



NEAR EAST UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**A NEEDS ANALYSIS ON WRITING SKILLS OF THE ESP STUDENTS IN THE
SCHOOL OF TOURISM & HOTEL MANAGEMENT**

MASTER'S THESIS

**Submitted by
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Eğitim Bilimleri Enstitüsü Müdürlüğüne,

Bengi Altınar tarafından hazırlanan “A Needs Analysis on Writing Skills of the ESP Students in the School of Tourism and Hotel Management” adlı bu çalışma jürimiz tarafından İngiliz Dili Öğretimi Anabilim dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality, as a thesis for the degree of MASTER OF ARTS in ELT / Educational Studies.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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*This thesis is dedicated to my parents, Ibrahim and Senay Altiner.
Without their love, patience, support, and encouragement, I could
not be able to pursue my MA studies.*

ABSTRACT

Every department has specific needs in terms of English Language depending on students' needs, expectations and requirements. Knowing the students' learning needs is very important in determining the deficiencies of the learners and designing a language teaching course according to the identified needs. If course designers and teachers recognize what the learners need to learn specifically and identify their specific needs for the course intended, this will help them concentrate more on the relevant materials and objectives.

The purpose of the study is to identify and specify the academic English needs on writing skills of the students studying in the School of Tourism and Hotel Management at NEU. The target students will need English in their future life as they will be working in the tourism industry. The English courses are designed for the special needs of the students for their future life. The sub-aim is to find out if there is any correlation between the findings of the students' needs analysis questionnaire and teacher's structured interview.

The study was carried out within the naturalistic enquiring conventions in which the researcher intervenes the data collection as little as possible. There were 80 students studying in the school of Tourism and Hotel Management and 60 students participated in the study. In addition to this, 5 subject matter lecturers, who offered departmental courses to the same students, involved in the research. Asking the students and the lecturers similar questions gave the researcher a chance of correlating the findings and drawing clear conclusions.

The students' questionnaire has six different parts and contains 36 questions. The questions are designed in multiple-choice format. A correlated structured interview was conducted to the lecturers and the findings were compared and contrasted in order to get adequate results, so as to meet the needs of the students who study at the School of Tourism and Hotel Management.

The study contained three research questions. The first two research questions concerned the reports on the academic English needs based on the writing skills of the target students by the students themselves and the lecturers. The third research question considered the writing skill/s

the target students need in their studies most. The reports of the students and the lecturers were correlated and clear findings were drawn.

It is admitted that the academic needs change in time. Therefore, it is necessary to administer a need analysis to every specific group before they start learning English. Their identified needs should determine the course design, and thus, the present study also emphasizes the importance of needs analysis.

Bengi Altuner

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ÖZET

Her bölümün öğrencilerinin beklentileri, istekleri ve ihtiyaçlarına göre İngilizce diline gereksinimleri vardır. Öğrencilerin öğrenme gereksinimlerini bilmek, onların bu ihtiyaçlarına uygun ders programı hazırlayabilme açısından büyük önem taşımaktadır. Başka bir deyişle, öğrencilerin gereksinimlerine uygun bir ders programı hazırlayabilmek için onların öğrenme gereksinimlerini bilmek gerekir.

Bu çalışmanın amacı, Yakın Doğu Üniversitesi'nin Turizm ve Otel İşletmeciliği Yüksek Okulunda okuyan birinci, ikinci ve üçüncü sınıf öğrencilerinin, özellikle yazma becerileriyle ilgili akademik İngilizceye olan ihtiyaçlarının belirlenmesidir. Bu bölümde okuyan öğrencilerin kendi meslek yaşamlarında da İngilizceye, birer turizmci olarak, özel anlamda gereksinimleri olacaktır; bu nedenle, aldıkları Özel Amaçlı İngilizce (ESP) derslerinin bu amaca hizmet etmesi gerekir. Bunları saptayabilmek için, Turizm ve Otel İşletmeciliği Yüksek Okulunda okuyan toplam 80 öğrenci arasından 60 turizm öğrencisiyle çalışılmıştır. Ayrıca, bu öğrencilere bölüm dersleri veren 5 öğretim görevlisi de bu çalışmada yer almıştır. Öğrencilere verilen ankette yer alan sorularla öğretim görevlilerine verilen ankette benzer sorulara yer verilmiştir. Bu durum, öğrencilerin ihtiyaçlarını her iki açıdan da görebilmek açısından önem taşımaktadır.

Araştırma doğal sorgulayıcı yaklaşımla yapıldığı için araştırmacı veri toplanırken öğrencilere hiçbir müdahalede bulunmamıştır. Öğrencilere uygulanan anket altı bölümden oluşmakta ve toplam 36 soru içermektedir. Sorular seçmeli olarak düzenlenmiştir. Öğrencilere verilene benzeyen bir anket de bölüm dersi veren öğretim görevlilerine verilmiş ve her iki ankette elde edilen bilgiler birbirleriyle karşılaştırılmıştır.

Bu çalışma için üç araştırma sorusuna cevap aranmıştır. İlk iki soru öğrencilerin akademik anlamda yazma becerileriyle ilgili gereksinimlerinin neler olduğunu, hem öğrencilerden, hem de bölüm öğretmenlerinden soran sorulardır. Üçüncü soru öğrencilerin çalışmalarında gereksinim duyduğu İngilizce yazma becerilerinin neler olduğunu sorgulamaktadır.

Öğrencilerden elde edilen bilgilerin istatistik değerlendirme işlemleri, istatistik programları kullanılarak bilgisayarda yapılmıştır. Diğer taraftan, bölüm hocalarına verilen

anketlerin sayısı az olduđu için bunlar elde değerdendirilmiş ve öğrencilerden alınan verilerle karşılaştırılmıştır.

Akademik ihtiyaçların zaman içinde değışiklik gösterebileceđi gerçeđi göz önüne alınırsa, her dönem başında her yeni gelen öğrenci grubuna akademik anlamda ihtiyaç analizi çalışması yaptırmanın en doğru yaklaşım olacağı görüşündeyiz. Bu çalışma bir anlamda ihtiyaç analizinin önemini de vurgulamaktadır.

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ABBREVIATIONS USED IN THE STUDY

ESP: English for specific purposes

NA: Needs Analysis

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

MT: Mother Tongue

NEU: Near East University

Prep. School: Preparatory

CNP: Communication Needs Processor

MLU: Modern Languages Unit

EST: English for Science and Technology

VESL: Vocational English as a Second Language

EVP: English for Vocational Purposes

TSA: Target Situation Analysis

PSA: Present Situation Analysis

No. of Resp.: Number of Respondents

Adj. Freq.: Adjusted Frequency

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE PROBLEM

At an English medium university, like Near East University, students need to develop writing, reading and communication skills in English in order to achieve success, first in their academic life and later in their professional life.

In EFL/ESP classrooms in the school of Tourism and Hotel Management at Near East University, teachers should aim to develop students' writing skills, because, if students cannot develop necessary writing skills in English, they may have difficulty in writing assignments, term papers or projects, in note-taking, in responding to essay-type exam questions, or in writing business letters.

However, in spite of the teachers' efforts, writing remains a problem for ESP students, and they cannot always acquire necessary writing skills; and due to their inadequacy in English, they sometimes develop anxiety or de-motivation against writing and they experience failure in their academic studies. Therefore, being aware of different approaches to teaching writing and determining the writing needs of the students can help teachers to improve their students' writing skills and thus, this may lead to the improvement of students' communication skills in English, which will be necessary for them in the field of tourism.

1.2 AIM OF THE STUDY

The present study attempts to determine the needs of the ESP students' writing skills in the school of Tourism and Hotel Management at Near East University. In this study, the students' language background, writing skills they need, their difficulties, what they need in lectures, assignments and examinations will be analyzed.

The study assumes that the findings might contribute to the improvement of the teaching and learning of the writing skills in the language classrooms under consideration. Furthermore, in the light of the needs analysis, supplementary materials and exercises might be supplied in addition to the contents of the course books in use in order to meet the students' needs.

1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS

English for Specific Purposes is a major activity involving educations, training and practice upon language, pedagogy and the students' specialist area of interest. Traditionally, designing and implementing an EFL course schedule was based on the assumptions of the instructors. However identifying the academic language needs of the learners has gained importance nowadays and it led the instructors and course designers to realize that every group of students has different academic learning needs. Furthermore, what the EFL learners and the instructors think can be different and thus their thoughts should be compared and contrasted, there will be parities and disparities regarding students' necessities, demands, wants, likes, deficiencies, aims, and objectives. Therefore, a questionnaire for students and a structured interview form for the instructors would be ideal to realize the parities and disparities.

The research questions to be considered for this study are as follows:

1. What do the first, second and third year students of the school of Tourism and Hotel Management report on their academic English needs based on writing skills?

2. What do the subject matter lecturers teaching in the school of Tourism and Hotel Management report on the tourism students academic English needs based on writing skills?

3. Which of the writing skill/s the tourism students mostly need in their studies?

This study will try to provide answers to these questions with the help of the analysis of the data gained from both the students and the subject matter lecturers.

1.4 LIMITATIONS OF THE STUDY

Needs analysis questionnaires are the basic instruments administered to the ENG 101, 102, 201, 301 and 302 students of the school of Tourism and Hotel Management in 2002-2003 fall semester for self-report data collection. The total number of students studying in the school of Tourism and Hotel management is 80 but 60 students were signed the informed consent forms and filled in the questionnaires. On the other hand, 5 of the 9 lecturers signed the informed consent forms and filled in the structured interview forms.

The researcher prepared the students' questionnaire both in English and in Turkish. As most of the students are either from Turkey or Northern Cyprus, they have difficulty to comprehend advanced level English used in the questionnaire. The questionnaires prepared both in Turkish and English increased the reliability of the self-report data.

1.5 DEFINITION OF TERMS

Certain terms used in the frame of this study will be defined in this section.

1. *Course Design*

Course design in language teaching is described as “the development of a language program or set of teaching materials. Whereas syllabus design refers to procedures for deciding what will be taught in a language program; course design includes how a syllabus will be carried out and it is part of the broader process of curriculum development.” (Richards, Platt and Platt, 1985: 90).

2. *Curriculum Development (Curriculum Design)*

Curriculum development is “the study and development of the goals, content, implementation and evaluation of an educational system and it includes:

- the study of the purpose for which a learner needs a language (needs analysis)
 - the seeing of objectives and the development of a syllabus, teaching methods, materials.
 - The evaluation of the effects of these procedures on the learner's language ability
- (Richards, Platt and Platt, 1985: 94-95).

3. *Syllabus (Curriculum)*

Syllabus of curriculum is “a description of the contents of a course of instruction and the order in which they are to be taught” (Richards, Platt and Platt, 1985:368). Language teaching syllabuses may be based on the followings:

- grammatical items and vocabulary (structural syllabus);
 - the language needed for different types of situations (situational syllabus);
 - the meanings and communicative functions which the learner needs to express in the target language (notional syllabus)
- (Richards, Platt and Platt, 1985: 368).

With these definitions in mind, the following chapter will discuss historical background of the study, and what ESP and needs analysis are. Moreover, a clear explanation on the different types of ESP, approaches to needs analysis, and selecting and developing ESP materials will be provided.

CHAPTER II

LITERATURE REVIEW

2.1 HISTORICAL BACKGROUND OF ENGLISH LANGUAGE TEACHING

Language teaching has been around for many centuries; and over the centuries, it has changed. Various influences have affected language teaching. Reasons for learning language have been different in different periods. In some areas, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. Even though writing has not been the main or the only purpose of language teaching, it was always side by side with other skills.

The beginning of teaching modern languages was towards the end of the middle ages in England. It was the time when French lost its importance as the second language of the kingdom and gradually surrendered to English. Henry V adopted English as the language of royal correspondence in place of French, and he also published his will in English, which made a public impact (Howatt, 1985).

“In the absence of grammatical and other descriptions of vernacular languages, early language teaching materials relied mainly on texts.” (Howatt, 1985: 5). The first textbooks designed to teach English as a foreign language appeared in the late sixteenth century. “Other signs of a growing interest in learning English in that century were the polyglot dictionaries and phrasebooks, which were popular devices for acquiring a ‘survival knowledge’ of foreign languages in Renaissance times, and they began to include English alongside the more widely-known languages like French, Latin, and Italian” (Howatt, 1985: 8).

Apart from some brave attempts by men like Claude Holyband, the teaching of English and other modern languages remained to be taught in small classes with a private tutor throughout the seventeenth century. “In 1685, a Swiss from Lausanne, called Guy Miège, wrote a book titled ‘New Methods of Learning English’, and raised the teaching of English as a foreign

language to a standard of expertise and professionalism that it had not enjoyed before” (Howatt, 1985: 53).

The first method developed in Europe in the early nineteenth century was the Grammar-Translation method, and even today, a version of it continues to be used in some parts of the world. However, even as early as the mid-nineteenth, theorists began to question the principles behind the Grammar-Translation method and changes began to take place. There was a greater demand for the ability to speak foreign languages, and various reformers, such as, C. Marcel, F. Gouin, and T. Pendergast, began reconsidering the nature of language and of learning. They indicated that the way children learned language was relevant to how adults should learn language. Marcel emphasized the importance of understanding meaning in language learning. Pendergast proposed the first structural syllabus. Gouin believed that children learned language through using language for a sequence of related actions and emphasized presenting each item in context.

On the other hand, some linguists, like Henry Sweet, Wilhelm Vietor, and Paul Passy, believed that language teaching should be based on scientific knowledge about language, that it should begin with speaking and expand to other skills, that words and sentences should be presented in context, that grammar should be taught inductively, and that translation should be avoided. These ideas spread, and were consolidated in what became known as the Direct Method, the first of the ‘natural methods’. It became popular in language schools, but it was not very practical with larger classes or in public schools.

Furthermore, ‘behaviorism’, along with applied linguistics, which developed detailed descriptions of the differences between languages, had a great influence on language teaching. Theorists believed that languages were made up of a series of habits, and that if learners could develop all these habits, they would speak the language well. From these theories, the Audio-Lingual Method arose, which is based on using drills for the formation of good language habits.

In the years following World War II, great changes took place, some of which would eventually influence language teaching and learning. More opportunities for international travel and business and international, social, and cultural exchanges increased the need for language learning. As a result, renewed attempts were in the 1950s and 1960s to:

1. use new technology (e.g. tape recorders, radios, TV, and computers) effectively in language teaching;
2. explore new educational patterns (e.g. bilingual education, individualized instruction, and immersion programs);
3. establish methodological innovations (e.g. the audio-lingual method).

Beginning in the mid 1960s, there has been a variety of theoretical challenges to the audio-lingual method. Linguist Noam Chomsky challenged the behaviorist model of language learning. He (1957) proposed a theory called 'Transformational Generative Grammar', according to which learners do not acquire an endless list of rules but limited set of transformations which can be used over and over again. For example, a sentence is changed from an affirmative to a negative sentence by adding 'not' and the auxiliary verb; 'I go to New York every week' would be changed to 'I do not go to New York every week'. According to Chomsky (1957), with a fairly limited number of these transformations, language users can form an unlimited number of sentences. Thus, in the light of Chomsky's view, Cognitive-Code Approach was introduced to the area of language teaching.

Other theorists have also proposed ideas that have influenced language teaching. Stephen Krashen (1981), for example, studied the way children learn language and applied it to adult language learning. He (1985) proposed the 'input hypothesis', which states that language is acquired by using comprehensible input to deduce rules. Krashen's views on language teaching have given rise to a number of changes in language teaching, including a de-emphasis on the teaching of grammatical structures. There have been developments such as great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on the development of communicative competence, as opposed to merely linguistic competence. Some 'new methods', including the Silent Way, Suggestopedia, and Community Language Learning, have taken attention in the area.

The emphasis on the development of the communicative competence and on the authenticity in language learning raised the importance of the Communicative Approach. Holliday (1984: 7) stated that "the Communicative Approach [is]...essentially adaptable to all the requirements of the classroom situation within its wider institutional and social setting." As

Communicative Language Teaching (CLT) is considered as the learner-centered approach, Hutchinson and Waters (1995:72) emphasized that “the learner-centered approach is based on the principle that learning is totally determined by the learner.” They also added that “learning...is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it.”

Various methods and approaches have been employed throughout the history of English language teaching because one method was developed as a reaction to the previous one. This proves that it is not easy to find a perfect method regarding language teaching. However, learner-centered methods used in the classrooms, in a way, meet the learners' needs. This is due to the reason that these methods address directly the learners and their needs; in other words, learners are at the heart of these methods. In addition to the new developments in the world, in terms of commerce, technology, and linguistics, educational psychology emphasized the rise of ESP (English for Specific Purposes) with central importance on the learners and their attitudes to learning with their differing needs, interests, lacks, wants, and so forth (Hutchinson and Waters (1995: 7). ESP is highlighted because its main concerns are the learners' needs, wants, and lacks. Hutchinson and Waters added, “At the same time as demand was growing for English courses tailored to specific needs, influential new ideas began to emerge in the study of language.” In time, CLT directed itself to specific purposes and this led to the development of ESP.

Many changes have taken place in language teaching over the centuries, and it is obvious that the search for greater understanding of language learning and for more effective methods of language teaching will continue.

2.2 ESP: HISTORICAL BACKGROUND AND DEFINITION

Almost 30 years ago, ESL/EFL teachers began to discuss the development of systematic analyses of students' needs, particularly as they related to the features of the English that students must employ in the "real world". Since that time, teachers have continued to insist that curricula should be based upon the most systematic, accurate, and empirical measures required by the tasks they must perform both in and outside of the classroom.

Between the 1960s and the early 1970s ESP researchers and teachers concentrated on sentence-level (register-analyses) characteristics of the types of English identified as 'useful' to their students. For example, they discovered that business letters contain a set format, many formulaic expressions, a limited vocabulary and a limited set of conjunctions. After careful analyses of identified written and spoken discourse, they organized their grammar-based curricula around the features of these special registers. One of the most famous of the published volumes appeared during this period was Swale's *'Writing Scientific English'* (1971).

Between the late 1970s and early 1980s the focus of register analyses became more rhetorical. Researchers began to examine the organization and functions of entire discourses (rhetoric-analyses) at a number of levels of abstraction. Neu (1986), for example, studied rhetorical moves in oral discourse, specifically, the language of American-English business negotiations. Later on, researchers have concentrated upon systematic analyses of the target situations in which students are found to be employing spoken and/or written English, and this led them to a "notional-functional" curriculum for particular communication purposes.

Recently, a considerably different focus has been introduced to ESP from studies in psycholinguistics. Rather than centering on the discourse or on the communicative situation, the focus is upon strategies which students employ to acquire the target language. With this emphasis, needs assessment concentrates on activities which lead to effective thinking and learning. The foremost proponents of this learner-centered ESP approach are Hutchinson and Waters (1995), and according to them, it is the activities in the classroom, not the language of a context or the communicative purposes of the students, which should be the first concern in

developing classroom materials. Thus, ESP continues to develop and expand throughout the world, influenced by the major theoretical and applied schools of linguistics.

2.2.1 What is ESP?

As described above, ESP has had a relatively long time to mature and so we would expect the ESP community to have a clear idea about what ESP means. However, this does not seem to be the case. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for professional purposes. Very aware of the current confusion amongst the ESP community, Dudley-Evans wanted to clarify the meaning of ESP by giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics (see below).

Definition of ESP (Dudley-Evans, 1998):

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to the one that made by Hutchinson and Waters (1995:19) who state that ESP is an approach to language teaching which starts with the question '*Why do these learners need to learn English?*', and in which all decisions as to content and method are based on the learner's reasons for learning. According to them, "ESP is not a matter of teaching specialized varieties of English; that is to say, it is not a special form of the language which is different in kind from other forms." (1995:18). They added that "ESP is not just a matter of science words and grammar for scientists, hotel words and grammar for hotel staff, and so on". Briefly speaking, ESP is an approach to language teaching which aims to meet the needs of particular learners, and what distinguishes ESP from General English (GE) is the 'awareness of the need' (Hutchinson and Waters, 1995).

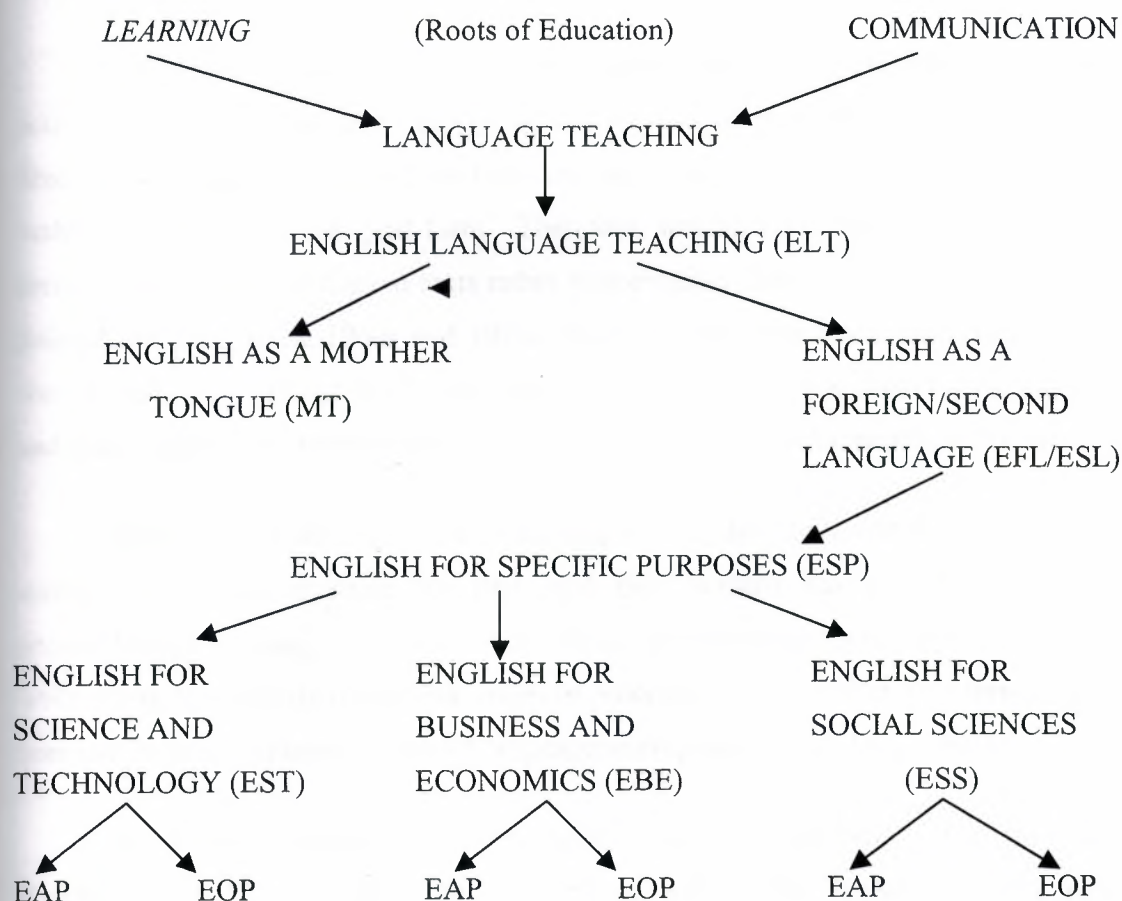
Furthermore, according to Hutchinson and Waters (cited in Dudley-Evans and St. John, 1998:3), "Needs are defined by the reasons for which the student is learning English", which will vary from academic purposes, such as writing project reports, to professional purposes, such as taking hotel bookings and filling in forms. Kerr (1977: 11) stated that "We have to know what our purpose is" and "we have to design a syllabus that will meet the needs of the students and adapt our methodology in order to teach the necessary skills." And finally, "ESP should be based in the first instance on principles of effective and efficient learning" (Hutchinson and Waters, 1987: 18).

2.2.2 Types of ESP

There are some types of ESP which are mainly EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). According to Robinson (1991:2), a distinction is often made between "EOP, involving work-related needs and training, and EAP, involving academic study needs." She added that "EST (English for Science and Technology) mainly refers to both work-and study-related needs". Hutchinson and Waters (1995: 16) proposed that EOP has different variations such as EVP (English for Vocational Purposes) and VESL (Vocational

English as a Second Language) designed for the same purposes. Kennedy and Bolitho (1984: 3-4) indicated that “EOP is taught in a situation in which learners need to use English as part of their work or profession...whereas EAP is generally taught in educational institutions to students needing English in their studies.” For example, a student of tourism and hotel management will need English for Academic purposes in his/her studies (e.g. writing project reports, writing short essays for exam questions...). In the same way, a hotel staff will need English for occupational purposes in order to carry out his/her work (e.g. filling in forms, taking messages...). The figure given below shows the relation of ESP with its types.

Figure 1: *Types of ESP*



(This figure is adapted from Hutchinson and Waters, 1995: 17).

As it is seen in the figure above, ESP is an approach to teaching a foreign/second language; and there are different types of ESP which are mainly EAP and EOP.

2.3 HISTORICAL BACKGROUND OF TEACHING WRITING

Silva (1990) states that, the history of second language (L2) writing instruction can be viewed as a succession of approaches to L2 writing; a cycle in which particular approaches achieve dominance and then fade, but never really disappear. At the beginning, teaching writing was characterized by an approach that focused on form. Since then, there has been a search for new approaches which put the focus on the writer and the writer's process, the content of the written work, the form of the written work, or the reader and his/her expectations (Raimes, 1991).

Leki (1991) noted that, in the past, students were doing grammar exercises as writing activities; that is to say, the purpose of writing was to practice new grammatical structures. Students were given paragraphs or texts and asked to convert active sentences into passive or verbs in present form into past form. Therefore, writing exercises constituted manipulation of forms or structures in the given texts rather than creation of the texts. In addition, Nunan (1991) pointed out that, in the 1960s and 1970s, the textbooks were based on the belief that students should learn the language first at the sentence level, then to pass onto writing clear paragraphs, and thus, writing classes concentrated on sentence formation and grammar exercises.

However, the attitude toward teaching writing and the emphasis which on the role of writing have changed since the past, and thus, writing has gained more importance in second/foreign language education. Not only the grammatical form, but also the content of the written text, the purpose of the text, stages or processes that the writer goes through in writing are some of the new emphases in second language writing instruction (Leki, 1991).

Nowadays, writing is viewed as a process rather than a product. This is clearly stated by Raimes (1983:10), "Recently, the teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process of writing." The study of the grammatical structure of student writing was taken as product-oriented whereas the more recently developed way of writing was process-oriented. Many researchers were interested in the



development of the writing ability from a process-oriented view because of dissatisfaction in the field of product-oriented writing (Freedman, Pringle and Yalden, 1984: 46). Therefore, teachers are now interested in showing how a piece of writing improves.

2.3.1 Approaches to Teaching Writing

There are two main approaches which have been dominant and widely used in teaching writing: the product-oriented approach and the process-oriented approach.

a. The Product-Oriented Approach

The product-oriented approach reflects the principles of the audio-lingual theory of second/foreign language teaching. With audio-lingual method, writing serves to reinforce oral patterns of the language: that is to say, to reinforce speech and to emphasize the mastery of grammatical structures as an exercise for habit formation (Richards, 1990; Raimes, 1983; Raimes, 1991). For example, students change the forms of verbs or sentence patterns in model paragraphs, as illustrated below:

Example [1]:

Study the following paragraph and change the verb forms into the Simple past tense.

Because my brother and I have very different personalities and interests, it is sometimes hard to believe we are related. My brother Jim is extremely friendly and outgoing. He likes to spend all his free time with friends, whereas I need a lot of privacy and enjoy being by myself. In addition, while I have enjoyed school since I was a child, Jim has never liked school. He prefers working at a job and being very active physically. I actually think I could be happy being a student all my life. In spite of our differences Jim and I are close friends, as well as brothers. (Snyder and Auerbach, 1983: 4)

In this approach, the final product is important and it should be written fluently and competently (Nunan, 1991). The emphasis is on the form (e.g. imitating, copying, and transforming correct models of the language) of the text, rather than its content. Students who write texts with a few mistakes get good marks (Richards, 1990) because so many errors are not tolerable in this approach. Furthermore, the mechanics of writing, such as spelling, capitalization, and punctuation are emphasized and taught. Thus, teachers return students' papers with comments suggesting trying harder next time to avoid so many errors (Leki, 1991).

Classroom activities include recognition and use of topic and supporting sentences (Raimes, 1991), paragraph completion, sentence combining and substitution exercises (Pincas, 1989; Richards, 1990; Raimes, 1990), and also exercises that students produce a text by answering questions or expanding an outline or a summary (Pincas, 1989; Richards, 1990), and reordering scrambled paragraphs (Pincas, 1989; Raimes, 1991).

b. The Process-Oriented Approach

The process-oriented approach has evolved out of research into how writers write (Johnston, 1996), and the emphasis is on the process of writing rather than the final written product (Raimes, 1983; Pica, 1986; Leki, 1991). Writing is viewed as a process of creating, discovering and extending meaning, and there is a great concern for students' need to become aware of their purpose of writing and their need to communicate meaning (Pica, 1986; Silva, 1990). The content rather than the form (Raimes, 1983; Leki, 1990), fluency rather than accuracy (Raimes, 1983), and quantity rather than quality (Nunan, 1991) of the written work are important in this approach.

Raimes (1983) indicates that students should know that what they have written first is not the final product, but the first draft, stage one, in the process of writing. Therefore, the writing process involves stages like generating ideas or planning (pre-writing), writing drafts and evaluating, revising and rewriting (Murray, 1980, (cited in Richards, 1990); Raimes, 1991; Leki, 1991; Johnston, 1996). In this approach, therefore, students never write on the given topic in a limited amount of time. They show their drafts to their teacher and friends, and revise and rewrite their texts according to the feedback that they receive until they end up with the final product (Leki, 1991).

The writing teacher in the process-oriented approach has a role as a facilitator and organizer. S/he gives his/her students two important supports: 'time' to generate ideas, and 'feedback' on the content of what they write in the drafts (Raimes, 1983). S/he also helps the students in developing necessary strategies for the beginning, drafting, revising, and editing of the written work (Silva, 1990).

Krashen (1985) argues that writing is a powerful intellectual tool for cognitive development. Yet, such development through the writing skill relates mostly to ideas and content, and it is in process writing that these, rather than structure and grammar, are emphasized. By process writing learners learn how to do research, how to work on a piece of writing, how to find resources, how to work in groups or pairs, and how to share views.

2.4 LANGUAGE TEACHING METHODS AND TEACHING WRITING

Which method should we follow in order to teach English, especially the writing skills? Are some methods better than others? In order to give correct replies to these questions, we should have a brief look at different methods which have been used in the teaching of English as a foreign/second language.

2.4.1 The Grammar-Translation Method

The Grammar-Translation Method is also known as *classical/traditional method* since it was first used in the teaching of the classical languages, Latin and Greek, using classical texts. It was believed that through the study of the grammar of the target language, students would become more familiar with the grammar of their native language, and that this familiarity would help them speak and write their native language better. The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation (Larsen-Freeman, 2000: 18).

Students are taught to translate readings from one language to another. Grammar is taught deductively; that is, they are given the grammar rules and examples, they are told to memorize them, and they are asked to apply the rules to other examples. They also learn

grammatical paradigms such as verb conjugations. They memorize native-language equivalents for target-language vocabulary. In other words, vocabulary and grammar are emphasized, and reading and writing are the primary skills (Larsen-Freeman, 2000:16). Learning the grammar and vocabulary is achieved by reading and writing exercises. In this method, writing and written forms (e.g. fill-in-the-blanks, building up sentences) are emphasized.

The techniques which are used for the Grammar-Translation Method are: Translation (of a literary passage), reading comprehension questions, antonyms and synonyms, deductive rule application (e.g. grammar rules), fill-in-the-blanks, memorization, writing compositions, and using words in sentences (e.g. they build up sentences using the new words).

Among the techniques mentioned above, **fill-in-the-blanks**, **using words in sentences**, and **writing compositions** are related with practicing writing skills. In *fill-in-the-blanks* activities, students are given a series of sentences with words missing and they try to fill in the blanks with new vocabulary or grammar items. Similarly, the students are asked to use the new vocabulary items and build up sentences with these new words; and also to write a composition using the new vocabulary and the grammar items, as well. In addition to this, the teacher gives the students a topic to write a composition about it. This topic is usually based upon some aspect of the reading passage of the lesson, and therefore, instead of creating a composition, students are asked to prepare a précis of the reading passage (Larsen-Freeman, 2000: 20).

2.4.2 The Direct Method

The Direct Method is the reaction to the Grammar-Translation Method, and it has a principle that learning a language is learning the target language, so no translation is allowed. Thus, in this method, classes are conducted orally and directly in the target language without translation. The attempt is to be as natural as possible in the classroom, with no grammar and deductive teaching, and with a concentration on communicative practice.

Teachers who use the Direct Method believe that students should learn how to communicate in the target language for the purpose of communication; and they should learn to think in the target language for being able to do that. For this reason, reading and writing

exercises are based upon what the students practice orally first; in other words, the reading skill develops through practice of speaking. Pronunciation also receives attention right from the beginning, and vocabulary is emphasized over grammar by having students use the words in full sentences, instead of memorizing long word lists. Thus, although the study of all skills (reading, writing, speaking, listening) occurs from the beginning, oral communication is emphasized.

The techniques which are used for the Direct Method are: Reading aloud, question-answer, conversation practice, fill-in-the-blanks, dictation (dictogloss), map drawing (especially for listening), and paragraph writing, which is usually carried out as a free writing exercise or dictation.

The techniques related with writing are **fill-in-the-blanks**, **dictation**, and **paragraph writing**. In a dictation activity, the teacher reads the passage three times: first, at normal speed, then, phrase by phrase, pausing long enough to allow students to write down what they have heard, and finally, at normal speed again to let the students check their work (Larsen-Freeman, 2000: 31).

On the other hand, in a paragraph writing exercise, the teacher asks the students to write a paragraph in their own words on the topic of a studied reading passage or on a new topic using the reading passage only as a model (Larsen-Freeman, 2000: 32).

2.4.3 The Audio-Lingual Method

The Audio-Lingual Method was developed in the USA during World War II, as a result of the need to learn foreign languages for military purposes. It is also known as The Oral-Aural Approach and The Mim-Mem (Mimicry-Memorization) Method. It was based on language learning theory, and the behaviorist psychology (habit formation: you learn language by forming a set of habits). Structural linguists, such as Bloomfield, thought that language was made of patterns, and if you learn these patterns, the rest is easy. Therefore, we can say that these two approaches (behaviorist psychology and structural linguistics) influenced audio-lingualism.

In Audio-Lingual Method, new vocabulary and structural patterns are presented through dialogues, and these dialogues are learned through imitation and repetition. Drills (such as repetition, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns presented in the dialogues. Grammar is induced from the examples, and explicit grammar rules are not provided (Chastain, 1988: 108-109). In developing the four language skills, the “natural sequence” of learning the native language is used; that is, the students first learn to understand, then to speak, later to read, and finally to write (Larsen-Freeman, 2000: 43-44). In this method, oral skills are more important than the written skills. However, written skills are not omitted. They are simply taught later, with less importance.

The techniques used in the Audio-Lingual Method are: dialogue memorization, drills, use of minimal pairs (e.g. perceiving the difference between minimal pairs such as ship/sheep), dialogue completion, and grammar games. In this method, only **dialogue completion** is related with writing, but it is not as useful as other techniques that the Grammar-Translation and the Direct Methods employ.

2.4.4 The Cognitive-Code Approach

As a reaction against the defects of the audio-lingual method, transformational-generative grammar of Noam Chomsky and cognitive psychology (cognitive learning) of David Ausubel gave rise to their own method, cognitive-code learning. According to this approach, the learning of a language consists in acquiring a conscious control of its structures and its phonetic, lexical and grammatical elements, by means of the study and analysis of these structures, organized into coherent groups of knowledge. Once the student has reached a certain level of cognitive command of these elements, he will develop almost automatically the ability and capacity to use the language in realistic situations.

Existing knowledge is very important in cognitive-code learning. Students relate the content to their existing knowledge. They have mental assets to enable them to relate new items to already existing mental process. Communication or communicative competence is emphasized.

All teaching points are contextualized through the use of audio-visual aids, stories, or other materials. There is a renewed interest on vocabulary for reading purposes. The importance of listening comprehension is emphasized. The written language skills (reading and writing), and the spoken language skills (listening and speaking) are viewed as being equal importance. After having practiced the reading and listening comprehension passages, the students are expected to produce their own thoughts in the second/foreign language orally and in writing.

The techniques that the cognitive-code learning employs are: structure signals, form production, context/situation establishing, and realistic practice.

2.4.5 The Communicative Approach

Rather than a new methodology, the communicative approach is a general philosophy which has been at the forefront of foreign language learning for about the last fifteen years. Its basic argument is that the learning of a foreign language should be directed towards the student acquiring communicative competence, that is to say, the acquirement of a series of skills which permit him/her to communicate with native speakers of the language in the most common situations of daily life. Students must be able to apply the target language in negotiating meaning (Larsen-Freeman, 2000: 131).

Language is a tool for communication, so it should be taught communicatively for communicative purposes. Students use the target language through communicative activities such as games, role plays, and problem solving tasks. Students work on all four skills from the beginning.

Oral communication takes place through negotiation between a speaker and a listener, and meaning is derived from written contexts.

The techniques used in the communicative approach are: using authentic materials (e.g. newspaper articles, radio or television broadcast), scrambled sentences, language games, picture strip stories, and role plays. **Scrambled sentences** and **picture strip stories** techniques, used in Communicative Language Teaching (CLT), are helpful for teaching the writing skills.

In a scrambled sentences activity, the teacher gives a passage or a text to the students. The sentences in this passage are in a scrambled order, and the students are told to unscramble these sentences so that they are restored to their correct original order (Larsen-Freeman, 2000: 133). Scrambled sentences exercises are very useful for teaching writing and they are especially good for teaching cohesion and coherence, which are the most important aspects of writing. In addition to written passages, students might also be asked to unscramble the lines of a mixed-up dialogue or they might be asked to put the pictures of a picture strip story in order and then, to write lines which can be suitable for the pictures (Larsen-Freeman, 2000: 133).

As a final point, I would like to say that we need to be eclectic because there is no best way of teaching foreign languages. The successful language teachers will not limit themselves to one method only, excluding all others. Furthermore, a method which is appropriate with one class on one occasion will not necessarily suit the same class in another time. Thus, teaching methodology should be eclectic and flexible, fitting the specific yet varied learning needs, resources, and skills of students and the environments and conditions in which they are learning the language.

To be eclectic, teachers employ communicative language teaching as a method while accepting the best techniques of traditional methods. While choosing the best teaching techniques, we should pick up those which are successful; in other words, which can really work in language teaching classes.

The purpose of employing an eclectic method is to teach students how to use the target language for communication and to help them gain basic knowledge and competence of the target language. Briefly, we can say that an eclectic method is utilized in order to teach language components such as vocabulary and grammar, and language skills such as listening, speaking, reading, and writing.

2.4.6 Teaching Writing

Within the communicative framework of language teaching, the skill of writing has an important role, because students can communicate messages or ideas via writing. Also, writing skills provide students with the opportunity to focus on both linguistic accuracy and content organization. Therefore, writing is an essential ingredient in second/foreign language teaching and learning. Nunan (1989), states that writing is one of the most effective and beneficial ways of improving students' second language.

Raimes (1983), states that writing helps students to learn the target language in three different ways. First, it develops the grammatical structures, idioms and vocabulary of the students. Second, students have the opportunity to go beyond what they have been taught in the language. Third, students are involved in the language while writing, since they produce.

To carry out the writing skills, we can easily make great use of some certain methods such as the grammar-translation method, the direct method and the communicative approach. The grammar-translation method employs sentence building and composition writing activities. On the other hand, the direct method employs the dictation technique which gives students the opportunity to learn the spellings of various words, and cloze-texts which help students in various areas, such as teaching the linking words in order to help them combine their own sentences. The communicative approach employs scrambled sentences and picture strip stories. In the scrambled sentences technique, the students are given a text or a dialogue in which sentences are in a scrambled order. They are told to unscramble the sentences so that they are restored to their correct order. In the picture strip story technique, students may be asked to put pictures of a story in order and then write out the story.

It is also known that writing skills can develop rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write. Students are usually willing to write about themselves, therefore, teachers should give them personal writing tasks such as letters to friends, describing personal experiences or interests and the like. When dealing with letter writing, emphasis can be placed on format, punctuation, and spelling of appropriate phrases and expressions. On the other hand, when writing about personal experiences or interests suitable tense forms can be reviewed and practiced.

2.5 NEEDS ANALYSIS

Needs Analysis (NA) first appeared in Bengal, when Michael West (1926) introduced the concept to cover what learners would be required to do with the foreign language in the target situation and how learners might best master the target language during the period of training. After West, the concept of need disappeared for almost fifty years. The term, and the process of NA, returns to prominence with the advent of **ESP** in the 1960s, and today NA is an accepted part of language curriculum development and syllabus design, mainly in the context of **ESP**.

It is explained in the "Encyclopedic Dictionary of Applied Linguistics" that,

"Needs analysis is a term which gained prominence during the 1970s. ...the concept of needs analysis developed alongside the formulation of the COMMUNICATIVE APPROACH to language teaching. It has been particularly associated with the field of ESP (English for Specific Purposes), where it has been extensively discussed and modified from the perspectives of both principle and practice. Expressed in general terms, the identification of language needs 'consists primarily in compiling information both on the individuals or groups of individuals who are to learn a language and on the use which they are expected to make of it when they have learnt it'. In other words, the procedures associated with the analysis of needs offer the course designer a framework for the selection of language content according to the goals of particular learners and therefore the possibility of creating tailor-made programs, rather than starting with a ready-made syllabus that does not of itself discriminate between differing objectives."

(Encyclopedic Dictionary of Applied Linguistics: 228)

Nunan (1999: 149) states that "content of language courses should reflect the purposes for which the students were learning the language in the first place; and rather than fitting students to courses, courses should be designed to fit students." According to him, ESP movement was born as a result of this and special courses appeared such as 'English for Science and Technology, English for Medical Students, and English for Tourism'. Therefore, it is obvious that ESP and needs analysis complement each other. Yalden (1995: 103) points out that the aim of needs analysis is "to obtain as much information as possible in any given situation about the learners and about their purposes in acquiring the target language."

According to Gillet (cited in Basturkmen, 1998: 2), needs analysis is "the identification of difficulties and standard situations by the observation of participants functioning in a target situation in conjunction with interviews and questionnaires." Furthermore, Nunan (1999: 149)

defined needs analysis as “sets of tools, techniques, and procedures for determining the language content and learning process for specified groups of learners.” Richards (1990b:1-2) summarized the purposes that needs analysis serves in language curriculum development as:

1. providing a mechanism for obtaining a wider range of output into the content, design, and implementation of a language program through involving such people as learners, teachers, administrators, and employers in the planning process;
2. identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program.
3. providing data that can serve as the basis for reviewing and evaluating an existing program.

Similarly, Holec (cited in Yalden, 1995: 102) states that with needs analysis, “it is possible to set up a curriculum which is adapted to particular learners and is repeated regularly over the learning period.” According to Handscombe and the others (quoted in Peck, 1991: 364), “teachers should individualize...instruction so...they teach in the ways...students learn. They should assess each student’s needs,...with such items as age, previous education and attitude toward education, preferred learning style, previous language learning, personality, occupation, and home environment.”

2.5.1 What is a need?

Hutchinson & Waters (1995) distinguish needs from wants saying that needs are related to what the learner needs to do with the language in the target situation, i.e.: answering the phone, filling in forms, etc, while wants refer to what the learner wants to know, even if the content proposed is not directly related to the usage of the language in the target situation. Thus, it is important to consider that “what is finally established as a “need” is a matter for agreement and judgment not discovery” (Brindley, 1989)

Brindley (1989) claims that a needs analysis should include more than the objective aspects, or objective needs, which focus on “factual information about learners, their use of the language in real-life communication situations as well as their current language proficiency and language difficulties. To him, a complete needs analysis takes into consideration the “subjective needs, which regards the cognitive and affective needs of the learner in the learning situation,

derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies". Therefore, the typology of needs can be outlined like below:

1. Needs can refer to students' study or job requirements, that is, what they have to be able to do at the end of their language course. This is a goal-oriented definition of needs, and in this sense, can be described as "objectives".
2. Needs can mean 'what the educational-institution regards as necessary or desirable to be learnt from a program of language instruction'.
3. We can consider what the learner needs to do to actually acquire the language. This is a process-oriented definition of needs and relates to transitional behavior, the means of learning'.
4. We can consider what the students themselves would like to gain from the language course. This view of needs implies that students may have personal aims in addition to the requirements of their studies or professions.
5. We may interpret needs as lacks, that is, what the students do not know or cannot do in English. (Hutchinson and Waters, 1995).

As it was mentioned above, needs can refer to various fields, such as students' needs related with their study or job requirements, students' personal needs, the necessities of the educational-institution, etc.

2.5.2 Approaches to Needs Analysis

Jordan (1997: 22) pointed out that "needs analysis should be the starting point for devising syllabuses, courses, materials, and the kind of teaching and learning that takes place..." and that "under the umbrella of needs analysis, other approaches have been incorporated." These approaches are 'target-situation analysis (TSA), present-situation analysis (PSA), strategy analysis, and means analysis.

Jordan (1997: 23) suggested, "a landmark in the development of needs,...the framework for 'target-situation analysis' is the model devised by Munby (1978), whose approach focuses on the students' needs at the end of a language course, and target-level performance." Munby is concerned with communicative syllabus design and the core of his model is 'Communication Needs Processor (CNP)'. Hawkey (cited in Jordan, 1997: 24) emphasized that CNP considers

“the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other.”

Hutchinson and Waters (1995: 12) proposed “what [TSA] aimed to do was to take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analysis more closely to learners’ reasons for learning...” they added “an ESP course enable[s] learners to function adequately in a target situation, that is learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out rigorous analysis of the linguistic features of that situation.” Richards (1990: 2) indicated that “situation analysis...involves focusing on the following kinds of questions:

Who are the learners?

What are the learners’ goals and expectations?

What learning styles do the learners prefer?

How proficient are the teachers in the target language?

Who are the teachers?

What training and experience do the teachers have?

What teaching approach do they favor?

What do teachers expect of the program?

What is the administrative context of the program?

What constraints (e.g. time, budget, resources) are presented?”

Present-situation analysis is first suggested by Richterich (1972), and in the mid-1980s, Brindley (1984) elaborated on a distinction drawn by Richterich between ‘objective’ needs and ‘subjective’ needs. He also drew a distinction between ‘initial’ and ‘ongoing’ needs. The objective needs are those that can be diagnosed by teachers on the basis of the analysis of personal data about learners along with information about their language proficiency and patterns of language use, whereas the subjective needs (which are often wants, desires, expectations, or other psychological manifestations of a lack) cannot be diagnosed easily (Brindley, 1984: 31).

Another useful distinction is that between ‘initial’ and ‘ongoing’ needs analysis. Initial needs analysis is carried out before a course begins, whereas ongoing needs analysis refers to the informal analysis carried out by teachers once a course has begun (Nunan, 1999: 150). Nunan

preferred to draw a distinction between 'content' needs and 'process' needs. He (1999: 149) explained that "content needs includes the selection and sequencing of such things as topics, grammar, function, notions, and vocabulary (domain of syllabus design), while process needs refers to the selection and sequencing of learning tasks and experiences (domain of methodology)."

According to Jordan (1997: 24), "present-situation analysis ascertains the students' state of language development at the beginning of the language course." Jordan described the sources of information as "the students themselves, the teaching establishment, and the 'user institution', e.g. place of work, sponsoring body, etc." Munby (quoted in Richards, 1990:2) named present-situation analysis as 'communicative needs analysis'. Richards (1990: 2) proposed that "[it] is concerned with gathering information about the learners' communicative needs in the target language and involves questions such as:

In what setting will the learners use the target language?

What role relationships are involved?

Which language modalities are involved? (reading, writing, listening, speaking)

What types of communicative events and speech acts are involved?

What level of proficiency is required?"

West (1994: 13-17) summarizes the aims of needs analysis in his article and states that 'target-situation analysis' is the most common form of needs analysis which is "devoted to establishing the learners' language requirement in the occupational or academic situation they are being prepared for...". He indicates that 'strategy analysis' is concerned with students' preferred learning styles, and is "designed to interpret a learner's results in terms of currently-preferred strategies." He also argues that 'means analysis' helps the course designer to identify "the relevant features of the situation (the ecosystem)" and then to see "how positive features can be used to advantage to accommodate what would conventionally be seen as constraints."

2.5.3 Techniques and Procedures for Identifying Needs

According to Hutchinson & Waters (1995) the first thing you should do when designing a course of English for Specific Purposes is to conduct a needs analysis. There is a wide range of instruments and techniques you can use to find out your students' needs: you may carry out interviews, ask them to complete questionnaires; talk to experts in the field to get some information on how these professionals use the language at work, etc. However, before starting a needs analysis you should know exactly what you are looking for.

One can essentially use 6 different ways of investigating students' needs:

1. **The questionnaire:** Consists of closed (including multiple-choice) and/or open questions
2. **The interview:** Usually a structured interview with closed and/or open questions where the interviewer guides the interviewee.
3. **Participating observation:** Here the analyst gains an insight into learners' needs via direct observation of classroom situations, the objectives pursued there and students' performance.
4. **Job-Advertisements:** Employers quite often explicitly name the foreign language competence they expect the applicants to have for the position advertised.
5. **Authentic material:** It can supply information that may substantiate the data collected with the other methods.
6. **Assessment:** By using different testing devices the level of communicative competence in the target language can be assessed either individually or for groups (age-related and especially lately cross-nationally). (Robinson, 1991: 7)

The main instruments of NA are questionnaires accompanied by interviews.

When devising and conducting a NA questionnaire it is aimed to:

- make students feel aware of their language knowledge level and their lacks;
- get information about their necessities and wants (prioritize their learning goals);
- get information about their learning strategies, i.e. learners' preferred strategies for progressing from where they are to where they want to go and about the learning activities they like best.

A needs analysis is always important; it doesn't matter if you are teaching an ESP course or a GE course. It helps a lot if a teacher knows beforehand what he/she needs to focus on. We often establish what we imagine our students' needs are based on their performance in class, and we are usually right. However, there are some things the students themselves can tell us as they start reflecting on their learning processes, and on the use they make use of the language, that we could never guess, or predict. That's how a needs analysis may help us, and thus, you may carry out interviews regularly; bring questionnaires for the students to complete, or even have group discussions which will bring a lot of raw material for you to improve your course, adapting it to your students' needs and expectations.

2.5.4 Selecting and Developing ESP Materials

For many teachers, selection of teaching materials is based on their availability. Furthermore, chosen materials determine the content of the course. Quite often it serves as a justification and explanation of the use of the same syllabus with different students. In student-centered instruction, the appropriateness of materials includes student comfort and familiarity with the material, language level, interest, and relevance. However, in some situations teachers are dependent on the materials and are required to use the same textbook over and over again. Potentially there is nothing bad in using the same teaching materials, if everything is conceptualized through a learner-centered approach. The same article can be used for developing reading, writing, or listening skills, cultural awareness, expanding vocabulary, etc. Thus, Graves points out that teaching materials are "tools that can be figuratively cut up into component pieces and then rearranged to suite the needs, abilities, and interests of the students in the course" (Graves K., 1996: 27).

Dudley-Evans and Jo St John (1988:185) emphasized that "ESP is a materials-led movement and part of the role of the ESP practitioner is to write teaching materials to meet the specific needs of learners..." It is clear that a single textbook cannot meet the specific needs of the learners in the language classroom. Therefore, there should be materials selection period for designing the appropriate materials.

After completing the needs analysis and designing the course, there are three ways of turning the course design into actual teaching materials (Hutchinson and Waters, 1995: 96):

1. select from existing materials: Materials Evaluation
2. write your own materials: Materials Development
3. modify existing materials: Materials Adaptation

Nunan (1991:209) pointed out that "...the selection process can be...facilitated by the use of systematic materials evaluation procedures." This helps to "ensure that materials are consistent with the needs and interests of the learners they are intended to serve, ... [and are] in harmony with institutional ideologies on the nature of language and learning."

Morrow (1977: 13) pointed out that "in ESP materials,..., it is common to find authentic texts, which have originally been produced for some purpose other than language teaching. For example, they may be extracts from 'real' articles or books or stretches of spontaneous and unprepared conversation." Morrow added that "many teachers seem to feel that the essence of a good ESP program is the use of 'authentic texts'", and described authentic texts as "a stretch of real language, produced by a real speaker or writer for real audience and designed to convey a real message of some sort."

Widdowson (1998: 10) also stated that "the current pedagogic fashion in English language teaching (general and specific) is to commend authentic/real English for classroom use, but what is real or authentic to 'users' is not authentic to 'learners'." Thus, materials selection and designing should be done carefully after completing the needs analysis, and also by considering what is authentic and beneficial for the learners.

CHAPTER III

METHOD OF DATA COLLECTION

3.1 PARTICIPANTS OF THE STUDY

The students participants of this study included all the freshman students taking ENG 101 and ENG 102, Sophomore students taking ENG 201 and ENG 202 and junior students taking ENG 301 and ENG 302 in the School of Tourism and Hotel Management in 2002-2003 academic year, fall semester. Thirty-two first-year students, thirteen second-year students, and fifteen third year students of the School of Tourism and Hotel Management participated in this study at Near East University.

Besides the student participants of the study, there were also lecturers who agreed to take part in the study from the school of Tourism and Hotel Management. These lecturers were asked to fill in the structured interview form. These lecturers have the same students who take the ENG courses. Five lecturers were asked to fill in the structured interview form and they all agreed to participate in the study. 60% of these lecturers completed their post-graduate study, but 40 % of them did not do a post-graduate study. All those who did their post graduate study, completed it at Near East University.

3.2 DESIGN OF THE STUDY

Allright and Bailey (1991:41) noted that "classroom researchers (who) have taken a non-interventionist stance.... Have purposefully tried not to influence the normally occurring patterns of instruction and interaction, because they wished to describe and understand these process rather to test specific hypotheses..." Watson-Gegeo (cited in Allright and Bailey, 1991: 42) emphasized that "... naturally occurring groups become the focal point", due to the fact that without disturbing the natural occurrence of the events.

The statistical analysis of the data obtained from the students' questionnaires was done by using statistical packages on the computer. There were only five structured interview forms administrated to the lecturers. Therefore, they were analyzed manually. The analysis of the data obtained from the lecturers was explained with the students' data besides the related table and thus, the findings from both the students and the lecturers were correlated to draw clear conclusions.

3.3 DATA COLLECTION INSTRUMENTS

3.1.1 The Students' Questionnaire

The questionnaire for Learners' Writing Skills needs analysis (see appendix C) was administered to the first, second, and third year students of the School of the Tourism and Hotel Management. The students were first asked to sign the informed consent forms (see appendix B) in the class to indicate that they agree to participate in a research study and then respond to the questionnaire. The questionnaires were administered in the class during the teaching hours. In order to increase the reliability of the obtained data the same questions were administered to the same students a week later than the first administration of the questions, and the results have shown that the answers were almost the same in both occasions. Similarly, in order to establish the validity of the questionnaires, a professional in the field has been consulted; and Assoc. Prof. Dr. Halil Aytekin accepted that the questionnaires are appropriate and valid for the purpose of the needs analysis administered. The questionnaire has six sections. The first section is about "learner's identity", the second is about "learner's language background" and the third is about "general information". The fourth section is about "language skills" but it is mainly focused on "writing skills" as the study is trying to identify the writing skills needs of the students in the School of Tourism and Hotel Management. The fifth section of the questionnaire is about "Assignments and Examinations", and the final section is about "study skills".

3.3.2 The Lecturers' Structured Interview

The lecturers were first asked to sign the informed consent forms (see appendix A) to indicate that they agreed to participate in a research study. They were asked to fill in a structured interview form (see appendix D) to correlate to data by the students and draw clear conclusions. They filled in the interview form in co-operation with the researcher.

CHAPTER IV

METHOD OF DATA ANALYSIS

4.1 DATA ANALYSIS PROCEDURES

In this section, we will mainly concentrate on the analysis of the responses by the students of the Tourism and Hotel Management and their lecturers, who are offering departmental courses to these students. In analyzing the responses of the students to find out their academic needs, the main concern is on the questionnaire administered to the students and the structured interview administered to the lecturers. The responses of the students and the lecturers will be compared and a frame of a needs profile of the students and the lecturers will be discussed.

The analysis of the data obtained from the students is done by using statistical packages on the computer, and the frequency tables were prepared in the light of this data analysis. As the data provided by the students have been completed, the analysis of the data obtained from the lecturers started, and this analysis is explained alongside the students' data next to the table concerned. The parities and disparities between the views of both groups, lecturers and students, will also be reported.

The first part of the analysis relates to "learner's identity" and "learner's language background", the second is about "general information" the third is about "language skills", which was mainly focused on the writing skills. The fourth part relates to the analysis of "assignments and examinations", and the fifth to "study skills".

4.1.1 Analysis of Learner's Identity and Language Background

The first set of questions focused on the learners' identity and their language background. The result shows that nearly half of the students (46.7%) are between the ages of 21-22. (See Table 1).

Table 1: Distribution of respondents in terms of age

Age	Number of Respondents	Adjusted Frequency (%)
19-20	14	23,3 %
21-22	28	<u>46,7 %</u>
23 and over	18	30,0 %
Total	60	100,0 %

When we examine the students identity in terms of gender, we see that 85 % of them are 'males', and females constitute less than half of the total male population. (See Table 2).

Table 2: Distribution of respondents in terms of gender

Gender	Number of Respondents	Adjusted Frequency (%)
Female	9	15,0 %
Male	51	<u>85,0 %</u>
Total	60	100,0 %

As it is seen in Table 3, more than half of the students (73,3 %) are of , 'Turkish Nationality', and 'speak Turkish'. This clearly shows that the School of Tourism and Hotel Management is very popular among Turkish and Turkish Cypriot students. In other words, Cypriot students prefer to study in their own country instead of going to another university abroad to study tourism. On the other hand, Turkish students from Turkey also prefer to study in the School of Tourism and Hotel Management at NEU as it is a popular university like those in Turkey.

Table 3: Distribution of respondents in terms of mother tongue

Mother Tongue	Number of Respondents	Adjusted Frequency (%)
Turkish	44	<u>73,3 %</u>
Arabic	7	11,7 %
Other	9	15,0 %
Total	60	100,0 %

Question number 4 asks about departments of the respondents. All of the respondents are studying in the School of Tourism and Hotel Management. Therefore, a separate table showing that 100% of the students are from the School of Tourism & Hotel Management is not prepared.

As can be seen in table 4, 53.3% of the respondents are in their 'first year of study', 24.7% are in their 'second year' and 25.0% are in their 'third year of study'.

Table 4: Distribution of respondents in terms of year of study they are in now

Year of Study	Number of Respondents	Adjusted Frequency (%)
1st	32	<u>53,3 %</u>
2nd	13	21,7 %
3rd	15	25,0 %
Total	60	100,0 %

Nearly the entire students (88.3%) state that it is the first time they are taking ENG courses (See table 5).

Table 5: Whether the respondents are taking ENG for the first time

	Number of Respondents	Adjusted Frequency (%)
1st time	53	<u>88,3 %</u>
Repeating	7	11,7 %
Total	60	100,0 %

Table 6 shows that nearly the half of the students (43.3%) had attended NEU Preparatory School. 13.3% of the students did not respond to this question saying that they had not attended any preparatory school.

Table 6: Type of preparatory school the respondents attended

Prep. School	Number of Respondents	Adjusted Frequency (%)
Not attended	8	13,3 %
College Prep	6	10,0 %
Anatolian Prep	3	5,0 %
Other	17	28,3 %
NEU Prep	26	<u>43,3 %</u>
Total	60	100,0 %

As it is clearly seen in Table 7, most of the students (68.3%) declared that they spend 'two semesters' in the preparatory school.

Table 7: Distribution of respondents in terms of time spent in the prep. school

	Number of Respondents	Adjusted Frequency (%)
One semester	9	15,0 %
Two semesters	41	<u>68,3 %</u>
Three semesters	2	3,3 %
None	8	13,3 %
Total	60	100,0 %

Question number 9 and table 8 reveal that 20% of the students have attended English Language Courses for 'one year'. Apparently, 11.7% of the students attended English language courses for 'six months', and 10.0% of them for 'three months'. It is surprising to see that 58.3% of the students did not give any answers to this question. This situation justifies that more than half of the Tourism students did not need to attend any language course to learn English.

Table 8: How long the respondents have attended an English language course

	Number of Respondents	Adjusted Frequency (%)
Three months	6	10,0 %
Six months	7	11,7 %
One year	12	20,0 %
None	35	<u>58,3 %</u>
Total	60	100,0 %

The analysis of table 9 showed that 36.7% of the students declared that they could use general English that they learned at Preparatory School, very scarcely (little) in their studies. As opposed to this, nearly the same amount (33.3%) of the students indicated that they could use a great deal of general English that they learned at Preparatory School. Apparently, 13.3% of the students did not respond to this question saying that they did not attend any Preparatory School.

Those who had no idea (6.7%) might mean that they could not make use of general English that they learned at Prep. School in their studies.

Table 9: How much of prep. School English the respondents use in their studies

	Number of Respondents	Adjusted Frequency (%)
Little	22	<u>36,7 %</u>
Much	20	33,3 %
Not at all	6	10,0 %
No idea	4	6,7 %
No reply	8	13,3 %
Total	60	100,0 %

4.1.2 Analysis of General Information

As can be seen in Table 10, the respondents were asked why they needed English. For this question, 71.7% of the students indicated that they needed English in order to use it 'in their jobs'. Therefore, answers given to this question justify that students need English in order to be successful in their jobs in the future, and now, they need English to be able to take notes (13.3%) in the lectures given by the School of Tourism and Hotel Management.

Table 10: Why respondents need English

	Number of Respondents	Adjusted Frequency (%)
Note taking in lectures	8	13,3 %
For my job	43	<u>71,7 %</u>
For the exams	5	8,3 %
To be sent abroad	4	6,7 %
Total	60	100,0 %

The answers to question number 12 and the analysis of table 11 show that nearly the half of the students (41.7%) have difficulty in following their English language courses 'sometimes', whereas 30.0% of the students indicated that they 'never' have difficulty.

Table 11: Whether or not the respondents have difficulty in following ENG courses

	Number of Respondents	Adjusted Frequency (%)
Always	7	11,7 %
Often	10	16,7 %
Sometimes	25	<u>41,7 %</u>
Never	18	30,0 %
Total	60	100,0 %

More than half (60.0%) of the students indicated that the difficulty they have in following English courses was associated with 'their English' (See Table 12).

Table 12: If yes, the difficulty is associated with:

	Number of Respondents	Adjusted Frequency (%)
Student's English	36	<u>60,0 %</u>
Dept Lecturer's English	7	11,7 %
No difficulty	17	28,3 %
Total	60	100,0 %

The analysis of question 14 (See Table 13) reveals that more than half (55.0%) of the students 'sometimes' had difficulties in following their departmental courses. On the contrary, only 15.0% of the students indicated that they 'never' had difficulties in following those courses. The lecturers were asked the same question in their structured interview and they confirmed the fact that their students 'sometimes' had difficulty in following their departmental courses. In other words, 60% of the lecturers admitted that their students 'sometimes' had difficulties in following their courses. Furthermore, all of the lecturers (100.0%) indicated that the reason of this difficulty was the 'students' English.

Table 13: Whether or not the respondents have difficulty in following dept. courses

	Number of Respondents	Adjusted Frequency (%)
Always	7	11,7 %
Often	11	18,3 %
Sometimes	33	<u>55,0 %</u>
Never	9	15,0 %
Total	60	100,0 %

As can be seen in table 14, 71.7% of the respondents claimed that it was 'always' necessary to know English well in order to pass the departmental courses. Furthermore, the same question was asked to the lecturers in the structured interview form and all of them (100.0%) agreed on the issue that it was necessary to know English well to pass the departmental courses.

Table 14: Whether or not it is necessary to know English well in order to pass departmental courses

	Number of Respondents	Adjusted Frequency (%)
Always	43	<u>71,7 %</u>
Often	6	10,0 %
Sometimes	9	15,0 %
Never	2	3,3 %
Total	60	100,0 %

In answering question 16, 83.3% of the students claimed that they considered 'both' a general knowledge of English and knowledge of English specific to the discipline, were the most important things for their success in their departmental courses. Similarly, in responding to question 6 in the structured interview form, 60.0% of the lecturers agreed on this idea and they indicated that the most important things for the students success in the departmental courses are 'both general knowledge of English and knowledge of English specific to the discipline'. Thus, we can conclude that the students need both a general knowledge of English and knowledge of English specific to the discipline (See Table 15).

Table 15: The most important knowledge for their success in departmental courses

	Number of Respondents	Adjusted Frequency (%)
A general knowledge of English	7	11,7 %
A knowledge of English specific to the discipline	3	5,0 %
Both	50	<u>83,3 %</u>
Total	60	100,0 %

While answering questions 1 and 7, in the structured interview form, 60% of the lecturers indicated that there was not any academic resources in Turkish available in their discipline, and 40% of them responded to this question by saying “almost none”. In the same way, all of the lecturers described English as “necessary” to be a well qualified professional in the field of tourism.

More than half of the students (58.3%) agreed that the mastery of English is ‘very closely related’ to the mastery of subject matter in their discipline (See Table 16).

Table 16: Whether or not the mastery of English is related to the subject matter

	Number of Respondents	Adjusted Frequency (%)
Very closely related	35	<u>58,3 %</u>
Related	20	33,3 %
Related to a little extend	5	8,3 %
Total	60	100,0 %

In answering question 18, the students numbered the factors affecting their success in English in terms of the order of importance. Of the four factors, the highest ranking was attributed to their 'educational background' (51.7%), second to their 'lack of study habits' (45.0%), third to their 'inefficient learning strategies' (40.0%), and fourth to 'too little time available' (66.7%) (See Table 17).

Table 17: Rating the factors affecting the respondents' success in English

	1 No of Resp. Adj. Freq. (%)	2	3	4
Educational background	31 <u>51,7 %</u>	5 8,3 %	15 25,0 %	9 15,0 %
Lack of study habits	16 26,7 %	27 <u>45,0 %</u>	13 21,7 %	4 6,7 %
Too little time available	6 10,0 %	6 10,0 %	8 13,3 %	40 <u>66,7 %</u>
Inefficient learning strategies	7 11,7 %	22 36,7 %	24 <u>40,0 %</u>	7 11,7 %

In the questionnaire, the respondents were asked how many hours of instruction they received a week, and how many hours of instruction a week they needed in their studies. 100% of the students said they received 'four hours' of English instruction a week (See Table 18), and 38.3% of the students indicated that 'four hours' of instruction would be sufficient for them.

Table 18: Hours of English instruction in a week

	Number of Respondents	Adjusted Frequency (%)
Four Hours	60	<u>100,0 %</u>

Table 19: Hours of English instruction a week that they think is necessary

	Number of Respondents	Adjusted Frequency (%)
Two hours	1	1,7 %
Three hours	1	1,7 %
Four hours	23	38,3 %
Six hours	35	<u>58,3 %</u>
Total	60	100,0 %

As can be seen in table 20, most of the respondents (75.0%) claimed that it is 'necessary' to get English instruction in their fourth year. Needless to say, they need to know English in order to be successful in their careers after they graduate. They will probably forget English instruction given in the first years of their study, and also it will not be sufficient for them. It is clear that preparing a curriculum for four years, but embedding this curriculum into three years would be difficult for the students. Thus, it is quite fair and reasonable to give English instruction also in the fourth year to the tourism students.

Table 20: Whether or not it is necessary to get English instruction in the 4th year

	Number of Respondents	Adjusted Frequency (%)
Yes	45	<u>75,0 %</u>
No	15	25,0 %
Total	60	100,0 %

The books 'first class' and 'English for international tourism' were written especially for the students who study tourism, and as they are intended for English language teaching, they contain activities related to four skills: reading, writing, speaking and listening. The instructors of tourism English courses have to use cassette players in the classes for various integrated activities because these four skills are integrated in those books. For example students are required to listen to a dialogue or a passage and then write a letter of inquiry, a letter of application, or even a similar dialogue to the one that they have listened. Since those integrated activities take a lot of time in the classes, the instructors might not always focus on those activities or other facilities such as the use of videos, English clubs, etc.

In analyzing the question related to the facilities the students wish to have in their courses, we see that they ranked those facilities as follows: The highest ranking was given to 'specific courses' to help them with writing, speaking, grammar, and study skills (41.7%). The second ranking was using 'audio-visual aids' (38.3%), the third was 'using English films' (46.7%), and the fourth was providing 'English club opportunities' (65.0%) (See Table 21).

Table 21: Rating the Activities that could help the students to improve their English

	1 No of Resp. Adj. Freq. (%)	2	3	4
English club opportunities	7 11,7 %	5 8,3 %	9 15,0 %	39 <u>65,0 %</u>
Audio-visual aids	21 35,0 %	23 <u>38,3 %</u>	10 16,7 %	6 10,0 %
Specific courses	25 <u>41,7 %</u>	19 31,7 %	13 21,7 %	4 6,7 %
Using English films	7 11,7 %	13 21,7 %	28 <u>46,7 %</u>	11 18,3 %

4.1.3 Analysis of Language and Writing Skills

In the questionnaire, the students were asked to number the skills that are essential for their success in their department in order of importance marking the most important as number one. The highest ranking was attributed to 'understanding lectures and taking adequate notes (53.3%), second and third to 'reading textbooks and making summaries' (28.3% and 31.7%), and fourth to 'preparing projects and writing adequate answers for the exams (43.3%). This results have proves that 'speaking and discussing during lectures' is not considered essential for the students and for their success in their department.

Therefore, if we consider the four basic skills, reading, writing, speaking and listening, students have put the highest importance on writing, reading and listening skills, rather than speaking. As it is seen in table 22 below 'understanding lectures and taking adequate notes' is

related with listening and writing skills, 'reading textbooks and writing summaries' with reading and writing skills, and 'preparing projects and writing adequate answers for the exams' is directly related with the writing skill.

On the other hand, the ranking of these four skills of lecturers are somehow different from the ranking of the students. Lecturers attributed the highest ranking to speaking (60%), second to listening and writing (40% and 40%), third to reading (60%), and fourth to writing (40%). We can conclude that the students ranked the skills 'which are related with reading and writing because departmental courses are basically focused on those skills.

Table 22: Rating the Essential skills for the students' success in their department

	1 No of Resp. Adj. Freq. (%)	2	3	4
Reading textbooks and making summaries	9 15,0 %	17 <u>28,3 %</u>	19 <u>31,7 %</u>	15 25,0 %
Preparing projects and writing adequate answers for the exam	5 8,3 %	15 25,0 %	14 23,3 %	26 <u>43,3 %</u>
Speaking and discussing during lectures	14 23,3 %	15 25,0 %	10 16,7 %	13 21,7 %
Understanding lectures and taking adequate notes	32 <u>53,3 %</u>	13 21,7 %	17 28,3 %	6 10,0 %

For question 24, students were asked to rate the most needed writing activities in order of importance. As the results indicated, the highest ranking was attributed to 'note-taking' (38.3%) and second to 'writing summaries', it is surprising that 'writing summaries' and 'writing term papers, projects, reports' share the same ranking (third) and the same frequency (28.3%), as well.

The reason might be because these activities complement each other. The students attributed the fourth ranking to 'writing term papers, projects, reports' (43.3%). In other words, students ranked 'writing summaries' as second and third and 'writing term papers, projects, reports' as third and fourth. However, they did not give as much importance on 'writing answers to essay-type questions' as they did on other activities mentioned above (See Table 23).

Table 23: Rating the most needed writing activities

	1 No of Resp. Adj. Freq. (%)	2	3	4
To write term papers, projects, reports, research papers	13 21,7 %	5 8,3 %	17 28,3 %	26 43,3 %
To write summaries	7 11,7 %	26 43,3 %	17 28,3 %	10 16,7 %
To write answers to essay-type questions	17 28,3 %	19 31,7 %	12 20,0 %	12 20,0 %
To take notes	23 38,3 %	10 16,7 %	14 23,3 %	12 20,0 %

As the results indicated, lecturers attributed the first ranking both to 'writing summaries' (40%) and to 'note-taking' (40%), second to 'writing answers to essay-type exam questions' (40%), third to both 'writing summaries' (40%) and 'note-taking' (40%), and fourth to 'writing term papers, projects, reports' (60%). When compared with the students' responses, their first choices were nearly the same. That is to say, the students' first choice was 'note-taking', like the lecturers' choice, but the lecturers' first choice also included 'writing summaries, whereas this activity was the students' second choice.

Their final choices were also the same and it was 'writing term papers, projects, reports'. However, there is a difference that students did not attribute any ranking to 'writing answers to essay-type questions' whereas it was the second choice of the lecturers because they expect their students to be successful in the exams. (See Table 23)

In numbering the necessary writing skills the students need to use in their writing, they attributed the highest ranking to 'make grammatically correct sentences' (58.3%), second to 'arrange sentences to form meaningful paragraphs' (45.0%), third to use connectors appropriately (40.0%) and fourth to 'avoid spelling mistakes in writing' (43.3%) (See Table 24). These results prove that students need to improve their grammar knowledge in order to form correct sentences and to use these structures in the correct place. Sentences form paragraphs, but in order to have meaningful paragraphs, the students need to arrange sentences correctly. In the same way, using connectors appropriately is necessary in order to have correct sentences, and thus, they need good grammatical knowledge.

Table 24: Rating the necessary skills to be used in writing

	1 No of Resp. Adj. Freq. (%)	2	3	4
Make grammatically correct sentences	35 <u>58,3 %</u>	9 15,0 %	10 16,7 %	6 10,0 %
Arrange sentences to form meaningful paragraphs	12 20,0 %	27 <u>45,0 %</u>	11 18,3 %	10 16,7 %
Avoid spelling mistakes in writing	6 10,0 %	13 21,7 %	15 25,0 %	26 <u>43,3 %</u>
Use connectors appropriately	7 11,7 %	11 18,3 %	24 <u>40,0 %</u>	18 30,0 %

The respondents were asked to number the suggested activities to be used to improve their writing skills in order of importance. They attributed the highest ranking to 'practice using basic sentence patterns' (46.7%), second to 'be trained in paragraph writing' (40.0%), third to 'make complex sentences using connectors' (46.7%), and finally to 'learn writing business/application letters' (58.3%) (See table 25).

Table 25: Rating the activities needed to be done to improve the students' writing skill

	1 No of Resp. Adj. Freq. (%)	2	3	4
Make complex sentences using connectors	14 23,3 %	10 16,7 %	28 <u>46,7 %</u>	7 11,7 %
Practice using basic sentence patterns	28 <u>46,7 %</u>	10 16,7 %	8 13,3 %	16 26,7 %
Be trained in paragraph writing	14 23,3 %	24 <u>40,0 %</u>	20 33,3 %	2 3,3 %
Learn writing business/application letters	4 6,7 %	16 26,7 %	4 6,7 %	35 <u>58,3 %</u>

The respondents were asked whether they needed to make a plan before writing. 33.3% of the students indicated that they 'sometimes' needed to make a plan before writing, and similarly 31.7% of them indicated that they 'always' needed to make a plan, whereas only 18,3% of the students said that they 'never' needed to make a plan (See Table 26).

Table 26: Whether or not the respondents need to make a plan before writing

	Number of Respondents	Adjusted Frequency (%)
Always	19	31,7 %
Often	10	16,7 %
Sometimes	20	<u>33,3 %</u>
Never	11	18,3 %
Total	60	100,0 %

4.1.4 Analysis of Assignments and Examinations

In question 28, the respondents were asked to number the kind of homework their teachers ask them to do, in terms of the order of importance. They were given a set of four choices, and they attributed the first & second ranking to 'writing term papers, projects' (43.3%), (38.3%) third to 'writing short essays, summaries, etc.' (35.0%), and fourth to both 'reading books and writing summary reports' (38.3%) (See table 27).

Likewise, in question 25 in the structured interview form, the lecturers were asked what kind of assignments they gave to their students. All of the lecturers responded to this question by saying 'writing term papers/projects' (100%). Therefore, both the students and the lecturers had the same result about the kind of assignments given.

Table 27: Rating the kind of homework the students' teachers ask them to do

	1 No of Resp. Adj. Freq. (%)	2	3	4
Reading books and writing summary reports	9 15,0 %	9 15,0 %	16 26,7 %	26 <u>43,3 %</u>
Writing short essays, summaries, etc.	17 28,3 %	16 26,7 %	21 <u>35,0 %</u>	6 10,0 %
Preparing and writing brochures and posters	8 13,3 %	12 20,0 %	17 28,3 %	23 <u>38,3 %</u>
Writing term papers/projects	26 <u>43,3 %</u>	23 38,3 %	6 10,0 %	5 8,3 %

Results obtained from question 29 indicated that most of the questions asked in the exams were 'both essay-type and multiple-choice' (53.3%) (See Table 28). Similarly in the structured interview form 80% of the lecturers declared that they asked 'both essay-type and multiple-choice' questions'.

Table 28: Types of exam questions

	Number of Respondents	Adjusted Frequency (%)
Multiple-choice	8	13,3 %
Essay	20	33,3 %
Both	32	<u>53,3 %</u>
Total	60	100,0 %

The responses to the question 30 have shown that 46.7% of the students 'sometimes' had difficulties in providing concise answers to essay-type questions (See Table 29).

Table 29: Whether or not the respondents have any difficulties in answering essay type questions

	Number of Respondents	Adjusted Frequency (%)
Always	7	11,7 %
Often	7	11,7 %
Sometimes	28	<u>46,7 %</u>
Never	18	30,0 %
Total	60	100,0 %

Question 31 of this part asks whether the respondents' teachers take off points due to the wrong usage of English. More than half of the students (63.3%) stated that the teachers 'sometimes' took points off due to the wrong usage of the language. (See Table 30). In the structured interview form, the lecturers were asked if they gave any credit for correct language use. 80% of them stated that they gave credit for the correct language use. This meant that the students were not discouraged for their errors, and in fact, the errors were tolerated to a certain extent. Furthermore, the students, who used language correctly, took their credit which encouraged them to use the language effectively.

Table 30: Whether or not the respondents' teachers take off points due to the wrong usage of English

	Number of Respondents	Adjusted Frequency (%)
Always	7	11,7 %
Often	6	10,0 %
Sometimes	38	<u>63,3 %</u>
Never	9	15,0 %
Total	60	100,0 %

The students were asked to rate their choices on their main problem in examinations in order of importance. Of the four choices, the respondents attributed the highest ranking to 'vocabulary' (40.0%), second to 'grammar and sentence structures' (46.7%), third to 'their poor language proficiency' (40.0%). However, the adjusted frequencies of 'vocabulary' and 'difficulty in developing sentences for essay-type questions' (36.7%) are very close. Therefore, it can be said that fourth ranking was also given to 'difficulty in developing sentences for essay-type questions' (See Table 31). Similarly, the lecturers were asked to show the main reason for the students' problem. 80% of them agreed that the main problem was 'students' poor language proficiency'. It is surprising to see that, as a main problem, 'vocabulary' did not take any attention by any of the lecturers. On the contrary, the main problem of the students is 'their vocabulary' (first ranking, but fourth ranking as well). 'Their poor language proficiency' was the third ranking of the students, whereas it was the main choice of the lecturers.

Table 31: If the students are not successful enough examinations, the main problem is on:

	1 No of Resp. Adj. Freq. (%)	2	3	4
Vocabulary	24 40,0 %	6 10,0 %	6 10,0 %	24 40,0 %
Student's poor language proficiency	9 15,0 %	10 16,7 %	30 <u>50,0 %</u>	11 18,3 %
Grammar and sentence structures	13 21,7 %	28 <u>46,7 %</u>	16 26,7 %	3 5,0 %
Difficulty in developing sentences for essay-type questions	14 23,0 %	16 26,7 %	8 13,3 %	22 <u>36,7 %</u>

4.1.5 Analysis of Study Skills

Answering the questions about study skills, more than half of the respondents (60.0%) confirmed that they took notes during lectures (See Table 32).

Table 32: Whether or not the respondents take notes during lectures

	Number of Respondents	Adjusted Frequency (%)
Always	36	<u>60,0 %</u>
Often	11	18,3 %
Sometimes	9	15,0 %
Never	4	6,7 %
Total	60	100,0 %

On the other hand, when the respondents were asked whether or not they had been trained in note-taking, nearly all of the students (86.7%) responded that they 'had not' been trained in this area (See Table 33). However 100.0% of the lecturers admitted that the students should have been trained to take proper notes. Thus, the use of dictation method would be a solution to improve the note-taking technique of the students.

Table 33: Whether or not the respondents have been trained in note-taking

	Number of Respondents	Adjusted Frequency (%)
Yes	8	13,3 %
No	52	<u>86,7 %</u>
Total	60	100,0 %

More than half of the respondents (56.7%) admitted that they 'sometimes' had difficulties in organizing their academic papers (See Table 34). The fact that respondents had difficulties in organizing their academic papers was accepted by 80.0% of the lecturers. Therefore, the students should be trained in organizing their academic papers, as it is clearly seen from the results obtained by both lecturers and the students.

Table 34: Whether or not the respondents have any difficulties in organizing academic papers

	Number of Respondents	Adjusted Frequency (%)
Always	5	8,3 %
Often	7	11,7 %
Sometimes	34	<u>56,7 %</u>
Never	14	23,3 %
Total	60	100,0 %

In answering the question asked whether the respondents have difficulties in organizing their term papers, projects, essays, which is connected with question 35, 36,7% of the students stated that they had difficulties in organizing their projects, 21.7% of them had difficulties in organizing their term papers and 18,3% of them had difficulties in organizing their essays. On the other hand, 23.3% of the students did not respond to this question as they stated in question 35 that they never had difficulties in organizing their academic papers. (See tables 34 and 35). However, 60.0% of the lecturers pointed out that the respondents had difficulties in organizing their 'essays'. It is clear from this result that lecturers think students should be trained in essay writing first and they should be taught how to organize their term papers and projects later because both kinds of papers cover the writing and organization of essays.

Table 35: If yes, they have difficulties in organizing:

	Number of Respondents	Adjusted Frequency (%)
Term papers	13	21,7 %
Projects	22	<u>36,7 %</u>
Essays	11	18,3 %
Never have any difficulties	14	23,3 %
Total	60	100,0 %

4.1.6 Analysis of Departmental Efforts

All of the lecturers agreed that their department has considered giving a special course to teach the language and terminology needed specifically for the area of tourism. 80.0% of the lecturers accepted that it was a good idea to offer such a course to the School of Tourism and Hotel Management because this could help their course very much. In this way, their students will be able to understand the lectures, textbooks, and exam questions more easily, and as a result they will not spend much time in order to teach the necessary language and words during the flow of the courses.

Similarly 80.0% of the lecturers revealed that, in their lectures, they sometimes made attempts to teach their students the language and words they need in order to handle lectures and textbooks. All of the lecturers agreed that the students studying in the School of Tourism and Hotel Management will benefit from a remedial English course in their fourth year of study. Considering the main concepts the students need to master in order to succeed in their classes, the lecturers noted mainly grammar knowledge, sentence structure, note-taking, writing summaries, and attending the lectures regularly.

The suggestions the lecturers offered are as follows: First of all, students of the School of Tourism and Hotel Management should have more knowledge of grammar which should be provided by the ENG Courses. Each semester, the students must have improved their English and must be prepared to learn the vocabulary related with their area of study. In addition to this, audio-visual aids should be taken to the classes and the students should watch films related to their subject. Individualized instruction means designing a specific course, according to the learning needs, demands and constraints of the students.

CHAPTER V

CONCLUSION

5.1 SUMMARY AND PEDAGOGICAL IMPLICATIONS

The purpose of this study was to identify the writing needs of the students studying in the School of the Tourism and Hotel Management. Identifying the needs of students studying in any department has a significant role in examining and designing a course according to academic needs of the target students.

The study was conducted within the framework of naturalistic enquiry, which requires data collection without influencing the normally accruing patterns of instruction and interaction, because the aim is to describe and to understand these processes rather than to test specific hypotheses. It is known that naturalistic enquiry means seeing what happens in a specific atmosphere without disturbing the natural occurrence of the events without adding any comments.

Findings of the present study reveal the following in terms of the data on the academic writing skills needs of the students studying in the School of Tourism and Hotel Management and the views of subject matter lecturers the issue concerns.

5.1.1 General Information

The students of ENG 101, ENG 102, ENG 201, ENG 202, ENG 301 and ENG 302 courses, in their prospective career, prefer to work in the area of tourism as hotel staff, tourist guides, travel agents, tour operators, etc. Therefore, they would like to use English in their future professions. In addition to this, they use English to follow the lectures in English to prepare & write assignments, and to succeed in the exams.

In rating the factors affecting their success in English, the first issue is related with their educational background. This is due to their little exposure to the target language. The longest

language course they attended was one year. Also, most of the students did not even attend any language course. Furthermore, they are not using much of preparatory school English in their studies. Preparatory School English is mostly general English but they need both general English and specific English related to the field of tourism. This is one of the reasons why tourism students use preparatory English very scarcely in their studies.

Taking adequate notes is the major issue in the classroom atmosphere, and making summaries comes afterwards. Thus, activities to improve students note taking ability, such as dictation is suggested. On the other hand, the books "First Class" and "English for International Tourism" contain many activities related to four skills: reading, writing, speaking and listening. But, these skills are integrated in those books and there are not any activities to practice note-taking or summary writing. Therefore, the instructors of tourism English courses have to spend some time on preparing supplementary exercises to be given to students in order to help them in note-taking and summary writing. The students indicated that they need specific courses to help them with writing, grammar, and study skills. They think, the use of audio-visual aids, such as cassette player, video, over head projector, etc. will raise success and supply variety to language classrooms.

With audio-visual aids, students can see and hear at the same time so they can easily take notes. In addition, their instructors can get them write summaries after watching a video. Therefore, using such facilities will increase motivation of the students, so they are strongly recommended.

5.1.2 Language and Writing Skills

Writing is apparently the most important language skill for the students of the School of Tourism and Hotel Management. In addition to writing, reading and listening are also important skills according to the students. This is because the departmental courses are based mostly on the activities which require those skills. For example, students need to take adequate notes during lectures and also to write summaries from these notes, handouts, and textbooks. With this in mind, it is important to design the courses according to the students identified needs.

5.1.3 Study Skills

The findings of the research also reveal the study skills requirements of the students. It is reported that note-taking is very important for the students during lectures, but they have not been trained in note taking. Therefore, the use of dictation technique in the class to train students in note taking would be helpful.

In conclusion, I can say that courses should be learner-centered and designed on the identified needs of the students; and this way, students' success will certainly rise.

5.2 LIST OF FINDINGS

The following findings can be listed in order to achieve more efficient and better teaching in the School of Tourism and Hotel Management.

1. English language courses should be based on the identified needs of the learners regarding necessary writing skills. Thus, while designing a course, both target and present situation learning needs of the students should be taken into consideration.
2. Most of the students proposed that they could use general English that they learned at Prep. School very scarcely in their departmental studies. This is due to the reason that they need knowledge of English specific to their discipline as well as knowledge of general English. It would be a good idea to start teaching basic tourism English terminology at Prep. School.
3. The students of the School of Tourism and Hotel Management prefer to work in the area of tourism as hotel staff, tour operators, travel agents, tourist guides, etc. And thus they will need to use English in those professions. Some of them want to carry on their post graduate studies in English speaking countries. As a present need, they need to use English in order to be successful in their courses and exams. They specially need writing skills such as, note taking, writing summaries, and writing projects.

4. In writing the factors affecting the learner's success in English, most of the students attributed the highest ranking to their educational background. We can see that they attended Prep. School at least two semesters, but they could use Preparatory School English very scarcely in their studies.
5. The students take four hours of English instruction per week, less than half of them thought that four hours of English instruction is enough for them. However, more than half of them indicated that English instruction should be six hours per week.
6. Rating the essential skills for their success in order of importance, the students ranked reading and writing as the most necessary skills, and speaking as the least important skill for them. On the other hand, rating the activities that could help the learners to improve their English in order of importance, they attributed the highest ranking on the specific courses to help them with writing, speaking, and grammar and they also indicated that they want audio-visual aids in the classes. Thus, audio-visual aids should be used in the classroom because these aids supply variety in teaching and increase motivation.
7. Tourism students mostly need note-taking technique in their studies. However, they have never been trained in note-taking. Using dictation method in the class will help in training the students.

5.3 SUGGESTIONS FOR FUTURE RESEARCH

Teaching English for specific purposes has 3 components. These are needs analysis, course design and materials design. However, no question on materials and course design was included either in the questionnaire or the structured interview form. It would be a good idea to add questions asking the kinds of materials the students studied and whether or not the students are pleased with the course designed for them. Their reasons and suggestions should be asked with some open-ended questions.

Questionnaires and structured interview forms are the most commonly used instruments to collect data for a needs analysis study. Besides questionnaire and interview form, observation of the students at least one group from each course, and interview with some voluntary students from these groups would be a better idea to see and understand the problem better. In other words, triangulation (using three components) would be supplied with the questionnaire, interview and observation of the students.

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APPENDICES

Appendix A : Lecturers' Informed Consent Form

Appendix B : Students' Informed Consent Form

Appendix C : Questionnaire for Learner's Needs Analysis

Appendix D : The Lecturers' Structured Interview Form

Appendix A : Lectures' Informed Consent Form**INFORMED CONSENT FORM**

I agree to participate in a research study of education and fill in a needs analysis questionnaire. I am aware that the purpose of this study is to improve my students' academic performance and there is not any risk involved in my participation. I know that I may withdraw from the study at any time.

It has been clarified by the researcher that my name will not be used in the reports.

NAME (PRINT): _____

SIGNATURE: _____

DATE: _____

INFORMED CONSENT FORM

If there are any questions about the study, you may contact either the researcher:

BENGİ ALTINER

MA ELT STUDENT

ELT DEPARTMENT

NEU.

Appendix B : Students' Informed Consent Form**INFORMED CONSENT FORM**

I agree to participate in a research study of education. I am aware that the purpose of this study is to improve my academic performance and there is not any risk involved in my participation. I know that I may withdraw from the study at any time.

I will fill in a needs analysis questionnaire in the classroom. It has been clarified by the researcher that my name will not be used in the reports.

NAME (PRINT): _____

SIGNATURE: _____

DATE: _____

INFORMED CONSENT FORM

If there are any questions about the study, you may contact either the researcher:

BENGİ ALTINER

MA ELT STUDENT

ELT DEPARTMENT

NEU.

Appendix C : Questionnaire for Learner's Needs Analysis

QUESTIONNAIRE FOR LEARNERS' NEEDS ANALYSIS

Name and Surname: _____

SECTION A: LEARNER'S IDENTITY

1. How old are you? (Kaç yaşındasınız?)

☐ a. 17/18 ☐ b. 19/20 ☐ c. 21/22 ☐ d. 23 and over (23 ve üzeri)

2. ☐ a. Female (Bayan) ☐ b. Male (Bay)

3. What is your mother tongue? (Anadiliniz nedir?)

☐ a. Turkish (Türkçe) ☐ b. English (İngilizce)

☐ c. Arabic (Arapça) ☐ d. Other (Diğer)

4. Which department are you studying at? (Hangi bölümde okuyorsunuz?)

5. Which year of study are you in now? (Kaçınıcı sınıfta okuyorsunuz?)

☐ a. 1st year (Birinci) ☐ b. 2nd year (İkinci)

☐ c. 3rd year (Üçüncü) ☐ d. 4th year (Dördüncü)

6. Is this the first time you are taking this course or repeating it? (Bu dersi ilk defa mı alıyorsunuz yoksa tekrar mı ediyorsunuz?)

☐ a. First time (İlk defa) ☐ b. Repeating (Tekrar)

SECTION B: LEARNER'S LANGUAGE BACKGROUND

7. If you attended any preparatory school, indicate what type of prep. school it was. (Eğer hazırlık okuluna katıldıysanız, ne tür bir hazırlık okulu olduğunu belirtiniz.)

() a. College Prep. (Kolej -Haz.) () b. Anatolian Prep. (Anadolu Haz.)

() c. Private Prep. (Özel Haz.) () d. 3 NEU Prep. (YDÜ Haz.)

8. How long have you studied in the prep. school? (Hazırlık okulunda ne kadar zaman okudunuz?)

() a. One semester (Bir dönem)

() b. Two semesters (İki dönem)

() c. Three semesters (Üç dönem)

() d. More than three semesters (Üç dönemden daha fazla)

9. If you attended any English course, how long did it last? (Eğer herhangi bir dil kursuna katıldıysanız, İngilizce öğrenme süresi ne kadardı?)

() a. Three months (Üç ay) () b. Six months (Altı ay)

() c. One year (Bir yıl) () d. Two years or more (İki yıl ya da daha fazla)

10. How much of prep. school English can you make use of in your studies? (Hazırlık okulunda öğrendiğiniz İngilizcenin ne kadarını derslerinizde kullanabiliyorsunuz?)

() a. Little (Biraz) () b. Much (Çok) () c. Not at all (Hiç) () d. No idea (Fikrim yok)

SECTION C. GENERAL INFORMATION

11. Why do you need English? (İngilizceye neden ihtiyaç duyuyorsunuz?)

☐ a. to follow the lectures in English and take adequate notes (İngilizce olan dersleri takip edip iyi not tutabilmek için)

☐ b. to use it in my job (Mesleğimde kullanmak için)

☐ c. to be successful in the exams (sınavlarda başarılı olabilmek için)

☐ d. to have a chance to be sent abroad (Yurtdışına gönderilme şansını elde etmek için)

12. Do you have any difficulties in following your English Language courses? (İngilizce derslerini takip etmede herhangi bir zorluğunuz var mı?)

☐ a. Always (Her zaman) ☐ b. Often (Sık sık)

☐ c. Sometimes (Bazen) ☐ d. Never (Hiçbir zaman)

13. If yes, is the difficulty associated with: (Eğer evetse, bu zorluk ne ile bağlantılıdır?)

☐ a. your English? (Sizin İngilizcenizle ilgili)

☐ b. your English Lecturer's English? (İngilizce öğretmeninizin İngilizcesi ile ilgili)

☐ c. your departmental course lecturer's English? (Bölüm hocanızın İngilizcesi ile ilgili)

14. Do you have any difficulties in following your departmental courses? (Bölüm derslerinizi takip etmekte zorluk çekiyor musunuz?)

☐ a. Always (Her zaman) ☐ b. Often (Sık sık)

☐ c. Sometimes (Bazen) ☐ d. Never (Hiçbir zaman)

15. Do you think it is necessary to know English well in order to pass the subject matter course? (Sizce bölüm dersinden geçebilmeniz için İngilizceyi iyi bilmeniz gerekiyor mu?)

☐ a. Always (Her zaman) ☐ b. Often (Sık sık)

☐ c. Sometimes (Bazen) ☐ d. Never (Hiçbir zaman)

16. What is more important for your success in your subject matter courses? (Bölüm derslerinde başarılı olmak için en çok ne önemlidir?)

- ☐ a. A general knowledge of English (Genel İngilizce bilgisi)
- ☐ b. A knowledge of English specific to the discipline (Kendi alanınıza dair İngilizce bilgisi)
- ☐ c. Both a b (Hem a hem de b seçenekleri)

17. How is the knowledge of English related to the knowledge of subject matter in your discipline? It is: (İngilizce bilginin konu alanı bilgisiyle ilgisi nedir?)

- ☐ a. very closely related (Çok yakından ilgili)
- ☐ b. related (İlgili)
- ☐ c. related to a little extent (Kısmen ilgili)
- ☐ d. not related at all (Hiç ilgili değil)

18. What factors affect your success in English? **Put in order of importance marking the most important as number one.** (İngilizcedeki başarınızı hangi etkenler etkiliyor? **Önem sırasına göre en önemliye 1 diyerek sıralayınız.**)

- ☐ a. Your educational background (Eğitim geçmişiniz)
- ☐ b. Lack of study habits (Çalışma alışkanlığı eksikliği)
- ☐ c. Too little time available (Çok az zamanın mevcut olması)
- ☐ d. Inefficient learning strategies (Yetersiz öğrenme stratejileri)

19. How many hours of instruction a week do you receive in English in your department? (Bölümünüzde haftada kaç saat İngilizce dersi alıyorsunuz?)

- ☐ a. Two hours (İki saat)
- ☐ b. Three hours (Üç saat)
- ☐ c. Four hours (Dört saat)
- ☐ d. Over four hours (Dört saatten fazla)

20. How many hours of English instruction a week do you think is necessary in your department? (Bölümünüzde haftada kaç saat İngilizce dersinin gerekli olduğunu düşünüyorsunuz?)

- () a. Two hours (İki saat) () b. Three hours (Üç saat)
 () c. Four hours (Dört saat) () d. Six hours (Altı saat)

21. Do you think it is necessary to get English instruction in your 4th year? (Dördüncü sınıfta da İngilizce dersinin gerekliliğine inanıyor musunuz?)

- () a. Yes (Evet) () b. No (Hayır)

22. Which of the following would you like to be introduced to help you improve your English? **Put them in order of importance.** (Aşağıdakilerden hangisinin İngilizcenizin geliştirilmesinde kullanılmasını istersiniz? **(En önemlisine 1 diyerek önem sırasına göre sıralayınız.)**)

- () a. English Club opportunities (İngilizce Kulübü olanakları)
 () b. using more audio-visual aids in order to supply variety and increase motivation in the classroom (Sınıfta çeşitliliği sağlamak ve motivasyonu yükseltmek için görsel ve işitsel araçların daha çok kullanılması)
 () c. specific courses to help you with writing, speaking, grammar and study skills (Belirli kurslar yardımıyla yazma, konuşma ve çalışma becerilerinin geliştirilmesi)
 () d. using films in English (İngilizce filmlerin kullanılması)

SECTION D: LANGUAGE SKILLS

23. Which of the following skills are essential for your success in your department (classes)? **Put in order of importance marking the most important one as number one.** (Aşağıdaki becerilerden hangisi bölüm derslerinizdeki başarınız için gereklidir? **En önemliye 1 diyerek önem sırasına koyunuz.**)

- ☐ a. Reading textbooks and making summaries (Ders kitaplarını okuma ve özet çıkarma)
- ☐ b. Preparing projects and writing adequate answers for the exams (Proje hazırlama ve sınav sorularına yeterli cevap yazma)
- ☐ c. Speaking and discussing during lectures (Derslerde konuşup tartışma)
- ☐ d. Understanding lectures and taking adequate notes (Dersleri anlama ve yeterli not tutma)

24. Which of the following do you need most? **Put them in order of importance.** (Aşağıdakilerden en çok hangisine ihtiyaç duyuyorsunuz? **Önem sırasına göre en önemliye 1 diyerek sıralayınız.**)

- ☐ a. to write term papers, research papers, reports, and projects (Dönem ödevlerini, araştırma ödevlerini, raporları ve projeleri yazmak)
- ☐ b. to write summaries (özet yazmak)
- ☐ c. to write answers to essay-type questions (yazılı anlatım gerektiren sorulara cevap yazmak)
- ☐ d. to take notes (not tutmak)

25. Which of the following skills do you want to have in your writing? Put them in order of importance. (Yazmada aşağıdaki becerilerden hangisini kazanmak istersiniz? En önemlisine 1 diyerek sıralayınız.)

- ☐ a. to make grammatically correct sentences and to use appropriate grammatical structures (dilbilgisi yönünden doğru cümleler yapmak ve uygun dilbilgisi yapıları kullanmak)
- ☐ b. to arrange sentences in order to form meaningful paragraphs (anlamli paragraflar oluřturmak için cümleleri düzenlemek)
- ☐ c. to avoid spelling mistakes in writing (yazmada yazım hatalarından kaçınmak)
- ☐ d. to use connectors appropriately (bağlaçları uygun bir şekilde kullanmak)

26. Put the activities needed to be done to improve your writing skills in order of importance. (Yazım becerilerinizi geliřtirmek için ihtiyacınız olan etkinlięi önem sırasına göre en önemlisine 1 diyerek sıralayınız.)

- ☐ a. to make complex sentences using sentence connectors (Cümle bağlaçlarını kullanarak karmařık cümleler yapmak)
- ☐ b. to practice using basic sentence patterns (Temel cümle yapılarını kullanarak pratik yapmak)
- ☐ c. to be trained in paragraph writing (Paragraf yazımında eęitilmek)
- ☐ d. to learn writing business/application letters (Bařvuru/iř mektubu yazmayı öğrenme)

27. Do you need to make a plan/outline before you write? (Yazmadan önce plan yapma ihtiyacı hissediyor musunuz?)

- ☐ a. Always (Her zaman) ☐ b. Often (Sık sık)
- ☐ c. Sometimes (Bazen) ☐ d. Never (Hiçbir zaman)

SECTION E: ASSIGNMENTS AND EXAMINATIONS

28. What kind of homework do your teachers ask you to do? **Put them in order of importance.** (Öğretmenleriniz ne tür ödev yapmanızı isterler? **Önem sırasına göre en önemlisine 1 diyerek sıralayınız.**)

- ☐ a. Reading from the books and then writing a summary report (kitap okuma ve özet raporlar yazma)
- ☐ b. writing short essays, summaries or critiques on a specific topic (belli bir konu üzerine kısa yazı, eleştiri veya özet yazma)
- ☐ c. preparing and writing brochures or posters (broşür veya poster hazırlama ve yazma)
- ☐ d. writing term papers/projects (dönem ödevi/proje yazma)

29. Do you have multiple-choice or essay type questions in exams? (Sınavlarda çoktan seçmeli mi yoksa yazım türü sorular mı var?)

- ☐ a. Multiple Choice (çoktan seçmeli) ☐ b. Essay (Yazım) ☐ Both (Her ikisi)

30. Do you have difficulty in providing concise answers to essay type questions? (Yazım türü sorulara kısa ve açık yanıtlar vermede zorlanıyor musunuz?)

- ☐ a. Always (Her zaman) ☐ b. Often (Sık sık)
- ☐ c. Sometimes (Bazen) ☐ d. Never (Hiçbir zaman)

31. Does your teacher take off points due to your wrong usage of English? (Öğretmeniniz İngilizceyi yanlış kullanmanızdan dolayı not kırıyor mu?)

- ☐ a. Always (Her zaman) ☐ b Often (Sık sık)
- ☐ c. Sometimes (Bazen) ☐ d. Never (Hiçbir zaman)

32. If you are not proficient enough in examinations, what do you consider to be the main problem? **Put them in order of importance.** (Sınavlarda gerektiği kadar yeterli değilseniz temel sorunun ne olduğunu düşünüyorsunuz? **Önem sırasına göre sıralayınız**).

- ☐ a. Vocabulary (Sözcük bilgisi)
- ☐ b. Your poor language proficiency (Zayıf dil yeterliliği)
- ☐ c. Grammar and sentence structures (Dilbilgisi ve cümle yapıları)
- ☐ d. Difficulty in developing sentences/paragraphs to answer essay-type questions (Yazım türü sorulara cevap yazarken cümle/paragraf geliştirmede zorlanma)

SECTION F: STUDY SKILLS

33. Do you take notes during lectures? (Derslerde not tutuyor musunuz?)

- ☐ a. Always (Her zaman) ☐ b. Often (Sık sık)
- ☐ c. Sometimes (Bazen) ☐ d. Never (Hiçbir zaman)

34. Have you ever been trained in note-taking? (Not alma teknikleri konusunda hiç eğitim aldınız mı?)

- ☐ a. Yes (Evet) ☐ b. No (Hayır)

35. Do you have/feel any difficulties in organizing your academic papers? (Akademik ödevlerinizi düzenlemede zorluk çekiyor/hissediyor musunuz?)

- ☐ a. Always (Her zaman) ☐ b. Often (Sık sık)
- ☐ c. Sometimes (Bazen) ☐ d. Never (Hiçbir zaman)

36. If yes, do you have any difficulties in organizing your: (Eğer evetse, düzenlemede zorlandığınız:)

- ☐ a. term papers (dönem ödevleri) ☐ b. projects (projeler) ☐ c. essays (yazım)

Appendix D : The Lecturers' Structured Interview Form.

STRUCTURED INTERVIEW FORM

Field of Study: _____.

Department: _____.

GENERAL INFORMATION

1. What proportion of academic resources in your discipline is available in Turkish?

☐ a. None ☐ b. Almost None ☐ c. 0-25%

☐ d. 26-50% ☐ e. 51-75%

2. Have you done post graduate work? (Master's Degree, or Ph. Degree). **Please specify.**

☐ a. Yes ☐ b. No ☐ c. Still Doing

3. **If yes**, where did you do it? Specify institution and country.

_____.

4. Do your students have difficulty in following your courses?

☐ a. Yes ☐ b. No ☐ c. Sometimes ☐ d. Not Sure

5. Do you consider it necessary to know English very well in order to pass your courses?

☐ a. Yes ☐ b. No ☐ c. Not Really

6. What is more important for success in your classes?

☐ a. A general knowledge of English

☐ b. A knowledge of English specific to the discipline

☐ c. Both {a} and {b}

7. How would you describe the usefulness of English for being a very well-qualified professional in your field?

- ☐ a. Necessary ☐ b. Unnecessary ☐ c. Convenient

LANGUAGE SKILLS

8. Which language skills do you consider necessary for your students? **Put them in order of importance marking the most important one as number 1.**

- ☐ a. Listening ☐ b. Reading ☐ c. Speaking ☐ d. Writing

9. Which writing skills are necessary? **Put your choices in order of importance.** Ability to _____

- ☐ a. write research papers/term papers/reports/projects
☐ b. write summaries
☐ c. write essay type exam answers
☐ d. take notes

LECTURES

10. Do your students have difficulty in understanding your speech?

- ☐ a. Always ☐ b. Sometimes ☐ c. Usually ☐ d. Never

11. If they have difficulty in understanding lectures, what do you think the difficulty is due to? **Put them in order of importance marking the most important as number 1.**

- ☐ a. Complex structures of the discipline
☐ b. Their English
☐ c. Vocabulary
☐ d. Pronunciation

12. Do you provide summaries and repeat important points in Turkish or in English at the end of your lectures so as to ensure that the students understand the lesson?

() **Turkish:** () a. Always () b. Often
 () c. Sometimes () d. Never

() **English:** () a. Always () b. Often
 () c. Sometimes () d. Never

ASSIGNMENTS AND EXAMINATIONS

13. Do you give assignments to your students? What kind?
 (Please specify).

14. Do you ask essay-type or multiple choice questions in your examinations?

() a. Essay-type () b. Multiple choice () c. Both

15. Do you attempt to familiarize students with typical exam questions by analyzing some examples in class?

() a. Always () b. Rarely () c. Sometimes
 () d. Usually () e. Never

16. Do your students ask questions during the exam?

() a. Yes () b. No () c. Sometimes

17. Are your students able to write satisfactory answers in English?

() a. Always () b. Sometimes () Usually () d. Never

18. When your students are not able to answer satisfactorily in exams, what do you consider to be the main problem?

- ☐ a. Vocabulary
- ☐ b. Their Poor Language Proficiency
- ☐ c. Grammar and Sentence Structure
- ☐ d. Failure to Understand Questions or Instructions

19. Do you give any credit for the correct language use?

- ☐ a. Yes
- ☐ b. No

STUDY SKILLS

20. Do you think that students should be trained to take notes?

- ☐ a. Yes
- ☐ b. No

21. Do you think that your students have difficulty in organizing their academic papers?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Sometimes

22. If you think they have difficulty, they have difficulty in organizing their:

- ☐ a. term papers
- ☐ b. projects
- ☐ c. essays

DEPARTMENTAL EFFORTS

23. Has your department ever considered giving a special course to teach the language and terminology needed specifically for your areas of study?

- ☐ a. Yes ☐ b. No ☐ c. Not sure

24. If yes, do you think that it was a good idea?

- ☐ a. Yes ☐ b. No

25. In your lectures, do you make any attempts to teach your students the language and words they need in order to handle lectures and textbooks?

- ☐ a. Yes ☐ b. No ☐ c. Sometimes

26. In your opinion, can the students benefit from a remedial refreshing English course in their fourth year?

- ☐ a. Yes ☐ b. No ☐ c. Not sure

27. What do you consider to be the **main concepts** students need to master in order to succeed in your courses? *Please list them in order of importance.*

28. Have you got any other suggestions? If yes, please specify
