

T. R.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

A LANGUAGE LEARNING NEEDS ANALYSIS FOR SYRIAN EFL LEARNERS IN GAZIANTEP CITY

MASTER OF ARTS THESIS

MOHAMAD MOJAHED HEREH

Gaziantep
July, 2020

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Supervisor: Assoc. Prof. Dr. Emrah ÇİNKARA

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APPROVAL OF THE JURY

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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Abstract

This study was conducted in the 2018-2019 academic year in Gaziantep city. It casts lights upon the significance of needs analysis of the Syrian students in Gaziantep-Turkey who mainly want to enter universities where the medium of instruction is English. Some Turkish universities demand some certificates like (SAT or TOEFL, etc.) if foreign students want to get better opportunities to enter and study Medicine or Engineering faculties. Medicine or engineering faculties of Gaziantep University, teach their courses in English, which require a good level of English language in order to study in one of these faculties or even in many other faculties all around Turkey. Because of the previously mentioned circumstances, Syrian and other foreign students have to pass the English exams universities do, and so as to pass this exam they have different needs to fill the gaps and weak points and to improve their English language level in order to go to universities that have programs in English.

Many studied similar researches that deal with the needs of the first year preparatory students, but the current study focuses more on Syrian students who are high school students or finished high school and preparing to enter universities. On the other hand, the results of this research can be generalized to cover similar cases of all foreign students who want to continue their university studies in many Turkish universities, which have their medium courses mainly or partly in English language.

The purpose of this study is to identify the language learning needs of Syrian students in Gaziantep-Turkey who were high school students. The main objective of this study is to recognize the target needs of the students and to investigate whether the materials they study and use fit these needs or not. To reach this end, the researcher used both a structured questionnaire and a semi-structured interview.

In this study, the data was collected using needs analysis questionnaire and interview protocols. Group interviews and individual ones inside classrooms were made, in which the researcher asked questions and students gave their opinions and answers one by one. A larger number of participants (N=183) participated in m questionnaire which gave statistical data to conclude the results. There were four groups from three different

high schools in this study. The first and second groups were composed of female students. The third and fourth groups were composed of male and female students from the same high school. All those students were high school students of the 2019 academic year, who were possible university students in the following year. Other teachers also helped me to do the questionnaire after the researcher explained the procedure they should follow.

The study found that the highest two needs for learning English among students were to continue with their university studies and for their future career. The majority of the participants agreed that their study provides well-written exercises. In the interview, most of the participants stated that their study focuses heavily on grammar. On the other hand, most of the participants think that they could not meet all their needs at school because of the relatively low course hours.

ÖZET

Bu çalışma 2018-2019 akademik yılında Gaziantep ilinde yapılmıştır. Çalışmanın amacı Gaziantep'deki lise eğitimlerini bitirmiş Suriyeli öğrencilerin ihtiyaçlarını belirlemektir. Bu öğrenciler, eğitim dili tamamı ya da bir kısmı İngilizce olan üniversitelerde eğitim almak istemektedirler. Birçok Türk Üniversitesi, eğer yabancı öğrenciler daha iyi şartlarda üniversiteye girmek; tıp ya da mühendislik okumak istiyorlarsa bazı belgeler (SAT, TOEFL, vb) talep eder. Gaziantep Üniversitesinde mühendislik ve tıp fakülteleri kendi derslerini İngilizce veriyorlar ki bu da herhangi bir fakültede ya da Türkiye'deki başka bir üniversitede eğitim görmek için iyi derecede İngilizce bilmeyi gerektiriyor. Daha önceden bahsedilmiş nedenlerden dolayı, Suriyeli ve diğer yabancı öğrenciler üniversitelerin yaptığı sınavları geçmek zorundalar ve bu sınavı geçerek boşlukları ve eksiklerini tamamlamak için farklı ihtiyaçlara sahipler ve daha iyi üniversitelere gitmek ya da eğitim hayatlarına devam etmek için İngilizce seviyelerini geliştirmek durumundalar.

Bu çalışmada, tüm bilgiler ihtiyaç analizi testi ve görüşme gibi uygun teknikler kullanarak elde edilmiştir. Grup görüşmeleri ve bireysel görüşmeler, birer birer soru sorup cevap aldığım sınıf ortamında yapılmıştır. Sonuçlandırmamda istatistiksel bilgi veren çok sayıda katılımcı (N=183) anketime katılmıştır. 1. ve 2. gruplar kız öğrencilerden oluşmuştur. 3.ve 4. grupta aynı liseden kız ve erkek öğrencilerden oluşmuştur. Tüm bu öğrenciler gelecek sene üniversite öğrencisi olma ihtimali olan 2019 eğitim yılı lise öğrencileridir. Onlara yapmaları gereken işlemleri anlattıktan sonra diğer öğretmenler de bana bu anketi yapmamda yardım ettiler.

Araştırmaya göre İngilizce öğreniminin en büyük iki sebebi üniversitelere devam etmek ve gelecek kariyeridir. Katılımcıların çoğu çalışmalarında iyi dizayn edilmiş yazılı materyal olması konusunda hemfikirdir. Yapılan görüşmelerde çoğu katılımcı yoğun gramer konusuna odaklandığını belirtmiştir. Diğer bir taraftan, katılımcıların çoğu okul ders saatlerinin ihtiyaçlarını karşılamadığını düşünmektedir

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TABLE OF CONTENTS

ABSTRACT.....	I
ÖZET.....	III
ACKNOWLEDGMENTS	IV
TABLE OF CONTENTS.....	V
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 BACKGROUND TO THE STUDY.....	1
1.2 RATIONALE OF THE STUDY	2
1.3 SIGNIFICANCE OF THE RESEARCH	4
1.4 RESEARCH QUESTIONS	5
1.5 LIMITATIONS OF THE STUDY	6
1.6 DEFINITIONS OF THE TERMS	7
CHAPTER TWO	8
LITERATURE REVIEW.....	8
2.1 INTRODUCTION.....	8
2.2 ORIGINS OF NEEDS ANALYSIS	9
2.3 THE IMPORTANCE OF NEEDS ANALYSIS.....	10
2.4 THE ROLE OF NEEDS ANALYSIS IN THE DEVELOPMENT OF A COURSE.....	11
2.5 WHAT IS NEEDS ANALYSIS?	12
2.6 WHO WILL BE INVOLVED IN THE NEEDS ANALYSIS?	14
2.7 GATHERING INFORMATION	15
2.8 TYPES OF QUESTIONS	15

2.9	TYPES OF INSTRUMENTS FOR COLLECTING DATA	16
2.9.1	Questionnaires	17
2.9.2	Interviews	17
2.9.3	Tests	17
2.9.4	Meetings	18
2.9.5	Observations	18
2.10	TEACHING METHODOLOGIES AND NEEDS ANALYSIS	19
2.10.1	Teaching Styles	20
2.11	TYPES OF NEEDS ANALYSIS	21
2.11.1	Target needs	21
2.11.2	Learning needs	22
2.12	APPROACHES TO NEEDS ANALYSIS	25
2.12.1	Pedagogic needs analysis (PNA)	25
2.12.2	Deficiency analysis	25
2.12.3	Strategy analysis or learning needs analysis	25
2.12.4	Means analysis	26
CHAPTER THREE		30
METHODOLOGY		30
3.1	INTRODUCTION	30
3.2	METHODOLOGY	30
3.3	DATA COLLECTION TOOLS	31
3.3.1	Questionnaires	31
3.3.2	Interviews Protocols	32
3.4	VALIDITY AND RELIABILITY	34
3.5	SAMPLING AND PARTICIPANTS	35
3.6	DATA COLLECTION PROCEDURE	36
3.7	DATA ANALYSIS	37
CHAPTER FOUR		39
FINDINGS AND DISCUSSION		39

4.1	INTRODUCTION.....	39
4.2	FINDINGS OF THE NEEDS ANALYSIS QUESTIONNAIRE	39
4.3	TESTS OF NORMALITY	40
4.4	Analysis of needs for learning English related items	41
4.5	Analysis of perceptions related items	42
4.5.1	Participants' perceptions towards skills	42
4.5.2	Participants' perceptions towards materials	44
4.5.3	Participants' perceptions towards course hours.....	45
4.5.4	Participants' perceptions towards methods	46
4.5.5	Participants' perceptions towards the program	47
4.6	Analysis of the differences among male and female participants related items 48	
4.7	Analysis of the data statistically.....	51
4.8	Correlation matrix related to the participants' needs	52
4.9	FINDINGS OF THE INTERVIEWS	53
4.9.1	What do you need English for?	53
4.9.1.1	What do you need/want exactly from the course or (high school studying)?	54
4.9.1.2	What did you expect from the course?	55
4.9.1.3	What are the best sessions of the course?.....	55
4.9.1.4	Which learning methodology do you like that makes you feel interested?	56
4.9.1.5	Do you think your course book helps you to learn all the skills and sub-skills effectively? If yes, how?	56
4.10	SUMMARY OF THE INTERVIEWS.....	57
4.11	SUMMARY OF THE CHAPTER	58
	CHAPTER FIVE.....	59
5.1	INTRODUCTION.....	59
5.2	DISCUSSION OF THE RESEARCH QUESTIONS	59

5.3	FINDINGS SUMMARY AND COMPARING THEM WITH SIMILAR RESEARCHES	59
5.4	IMPLICATIONS	61
5.4.1	Implications for course designers	62
5.4.2	Implications for teachers	62
5.4.3	Implications for students	63
5.5	LIMITATIONS OF THE STUDY	63
5.6	RECOMMENDATIONS.....	64
5.7	CONCLUSION	65
	REFERENCES.....	66
	APPENDICES	70

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Throughout history, humans have wanted to learn foreign languages for different and varied reasons and goals. Greek, Romans, and Arabs started learning foreign languages for economic and scientific reasons; which enabled those civilizations to enrich their cultural, economic and scientific sources. Studying and translating these civilizations' works and achievements made their names mortal and helped with the development of our new modern civilization (De Lacy, 1949).

In the beginning, people focused on written texts to learn and study other foreign languages, which mean that they followed what is called the Grammar Translation Method (GTM) and other skills like speaking were not focused on (Liu & Shi, 2007). In this case, teachers of languages focused on grammar rules and vocabulary. Learners must memorize lists of vocabulary and manage all grammar rules. Speaking skill and pronunciation is not important in this method.

During times of colonialism, some people from both sides colonized and colonizing people wanted to communicate properly, so they tried to learn and teach some speaking skills following what is called the Audio-Lingual Method, also known as the Army Method (Hilgendorf, 2012). Religion also was one of the factors that affected the need to learn and translate from and to other languages.

All these previous needs and reasons to learn new languages created schools and methods and all of them were looking for the best way for teaching and learning new languages. Theories and methodologies of teaching languages have developed greatly throughout history according to many factors but the best way explains how to teach and learn languages is the ongoing subject and dilemma that all researchers want to improve and find the best solutions at all times.

“Language learning is an active process. It is not enough for learners just to have the necessary knowledge to make things meaningful; they must also use that knowledge” (Hutchinson & Waters, 1987, p. 128). This assures the importance of putting all

information and knowledge students acquire in practice in order to be useful. The practice is an important step that evaluates and proves the success of the teaching-learning process. This active process is not just physical movement of speech organs and parts of the body or limbs in accordance with signals from the brain; but also mental and social as far as how much the students need to think - to utilize their intellectual limits and information on the world so as to comprehend the progression of the new data.

Nunan (1988) emphasizes the importance of making students and their opinions part of the curriculum development process in order to reach the best results “curriculum development becomes a collaborative effort between teachers and learner since learners will be involved in decisions on content selection, methodology and evaluation” (p.19).

Many agree that student-centered classes are more successful than the old style of teacher-centered ones. “Teachers believe that a student-centered classroom provides a more effective learning environment and are making efforts toward this end” (Wright, 2011, p. 96). This means that considering students’ needs is very important and useful to have an interactive process where teachers and students are involved. Students’ needs vary from individual to individual. We know that English for specific purposes (ESP) and need analysis are close to each other in many ways. However, needs analysis needs to be conducted in almost every teaching process.

1.2 RATIONALE OF THE STUDY

English has become more important in Turkey and as a result teaching and learning English has become more common “the rapid spread of English in Turkey, that gained momentum in the 1980s, has made English an important factor in Turkish educational institutions and the job market, especially in the urban areas” (Dogancay-Aktuna, 1998, p. 37). Recently, Turkey has become a more powerful commercial country in different fields and has entered the Group 20 (G20), which compound the strongest 20 economical countries in the world, as one of the strongest growing economic countries.

This made the demand for teaching and learning English language increase dramatically both in private sectors and formal institutions like those in private and state

universities. This has been encouraging many people in different sectors to develop their English level in order to keep up with the new international quick development.

It is well clear that English has become the international trade language around the world, which is "lingua franca" and learning this language is one of the main conditions to be part of these international and multinational companies in both public and private sectors. "In recent years, the term 'English as a lingua franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages" (Seidlhofer, 2005, p. 339). For this reason, many formal and private institutions in Turkey follow encouraging policies for learning English language.

Universities are important places that prepare Turkish and international students to be ready to start their professional life successfully. Many universities around Turkey, (more than 20 universities such as Boğaziçi University, Istanbul Technical University, Middle East Technical University, Bilkent University and Gaziantep University), adapt English as a medium of instruction (EMI). These universities demand English in their preparatory classes and students must pass the English exam after they finish this preparatory year in order to continue their university study. The rest of the universities must have at least 60-hour English classes in two semesters according to the regulations of the Institute of Higher Education (YÖK) in Turkey (Dağlı, 2011).

The shared borders between Turkey and Syria and the ongoing war circumstances as well as the decent position of the Turkish universities, made many Syrian students aspire to continue their study successfully in these universities. Studying and analyzing those students' language learning needs helps both students and universities to prepare efficient well-educated students.

This study was made after considering previous similar studies in Turkey such as Balıkcıoğlu (2018), Dağlı (2011), Kar (2014), Doruk (2016), Doğan (2017), Yılmaz (2004). All those studies have studied the needs of English language students in preparatory classes in different universities in Turkey.

The conditions for accepting foreign students in the Turkish universities are almost the same, which demand passing an English level test, if the teaching language of the

university is English, besides their high school diploma. What makes this study unique is that it focuses on the Syrian students' needs, who want to start studying in Turkish universities. Moreover, we can easily expand this study results to include other Arabic students or even other nationalities who want to continue their academic study in some Turkish universities that teach their main courses in English.

1.3 SIGNIFICANCE OF THE RESEARCH

“The importance of needs analysis lies in the potential of its findings to inform the development of the syllabus of the course in question” (Basturkmen, 2013 as cited in Chovancova, 2014). Recently, the number of Arabic and international students in Turkish universities has increased dramatically, which makes it important to study and analyze those students' language learning needs.

This research is important for many reasons; firstly, it may give a good idea about Syrian students' needs and enable teachers to help them while teaching them in a better way. Secondly, researches about Syrian students' English language needs in Turkey has not been studied enough, which makes it more important and unique. On the other hand, the results of this research can shed light to similar cases of all foreign students who want to continue their university studies in many Turkish universities, which adapt English medium mainly or partly. It also helps course designers and teachers to adopt, adapt, prepare and develop materials, depending on the gap between the students' present situation analysis and their target needs and goals.

The findings of the study will cast light on the importance of determining the learners' needs and guide syllabus designers into the most developed and advanced ways to design a syllabus that flows with the learners' needs. In this light, this study also encourages teachers and course designers to give an ear to their learners' lacks and necessities by interviewing them because this can also help to identify the learners' current level of English proficiency.

1.4 RESEARCH QUESTIONS

Throughout this research, answers were sought for the following research questions of the study:

- 1- What are the Syrian students' needs in Gaziantep city related to English language learning at high school?

It is well known that many Syrian families live in Gaziantep city and many Syrian students prefer studying in Gaziantep University, which adapt English medium mainly or partly in many faculties like the engineering and the medical ones. In this research, the real needs of those students are going to be found out, so they can start and continue their university life successfully. Students can express their opinions directly and honestly about their expectations of studying English and whether this studying and preparations match their needs or not. Nowadays more and more researches are being done on the importance of the role of students in the process of teaching languages.

- 2- What do Syrian students think of the effectiveness of their English course in order to meet their needs?

Syrian students study mainly their public state books at high school and some other international series while preparing to start their first year at university. The number of study hours and methods of teaching affects greatly the student's level. I will try to find if these books, methods or hours meet students real needs. The statistics relationship between the items studied were important and they showed the participants' reflections accurately to the items studied.

- 3- What do Syrian students in Gaziantep do to compensate for the weak components in English learning at school?

Syrian students' English levels vary greatly and in order to pass universities exams, a level of proficiency, which demands planned preparations, should be achieved. In order to do that, some followed extra courses at private institutions or online tutoring which enriched their language proficiency.

- 4- Are there differences among males and females in terms of their needs related to English language learning?

Throughout the study, the researcher tried to conclude some results related to differences among males and females in Gaziantep city related to English language learning and find out if there was a relation between sex and English learning needs.

1.5 LIMITATIONS OF THE STUDY

In this study, the number of the participant was 183, which is a good number to give a fair point of view, but on the other hand, it is not enough to generalize our results over the whole number of Syrian students in Gaziantep or throughout Turkey. Moreover, the number of Syrian students in Gaziantep may not represent the whole number of Syrian students throughout Turkey but it may shed the light on their problems in general.

Three schools were visited with male and female students in order to get variable opinions. Interviews were made with many students but not all individuals, and many interviews were made inside classrooms as group interviews where many other students were attending. This may have affected the opinions of the interviewed students.

1.6 DEFINITIONS OF THE TERMS

Needs: Refer to the necessities and wants in addition to the lacks of the learners related to the target language (Hutchinson & Waters, 1987).

Needs Analysis: “(also called needs assessment) refers to the activities involved in gathering the information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students” (Brown 1995, p.35).

English for General Purposes (EGP): The teaching of the whole language components such as structures, lexicon, functions, and rhetoric integrated into reading, writing, listening and speaking activities for general situations without setting a particular target situation (Long, 2005) as cited in (Dağlı, 2011).

English for Specific Purposes (ESP): The teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

Robinson (1980) has defined it as “the teaching of English to learners who have specific goals and purposes” (Coffey, 1984).

English for Academic Purposes (EAP): “EAP is concerned with those communication skills in English which are required for study purposes in formal education systems” (ETIC, 1975) as cited in (Jordan, R. R., 1989).

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Many thinkers mentioned the idea of needs in general, as Karl Marx said “from each according to his abilities, to each according to his needs” (as cited in Lomakin, 1987). “In the world of teaching, the switch of attention from teaching language system to teaching the language as communication highlighted the role of the learner's needs, so the emphasis on the use of the language as communication concentrates on the users themselves” (Fatihi, 2003, pp. 39-59). In fact, it is important that a well-designed syllabus goes in line with the learners' needs, wants, and serves all their lacks and necessities. Therefore, “when a language course is designed, it is important for teachers to have reliable information on their learner variables so that it can reduce any gap among learners, teachers and teaching materials” (Haque, 2014).

Hutchinson and Waters (1987) claim that the existence of the needs and the awareness of these needs are the bedrock of ESP and EGP, and that awareness will have the impact on what will be satisfactory as sensible substance in the language course and, on the positive side, what potential can be misused. Hence, we have various ways to syllabus design and the reason and explain why different approaches were born is that instructors planned to address the issues of their understudies during their learning (Songhori, 2008).

The aim of this study is to investigate the English language learning needs of the high school Syrian students in Gaziantep city. The results of this study can help, both teachers and students not just in Turkey, but also in countries that hosts students came from countries of war or conflicts.

In this chapter, the researcher will write about the importance of needs analysis, the role of needs analysis in the development of a course approaches in addition to needs analysis definitions, functions of need analysis and conducting them. The researcher will also write about the relationship between the need analysis and curriculum preparing stages.

2.2 ORIGINS OF NEEDS ANALYSIS

Needs analysis was first introduced by Michael West in India in the early 1920s when he tried to discover the language needs of a group of students (West, 1994). He wanted to see how and what learners will be required to do with the foreign language in the target situation, and how learners might learn and control the target language during the period of training in the best way. However, this term became more popular in the 1960s.

After the 1960s new terms, like English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) came out and became more popular by time. English for Academic Purposes (EAP) focuses on academic English needs in the field of schools and universities studying. On the other hand, English for Occupational Purposes (EOP) focuses more on the occupational English needs of employees and students in order to develop their careers.

Another term ESP (English for Specific Purposes) became common in the 1960s, which was considered as one of the main terms in English Teaching as a foreign language. We also may consider the terms EAP and EOP as ones derived from ESP.

What distinguished ESP from General English is not the existence of a need as such but rather an awareness of the need. If learners, sponsors, and teachers know why their learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course and, on the positive side, what potential can be exploited (Hutchinson & Waters, 1991, p.53).

West claims, in his book “Needs Analysis in Language Teaching”, that needs analysis went through four stages of development from the early 1970s to the early of 1990s. During the 20th century, occupational needs were the early focus of the needs analysis then English for Specific Purposes was focused on then later, it changed to academic language. Recently the focus became more on the general language learning (West, 1994).

In recent years, language-teaching methods have developed dramatically. Students have become the center of the process and according to Nunan “rather than fitting students

to courses, courses should be designed to fit students” (Nunan, 1999, p. 148). It means that ignoring students’ needs and abilities while teaching, and focusing on just what an already made curriculum, is worthless or at least not successful.

According to Brown (1994), throughout history, teachers have done some kind of needs analysis indirectly, which is very normal and natural process inside every classroom. “New developments in educational psychology also contributed to the rise of (ESP), by emphasizing the central importance of the learners and their attitudes to learning” (Hutchinson, & Waters, 1987, p. 8). Learners were considered have different needs and interests, which would have an important and vital influence on their motivation to learn and accordingly on the effectiveness of their learning.

2.3 THE IMPORTANCE OF NEEDS ANALYSIS

Swales (1980) claims that all teaching-learning elements must work together to make necessary modifications that help the whole process in general. This means that the subject teachers, English teachers, and directors should do more efforts together to make necessary modifications in order to achieve the desired goals. Swales focuses on the need to include the learners' factors especially those related to their study habits and learning strategies. As he puts it, "it is very important for a course designer to know not only what his students can do and need to do but also to know what they would be willing to do or could be persuaded to do within the confines of their particular educational environment” (p. 68).

Despite of the emphasis on the importance of studying and considering needs analysis in the late few decades by many linguists, many are still ignoring this side while designing their curriculum. “Much of the later work in needs analysis is either not widely known or (Richards, 1984, as cited by Nunan, 1988 p. 17) it is still assumed that curriculum development in language teaching should concentrate on language syllabuses to the exclusion of broader aspects such as needs analysis, methodology, and evaluation”. Brown thinks that studying needs analysis should be the first step of any curriculum planning. According to him needs analysis should “serve as the basis for further development of teaching materials, learning activities, tests, program evaluation strategies, etc.” (Brown, 2009, p. 269).

2.4 THE ROLE OF NEEDS ANALYSIS IN THE DEVELOPMENT OF A COURSE

Needs analysis is an ongoing building up procedure in which there is an interactive action among all its elements (teachers, students, administrators, and even parents). The whole procedure enables us at the end to make course decisions based on the interpretation to meet the needs. It is an orientation movement which directs the relations between teachers each other, teachers-students, students-teachers, and among students each other. “It is based on the belief that learning is not simply a matter of learners absorbing pre - elected knowledge the teacher gives them, but it is a process in which learners -and others- can and should participate” (Graves, 2000, p. 98).

Graves (2000) explains that while much has been written about program needs assessment (e.g, Berwick 1989, Brindley 1989, Brown 1995), adult education has taken the lead in looking at needs assessment as part of teaching, or something is done only prior to teaching (e.g., Burnaby 1989, Savage 1993). According to her, if we want needs analysis to be meaningful, we have to make it and understand it as part of the teaching process.

As a matter of fact, needs analysis is threaded to designing a syllabus for it provides teachers and syllabus designers with a lot of important information about the different needs and wants on the parts of the learners. Moreover, it encourages the syllabus designer to discover the discrimination among various kinds of learners and their common needs to carry on the learning process and to make sure that both teachers and learners are working on the right track. Nunan (1988) stated that information that has been obtained through needs analysis could help to enrich the following purposes.

a) Needs analysis can set the objectives of the course and guide the choice and guide the selection and grading of content.

b) It can serve as an aid to the teacher and instructor to alter the schedule and adjust his strategy to limit the space between the teachers' and students' desires and expectations.

Richards (2001) claimed that the rationale beyond needs analysis could be expressed in terms of figuring out the necessary language skills for a student to play out a specific job, for example, college students, discovering a hole between the students'

current capability, and locating problem areas of the learners. Finally, needs analysis should help understanding all sides of learners characters and not just as learners. “The aim of needs analysis is to know learners as people, as language users, and as language learners; to know how language learning and skills learning can be maximized for a given learner group; and finally to know the target situations and learning environment such as that we can interpret the data appropriately” (Dudley-Evans & St. John, 1998, p. 126).

Hutchinson and Waters (1987) concluded that, in a nutshell, different learners from different educational background lead to different and various needs and learning strategies and styles. Through researches and studies, learners can convey their abilities and their knowledge, and at the same time; they can simultaneously reveal their lacks and wants. Moreover, deficiency analysis and lacks can be used interchangeably to refer to the gap that the learners face. On the other hand, syllabuses have gone through different stages to reach to the learning-centered approach, and the reason goes back to the fact that learning is portrayed as a procedure where the students use what information or abilities they have to understand the progression of new data.

2.5 WHAT IS NEEDS ANALYSIS?

There are many definitions of needs in literature and all of them consider the learner of the language as the base stone throughout the whole process in one way or another. Linguistics and writers differentiate many definitions of the need analysis according to their view of this complicated subject.

We can consider these different definitions of needs analysis as something complementary and they at the end serve the same purpose that is the development of academic and educational methods of learning and teaching new languages. Needs analysis, which means collecting information about learners' needs to plan educational programs (Iwai et al; 1999), was presented and used into language teaching through the ESP movement after 1960s and by the 1980s. “In many parts of the world, a “needs-based philosophy” emerged in language teaching” (Richards, 2001, p. 51, as cited in Dağlı, 2011).

Generally, the term needs analysis (also called needs assessment) refers to all activities involved in gathering the information that will serve as the base ground for developing a curriculum that will meet the learning needs of a particular group of students. “The process of determining the needs for which learner or group of learners requires a language and arranging the needs according to priorities” (Brown, 1995, p.35, 36).

Brindley (1989), thinks that the idea of language needs has never been plainly characterized and stays ambiguous. A variety of schoolers identify different kinds of need inside needs analysis, including objective and subjective needs (Brindley, 1989; Richterich, 1980), target needs and learning needs as were discussed by (Hutchinson & Waters, 1987), situational and communicative needs (Richards, 2001), situation and language needs (Brown, 1995), and finally felt and perceived needs (Berwick, 1989) (As cited in Astika, 1999). In this study, the researcher highlighted many types of needs according to different researchers and schools.

It is well known that needs are not static; but rather, changeable (Elisha-Primo, Sandler, Goldfrad, Ferenz, & Perpignan, 2010). There is often a clear big gap between students’ needs and school curriculum, and in order to solve this point, the best effective way is to evaluate continuously the curriculum to decide what still meet the needs of students and what does not.

Brown (1989) argues that “the ongoing program evaluation is the glue that connects and holds all of the elements together” (p. 235). The elements of any curriculum should be well studied and examined. They should be both, related to each other, and to students’ needs. He thinks that the elements forming the curriculum will be useless and pointless if they are isolated. In addition, that makes studying all elements together and at the same time, including students' background and their possible future jobs etc... , very important in order to get reliable results.

The aim of learning a new language differs from one situation to another, for example, the reason for learning English for some immigrants to find better job opportunities, differs from the reason of the American soldiers when they wanted to learn the a new language for war reasons. A university student also has very different needs when they want to learn a new language according to their academic needs.

Mouton de Gruyter (1989) in his book “Working with Language a Multidisciplinary Consideration of Language Use in Work Contexts” talks about relationships between language and work and learning language for a specific purpose. He mentions many language styles and patterns of the language in his chapters like the language of business negotiation, the language in police work and language and education in Peru. When people need to go throughout the different situation, they need to learn to use different styles and patterns of the language and not only one bookish pattern (Coleman, 2011).

2.6 WHO WILL BE INVOLVED IN THE NEEDS ANALYSIS?

It is important to decide the categories involved in the needs analysis before we start our procedure. “Four categories of people may become involved in a needs analysis: the target group, the audience, the needs analysts themselves, and the resource group” (Brown, 1995, p.37). The roles a person may take are different even when the same person takes more than one according to these categories:

The target group consists of the individuals about whom the information will be gathered at the end. The target group is usually the students in a program, but sometimes the administrators and teachers may be targeted.

The audience for a needs analysis may consist of people who are responsible for the analysis and may take action upon it. They usually consist of program administrators and supervisors, teachers and teacher aides, and any authorities in the language program.

The needs analysts are the people responsible for carrying out the needs analysis. They may be consultants or members of the institution designated for the job or brought in for the purpose. This group has another possible job, which is identifying the other three groups. They have to share responsibilities in order to make the whole needs assessment realizable.

The resource group is made of any people like parents, financial sponsors, or guardians, who may serve as sources of valuable information about the target group. In some cases, people out of the study such as future businesses may give us significant data about the target language that learners will in the end need to use (Brown, 1995).

2.7 GATHERING INFORMATION

Gathering different kinds of information related to students and their needs, the situations in which a language will be used and the objectives the language is needed is very important to start a successful teaching- learning process.

Richards, Platt, and Weber (1985, p. 189) say that a needs assessment demands information on:

“The situations in which a language will be used (including who it will be used with).

The objectives and purposes for which the language is needed.

The types of communication that will be used (e.g., written, spoken formal, informal).

The level of proficiency that will be required ” (Brown, 1995, p.42).

These points may look enough as a starting point, but the needs analysts must specify the areas of consequence to gather information early and clearly. In this process, the analysts should develop new areas of investigation with discarding the old ones in a flexible way. After that, the basic techniques used for gathering information are relatively straightforward. They are simple as they consist of relatively simple clear questions.

2.8 TYPES OF QUESTIONS

Questionnaires should be prepared carefully and professionally in order to provide useful results. “Good questions are ones that provide useful information about what the researcher is trying to measure” (McLafferty, 2003, p. 130). Therefore, it is important for any researcher to choose his questions carefully in his questionnaire. Gathering information professionally is an important process in order to get a successful needs analyzing. Rossett (1982) “identified five categories of questions designed to identify the following: problems, priorities, abilities, attitudes, and solutions” (as cited in Brown, 1995, p.43).

Questions about problems are common and their aim is to identify the problems and they are normally very open-ended and exploratory such as;

“1- What problems have you been having with your English when you talk to native speakers at work? (Addressed to the students) ” (Brown, 1995, p.43).

“2- What do you think the most pressing problems are for your language students?
(Addressed to language teachers) ” (Brown, 1995, p.43).

Priorities Questions: These kinds of questions are made to check the most important language uses topics and skills according to the target group in order to be learned. It is normal and natural as Nunan (1986) mentioned, that teachers, students, and administrators may have different views and accordingly, different priorities. However, discovering these differences can help the needs analysts to give common average solutions and shared ideas.

Ability questions are focused on the students themselves and, especially, the abilities they have prior to the course. Such questions will often be answered using certain pre-tests designed either to identify specific weaknesses or to make sure of the overall language level. In both cases, such data is crucially important for establishing a starting point for the program, as well as for delineating the set of skills among participants. These points are therefore of importance for planning the starting level, scope, and sequence of a program.

Attitudes: we create our questions in a way that helps us to provide information about our participants' attitude and feelings towards all details of our program. The same question about how to study "grammar points" and language functions, for example, can be given to both students and teachers at the same time in order to discover the differences in attitudes towards different details among the participants in a program. For example, “Do you feel that students learn English better and more efficiently by studying grammar points, language functions, or some combination of the two? ” (Brown, 1995, p.43).

2.9 TYPES OF INSTRUMENTS FOR COLLECTING DATA

There are many procedures to gather data about the necessities of our target. These instruments (such as existing information, tests, observations, interviews, meetings, and questionnaires), give more or less accurate information about our target group and some of them take much longer time than the others.

2.9.1 Questionnaires

Questionnaires can be considered as an efficient way to collect my data on a large scale and in a little time. “Conducting questionnaire surveys involves a series of steps, including designing and pre-testing the questionnaire; choosing a survey strategy; identifying a sample of a potential respondents; and administering the survey” (McLafferty, 2003, p. 139). Questionnaires are at the same time useful to make group comparisons among large groups, which is highly helpful for our study. We can design our questionnaires to include and serve many proposes such as Biodata surveys and Opinion surveys.

Using the Biodata surveys enables us to gather information about the background of our participants including their age, sex, and place of birth etc. On the other hand, we can also use Opinion surveys to gather more complex information about participants' attitudes and opinions by preparing a series of questions to serve this purpose. We can use also another useful type that is self-rating, in which individuals can rate their own motivations or abilities. Self-rating is useful because it enables us to discover the inside self-judgment and evaluation of the individual him/herself.

2.9.2 Interviews

The interview procedure is one of the famous ways in which we can gather personal information and when it is done privately, it gives us the "real" opinions of the participants involved. On the other hand, personal interviews consume much time that makes hard to do with huge numbers of participants. Group interviews give a relative solution for the time-consumption. Group interviews solve the problem of time but they are not confidential because people may not express their real opinions when they are in a public atmosphere for many personal reasons such as the psychological and political ones.

2.9.3 Tests

Different kind of tests such as, proficiency, placement, diagnosis, or achievement tests, can give us good information about students' level in general. The higher the quality of the test is, the more it is useful.

2.9.4 Meetings

Meetings can be structured so that the participants can accomplish specific tasks more than they can do in interviews. We can get useful information about the program and the people by observing the process of the group while it is meeting. “The Delphi technique is a meeting or series of meetings, in which the task to be ions of a group of teachers might be elicited on a questionnaire”. (Brown, 1995, p.49)

According to the results, differences in opinions and minority opinions can be discussed in order to help instructors agree on a general philosophy for the needs analysis, to build objectives of the curriculum and a consensus on the goals and so forth. We can arrange advisory meetings in the early stages of a needs analysis to inform the institution and the staff about what a needs analysis is the technique used and its purposes. We may also talk about the benefits we may gain. We have to include teachers in the program and give them respect and honor in order to make them more cooperative and useful in our program. Interest group meetings are generally convened to air differences that arise in a program between the groups within the program or the individuals. In order to fill the gaps and resolve the differences through compromise or consensus, we can explain the advantages of different program philosophies; different views on the importance of how much detail must be given in objectives, different views of student's needs, and so forth. Review meetings are made to enable us to develop the sifting process by analyzing the information we gathered from other procedures. These meetings can help with needs analysis decision-making such as what information to include and what to ignore, which information is more important in order to emphasize more. All previous details make the review meetings particularly valuable.

2.9.5 Observations

This procedure requires watching and observing an individual or a few number of individuals in a classroom for example and record the behaviors of the individuals and groups. “This has occurred, for example, when linguists have recorded their feelings and thoughts as they went through the process of learning a language for example, Schumann & Schumann 1977; Bailey 1980” (Brown, 1995, p.48).

2.10 TEACHING METHODOLOGIES AND NEEDS ANALYSIS

Teaching and learning other languages went through different methodologies throughout history and teachers tried to develop their methods and style in order to reach the most beneficial way of teaching the target language. The need for needs analysis is legitimately associated with student -centeredness in the present language instruction. In this manner, a language-instructing project ought to associate and react to the students' needs (Tavil, 2006).

Among a variety of teaching methods, The Direct Method, The Grammar Translation , Audio lingua ,The Structural Approach, The Communicative Methodology, Community Language Learning , Immersion Methodology, Task-Based Language Learning, we can find some methodologies that focus more or less on the Teacher-Centered process and others on the student-centered one.

Among the previous and other methods, we can find methods in which the teaching process is more teacher-centered, where educators are the principle authority figure and learners are seen as "sponge" who get information and data from their instructors through direct guidance, with a ultimate objective of positive outcomes from testing and appraisal. In the teacher-centered approach, the teachers have much more responsibilities than in the student-centered approach (Blumberg, 2009). In this style, educating and assessment are seen as two separate elements; learners learning is estimated through objectively scored tests and evaluations.

Another approach is the student-centered approach, in which instructors are as yet a power figure. In a student-centered teaching method, instructors and learners assume a similarly dynamic job in the learning procedure. The instructor's primary job is to monitor their learners learning and their general perception of the material and to quantify understudy learning through both formal and casual types of evaluation, similar to bunch ventures, understudy portfolios, and class investment. In the student-centered classroom, educating and assessment are related associated in light of the fact that student learning is tirelessly evaluated during instructor guidance.

A positive response to student concerns can result in a classroom that is even more student-centered (Chung & Chow, 2004).

“The preceding review of the pedagogical literature indicates that many college teachers believe that a student-centered classroom provides a more effective learning environment and are making efforts toward this end. In these reports students tended to respond positively to the changes introduced, and the teachers considered themselves successful in their quest to create more learner-centered classrooms while achieving their course objectives” (Wright, 2011, p. 95-96).

In the learner-centered approach the class situation is busy and noisy because it is mainly based on groups and discussions (Jeanne, 2009). In this methodology, the instructor is obliged to be OK with the way that the learners are bound to submit mistakes that he/she may not hear and make correction.

New technologies have changed many things in the education system and the way teachers teach and deal with their students. Teachers and educators can use smart boards in their classrooms, which enable them to use the internet. Using the internet in the classrooms provides teachers and students with unlimited resources.

G. E. Perrin claims and emphasizes on the importance of the active methods that make students involved and part of the teaching process. “Nowadays it is accepted that children are best taught foreign languages as much as possible by active methods involving the use of a series of structural and lexical items within the context of given situations” (Perrin, 1968, p.47).

2.10.1 Teaching Styles

Among all those previous methodologies, teachers can choose or even mix more than one methodology to have their own style and character. Teachers and instructors must have a large and varied storage of strategies to use monthly and even weekly or daily in order to keep their students engaged and even prevent them from being bored.

Teachers should know their students and their backgrounds because they care about them. These stories and information about the students enable teachers to prepare more meaningful and fun lessons and attract students’ attention. In this case, teachers can have their own character and style, and not just a pre-made teacher.

In her book 'Designing language courses; A guide for teachers' Graves clarifies that while much has been done on program needs evaluation (e.g., Berwick 1989, Brindley 1989, Brown 1995), adult education has started to lead the pack considering needs evaluation as a component of educating, or something is done uniquely before instructing (e.g., Burnaby, 1989, Savage 1993). According to her, if we want needs analysis to be meaningful, we have to make it and understand it as part of the teaching process (Graves, 2000).

2.11 TYPES OF NEEDS ANALYSIS

Various scholars used different labels to indicate needs analysis: target needs, learning needs, pedagogic needs analysis, deficiency analysis, and means analysis. For Hutchinson and Waters (1987), needs analysis is, fundamentally, a matter of posing inquiries about the objective circumstance and the perspectives towards the circumstance of different members in the learning procedure. Moreover, they defined needs as the ability to comprehend and produce linguistic features of the target situation. Hutchinson and Waters (1987) made a basic distinction between 'target needs' and 'learning needs'. The previous refers to what the student needs to do in the objective circumstance, while the last refers to what the student needs to do to learn. Besides, they looked at the target situation in terms of necessities, lacks and wants:

2.11.1 Target needs

2.11.1.1 Necessities

Hutchinson and Waters (1987), called necessities as “the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation” (p. 55). For example, a learner may need to understand business letters, to communicate effectively at sales conferences or to get the information needed from sales catalogues. Linguistic features- functional, structural, and lexical-which are commonly used in the situations identified, will be needed to know.

2.11.1.2 Lacks

In this respect, according to Hutchinson and Waters (1987), we need to know what the learner knows already in order to decide which of the necessities the learner lacks.

One target situation necessity may be to read texts in a particular subject area. A teacher can decide if the learners need instruction in doing this activity or they do not need, will depend on how well they can do it already. Needs must be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learners' lacks.

2.11.1.3 Wants

Target needs according to are considered in terms of an objective view, with the real students assuming no dynamic job. In any case, the students as well, have a view with regards to what their needs are. Hence, a need is not portrayed as independent of a person. It is people who build their images of their needs based on data relating to themselves and their surrounding environment.

Wants are described as what the learners think they need and their own concept of learning, their preferred teaching content, teaching aids, and learning style. Therefore, learner perceived wants can not be ignored (Hutchinson & Waters, 1987).

2.11.2 Learning needs

Since familiarity with the need involves observation and perception, this perception may change as indicated by one's angle in an analogy, consider this tripartite (lacks, necessities and wants) as a journey.

“ What we have not considered yet is the route. How are we going to get from our starting point (lacks) to the destination (necessities)? Although we have also seen that, there might be some dispute as to what the destination should be (wants). Hence, this indicates another kind of need: learning needs” (Hutchinson & Waters, 1987, p. 60). Throughout the journey of learning, the tripartite (lacks, necessities and wants) affects and controls the whole process, which means that ignoring one of this tripartite will affect negatively on the general goal of learning.

In taking the target situation, the course planner is posing the inquiry: 'What does the master communicator need to know so as to work in a particular circumstance?' This data might be recorded as far as language things, aptitudes, techniques, subject information, and so on.

What the investigation can not do, notwithstanding, is the means by which the master communicator took in the language items, aptitudes, and methodologies that the person uses. Hutchinson and Waters (1987) stated that it is a shallow way of thinking to base a course design solely on the target objectives, just as it is shallow thinking to consider that a journey can be planned only in terms of the starting point and the destination. That is to say, the needs, along with constraints of the route (the learning situation) must also be taken into account, if we are going to have any useful analysis of learner needs.

To accomplish adapting needs, it might be suitable to search for writings and exercises that are more interactive or comical to create the inspiration expected to learn English. It is important to consider how far the action mirrors the objective circumstance needs and how far the necessities of the learning circumstances. For instance, the students were studying engineering and they would have to write a manual in the target situation. This is the limit of the influence of the target situation. However, learners would still have the need for a task that is pleasant, satisfying, manageable and creative. This task, in effect, is guided in terms of its general orientation and goals by the target situation, however its particular content is a reaction to learning needs (Hutchinson & Waters, 1987).

In the target situation, learners may need to read long or dull texts or do complex activities, but their motivation might be elevated because:

- They are interested in the subject in general.
- Job promotion may be involved.
- Learners may be going to do very interesting experiments or practical work based on the texts.
- Respecting the subject teacher or boss will likely help the learners to promote their motivation.
- Learners may be very good at their specialized field, but poor at English.

For the previous reasons, learners might be well motivated either in their studies or in their work. “The target situation is not a reliable indicator of what is needed or useful in the learning situation. The target situation analysis can determine the destination; it can also act as a compass on the journey to give general direction, but we must choose our

route according to the vehicles and guides available (the conditions of the learning situation), the existing roads within the learners' mind (their knowledge, skills, and strategies) and the learners' motivation for travelling.” (Hutchinson & Waters, 1987, p. 62).

Richterich (1983), then again, characterized that "objective needs" examination structure the wide boundaries of the program, yet when learning begins, this language-related necessities would be changed and a few sorts of adapting needs which were not determined pre-course will show up. Accordingly, emotional requirements investigation is basic to gather data from students to control the learning procedure.

Richterich and Chancerel (1987, as cited in Fatihi, 2003) point out that due to the fact that needs vary too much from person to person, the system should have to be continually adapted. Nunan (1988, as cited in Fatihi, 2003), like Richterich, talked about subjective and objective needs. He pointed out that objective data is the authentic data, which does not require the disposition and perspective on the students to be considered. Along these lines, true to life data on age, nationality, home language, and so forth is supposed to be objective in nature. Subjective data, then again, mirrors the observations, objectives and needs of the student. It incorporates, in addition to other things, why the student has taken to become familiar with a second language and the classroom duties and exercises that the student likes (Nunan, 1988, as cited in Fatihi, 2003).

In considering needs, Nunan (1988) stated, “We should keep in mind that the teacher's syllabus and the learner's syllabus or 'agenda' might differ” (p. 79). One of the goals for subjective needs analysis is to include students and instructors in interacting data with the goal that the plans of the educator and the student might be firmly adjusted". This can occur in two different ways. In the first place, the selection of content and learning activities can be guided by the information elicited from the learner. Secondly, by giving learners details and information about learning activities, objectives and goals, these learners might come to have a greater appreciation and they are going to accept the learning experience they are undertaking or about to undertake (Nunan, 1988).

Nunan (1988, as cited in Fatihi, 2003) stipulated that the techniques for "subjective needs" analysis would, “therefore, figure as prominently as a technique for

"objective needs". Moreover, "in the learner-centered system, course designers will engage in extensive consultation with learners themselves in deriving parameters and such system is considered as a utilitarian rational" (Fatihi, 2003, pp. 39-59). that leads to the fact that skills are taught because they happen to be part of a subject or academic discipline. In addition, Nunan (1988) claimed that it might be that learners have different needs and goals from the needs and goals of the teacher simply because they have not been informed or discussed in any meaningful way what the teacher's goals are.

2.12 APPROACHES TO NEEDS ANALYSIS

2.12.1 Pedagogic needs analysis (PNA)

The term 'pedagogic needs analysis' (PNA) was suggested by West (1998) as an umbrella term to represent the accompanying three constituents of needs analysis. PNA covers lack examination, system investigation or adapting needs examination, and means investigation. West (1998) expressed the way that insufficiency needs ought to be adjusted with by social affair data about the students and the learning procedure.

2.12.2 Deficiency analysis

Hutchinson and Waters's (1987) connotation of lacks can be associated with deficiency analysis. Also, according to Songhori "the approaches to needs analysis that have been developed to consider learners' present needs or wants may be called analysis of learners' deficiencies or lacks. From what has already been said, it is obvious that deficiency analysis is the route to cover from point A (present situation) to point B (target situation), always keeping the learning needs in mind" (Songhori, 2008, p.11). Thus, insufficiency analysis can frame the premise of the language prospectus since it ought to give information about authority of general English, both the gap among present and target information, language abilities and language techniques (Jordan, 1997).

2.12.3 Strategy analysis or learning needs analysis

As its name implies, this kind of needs analysis has to do with the methods that students use to get acquainted with another language. This attempts to set up how the understudies wish to adjust instead of what they need to figure out and understand. (West,

1998, as cited in Songhori, 2008). Deficiency analysis, to some extent, has not been concerned with the learners' view of learning.

As mentioned previously, a clear distinction was portrayed by Hutchinson and Waters (1987) between necessities, wants and lacks. They advocate a learner-centered approach in which learners' learning needs play a vital role. If the analyst tries to find out what learners do with the language, learning analysis will lead us to think about what the learner needs to do in order to learn (Songhori, 2008).

Dudley-Evans and St. John (1998) discussed that how learners should be directed and what they ought to be instructed are skills that direct them and empower them to arrive at the objective, the way toward learning and inspiration ought to be considered just as the way that, various students learn in various manners.

Bower (1980, as cited in Jordan, 1997) noted the importance of learning needs by referring to the fact that if we accept that a student will learn best if what he wants to learn, less well what he only needs to learn, it is clearly important to leave room in a learning program for the learner's own desires regarding his goals and needs. Finally, Allwright (1982, as cited in Songhori, 2003) said that the investigation of learners' preferred learning style and strategies enlightens us about the picture of the learners' perception of learning.

2.12.4 Means analysis

Means analysis tries to investigate those considerations that talk about coordination and instructional method that lead to a discussion about items of common sense and imperatives in executing needs-based language courses. (West, 1994, as cited in Songhori, 2003). Moreover, Jordan (1997) stated that means analysis should provide us with a tool for designing and environmentally sensitive course.

Dudley-Evans and St. John (1998) suggested, “means analysis looks at the environments in which a course will be run, or the environment in which a project will take root, grow healthily and survive. The two key factors considered are the classroom culture and the management infrastructure and culture.” (p. 124)

Means analysis is an acknowledgment that what functions well in one circumstance may not work in another. While hotel staff around the world may share some

similar language needs, how they gain the language, the conditions where they are learning and where and how they apply the language are not the equal. Accordingly, the requirements, and how they are organized, requested and then met will have different calculation (Dudley-Evans & St. John, 1998).

In 2015, Al-Hamlan conducted a research which focused on students' needs in terms of language skills and tasks. According to him, studying learners' needs gives insights to syllabus designers and teachers to understand what the learners actually need to learn and in which way learners want to learn. The researcher conducted his study using questionnaires and semi-structured interviews. The results showed that students have problems in speaking, reading and writing. This might be credited to teachers who follow traditional methods. Moreover, the curriculum in most contexts is still far from the international standards of syllabus design. Therefore, comprehensive change in teachers' roles and the curriculum is expected to improve language learning in an EFL setting.

We can notice that the classifications of needs vary in different ways: Perceived needs vs. felt needs, objective needs vs. subjective needs, target needs vs. learning needs and implicit vs. explicit needs and each classification consider a specific part of needs. Researchers could include some information about students' attitudes toward learning and toward culture and language while analyzing and studying subjective needs. On the other hand, the objective needs include more information about students' culture, age, country of origin and other personal information. Brown suggests that needs should be created according to objectives and goals based on the foundation for evaluation, materials and developing tests. Need analysis should not be taken as an action done once at the beginning of a teaching process; rather, it should be an on-going procedure during the development of any teaching language program (Brown, 1995).

The objective needs are the basic and starting point of any curriculum. Curriculum designers should consider the objective needs of the learners while they are designing the language curriculum target (Brindley, 1989). In other words, the objective needs deal more with the actual real information of the learners and the use of the language in real life. They focus on the language proficiency of the learners and the use of this proficiency

in their real communicative situations. The personality, learners' confidence and their attitude towards the language are all parts of learners' subjective needs.

According to Brindley (1989), the subjective needs are based upon a variety of information including “affective and cognitive factors such as personality, confidence, attitudes, learners’ wants and expectations with regard to the learning of English” (p.70). These subjective needs may play an important role when we want to place different students in different groups considering their ages, their different language level and even their time available. Moreover, Richards (1990) also defined other kinds of needs like the situational and communicative needs.

Communicative needs are very clear by its name. They focus on students' ability to communicate in certain places and times. This kind of communication needs a special kind of practice and many learners may be interested in it. In Situational needs concern with teaching styles and techniques and learning styles and the proficiency levels of learners.

Hutchinson and Waters define target needs as those required by the learners’ in the context of use. Target needs is when we focus on the situation that learners of a language are going to use this language at work after graduation. In other words, the target needs are seen as necessary for the learners and not just as wants (Hutchinson & Waters , 1987). We should consider both wants and necessities in the process of needs analysis in order to create the balance and define the learners' weaknesses and strength at the beginning and end of the learning process.

Alderson (1980) discusses four different types of needs: formal, actual or obligation, hypothetical future, and wants needs. According to him, the formal needs refer to institutional needs such as passing exams. The actual or obligation needs refer to what students have to do with the language after learning it. The hypothetical future needs refer to the needs make a better professional in the future days. Formal and wants needs are mainly during the process of teaching-learning orientation, while the actual or obligation and the hypothetical needs are mainly future-oriented.

Altman (1980) suggests that it is better to put students and learners in groups according to their level of proficiency, time available and their age. Therefore, we consider different types of learners according to their individual differences. Accordingly, this requires making flexible educational arrangements. Language institutions should be flexible according to the differences of individual learners so they take care of the previous factors.



CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter aims to describe the research methodology, the data collection methods and the procedure of the research, accompanied by the validity and reliability of the instruments. This research is conducted mainly on high school Syrian students in Gaziantep, Turkey. For this study, data was collected by using interviews and questionnaires to determine and identify former students' perceived language needs and the degree of level students are and want to be after finishing high school.

3.2 METHODOLOGY

For studying students' needs and whether the course is feeding these needs or not, a wide range of methodological possibilities-quantitative and qualitative are available and each has particular strengths and potential problems. Hutchinson and Waters (1987) referred to many types of quantitative methods in order to investigate the target needs of the learners, such as questionnaires. Nunan (1988) expressed how quantitative methods reflect the learners' own attitudes and preferences. However, in view of the complexity of needs which every researcher can see, it is desirable to rely on more different qualitative methods for collecting data, such as interview or observations. Different methods are used in qualitative research. Interviews, focus group discussions, observational methods and document analysis are the most common (Hutchinson & Waters, 1987).

This study considered the strategy analysis approach. It is also based on mixed method both qualitative and quantitative. A quantitative method is a formal, objective, systematic process in which numerical data are used to obtain information about the world (Anderson, 1990). A good number of participants (N=183) participated in the questionnaire, which gives statistical data to conclude the results. This research is important for many reasons. It may give a good idea about Syrian students' needs and enable teachers to help them while teaching them in a better way. A qualitative research includes observations, textual or visual analysis and interviews which are the most

common methods used in cases similar to this study. The researcher made both individual and group interviews in order to collect qualitative data.

3.3 DATA COLLECTION TOOLS

The best and most common ways to collect useful information about the needs of learners are usually interviews, questionnaires and informal discussions with learners. Questionnaires usually cover learners' expectations of the course and the language target as well as their language teacher. A narrow definition of a questionnaire is a set of questions for respondents to complete themselves (Newell, 1993, as cited in Hall & Hall, 1996).

3.3.1 Questionnaires

The questionnaire is taken from another questionnaire related to need analysis and the realistic and practical situation of my target students (Yılmaz, 2004) with some little modifications for language reasons. Moreover, (Yılmaz, 2004) compared old and new students in his questionnaire and made a questionnaire for teachers whereas the researcher of this study used just students' questionnaire. The researcher modified four items and added two to become 47 items with one open ended question in the end. The modifications were done on the basis of findings of the pilot study and needs of the refugee context. Because of the big number of participants, data was collected through questionnaires. A questionnaire was chosen because it is an efficient way to collect data on a large scale and need little time. Questionnaires are also useful to make group comparisons among large groups, which is helpful for this study. The logic is that questionnaires are widely used is that they require less time than the other instruments such as interviews or observations. Items in questionnaires could be open-ended in format, allowing respondents to reply using their own words, or closed-ended, requiring the respondent to select one from among a limited number of responses (Johnson, 1992).

The researcher used the structured questionnaire, which is a document that consists of a set of standardized questions with a fixed scheme, which specifies the exact wording and order of the questions, for gathering information from respondents. The questionnaire was first prepared and written in English then it was translated into Arabic by an

experienced Syrian EFL teacher then it was translated back into English by another experienced Syrian EFL teacher. The rationale for this double check translating was to ensure that the translating is accurate and students must not have any misunderstanding in any part of the questionnaire, which guarantees the same understanding by all participants.

The researcher used the structured questionnaire, which is a document that consists of a set of standardized questions with a fixed scheme, which specifies the exact wording and order of the questions, for gathering information from respondents, to identify learners' needs and preferences in learning strategies and many investigations regarding the course they study and their needs. The questionnaire aims to analyze the students' current needs of English according to the four language skills (reading, writing, listening, speaking), and the degree of necessity for these skills. In addition to these, it also aims to clarify the questions about courses and materials students use and study, and the competence of their teachers and the number of hours cover the English courses at their high schools.

The researcher piloted the questionnaire with 15 participants to see how much time it takes and to check participants' understanding of the translation and any possible problem and according to the previous factors and the participants feedback the researcher deleted some items to become 48 in total. The first part consisted of 47 multiple choices in order to choose between strongly disagree to strongly agree to. The second part was one open-ended question about expectations from the preparatory program or from studying English at high school. The researcher also included translation into Arabic next to each item to avoid any possible misunderstanding.

3.3.2 Interviews Protocols

An interview survey is a conversation between interviewer and respondent with in order to elicit certain information from the respondent (Moser & Kalton, 1971, as cited in Issa, 2011). With regard to the number of participants involved, interviews can be individual or group (Brown, 2001).

Interviews are a qualitative method that focus on the meaning that participants give to the problem rather than on the meaning that the researchers bring to research, and

these researchers make an interpretation of what they see and hear (Cresswell, 2007). Interviews included many questions related to the previous level of students and reasons that affected their level and their needs and goals. Some students talked about negative effects of not going to schools for two or three years, which affected their educational level in general.

The interviews questions were created by the researcher based on the following:

- a- The literature review of other thesis interview questions like (Yılmaz, 2004), (Dağlı, 2011) and (Balıkcıoğlu, 2018). The interview questions themselves can be analyzed after piloting some interviews for example. "Interviewers can give full attention to what their participants want to tell-even when it seems extraneous or requires additional visits. And an interviewer can pace the interview to fit the participant's needs first" (Charmaz & Belgrave, 2012, p. 362).
- b- Students answers of the questionnaire and their feedback
- c- After creating the questions, the interview protocols were submitted to the expert opinion.

All questions were simple and clear which made students find it easy to understand and answer. The interviews focused on the following questions:

1. What are the Syrian students' needs in Gaziantep city related to English language learning?
2. Do Syrian students in Gaziantep meet all their needs at schools, at private institutions, or even at preparatory year at universities? To what degree?
3. What are the students' expectations of studying English while they are in high school or preparing for university?
4. What do Syrian students in Gaziantep need English for?
5. What do Syrian students in Gaziantep need to learn to achieve the level of proficiency that you want?

3.4 VALIDITY AND RELIABILITY

Whatever methods for collecting data researchers would select, they should always examine these methods critically in order to assess to what extent they are likely to yield reliable and valid data (Johnson, 1992). Simply stated by Johnson (1992), a measure is valid if it measures what is intended to measure. Validity is not an absolute notion; rather, a high level of validity is a goal to strive for (Johnson, 1992). We must always ask how valid a measure is for a particular purpose and for particular persons in a particular context (Johnson, 1992). According to Kothari (2004), validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. Robson (1993) referred to the level of a study exact reflection or appraisal of the particular idea that the scientist or researcher wants to quantify.

The researcher calculated the reliability of the questionnaire with "Cronbach's Alpha" which is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. The results showed in this study $p = 0.863$ which is highly internally consistent.

Moreover, the questionnaire was highly valid with regard to content, construct because the questionnaire deals with the questions that directly match the investigation of the study. It is worth mentioning that teachers stayed with the participants while they were answering the questionnaire and explained any unclear question to the participants to make sure that they understand all the items and to assure the validity of findings. The final and most significant source of validity is that the questionnaire was submitted to an expert opinion. Therefore, the validity was achieved by requesting the supervisor's opinion on the appropriateness of the questionnaire to the research goals. The director passed on that the survey is reasonable for estimating the structured designed targets, and then, he checked the researcher's analysis of the results of the questionnaire and agreed on them.

As for the validity of the interview, the researcher achieved the validity of the interview questions to measure what they are intended to measure. First of all, the researcher read a revision of the relevant studies and research projects to formulate the first draft of the interview. Second, this draft was also shown to the supervisor of the research. In light of the comments and remarks provided by the supervisor, the researcher

modified the questions and rephrased the items that needed more clarity and relevance to the intended goal.

Reliability of a measure refers to the accuracy or consistency of measurement. It refers to the repeatability of findings. If the study were to be done a second time, would it yield the same results? If so, the data are reliable. If more than one person is observing any event, all observers should agree on what is being recorded in order to claim that the data are reliable (Seliger & Shohamy, 1989).

Microsoft Excel and SPSS IBM Company V. 23 was used in this study to assess the reliability of the questionnaire, whereas interview reliability was accessed via recording the interview for later reliability checks. In this research, based on the insights obtained from the participants' responses, it could be suggested that the questionnaire and interview methods are of reliable values. The rationale beyond this is the use of both structured questionnaire and semi structured interview to gain data that are more reliable. The interview questions serve as an extension of the questionnaire to pave the way for more elaboration on the part of the participants. The questionnaire was done by 183 participants while groups of 52 participants were interviewed.

3.5 SAMPLING AND PARTICIPANTS

In this study the convenience and purposive sampling was used which is the most commonly used sampling method. The sample was chosen on the basis of the convenience of the investigator. Often the respondents are selected because they are at the right place at the right time. “The advantages of this sampling are that they are most commonly used, less expensive and there is no need for a list of all the population elements. However, they are not without limitations; the foremost being variability and bias cannot be measured or controlled. Secondly, results from the data cannot be generalised beyond the sample” (Acharya, Prakash, Saxena & Nigam, 2013, p. 330).

There were four groups from three different high schools in my study. The first and second groups were composed of girls' students. The third and fourth groups were composed of boys and girls students from the same high school.

The number of participants and their sex and schools are given in Table 1.

Table 1

Sampling and Participants

School name	Sex	Piloting	Questionnaire	Group interview	Individual interview
Kasibeyaz Ortaokulu	Male				
	Female	15	15	8	
Al Amal (Özel İdari)	Male				
	Female		30	12	4
Hatice Büyükbese Ortaokulu	Male		101	32	3
	Female		37		
Total		15	183	52	7

The number of participants was 183 included 101 females and 82 males. All those students were high school students in the year 2019, who were possible university students in the following year. On the other hand, many teachers helped me apply the questionnaire after I explained some main ideas, which help to do it smoothly.

3.6 DATA COLLECTION PROCEDURE

The questionnaire was first prepared and written in English then it was translated into Arabic by an experienced ELT teacher then it was translated back into English by another experienced ELT teacher. The rationale for this double check translating was to ensure that the translating is accurate and students must not have any misunderstanding in

any parts of the questionnaire, which guarantees the same understanding by all participants.

Group interviews and individual ones inside classrooms were made, in which students were asked questions related to the study and students gave their opinions and answers one by one. The questions were focused on high school students whom they vary greatly in their English level. This made the researcher ask the questions in the students' mother tongue.

Permission to administer the questionnaires was taken after the researcher explained to the schools' managers about the study. After that, the researcher talked to the teachers and explained the procedure they should have followed doing the questionnaire with the students inside the classrooms. In the first and the second groups, which were composed of females, the researcher monitored and helped the teachers who did the questionnaire. In the third and fourth groups, which were composed of males and females students from the same high school, the researcher delivered the questionnaire to the assistant manager and some of the teachers carried out the questionnaire after the researcher explained the procedure they should have followed. The researcher had to visit those schools three different times during 2019 in order to finish the questionnaire. Interviews were made inside classrooms, which took place throughout many sessions in different times.

3.7 DATA ANALYSIS

A quantitative analysis was done for the questionnaires except for the open-ended questions and interview where a qualitative analysis was done. In order to analyze the data, the Statistical Package for Social Sciences was used. First, the data was analyzed by using descriptive statistical techniques, including percentages and frequencies. All percentages and frequencies were accurately calculated in order to get a general view about the participants of the study. In addition, standard deviations were also calculated to identify the extent of agreement in the participants' responses to the given questions. Means were calculated for each item to provide a standard way of comparing answers across items. Pearson Chi-square was applied just to one question to examine the similarities and dissimilarities in responses to the same question included on three

questionnaires. Standard significance values larger than 0.05 ($p < 0.05$) were considered to be non-significant in this study. T-tests were also applied to the Likert-scale questions to compare the results of current and former students' questions. The rationale behind the t-test was to compare two groups with the same questions as the researcher compared males and females perceptions. Moreover a thematic analysis was made to analyze all interviews made which provided a purely qualitative, detailed, and nuanced account of data.



CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 INTRODUCTION

The purpose of this study is to identify the language learning needs of Syrian students in Gaziantep-Turkey who were high school students. The main objective of this study is to recognize the target needs of the students and to investigate whether the materials they study and use fit these needs or not. To reach this end, the researcher used both a structured questionnaire and a semi-structured interview. In this study, the data was collected using needs analysis questionnaire and interview protocols. Group interviews and individual ones inside classrooms were made, in which the researcher asked questions and students gave their opinions and answers one by one. A larger number of participants (N=183) participated in m questionnaire which gave statistical data to conclude the results.

4.2 FINDINGS OF THE NEEDS ANALYSIS QUESTIONNAIRE

The researcher used the structured questionnaire, which is a document that consists of a set of standardized questions with a fixed scheme, which specifies the exact wording and order of the questions, for gathering information from respondents, to identify learners' needs and preferences in learning strategies and many investigations regarding the course they study and their needs. The main objective here was to get a precise answer on the part of the participant before the researcher move to the next stage, which was interviewing them.

All the calculations were carried out through non-parametric statistical techniques because the scale data results showed non-normal distributions. “Even though correlational calculations might require normal distributed data, there is consensus among researchers that the normality and other assumptions could easily be disregarded when it comes to correlational studies” (Field, 2009, p.12-13).

4.3 TESTS OF NORMALITY

“As a rule of thumb, the data collected in a given study must meet certain criteria to be processed through robust parametrical tests like t-test or ANOVA” (Larson-Hall, 2010: p. 5859).

Table 2

Tests of Normality

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Program	.117	183	.000
Course hours	.135	183	.000
Materials	.125	183	.000
Skills	.149	183	.000
Method	.108	183	.000

The data in Table 2 was not normally distributed, it is common in survey studies carried out in social sciences, and this is why parametric test cannot be performed on this data set. Non-parametric equivalents will be used.

The data in Table 3 showed that according to *Kruskal-Wallis test results* we can notice that all results are significant except for the course hours.

Table 3

Kruskal-Wallis Test Results

	Program	Course hours	Materials	Skills	Method
Kruskal-Wallis H	20.266	5.718	14.919	28.706	11.080
Df	4	4	4	4	4
Asymp. Sig.	.000	.221	.005	.000	.026

A Kruskal-Wallis test results was conducted to compare females and males in terms of program, course hours, materials, skills and method and the results showed that there were differences in program, materials, skills and method but there were no differences in course hours $\chi^2 (4, N= 183) = 5.71, p= .221$.

4.4 Analysis of needs for learning English related items

The data revealed the needs of the participants and divided the reason for studying the English language according to: pass the course, future career, university studies and certification. The results are given in Table 4.

Table 4

Descriptive Statistics for Needs for Learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pass course	26	14.2	15.6	15.6
	Career	60	32.8	35.9	51.5
	University studies	63	34.4	37.7	89.2
	Certification	16	8.7	9.6	98.8
	Other	2	1.1	1.2	100
	Total	167	91.3	100	
Missing	System	16	8.7		
Total		183	100		

Note: Question: Why do you need English?

According to Table 4, for all groups "To continue with my university studies" was the first choice of 63 participants that is 34.4% of the total number. The second most important

reason was "For my future career" with 60 participants which is 32.8% of the total number. The third option was "To pass my English course" with 26 participants which is 14.2% of the total number and the less important one was "To get a certificate" with 16 participants which is 8.7% of the total number.

4.5 Analysis of perceptions related items

The data revealed in Table 5, showed the mean scores concerning the participants' perceptions towards program, course hours, materials, skills and method.

Table 5

Analysis of Perceptions Related Items

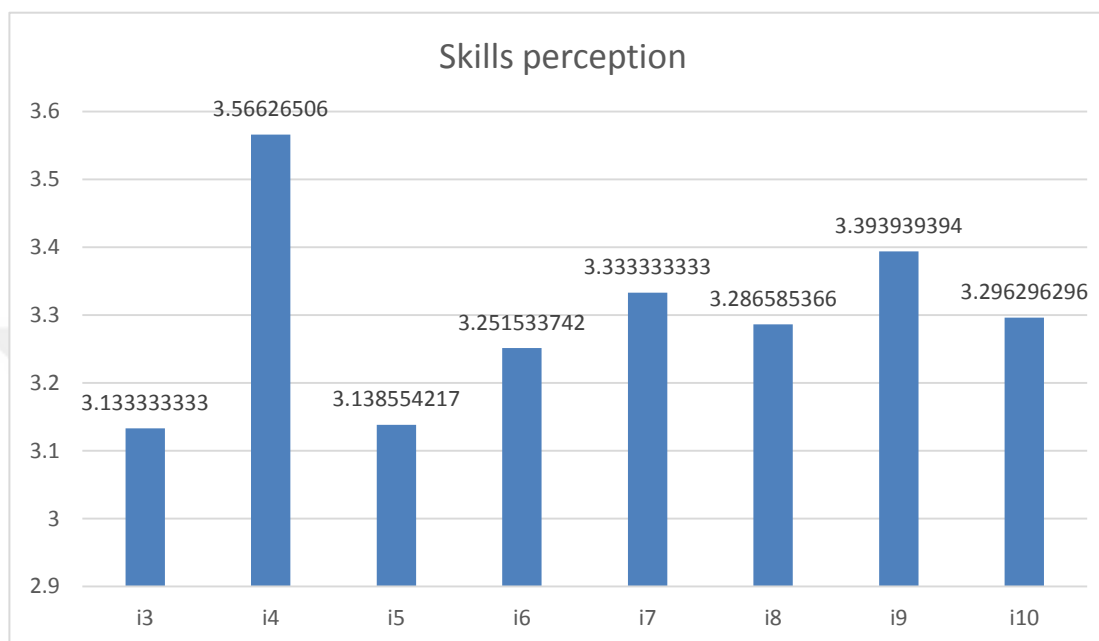
	Program	Course hours	Materials	Skills	Method
Mean	3.0679	1.8199	2.6934	3.2599	3.1162
N	183	183	183	183	183
Std. Deviation	.60455	.68710	.47182	.58669	.52792

Participants showed the lowest perception towards course hours among the other items, which indicated the need for more hours to support the course. In the following tables the researcher showed the participants perceptions towards the other items.

4.5.1 Participants' perceptions towards skills

The data revealed in Table 6 showed the participants' perceptions towards skills.

Table 6

Participants' Perceptions Towards Skills

Note: items (i3, i4, i5, i6, i7, i8, i9, i10) were questions related to skills as the following:

- 3- Reading is important for me in learning English.
- 4- Speaking is important for me in learning English.
- 5-Grammar is important for me in learning English.
- 6- Writing is important for me in learning English.
- 7- Listening is important for me in learning English.
- 8-Translation is important for me in learning English.
- 9-Vocabulary is important for me in learning English.
- 10- Pronunciation is important for me in learning English.

The participants' perceptions towards skills were asked about in these questions and participants' perceptions towards skills had the highest with a mean of 3.2599 among the other perceptions. Most of the participants agreed on the importance of improving their English skills while learning the language. The item (4) for instance; showed a mean of 3.56, which mean that participants supported the importance of focusing on the language

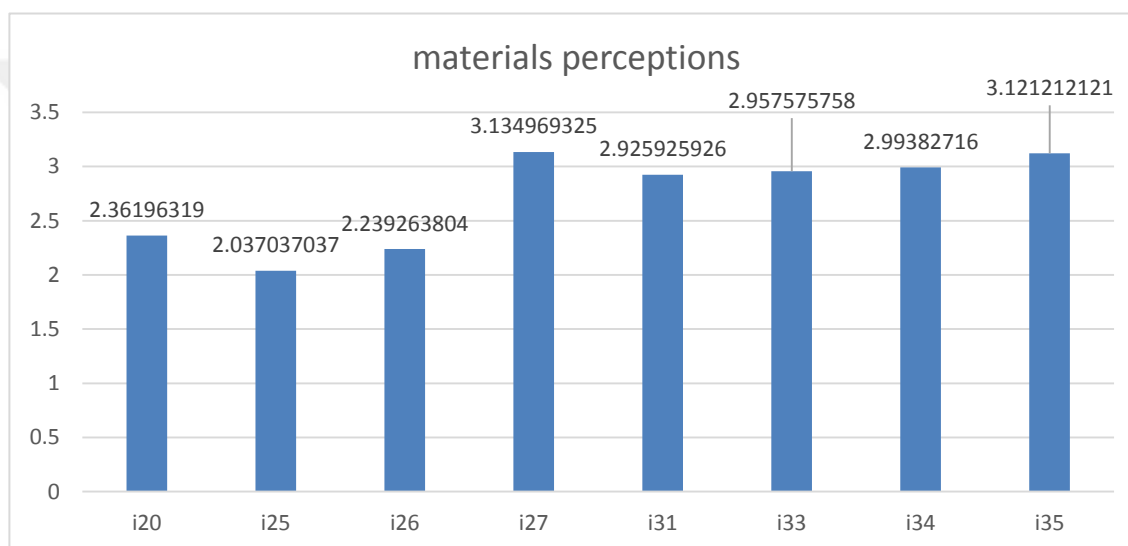
skills "listening, speaking, reading and writing" in addition to the textbooks used in their courses.

4.5.2 Participants' perceptions towards materials

The data revealed in Table 7, participants' perceptions towards materials.

Table 7

Participants' Perceptions Towards Materials



Note: items (i20, i25, i26, i27, i31, i33, i34, i35) were questions related to materials as the following:

- 20- Teachers provide additional materials in my courses.
- 25- We use the language laboratory as part of my courses.
- 26- We only use textbooks in the courses.
- 27- Materials in addition to the textbook should be used in my courses.
- 31- I like using the language laboratory for learning English.
- 33- The grammar textbook helps me learn English.
- 34- The writing textbook helps me learn English.
- 35- The reading textbook helps me learn English.

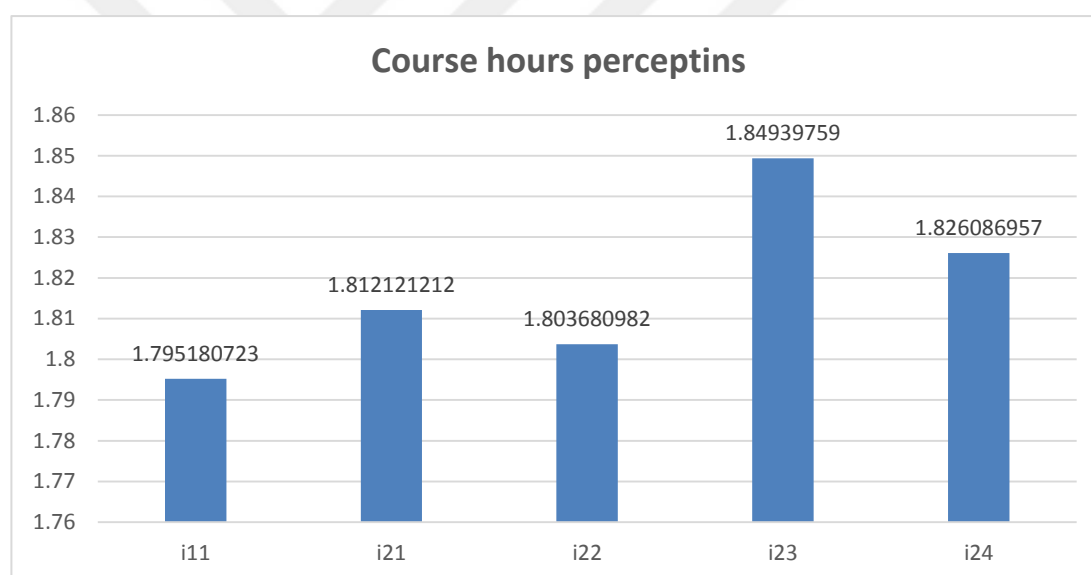
The participants' perceptions towards materials were asked about in these questions and participants' perceptions towards materials had a mean of 2.6934. Most of the participants had a tendency of using materials in teaching English. The item (27) for instance; showed a mean of 3.13, which mean that participants supported materials in addition to the textbook, should be used in their courses.

4.5.3 Participants' perceptions towards course hours

The data in Table 8 revealed the participants' perceptions towards course hours.

Table 8

Participants' Perceptions Towards Course Hours



Note: items (i11, i21, i22, i23, i24) were questions related to course hours as the following:

11- The number of the course hours at school are enough for me to learn English.

21- The number of grammar hours in my school is adequate.

22- The number of reading courses hours in my school is adequate.

23- The number of listening and speaking courses in my school inadequate.

24- The number of writing courses in my school is adequate.

The participants' perceptions towards course hours were asked about in these questions and participants' perceptions towards course hours were relatively low with a mean of

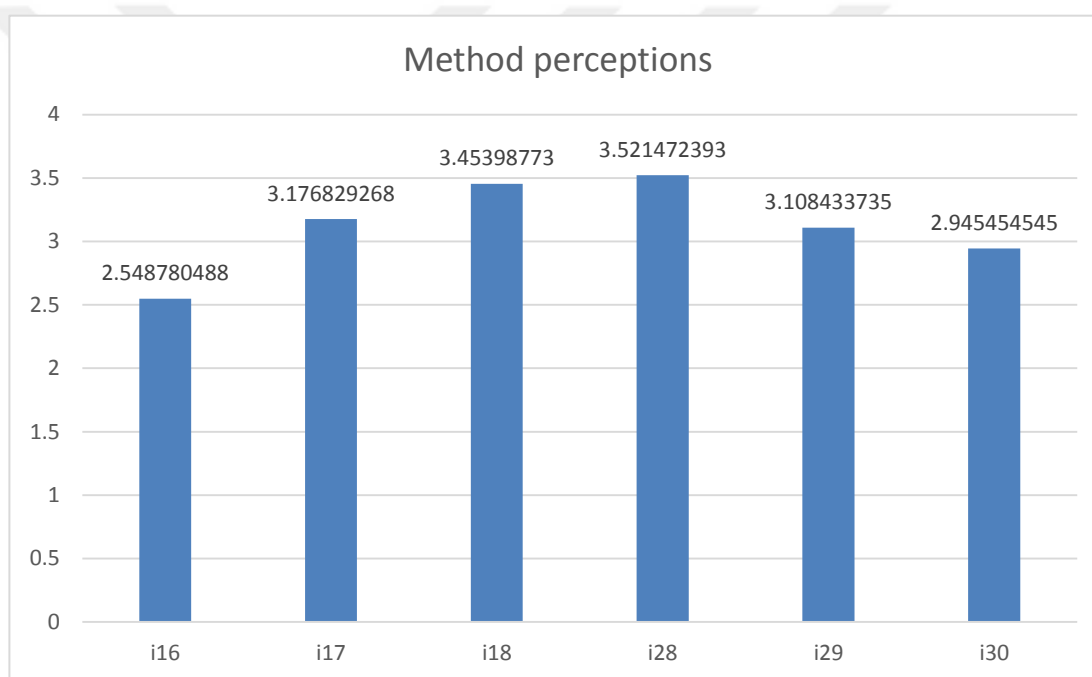
1.8199. Most of the participants agreed that the number of the course hours at school are not enough for them to learn English including the number of reading, listening, speaking and writing hours.

4.5.4 Participants' perceptions towards methods

The data in Table 9 revealed the participants' perceptions towards methods.

Table 9

Participants' Perceptions Towards Methods



Note: items (i16, i17, i18, i28, i29, i30) were questions related to methods as the following:

16- The number of students in my class is appropriate to promote learning.

17- Teachers should tell us about the content of tests before the test is administered.

18- Teachers should tell us about the content of the courses at the beginning of the semester.

28- In learning a foreign language it is important to practice a lot.

29- I like working in small groups in class.

30- Whole class work is the most effective way for me to learn English.

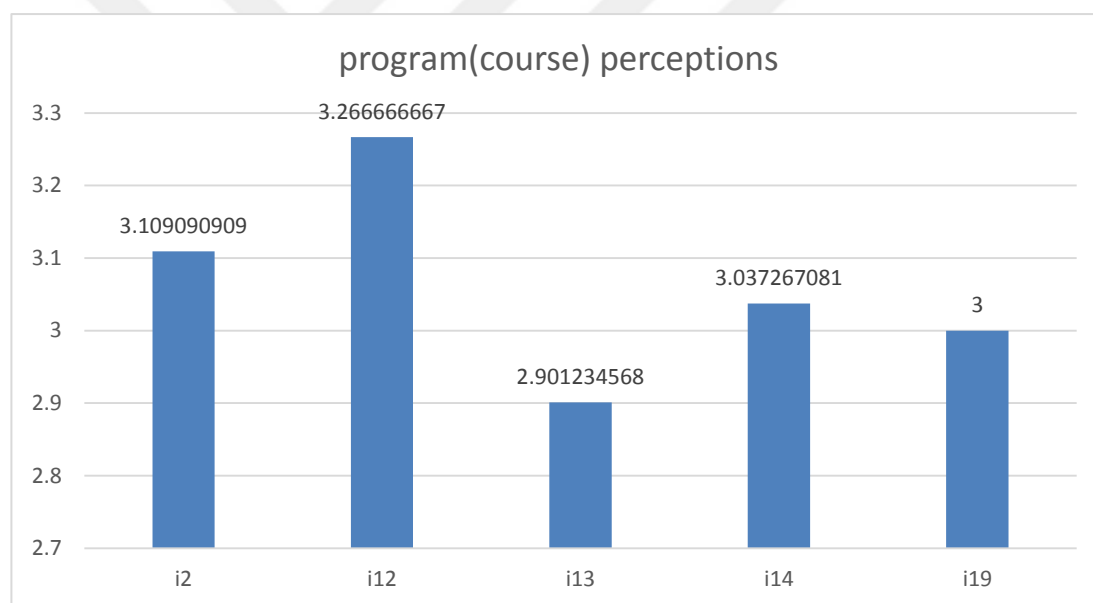
The participants' perceptions towards methods were asked about in these questions and participants' perceptions towards methods had a mean of 3.1162. Most of the participants agreed that methods and strategies used in teaching English have an influence on their learning process. The item 28 for instance; showed a mean of 3.52, which mean that participants supported methods and strategies teachers should use while teaching.

4.5.5 Participants' perceptions towards the program

The data in Table 10 revealed the participants' perceptions towards the program.

Table 10

Participants' Perceptions Towards The Program



Note: items (i2, i12, i13, i14, i19) were questions related to program as the following:

2- I like studying English.

12- Additional English courses would be useful.

13- The preparatory program should be compulsory.

14- I believe the preparatory program is successful in teaching me English.

19- I would like to continue studying English.

The participants' perceptions towards the program were asked about in these questions and participants' perceptions towards program had a mean of 3.0679. Most of the participants agreed that the course they are studying is not enough. The item (12) for instance; showed a mean of 3.26, which mean that participants think that additional English courses would be useful, which confirmed that the course in general was not adequate.

4.6 Analysis of the differences among male and female participants related items

In the next tables, the researcher showed the differences between males and females in terms of perceptions towards the program, course hours, materials, skills, method and materials, course hours & method.

The data revealed the perceptions towards "program" were higher among males (the mean rank was 97.13 for males and 87.84 for females). The results are given in Table 11

Table 11

Differences among male and female participants related to program

Rank Scores in Terms of Participants' Sex

	Sex	N	Mean Rank	Sum of Ranks
Program	Male	82	97.13	7964.50
	Female	101	87.84	8871.50
	Total	183		

Moreover, the data revealed the perceptions towards "skills" were higher among males (the mean rank was 101.87 for males and 83.99 for females). The results are given in Table 12

Table 12

Differences Among Male And Female Participants Related to Skills

Rank cores in Terms of Participants' Sex

	Sex	N	Mean Rank	Sum of Ranks
Skills	Male	82	101.87	8353.00
	Female	101	83.99	8483.00
	Total	183		

In addition, the data revealed the perceptions towards "course hours" were higher among females (the mean rank was 98.09 for females and 84.49 for males). The results are given in Table 13.

Table 13

Differences Among Male And Female Participants Related to Course Hours

Rank cores in Terms of Participants' Sex

	Sex	N	Mean Rank	Sum of Ranks
Course hours	Male	82	84.49	6928.50
	Female	101	98.09	9907.50
	Total	183		

The data revealed the perceptions towards "materials" were higher among males (the mean rank showed 102.26 for males and 83.67 for females. The results are given in Table 14.

Table 14

Differences Among Male And Female Participants Related to Materials

Rank cores in Terms of Participants' Sex

	Sex	N	Mean Rank	Sum of Ranks
Materials	Male	82	102.26	8385.00
	Female	101	83.67	8451.00
	Total	183		

Finally, when we considered the attitude towards the methods, the data revealed that the perceptions towards "method" were higher among males (the mean rank was 93.24 for males and 91.00 for females). The results are given in Table 15.

Table 15

Differences Among Male And Female Participants Related to Methods

Rank cores in Terms of Participants' Sex

	Sex	N	Mean Rank	Sum of Ranks
Method	Male	82	93.24	7645.50
	Female	101	91.00	9190.50
	Total	183		

4.7 Analysis of the data statistically

According to Mann-Whitney U test it is showed in Table 8, that the results are statistically significant at "materials", "skills" and "materials, course hours and method" levels.

Grouping Variable: Sex

Table 16

Analysis of Mann-Whitney U Test Results

	Program	Course hours	Materials	Skills	Method
Mann-Whitney U	3720.500	3525.500	3300.000	3332	4039.500
Wilcoxon W	8871.500	6928.500	8451	8483	9190.500
Z	-1.186	-1.750	-2.370	-2.282	-.286
Asymp. Sig. (2-tailed)	.236	.080	.018	.022	.775

Grouping Variable: Sex

The Wilcoxon signed-rank test is appropriate for paired samples, whereas the Mann–Whitney test assumes independent samples. However, "Asymp. Sig. (2-tailed)" refers to a two-tailed p value for the Mann–Whitney test, which indicates the significance of its comparison of ranks for the groups.

The materials and skills have statistically significant value because they are less than 0.05 whereas the method, the program and the course hours do not have statistically significant value because they are more than 0.05.

4.8 Correlation matrix related to the participants' needs

In Table 17, we can notice the correlation matrix related to the participants' needs.

Table 17

Correlation Matrix Related to the Participants' Needs

		Program	Course hours	Materials	Skills	Method
Program	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	183				
Course hours	Pearson Correlation	-.095	1			
	Sig. (2-tailed)	.203				
	N	183	183			
Materials	Pearson Correlation	.534**	.231**	1		
	Sig. (2-tailed)	.000	.002			
	N	183	183	183		
Skills	Pearson Correlation	.631**	-.112	.520**	1	
	Sig. (2-tailed)	.000	.132	.000		
	N	183	183	183	183	
Method	Pearson Correlation	.424**	-.003	.384**	.504**	1
	Sig. (2-tailed)	.000	.968	.000	.000	
	N	183	183	183	183	183

** . Correlation is significant at the 0.01 level (2-tailed).

As can be noticed in the above table, items pointed with stars are significantly correlated, and these correlations are positive. For example, materials scores are significantly and positively correlated with skills scores ($r=.520$; $N=183$). Program scores are significantly and positively correlated with materials, skills and methods.

4.9 FINDINGS OF THE INTERVIEWS

The researcher supported the quantitative data gathered by analyzing more qualitative data taken from the interviews made. Seven interviews were made in different schools. Four of these interviews were in groups. The group interviews lasted about 20 minutes each. And the individual ones lasted about 10 minutes each. In this paragraph, I will describe the findings obtained from the interviewees' responses. My interview focused on the following questions:

- 1- What do you need English for?
- 2- What do you need/want exactly from the course or (high school studying)?
- 3- What did you expect from the course?
- 4- What are the best sessions of the course?
- 5- Which learning methodology do you like that makes you feel interested?
- 6- Do you think your course book helps you to learn all the skills and sub-skills effectively?

The majority of interviewees agreed on the importance of having more English hours a week, which make it more efficient and helpful. Some high school students said that studying English language is very difficult for them and that will be one of the main factors that control their future decisions about universities. The findings the researcher got in the interviews support the findings of the questionnaires. The researcher noticed very close and similar answers to the ones in the questionnaire when he asked about the reason for studying English for example in Table 4.

After the researcher familiarized the participants with the purpose of the interview as was mentioned previously, he started stating the first question inside the classroom doing group interview. The questions and answers were like the following:

4.9.1 What do you need English for?

The real names of the participants who were interviewed were not used for the sake of confidentiality. Instead, pseudonyms were used. Most of the participants mentioned the importance of English as an international language. In addition, most of

them plan to continue their study in universities and colleges adopt English as their main medium. Amr mentioned; “I aim at speaking fluently and writing smoothly with accurate grammar” (March, 5, 2019).

In the group interviews many participants emphasized on the importance of English as an international language. They believed that English was helpful and useful in order to get better job opportunities and good career. Many participants said that they were not focusing on English at high school just to pass their tests, but they were studying their English course because they considered it highly important for their future life.

The researcher made group interviews in two Turkish schools and asked students and English language teachers similar question whether students consider the English course important or not. Hakan mentioned, “I just want to pass my English test now. I can focus on English later but not at high school” (March, 20 2019). The results showed that many high school students give priority to studying subjects that help them to be accepted to universities, and English is not one of them. Many English language teachers explained that some Turkish students either consider English as unimportant course or they think they can study it later after they enter universities.

4.9.1.1 What do you need/want exactly from the course or (high school studying)?

Various answers were provided to the researcher. This question clarifies for the researcher what are the real needs and wants of the participants, and to make sure whether their answers are consistent or not.

Hala, Mohammed, and Mahmoud want to improve their abilities in speaking and listening because the course does not provide many communicative exercises. They said, “The book focuses on grammar more than communication”. (March, 5, 2019).

Ibrahim stated previously that he is weak at listening, so he wants the book to train him and provide him with plenty of listening exercises.

Huda elaborated on her previous answer by adding that she wanted to improve herself in vocabulary and listening. She has improved a little bit of listening. However, she did not improve at all in vocabulary. “She added that she learned some new words from the text but they were not enough” (March, 5, 2019).

Mohammed almost said the same; he wants to improve his vocabulary because he feels he does not have the appropriate amount of words that suits his current level. He added that he hopes that the teacher conducts group work activities to be able to speak more and share knowledge with the students because, in his opinion, he learns more words from his colleagues than from the course book (March, 5, 2019). Finally, Amira and Nevin want to develop their grammatical abilities from the course.

As for the rest of the students, some of them want to develop in listening areas, while others want to improve in speaking. Most of them stated that the course book is grammatical more than communicative.

4.9.1.2 What did you expect from the course?

Expectations vary according to the nature, the educational background and the various abilities of each participant. That is why the researcher has come up with too many expectations. As for Hala, she expected to have a heavy focus on speaking and listening activities. However, the activities were not sufficient. Sara expected to fill in her storage of vocabulary, and throughout the course, she has learned new words through the reading passages and exercises. As for the rest of the skills, she did not improve that much because she had already known them. Nevin stated, “I expected the book to have provided me with more vocabulary, but it gave me words that I had known before.” (March, 5, 2019).

Amira said that she expected to improve in grammar. However, she did not develop that much and she still needed some practice. Amr stated that he expected to listen a lot and his expectation was true because his listening skill was enhanced throughout the course, but again, he stated the problem of the limited time of the course that was hindering more creative activities for speaking and communicating.

Finally, Huda expected to develop in all the skills, and actually, she developed in reading, writing, and grammar the most. As for the other skills, she thought that she stayed the same.

4.9.1.3 What are the best sessions of the course?

Each participant prefers a kind of activity that suits his/her needs and wants. As for Hala and Amira, since their main goal is speaking, they enjoyed doing and attending

presentations in the first place. Sara and Nevin enjoyed reading the most. Sara said that the topics are good and they do not have any idea about them before. She can understand them because there are already questions before the texts to simplify things for her. They first see the pictures to figure out what they are about and discuss them in pairs. Nevin shared the same opinion by saying that the topics of reading are very interesting. As for Amr, he said that he also enjoyed both presentations, which most of the teachers do not do, and reading sessions. Both Ibrahim and Mahmoud enjoyed the extra listening their teacher did, and discussion sessions. As for Ahmad, he enjoyed reading aloud. To conclude, the participants want to focus on different skills during the course.

4.9.1.4 Which learning methodology do you like that makes you feel interested?

In a group interview of two classes combine 52 students, 20 participants prefer pair work, 24 participants are interested in-group work, and the other eight participants prefer to work on their own.

Participants who prefer pair work said that it is difficult for them to communicate with a large number of students, especially if the number is about six students in each group. Moreover, there is a lot of disagreement between the students and each one tries to impose his answers on the other. Pair work is more enjoyable because each two can express their ideas to each other.

Those who prefer group work said that it is more interesting for them. Each individual completes the others when communicating. Huda said, "I was usually shy at university but during the course, I could incorporate with the others and challenge myself." (March, 5, 2019).

As for the participants who prefer individual work said that it is better and Nevin explained the fact that her friend cannot tell her what her mistake is, so she resorts immediately to the teacher, while Amira, for example, said, "I hate group work because they argue a lot so I prefer to work on my own." (March, 5, 2019).

4.9.1.5 Do you think your course book helps you to learn all the skills and sub-skills effectively? If yes, how?

The majority of the participants said "yes" as an answer for this question. The researcher asked them to provide him with examples from the book. They opened their books and started explaining. Many participants said that they can learn various words through reading passages and, then, they discuss and speak in the post-reading phase. Other participants explained that they improve their pronunciation and vocabulary via listening, while others increase their words in writing activities because the book provides them with useful language to enrich their pieces of writing.

The last question served as a recycle of what has been discussed with the participants:

What do you need to learn to achieve the level of proficiency that you want?

Most of the students ascertained the fact that they need speaking fluently and listening to achieve the desired proficiency, whereas some of them need to elevate the level of vocabulary storage that they have. Finally, only a few of them desire to improve in grammar to achieve accuracy that can be interwoven with their own fluency.

4.10 SUMMARY OF THE INTERVIEWS

On the ground of the answers of the participants, each participant came to the course well equipped in some skills, and in need of other skills. Of course, these needs were various amongst them, so the researcher's job was to investigate whether these needs had been met by the course book or not.

Almost all participants were average in speaking, and they stated that they had stayed in the same level of fluency. They attributed the reason to the fact that the time of the course did not allow them to spend their time speaking heavily. Furthermore, the course book did not provide them with enough exercises in speaking because, in their opinion, it focused on grammar activities the most, so that they developed in grammar and moved one-step ahead in it.

On the other hand, some of these participants expressed that the course book developed their abilities in listening more speaking, such as Huda and Ali, when they said that they had the courage to listen and understand the heard ideas. Concerning the other skills, only few participants needed grammar and they explained that the book did not

explain grammar in detail. As for vocabulary, some participants said that they did not enrich their knowledge in vocabulary, some of them said that the book helped them to revise the words that they had forgotten and the rest of the participants said that they improved and got a wide range of vocabulary through reading passages.

Most of the participants moved to talk about the teacher's style indirectly regarding group work and pair work. Some participants expressed their hope to have followed the group work in the classroom. Some learners preferred pair work so they could speak more and other (not many) participants were interested to work individually. Finally, the participants were interested in the course book, which fulfilled some of their needs, but did not match all of them as stated previously.

4.11 SUMMARY OF THE CHAPTER

This chapter is considered as the bedrock of the research because the entire introductory paragraphs and the literary ideas evolve around it. In this chapter, the researcher conducted the actual research on 183 Syrian students in Gaziantep Turkey. The methods consisted of a structured questionnaire and semi-structured interview to achieve the required reliability for the findings of the research.

Researchers always need a good number of students to answer a structured questionnaire and some teachers to help them with the elaboration on their prior answers to extend and express their own beliefs. It took almost twenty minutes for the students to complete the questionnaire with the help of the researcher and the other teachers in case they found any difficulty, while the group interview was made during lesson time. The results of both the questionnaire and the interview shape the findings of the research. Of course, it was necessary for the researcher to have been guided by his supervisor for some modifications to make sure that the research went on the right track.

CHAPTER FIVE

DISCUSSION, CONCLUSION and IMPLICATIONS

5.1 INTRODUCTION

In this chapter, the researcher revisits the research questions to elaborate on the findings of the study. The findings are discussed taking into account the literature review that was tackled in both needs analysis and syllabus design.

This study investigated the English language needs of the Syrian students in Gaziantep city. A group of 183 males and females students from three different high schools was involved in this study. There were 101 female participants and 82 male ones, which is considered a reliable number. The data in this study were collected through questionnaires and interviews. The questionnaire was analyzed through SPSS and Excel programs.

5.2 DISCUSSION OF THE RESEARCH QUESTIONS

Research question 1: What are the Syrian students' needs in Gaziantep city related to English language learning at school?

All the learners clarified their target needs through the questionnaire and interview. Many participants shared the same target needs and explained in detail their lacks and wants in the interview. In this respect, we need to know what the learner knows already in order to decide which of the necessities the learner lacks (Hutchinson & Waters, 1987).

Wants are described as what the learners think they need and their own concept of learning, their preferred teaching content, teaching aids and learning style. Therefore, learner perceived wants can not be ignored (Hutchinson & Waters, 1987). The highest two needs for learning English among students were to continue with their university studies and for their future career. The biggest two groups of participants wanted to improve their English level in both grammar and communicative skills, which were mainly for their future career and to continue with their university studies. They wanted more emphasis on speaking and communicative skills.

Moreover, learners learning style vary according to the social environment of the class. Most of the learners prefer pair work to learn because they think that they will be able to speak more, and many of them are interested in group-work because they can help and complete one another and they generate ideas that are more creative, finally, only two learners prefer to learn individually with the help of the teacher.

Students' expectations varied according to the reason they need the language for in the future. Student' expectation were expressed in the open-ended question. According to the questionnaire, the highest need for learning English among students were to continue with their university studies. This mean that they want to pass universities English exams, which depend on reading and grammar, and that made participants expect a lot concerning those two skills. The second need for learning English among students were for their future career, which mean they expect more emphasis on speaking and communicative skills. Many participants expected to improve their listening and speaking skills to enable them use the language successfully and communicatively in their future jobs.

As for grammar, most of the students practiced it very well because, in their opinion, the course book focuses heavily on grammar. As for speaking, most of the learners agreed on the fact that the course book does not provide them with enough exercises in communication and the current exercises are not various, and they cannot help students to achieve the level of their desired proficiency. Thus, in short, the course book tends to be grammatical more than communicative.

Research question 2: What do Syrian students think of the effectiveness of their English course in order to meet their needs?

Based on the insights of the participants, different responses were obtained and these responses help to shape the answer of the second research question. The researcher will discuss about the responses of related items both in the questionnaire and in the interview.

When students were asked whether their high school course is successful in teaching them English, they were satisfied in general. When participants were asked about

grammar, reading and writing, they expressed moderate satisfaction. Concerning the sub-skill, which is grammar, the majority of the participants, agreed that the book provides well-written exercises. In the interview, most of the participants stated that the book focuses heavily on grammar.

On the other hand, most of the participants think that they could not meet all their needs at school because of the relatively low course hours. They think that the low course hours affected the whole process (See table 5). The participants expressed the same idea about low course hours in the interview the researcher made. Some other student complained, "we never listen or watch anything in our English lessons which affected our communicative skills negatively". The researcher noticed, out of the whole interviews, that the majority of teachers do not use extra materials to support the communicative skills and instead, they focus more on grammar reading and writing parts.

Research question 3: What do Syrian students in Gaziantep do to compensate for the week components in English learning at school?

Syrian students' English levels vary greatly and in order to pass universities exams, a level of proficiency, which demands planned preparations, should be achieved. In order to do that, some followed extra courses at private institutions or online tutoring which enriched their language proficiency. In some schools, English teachers and students asked the coordinator to add one more hour to their course, which helped somehow to cover more topics and do more activities skills.

Research question 4: Are there differences among males and females in terms of their needs related to English language learning?

According to Tables (11,12,13,14,15,16), we can notice differences between males and females in terms of perceptions towards the program, course hours and materials skills were as the following: The perceptions towards "program" were higher among males. The perceptions towards "course hours" were higher among females. In addition, the perceptions towards "materials" were higher among males while the perceptions towards "skills" were higher among males. Finally, the data showed that the perceptions towards "method" were higher among males.

5.3 FINDINGS SUMMARY AND COMPARING THEM WITH SIMILAR RESEARCHES

Comparing this study with similar studies made in other universities in Turkey shows the rational of this study and the similarities of the results, which mostly go around the same ideas. In her thesis, Balıkcıoğlu (2018) “A study of the needs analysis of English preparatory class students at university level and the evaluation of readymade and non-readymade teaching materials”, concluded according to the analysis of teaching materials that “both readymade and non-readymade teaching materials do not meet the identified needs of the learners sufficiently and efficiently” (p. 112). The continuous focus on structure teaching in the course book materials can be considered as the main reason for this result. Mainly, what is normal from non-readymade materials is that they will compensate for the inadequacies the course books have. The discoveries accumulated from the agendas for non-readymade materials show that they are somehow fruitful to fill this need. These materials incorporate scholarly section composing and contextualized language structure practices that the course books do not have, however when it is looked from a general viewpoint, the impact of tests on the materials is unmistakably observed and they do not answer the students' requirements for beneficial productive and practical skills. Therefore, the current examination proposes that the preliminary program ought to be overhauled in the light of the view of every invested individual. In a program planned dependent on the distinguished needs, picking progressively fitting materials and getting increasingly compelling results are normal. Therefore, a successful English program should be well designed in order to get satisfying results.

Dağlı also in his study “English language needs analysis of Bozok university engineering and architecture faculty freshman students” concluded according to his findings the discussion of the study that there are both similarities and differences in the perception of students and instructors. These distinctions exist in various departments as well as in similar ones. In spite of the fact that there are contrasts between the gatherings, there is a concurrence on the inadequacy of the first year English courses to meet the language needs of the students. It is likewise evident that the degree of the students is beneath the desires and they significantly need to build their general capability in English

and need explicit English information identified with their field of study. In other words, perception of students and instructors are not the same and students need to improve their proficiency in general English and in their field of study.

Finally, Yılmaz in his study "An English language needs analysis of preparatory class students at Gaziosmanpasa University" said that his study suggests several important steps needed to occur in the English Preparatory Program at Gaziosmanpasa University. According to him, so as to address the students' English language needs, obvious targets ought to be set for the preliminary students, the courses ought to be arranged and composed dependent on the objectives, and students set for each course. To make a learner-centered educational plan, firstly, all learners' needs and interests must be taken in consideration. When those learners' needs are not mulled over, the clear confuse, which presently exists in the program, will proceed and students will not be effective. The English language educational plan ought to be updated by the current needs of students.

According to Yılmaz (2004), Tests should match the objectives of the courses and that is why a Materials Development Unit and Testing Offices are crucial for preparatory programs. The evaluation should be an ongoing process in each phase.

Syrian students face some problems related to the same point Yılmaz (2004), mentioned above about testing. The English course Syrian students study and the way most of their teachers test them is different from the form and style of Turkish universities do. Moreover, Syrian student did not use to the multiple choice question style.

According to the studies mentioned above, we can notice similar conclusions related to each other. Most of the studies dealing with needs analysis conclude close results emphasizing on the importance of understanding and evaluating the real students' needs in every teaching process which help to reach the learners real goals. The researcher noticed through the interviews high awareness of the importance of the English language. Many Syrian students showed interest in the language in general, and not for passing their current exams.

According to the participants' opinions in the interviews, interest in the English language by Syrian students is due to two reasons. The first reason is that both Turkish

and English are foreign languages and thus they prefer studying English language, which they have already studied before. The second reason is that some of the participants believe that studying in English language gives their certificates a priority, especially if they want to continue their higher studies or complete their studies abroad. In addition to the belief of the participants that if they studied the English language, this would facilitate the process of their research in the future, as English can provide wide range of references.

5.4 IMPLICATIONS

The findings of this study show that although there are some differences between males and females in their perceptions and opinions revealed in many items, there is an agreement and shared opinion about the insufficiency of some parts of the course they study at school to meet their language needs. This insufficiency comes from either the low number of exercises focus on skills development, or the teachers who do not focus on these exercises.

Regarding the findings discussed in this study, several educational implications can be considered for course designer, teachers and students. In the light of the responses of the participants in this study, the following suggestions are given to meet the English language needs of the students and to support the English teaching process of high school Syrian students:

- Focusing on grammar is helpful but not enough. The majority of the participants expressed the importance of developing the speaking skill as well. As the data revealed according to Table 4, for all groups "To continue with my university studies" was the first reason of 63 participant and the second most important reason was "For my future career" with 60 participant. In order to fulfill and respond to those two reasons, students need more speaking and listening efficiency. High school English teachers should activate the listening and speaking exercises which are already existed in their courses and support their course with extra ones as possible though the low number of course hours.
- Considering the questionnaire results, most of the participants agreed as in Table 8 item 11, that the number of the course hours at school is not enough for them to learn English including the number of reading, listening, speaking

and writing hours. This low number should be compensated either by the managers of the schools which is possible to some extent (managers have little authority to do that), or by having extra supporting classes outside the schools which many students do. Though it is not a solution that everybody can do.

5.4.1 Implications for course designers

This research paves the way for course designers to take into account the learners' needs before designing any syllabus. The most significant objective for any course must be to provide all the skills equally in an academic way so that the learners will be able to use the language fluently and communicate in it naturally.

The course that Syrian high school students study is rich and covers a variety of useful topics but it was better for the course designers to enrich this course with more dialogues and everyday life conversations, which help students develop their communicative skills.

5.4.2 Implications for teachers

Teachers play a vital role inside their classrooms and they can decide and follow the best useful strategy with their students. It is the teachers' task to activate and cover all parts of the course they teach. When teachers ignore or skip some parts of the course they teach, it affects negatively students learning language development. Teachers should consider and cover all parts of their courses and focus more on the practical listening and speaking skills. If the students' needs are not taken into consideration, week points of students will stay the same and the whole process will be unsuccessful. Teachers should insert the four skills together and do the sub-skills activities by making the lesson more interactive and give up only the lecturing style. Thus, students become an effective part of the educational process, which leads to the development of all language skills together. When it comes to testing, teachers should prepare their students practicing similar forms and styles of testing that they may face in the future.

Teachers should use extra materials which enable students listen to audio files and watch some video clips that support the course topics. Most of the classrooms have either a smart board or a projector which means that teachers have a great responsibility

practicing how to use those materials the best to be efficient. Managing materials has a great influence on teaching-learning process and make it more interactive and efficient. If there is a lack of materials in the classroom, teachers can use some simple materials like their mobile phones and small speakers in order to enrich their lessons.

5.4.3 Implications for students

According to this study, the first choice of the needs for learning English was “to continue with university studies and the second most important reason was "for future career". This mean that if learners are going to use in English in their future lives, they should have the awareness that learning English is an ongoing endless process focusing on all skills and details so they should be prepared accordingly. It is true that students want to improve their practical communicative skills best like speaking, but at the same time students should not ignore grammar for example, which is still quite important in school and university exams as revealed in Table 6 item 5 and 9 related to grammar and vocabulary.

Since the course hours at school are not enough to cover teaching all skills needed, students should promote learning autonomy and depend on their own extra efforts in order to support their school course. They can follow different resources that enrich their English like reading books and listening and watching English programs on television or on the internet. These kind of extra activities have great influence teaching practical communicative English and compensate somehow what they lack at school.

5.5 LIMITATIONS OF THE STUDY

In this study, the number of the participant students was 183, which is a good number to give a fair point of view, but on the other hand, it is not enough to generalize our results over the whole number of Syrian students in Gaziantep or throughout Turkey. Moreover, the number of Syrian students in Gaziantep may do not represent the whole number of Syrian students throughout Turkey. On the other hand, the number of teacher participated was limited, which affected the validity of their opinions and accordingly the teachers questionnaire was not mentioned in this study.

The researcher visited three schools with male and female students in order to get variable opinions but I may did not cover all schools in all neighborhoods which may affect the evaluation of my study. Interviews were made with many students but not all individuals, and many interviews were made inside classrooms as group interviews where many other students were attending. This may affect the opinions of the interviewed students.

5.6 RECOMMENDATIONS

Analyzing learners' needs enlightens course designers when they create new courses for the privilege of learning English. In fact, it does not only help course designers, but also teachers. When teachers realize learners' needs, they tend to change some of their teaching methodology and conduct pair work and group work during the classes to ensure that students are learning from one another and spend most of their time communicating in the target language, which is the main aim of the learners.

If we want to improve speaking skill more, all teachers and not some, should consider making significant changes and modifications in their teaching methodology. Much more extra materials should be used. Moreover, teachers should make more efforts practicing on new technological materials and spend more time preparing for their course in order to enrich it and make it more beneficial. In addition, the most important recommendation is to increase the course hours, which affects the whole process. When course hours are increased, teachers have more space to put all language skills in practice and avoid ignoring one of them.

This study sheds light on some difficulties and problems Syrian students in Gaziantep city face related to their English learning process and considering all these points studied would add and find some solutions. Studying these difficulties and problems and finding some recommendations is the first necessary step on the right way in order to reach the goals of all course designers, teachers and students want.

5.7 CONCLUSION

Needs analysis and designing a syllabus must be considered as two faces of the same coin. When course designers start to design a course, they take into account the learners' needs, necessities, wants and lacks. When recognizing their needs, they will be able to design a course that goes with the flow of these needs and provide it. Thus, conducting a research that discovers these needs precisely is important to gain a successful teaching-learning process.

Most of the participants agreed on the importance of improving their English skills while learning the language. All language skills of reading, listening, speaking and writing should be covered properly with enough teaching hours. Using materials and extra ones in teaching English helps giving positive results. Most of the participants in this study agreed on the importance of methods and strategies used in teaching English. According to this study, the data revealed that the number of the course hours is very important in order to reach the goals of any successful course.

The researcher noticed according to this study that the majority of Syrian students consider studying English language is something essential for many reasons, related to their future careers and university studies, and not just to pass their current school tests. During the interviews the researcher made, most of the participants expressed their desire to continue their university studies in English. Many participants preferred studying in English over Turkish because they think that English is an international language, which would help them make better opportunities and careers.

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APPENDICES

PART I: Please answer the following questions below:

(students)

القسم 1: أجب على الأسئلة التالية في الأسفل من فضلك:

Sex:.....

الجنس:

Department:.....

الفرع /الصف

Which of the following high school types did you graduate from or studying?

أي نوع من المدارس الثانوية تخرجت أو تدرس بها؟

() General Turkish high school

ثانوية عامة تركية

() Syrian temperate high school

ثانوية مؤقتة سورية

() Private Turkish high school

ثانوية خاصة تركية

() Private Syrian high school

ثانوية خاصة سورية

() Others

أخرى

PART II:

القسم 2

1-Why do you need English? (You may choose up to two options)

1- لماذا تحتاج الإنكليزية؟

() To pass my English course.

() لأنجح في مادة اللغة

() For my future career.

() من أجل مهنتي المستقبلية

() To continue with my university studies.

() لأتابع دراستي الجامعية

() To get a certificate.

() لأحصل على شهادة

() Other, please specify.....

() أخرى حدد من فضلك

Put a tick () inside the bracket that corresponds to your answer.

(1) Strongly disagree (2) disagree (3) agree (4) strongly agree

ضع إشارة داخل القوس تتوافق مع اجابتك

(1) لا أوافق بشدة (2) لا أوافق (3) أوافق (4) أوافق بشدة

1- I want to continue my university study in English

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

1-أريد أن أتابع دراستي الجامعية باللغة الإنكليزية

2- I like studying English.

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

2-أحب دراسة اللغة الإنكليزية.

3- Reading is important for me in learning English.

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

3- القراءة مهمة بالنسبة لي في تعلم اللغة الانكليزية

4- Speaking is important for me in learning English.

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

4- التكلم مهم بالنسبة لي في تعلم اللغة الانكليزية

5-Grammar is important for me in learning English.

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

5- القواعد مهمة بالنسبة لي في تعلم اللغة الانكليزية

6- Writing is important for me in learning English.

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

6- الكتابة مهمة بالنسبة لي في تعلم اللغة الانكليزية

7- Listening is important for me in learning English.

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

7- الاستماع مهم بالنسبة لي في تعلم اللغة الانكليزية

8-Translation is important for me in learning English.

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

8- الترجمة مهمة بالنسبة لي في تعلم اللغة الانكليزية

9-Vocabulary is important for me in learning English.

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

9- المفردات مهمة بالنسبة لي في تعلم اللغة الانكليزية

10- Pronunciation is important for me in learning English.

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

10- التلفظ مهم بالنسبة لي في تعلم اللغة الانكليزية

11- The number of the course hours at school are enough for me to learn English.

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

11- عدد ساعات المنهاج في المدرسة غير كافي لي لتعلم اللغة الانكليزية

12- Additional English courses would be useful.

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

12- ساعات لغة إنكليزية إضافية يمكن أن تكون اضافية

13- The preparatory program should be compulsory.

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

13- البرنامج التحضيري (قبل الجامعة لدراسة اللغة) ينبغي أن يكون الزامي

14- I believe the preparatory program is successful in teaching me English.

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

14- أعتقد أن البرنامج التحضيري (قبل الجامعة لدراسة اللغة) ناجح في تعليمي اللغة الانكليزية

15- I do not need the preparatory program if I study English at high school.

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

15- لا أحتاج البرنامج التحضيري (قبل الجامعة لدراسة اللغة) إذا كنت أدرس في الثانوية

16- The number of students in my class is appropriate to promote learning.

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

16- عدد الطلاب في صفي مناسب ليعزز التعلم

17- Teachers should tell us about the content of tests before the test is administered.

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

17- المدرسين ينبغي أن يخبرونا عن محتوى الاختبارات قبل تجرى

18- Teachers should tell us about the content of the courses at the beginning of the semester.

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

18- المدرسين ينبغي أن يخبرونا عن محتوى المنهاج في بداية الفصل

19- I would like to continue studying English.

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

19-أرغب أن أتابع دراسة الانكليزية

20- Teachers provide additional materials in my courses.

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

20-المدرسون يزودونا بوسائل إضافية في منهاجنا

21- The number of grammar hours in my school is adequate.

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

21-عدد ساعات القواعد في مدرستي غير كافي

22-The number of reading courses hours in my school is adequate.

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

22-عدد ساعات القراءة في مدرستي غير كافي

23-The number of listening and speaking courses in my school inadequate.

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

23-عدد ساعات الاستماع والتكلم في مدرستي غير كافي

24- The number of writing courses in my school is adequate.

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

24-عدد ساعات الكتابة في مدرستي غير كافي

25- We use the language laboratory as part of my courses.

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

25-نستخدم مختبر اللغة كجزء من منهاجنا

26- We only use textbooks in the courses.

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

26-نستخدم الكتب النصية فقط في منهاجنا

27- Materials in addition to the textbook should be used in my courses.

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

27- ينبغي أن تستخدم الوسائل بالإضافة الى الكتب في مناهجنا

28- In learning a foreign language it is important to practice a lot.

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

28- في تعلم لغة أجنبية من المهم أن نتدرب كثيرا

29- I like working in small groups in class.

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

29- أحب العمل في مجموعات صغيرة في الصف

30- Whole class work is the most effective way for me to learn English.

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

30- العمل كصف كامل هو الطريقة الأكثر فعالية لي لتعلم الانكليزية

31- I like using the language laboratory for learning English.

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

31- أحب استخدام مختبر اللغة لتعلم الانكليزية

32- The English courses are boring.

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

32- مناهج الإنكليزية مملة

33- The grammar textbook helps me learn English.

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

33- كتاب القواعد يساعدني أن أتعلم الانكليزية

34- The writing textbook helps me learn English.

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

34- كتاب الكتابة يساعدني أن أتعلم الانكليزية

35- The reading textbook helps me learn English.

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

35- كتاب القراءة يساعدني أن أتعلم الانكليزية

36- The listening textbook helps me learn English

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

36- كتاب الاستماع يساعدني أن أتعلم الانكليزية

37- The speaking textbook helps me learn English.

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

37- كتاب التكلم يساعدني أن أتعلم الانكليزية

38- The Vocabulary textbook helps me learn English.

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

38- كتاب المفردات يساعدني أن أتعلم الانكليزية

39- The Pronunciation textbook helps me learn English.

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

39- كتاب اللفظ يساعدني أن أتعلم الانكليزية

40- The grammar part that I study is more than I may need at university.

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

40- قسم القواعد الذي أدرسه أكثر مما يمكن أن أحتاجه في الجامعة

41- The grammar part that I study is less than I may need at university.

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

41- قسم القواعد الذي أدرسه أقل مما يمكن أن أحتاجه في الجامعة

42- The grammar part that I study is adequate.

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

42- قسم القواعد الذي أدرسه كافي

43- The English course I study is adequate to continue my university study.

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

43-منهاج الإنكليزية الذي أدرسه كاف لأتابع دراستي الجامعية

44- The tests are too difficult.

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

44-الأختبارات صعبة جدا

45- Doing a lot of homework helps me learning English

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

45- عمل الكثير من الوظائف يساعدني في تعلم الإنكليزية

46- I am comfortable when I speak English in class.

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

46-أنا مرتاح عندما أتكلم الإنكليزية في الصف

47- The number of vocabulary and pronunciation courses in the preparatory classes

is adequate.

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

47-عدد المفردات و منهاج اللفظ في البرنامج التحضيري كاف

PART III:

48- What are your expectations from the preparatory program? Or from your studying English at high school

ما هي توقعاتك من الدراسة في البرنامج التحضيري أو من دراستك الإنكليزية في الثانوية

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