher generate new discussions on *What is your criteria in choosing a medical specialty? What specialty do you want to choose? Why? What are the least and most preferable specialties? Why?*
3. **Listening & Information transfer:** The students are requested to listen a track on different success stories about medical specialists. After listening activity, they are asked to fill in the table considering the characteristics of these medical specialists.
4. **Lecture:** The teacher gives explanations on common fields of medical practices and medical specialists by presenting the statements "*A(specialist name) is specialist in diseases of..... / in the field of/ A(specialist name) specializes in(the field of medicine)*" He presents a list covering the names of the fields and the specialists. He emphasizes on the suffixes like -ology or -ics for the field, -ologist or -ician for the specialist.

5. **Sentence completion:** The teacher presents a table comparing different medical specialties and asks the students complete the gapped sentences based upon the information given in the table.
6. **Reading and matching:** The students are presented with a presentation covering the list of cases, they are asked to match cases with suitable medical specialist.
7. **Word Puzzle:** As for reviewing, the students are asked to fill in the puzzle covering the whole list of medical specialties.
8. **Free Writing:** The students are asked to write about their own interests, dreams, future plans and criteria about choosing a medical specialty.
9. **Matching:** The teacher presents some cases and asks the students to match the cases with the relevant medical specialties.
10. **Closing & Assignment:** The teacher wants the students to record and send 2 min-talk on their own future plans about choosing a medical specialty.

EMPOne'16 Teacher's Manual

WEEK 5

Theme: The Consultation Process

Objectives:

1. Students will be informed about the basic steps in a doctor-patient interview.
2. Students will be able to express themselves in a doctor-patient interview.

Procedure:

1. **Warm-Up:** After greeting the class, the teacher asks the students about how they spend a day at present and wants them to compare their present days at university and at future career. By asking question "*How does a typical doctor spend a day at work?*", the teacher tries to lead the students to talk about a consultation process covering a doctor-patient interview.
2. **Jigsaw Reading:** The teacher asks the students to complete the text about the consultation and history taking process by adding the other parts in the right order.
3. **Collocations:** By referring the text, the teacher talks about the significance of collocations. Then, the teacher asks the students to match the words with their collocations on the list presented.
4. **Comprehension Check:** The teacher asks the students to summarize the text by focusing on paraphrasing and synonyms. Then, the teacher asks the students to circle the odd words given in the table which presents some synonymous words.
5. **Discussion Questions:** The teacher asks the students to read the full text again and answer the related questions.
6. **Lecture:** The teacher gives a lecture on different types of statements and questions like: *What's brought you here? What seems to be the problem? How long / When/ Where.....? Have / Do you ever.....? Do you suffer from.....? How much.....? How about? How bad.....?* used during a consultation and history taking process.
7. **Matching the statements with the relevant target situation:** By building on their readings, the teacher asks the students to match the key statements with the relevant target situation in a consultation process.

8. **A cloze dialogue:** The teacher asks the students to complete the missing parts of the dialogue between a patient and a doctor.
9. **Role play:** The teacher asks the students to prepare a similar doctor-patient interview in pair.
10. **Reorganizing the dialogue:** The teacher presents a scrambled dialogue and asks the students to reorganize it.
11. **Performing the dialogue:** Following the reorganization of the dialogue activity, two volunteer students are asked to play the roles in the dialogue.
12. **Closing & Assignment:** The teacher asks the students to observe a doctor-patient interview and analyzes the content of the interview by comparing and contrasting with the today's class notes.

EMPOne'16 Teacher's Manual

WEEK 6

Theme: Taking a Clinical History 1: A Clinical History Report

Objectives:

1. Students will be informed about the basic language use in a clinical case report.
2. Students will be able to express themselves in a clinical history.
3. Students will be able to elicit information in discussing a patient's complaints.

Procedure:

1. **Warm-Up:** After greeting the class, the teacher asks the class about the previous course. He wants to review the previous course and narrow down the topic by focusing on taking a history. He reminds that a clinical history covers some details about *presenting the problem, history of the problem, patients' concerns, ideas, and expectations about the problem, drug history, family history, social history and other personal details like hobbies or home circumstances.*
2. **Bottom-up Listening:** The teacher asks the students to listen a track about a clinical history and after a short discussion about a gist of the text, for the second listening, the teacher asks the students to check the words which are stated on the track.
3. **Top-down Listening:** The teacher presents a list of questions asked by a medical doctor. He makes the whole class listen to the track on case report again. He asks the students to discuss which of the questions are responded by the patient in the history taking process.
4. **Discussion:** Building on the previous course and warm-up session of this class, the teacher asks the students to discuss what details about a clinical history is covered the track they listened altogether.
5. **Genre changing:** The teacher asks the students to convert the narrative clinical history that is presented on the track into a doctor-patient interview.

6. **Role Play:** Building on the interview created in the previous activity, the teacher now wants the students to take roles and perform a role play in pair.
7. **Closing & Assignment:** The teacher asks the students to record a 3 min. doctor-patient interview and convert it into a narrative clinical history.

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WEEK 7

Theme: Taking a Clinical History 2: Questioning History of the Problem

Objectives:

1. Students will be able to discuss history of the problem in taking a clinical history.
2. Students will be able to elicit information about *SOCRATES* details of a patient's problem.

Procedure:

1. **Warm-Up:** After greeting the class, the teacher asks the class about *SOCRATES*. He checks students' understanding and explains the actual purpose of this discussion. By building on the last two week's topic, by showing a slide, the teacher tells that *SOCRATES* is an acronym which refers to *site, onset, character, radiation, associated symptoms, timing, exacerbating or relieving factors, and severity of a problem*. He informs the class that this course is devoted to elicit information about a patient's problem in detail.
2. **Animation:** The teacher asks the students to watch the animation video and discuss about each patient's problem presented.
3. **Information Transfer:** The teacher asks the students to watch the video once more and wants them to fill a table based on the video. In this table, the students are supposed to categorize the data about the problem by considering different aspects of *SOCRATES*.
4. **Reproduction:** Based on each aspect, the teacher asks the students to generate alternative questions in accordance with the information presented in the animation.
5. **Sentence Building:** The teacher asks the students to build sentences with scrambled words.
6. **Lecture:** The teacher gives a lecture on typical question types and language uses in questioning the history of a patient's problem.

7. **Role play:** The teacher asks the students to perform a doctor-patient dialogue focusing on the history of problem which is the focus of today's class.
8. **Closing & Assignment:** The teacher asks the students to perform and audio-record a 3min. doctor-patient dialogue focusing on the history of problem.

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WEEK 8

Theme: Taking a Clinical History 3: Questioning Past Medical, Family and Social History

Objectives:

1. Students will be able to ask questions in obtaining details about past medical history.
2. Students will be able to take necessary information a patient's family and social history.

Procedure:

1. **Warm-Up:** After greeting the class, the teacher generates a discussion on the details about a patient. He wants them to remember what type of questions a doctor asks to a patient in addition to the details about a pain or problem. (See Week 7)
2. **Categorization:** The teacher presents some statements about a patient and asks the students to divide them into categories like *drug use, personal habits, home circumstances, occupation, childhood disease, family history, personal interests*.
3. **Formulating questions:** After categorization, the teacher asks the students to formulate questions regarding the statements presented.
4. **Listening:** The teacher presents an excerpt from a doctor-patient interview.
5. **Cloze Dialogue:** The teacher presents the dialogue with gaps and wants the students to fill the gaps with the true words as they listen to the track for the second time.
6. **Collocations:** The teacher asks the students to match the words to make collocations. After the activity, the whole class checks the answers by listening the track.
7. **Sentence Completion:** The teacher asks the students to complete sentences by using the collocations in the previous activity.

8. **Free Writing:** The teacher asks the students to write a paragraph (120 word) about their own family, social and medical past history. The teacher asks some of them to read or tell about their paragraph.
9. **Building Dialogue:** The teacher asks some of the students to perform a dialogue in pair by depending on their paragraph.
10. **Closing & Assignment:** The teacher asks the students to search an authentic form about patient past medical, social and family history online. He wants the students to perform a conversation with his friend or parents and fill the form. After filling the form, the students are supposed to generate dialogues based on the information obtained via the form. The teacher asks them to send their forms and dialogue as well.

EMPOne'16 Teacher's Manual

WEEK 9

Theme: Examining A Patient

Objectives:

1. Students will be familiar with the expressions used in a physical examination.
2. Students will be able to give commands to a patient during a physical examination.
3. Students will be able to give instructions to a patient in polite manner.

Procedure:

1. **Warm-Up:** After greeting the class, the teacher introduces the topic of the day. Then, he presents a listening track on *Basics of a Physical Examination*.
2. **Listening for gist:** The teacher asks the students to listen the track and generate a discussion on the gist of the track.
3. **Bottom-up listening:** Now, the teacher presents a text on *Basics of a Physical Examination* with gaps to the students. The teacher asks the students to listen the track carefully once more and tell the students to fill the gaps in the text while listening the text.
4. **Making reference:** The teacher asks the students to read the text and by considering the text, they are supposed to find out the what the following words *it, disorders, main vital signs, this step, such information* refer to.
5. **Matching with synonyms:** This time, the teacher presents the same text with some words underlined. The teacher wants the students to match the underlined words with their synonyms.
6. **Fill in the gaps:** In order to build on the topic, the teacher presents a list of questions, and instructions used in a typical medical examination and he asks the students to complete the sentences with the verbs presented.
7. **Matching statements with relevant purpose:** The teacher reminds the students how to use language effectively in during a physical examination. He focuses on the significance of sociolinguistic competence which refers to appropriate language use.

After this mini-lecture, the teacher presents a list of 12 doctor statements and asks the students to match the statements with the relevant purposes such as *to show sympathy*, *to give instruction* and *to give information about the procedure*.

8. **Closing & Assignment:** The teacher asks the students to record a doctor-patient interview and to analyze the statements in terms of purposes as they did in the last activity of the class.

EMPOne'16 Teacher's Manual

WEEK 10

Theme: Main Physical Examination Techniques

Objectives:

1. Students will be familiar with the main examination techniques.
2. Students will gain an awareness about the uses of polite and direct expressions used in a physical examination.

Procedure:

1. **Warm-Up:** After greeting the class, the teacher summarizes the topic of the previous course and makes a connection with the present topic of course, physical examination techniques.
2. **Bottom-up Reading:** After warm-up session, the teacher presents a text titled as *Steps in a Typical Physical Examination*. A total of 4 sentences is missing. The teacher asks the students to read the following sentences and the text carefully. Then, he wants them to integrate the sentences into the text properly.
3. **Top-down Listening:** After creating a full coherent text, the teacher presents the full text as a listening track. This time, the students listen the track and check the answers.
4. **Matching the words with their meanings:** The teacher presents a list of physical examination techniques or instruments and their meanings. Then, he wants the students to match the words in the box with their meanings in the table.
5. **Matching the cases with the relevant techniques:** In order to build on the previous learning, the teacher asks the students to match the cases with the relevant techniques used.
6. **Lecture:** The teacher summarizes the text read at the very beginning of the course and attracts the students' attention to the topic on how to communicate with a patient during a physical examination and give a lecture on polite and direct expressions.

7. **Mini test on choosing polite expressions:** This time, the teacher introduces some pairs of direct and polite statements. Then, he wants the students to choose relatively more polite expressions within the pairs.
8. **Animation videos:** The teacher presents four animation videos which show some excerpts from different physical examinations. The students are supposed to watch the animation videos and identify the examination technique used by the doctor.
9. **Restatement:** Based on the animation videos, the teacher asks the students to generate alternative question types for the dialogues that they see on the animation videos.
10. **Closing & Assignment:** The teacher asks the students to create a 3 min. video on a physical examination by focusing on one single technique, language use and politeness. Pair-work is possible and the videos must be sent to the teacher.

EMPOne'16 Teacher's Manual

WEEK 11

Theme: Closing the Consultation Process

Objectives:

1. Students will be able to discuss about treatment with a patient.
2. Students will be able to give advices to a patient at the end of the consultation process.
3. Students will be able to warn a patient about the critical issues regarding the treatment process.
4. Students will be familiar with different language uses so as to discuss on a treatment.

Procedure:

1. **Warm-Up:** After greeting the class, the teacher summarizes the consultation process they cover until this week. The teacher wants the students to discuss on how to close a consultation process.
2. **Reorganizing the dialogue:** The teacher presents a scrambled dialogue and asks the students to reorganize it in order to make a meaningful dialogue.
3. **Animation:** The teacher presents the dialogue in animation and wants the students check the answers. He asks the students to analyze the language use by doctor and formulate alternative statements.
4. **Lecture:** The teacher presents sample statements which are used to explain a treatment or give advice to a patient by focusing on the uses of *if clauses*, *should*, *could* and *imperatives*.
5. **Formulating Sentences:** The teacher presents some cases about patients and asks the students to formulate relevant statements for the cases presented.
6. **Sentence completion:** The teacher presents different part of sentences and asks the students to complete the sentences by combining two parts.

7. **Synonymous words:** By building on the previous activity, the teacher asks the students to match the words with their synonyms listed in the box.
8. **Closing & Assignment:** The teacher asks the students to prepare two dialogues by considering two of cases presented in the fifth activity of today's class.

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English for Medical
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CLOSING THE CONSULTATION PROCESS

CLOSING THE CONSULTATION PROCESS

Objectives:

1. Students will be able to discuss about treatment with a patient.
2. Students will be able to give advices to a patient at the end of the consultation process.
3. Students will be able to warn a patient about the critical issues regarding the treatment process.
4. Students will be familiar with different language uses so as to discuss on a treatment.

Procedure:

1. **Warm-Up:** After greeting the class, the teacher summarizes the consultation process they cover until this week. The teacher wants the students to discuss on how to close a consultation process.
2. **Reorganizing the dialogue:** The teacher presents a scrambled dialogue and asks the students to reorganize it in order to make a meaningful dialogue.
 - The scrambled dialogue below is an extract from a doctor-patient interview. Reorganize it in order to make a meaningful dialogue.

Doctor:	Patient:
Don't worry, it won't take a long time. I need to see his chest, arms and legs. I am going to check skin coloration.	Doctor, he is ready.
You're welcome. Have a nice day.	What causes yellowish skin, doctor?
Now, hopefully, nothing serious. Be sure that your baby gets enough milk. If you see that her skin does not get back to normal within three days, you must come and see me again.	How often should I breastfeed my baby? How do I know that he gets enough milk?
It can be caused by jaundice which is common in newborn babies.	Doctor, my baby is sleepy and tired all day. Also, he is too hard to wake up.
Let me have a look at your baby's entire body. I need you to take off your baby's clothes.	Ok, doctor.
Well, his skin has a bit yellowish color.	Okay doctor, thank you very much.
Breastfeeding is very important at this stage. You should feed your baby about every two hours. I mean, your baby should not go more than two hours without milk. If have difficulty in breastfeeding, you could try formula feeding for a few days.	What should we do in order to prevent it?

CLOSING THE CONSULTATION PROCESS

Answer:

Patient: Doctor, my baby is sleepy and tired all day. Also, he is too hard to wake up.

Doctor: Let me have a look at your baby's entire body. I need you to take off your baby's clothes.

Patient: Ok, doctor.

Doctor: Don't worry, it won't take a long time. I need to see his chest, arms and legs. I am going to check skin coloration.

Patient: Doctor, he is ready.

Doctor: Well, his skin has a bit yellowish color.

Patient: What causes yellowish skin, doctor?

Doctor: It can be caused by jaundice which is common in newborn babies.

Patient: What should we do in order to prevent it?

Doctor: Now, hopefully, nothing serious. Be sure that your baby gets enough milk. If you see that her skin does not get back to normal within three days, you must come and see me again.

Patient: How often should I breastfeed my baby? How do I know that she gets enough milk?

Doctor: Breastfeeding is very important at this stage. You should feed your baby about every two hours. I mean, your baby should not go more than two hours without milk. If have difficulty in breastfeeding, you could try formula feeding for a few days.

Patient: Okay doctor, thank you very much.

Doctor: You're welcome. Have a nice day.

3. **Animation:** The teacher presents the dialogue in animation and wants the students check the answers. He asks the students to analyze the language use by doctor and formulate alternative statements.

Click here for the full dialogue animation:

https://goanimate.com/videos/0Fewa1zCaSd4?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

CLOSING THE CONSULTATION PROCESS



4. **Lecture:** The teacher presents sample statements which are used to explain a treatment or give advice to a patient by focusing on the uses of *if clauses*, *should*, *could* and *imperatives*.

CLOSING THE CONSULTATION PROCESS

- 5. Formulating Sentences:** The teacher presents some cases about patients and asks the students to formulate relevant statements for the cases presented.

- **There is a list of cases about patients below. Formulate relevant statements for each case.**

- 1) A patient, aged 23, presents with peptic ulcer. He is complaining about a burning pain radiating from the abdomen to the chest. You advise your patient to quit smoking and be careful about a balanced diet. What would you say in this case?
- 2) A male patient presents with nephrite, inflammation of kidneys. He is a basketball player and you know that he has to avoid physical activities. A diet with restriction of liquid and salt is necessary. What would you say in this case?
- 3) A female patient presents with Atherosclerosis, severe narrowing in artery. You warn that taking medications for high cholesterol and high blood pressure regularly is very important. Exercise and a healthy diet will also help. What would you say in this case?
- 4) A female patient, aged 34, presents with depression. You discuss treatment options with her. One of them is to take some drugs like antidepressants and the other is to get therapy for a year. You also warn her about side effects of drugs such as nausea and sleep problems. What would you say in this case?
- 5) A male patient presents with conjunctivitis, an infection in eye. There are some treatment options like taking antibiotic medication and eye drops. You also warn your patient to stop sharing towels with others and wearing lenses. What would you say in this case?
- 6) A female patient, aged 38, presents with allergic asthma. You inform her that exposure to pollens and animal fur trigger asthma. You warn her about this matter. You also advise asthma inhaler which stops asthma and is good for daily use. What would you say in this case?
- 7) A male patient presents with herpes. You know that there are some antiviral medications but there is no cure. You warn your patient not to get in contact with an infected person. What would you say in this case?

CLOSING THE CONSULTATION PROCESS

6. **Sentence completion:** The teacher presents different part of sentences and asks the students to complete the sentences by combining two parts.

- The medical advices below are divided into separate halves. Formulate meaningful sentences by combining the parts.

1. Since you are a dialysis patient,	a) your symptoms will return within two days.
2. If you experience some of these symptoms,	b) I am sorry to tell you that the other option is chemotherapy.
3. If you do not keep taking medications properly,	c) until all symptoms disappear.
4. If your back pain worsens,	d) see how you feel about your bowel movement.
5. If this option does not help,	e) you must stop taking the tablets.
6. You should avoid dairy products like yogurt	f) you should avoid eating too much potassium which causes liver and heart problems.
7. You could eat more fiber and	g) you may end up with gastrointestinal bleeding.
8. If you feel numbness in your feet or hands,	h) drink 12 glasses of water per day.
9. You should apply natural oils or gels every night and	i) other things like cold therapy or resting for a few days may help.
10. If you give up taking these anti-depressants,	j) drop in and see me again please.

Answers:

1. Since you are a dialysis patient, you should avoid eating too much potassium which causes liver and heart problems.
2. If you experience some of these symptoms, drop in and see me again please.
3. If you do not keep taking medications properly, you may end up with gastrointestinal bleeding.
4. If your back pain worsens, other things like cold therapy or resting for a few days may help.
5. If this option does not help, I am sorry to tell you that the other option is chemotherapy.
6. You should avoid dairy products like yogurt until all symptoms disappear.
7. You could eat more fiber and see how you feel about your bowel movement.
8. If you feel numbness in your feet or hands, you must stop taking the tablets.
9. You should apply natural oils or gels every night and drink 12 glasses of water per day.
10. If you give up taking these anti-depressants, your symptoms will return within two days.

CLOSING THE CONSULTATION PROCESS

7. **Synonymous words:** By building on the previous activity, the teacher asks the students to match the words with their synonyms listed in the box.

- Read the sentences and match the underlined verbs with their synonyms listed in the box.

Put on	Work out	Consume	Give up	Stay away from
Get worse	Face with	Go away	Come again	Visit

1. Since you are a dialysis patient, you should avoid eating too much potassium which causes liver and heart problems.
2. If you experience some of these symptoms, drop in and see me again please.
3. If you do not keep taking medications properly, you may end up with gastrointestinal bleeding.
4. If your back pain worsens, other things like cold therapy or resting for a few days may help.
5. If this option does not help, I am sorry to tell you that the other option is chemotherapy.
6. You should avoid dairy products like yogurt until all symptoms disappear.
7. You could eat more fiber and see how you feel about your bowel movement.
8. If you feel numbness in your feet or hands, you must stop taking the tablets.
9. You should apply natural oils or gels every night and drink 12 glasses of water per day.
10. If you give up taking these anti-depressants, your symptoms will return within two days.

Answers:

1. Stay away
2. Visit
3. Face with
4. Get worse
5. Work out
6. Go away
7. Consume
8. Give up
9. Put on
10. Come again

8. **Closing & Assignment:** The teacher asks the students to prepare two dialogues by considering two of cases presented in the fifth activity of today's class.

Animation Links

Body Parts and Symptoms:

https://goanimate.com/videos/0xydT27ihHkg?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Listening: a doctor-patient interview focusing social, family and past medical history

https://goanimate.com/videos/0gWY2m3Vj2UI?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Human Body Systems:

https://goanimate.com/videos/0zi3nwV3zKd8?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Presentation 1- Organs and functions

https://goanimate.com/videos/045h0pYlBwcg?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

An extract from a doctor-patient interview

https://goanimate.com/videos/0Fewa1zCaSd4?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Physical Exam 1

https://goanimate.com/videos/0FDMunb0qzgg?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Physical Exam 2

https://goanimate.com/videos/0XrM3deOQK1A?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Physical Exam 3

https://goanimate.com/videos/0ogjSJxvVD2Y?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Physical Exam 4

https://goanimate.com/videos/04GJD5AgAyTw?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Reorganizing the dialogue

https://goanimate.com/videos/0jYe1jLR8fvc?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Interview I

https://goanimate.com/videos/0GiDN3CXpy3Y?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Interview II

https://goanimate.com/videos/0ymIFIAh9DvU?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

EMPOne'16 Teacher's Manual

APPENDIX-8 ONLINE STRUCTURED INTERVIEW

(English version of the interview protocol employed for the evaluation process)

Q1: How many times have you attended the online class?

Q2: Did you watch recorded videos of the class when you missed the online class?

- *Yes*
- *No*
- *I did not know that I could watch them.*

Q3: Did you download the classroom materials for self-study when you missed the online class?

- *Yes*
- *No*
- *I did not know that I could download them.*

Q4: Which of the following equipments do you have?

- *Computer*
- *Microphone*
- *Headphone*
- *Internet*

Q5: Where have you connected to the EMPonline class?

Q6: If any, what kind of problems have you encountered in the online class?

Q7: Which was the most successful part of the online class? Why?

Q8: What do you think about the course content and materials? Do you think they are suitable? (In terms of the field of study, proficiency level, etc.)

Q9: As compared to the textbook used last year, what can you say about the content, materials and activities used in the current course?

Q10. What do you think about online classroom interaction?

Q11: If you took the current course in traditional face to face mode, do you think it would make any difference? If yes, how?

Q12: How does it feel to be a student on the computer?

Q13. Could you rate the effectiveness of taking the current English course online?

Not effective

Very Effective

☐ ☐ ☐ ☐ ☐ ☐ ☐
1 2 3 4 5 6 7

Q14. Which of the classroom mode do you prefer for the current English course in the next years?

- ☐ *Online synchronous classroom*
- ☐ *Online asynchronous classroom*
- ☐ *Blended classroom (Both face to face and online)*
- ☐ *Face to face traditional classroom*

Q15. Suggestions and further comments

APPENDIX-9 FINAL INTERVIEW (conducted with the lecturers)

(English version of the final interview protocol employed for the evaluation process)

Q1: Where have you connected to the EMPonline class?

Q2: Would you please share your ideas about the positive aspects of the Course Content of EMPonline, if any?

Q3: Do you think EMP-based course content met with the students' needs and goals?

Q4: Would you please share your ideas about the negative aspects of the Course Content of EMPonline, if any?

Q5: Would you please share your ideas about the positive aspects of conducting EMP course in an online environment, if any?

Q6: Would you please share your ideas about the negative aspects of conducting EMP course in an online environment, if any?

Q7: Please evaluate teaching in an online environment in terms of intelligibility, friendliness and content share as you by comparing it with the traditional face-to-face teaching environment.

Q8: Could you rate the effectiveness of teaching the current medical English course online?

Not effective Very Effective

○ ○ ○ ○ ○ ○ ○ ○

1 2 3 4 5 6 7

Q9: As compared to the textbook used last year, what can you say about the content, materials and activities used in the current course?

Q10: Did you find asynchronous mode useful?

Q11: Which of the classroom mode do you prefer for the current English course in the next years?

- Online synchronous classroom
- Online asynchronous classroom
- Blended classroom (Both face to face and online)
- Face to face traditional classroom

- Your Comments and Suggestions

APPENDIX-10 FINAL EVALUATION QUESTIONNAIRE

(English version of the final questionnaire conducted with the students)

➤ Please answer the following questions by putting a cross (x) in the appropriate box.

1. How important for you to take the current English class?

- () Not Important at all
 () Not Important
 () Undecided
 () Important
 () Very Important

2. How many weeks did you attend the class?

- () Never () 1-3 weeks () 4-7 weeks () 8-11 weeks

• **If so, why did you miss the class?**

.....

3. Could you spare enough time for the class?

- () No () Undecided () Yes

4. Could you study enough for the class?

- () No () Undecided () Yes

5. Would you take the class if it was elective?

- () No () Undecided () Yes

<u>In my opinion, taking this course in an online environment</u>	Totally Disagree	Disagree	Undecided	Agree	Totally Agree
was a waste of time	1	2	3	4	5
was motivating	1	2	3	4	5
was easy to follow	1	2	3	4	5
was a useful experience	1	2	3	4	5
was suitable for my learning style	1	2	3	4	5
contributed to my permanent learning	1	2	3	4	5
was comfortable in terms of educational environment	1	2	3	4	5
was easy for student-teacher interaction	1	2	3	4	5
affected negatively student-teacher relationship	1	2	3	4	5
helped me contact with my teacher	1	2	3	4	5
helped me express myself better	1	2	3	4	5
alienated me from the course	1	2	3	4	5
helped me understand the course	1	2	3	4	5
facilitated my course attendance	1	2	3	4	5

helped me focus on the course	1	2	3	4	5
increased my interest in the course	1	2	3	4	5
increased my anxiety about the course	1	2	3	4	5
contributed to my view of language learning positively	1	2	3	4	5
facilitated learning vocabulary	1	2	3	4	5
helped me improve my pronunciation	1	2	3	4	5
made me like ESP class	1	2	3	4	5
helped me improve my reading skill	1	2	3	4	5
helped me improve my grammar skill	1	2	3	4	5
helped me improve my writing skill	1	2	3	4	5
helped me improve my listening skill	1	2	3	4	5
helped me improve my speaking skill	1	2	3	4	5
was better than face to face	1	2	3	4	5
was more effective than face to face	1	2	3	4	5
was more enjoying than face to face	1	2	3	4	5
was more boring than face to face	1	2	3	4	5
was more comprehensible than face to face	1	2	3	4	5
was more useful than face to face	1	2	3	4	5

The current course content (materials & activities)	Totally Disagree	Disagree	Undecided	Agree	Totally Agree
was comprehensible	1	2	3	4	5
was useful / functional	1	2	3	4	5
was interesting	1	2	3	4	5
suited my learning style	1	2	3	4	5
suited my language learning goals	1	2	3	4	5
was about my field of study	1	2	3	4	5
was suitable for my proficiency level of English	1	2	3	4	5
covered the topics that I wanted to learn	1	2	3	4	5
suited my language learning needs	1	2	3	4	5
met my expectations about the course	1	2	3	4	5
encouraged me to participate	1	2	3	4	5
triggered my desire to learn English	1	2	3	4	5
contributed to my view of the English class positively	1	2	3	4	5
will be useful for my academic years	1	2	3	4	5
will be useful for my professional life	1	2	3	4	5

The animation videos in the current course

facilitated my learning	1	2	3	4	5
was motivating	1	2	3	4	5
reinforced my prior knowledge	1	2	3	4	5
was enjoyable	1	2	3	4	5
contributed to my permanent learning	1	2	3	4	5
enhanced my vocabulary	1	2	3	4	5

As compared with the previous content, the current course content

was more useful	1	2	3	4	5
was more effective	1	2	3	4	5
was more satisfying	1	2	3	4	5
was more unified (relevant)	1	2	3	4	5
included better topics	1	2	3	4	5
suited my learning goals better	1	2	3	4	5
contributed more to my medical English	1	2	3	4	5
enabled me to learn more words	1	2	3	4	5
contributed more to my speaking skill	1	2	3	4	5
contributed more to my writing skill	1	2	3	4	5
contributed more to my reading skill	1	2	3	4	5
contributed more to my listening skill	1	2	3	4	5

During the EMPonline Class

	Never	Rarely	Sometimes	Often	Always
I used my camera when necessary	1	2	3	4	5
I used oral communication (my microphone)	1	2	3	4	5
I used written communication (chat box)	1	2	3	4	5
I got technical help when necessary	1	2	3	4	5
I downloaded to study the materials when I missed the live class	1	2	3	4	5
I watched the recorded videos when I missed the live class	1	2	3	4	5

During the EMPonline Class, in my opinion, my lecturer

	Never	Rarely	Sometimes	Often	Always
was prepared for the class	1	2	3	4	5
mastered the course content	1	2	3	4	5
was good at time-management	1	2	3	4	5
conducted the course clearly	1	2	3	4	5
encouraged me to participate actively	1	2	3	4	5
made me interested in the course	1	2	3	4	5
conducted the course in a planned manner	1	2	3	4	5
used technology competently	1	2	3	4	5
were enthusiastic in conducting the class	1	2	3	4	5

	Not Satisfied at all	Not Satisfied	Undecided	Satisfied	Very Satisfied
Course content	1	2	3	4	5
Online learning environment	1	2	3	4	5
Lecturer	1	2	3	4	5

• Which one do you prefer for the following years?

- () Asynchronous Online Learning
 () Asynchronous Online Learning
 () Blended Learning
 () Face-to-Face Learning

• Please specify the reasons behind your choice of educational environment below:

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• Please specify positive and negative aspects of online educational environment:	
Positive Aspects	Negative Aspects

• Please specify positive and negative aspects of the current course content:	
Positive Aspects	Negative Aspects

1. Your age:

2. Gender () Female () Male

3. Where do you connect to your online English class?

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4. Which of the following equipments do you have?

() Computer () Internet () Headphone () Microphone

5. Please choose your English Teacher

☐ Lec 1

☐ Lec 2

☐ Lec 3

☐ Lec 4

☐ Lec 5

Additional comments and suggestions

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CURRICULUM VITAE

Raşıde DAĞ AKBAŞ was born in Trabzon, 1986. After graduating from Tevfik Serdar Anatolian High School, she studied at Department of English Language and Literature at Cumhuriyet University for an academic year. Following the first year, she transferred from Cumhuriyet University to Department of English Language and Literature at Karadeniz Technical University. During the academic year of 2006-2007, she studied at the Department of Anglistik und Amerikanistik at Technology University of Chemnitz in Germany within the framework of Erasmus Exchange Programme. She graduated from Department of English Language and Literature in 2008 and held her MA degree in Applied Linguistics at Karadeniz Technical University in 2011. In the same year, she was accepted to PhD Programme at Department of English Language and Literature at Karadeniz Technical University. She had a research stay at Department of English at Bielefeld University in 2014. She is currently a research assistant at Department of English Language and Literature at Karadeniz Technical University.