

**REPUBLIC OF TURKEY  
ÇUKUROVA UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A STUDY ON PERCEIVED NEEDS OF VOCATIONAL SCHOOL STUDENTS  
LEARNING ENGLISH**



**Cihad GÜNDÜZ**

**MASTER OF ARTS**

**ADANA / 2018**

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**MASTER OF ARTS**

**ADANA / 2018**

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- Tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu,
- Tez çalışmada yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapmadığımı,
- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 10 / 07 / 2018

Cihad GÜNDÜZ

## ÖZET

### MESLEK YÜKSEKOKULLARINDA İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN İHTİYAÇ ALGILARI ÜZERİNE BİR ÇALIŞMA

**Cihad GÜNDÜZ**

**Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı**

**Danışman: Prof. Dr. Zuhall OKAN**

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Bu çalışmanın amacı İngilizcenin yabancı dil olarak öğretildiği (EFL) bir ortamda sağlık hizmetleri meslek yüksekokullarında eğitim gören öğrencilerin dil ihtiyaçlarını araştırmaktır. Bu çalışma kayıtlı öğrenciler, öğretmenler ve yöneticilerin bakış açısını bu kuruluşlarda verilen eğitim yönünden inceler. Çalışmada incelenen Okullar Türkiye'nin güneyinde bulunan Çukurova Üniversitesi, Adana'dadır. Veriler katılımcılardan anketler ve yarı yapılandırılmış görüşmeler aracılığı ile toplanmıştır. Yarı yapılandırılmış röportajlar öğrencilerin dilsel ihtiyaçları üzerine bakış açılarını anlamak için öğretmenler ve yöneticiler ile gerçekleştirildi. Kullanışlı örneklem yöntemi kullanıldı ve veriler hem nicel hem nitel olarak incelendi. Ulaşılan bulgular sonucunda öğrencilerin genel olarak ihtiyaçlarının yeterince karşılanmadığı ve dersi uygulayan hocaların dersi öğrencilerin ihtiyacına yönelik işlemeye çalışsa da özel amaçlı İngilizce uygulaması ve ihtiyaç analizi yapılarak bir program uygulanmadığı görüldü. Öğrenenlerin ihtiyaçlarına yönelik bir program uygulanması gerektiği sonucuna varıldı.

**Anahtar kelimeler:** İhtiyaç analizi, genel amaçlı İngilizce, özel amaçlı İngilizce.

**ABSTRACT****A STUDY ON PERCEIVED NEEDS OF VOCATIONAL SCHOOL STUDENTS  
LEARNING ENGLISH****Cihad GÜNDÜZ****Master of Arts, English Language Teaching****Supervisor: Prof. Dr. Zuhul OKAN****June 2018, 96 pages**

The aim of this study is to investigate English language needs of students who are studying in vocational schools of health services and learning English as a foreign language. This study is conducted to reveal the perspectives of currently enrolled students, teachers and administrators of the schools in terms of English language education offered in these institutions. The schools that are analyzed in this research are part of Çukurova University, Adana located in the southern part of Turkey. Data are collected via questionnaires and semi structured interviews with the participants. Semi structured interviews are carried out with the teachers and administrators in order to understand their perceptions towards students' language needs. Convenient sampling is used and data are analyzed both qualitatively and quantitatively. In the light of the results, it is found out that English language needs of the students are not met sufficiently and even if the instructors who teach the courses try to address the needs of the learners, the program is not applied by analyzing needs and in terms of English for specific purposes. To conclude, there needs to be a curriculum addressing the learners' needs.

**Keywords:** Needs analysis, English for general purposes (EGP), English for specific purposes (ESP).

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## CHAPTER I

### INTRODUCTION

#### 1.1.Introduction

This chapter presents the background of the study together with important literature in the field of language teaching. It also introduces the problem and purpose of the study in addition to the research questions aimed to be answered at the end of the study. The limitations of the study are also presented.

#### 1.2. Background of the Study

The phenomenon of globalization, which brought many changes and developments within the historical process, has changed the relationship of the nations in very different extents. Along with this new emerging process, language phenomenon which possesses universal values, has become an important need for the communication of people. Scientific and technological developments which occurred with Industrial Revolution were clinched and became more powerful with developments after Second World War. This rapid development in science and technology was also attributed to English language in academic platforms; moreover, the situation was thought as economic superiority of the USA in global arena (Hutchinson & Waters, 1987).

There is no doubt that English has now gained the status of being a world language and consequently people all around the world strive to learn it either for instrumental or integrative purposes (Spolsky, 2002). When recent conditions are considered, the effort of individuals to learn English could be considered as people's struggle for the sake of being one step ahead in their personal and professional development. Also, the impact of English language in these processes can be seen in academic platforms. Kennedy and Bolitho (1984) state that technological and scientific developments have occurred as a result of knowing English language. Being competent in English has come to offer a key to success in different areas varying from education to technology, from banking to diplomacy. With these varying areas, English language and specialization in the related fields brought

learners and their needs to the center of attention in terms of the language instruction process, therefore many of the language programs now take needs and expectations of the learners into consideration. “needs analysis (also called needs assessment) refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students.” (Iwai et al., 1999, p.6). “It (needs analysis) is the first step in designing the courses and is used to define the aims of the course” (Iwai et al., 1999, p.6). Moreover, it plays an effective role in designing and enriching the content of the course in order to meet the needs of the learners. In addition, it makes possible for the students to learn effectively and motivates them to acquire the language effectively. By needs analysis, students can be more aware of what is going on in the classroom; thus, becoming more autonomous.

Based on an interest on analyzing the learner's needs, language teaching has been divided into different fields such as English for specific purposes (ESP), English for academic purposes (EAP) and English for general purposes (EGP). English for specific purposes is mainly divided in two main fields: English language teaching for academic purposes and English language teaching for professional purposes (McDonough, 1984). In the direction of framework that was constituted, various definitions about English language teaching for specific purposes were asserted.

If the definitions are examined, it can be seen that English language teaching for specific purposes is considered as language teaching where English teaching program and materials have been created by taking into consideration the formerly solved communication requirements (Munby & Russell, 1991). In another definition, English language teaching for specific purposes is defined as language teaching that is implemented within the framework of plans and programs that have been prepared considering the overall needs of students (Hutchinson & Waters, 1987). The proposed main principle in English language teaching for specific purposes is that, needs have to be prioritized based on the student, teacher and school triangle. In this perspective, students are at the center while preparing the plans and programs. Brumfit (1977) states that in ESP, student centered education is also used.

In Turkey, there is a growing interest for language learning but problems have not been solved, yet. Although English is compulsory in Turkey's education system and students study English for eleven years until university level, it may be asserted that English is not a means of communication but a means of a school subject and grammar based approach is one of the main factors for this so students are not capable of using English effectively (British Council & TEPAV, 2013). One of the main problems faced while learning English is the application of the compulsory syllabus and needs are not taken into consideration. (British Council & TEPAV, 2013). McDonough (1984) offers a triangular for needs analysis. There are three compounds in this which are teacher, Students and administration needs. In order to address this, this study looks into the students' perceived needs of English. The insights obtained from the students were supported by the views of teachers and administrators in order to have a broader view of the problem. The vocational schools, which were studied, were situated in Adana, Turkey. One of the schools was established in 1990-1991 academic year (Vocational School of Health Services) and the other one was founded in 2003 (Ceyhan Vocational School of Health Services). In 2013 the institutions were united and its name was changed into Abdi Sütçü Vocational School of Health Services in 2017. Both institutions offer English in all departments for the first year students. However, English courses that address to students' needs for their future profession are quite rare. In medical documentation program of Vocational School of Health Services, an ESP course titled as Correspondence Techniques in English which helps students how to write social and business letters is offered. However, the language of instruction is Turkish.

Apart from the lesson mentioned above, English language teaching in these schools was generally based on teaching grammar points. Themes that would be related to the students own field of study, explicitly professional English, do rarely existed in the curriculum. For instance, in the second term there were some topics like Vitamins, Human Body and Circulation of Blood which to an extent comply with students' fields.

What this study suggests is that as Richards (2001) points out that all students are different and they have various language needs so the medium of instruction should be limited to their needs. He also states that ESP emphasizes on needs analysis for the start of



a program design and it is an important factor for curriculum development. Needs are analyzed for such schools in which skills, use of language and topics will be considered specifically on the bases of the target group`s needs.

### **1.3. Statement of the Problem**

In the last decades there have been many studies investigating different groups of students' needs in general both in and outside of Turkey (Akgül, 1991; Baştürkmen, 1998; Boztaş, 1988; Kim, 2006; Lepetit & Cichocki, 2002). However, studies focusing on medical or health institutions especially vocational schools of higher education in terms of linguistic needs of the English language learners are still quite rare. Studies generally deal with other vocational schools or the course book contents showing that they are not designed for the learners' needs. On behalf of English for specific purposes, adults and students develop themselves and their language skills by adding new information to their previous knowledge of foreign language and they also use it as a tool for foreign language learning (Hutchinson & Waters, 1987). Tasks related to the learners' fields and needs should be used in order to prepare learners for their future professional careers. Therefore this study is conducted in order to analyze and assess the foreign language needs of students in two health services Vocational Schools: Vocational School of Health Services and Ceyhan Vocational School of Health Services in Çukurova University.

### **1.4. Aim and Scope of the Study**

This study aims to investigate the needs of students studying in vocational schools of health services in an English as a foreign language (EFL) context, from the perspectives of currently enrolled students, teachers and administrators of the school. The current situation in terms of foreign language learning in these institutions are evaluated and related results of the questionnaires and the interviews with the instructors and administrators are analyzed. Related suggestions in accordance with perceived needs are presented.

### **1.5. Research Questions**

The following research questions will be investigated in this study:

1. What are the perceived needs of students' in vocational schools of health services in terms of English language learning?

2. How do teachers and administrators perceive these needs?
3. What are the strengths and weaknesses of the curriculum in use according to students, instructors and administrators point of view?

### **1.6. Limitations**

This study has several limitations. First is related to the number of schools and participants involved in the survey. Therefore, results of the study may not be generalized to the whole population of vocational schools in Turkey. Second, the data obtained from the participants could have been enriched by classroom observations in which one could have seen what is going on in the medium of teaching and learning process.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. Introduction

In this chapter related literature is reviewed. The first section will give general information about English for specific purposes (ESP), its historical background and its sub-branches. The differences between specific and general English instruction are discussed. The second section will focus on needs analysis together with its implications for English language teaching classrooms.

#### 2.2 English for Specific Purposes

English for specific purposes (ESP) has become one of the most popular fields in EFL teaching from the 1960s till now (Anthony, 1998). ESP's popularity comes as a result of the need for different instruction methods as the students who learn English have different aims. Johns and Price-Machado (2001, p.43) define ESP as "tailoring courses to student needs – and to the outside world." ESP uses the same methodologies with English for general purposes in teaching but the most important difference from other fields is that it is based on a needs analysis before the course is designed. It makes possible for the learners to deal with specific targets in order to achieve specific needs of them rather than a general use of the language (Brumfit, 1984). In ESP courses, there is a need for a specific syllabus which will enhance the communicative effectiveness of an English course (Maher, 1986). In a general sense, English for specific purposes is qualified as a program that is based on the cause of learning and curriculum, with the aim of ensuring what is necessary for the usage of English in professional and academic sense (Hutchinson & Waters, 1987). An instructional plan, through which the target for the students could be reached, is designed with the aims to start from functional and practical language needs occurring in the process of English language teaching for specific purposes (Strevens, 1977).

While analyzing English for specific purposes it is obviously seen that the interests and needs of students and other individuals to learn English do not arise only from their interest of English language and/or culture. For this reason, it can be said that the main

scope for learning English is based on the need of students and other individuals for educational and professional purposes. Also, in courses that have great significance while learning English for specific purposes, there are some specific predictions in the planned curriculum in accordance with the needs of students (Robinson, 1991). One of the aims of ESP is language learning in a short time mostly to meet the needs of adult individuals. On the other hand, Demircan (1990) explains ESP as a language used for specific purposes. These purposes are tools for communication in different areas of verbal expressions like science and technology which are on the selected lexical, structural and functional language features. As mentioned above, learning English for specific purposes is specified as English teaching and learning process, in order to meet the needs of adult individuals and students. In accordance with this perspective, learning English for Specific Purpose is associated with international service sector workers like telephone operators and pilots working in airline companies. Similarly the professional needs in such professions like engineering, medicine, law etc. are associated with learning English (Mackay & Mountford, 1978).

In teaching ESP, instructors do not necessarily need to be knowledgeable in vocational subjects but they should have a positive attitude in regard to the content of the subjects (Hutchinson & Waters, 1987). Therefore in order to implement subject topics in the classes, teachers can use the same activities that they normally apply in English teaching by modifying them on bases of the respective subjects. Baştürkmen (2010) designed specific ESP courses in her book in order to understand the students' needs and prepared related activities for them. As for different types of ESP; Maher (1986) states that English for medical purposes (EMP) is very important while learning English for those who are studying in the medical professions like doctors and nurses and as they have specific aims for studying English, the courses should be made in compliance with learners' purposes and needs. "ESP has always been identified in terms of disciplinary variations, so that English for law, English for science and technology, English for marine engineering, etc., have been some of the successful and pragmatically effective labels." (Simpson, 2011, p.28). ESP is divided into two main areas, one of them is English for academic purposes and the other one is English for occupational purposes. Types of ESP are shown below:

Table 1

*Types of English for Specific Purposes:*

| A. English for Academic Purposes       | B. English for Occupational Purposes |                               |
|----------------------------------------|--------------------------------------|-------------------------------|
| A.1. Science and Technology            | B.1. Professional Purposes           | B.2. Vocational English       |
| A. 2. Medical Purposes                 | B.1.1.Medical Purposes               | B.2.1. Pre Vocational English |
| A.3. English for Legal Purposes        | B1.2.Business Purposes               | B.2.2. Vocational English     |
| A. 4. Management Finance and Economics |                                      |                               |

---

Dudley Evans & St. John, 1998, p.6

David Carter (1983) also identifies three types of ESP:

- English as a restricted language.
- English for academic and occupational purposes.
- English with specific topics.

### **2.3. English for Specific Purposes and its Historical Background**

Phillipson (1992, p.6) states that

English has a dominant position in science, technology, medicine, and computers; in research, books, periodicals, and software; in transnational business, trade, shipping, and aviation; in diplomacy and international organizations; in mass media entertainment, news agencies, and journalism; in youth culture and sport; in education system, as the most widely learnt foreign language.

The developments in English lead to the evolvement of different learning and teaching styles simultaneously. If English language learning and teaching for specific purposes is considered within the historical process, by the Second World War, the changing and developing conditions led to globalization and a revolution in linguistics. As a result, the great importance for learning English, particularly in the professional sense,

has increased in a considerable manner. But despite all these developments, it is quite noteworthy not to see English language teaching for specific purposes quite a while in published works which are related to language learning. By 1970s, in direct proportion to scientific and technological developments, English became an extensively preferred language especially in trade and economics which necessitate English for specific purposes (Hutchinson & Waters, 1987).

During the same period, in the studies conducted by Ewer and Latorre (1969), Swales (1971), Selinker and Trimble (1976) (Hutchinson & Waters, 1987) mentioned the increase of the need for English for specific purposes. With the publication of the study “A Course in Basic Scientific English”, written by Ewer and Latorre in 1969, English for specific purposes was developed and used. In addition to the mentioned study, other studies related to syntactic and lexical structures took part with the emergence of “the concept of frequency”; then English for specific purposes gained prevalence in professional and academic platforms (McDonough, 1984).

Another archetypal work about this subject is the textbook named “Writing Scientific English” written by Swales in 1971 while he was working in the English Department of Agricultural Faculty in Libya University. In the preface of the study, Swales mentioned importance of English for specific purposes which science and technology so much necessitates. He also mentioned that many of the faculties use English as medium of instruction (Swales, 1971).

Expressing opinions about English for specific purposes in his work, Widdowson stated that while in English for general purposes the focus is on linguistic competence, in the process of learning English for specific purposes is seen that communicative competence gains greater importance. He also states that basic knowledge in forms and structures constitute a core ‘linguistic competence’ and this makes a basis for ‘communicative behavior’ in using the language for communication (Widdowson, 1979).

In the axis of developments that are mentioned above, with the increasing necessity for English learning, English for specific purposes developed as a widespread language learning method in academic and professional area. Concerning these developments, in order to have new professional knowledge and dominance in their field of work, individuals got interested in English for specific purposes more than it was expected.

Another remarkable reason of ESP's prevail is the functionality of the language which enables learning and meeting needs (Kennedy & Bolitho, 1984). In ESP today, we may encounter three basic approaches. In the study named "Ideas and Options in English for specific purposes" written by Baştürkmen in 2006, these approaches are divided as: data-driven approach, language structure-oriented approach and research-oriented approach (Baştürkmen, 2006).

## **2.4. Development of English for Specific Purposes**

In English instruction it is crucial to identify learner's level. In each specific level four basic skills of English are identified: (1) language learning, (2) grammatical structures, (3) vocabulary learning and (4) cultural issues. According to this kind of educational program, more instruction is needed for the success of students in the school system (Richards, 1990). During the development process of ESP, it could be seen that ESP instruction does not have the same characteristics all over the world. It has developed differently in different countries and these countries can be in different phases of it (Hutchinson & Waters, 1987). Initial contributions for the development of ESP are seen in scientific and technologic English instruction. Moreover, systems analysis, syntactic analysis and discourse analysis concepts contributed to the development of ESP. In the beginning of 1960s ESP experienced three developmental phases: (1) the analysis of profession's language, (2) discourse analysis and (3) analysis of target language's usage. Today two more faces (4) Skills-Strategies and (5) Learning-Centered approach.

## **2.5. The Differences between English for General Purposes (EGP) and ESP and ESP Course Design**

The main distinguishing feature of ESP from English for general purposes is not the existence of a need but an awareness of the need (Hutchinson & Waters, 1987); thus any course based on ESP should be based on needs analysis. Needs can be highly focused or varied in different levels. Learners' needs and courses with less cost and less time consuming were preferred. Curriculum designers need to be aware of the requirements of the learners for learning the target language before applying the curriculum. ESP is

effective especially when students perform job related tasks and it needs to be associated with the specific discourse (Faraj, 2015). Theoretically, ESP can be seen as similar to English for general purposes but in practice there is a great variety and difference between them (Hutchinson & Waters, 1987). Therefore, the objectives and the wants of the learners can conflict with each other. ESP instructor or curriculum designers should recognize the value of the differences and apply appropriate methodology to achieve the goals of the course and not to lower down the motivation. If the goals are not achieved, time and money constraints can arise. On the other hand, if the goals are achieved, learners may be able to be successful and easily operate on specific and different situations.

Widdowson (1983) gives distinctive features of EGP and ESP. In EGP generally education is in the center and future needs of the learners are not precisely known so finding suitable content can be difficult. On the other side, ESP focuses more on training and it is easy to apply in precise contents as the language itself is going to be used in specific contexts. However, there are some similarities between EGP and ESP as well. There is no specific methodology used in all situations or in a specific field of ESP but in each specific situation and need of the learners; there is a methodology applied in the teaching and learning environment. As ESP classes have specific needs, different elements such as the number of learners, different experience of the teacher, the proper funding and timeline, are really important while designing a course. Anthony (2009) discusses the ESP practices' problems in traditional programs as follows: ESP courses are elective or non-credited and they have very strict entry requirements. Moreover, they are taught only to interested specialist and are offered as short-term courses. In addition, external funding is used. In his study as a supplementary he as well proposes a program design for ESP in which all English courses are built upon bases of ESP skills. In order to reach the real life ESP experiences, instructors who are competent in the specific fields should also be provided. Learners should be able to analyze the language in their target disciplines.

Richards and Schmidt (2010, p.152) state that curriculum development also named as curriculum design

...is the study and development of the goals, content, implementation, and evaluation of an educational system. In language teaching, curriculum development (also called syllabus design) includes:

- a) the study of the purposes for which a learner needs a language (needs analysis)



- b) the setting of objectives, and the development of a syllabus, teaching methods and materials
- c) the evaluation of the effects of these procedures on the learner's language ability.

Gatehouse (2001) states that the materials for designing the curriculum should be pieced together. Some of them may be exchanged and others may be designed specifically. Not only the written exams but also different assessment tools can be used in ESP evaluation. These assessments may be as stated below: laboratory reports, field trips, project reports, dissertations, portfolios, poster presentations and oral presentations.

Numerous studies now show the extent to which language features are specific to particular disciplines, and that the best way to prepare students for their studies is not to search for universally appropriate teaching items, but to provide them with an understanding of the features of the discourses they will encounter in their particular courses. (Hyland, K. 2008, p.12).

ESP is not just a simple method or a particular teaching material to be applied in the classes but it “is an approach to language teaching in which all decisions as to content and method are based on the learners’ reason for learning” (Hutchinson & Waters, 1987, p. 19). As learners affect the curriculum design of the lesson they will be more motivated thus more involved in taking responsibility of their own learning as well. Communicational needs of the learner make the basis of the program and it is the first step and the cornerstone for the syllabus and the related materials that will be used in the lessons. What is more Belcher states is that “ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored to fit instruction” (Belcher, 2006, p.136)

Another issue that needs to be taken into account while preparing the ESP curriculum is to have realistic goals otherwise learners will lose their motivation (Xenodohidis, 2002). Gao sums up by stating that:

When designing an ESP course, the primary issue is the analysis of learners’ specific needs. Other issues addressed include: determination of realistic goals and objectives; integration of grammatical functions and the abilities required for future workplace communication, and assessment and evaluation.(Gao, 2007, p.98)

## **2.6. Needs Analysis**

Needs analysis first appears in a survey report prepared by West (1926) about bilingualism. Even if he drew attention to the needs analysis in his report, it did not arouse

much interest during those years. It has to be stated that there is not a clear definition about needs analysis and it has been defined in many different ways up to now by academicians and authors. Even if needs analysis started to be used in 1960s, it became a mainstream concept in ESP in the late 1970s and earlier years of 1980s (Simpson, 2011). One of the first definitions of needs analysis can be found in the works of Richard, Platt and Webers in 1985. They defined needs analysis as the analysis of language needs of a group of students and a process of organizing these needs based on their importance. Also needs analysis is also defined as a process of finding essentials in order to carry a purpose by Stuffbeam, McCormick, Brinkerhaff and Nelson (cited in Brown, 1995).

Graves (2000), defines needs analysis as a systematic process for collecting data about students' choices and needs and later interpreting the data in order to make decisions to meet those needs. Needs analysis is the starting point for developing curriculum, planning courses and adapting materials effectively. Need is defined as the gap or discrepancy between the current and target state (Brindley, 1989; Ornstein & Hunkins, 1998) so by taking needs of the learners, the gap between target situation and desired situation can be found. needs analysis is the basis not only for syllabus or curriculum design but also for materials that can be used including text selections to reach the aims and assessment of the program and learners (Carkin, 2005). Brown (1995) points out that needs analysis includes processes for collecting necessary information in order to implement an effective curriculum to meet the needs of specific student target group. "Needs assessment is a part of curriculum development and is normally required before a syllabus can be developed for language teaching" (Richards & Schmidt 2010, p. 390). Paltridge (2003) suggests that for designing a needs based curriculum teachers should take students' needs into consideration and negotiate the learning goals. In addition Brindley (1989) argues that for a learner centered learning and teaching system, learning process should be based on learners' needs where the instructors should figure out the needs of the students in order to apply a good curriculum for them.

Related needs can take us to course design which then directly leads us to the teaching and learning environment. There is a difference between 'target needs' and 'learning needs'. Target needs refers to what the learner needs to do in the intended

circumstance and the learning need refers to what the learner needs to do in order to learn. In this process we need to mention three main key terms for target needs:

- Necessities (what learners have to know to be effective in target situation),
- Lacks (the gap between the existing knowledge and target proficiency),

Wants (what learners wants to learn and their views on the target level) (Hutchinson & Waters, 1987). These wants may not comply with the instructors or course designers.

In order to obtain reliable needs analysis, not only the learners but also other shareholders like teachers, employers, administrators and institutions should be considered in the data gathering process (Brown, 1995). Similarly, Nunan (1988) states that for an effective learner centered syllabus, collaborative work of teachers with the students is necessary. Other sources which can affect the instruction in the institution should also be consulted in conducting needs analysis.

The first step for needs analysis is to decide on four main elements: what kind of data will be collected, who will collect the data, what will be the purpose and with what means will the data be collected (Nunan, 1988). Needs analysis can be applied in the beginning of the year or at the end of it. However, as Richterich and Chancerel (1980) suggest, in order to have a better picture of the ongoing process, needs analysis can be carried out during the process of learning. Indeed, the procedures of needs analysis should be continuously applied (Nunan, 1988). Needs analysis ‘makes use of both subjective and objective information’ for collecting data and as a general definition needs analysis is “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities” (Richards & Schmidt, 2010, p.389).

## **2.7. Approaches to Needs Analysis**

Needs analysis contributions to the language program, regarding, content, design and application on the ongoing process of teaching and learning environment. In addition, the development of curriculum aims and content of the curriculum is designed on the basis of the analyzed needs of the learners. Finally, needs analysis enables the evaluation of a teaching language program (Richards, 1990). Reasons of not having interest in learning, not

having a positive attitude and adaptation towards the targeted program and teaching and learning environment are closely related to meeting needs of the learners. Faraj (2015) states that needs analysis helps practitioners and researchers for deciding course contents, materials, approaches and educational objectives for specific context. Therefore, if the goals of the language teaching and learning process are not reached, it means the needs of the learners are not met. According to Brindley (1989), the importance of needs analysis can be measured by contributions to the language program which considers the needs of students in students-centered language learning program. All in all, needs analysis is a process set to find out the needs of the learners and designing the content of the ongoing instruction based on the learners' specific needs.

There are different needs analysis models and approaches in literature. Munby (1978) proposed a sociolinguistic model which is Target situation analysis. In this model, Communicative Needs Processor is used for defining communicative competence. It analyses the language in the target situation in a detailed way. It was one of the first needs assessment model and it is found to be difficult to apply in curriculum design (Nunan, 2001). Richterich and Cancarel (1980) developed systematic approach, Present situation analysis to define needs of EFL learners' needs. To define the needs, analyses are made both before and in the learning process so it also emphasizes learners' needs for the ongoing process of teaching and learning. In Target situation analysis, what is expected from the learners at the end of the program is analyzed but in Present situation analysis it looks learning process. There are some learner based approaches focusing on different levels of learner's needs. Berwick (1989) pointed out the perceived and felt needs of the learners. Perceived needs are the perspectives of experts; on the other hand, felt needs are perspective of the learners. Brindley (1989) defined product vs. process oriented needs and objective vs. subjective needs; for him objective needs can be gathered from different, visible, assessable and noticeable sources like the present situation, learners proficiency, learners' levels, skills and the target language to be acquired. Subjective needs are about the learners' themselves. They are cognitive and affective needs of the learners like personality, expectations and so on (Brindley, 1989). On the other hand, Hutchinson and Waters (1987) suggested a Learning based Approach rather than a learner based one by paying special attention not to language needs but learners' learning processes. Learners cannot determine

the whole process on its own, society also affects the targets. How learners learn is identified in this approach and target needs and learning needs are distinguished. In order to analyze learning needs there are lots of questions to ask some of them are: Is the course optional or compulsory? What will the learners gather at the end? Why are they taking this course? What is their background knowledge? What kind of methodology will be appropriate and appealing for them? (Hutchinson & Waters 1987). Stufflebeam (1977) identifies four different analysis approaches

- Democratic: It aims to find the desired change by the people involved (McKillip, 1987)
- Analytic: Next thing to learn is determined by what learners already know. This is based on input Hypothesis. Learners learn a language by ‘a little beyond’ their levels. (Krashen, 1988).
- Diagnostic: Aiming to find missing parts that are not learned.
- Discrepancy: Finds out the discrepancy between the real performance and desired performance (Brown, 1995).

Strategy Analysis is another method of learning the learners’ desired styles and strategies (Allwright, 1982). It identifies individuals’ way of learning and learners’ process of learning. So rather than what they need to learn, what they want to learn is important which leads to inner motivation of the learners to achieve the target in an easier way. Pedagogical needs analysis is another approach for needs analysis offered by West in 1998 and it is like an umbrella term for different approaches (Songhori, 2008). It tries to eliminate the shortcomings of different approaches though it may not be successful in every situation. Means analysis is another approach to define learners’ needs. It aims to gather what is in hand of the local environment. It is information about the local environment where the lessons will take place (Dudley-Evans & St. John, 1998).

## **2.8. The Importance of Needs Analysis in ESP**

Needs analysis is the first step in developing a curriculum of English for specific purposes. Instructors who aim to teach English for specific purposes both for individuals and students have to define the related specific purposes. These instructors while developing an influential teaching program for the learners need to specify learners’ needs

according to linguistic and pedagogical terms. In addition, Alderson, who evaluates the importance of needs in the context of test design, mentions that not only test content but also the analysis of communicative needs is quite important (Alderson, 1998). It includes teaching and learning environment of the target language, context of the language, in what conditions and to whom the target language will be used.

All in all, ESP and needs analysis is important in designing and developing a curriculum which is based on specific needs of the learners. It is the very first step of designing a curriculum for different needs of the learners.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Presentation**

This chapter outlines the structure of the research under four sub-headings. The first part gives information about research design of the study. The second part gives detailed information about the participants. While the third part deals with the tools used and how they are applied during data collection. Last part presents the procedures used for data analysis.

#### **3.2. Research Design**

The present study which attempts to determine the views of students, instructors and administrators about the needs of students, is a descriptive study. A single method of designing the research may not be sufficient to understand and analyze research questions so the study employed both qualitative and quantitative data collection tools in order to understand the needs of the students better. The study took place in Vocational School of Health Services and Ceyhan Vocational School of Health Services located in Çukurova University before they were merged. Questionnaires were used for collecting data from the students of the vocational schools as a quantitative tool. On the other hand, semi-structured interviews were carried out with the administrators and English lecturers to get a deep understanding of the needs and a full framework of the English learning system in these schools. Even if it is difficult to apply both qualitative and quantitative tools in a study, it can give a deeper analysis to find out concrete results for the research questions.

#### **3.3. Participants**

The participants of this study were from Vocational School of Health Services and Ceyhan Vocational School of Health Services in Çukurova University, Adana located in the southern part of Turkey. Convenient sampling was used for the study. The students were freshmen from six branches of the Vocational School of Health Services and three branches of the Ceyhan Vocational School of Health Services. The programs followed by the students that were part of this study are Laboratory, Medical Imaging, Anesthesia, Medical

Anesthesia, Medical Documentation and Secretarial, Oral and Dental Health, Physiotherapy, Patient Care, Emergency and First Aid, Paramedic, Radiology. Instructors of the students also participated in this study. In order to have a better and complete picture the administrators of the schools were also interviewed. The interview conducted with the administrators was semi structured.

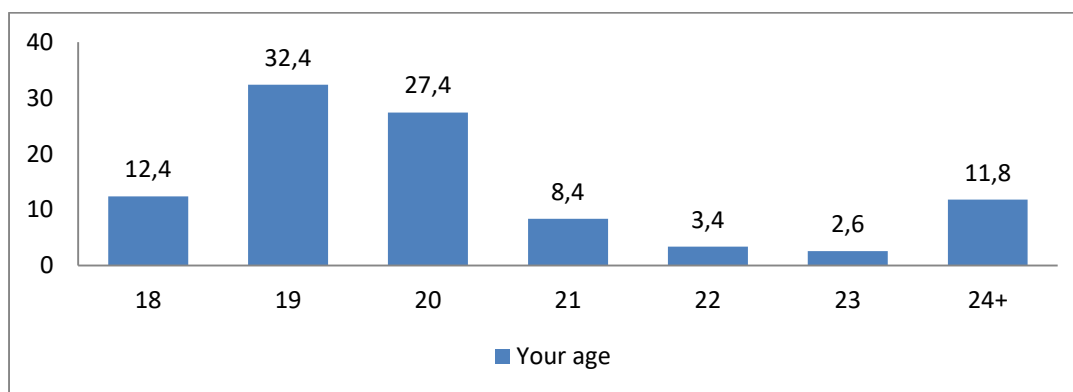
Table 2

*Frequency Table Related to Gender Distribution*

| Gender |             | Number of participants | Percentage (%) |
|--------|-------------|------------------------|----------------|
| Values | Male        | 156                    | 41,1           |
|        | Female      | 224                    | 58,9           |
|        | Total Value | 380                    | 100            |

In Vocational School of Health Services, there were 759 students, 352 of whom took courses in the evening. In Ceyhan Vocational School of Health Services, there were approximately 75 students. As a result, 380 students in total took part in this study. Of the 380 participants, 156 of them were male while 224 were female.

Considering the age range of the participants in research, as it can be seen from Figure 1 the majority of the participants were 19 years old (32.4%) or 20 years old (27.4%).



*Figure 1. Participants' age*



Table 3

*The Year of the Participants in the School*

| Evaluation |        | Number of Participants | Percentage (%) |
|------------|--------|------------------------|----------------|
| Values     | First  | 249                    | 65,5           |
|            | Second | 131                    | 34,5           |
|            | Total  | 380                    | 100            |

As seen in Table 3, 65% of the participants were in the first year and the rest were second year students. There were students from different departments and students from 11 different branches in total took part in the study.

When participants were asked about different kinds of high schools that they graduated from, as shown in Figure 2, 66.3% of students completed their high school by receiving vocational education. This shows that vocational education in high school affects the choice of the students for their vocational schools for further studies.

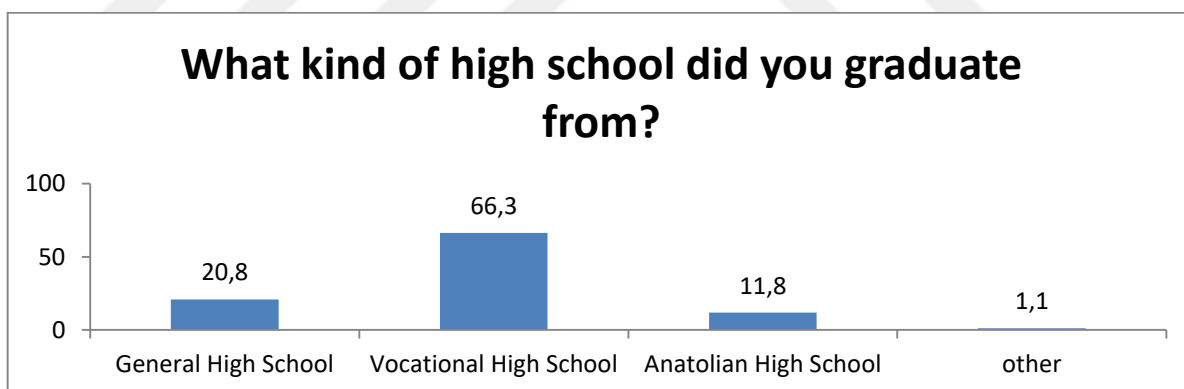
*Figure 2. Participants' high schools*

Table 4

*Departments of the Participants*

| <b>Evaluation</b> |                                          | <b>Number of<br/>Participants</b> | <b>Percentage<br/>(%)</b> |
|-------------------|------------------------------------------|-----------------------------------|---------------------------|
| Values            | Laboratory                               | 72                                | 18,9                      |
|                   | Medical Imaging                          | 45                                | 11,9                      |
|                   | Anesthesia                               | 21                                | 5,6                       |
|                   | Medical Anesthesia                       | 16                                | 4,2                       |
|                   | Medical Documentation<br>and Secretarial | 92                                | 24,3                      |
|                   | Oral and Dental Health                   | 37                                | 9,7                       |
|                   | Physiotherapy                            | 18                                | 4,7                       |
|                   | Patient Care                             | 23                                | 6                         |
|                   | Emergency and First<br>Aid               | 40                                | 10,5                      |
|                   | Paramedic                                | 11                                | 2,9                       |
|                   | Radiology                                | 5                                 | 1,3                       |
| Total             |                                          | 380                               | 100                       |

It has been found out that 18.9% of the participants studied in the department of laboratory, 11.9% of the participants studied in the department of medical imaging, 9.8% of the participants studied in the department of anesthesia and medical anesthesia, 24.3% of the participants studied in the department of medical documentation and secretarial, 9.7% of the participants studied in the department of oral and dental health, 4.7% of the participants studied in the department of physiotherapy, 6% of the participants studied in the department of patient care, 10.5% of the participants studied in the department of emergency and first aid, 2.9% of the participants studied in the department of paramedic and, 1.3% of the participants studied in the department of Radiology.

The participants were also asked if they chose their departments on purpose. In order to analyze their needs, it is crucial to know if learners are attending willingly to a course of study or not. As shown in figure 3, it has been observed that 79% of students chose their department willingly in the vocational schools. Moreover, it can be assessed that the employment rate of vocational school of health services students' after graduation may also have a great influence on their choosing the department.

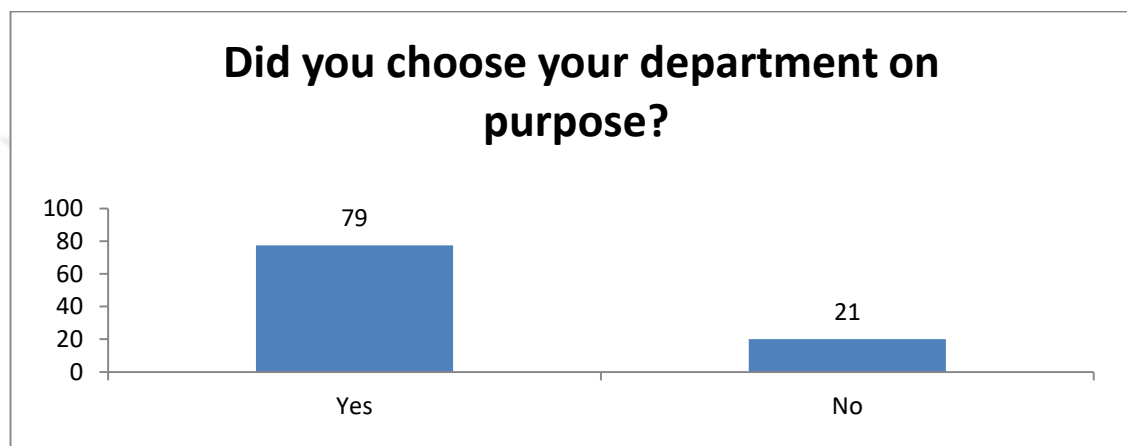


Figure 3. Participants' perceptions on their departments

Table 5

*English Level of the Participants*

| Evaluation |           | Number of Participants | Percentage (%) |
|------------|-----------|------------------------|----------------|
| Values     | Very low  | 72                     | 18,9           |
|            | Low       | 140                    | 36,8           |
|            | Medium    | 131                    | 34,5           |
|            | Good      | 31                     | 8,2            |
|            | Very Good | 6                      | 1,6            |
|            | Total     | 380                    | 100            |

In terms of their level of English, a majority of the participants feel that they do not have a good level of English. Only 9.8% of them stated their level as good or very good. This shows that the English instruction that students had for at least 9 years, starting from

the 4<sup>th</sup> grade till the end of the high school, was not enough for them to be competent in English.

Table 6

*Needs of the Participants for English*

| <b>Evaluation</b>                                                 | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------------------------------------------------------|-------------------------------|-----------------------|
| For My Career                                                     | 173                           | 45,5                  |
| For My Future Education Life                                      | 170                           | 44,7                  |
| To Communicate With The World                                     | 170                           | 44,7                  |
| To Go Abroad                                                      | 101                           | 26,6                  |
| To Pass English Courses                                           | 153                           | 40,3                  |
| To Participate In Conferences<br>and Seminars About My Department | 188                           | 23,2                  |

When the question of ‘why do you need English’ (Table 6) was asked to students of vocational schools, participants thought that they need English mostly for their future career (45.7%) and education (44.7%), which are important stages of life. Interaction with the world (44.7%) was another highly chosen item which can be important in medical studies especially for medical documentation and secretarial students because if they do not know even basic conversational skills they may not be able to communicate with foreign patients. If, especially, medical documentation and secretarial students do not have the basic conversational skills, they may not be able to communicate with a patient. On the other hand, one participant frankly wrote that ‘I do not need it’ which means that some students felt that English was not crucial to carry out their jobs. Another one indicated that the need for learning English was for understanding foreign terms which also shows the need for vocabulary related to their fields. Two of the participants stated that ‘I need it because I love it’ showing that they were motivated internally for their love of learning the language itself. However, there were those who said ‘I do not like it, I do not need it.’ Another notable item was the need for English for passing the course which 40.3% of the

participants chose. Going abroad (26.6%) or participating in conferences and seminars about their field of study (23.2%) was chosen less than the other items. An interesting answer was in the case when one participant wrote I need English for ‘playing games’ which may show the need of a participant for self-fulfillment.

Participants were also asked if they had tried to improve their English outside their schools and as seen in figure 4, 68.9% of the participants in the Vocational schools have not tried to develop their English outside their schools so they did not receive any English education or experience outside of school. 22.1% of the participants were asked how they improved their English outside their schools and majority of participants (19.7% out of 22.1%) who had a chance to improve their English outside their school stated that they were taking private courses and learning/memorizing vocabulary. 1.6% of them stated that they studied abroad and only 0.8% percent used internet to improve their English. Interestingly, one participant did not choose yes but wrote ‘I did not improve but I would like to improve.’ which shows that some of the participants were intrinsically motivated to learn English. Another participant wrote in the last part of the questionnaire that ‘we only encounter English in the lessons and we do not deal with English other than the lessons, it will be better for us if we deal with English in other situations too.’ which also shows that some of the participants were willing to learn and use English.

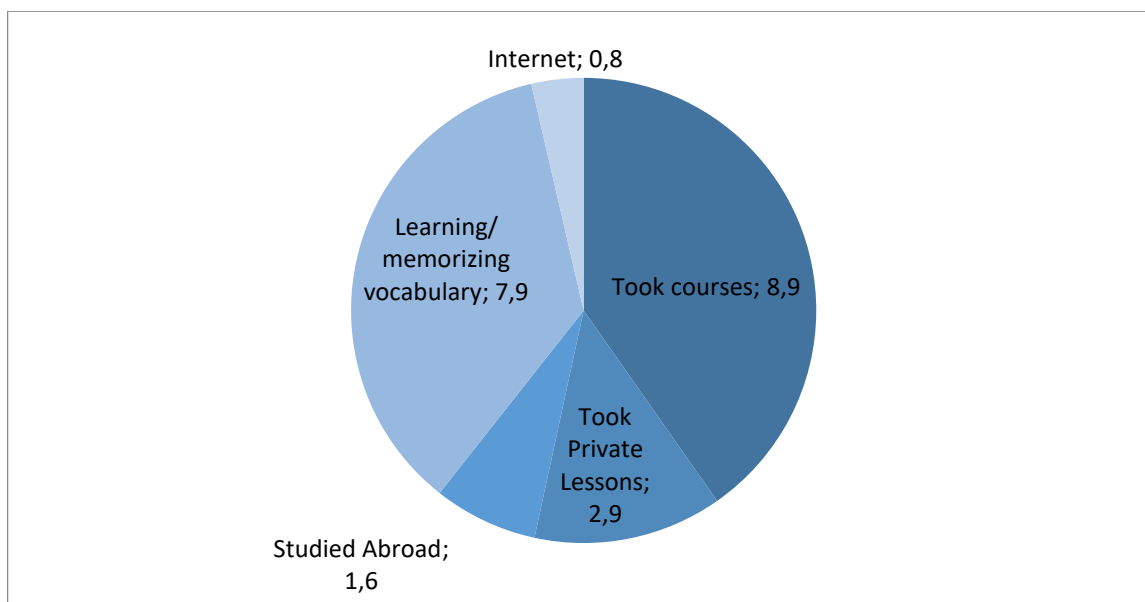


Figure 4. Ways of the participants in improving English

### **3.4. Data Collection Tools**

Data were collected through questionnaires which were composed of questions that aim to analyze students' needs in the process of learning English. In order to obtain more reliable data, different data collection tools were used. Furthermore, data were supported by semi structured interviews with administrators and teachers and questionnaires with students. The related literature was reviewed and similar studies were searched. It has to be mentioned that all the participants in the surveys have participated voluntarily.

#### **3.4.1 Questionnaire**

Even if the preparation process is highly demanding, questionnaires are easy to analyze and practical to obtain data from many people in a short time. Bulmer, Keval and Lamb (2004, p.1) stated that "Construction of questionnaires is an essential element in improving data collection techniques in social survey research". The questionnaire applied in this study starts with an introduction and the aim of the research. The related literature was reviewed (Alagözlü, 1994; Ekici, 2003; Gass, 2012; Javid, 2011; Sarı, 2003; Taşçı, 2007) and with the help of the studies, the questionnaire was modified and developed. The first part is about participants' demographic information. It includes elements such as gender, age, grade, departments of the participants, the schools that participants graduated from, students' English level, why do they need to learn English, and how did they improve their English and their perception on English language itself. The second part tries to identify the English language education that participants take during the current teaching and learning process. In order to get a clear image from the participants, the questionnaire was separated into four language parts. The third part is about analyzing participants' language skills (Reading, Listening, Writing, and Speaking) and their sub skills. Lastly, if participants wanted to add or suggest anything related to English courses in their department, they were free to add their comments. There were different question types like multiple choice and ranking so different statistical techniques were used. Students were informed beforehand as they will not be graded by their answers to the questionnaire and that the questionnaire would be conducted anonymously. It must be mentioned that, this questionnaire was prepared and designed especially for Vocational Schools of Health Services students who were students of Çukurova University. The questionnaire was

applied to 380 students, who were in two different vocational schools in order to analyze their needs on learning a foreign language, namely English. Through a search of available questionnaires, adapting and piloting them before its actual use in the study and the related instrument was presumed to be relevant to the current study and it was developed by the help of the supervisor.

In this section, outcomes of the factor analysis will be presented. Responses from the students via questionnaire will be presented together with the interviews conducted with the instructors and the administrators. Responses were analyzed by Standardized Packages for the Social Sciences (SPSS) for windows version 20.0. The questionnaire can be found in the Appendix II.

With the aim of identifying the relationship between dependent and independent variables of research, Pearson's correlation was used; on the other hand, regression analysis is used to test the effect. In addition, correlation index between scales were evaluated according to the following criteria.

In some parts of the questionnaire 'others' option was added for participants so that they could add, comment and give new ideas. Additionally, at the very end of the questionnaire, participants were asked to add or suggest anything they wanted about the English language courses of their departments in order to analyze and get their perception about language teaching and language needs. Some of these comments which were not related with the study were excluded. The obtained findings were evaluated as 95% confidential rate and 5% significance level.

Table 7

*Reliability Statistics*

| <b>Cronbach's Alpha (Reliability of Test)</b> | <b>Number of Items</b> |
|-----------------------------------------------|------------------------|
| ,936                                          | 63                     |

Reliability analysis was tested by using Cronbach's Alpha. As the results are in between 0.8 and 1.0 the research has high reliability and correlation with each other. The reliability rate is sufficient and the highest reliability is on the listening part item

'understanding presentation' and the lowest reliability is on the fourth item of the first part, namely under the title 'your department'.

Table 8

*Factor Analysis, KMO and Barlett's Test Result*

| <b>KMO and Bartlett's Test</b>                   |                    |          |
|--------------------------------------------------|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | ,899     |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 8858,646 |
|                                                  | Df                 | 1830     |
|                                                  | Sig.               | ,000     |

In order to evaluate the suitability of data set of factor analysis, two values were used and the first of two is Kaiser-Meyer-Olkin (KMO) value. According to this data, KMO was found as 0,899 which means that the value is over 0.50. On the bases of these values, data set was found suitable for factor analysis. When Barlett's result were examined, a meaningful result was obtained ( $p = 0.000$ ). In other words, high correlation has been found among variables. Particularly, the correlation values over 0.30 in the items probably show that related items will be gathered all together.



Table 9

*Factor Analysis, Total Variance Explained*

|    | Total Variance Explained |        |              |                                     |        |              |                                   |        |              |
|----|--------------------------|--------|--------------|-------------------------------------|--------|--------------|-----------------------------------|--------|--------------|
|    | Initial Eigenvalues      |        |              | Extraction Sums of Squared Loadings |        |              | Rotation Sums of Squared Loadings |        |              |
|    | % of Variance            |        |              | % of Variance                       |        |              | % of Variance                     |        |              |
|    | Total                    | ce     | Cumulative % | Total                               | ce     | Cumulative % | Total                             | e      | Cumulative % |
| 1  | 19,167                   | 31,422 | 31,422       | 19,167                              | 31,422 | 31,422       | 14,153                            | 23,202 | 23,202       |
| 2  | 3,738                    | 6,128  | 37,550       | 3,738                               | 6,128  | 37,550       | 4,327                             | 7,093  | 30,295       |
| 3  | 3,202                    | 5,249  | 42,799       | 3,202                               | 5,249  | 42,799       | 3,878                             | 6,357  | 36,652       |
| 4  | 2,332                    | 3,823  | 46,622       | 2,332                               | 3,823  | 46,622       | 3,499                             | 5,736  | 42,388       |
| 5  | 1,904                    | 3,122  | 49,744       | 1,904                               | 3,122  | 49,744       | 2,465                             | 4,040  | 46,429       |
| 6  | 1,753                    | 2,874  | 52,618       | 1,753                               | 2,874  | 52,618       | 1,864                             | 3,056  | 49,485       |
| 7  | 1,654                    | 2,712  | 55,330       | 1,654                               | 2,712  | 55,330       | 1,737                             | 2,847  | 52,332       |
| 8  | 1,570                    | 2,574  | 57,904       | 1,570                               | 2,574  | 57,904       | 1,677                             | 2,749  | 55,080       |
| 9  | 1,366                    | 2,239  | 60,142       | 1,366                               | 2,239  | 60,142       | 1,644                             | 2,695  | 57,775       |
| 10 | 1,342                    | 2,200  | 62,342       | 1,342                               | 2,200  | 62,342       | 1,616                             | 2,648  | 60,423       |
| 11 | 1,263                    | 2,070  | 64,412       | 1,263                               | 2,070  | 64,412       | 1,506                             | 2,470  | 62,893       |
| 12 | 1,120                    | 1,836  | 66,248       | 1,120                               | 1,836  | 66,248       | 1,368                             | 2,243  | 65,136       |
| 13 | 1,083                    | 1,775  | 68,022       | 1,083                               | 1,775  | 68,022       | 1,317                             | 2,159  | 67,295       |
| 14 | 1,007                    | 1,651  | 69,674       | 1,007                               | 1,651  | 69,674       | 1,249                             | 2,048  | 69,343       |
| 15 | 1,004                    | 1,645  | 71,319       | 1,004                               | 1,645  | 71,319       | 1,205                             | 1,976  | 71,319       |
| 16 | ,915                     | 1,500  | 72,819       |                                     |        |              |                                   |        |              |
| 17 | ,888                     | 1,456  | 74,274       |                                     |        |              |                                   |        |              |
| 18 | ,877                     | 1,438  | 75,713       |                                     |        |              |                                   |        |              |
| 19 | ,801                     | 1,314  | 77,026       |                                     |        |              |                                   |        |              |
| 20 | ,760                     | 1,245  | 78,272       |                                     |        |              |                                   |        |              |
| 21 | ,737                     | 1,209  | 79,481       |                                     |        |              |                                   |        |              |
| 22 | ,713                     | 1,168  | 80,649       |                                     |        |              |                                   |        |              |
| 23 | ,680                     | 1,115  | 81,765       |                                     |        |              |                                   |        |              |
| 24 | ,659                     | 1,080  | 82,845       |                                     |        |              |                                   |        |              |
| 25 | ,635                     | 1,040  | 83,886       |                                     |        |              |                                   |        |              |
| 26 | ,597                     | ,978   | 84,864       |                                     |        |              |                                   |        |              |
| 27 | ,572                     | ,938   | 85,802       |                                     |        |              |                                   |        |              |
| 28 | ,560                     | ,918   | 86,719       |                                     |        |              |                                   |        |              |
| 29 | ,510                     | ,835   | 87,554       |                                     |        |              |                                   |        |              |
| 30 | ,503                     | ,825   | 88,379       |                                     |        |              |                                   |        |              |
| 31 | ,471                     | ,773   | 89,152       |                                     |        |              |                                   |        |              |

(Table 9 Continued)

|    |      |      |         |
|----|------|------|---------|
| 32 | ,451 | ,739 | 89,891  |
| 33 | ,431 | ,707 | 90,597  |
| 34 | ,422 | ,692 | 91,290  |
| 35 | ,400 | ,656 | 91,946  |
| 36 | ,388 | ,636 | 92,582  |
| 37 | ,350 | ,574 | 93,156  |
| 38 | ,334 | ,548 | 93,704  |
| 39 | ,310 | ,509 | 94,212  |
| 40 | ,300 | ,492 | 94,705  |
| 41 | ,275 | ,451 | 95,155  |
| 42 | ,263 | ,431 | 95,587  |
| 43 | ,254 | ,416 | 96,002  |
| 44 | ,236 | ,387 | 96,390  |
| 45 | ,228 | ,374 | 96,763  |
| 46 | ,213 | ,349 | 97,112  |
| 47 | ,199 | ,326 | 97,439  |
| 48 | ,195 | ,320 | 97,759  |
| 49 | ,173 | ,283 | 98,041  |
| 50 | ,149 | ,244 | 98,286  |
| 51 | ,146 | ,239 | 98,524  |
| 52 | ,124 | ,203 | 98,727  |
| 53 | ,118 | ,193 | 98,921  |
| 54 | ,113 | ,185 | 99,106  |
| 55 | ,109 | ,179 | 99,285  |
| 56 | ,095 | ,156 | 99,440  |
| 57 | ,082 | ,134 | 99,575  |
| 58 | ,078 | ,128 | 99,703  |
| 59 | ,069 | ,113 | 99,816  |
| 60 | ,060 | ,099 | 99,914  |
| 61 | ,052 | ,086 | 100,000 |

In order to find out the number of factors of the instruments and what it is made of, the information from the variables were explained with the application of the total variance. The table above illustrates the number of factors from the instruments.

In order to detect the number of factors, the eigenvalue of the factors which are greater than 1 was preferably chosen. As seen above, there are 15 factors which are greater than 1. While the first factor explains the 23,202% of the total variance, the first and the second combined explains 30.295% of the total variance. Another means of identifying the

factors is 'Scree Plot'. In this diagram both eigenvalue and the slope of the lines period combine identifies the number of factors. The 'Scree' diagram can be seen below in a detailed framework. According to the diagram, it is seen that after 4 the slope is taking a horizontal level. On the other hand, as it is analyzed in terms of eigenvalue after 15 compounds the value goes below 1. Accordingly, the number of factors can be around 15 as it is difficult to find out inflexions.

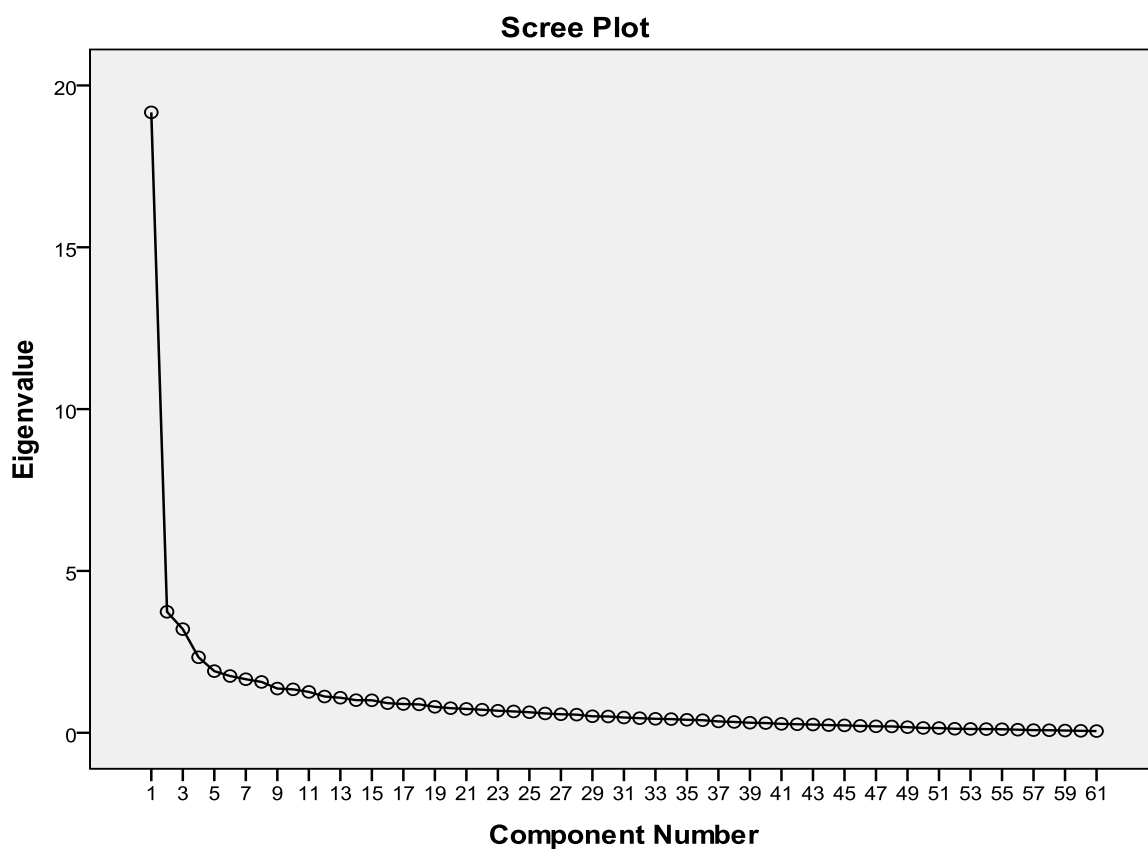


Figure 5. Scree Plot

### 3.4.2. Factor Analysis Communalities

Table 10

#### *Communalities*

| <b>Evaluation</b>                                                                       | <b>Initial</b> | <b>Extraction</b> |
|-----------------------------------------------------------------------------------------|----------------|-------------------|
| The grade you attend                                                                    | 1,000          | ,565              |
| Your department                                                                         | 1,000          | ,597              |
| Did you choose your department on purpose                                               | 1,000          | ,626              |
| Which high school did you graduate from?                                                | 1,000          | ,613              |
| Your level of English                                                                   | 1,000          | ,780              |
| For my career                                                                           | 1,000          | ,647              |
| For my further education                                                                | 1,000          | ,559              |
| To interact with the world                                                              | 1,000          | ,592              |
| To go abroad                                                                            | 1,000          | ,594              |
| To pass the English lessons                                                             | 1,000          | ,689              |
| To attend seminars and/or conferences related to my field                               | 1,000          | ,656              |
| Others                                                                                  | 1,000          | ,752              |
| Have you ever tried to improve your English outside your school                         | 1,000          | ,696              |
| Choices                                                                                 | 1,000          | ,774              |
| English is important in today's world                                                   | 1,000          | ,689              |
| I can have a better place in public by learning English                                 | 1,000          | ,705              |
| English is important in my profession                                                   | 1,000          | ,745              |
| There is relevance between my profession and knowing English                            | 1,000          | ,696              |
| Generally English courses are important in my department                                | 1,000          | ,655              |
| The English instruction applied currently is adequate to meet my English language needs | 1,000          | ,762              |
| Vocational English is important for my department                                       | 1,000          | ,725              |
| My vocational needs are taken into consideration in English lesson                      | 1,000          | ,660              |
| Vocational English courses should be added to the curriculum                            | 1,000          | ,691              |

(Table 10 continued)

|                                                                                                        |       |      |
|--------------------------------------------------------------------------------------------------------|-------|------|
| My present knowledge of English for my field is enough for me to be successful in my future occupation | 1,000 | ,726 |
| There should be vocational English materials in English lessons related to my profession               | 1,000 | ,601 |
| In order to be successful in the future, vocational English courses are necessary in my department     | 1,000 | ,694 |
| We are not taught grammar                                                                              | 1,000 | ,572 |
| We are not taught vocabulary                                                                           | 1,000 | ,614 |
| We do not have enough reading                                                                          | 1,000 | ,615 |
| We do not have enough listening                                                                        | 1,000 | ,596 |
| We do not have enough speaking                                                                         | 1,000 | ,665 |
| We do not have enough writing                                                                          | 1,000 | ,644 |
| We do not have enough practice on pronunciation                                                        | 1,000 | ,689 |
| Others                                                                                                 | 1,000 | ,779 |
| Which of the following language skills are important for you                                           | 1,000 | ,703 |
| To read texts to understand main idea                                                                  | 1,000 | ,704 |
| To understand texts in detail                                                                          | 1,000 | ,808 |
| To answer questions of texts                                                                           | 1,000 | ,821 |
| To summarize texts                                                                                     | 1,000 | ,774 |
| To read texts with a critical eye                                                                      | 1,000 | ,737 |
| To translate texts                                                                                     | 1,000 | ,694 |
| Reading to understand exam questions and course books                                                  | 1,000 | ,698 |
| To read articles and journals about your profession                                                    | 1,000 | ,650 |
| To understand daily conversations                                                                      | 1,000 | ,811 |
| To understand lectures                                                                                 | 1,000 | ,767 |
| To understand presentations                                                                            | 1,000 | ,808 |
| To understand TV, radio and videos                                                                     | 1,000 | ,821 |
| To understand the content of job related issues                                                        | 1,000 | ,837 |
| To understand discussions about my field                                                               | 1,000 | ,777 |

(Table 10 continued)

|                                           |       |      |
|-------------------------------------------|-------|------|
| To maintain basic daily conversations     | 1,000 | ,823 |
| To communicate with others                | 1,000 | ,819 |
| To ask and answer questions in class      | 1,000 | ,754 |
| To participate in discussions             | 1,000 | ,788 |
| To use presenting techniques              | 1,000 | ,743 |
| Writing reports, essays, projects         | 1,000 | ,695 |
| Writing in classroom                      | 1,000 | ,701 |
| Writing answers to questions during exams | 1,000 | ,793 |
| Writing CV                                | 1,000 | ,805 |
| To fill in forms                          | 1,000 | ,855 |
| Writing job application letter            | 1,000 | ,832 |
| Writing letters and e-mails               | 1,000 | ,827 |

Communality is the share of the variance quantity of a variable with other variables. The communality which is below 0.50 can be taken out and the factors can be renewed. In the table above communality can be seen. The highest variance is ‘filling in forms’ variable with 0.855, the lowest is the ‘grade you attend’ variable with 0.565. In all the variables the value is over 0.50 which means there is no need to renew the factors.

Table 11

*Rotated Component Matrix*

|                   |                  | <b>Component</b> |          |          |          |
|-------------------|------------------|------------------|----------|----------|----------|
|                   |                  | <b>1</b>         | <b>2</b> | <b>3</b> | <b>4</b> |
| REGR factor score | 1 for analysis 1 | ,909             |          |          |          |
| REGR factor score | 2 for analysis 1 |                  |          |          | ,719     |
| REGR factor score | 3 for analysis 1 |                  |          | ,953     |          |
| REGR factor score | 4 for analysis 1 |                  | ,627     |          |          |
| REGR factor score | 5 for analysis 1 |                  |          | ,198     |          |
| REGR factor score | 6 for analysis 1 |                  | ,269     |          |          |

(Table 11 continued)

|                   |                   |      |      |
|-------------------|-------------------|------|------|
| REGR factor score | 7 for analysis 1  | ,055 |      |
| REGR factor score | 8 for analysis 1  |      | ,111 |
| REGR factor score | 9 for analysis 1  |      | ,155 |
| REGR factor score | 10 for analysis 1 | ,115 |      |
| REGR factor score | 11 for analysis 1 |      | ,094 |
| REGR factor score | 12 for analysis 1 |      | ,076 |
| REGR factor score | 13 for analysis 1 | ,028 |      |
| REGR factor score | 14 for analysis 1 |      | ,179 |
| REGR factor score | 15 for analysis 1 |      | ,080 |

In order to define components of every factor and develop a factor structure, Rotated Component Matrix is used for the analysis. The items which have the highest loadings are grouped and factors are constructed. In the table, the items which are affected more from the factor affected can be seen. First factorial values are 1, 7, 10, and 13. Second factorial values are 4, 6, 11 and 14. Third factorial values are 3, 5, 12 and 15. Fourth factorial values are 2, 8 and 9.

### 3.4.3. Interviews

In collecting data which are qualitative, interview is one of the most common tools. It can clearly get underlying perceptions of the participants. According to Remeyni (2011 p.1), "In the context of academic research an interview is a formal technique whereby a researcher solicits verbal evidence or data from a knowledgeable informant." Through interviews the researcher can collect rich amount of information in even complex situations. In this study semi structured interview was preferred as it was seen to be more suitable for the purpose of the study.

The interviews were developed in harmony with the questionnaires and they were conducted with the administration and the instructors of English language in the vocational schools. One of the lecturers could not attend the interview but replied to the questions by e-mail. The interviews lasted about *seven minutes*. On the basis of the factors in the vocational schools about the needs of the learners; a list of questions were prepared

beforehand. In order for the interviewee to talk about the topics as much as possible, the questions were prepared in an open-ended questions format. Interviews were conducted in Turkish for the participants to feel more comfortable and the interviewee was informed in advance about the aim of the study and why they were being interviewed. The flow of the interview was designed as ongoing process. As semi structured interview tool enables, questions were modified in the interviews based on the answers of the interviewee and the participants were informed about the tape recording process of the study. They all agreed to be recorded and the results were compared and analyzed.

The semi-structured interview questions are shown below:

1. What do you think of the importance of English instruction in the departments of vocational schools of health services' departments for you?
2. Which of the following language skills should be developed more: listening, speaking, reading or writing? Which skill should have priority?
3. To what level you aim your students to reach at the end of the year?
4. What kind of language problems do you encounter with?
5. Should there be vocational English instruction in all departments?
6. Are weekly English course hours enough? If not, how many hours should be added?
7. What is the importance of vocational English for you?
8. What kind of materials do you use in your courses? Are they suitable to their future occupations? Is there a specific course book that you follow?

The questions mentioned above were asked both to the instructors and administrators with the exception of the eighth question which is related to the materials that the instructors use in the classroom.

### **3.5. Data Analysis**

Analysis is a process a researcher uses to turn the data into interpretations and stories (Lecompte & Schensul, 1999). So data analysis is a process to turn the data collected to meaningful levels. The analysis should comprise answers to research questions. In the present study data were obtained according to the survey results applied to the



students of vocational high schools namely Vocational School of Health Services and Ceyhan Vocational School of Health Services in Çukurova University.

Data collected via questionnaires were analyzed qualitatively. These data were shown by using table of frequency (fr) and percentage (%) values. Statistical Packages for Social Sciences (SPSS) for windows version 20.0 was used for the obtained data. Different analyses were used to evaluate the factors of the questionnaire. The questionnaire was applied towards the end of 2012-2013 academic year. Participants did not have to write their names on the questionnaires in order for them to feel more comfortable and to easily answer the specific items. Furthermore, they were also informed that the questions have nothing to do with their courses and grades.

The semi-structured interviews were analyzed qualitatively by content analysis. The data were transcribed by the researcher first. Then, by reading the transcribed interviews, content was analyzed by specific themes and content. Quotations were taken and they were discussed and combined with the results of the questionnaires. By going over the transcripts and comments of the interviews, data were compared with the answers of the students in certain questions. Interviews were also used to support the data with comments of the administrators and lecturers of the vocational schools. Through the interviews, underlying thoughts about the needs of the learners who learn English were gathered so different data collection tools with questionnaires and interviews were applied in the study.

## CHAPTER IV

### FINDINGS AND RESULTS

#### 4.1.Introduction

In this chapter data gathered from the questionnaires and semi-structured interviews conducted with students of two vocational schools of health services namely Vocational School of Health Services and Ceyhan Vocational School of Health Services situated in Çukurova University are presented. As mentioned in the previous chapters, the questionnaire has three main parts. The first part is demographic information about the participants; the second part is about the participants' perceptions about the English instruction in their departments. The last part seeks information about the language skills (Reading, Listening, Writing and Speaking), while at the end participants were asked if there is anything they would like to add or suggest about the English instruction in their departments. Statistical data gathered from the questionnaires are presented in this chapter and the semi-structured interviews are presented below in order to support and compare the items of the questionnaires. Statistical Package for Social Sciences (SPSS) was used to analyze data.

The study aims to investigate the needs of students studying at vocational schools of health services in an English as a foreign language (EFL) context, from the perspectives of currently enrolled students, teachers and administrators of the school. The addressed research questions are below:

1. What are the perceived needs of students' in vocational schools of health services?
2. How do teachers and administrators perceive these needs?
3. What are the strengths and weaknesses of the curriculum in use according to students, instructors and administrators point of view?

## 4.2. Perceptions on English language

The following four items try to identify participants' perceptions about English language in general.

Table 12

*The Importance of English in Today's World for Participants*

| Evaluation |                | Number of Participants | Percentage (%) |
|------------|----------------|------------------------|----------------|
| Values     | Agree          | 132                    | 34,7           |
|            | Strongly Agree | 174                    | 45,8           |

As it can be seen in Table 12, 80.5% of participants in vocational schools preferred this item the options agree or 'certainly agree' to indicate that English is an important language for them. Some of the participants mentioned that they considered English as an important language all over the world. "I think English is the language of the world. I wish I could say 'very good' to the question that you asked about my English level. I want this language to be paid attention both by teachers and students. I want not to be instructed but to be taught." This comment and the percentage from the questionnaire show that participants were aware of the importance of English.

Table 13

*I can Have a Better Place in Public by Learning English*

| Evaluation |                | Number of Participants | Percentage (%) |
|------------|----------------|------------------------|----------------|
| Values     | Agree          | 141                    | 37,1           |
|            | Strongly Agree | 118                    | 31,1           |

68.2% of the participants think that they can gain a better place in society by learning English. This may also affect their career life and salary, which would mean a better future and income.

The head of the Ceyhan Vocational School of Health Services also mentioned the importance of English both in health care and in other fields worldwide.

Extract:

One of the obstacles on the way to go abroad is the requirement for a foreign language. Of course, if we are to consider this issue universally, the current popular language, as in all health care today, is English and we even use it while writing articles and e-mails, doing research and reading all of the books in English.”

Furthermore he continued by saying “If you don’t know English, you can neither search a topic nor follow up-to-date information, and this case compels us to learn this language.”

One of the English instructors in Vocational School of Health Services also mentioned the awareness of the students towards English language by stating that “There is just a small group not knowing English. In my opinion, most of the students know the importance of English very well.” As seen by the comments English is seen very crucial both for the learners and instructors and the level of the learners is generally seen not enough by the learners and instructors.

Table 14

*English is Important for My Profession*

| Evaluation |                   | Number of Participants | Percentage (%) |
|------------|-------------------|------------------------|----------------|
| Values     | Strongly Disagree | 41                     | 10,8           |
|            | Disagree          | 46                     | 12,1           |
|            | Not sure          | 68                     | 17,9           |
|            | Agree             | 136                    | 35,8           |
|            | Strongly Agree    | 89                     | 23,4           |
|            | Total             | 380                    | 100            |

Other items which try to identify the vocational and professional needs of the participants; the importance of English in their profession and the relevance between their professions and knowing English were asked. As it can be seen from Table 14, 59.2% of the participants claimed that English is important for their profession. Only 22.9% of them think that English language is not important for their profession.

Table 15

*There is Relevance between My Profession and Knowing English*

| <b>Evaluation</b> |                   | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------|-------------------------------|-----------------------|
| Values            | Strongly Disagree | 44                            | 11,6                  |
|                   | Disagree          | 50                            | 13,2                  |
|                   | Not sure          | 86                            | 23,4                  |
|                   | Agree             | 125                           | 32,9                  |
|                   | Strongly Agree    | 72                            | 18,9                  |
|                   | Total             | 380                           | 100                   |

As can be seen by Table 15, 51.8% of the vocational health school students' stated that there is relevance between their professions and knowing English while 24.8% of the participants think that there is no relevance between their professions and knowing English which indicates that like in many different areas, there is also relevance between students' profession and knowing English.

#### **4.3. Perceptions on English Instruction in the Departments**

This part aims to identify participants' perception about learning English in their departments.

Table 16

*Generally, English Courses are Important in My Department.*

| <b>Evaluation</b> |                   | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------|-------------------------------|-----------------------|
| Values            | Strongly Disagree | 38                            | 10,0                  |
|                   | Disagree          | 89                            | 23,4                  |
|                   | Not sure          | 90                            | 23,7                  |
|                   | Agree             | 126                           | 33,2                  |
|                   | Strongly Agree    | 36                            | 9,5                   |
|                   | Total             | 380                           | 100                   |

While 23.7% of them were not sure about their decision; 42.7% of them think that English is important. On the other hand 33.4% of them think that it is not important

The interviewees also mentioned the importance of English lesson in the departments. The head teacher of the Ceyhan Vocational School of Health Services stated that “in fact, English language is a very important language. Furthermore, it is a language that has to be taught at least like the medical courses”.

However; two participants wrote at the end of the questionnaire “Actually German lesson is more important for us” and “I think it (English language) is of no use. We are told that we have possibility to work abroad but current English courses are not adequate and the curriculum is managed in a different perspective.”

At this point the head of one of the schools mentioned the job opportunities that can be found abroad by claiming that

There are many student exchange programs. This is the first thing, secondly, some of our departments; especially the elderly patient care department has good international connections. Two or three months ago, we received a letter that wanted 100 students from our faculty to work in Germany for a monthly salary of 1800 Euro and each student is provided with accommodation and at least a 5-year contract.

It can clearly be seen that the administrators and some of the students know the importance of the foreign language. It seems that because of a need to know German to find opportunities to work there, students want to learn another foreign language. The other

student knows about the opportunities abroad but could not fulfill the dream of going abroad and he sees the current instruction not adequate to meet their needs.

Table17

*The English Instruction Applied Currently is Adequate to Meet My English Language Needs*

| <b>Evaluation</b> |                   | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------|-------------------------------|-----------------------|
| Values            | Strongly Disagree | 88                            | 23,2                  |
|                   | Disagree          | 96                            | 25,3                  |
|                   | Not sure          | 89                            | 24,4                  |
|                   | Agree             | 85                            | 22,4                  |
|                   | Strongly Agree    | 22                            | 5,8                   |
|                   | Total             | 380                           | 100                   |

By Table 17, it is seen that nearly half of the participants think that English instruction in their departments is not enough for them. Another important point that should be stated is that 24.4% of the participants' were indecisive. Only 5.8% of them totally agree for the current English instruction of their departments to be adequate.

At the end of the questionnaire some of the participants mentioned their thoughts on English instruction in their departments. While some of the students were contented enough of the current instruction, many of the students were not satisfied and claimed that their English language needs were not met.

One participant wrote "It is very nice like this. I desire it to go on like this" while another said "our teacher teaches us sufficiently". Also some complained about the weekly hours of instruction in the last part of the questionnaire, eight participants wanted more hours of instruction in different words. And some also wanted vocational English courses. While asked about the weekly hours, the instructor commented by saying "Two hours? It is not enough to finish our course book, I think."

The interesting point is that the instructor did not mention the learning but the curriculum. This shows that the curriculum can be a burden for the instructors. When asked about the weekly hours of language instruction, the head of Vocational School of Health

Services said “it is not enough”. He also mentioned that English might even be removed from the curriculum and it should not be done so. He supported the idea of having more English lessons in the departments. He also stated that the preparatory classes, which offer intensive English, are necessary. The head of Ceylan Vocational School of Health Services also mentioned the hours and content of English instruction by stating “The courses in English aren’t enough. The content of these courses are more significant than its hours; however the content we give is not sufficient.”

In fact, it changes from class to class. Few students, nearly 20% of all the students, have enthusiasm; however, some students are really eager and curious. But of course, those not interested in lessons affect these students negatively. If there is a general motivation in the class, then we could see vice versa. But as I have just said, generally the reluctant ones affect the willing ones adversely.

Regarding the motivation and enthusiasm of the students some of the participants offered different methods, techniques and strategies for teaching English. Among these, they suggested that English must be taught in a pleasant, understandable, slower way in order to be more beneficial. Moreover, to have more enjoyable lessons, different presentation techniques should be used. To some students, the use of Turkish in the classroom should be limited.

Some other participants complained about grammar teaching and the English instruction that they have for so many years. According to them, emphasis should be on speaking and communication not on the grammar. They claim that they have gaps that need to be filled even in terms of daily conversations as the lesson are usually theoretical and there should be more space and time for using and practicing the foreign language.

For those few students, it is the teachers to blame since they choose to focus on grammar only. One of the student states that: “since primary school till now I have been taught grammar. I thought I could improve my English in the university but I did not find what I expected. The education given here is worse than that of high school. I hope these questionnaires will be taken into consideration.”

The head of Ceyhan vocational school also mentioned the role of conversational skills and grammar teaching when he stated “We need to give much importance to practicing the language, at least watching movies and TV series in their original languages can be



recommended for students. English assignments and project works may be given not only in English lessons, but also in all other lessons". He added that "grammar, tenses and vocabulary are taught, after that communication practices are supposed to be done, but it also cannot be efficient."

As seen above, both the head of the department and the instructor aim to develop communicational skills. There is a gap between what students and administrators want and what is seen in the classroom.

Interestingly, some of the participants wrote that they do not need any English in the departments and also the instructors share the same opinion. One of the students stated that they don't need English as Turkish is already enough. One of the instructors stated that "In my opinion, they (students) don't think English is necessary."

Not only the participants but also the head of the departments and instructors think that the proficiency level of students is quite low. As one of the administrator mentioned, the students of the vocational school haven't reached a certain level in both English and general education. He believes that every student, at least, should have an intermediate level in English as a result of the one-year English course which is only offered during their first year at an intermediate level.

The head of Vocational School of Health Services mentioned the current practice and problems about English in the departments when he stated 'Groups are very crowded and the lessons are not interactive. We do not have language labs. This may lower down the visual and auditory effect of the lessons. Lessons should be interactive and communicative. Student exchange programs should be enhanced and the current practice is not suitable for their professional life. We do not have enough language lecturers. If the necessary conditions are met, our students are eager to learn. The physical conditions are insufficient. The need is there, obvious, but the efforts are insufficient.' Here it can be seen that there are some problems which affect the quality of instruction. It is important that the head of the vocational school believes that students are eager to learn based on the needs of the schools.

The other instructor stated that hours of English instruction is enough in the departments so there is a difference between the students' attitude and the lecturer towards the lesson hours.

Table 18

*Vocational English is Important for My Department*

| <b>Evaluation</b> | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------------------|-----------------------|
| Strongly Disagree | 34                            | 8,9                   |
| Disagree          | 62                            | 16,3                  |
| Not sure          | 86                            | 22,6                  |
| Agree             | 147                           | 38,7                  |
| Strongly Agree    | 51                            | 13,4                  |
| Total             | 380                           | 100                   |

Nearly half of the participants (52.1%) stated that vocational English is important for their departments and 25.2% of the participants do not think that vocational English is crucial for their departments. One of the students emphasized that after having a Basic English level, many of the vocabulary in medical sciences are in Latin origin so he/she does not think that English would be a problem. Their vocabulary knowledge is similar to Latin; thus, after having a Basic English level; they can build up medical English. On the contrary, one of the instructors stated that students of these schools will be working in departments of a hospital such as laboratory, anesthesia, radiology etc. and for this reason English is necessary when they do their jobs, but it becomes essential for most college students in order to make progress in their careers. The instructor thinks English is essential by claiming that “English is surely necessary for those subjects (Medical documentation department’s topics). Some courses have their own English terminologies.” However as mentioned above, level of learners is important and before learning vocational English, instructors think it as an important requirement to acquire an intermediate level of English.

The question about the foreign patients and basic communicational skills is answered by an instructor in the following manner: “If you mean everyday speech in English, we already have taught how to talk with patients when our topic is health.” Another comment related to the vocational English in the departments is “Sure, vocational English is essential. After all, they will do their jobs, and vocational English is a requisite in order to communicate with foreign patients in the hospital.” Also the head of Vocational School of Health Services stated that after taking the basic levels, vocational English is

suitable, so the instructors and head of the departments agree that after basic level of English, vocational English can be a part of curriculum. In the interview with the Head of the Vocational School of Health Services it is claimed that as “vocational language teaching is about medical studies so it is absolutely necessary.” So adding the specific vocational programs to the curriculum is supported by the head of the vocational schools.

One of the interviewee could not attend to the interview but the instructor was asked to answer specific questions about the instruction in the Vocational school via mail. She stated that “even if English lesson is important, the importance of the lesson for students depends on their departments. Especially it is important if students are able to use it in their professions for instance when they saw foreign (ex: Iranian, as in the experience that the instructor had) patients Emergency and First Aid students understood the importance of the lesson.” This also shows that when students need of experience the difficulty they understand the real need to learn.

As can be seen from the comments of the instructors and administrators vocational English is seen like a second step of instruction. For some of the lessons, it is noted that vocational English is necessary to be instructed in the lessons.

Table 19

*My Vocational Needs are Taken into Consideration in English Lesson*

| Evaluation |                   | Number of Participants | Percentage (%) |
|------------|-------------------|------------------------|----------------|
| Values     | Strongly Disagree | 52                     | 13,7           |
|            | Disagree          | 83                     | 21,8           |
|            | Not sure          | 126                    | 33,1           |
|            | Agree             | 88                     | 23,2           |
|            | Strongly Agree    | 31                     | 8,2            |
|            | Total             | 380                    | 100            |

While asked if the vocational needs are taken in consideration, it is an interesting fact that the most preferred option by the students is the not sure option. This may reveal the fact that participants were not aware of English for specific purposes or needs analysis

in English lessons. Only 33.1% of the participants agreed upon that their needs were taken into consideration.

Table 20

*Vocational English Courses Should be Added to Curriculum*

| <b>Evaluation</b> | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------------------|-----------------------|
| Strongly Disagree | 45                            | 11,8                  |
| Disagree          | 43                            | 11,3                  |
| Not sure          | 83                            | 21,8                  |
| Agree             | 135                           | 35,5                  |
| Strongly Agree    | 74                            | 19,5                  |
| Total             | 380                           | 100                   |

The item for the ‘vocational English to be added to the curriculum’, (table 20) 23.1% of the participants from vocational schools disagreed or strongly disagreed. In 375 of the respondents out of 209 (55%) felt the need for vocational English instruction in their curriculum. There were also interesting comments from the participants about the need for vocational English. For example one of the students wrote Instead of grammar, vocational English and taking this vocational English with specific applications would be beneficial for us. Another one wrote vocational English should be given prominence because I am in an internationally important profession. Other than these comments five other participants mentioned the need for vocational English in the curriculum. One of the participants wanted English instruction to be in the core curriculum similar to their medical studies both in the first and second grades the comment is as follows in accordance with our professions, English lessons must get in to core curriculum in the first and second grades Similarly, one of the administrators of Ceyhan Vocational School rises a very important issue when he mentions the touristic areas and the importance of English in specific areas in Turkey stating that This region is not a touristic area, but when you go to a beach in Antalya, you may need it especially in an ambulance. While answering to this question an instructor added

I can see that the same reluctant students approach to their vocational courses more seriously. An irresponsible student in the English course can be seen more minded in a vocational course. I believe, if we teach English with vocational details, we can get better results.

As the comment clearly shows, students were willing to learn their vocation and if English language is integrated with their vocations, the outcomes can be better for learning English.

Table 21

*My Present Knowledge of English in My Field is Enough for Me to be Successful in My Future Occupation*

| <b>Evaluation</b> |                   | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------|-------------------------------|-----------------------|
| Values            | Strongly Disagree | 65                            | 17,1                  |
|                   | Disagree          | 88                            | 23,2                  |
|                   | Not sure          | 120                           | 31,6                  |
|                   | Agree             | 75                            | 19,7                  |
|                   | Strongly Agree    | 32                            | 8,4                   |
|                   | Total             | 380                           | 100                   |

Whether their current knowledge of English is enough for their future occupation or not is asked to the participants and mostly preferred option (30.3%) was the 'Not sure' option. 40.3% of the participants stated that their current English level is not sufficient for their professions even if they had English instruction for many years. One of the students mentioned future occupations and the comment was about English being unnecessary. He stated that after finishing my current education, I do not think that English will be beneficiary so I find this lesson nonsense and I want it to be removed from the curriculum. It can also be seen in other parts that some of the students do not want English lessons in the curriculum.

The head of the vocational school moreover added that in a job interview one of the most important conditions is English, especially when working in touristic areas or in factories. Dental health department may not have a big problem, however for our other two departments to find a job at a certain level; at least, they should take a course for three or five months, maybe even six months so that they can reach the target level of language.

This was considered as a major obstacle by the head of the vocational schools for the careers of the students.

Another participant noted that English language is not indispensable for the ones who newly started working but I think there is a need for it. Basic knowledge is a necessity. The participant mentions the basic knowledge of English to be able to work. As can be seen from the comment of the head of the school, knowing English enhances the chances of the learners to be able get a job in work life.

Table 22

*There should be Vocational English Materials in English Lessons Related to My Profession*

| <b>Evaluation</b> |                   | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------|-------------------------------|-----------------------|
| Values            | Strongly Disagree | 37                            | 9,7                   |
|                   | Disagree          | 49                            | 12,9                  |
|                   | Not sure          | 76                            | 20                    |
|                   | Agree             | 158                           | 41,6                  |
|                   | Strongly Agree    | 60                            | 15,8                  |
|                   | Total             | 380                           | 100                   |

41.6% of the participants agreed and 57.4% of the participants preferred ‘Agree or Strongly Agree’ option for the vocational English materials to be used in English courses. Only 22.6% of them do not want vocational English materials about their professions. One of the instructors stated that ‘some units in this book are related to health, which is a really good thing. However, since the second grades of medical documentation and secretarial department has English course in their curriculum, we can do more specialized lessons with these students’. When the instructor was asked about the materials in the lessons that were used, mostly the materials were not related to vocational English. However she continued by adding that

Here, I do my best, and fortunately there are devices such as computers and projectors in classes. As you know, our course book has some DVDs. We uploaded them to these computers, therefore we can do classroom listening and show something like grammar tables prepared in PowerPoint to all students. In that sense, we become more beneficial to students in this school.

One of the instructors was also asked about the materials that they use in the classes. She claimed that a projector was used in the lessons. “I use worksheets and flash card and pictures that I downloaded from internet. I do not follow a specific course book”. Each instructor had different practices in the lessons. Instructors were in favor of having vocational English in all of the departments by stating “at least students will learn about their professions so that if they want to investigate something about their professions they may be able to understand the foreign resources.”

Table 23

*In Order to be Successful in the Future, Vocational English Courses are Necessary in My Department*

| <b>Evaluation</b> |                   | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------|-------------------------------|-----------------------|
| Values            | Strongly Disagree | 45                            | 11,8                  |
|                   | Disagree          | 42                            | 11,1                  |
|                   | Not sure          | 65                            | 17,2                  |
|                   | Agree             | 136                           | 35,8                  |
|                   | Strongly Agree    | 92                            | 24,2                  |
|                   | Total             | 380                           | 100                   |

As seen in table 23, 60% of the participants chose agree or strongly agree option for the item: ‘In order to be successful in the future, vocational English courses are necessary in my department’. 22.9% of them do not think vocational English courses are necessary for their department.

Table 24

*If You Have Difficulty in Learning English, What could be the Reasons?*

| <b>Evaluation</b> | <b>Number of Participants</b> | <b>Percentage (%)</b> |
|-------------------|-------------------------------|-----------------------|
| Grammar           | 166                           | 43,7                  |
| Vocabulary        | 180                           | 47,4                  |
| Reading           | 217                           | 57,1                  |
| Listening         | 194                           | 51,1                  |
| Speaking          | 208                           | 54,7                  |
| Writing           | 152                           | 40,0                  |
| Pronunciation     | 193                           | 50,8                  |

Vocational Schools of Health Services students were requested to choose the reasons for having difficulty in learning English. In order to define this, participants chose as many items as possible which were appropriate for them. It can clearly be seen that between 40% and 60% every single item was chosen. This indicates that many of the participants have difficulty in every field and skill of English learning. Some of the participants wrote other reasons in the 'Other' section. One of the participants wrote that "it is because of low teaching capabilities of the teachers; because of the current exam system and that time is not enough for English."

One student wrote that "English lessons are not seen as important"; moreover, another participant wrote "we are always having listening activities and we do not want it." A suggestion came from a student who wrote that the teaching techniques should be changed. One of them stated "I myself have low motivation" and another one claimed "he doesn't need English". Lastly, one of them claimed that he did not like English at all. Item nine indicates the problems that students face in the time of instruction about English language in their departments. One of the participants did not mention the problem here but wrote the comment at the end. "We need to emphasize more on dialogues related to our field and we should listen to these kinds of dialogues."

The head of Ceyhan Vocational School of Health Services gave some suggestions for improving the instruction. He stated that "Another way may be to conduct lessons in a spontaneous way, especially speaking ones. However, the best solution is either to bring a



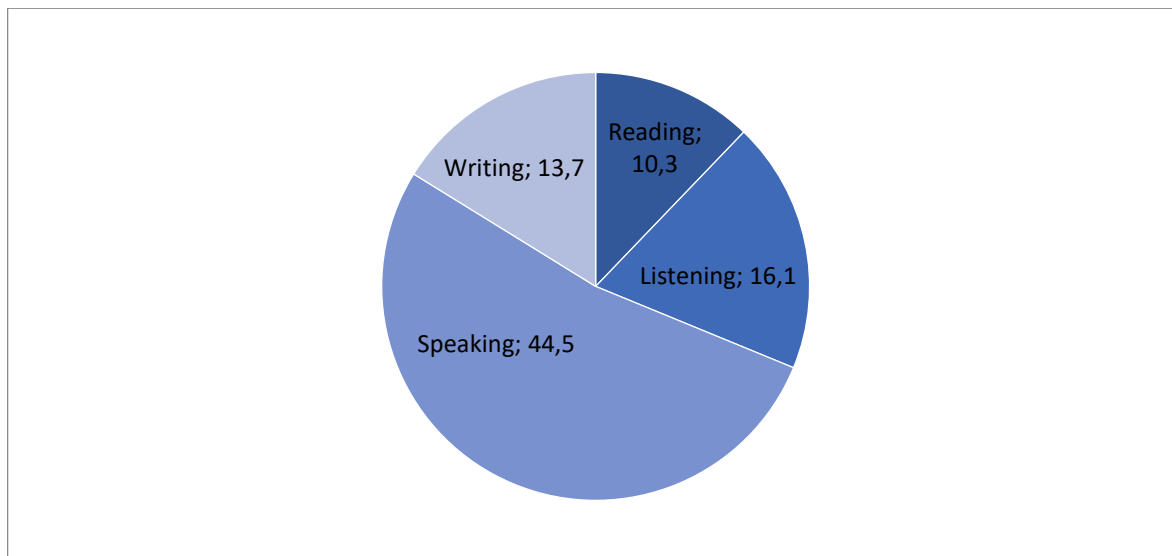
foreigner who speaks the target language well or to set a rule which forbids speaking Turkish in the classroom, including the instructor.” At the end of the year one of the instructors wants students to have basic knowledge of introducing themselves, telling basic things about themselves and having vocabulary knowledge related to their professions but adds the language problems that is faced in the departments which were more about the effect of Turkish language, lack of knowledge of vocabulary, lack of understanding the questions, lack of answering and low motivation to speak in front of the class because of pronunciation.

All in all, in this section data which were collected about the currently applied English instruction is analyzed. Descriptive statistics with the percentages about participants' ideas are presented.

To summarize, participants stated their opinions frankly. It can be understood from many of the comments that there is a need for vocational English in the departments. The statements mentioned above lead us to further studies to design specific curriculum according to learners' professional needs. It can be emphasized that some of the participants requested more lesson hours of English which leads to the continuity of the lesson throughout the years of instruction. Also, it can be understood that rather than elective courses English instruction should be compulsory in the departments. Some of the participants frankly stated that they do not like English or they do not think that English is essential. One participant indicated that the lessons were taken together with the students of other departments and this lowers down the quality of the lesson. Participants criticized the way of teaching. They stated that grammar is the focus of the lessons and interactive, communicative methods were not used so much. Some of them wanted speaking more than the other skills. Rather than rote learning and memorizing daily language use is their demand. Some students cannot apply what they learned in the lessons. This means that what is learned in the class stays in there. Expectation of the participants is to learn practical English rather than theoretical grammar teaching. After graduation students expect to speak English fluently and find job opportunities. Statements about the importance of German lessons to an extent correspond to the needs of the administrators because as you will see below one of them mentioned the job opportunities for students in Germany.

#### 4.4. Participants' perceptions on language skills and sub-skills

The third section in the questionnaire asked about participants' perception on the language skills. Participants were asked to select the most important skill for them.



*Figure 6.* Which of the following language skills is more important for you?

As it can be seen from figure 6, 44.5% of the participants chose speaking as the most important skill for them. Listening is the second most important skill which shows how much students want to learn English interactively. Reading was chosen as the least important skill of all. This may be related to the instructors' and students' attitude towards reading. Instructors may not expect them to read in English so students do not see reading so much significant for language learning. From the instructors' point of view one instructor states that if a student aims to be an academic, then all of those language skills will be necessary. Because, wherever he/she will go there will be a need to talk on the phone with someone, and this really is a different experience while using a foreign language to speak. Moreover, others add that for the students, especially to express themselves and understand each other, namely communication and conversation are foregrounded and very important here. The head of the vocational school also mentioned the importance of all skills especially on academic level.

Additionally, one of the instructors emphasizes that writing lessons were important parts of the medical documentation and secretarial departments. She explained that when

the students receive an official letter, they should comprehend the text, or they write the status of a patient and send an English formal letter to another hospital. She also pointed out the possibility of having patients who may not know Turkish. In such cases writing may be essential.

Another instructor from Ceyhan Vocational School of Health Services stated that all the language skills are important and should be improved equally; however our education system mostly requires competence on reading and writing skills as a result, listening and speaking skills are neglected to a great extent. There are a lot of students who can read and write but cannot speak so speaking and listening should be prioritized.

The following section presents information on how participants perceived the importance of sub-skills of the four main skills in terms of their field of study.

#### 4.4.1. Reading & Listening

##### Reading

Table 25 presents statistical information on how students perceived the significance of reading related skills.

Table 25

##### *Reading Sub-skills*

|                                                       | <b>SD</b> | <b>D</b> | <b>NS</b> | <b>A</b> | <b>SA</b> |
|-------------------------------------------------------|-----------|----------|-----------|----------|-----------|
| To understand the main idea of the text               | 6,1       | 8,7      | 17,1      | 47,1     | 21        |
| To understand texts in detail                         | 5,0       | 8,2      | 20        | 45       | 21,8      |
| To answer questions of texts                          | 3,7       | 6,6      | 20,5      | 49,7     | 19,5      |
| To summarize texts                                    | 5,5       | 9,7      | 22,1      | 43,4     | 19,2      |
| To read texts with a critical eye                     | 5,3       | 8,2      | 27,7      | 39,5     | 19,5      |
| To translate texts                                    | 3,7       | 5,2      | 24,5      | 44,5     | 22,1      |
| Reading to understand exam questions and course books | 4         | 7,6      | 16,3      | 48,4     | 23,7      |
| To read articles and journals about your profession   | 5         | 10,5     | 20,6      | 39,5     | 24,2      |

SD: Strongly Disagree D: Disagree NS: Not sure A: Agree SA: Strongly Agree

For the first item 'To understand the main idea of the text', 68.1% of the participants preferred agree or strongly agree option which shows understanding the main idea of the texts are important in their field of study. Only 6.1% of them preferred strongly disagree option. When asked about understanding the texts in detail 66.8% of the participants preferred agree or strongly agree option which shows understanding texts in detail are important in their field of study. Only 5% of them preferred strongly disagree option. The third item was about answering the questions of texts and 69.2% of the participants preferred agree or strongly agree to the item while 3.7 % of the participants chose strongly disagree option

When it comes to summarizing the texts, 62.6% of the participants chose agree or strongly agree option. Only 5.5% of them preferred strongly disagree option. Not only summarizing but to read a text with a critical eye is also important so when asked about this issue 59% of the participants preferred agree or strongly agree option which shows reading texts with a critical eye is considered to be important in their field of study. Only 5.3% of them preferred strongly disagree option.

In terms of being able to translate 66.6% of the participants preferred agree or strongly agree option while only 3.7% of them preferred strongly disagree. Understanding the exams or the course books seems to remain one of the cornerstones in English and when asked about this, 72.1% of the participants preferred agree or strongly agree option which shows reading to understand exam questions and course books were important in their field of study.

However, learning English cannot only be confined with the course book as reading articles and journals related to the profession also plays an enormous role for the development of the student. Agreeing with this idea, 63.7% of the participants preferred agree or strongly agree option.

## **Listening**

Table 26 presents statistical information on how students perceived the significance of listening related skills.

Table 26

*Listening Sub-skills*

|                                                 | SD  | D   | NS   | A    | SA   |
|-------------------------------------------------|-----|-----|------|------|------|
| To understand daily conversations               | 3,9 | 7,1 | 14,4 | 45,3 | 29,2 |
| To understand lectures                          | 3,9 | 6,1 | 16,3 | 48,7 | 25   |
| To understand presentations                     | 4,2 | 8,2 | 17,4 | 46,3 | 23,9 |
| To understand TV, radio and videos              | 3,9 | 7,4 | 18,4 | 42,9 | 27,4 |
| To understand the content of job related issues | 3,7 | 6,8 | 9,7  | 49,4 | 30,3 |
| To understand discussions about my field        | 5,8 | 5,8 | 15,3 | 43,2 | 30   |

For the first item 'To understand daily conversations' 74.5% of the participants preferred agree or strongly agree option which shows understanding daily conversations is important for them. Only 3.9% of them preferred strongly disagree option. When asked about understanding the lectures 73.7% of the participants preferred agree or strongly agree option indicating that they need to understand lectures in order to be successful in their major. Following, the third item was about understanding presentations and 70.2% of the participants think that understanding presentations were important. Also understanding TV, radio and videos are quite important as it may be a tool to learn English better. For this reason while asked about this, 70.3% of the participants preferred agree or strongly agree option. For understanding the content of job related issues 79.7% of the participants preferred agree or strongly agree option which shows understanding the content of job related issues were important for them. Not only the job related issues but also to understand discussions about the students' field is considered very important and 73.2% of the participants preferred agree or strongly agree option.

When participants were asked about the sub-skills for listening; it can be seen that to understand the content of job related issues is chosen mostly. When agree and strongly agree options are combined the outcome was the same so participants were eager listening job related items in listening.

#### 4.4.2. Speaking & Writing

##### Speaking

Table 27 presents statistical information on how students perceived the significance of speaking related skills.

Table 27

##### *Speaking Sub-Skills*

|                                       | <b>SD</b> | <b>D</b> | <b>NS</b> | <b>A</b> | <b>SA</b> |
|---------------------------------------|-----------|----------|-----------|----------|-----------|
| To maintain basic daily conversations | 4,5       | 7,1      | 15        | 45,8     | 27,6      |
| To communicate with others            | 3,2       | 6,3      | 13,1      | 45       | 32,4      |
| To ask and answer questions in class  | 5         | 7,1      | 20,5      | 40,8     | 26,6      |
| To participate in discussions         | 5         | 6,8      | 20,3      | 42,4     | 25,5      |
| To use presenting techniques          | 3,9       | 7,9      | 22,4      | 41,6     | 24,2      |

For the first item ‘maintain basic daily conversations’, 73.4% of the participants chose agree or strongly agree option. Only 4.5% of them chose strongly disagree option. When asked about communicating with others 77.4% of the participants chose agree or strongly agree option.

The third item was about asking and answering to the questions in class and 67.4 % of the participants chose agree or strongly agree option. Only 5% of them chose strongly disagree option. Not only asking and answering questions but also participating in discussions seems to play an important role as 67.9 % of the participants chose agree or strongly agree option. Presenting techniques 65.8 % of the participants chose agree or strongly agree option. ‘To communicate with others’ is the mostly chosen item when agree and strongly agree options are combined. On the other hand, ‘to ask and answer questions in class’ item got the most disagree and strongly disagree options.

## Writing

Table 28

### *Writing Sub-skills*

|                                            | <b>SD</b> | <b>D</b> | <b>NS</b> | <b>A</b> | <b>SA</b> |
|--------------------------------------------|-----------|----------|-----------|----------|-----------|
| To write reports essays and projects       | 7,1       | 13,9     | 26,1      | 32,4     | 20,5      |
| To take notes in classroom                 | 5,5       | 9,2      | 17,1      | 41,8     | 26,3      |
| To write answers to questions during exams | 4,5       | 8,2      | 18,4      | 41,8     | 27,1      |
| To write CV                                | 6,8       | 9,5      | 24,5      | 36,6     | 22,6      |
| To fill in forms                           | 6,6       | 6,1      | 22,1      | 42,6     | 22,6      |
| To write job application letters           | 7,1       | 6,8      | 19,7      | 40,5     | 26,1      |
| To write letters and e-mails               | 6,3       | 7,1      | 21,6      | 39,5     | 25,5      |

For the first item ‘to write reports essays and projects’ 52.9 % of the participants chose agree or strongly agree option. This item is the lowest in sub-skills of writing for choosing of agree and disagree. Secondly when asked about taking notes in classroom 68.1 % of the participants chose agree or strongly agree option. The third item was about writing answers to questions during exams and 68.9% of the participants chose agree or strongly agree option. When writing a CV is considered, 59.2% of the participants chose agree or strongly agree option. Not only writing a CV but to fill in forms by 65.2 % of the participants was seen as important as they chose agree or strongly agree option. Lastly, two other items that are related directly with the students’ work life were taken in consideration in this survey. In terms of the first one ‘to write job application letters’ 66.6% of the participants chose agree or strongly agree option. With very similar percentages also the second item ‘to write letters and e-mails’ was considered as very important as 65% of the participants chose agree or strongly agree option.

As a general analysis many of the items were chosen as agree or strongly agree. More or less 10 to 20 percent of the participants felt unsure about the sub-skills. Many of the participants think that sub-skills were also important for them as the number of agree and strongly agree were higher than the other options.

## CHAPTER V

### DISCUSSION AND CONCLUSION

#### 5.1. Introduction

In this chapter, a general overview of the study and conclusions drawn from the data are presented. Implications of the study and suggestions for further research are also introduced at the end of this chapter.

#### 5.2. Conclusions

In the historical process, the education programs applied in the schools are planned by taking the opinions of educational experts, Ministry of Education officials, the Council of Higher Education, teachers and scholars. Although there have been several attempts to take student centered approaches in consideration while preparing the programs, traditional teaching methods do still prevail. This study aimed at identifying language needs in Vocational School of Health Services and Ceyhan Vocational School of Health Services which offer different medical studies. The survey was conducted with a total of 380 students together with instructors and administrators of the schools to find out vocational and professional needs of the learners. If students' needs are taken into consideration language learning may be affected in a positive manner. In order to gather data, the current study started with the application of questionnaires together with interviews in order to analyze students' language needs. The researcher also conducted semi-structured interviews with instructors and administrators to obtain further data. Data were analyzed through SPSS and content analysis. Descriptive statistics, percentages, likert scales, means scores are used to present the data.

Although it is possible to find substantial number of studies (Alhuqbani, 2014; Channa et al., 2013; Chien & Hsu, 2011; Harrabi, 2013; Hashemi, Lamir & Namjoo, 2011; Hwang, 2011; Shi, Corcos & Storey, 2001) on needs analysis in many fields, these studies seem to be ignored in Turkish context but still there are some studies on different medical fields other than vocational schools (Ayas & Kırkgöz, 2013; Kazar & Mede, 2014; Özdemir, 2014; Yılmaz, 2009). This study also gives insight to the needs of the vocational



schools of health services' students. In the study applied in the Vocational School of Health Services and Ceyhan Vocational School of Health Services in Çukurova University, it is found out that participants were studying in different departments: 18.9% Laboratory, 11.9% Medical Imaging, 9.8% Anesthesia and Medical Anesthesia 24.3% Medical Documentation and Secretarial, 9.7% Oral and Dental Health, 4.7% Physiotherapy, 6% Patient Care, 10.5% Emergency and First Aid, 2.9% paramedic, 1.3% Radiology. Also other than Medical documentation and secretarial department, students did not have any specific English course applied through their field of study.

The results have shown that majority of the students feel the necessity for a foreign language in their fields of study. Although there is a need for every skill, speaking is seen as the most important skill and the sub skills were mostly chosen as option agree by the students. All the sub-skills were chosen as option agree mostly so they need every sub-skill to be focused on the ongoing instruction. Listening is seen as the most important skill after speaking. Reading is the least important for students. Speaking as a skill indicates that communicative applications where students can speak would be much more effective in learning English. Students not only see themselves deficient in speaking but also nearly half of them stated in the skills together with pronunciation, grammar and vocabulary as deficient. It can be seen that there is similarity between the instructors and administrators of the vocational schools. Instructors and administrators agree upon the need for English through medical studies. Participants stated that they need writing reports essays and projects as the least sub skill of writing with 34.4% of the students. In another study by Šumskas, Czabanowska, Bruneviciūte, Krikstaponyte and Ziomkiewicz (2010), it is seen that writing essays and reports was given the least significance by the participants. When participants were asked about the importance of reading articles and magazines related to their field 63.7% of them responded positively. This indicates that participants need to have more sources about their fields of study in order to understand what is going on in their field of study. In a similar study in Saudi context Umer and Javid (2014) found out that a group of participants find speaking as the most important and writing as the least. While another group regarded listening as the most and speaking as the second most important skill. Different authors have found out different results on skills (Baştürkmen, 1998; Guo,

1987; Rostami & Zafarghandi, 2014). It can be understood that each context is different in learners' skills needs.

When students were asked about their English levels it can be clearly seen that their English level is not sufficient even though they have taken English for many years in schools. In another study on ESP by Javid (2011), students' proficiency levels were excellent or very good but the faculty members ranked them as low so there may be a difference between how students perceive and how the administrators or instructors perceive students' level. The students and instructors together with administrators testified that the proficiency of the students in English is low but instructors and administrators may expect students to have an intermediate level of English so two hours of instruction is not seen enough generally by students, administrators and instructors.

All stakeholders have shown a positive attitude towards ESP and administrators pointed out that vocational English is needed but it should be applied after a specific level of English and students also mainly agreed upon the need for communication and having basic speaking capabilities. In addition to this, the desire to learn English for specific purposes is more, compared to English for general purposes; therefore teaching English referring to their fields of study is more important for learners. The study also shows that participants want more communicative and more skill based instruction. More than half of the participants think that materials used in the lessons for teaching English is enough for them. This may indicate that if the current materials were used effectively and appropriately it could enhance learning too. So, the needs of the learners' for vocational English were high and administrators and instructors also perceived these needs as significant.

It is indicated in the study that 68.9% of the participants did not fill in the question of 'have you ever tried developing your English outside the school' which means they did not take extra courses on English other than the school system. The ones who aimed to develop their English outside school system take special courses or memorize vocabulary as their main strategy. As the number of participants who have not tried developing their English was high; it is important to continue the ongoing English instruction especially the courses which are referring to their field in both the Vocational school of health services and Ceyhan Vocational School of Health Services. Another important point the study

indicates is that many of the participants felt that by learning English it is possible to have a better place in the society that could also indicate better opportunities for work life and future carrier. Ayas and Kırkgöz (2013) also found out in their study that in order to communicate with a patient English is necessary. Yılmaz (2009) also found that students want English for their future career. Many students also mentioned that current application of English instruction in their field of study is not addressing their needs. In a similar study by Al-Tamimi and Shuib (2010) done with petroleum engineering students, the usefulness of the current English language course is found as unnecessary for addressing students' needs.

On one hand a majority of the participants think that English is important for job future opportunities on the other hand around one out of four of the participants were unsure if English instruction is necessary or not. In Rostami and Zafarghandi's (2014) study students think that English is important for their future careers. As students not only need English for their field of study, it can be understood that English instruction maybe necessary for many purposes including specific purposes for learning English. In a study identifying the needs of textile workers, it is pointed out that students' aim of learning English is to use it outside of their country (Sattar, Zahid, Mahmood & Ali, 2011). In this study some of the participants also mentioned 'going abroad' as a means of learning English. The least chosen item for why do you need English was for attending seminars and conferences related to their field. In a similar study, Ayas and Kırkgöz (2013) found out that students groups are not certain about learning English to attend seminars and conferences in English.

As stated by the participants many of them did not improve their English outside their school and they need more hours of instruction which indicates that the ongoing instruction should be improved for them to be competent in English. In a study by Harrabi (2013) and Al-Tamimi and Shuib (2010), it is found out that %30 percent of the students find hours of English instruction as insufficient but all of the students in that study think that ESP is important for them. In our study a majority of the participants agree that there should be more hours of instructions. Some students were aware of the job opportunities abroad and administrators also mentioned them and one of the instructors mentioned a

foreign patient and the awareness of the students for the importance of language learning was arisen at that moment. Also one of the instructors stated that the ones who are not attentive to the lessons in general are eager to participate in the lessons when the topics are about their field of study. In the same study by Harrabi (2013), students are motivated to study ESP which shows that if the course content is related with their field of study motivation to learn may enhance. In another study by Rasekh and Simin (2012, p.15), it is stated that “the analysis of needs offers insight for the teacher to motivate students by involving them in activities and task type which are desirable necessary and useful”.

All in all, the perceived needs of administrators, instructors and students were analyzed and the findings obtained both from the questionnaires and semi structured interviews indicated that English was perceived as important by all partners and there is a strong need for an needs analysis and English as a specific purposes curriculum. In a study conducted in Ethiopia “revising or redesigning the courses is suggested” (Gelan, Degago & Nelson, 2015, p. 91). In another study by Chia, Johnson, Chia, Olive (1999) English is perceived as important by students and faculty members. This shows that English instruction is generally seen important but there needs to be some changes; therefore there can be modifications or adaptations on the current curriculum. The beliefs of the instructors were more or less the same for the ongoing instruction but at some point especially when to start the vocational English, there were different perceptions between the instructors and administrators. The answers of the interviewees and students of all departments generally complied with each other. It is seen that the need for vocational English was mentioned by the instructors, administrators and students. The findings of the study have revealed that if vocational and professional needs of the students are taken into consideration, there could be improvements in the departments and students’ ideas and needs especially vocational needs should be taken into consideration while developing the curricula and application process of it.

### **5.3. Suggestions and Implications**

The study shows that the vocational schools may need an elaborate needs analysis and by assessing and analyzing these needs, a new curriculum may be designed. The study leads up to the development of new curriculum designs referring to the needs of the

learners. Also the materials for teaching and the curriculum in the schools are not designed by taking the needs of the students therefore materials may not fully meet the needs of the learners and objectives of the school. The expected outcomes and objectives of English lessons are different from those of English for specific purposes designed curriculum. In the process of instruction, topics of the lessons, language skills and activities may not meet the professional requirements and needs of the learners because of the predesigned materials and curriculum.

English Language instruction in the two of the vocational schools of Çukurova University may have more communicative practices rather than traditional teaching environment. Students' needs should be taken into consideration in teaching process. Lessons complying with needs of the students and the content of their future occupation areas can be implemented. In other words, the lesson content should be related to the professional and vocational needs of the learners which may enhance the vocational success of the students. It can be seen that students' communicational and vocational needs are in preliminary importance. Many of the sub-skills show that there is an urge to develop all skills of the learners. The lessons should be more based on communication and at the same time the course content should provide the authentic materials related to the specific fields of study which can also affect the motivation of the students. These contents can be more useful for the professional life of the learners and may enhance the job opportunities of the students. Moreover, it can be stated that the applied course content may simultaneously affect the learners' foreign language development.

Preparing a curriculum on English for specific purposes may be a bit more demanding than the one on English for general purposes because the instructor needs to be careful as not only English language itself, the specific occupation or field needs should also be addressed. The related instructors can have teacher training seminars or in service learning on how to apply the related curriculum of the departments. The process does not only include teaching the specific vocabulary of the related field but also the procedures related to the application process of the field. This knowledge will be used in their professional life and it should be as close to real life as possible. As English is one of the most important languages leading many fields of profession, it will be easier for the

learners to adapt themselves to the academic and professional world thus making them more independent on their professional life.

By the analysis of the questionnaires and interviews it can be recommended that pilot curriculums can be tried out. The basic step for application of English for specific purposes is needs analysis and based on the needs of the learners curriculums may be offered to gain new insights for the vocational schools. Within the evaluation of the tried curriculum we can have a clear idea on what to do or apply in the offered curriculum. Developing a curriculum has many factors that need to be included for the application process. The designed curriculum should not only refer to the needs of the learners but also the general purpose of the institution, needs of the lecturers, academicians and administrators. These formations in the curriculum will affect the teaching and learning environment in a productive manner. In order to get students attention and motivation 'what are students' interests', 'what students want to learn and focus' together with the purposes of the curriculum are important. In a study by Hwang and Lin (2010), all student groups indicated that the materials used in the English lessons should be relevant to their field of study and for this reason the curriculum should be addressing students' field of study.

Opportunities should be provided for students to proclaim their needs. Learners, who aim to use the foreign language effectively, will gain the language not only as a tool but also as an aim. Needs analysis and English for specific purposes will meet the related needs of the learners which in time will lead to the learners' language and professional development. Another important fact is that policy makers should also take instructors ideas into account for application process of the lesson and also teachers may be trained about how to give ESP lessons to specific groups. By this an instructor may feel at ease to develop new materials and adapt, modify the lesson content.

For further research, a large number of sampling and more instructions need to be added in studies and this may provide more valid and reliable results. It is also recommended to have interviews with the policy makers on the issue of designing related curriculums. Furthermore other tools for data collection can be used. Most importantly the

needs of the vocational schools, other than health services, may be investigated and new curriculums can be designed accordingly.



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## APPENDICES

### Appendix I: Turkish version of the Questionnaire

Sayın katılımcı,

Bu çalışma Sağlık Hizmetleri Yüksekokulu öğrencilerinin yabancı dil gereksinimlerini değerlendirmek için yapılmaktadır. Vereceğiniz dürüst yanıtlar verilen eğitimin geliştirilmesi için kullanılacak, notunuzu hiçbir şekilde etkilemeyecektir. Uygun gördüğünüz seçeneği lütfen (X) ile işaretleyiniz. Yardımlarınız ve katkınız için teşekkür ederim.

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### BÖLÜM 1 Kişisel Bilgiler

1. Cinsiyet:      a. Erkek                      b. Kadın
2. Yaşınız: \_\_\_\_\_
3. Öğrenim yılınız:      a. Birinci Yıl      b. İkinci Yıl
4. Bölümünüz: \_\_\_\_\_
5. Bölümünüzü isteyerek mi seçtiniz?      a. Evet              b. Hayır
6. Hangi liseden mezun oldunuz?
  - a. Düz Lise
  - b. Meslek Lisesi
  - c. Anadolu Lisesi
  - d. Diğer (Lütfen belirtin) \_\_\_\_\_.
7. İngilizce Düzeyiniz:
  - a. Çok düşük              b. Düşük              c. Orta              d. İyi              e. Çok iyi
8. Neden İngilizceye ihtiyaç duyuyorsunuz? (İstediğiniz kadar seçeneği işaretleyebilirsiniz)

- ( ) a. Kariyerim için.  
 ( ) b. İlerideki eğitim yaşamım için.  
 ( ) c. Dünyayla iletişim kurabilmek için.  
 ( ) d. Yurtdışına gitmek için.  
 ( ) e. İngilizce derslerini geçebilmek için.  
 ( ) f. Alanımla ilgili seminer ve/veya konferanslara katılabilmek için.  
 ( ) g. Diğer (Lütfen belirtin)\_\_\_\_\_.

9. İngilizcenizi okul dışında geliştirmeyi hiç denediniz mi?

- a. Evet (Hangi yollarla lütfen belirtin)\_\_\_\_\_. b. Hayır

| Lütfen aşağıdaki her soru için bir seçeneği daire içine alınız<br>(1. Kesinlikle katılmıyorum 2.Katılmıyorum 3.Emin değilim 4.Katılıyorum<br>5.Kesinlikle katılıyorum) |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 10. İngilizce bugünün dünyasında önemlidir.                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 11. İngilizce öğrenerek toplumda daha iyi bir yer edinebilirim.                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 12. İngilizce mesleğim için önemlidir.                                                                                                                                 | 1 | 2 | 3 | 4 | 5 |
| 13. İngilizce bilmek ile mesleğim arasında bir ilişki vardır.                                                                                                          | 1 | 2 | 3 | 4 | 5 |

## BÖLÜM 2

Aşağıdaki sorular bölümünüzdeki İngilizce öğrenimi hakkındaki fikirlerinizi tespit etmeyi amaçlamaktadır. Lütfen her soru için bir seçeneği daire içine alın.

(1. Kesinlikle katılmıyorum 2.Katılmıyorum 3.Emin değilim 4.Katılıyorum  
5.Kesinlikle katılıyorum)

|                                                                                                             |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Genel olarak, İngilizce dersleri bölümümde önemlidir.                                                    | 1 | 2 | 3 | 4 | 5 |
| 2. Şu anda verilen İngilizce eğitimi benim İngilizce dil ihtiyaçlarımı karşılayabilecek düzeyde yeterlidir. | 1 | 2 | 3 | 4 | 5 |
| 3. Mesleki İngilizce benim bölümüm için önemlidir.                                                          | 1 | 2 | 3 | 4 | 5 |
| 4. Benim mesleki ihtiyaçlarım İngilizce dersinde dikkate alınır.                                            | 1 | 2 | 3 | 4 | 5 |

|                                                                                                                  |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 5. Mesleki İngilizce dersleri müfredata eklenmelidir.                                                            | 1 | 2 | 3 | 4 | 5 |
| 6. Alanım için şu anki İngilizce bilgim, gelecekte mesleğimde başarılı olabilmem için yeterlidir.                | 1 | 2 | 3 | 4 | 5 |
| 7. İngilizce derslerinde alanımla ilgili mesleki İngilizce materyaller bulunmalıdır.                             | 1 | 2 | 3 | 4 | 5 |
| 8. Gelecekte başarılı olabilmek için mesleki İngilizce dersleri bölümümde gereklidir.                            | 1 | 2 | 3 | 4 | 5 |
| 9. İngilizce öğrenmede zorluk yaşıyorsanız, sebepleri ne olabilir? İstedığınız kadar şıkkı işaretleyebilirsiniz. |   |   |   |   |   |
| a. Bize gramer öğretilmemektedir. ( )                                                                            |   |   |   |   |   |
| b. Bize kelime öğretilmemektedir. ( )                                                                            |   |   |   |   |   |
| c. Yeterince okuma yapmamaktayız. ( )                                                                            |   |   |   |   |   |
| d. Yeterince dinleme yapmamaktayız. ( )                                                                          |   |   |   |   |   |
| e. Yeterince konuşma yapmamaktayız. ( )                                                                          |   |   |   |   |   |
| f. Yeterince yazma yapmamaktayız. ( )                                                                            |   |   |   |   |   |
| g. Yeterince telaffuz çalışması yapmamaktayız. ( )                                                               |   |   |   |   |   |
| h. Diğer (Lütfen belirtin)_____.                                                                                 |   |   |   |   |   |

### BÖLÜM 3

Bu kısımda dil becerileri (okuma, dinleme, konuşma ve yazma) hakkındaki fikirleriniz tespit edilecektir. Aşağıdaki dil becerilerinden hangisi sizin için önemlidir?

Okuma ( )

Dinleme ( )

Konuşma ( )

Yazma ( )

#### Okuma

|                                                                                                          |   |   |   |   |   |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Lütfen aşağıdaki okuma becerilerinden hangisinin alanınız için önemli olduğunu belirleyiniz.             |   |   |   |   |   |
| <b>(1. Kesinlikle katılmıyorum 2.Katılmıyorum 3.Emin değilim 4.Katılıyorum 5.Kesinlikle katılıyorum)</b> |   |   |   |   |   |
| Metinlerin ana fikrini anlamak.                                                                          | 1 | 2 | 3 | 4 | 5 |
| Metinleri detaylı bir şekilde anlamak.                                                                   | 1 | 2 | 3 | 4 | 5 |
| Metinler ile ilgili soruları cevaplandırmak.                                                             | 1 | 2 | 3 | 4 | 5 |
| Metinleri özetlemek.                                                                                     | 1 | 2 | 3 | 4 | 5 |
| Metinleri eleştirel bir gözle okumak.                                                                    | 1 | 2 | 3 | 4 | 5 |
| Metinleri tercüme etmek.                                                                                 | 1 | 2 | 3 | 4 | 5 |
| Sınav soruları ve ders kitaplarını anlamak.                                                              | 1 | 2 | 3 | 4 | 5 |

|                                               |   |   |   |   |   |
|-----------------------------------------------|---|---|---|---|---|
| Alanım hakkındaki makale ve dergileri okumak. | 1 | 2 | 3 | 4 | 5 |
| Diğer (Lütfen belirtin)_____.                 | 1 | 2 | 3 | 4 | 5 |

### Dinleme

Lütfen aşağıdaki dinleme becerilerinden hangisinin alanınız için önemli olduğunu belirleyiniz.

**(1. Kesinlikle katılmıyorum 2.Katılmıyorum 3.Emin değilim 4.Katılıyorum 5.Kesinlikle katılıyorum)**

|                                                 |   |   |   |   |   |
|-------------------------------------------------|---|---|---|---|---|
| Günlük konuşmaları anlamak.                     | 1 | 2 | 3 | 4 | 5 |
| Dersleri anlamak.                               | 1 | 2 | 3 | 4 | 5 |
| Sunumları anlamak.                              | 1 | 2 | 3 | 4 | 5 |
| Televizyon, radyo ve videoları anlamak.         | 1 | 2 | 3 | 4 | 5 |
| İş ile ilgili konuların içeriğini anlayabilmek. | 1 | 2 | 3 | 4 | 5 |
| Alanımdaki tartışmaları anlamak.                | 1 | 2 | 3 | 4 | 5 |
| Diğer (Lütfen belirtin)_____.                   | 1 | 2 | 3 | 4 | 5 |

### Konuşma

Lütfen aşağıdaki konuşma becerilerinden hangisinin alanınız için önemli olduğunu belirleyiniz.

**(1. Kesinlikle katılmıyorum 2.Katılmıyorum 3.Emin değilim 4.Katılıyorum 5.Kesinlikle katılıyorum)**

|                                         |   |   |   |   |   |
|-----------------------------------------|---|---|---|---|---|
| Temel günlük konuşmaları sürdürmek.     | 1 | 2 | 3 | 4 | 5 |
| Başkaları ile iletişim kurmak.          | 1 | 2 | 3 | 4 | 5 |
| Sınıfta sorular sormak ve cevap vermek. | 1 | 2 | 3 | 4 | 5 |
| Tartışmalara katılmak.                  | 1 | 2 | 3 | 4 | 5 |
| Sunum tekniklerini kullanmak.           | 1 | 2 | 3 | 4 | 5 |
| Diğer (Lütfen belirtin)_____.           | 1 | 2 | 3 | 4 | 5 |

### Yazma

Lütfen aşağıdaki yazma becerilerinden hangisinin alanınız için önemli olduğunu belirleyiniz.

**(1. Kesinlikle Katılmıyorum 2.Katılmıyorum 3.Emin değilim 4.Katılıyorum 5.Kesinlikle Katılıyorum)**

|                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
| Rapor, makale, proje yazmak. | 1 | 2 | 3 | 4 | 5 |
| Derste not almak.            | 1 | 2 | 3 | 4 | 5 |

|                                        |   |   |   |   |   |
|----------------------------------------|---|---|---|---|---|
| Sınav esnasında sorulara cevap yazmak. | 1 | 2 | 3 | 4 | 5 |
| Özgeçmiş yazmak.                       | 1 | 2 | 3 | 4 | 5 |
| Formları doldurmak.                    | 1 | 2 | 3 | 4 | 5 |
| İş başvuru mektubu yazmak.             | 1 | 2 | 3 | 4 | 5 |
| Mektup ve e-posta yazmak.              | 1 | 2 | 3 | 4 | 5 |
| Diğer (Lütfen belirtin)_____           | 1 | 2 | 3 | 4 | 5 |
| _____.                                 |   |   |   |   |   |

Bölümünüzdeki İngilizce dersleri ile ilgili öneriniz ya da eklemek istediğiniz bir şey var mı?

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## Appendix II: English version of the Questionnaire

Dear participant,

This study is conducted in order to evaluate the foreign language needs of the Vocational schools of Health Services' learners. The answers you provide honestly will be used to improve education and it will not affect your grades. Please put (X) for the appropriate option. Thank you for your cooperation and contribution.

Cihad GÜNDÜZ

Çukurova University

e-mail: gunduzcihad@gmail.com

### PART ONE

#### Personal Information

1. Gender:     a. Male b. Female
2. Your age: \_\_\_\_\_
3. The grade you attend: a. First     b. Second
4. Your department? \_\_\_\_\_
5. Did you choose your department on purpose?     a. Yes     b. No
6. Which of the following high schools did you graduate from?
  - a. General High School
  - b. Occupational High School
  - c. Anatolian High Schools
  - d. Other (Please specify) \_\_\_\_\_
7. Your level of English
  - a. Very low     b. Low     c. Normal     d. Good     e. Very good
8. Why do you need English? (Choose as many options as you want)
  - ( ) a. For my career.

- ( ) b. For my further education.
- ( ) c. To interact with the world.
- ( ) d. To go abroad
- ( ) e. To pass the English lessons.
- ( ) f. To attend seminars and/or conferences related to my field.
- ( ) g. Others, please specify\_\_\_\_\_

9. Have you ever tried to improve your English outside your school?

- a. Yes (in what ways please specify)\_\_\_\_\_ b. No

| Please choose one option for the following questions.                                   |   |   |   |   |   |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Strongly disagree      2.Disagree      3.Not sure      4.Agree      5.Strongly agree |   |   |   |   |   |
| 10. English is important in today's world.                                              | 1 | 2 | 3 | 4 | 5 |
| 11. I can have a better place in public by learning English.                            | 1 | 2 | 3 | 4 | 5 |
| 12. English is important in my profession.                                              | 1 | 2 | 3 | 4 | 5 |
| 13. There is relevance between my profession and knowing English.                       | 1 | 2 | 3 | 4 | 5 |

## PART TWO

This part aims to identify your opinions about learning English in your department. Please choose an answer to all the questions and put a tick to your answers.

1. Strongly disagree      2.Disagree      3.Not sure      4.Agree      5.Strongly agree

|                                                              |   |   |   |   |   |
|--------------------------------------------------------------|---|---|---|---|---|
| 1. Generally English courses are important in my department. | 1 | 2 | 3 | 4 | 5 |
| 2. The English instruction applied currently is              | 1 | 2 | 3 | 4 | 5 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| adequate to meet my English language needs.                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |   |   |   |
| 3. Vocational English is important for my department.                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 4. My vocational needs are taken into consideration in English lesson.                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
| 5. Vocational English courses should be added to the curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 6. My present knowledge of English for my field is enough for me to be successful in my future occupation.                                                                                                                                                                                                                                                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 7. There should be vocational English materials in English lessons related to my profession.                                                                                                                                                                                                                                                                                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
| 8. In order to be successful in the future, vocational English courses are necessary in my department.                                                                                                                                                                                                                                                                                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
| <p>9. If you have difficulty in learning English, what can be the reasons? Choose as many as you want.</p> <p>a. We are not taught grammar ( )</p> <p>b. We are not taught vocabulary ( )</p> <p>c. We do not have enough reading ( )</p> <p>d. We do not have enough listening ( )</p> <p>e. We do not have enough speaking ( )</p> <p>f. We do not have enough writing ( )</p> <p>g. We do not have enough practice on pronunciation ( )</p> <p>h. Others (please specify)_____ ( )</p> |   |   |   |   |   |

### PART THREE

In this part your opinions about language skills (reading, listening, speaking, and writing) will be identified. Which of the following language skills are important for you?

Reading ( )

Listening ( )

Speaking ( )

writing ( )



## Reading

|                                                                                                                                                                                |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Please determine which of the following reading skills are important for your profession?<br>(1. Strongly disagree   2. Disagree   3. Not sure   4. Agree   5. Strongly agree) |   |   |   |   |   |
| To read texts to understand main idea                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| To understand texts in detail                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
| To answer questions of texts                                                                                                                                                   | 1 | 2 | 3 | 4 | 5 |
| To summarize texts                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
| To read texts with a critical eye                                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
| To translate texts                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
| Reading to understand exam questions and course books                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| To read articles and journals about your profession                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| Others (please specify)_____                                                                                                                                                   | 1 | 2 | 3 | 4 | 5 |

## Listening

|                                                                                                                                                                                  |   |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Please determine which of the following listening skills are necessary for your profession?<br>(1. Strongly disagree   2. Disagree   3. Not sure   4. Agree   5. Strongly agree) |   |   |   |   |   |
| To understand daily conversations                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| To understand lectures                                                                                                                                                           | 1 | 2 | 3 | 4 | 5 |
| To understand presentations                                                                                                                                                      | 1 | 2 | 3 | 4 | 5 |
| To understand TV, radio and videos                                                                                                                                               | 1 | 2 | 3 | 4 | 5 |
| To understand the content of job related issues                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
| To understand discussions about my field                                                                                                                                         | 1 | 2 | 3 | 4 | 5 |
| Others (please specify)_____                                                                                                                                                     | 1 | 2 | 3 | 4 | 5 |

## Speaking

| Please determine which of the following speaking skills are necessary for your profession?<br>(1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree) |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| To maintain basic daily conversations                                                                                                                                   | 1 | 2 | 3 | 4 | 5 |
| To communicate with others                                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
| To ask and answer questions in class                                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
| To participate in discussions                                                                                                                                           | 1 | 2 | 3 | 4 | 5 |
| To use presenting techniques                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| Others (please specify) _____<br>_____                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |

## Writing

| Please determine which of the following writing skills are necessary for your profession?<br>(1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree) |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Writing reports, essays, projects                                                                                                                                      | 1 | 2 | 3 | 4 | 5 |
| Writing in classroom                                                                                                                                                   | 1 | 2 | 3 | 4 | 5 |
| Writing answers to questions during exams                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
| Writing CV                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
| To fill in forms                                                                                                                                                       | 1 | 2 | 3 | 4 | 5 |
| Writing job application letter                                                                                                                                         | 1 | 2 | 3 | 4 | 5 |
| Writing letters and e-mails                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| Others (please specify) _____<br>_____                                                                                                                                 | 1 | 2 | 3 | 4 | 5 |

Any other suggestions or anything to add related to English courses in your department? \_\_\_\_\_

\_\_\_\_\_

### **Appendix III: Interviews**

This appendix presents samples from the interviews carried out with the instructors and administrators. It contains the transcription of interviews. The irrelevant parts were removed from the transcribed data and the language was simplified as to make it clear to understand. The interviews were carried out at the schools of the interviewee. The participant was informed about the purpose, scope and the content of the study before the interview in order to make him/her clear about the content of the interview.

#### **Head of Ceyhan Vocational School of Health Services:**

00:00 – 00:37 = There are many student exchange programs. This is the first thing, on the other hand, secondly some of our departments, especially the elderly patient care department has good international connections. Two or three months ago, we received a letter that wants 100 students from our faculty to work in Germany for a monthly salary of 1800 Euros. In Turkey, that salary is equivalent to 4000 Lira, and each student is provided with a place to stay and at least a 5-year contract.

#### **00:38 – 00:40 = Can I record this conversation, please?**

00:40 – 00:41 = Sure.

#### **00:48 – 00:54 = How important is English in your higher education institution?**

00:56 – 03:05 = In fact, English language is a very important language. Furthermore, it is a language that has to be taught at least like the medical courses. Particularly, our health services higher education institution is composed of 3 departments: Prosthetic Dentistry Department, Emergency Patient Care Department and Elderly Patient Care Department. Elderly patient care is a profession which has international connections and is common in abroad. However, one of the obstacles on the way to abroad is the requirement for a foreign language. Of course, if we are to consider this issue universally, the current popular language, as in all health care today, is English and we even use it while writing articles and e-mails, and doing research and reading all of the books in English. Because, we use always English in order to follow the current literature, education, data, medicine etc. For instance, I can show you a book over here which costs 300-400 dollars, and five years later

a new edition of it will be published, and then this will be nothing but trash. If you don't know English, you can neither search a topic nor follow up-to-date information, and this case compels us to learn this language. Whether it is asked adequately or taught properly is something about which we need to think much, but I'm in opinion that it is not taught thoroughly. On the other hand, the students from the vocational higher education institution haven't reached a certain level in both English and general education, as they have a limited capacity and a particular IQ level. At such case, you can't give what you want to teach. Language is really important, and one of the biggest things is to deal with diseases. This region is not a tourist area, but when you go to a beach in Antalya, you may need it especially in an ambulance.

**03:13 – 03:18 = Such situations are common, sometimes even names can be mistyped.**

03:19 – 03:28 = So, at least, simple things such as the location of the pain the patient feels and what his complaint is should be determined.

**03:29 – 03:38 = So what do you think about which language skill should be given importance to? Is speaking, reading, listening or writing supposed to be more important?**

03:39 – 03:59 = Well, if you aim to be an academician, then all of those language skills will be necessary. Because, wherever you go you may need to talk on the phone with someone, and this really a different experience while using a foreign language to speak. If you want to write academic articles, necessarily you need to know English grammar and writing.

**04:00 – 04:03 = Which one could be more important for our students?**

04:04 – 04:27 = For students, especially to express themselves and understand each other, namely communication and conversation are fore grounded. One who can develop himself and wants to study at an academic level should need to know very well how to read and write in English, I think.

**04:28 – 04:35 = Then, what kind of problems have students had according to you, especially over the 2-year period?**

04:36 – 05:09 = So, in a job interview one of the most important conditions is English, especially when working in tourist areas or in factories. Prosthetic dentistry department may not have a big problem, however for our other two departments to find a job at a certain level, at least, they should take a course for 3 or 5 months, maybe even 6 months so that they can reach the target level of language. This is a major obstacle in their careers. For example, we are asked for 100 students, but we were able to find just 40 students and the rest 60 available positions remained empty.

**05:10 – 05:16 = I see, do you think there are enough course hours in your higher education institution? How do you evaluate the education?**

05:17 – 05:56 = The courses in English aren't enough. The content of these courses are more significant than its number, however the content we give is not sufficient. First of all, our English instructors don't know English itself. As far as I see, maybe the education system is incorrect. Wherever we go, what is the system? Firstly, grammar, tenses and vocabulary are taught, after that communication practices are supposed to be done, but it also cannot be efficient.

**05:57 – 06:01 = We aren't able to focus on speaking much. Perhaps, we give more emphasis on grammar.**

06:02 – 06:20 = Another way may be to conduct lessons in a spontaneous way, especially speaking ones. However, the best solution is either to bring a foreigner who speaks the target language well or to set a rule which forbids speaking Turkish in the classroom, including the instructor.

**06:21 – 06:33 = You say that speaking Turkish should be minimized in the classroom, then what level of an English should students have when they graduate? Is an intermediate English or at least to be able to express themselves in English enough for them? What do you think about this?**

06:34 – 07:11 = Well, whether teaching an intermediate English is one of the responsibilities of vocational higher education institutions is not clear issue. Maybe, it is that of foreign languages higher education institution or the preparatory classes of every department. Wherever students get this English course, I think it ought to be given as a

certificate. Because, our diplomas change according to a diploma system recognized in European Union, and so every student, at least, should have an intermediate English, I think.

**07:12 – 07:19 = Then, you say that a certificate or diploma is required for English. Do you have any information about the materials used in English lessons?**

07:20 – 07:21 = No, I don't have unfortunately.

**07:24 – 07:27 = Is there anything else you want to add, maybe about English education in general?**

07:28 – 08:09 = I think, in general, both in our university and in entire Turkey English education needs to be revised. We need to give much importance to practicing, at least watching movies and TV series in their original languages can be recommended for students. English assignments and project works may be given not only in English lessons, but also in all other lessons. A student gets somebody to do those assignments a few times, yet eventually he learns to do them on his own.

**08:10 – 08:21 = What do you think about vocational English? After having a general proficiency in English, will it be useful for students to get a little more detailed English related to their fields?**

08:22 – 08:59 = Once they have had a basic level of English, and because of that most terms in medicine have derived from Latin, I don't think they will have any problem in the health field. As the words taught in their main courses are similar to ones in Latin language, after acquiring a certain basic level of English they can put medical English on it, according to my opinion. Not much necessary but it is optional for a strong vocabulary.

**09:03 – 09:10 = Overall, that is all I want to know, thank you very much as I took your precious time.**

09:11 – 09:12 = I'm thankful to you, too.

**English Language Lecturer of the Vocational School:**

**00:00 – 00:05 = How important is English in the entire higher education institution?**

00:06 – 00:35 = People here are working in departments of a hospital such as laboratory, anesthesia, radiology etc. I don't think English is very necessary when they do their jobs, but it becomes essential for most college students in order to make progress in their careers. Here also it may not be so important, but of course it is obligatory.

**00:36 – 00:44 = Well, for example, in subjects such as medical documentation there can be Latin or some English terms. Could it be important for this?**

00:45 – 00:53 = It is surely necessary for those subjects. Some courses have their own English terminologies, yet different instructors handle with these courses, not me.

**00:54 – 00:55 = Which course has its own terminology?**

00:56 – 00:58 = There is such a course, called as medical terminology.

**00:59 – 01:04 = Well, then. When foreign patients apply for health services, should our staff have a basic level of English?**

01:05 – 01:18 = If you mean everyday speech in English, we already have made a lesson on how to talk with patients when our topic is health, and I tried to teach. In that sense, English is necessary.

**01:19 – 01:22 = Then, can we say that a little vocational English is required to communicate with patients?**

01:23 – 01:32 = Sure, vocational English is essential. After all, they will do their jobs, and vocational English is requisite so that they can communicate with foreign patients in the hospital.

**01:33 – 01:39 = So, as a teacher, which one do you think we should give more importance: reading, writing, listening or speaking? If we make an order of importance, how will it be?**

01:40 – 01:48 = Of course, speaking has the top priority. If we aim to communicate with patients, speaking is significant.

**01:49 – 01:51 = What would you like to tell about writing?**

01:52 – 02:14 = On the other hand, writing lessons are parts of our medical documentation and secretarial departments. Besides, English writing techniques lesson is a part of the 2<sup>nd</sup> grade curriculum. Of course, writing is more significant in their departments. When they receive an official letter, they should comprehend the text, or when they are to write the status of a patient, they may be required to send an English formal letter to another hospital.

**02:15 – 02:17 = In the same way, listening is also activated in order to understand patients.**

02:18 – 02:24 = Yeah, it is a little more important for secretaryship. But unfortunately, our students are not aware of it. But, unfortunately our students are not aware of it.

**02:31 – 02:39 = Students are not enough aware of it. So, what level of English is expected from students to know? What is the goal at this point?**

02:40 – 02:58 = In the 1<sup>st</sup> grades of faculties and higher education institutions, English is taught at elementary level. Once students have taken this course, they are expected to have an intermediate English. If students follow the course, participate in every lesson and keep notes, they can easily achieve that English level.

**02:59 – 03:04 = Do you always conduct general English courses except only a few health-related courses?**

03:05 – 03:15 = Some units in this book are related to health, which is a really good thing. However, since the 2<sup>nd</sup> grades of medical documentation and secretaryship departments have English course in their curriculums, we can do more specialized lessons with these students.

**03:16 – 03:17 = The name of the book is “English for Life”, isn’t it?**

03:18 – 03:19 = Yeah, its name is “English for Life”.

**03:20 – 03:21 = What is the level of this book?**

03:22 – 03:24 = Beginner.

**03:25 – 03:29 = I think I saw some students who study elementary level of this book. Did they advance to 2<sup>nd</sup> level?**



03:30 – 03:32 = No, there is only one type of book. If I had it now, I would show it to you.

**03:33 – 03:37 = It is not necessary, thank you. Since I used it in the past, I know it very well. So, do you think that the number of course hours is enough?**

03:38 – 03:42 = Two hours? It is not enough to finish our coursebook, I think.

**03:45 – 04:02 = When I was talking with the manager, he also said the education system was weak. In other words, it has drawn such an impression in my head that some classes are too crowded, and so lessons don't go beyond just a narration.**

04:03 – 04:30 = Here, I do my best, and fortunately there are devices such as computers and projectors in classes. As you know, our coursebook has some DVDs. We uploaded them to these computers, therefore we can do classroom listening and show something like grammar tables prepared in PowerPoint to all students. In that sense, we become more beneficial to students in this faculty as we have the opportunities that we don't have in other faculties.

**04:35 – 04:39 = Well. Then, do you think the materials used in the course will have an effect on their future careers?**

04:40 – 04:57 = Maybe. I think that the visuals in our book and the ones we show with the aid of a projector from computers are easier to keep in memory clearly for students. Moreover, these visuals work better with listening practice, without doubt.

**04:58 – 05:09 = The lessons for different skills can be effective. Do you use any other material except the book, or are your lessons mainly based on the book?**

05:10 – 05:31 = Objects around us can be good materials. We have a board, a board pen and items found in an ordinary class. Sometimes, I may show the stuff from my bag as in this sentence: "These are my keys." (Laughing), or when I teach "this" and "that", I use something like that as an example. As a result, I try to take advantage of the objects around me.

**05:32 – 05:37 = I'm asking in general, not just for this place. How do you view vocational English when given with general English?**

05:38 – 05:52 = After giving general English, I view vocational English as the 2<sup>nd</sup> stage, which is a more advanced level. Indeed, many people need English in their professions, so I think it is important.

**05:53 – 05:57 = In other words, you say that a basic level of English is necessary for vocational English.**

05:58 – 06:01 = It will be better to acquire intermediate English before learning vocational English.

**06:02 – 06:08 = Better? Do you mean that it is better to focus on vocational English rather than to master the advanced level of English?**

06:09 – 06:19 = Sure. At least. We can teach the medical terminology or, as we said just a moment ago, the simplest communication with patients.

**06:20 – 06:23 = How do you evaluate students' motivation, are they enthusiastic?**

06:24 – 06:51 = In fact, it changes from class to class. Few students, nearly 20% of all the students, have enthusiasm; however, some students are really eager and curious. But of course, those not interested in lessons affect these negatively. If there is a general motivation in the class, then we could see vice versa. But as I have just said, generally the reluctant ones affect the willing ones adversely.

**06:52 – 06:55 = Then, can we say that there is a low awareness in understanding the importance of English, in general?**

06:56 – 07:00 = There is just a small group not knowing it. In my opinion, most of the students know the importance of English very well.

**07:01 – 07:02 = Then, in general, they aren't aware, are they?**

07:03 – 07:09 = Not so many students here. Lots of students aren't aware of it. In my opinion, they don't think English is necessary.

**07:10 – 07:19 = If there were some other courses related to their fields in their curriculum, not only in medical documentation department but also in all departments, how would it be? Would it affect students in a better way?**

07:20 – 07:39 = Hmmm, yes, it could be better. Because, I can see that the same reluctant students approach to their vocational courses more seriously. An irresponsible student in the English course can be seen more minded in a vocational course. I believe, if we teach English with vocational details, we can get better results.

**07:43 – 07:45 = Thank you very much and I wish you success in your career as I took your precious time.**

07:45 – 07:46 = You are welcome, I wish you success, too.



## CURRICULUM VITAE

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### **Educational Background**

|            |                                                                                                                  |
|------------|------------------------------------------------------------------------------------------------------------------|
| 2011-2018  | (MA) Çukurova University, Adana/ Turkey<br><br>Institute of Social Sciences-English Language Teaching Department |
| 2009-2010  | Erasmus - University of Pardubice, Pardubice/ Czech Republic<br>Department of Education                          |
| 2007- 2011 | (BA) Marmara University, Istanbul/ Turkey English Language<br>Teaching Department.                               |

### **Work Experience**

|              |                                                                                                                                      |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 2018-Present | Dicle University, Diyarbakır (English Language Instructor)                                                                           |
| 2016-2018    | TOBB Ferdi Yiğit Anatolian Imam Hatip High School, Diyarbakır<br>(English Teacher)                                                   |
| 2016-2018    | Bahçeşehir Secondary School, Diyarbakır (English Teacher)                                                                            |
| 2015-2017    | Turkish National Agency Youth Projects (Independent External Expert)                                                                 |
| 2015-2016    | Çelebi Eser Secondary School, Diyarbakır (English Teacher)                                                                           |
| 2013-2014    | Provincial Directorate of National Education Strategical Development<br>Department, Diyarbakır (EU Project Coordinator & Consultant) |
| 2012-2015    | ÜÇTEPE Secondary School, Diyarbakır (English Teacher)                                                                                |

### **Conferences-Workshops attended**

- 2012 Writing for Publication Summer ELT Institute-U.S. Embassy, Yaşar University İzmir
- 2013 Materials Design Summer ELT Institute-U.S. Embassy, İnönü University, Malatya
- 2013 Conference presentation: Using One Minute Paper in the Classroom The 4<sup>th</sup> International Black Sea ELT Conference, Abant İzzet Baysal University, Bolu
- 2013 E-twinning National Workshop Ministry of National Education, Antalya
- 2014 Teaching English to Pre-teens and Teens (TEPT) E-Teacher Scholarship, Oregon University
- 2014 Intercultural Learning EU Training-Seminar Youth in Action Programme, Berlin
- 2014 New Approaches to Language Teaching-ICT in Language Classes Comenius Regio Project, Dicle University, Diyarbakır
- 2014 Strategical Planning and Administration of National Education Seminar, Ministry of Nation Education, Antalya
- 2014 Eurocity Training Course EU Youth in Action Programme, Antalya
- 2014 Eurodesk Youth Studies Thematic Training, İzmir.
- 2014 Eco-Campaign Be the Change on Water Sustainability Erasmus+ Project, Ireland
- 2014 Project Cycle Management Training, Diyarbakır
- 2015 Enhancing Mentoring Skills: Creating a Synergy between Pre-Service and In-Service Teacher Education Programs in English Language Teaching, Çukurova University, Adana.
- 2015 Social Multipliers for Sustainability Erasmus+ Project, Antalya.
- 2017 Intensive Sessions/Camps Exchange Program, on implementing short-term intensive English language immersion programs and camps, Ohio & Missouri