



Ondokuz Mayıs Üniversitesi
Sosyal Bilimler Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı

**NEEDS ASSESSMENT OF THE PREP-CLASS STUDENTS IN
THE FACULTY OF MEDICINE
AT ONDOKUZ MAYIS UNIVERSITY**

Hazırlayan:
Özlem YENİÇERİ

Danışman:
Yrd. Doç. Dr. Nalân KIZILTAN

YÜKSEK LİSANS TEZİ

Samsun, 2008

Ondokuz Mayıs Üniversitesi
Sosyal Bilimler Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı

**NEEDS ASSESSMENT OF THE PREP-CLASS STUDENTS IN
THE FACULTY OF MEDICINE
AT ONDOKUZ MAYIS UNIVERSITY**

Hazırlayan:
Özlem YENİÇERİ

Danışman:
Yrd. Doç. Dr. Nalân KIZILTAN

YÜKSEK LİSANS TEZİ

Samsun, 2008

KABUL VE ONAY

Özlem YENİÇERİ tarafından hazırlanan “Needs Assessment of the Prep Class Students in the Faculty of Medicine at Ondokuz Mayıs University” başlıklı bu çalışma, tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından olarak kabul edilmiştir.

Başkan:

Üye :

Üye:

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

...../...../.....

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya, kullandığım başka yazarlara ait her özgün fikre kaynak gösterdiğim bildiririm.

..... /...../.....

Özlem YENİÇERİ

ACKNOWLEDGEMENTS

First and foremost I would like to express my sincerest gratitude to my supervisor, Asst. Prof. Dr. Nalân KIZILTAN, who has always supported and motivated me throughout my thesis and my life with her patience, knowledge, wisdom and valuable guidance. I owe the level of my Master's degree to her great encouragement, inspiration, enthusiasm and effort.

I would like to thank OYDEM, the instructors and administrators in the Faculty of Medicine, the medical prep. students, and the medical freshman students for their help to gather the data.

I also would like to thank Prof. Dr. Yüksel BEK, Asst. Prof. Dr. Müge YILMAZ and Asst. Prof. Dr. Seher BALCI for their assistance in the statistical analysis of the data.

Special thanks to my “sincere” colleagues in OYDEM, particularly many thanks to my friend, my colleague, İşıl ATLI for her immediate assistance and support, and Dalga ÖZAL in preparing the format of the thesis.

I would like to thank my family members, especially my parents, for supporting and encouraging me to pursue Master's studies. I would like to thank them for their constant love and patience.

I am deeply indebted to Dr. İ.Tolga ÖZGEN, for all his support and help in my thesis, and for his encouragement and endless love.

ÖZ

[YENİÇERİ, Özlem]. *[Ondokuz Mayıs Üniversitesi Tıp Fakültesi Hazırlık Sınıfı Öğrencilerinin Gereksinim Değerlendirmesi]*, [Yüksek Lisans], Samsun, [2008].

Bu çalışma 2006 – 2007 Akademik Yılında Ondokuz Mayıs Üniversitesi Yabancı Diller Eğitimi Araştırma ve Uygulama Merkezi’nde (OYDEM) İngilizce eğitimi almakta olan Tıp Fakültesi öğrencilerinin yabancı dil öğrenim gereksinimlerini belirlemek amacıyla yürütüldü.

Hazırlık öğrencilerinin yabancı dil öğrenimindeki gereksinimlerini belirlemek için dört sormaca geliştirildi. Geliştirilen sormacalar Tıp Fakültesi hazırlık öğrencilerine, daha önce hazırlık eğitimi almış Tıp Fakültesi birinci sınıf öğrencilerine, Ondokuz Mayıs Üniversitesi Tıp Fakültesinde görev yapan öğretim üyeleri ve yöneticilerine uygulandı. Tıp hazırlık öğrencilerinin gereksinimlerini belirlemeye yönelik “Sormaca I” ve hazırlık öğrencilerinin iletişim becerilerini sorgulayan “Sormaca II” verildi. Bir yıl önce İngilizce hazırlık eğitimini alan Tıp Fakültesi birinci sınıf öğrencilerine “Sormaca III” ve Tıp Fakültesi öğretim üyeleri ve yöneticilerine “Sormaca IV” verildi. Tüm sormacalar Likert ölçegine göre hazırlanmış olup, elde edilen veriler SPSS istatistiksel programıyla çözümlenip, değerlendirildi.

Yapılan gereksinim değerlendirme sonucunda, Tıp Fakültesi hazırlık öğrencilerinin yabancı dil öğrenimindeki gereksinimlerinin neler olduğu belirlendi. OYDEM’de uygulanmakta olan İngilizce hazırlık programının Tıp Fakültesi hazırlık öğrencilerinin gereksinimlerini yeterli düzeyde karşılamadığı ortaya çıktı. Tıp Fakültesi hazırlık öğrencileri özel amaçlı yabancı dil öğretimi temelli, yazılı ve sözlü iletişim becerilerinde dili işlevsel olarak kullanabilecekleri bir içeriğe sahip hazırlık programının öğrencilerin hem yabancı dil öğrenimi için hem de gelecekteki alan çalışmaları için daha yararlı buldukları görüşünde birleşti.

Anahtar Sözcükler: Gereksinim Çözümlemesi, Gereksinim Değerlendirmesi, Gereksinim Türleri, Özel Amaçlı İngilizce Öğretimi, İletişim Becerileri

ABSTRACT

[YENİÇERİ, Özlem]. *[Needs Assessment of the Prep-Class Students in the Faculty of Medicine at Ondokuz Mayıs University]*, [Master's Thesis], Samsun, [2008].

This study has been conducted in 2006 – 2007 Academic Year in Foreign Languages Teaching, Language Research and Implementation Center (OYDEM) in order to determine the language needs of the medical prep. students at Ondokuz Mayıs University.

Four questionnaires have been developed to determine the language needs of the medical prep. students. The questionnaires have been given to the medical prep. students, medical freshman students and the departmental instructors and administrators in the Faculty of Medicine at Ondokuz Mayıs University. Medical prep. students have been given “Questionnaire I” and “Questionnaire II”, while medical freshman students have been given “Questionnaire III” and the departmental instructors and administrators have been given “Questionnaire IV”. “Questionnaire I” aims at revealing the needs of the medical prep. students and “Questionnaire II” checks the medical prep. students’ needs in using communication strategies. “Questionnaire III” checks the language needs of the medical freshman students. “Questionnaire IV” aims at identifying medical prep. students’ language needs according to the expectations of the departmental instructors and administrators. All the questionnaires have been prepared in Likert Scale and the data gathered from the questionnaires have been analyzed by SPSS, and the results have been assessed.

As a result of the needs assessment, the language needs of the medical prep. students have been identified. It has been determined that the English preparatory education given to medical prep. students in OYDEM seems not to meet the language needs of the medical prep. students at desired level, and the prep. students have stated that they need English for Specific Purposes (ESP) in order to achieve their goals in language learning and prospective studies.

Key Words: Needs Analysis, Needs Assessment, Types of Needs, English for Specific Purposes, Communication Strategies

TABLE OF CONTENTS

KABUL VE ONAY.....	iii
BİLDİRİM.....	iv
ACKNOWLEDGEMENTS.....	v
ÖZ.....	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii

CHAPTER 1 INTRODUCTION

1.1. Background to the Study	1
1.2. Statement of the Problem.....	4
1.3. Purpose of the Study.....	4
1.4. Scope of the Study	5
1.5. Research Questions.....	6
1.6. Hypotheses.....	6
1.7. Method	8
1.8. Assumptions.....	8
1.9. Definitions of the Terms.....	9

2.1. Definitions of ESP and ELT.....	11
2.2. Differences between ESP and ELT.....	13
2.3. Needs Analysis.....	15
2.3.1. Types of Needs.....	17
2.3.2. Who should identify Needs?.....	19
2.4. Needs Assessment.....	20
2.4.1. Why is Needs Assessment Necessary?.....	21
2.4.2. Approaches to Needs Assessment.....	24
2.4.3. Needs Assessment Methodology.....	26

2.4.4. Communication Strategies.....	28
2.4.5. Problems in Needs Assessment.....	32
2.5 Curriculum Design.....	34
2.6. Curriculum Development and Needs Assessment.....	35
2.7. Concluding Remarks.....	38
CHAPTER 3	METHOD
3.1. English Language Courses in Oydem.....	40
3.2. Process of the Questionnaires.....	40
3.3. Materials / Instruments.....	42
3.4. Types of Questionnaires.....	42
3.5. Reliability and Validity of the Questionnaires.....	44
3.6. The Collection of the Data.....	45
CHAPTER 4	DATA ANALYSIS AND DISCUSSION
4.1. Objective Needs.....	48
4.1.1. The Objective Needs of the Prep. Students at OYDEM according to Freshman students and Departmental Instructors and Administrators.....	48
4.1.2. Objective Needs of the Prep. Students According to Medical Freshman Students.....	53
4.1.3. Objective Needs of the Prep. students According to Departmental Instructors and Administrators.....	54
4.1.4. Objective Needs of the Prep. students According to the Freshman students and Departmental Instructors and Administrators.....	55
4.1.5. Objective Needs of the Prep. Students According to the Freshman Students.....	57
4.1.6 Objective Needs of the Prep. Students According to the Departmental Instructors and Administrators.....	57
4.2. Subjective Needs.....	59
4.2.1. The Subjective Needs of the Prep. Students in OYDEM.....	59

4.2.2 The Subjective Needs of the Prep. Students According to the Medical Freshman Students.....	61
 4.2.3. The Subjective Needs of the Prep. Students According to the Freshman students and the Departmental Instructors and Administrators	63
 4.2.4. The Subjective Needs of the Prep. Students.....	66
 4.2.5. The Subjective Needs of the Prep. Students According to the Medical Freshman Students.....	68
 4.2.6. The Subjective Needs of the Prep. Students According to the Departmental Instructors and Administrators	72
 4.3. Content Needs.....	75
 4.3.1. The Content Needs of the Prep. Students in OYDEM.....	75
 4.3.2. The Content Needs of the Prep. Students According to the Freshman Students.....	77
 4.3.3. The Content Needs of the Prep. Students According to the Freshman Students in OYDEM.....	78
 4.3.4. The Content Needs of the Prep. Students According to the Departmental Instructors and the Administartors.....	80
 4.4. Process Needs.....	83
 4.4.1. Process Needs of the Prep. Students in OYDEM According to Both the Freshman Students and the Prep. Students.....	83
 4.4.2. Process Needs of the Prep. Students in OYDEM According to the Freshman Students.....	85
 4.4.3. Process Needs of the Prep. Students According to the Freshman Students and Departmental Instructors and Administrators.....	86
 4.4.4. Process Needs of the Prep. Students According to the Departmental Instructors.....	89
 4.5. Attitudes of the Medical Prep. Students towards English Preparatory Education.....	90
 4.6. Communication Strategies.....	96
 4.6.1. The Prep Students' Awareness of Using Communication Strategies.....	97

4.6.2. Male and Female Students' Use of Communication Strategies....	100
4.6.3. Opinions of the Prep. students, the freshman students and the Departmental Instructors and the Administrators.....	101

CHAPTER 5	CONCLUSION
5.1. Suggestions.....	110
BIBLIOGRAPHY	114
APPENDICES.....	122

LIST OF TABLES

Table 1: Objective Needs of the Prep. Students According to the Medical prep., freshman students and Departmental Instructors (I).....	49
Table 2: The Cross-table of the prep. students' objective needs according to Freshman students and Departmental instructors and Administrators.....	52
Table 3: Objective Needs of the Prep. students According to the Medical freshman students (II).....	53
Table 4: Objective Needs of the Prep. students According to the Departmental Instructors and Administrators (III).....	54
Table 5: Objective Needs of the Freshman students According to Departmental Instructors and Administrators (I).....	55
Table 6: Objective Needs of the Prep. Students According to Medical Freshman Students (II).....	57
Table 7: Objective Needs of the Prep. Students According to Departmental Instructors and Administrators...	58
Table 8: The Subjective Needs of the Prep. Students in OYDEM According to the Medical Prep and Freshman Students (I).....	60
Table 9: The Subjective Needs of the Prep. Students According to the Medical Freshman Students (II).....	62
Table 10: The Subjective Needs of the Prep. Students According to the Freshman students and the Departmental Instructors and Administrators (III)....	64
Table 11: The Cross-table of the Prep. Students' Subjective Needs According to the Freshman Students.....	65
Table 12: The Subjective Needs of the Prep. Students (IV).....	66
Table 13: The Subjective Needs of the Prep Students According to the Freshman Students.....	68
Table 14: The Subjective Needs of the Prep. Students According to the Departmental Instructors and the Administrators.....	72
Table 15: The Content Needs of the Prep. Students in OYDEM (I).....	75
Table 16: The Content Needs of the Prep. Students According to the Medical Prep. and Freshman Students.....	77
Table 17: The Content Needs of the Prep. Students According to the Freshman Students.....	78

Table 18: The Content Needs of the Prep. Students According to the Departmental Instructors and Administrators.....	80
Table 19: The Process Needs of the Prep. Students in OYDEM According to the Freshman Students.....	83
Table 20: The Process Needs of the Prep. Students in OYDEM According to the Freshman Students(I).....	85
Table 21: The Process Needs of the Prep. Students in OYDEM According to the Freshman Students and Departmental Instructors and Administrators(II)....	86
Table 22: The Process Needs of the Prep. Students in OYDEM According to the Departmental Instructors and Administrators.....	88
Table 23: Mean Scores for the Attitudes of the Dep.Instructors Towards the Objective, Subjective, Content and Process Needs of the Prep.Students in English Preparatory Education.....	90
Table 24: Mean Scores for the Attitudes of the Freshman StudentsTowards the Objective, Subjective, Content and Process Needs of the Prep.Students in English Preparatory Education.....	92
Table 25: Mean Scores for the Attitudes of the Prep. Students Towards the Objective, Subjective, Content and Process Needs in English Preparatory Education.....	95
Table 26: The Prep Students' Awareness of Using Communication Strategies	97
Table 27: Male and Female Students' Use of Communication Strategies	100

LIST OF FIGURES

Figure	Page
Figure 1: An approach centered on the learner	20

CHAPTER 1**INTRODUCTION****1.1. Background to the Study**

The need to learn a foreign language in Turkey; mostly English as it is still the lingua franca in Science, business, marketing and technology; has become more essential since the world turned its face to globalization. Likewise, Block (2004:76) states “English has spread as a benign outcome of globalizing forces.” Additionally, the reasons why people need to learn English in Turkey may vary when the needs of people have been considered: to find a better job opportunity, to communicate with the people all around the world, to attend a congress, conference or a seminar in their major, to take part in an exchange program for academic or personal development, to follow scientific or technological developments related to their major, to pass Proficiency and Placement Tests, to read more articles, journals or books related to their field of study or more.

The paramount need to learn a foreign language has also led English to take place in the curriculum at universities as well as in eight-year compulsory education and High Schools in Turkey. **OYDEM**, Ondokuz Mayıs University Foreign Languages Teaching, Language Research and Implementation Center founded in 1998, has been providing the English preparatory education to the Faculty of Medicine and Faculty of Dentistry since 2003–2004 Academic year, to the Faculty of Veterinary Medicine and Faculty of Education since 2004 – 2005 Academic Year, to the Faculty of Theology and Faculty of Engineering since 2005 – 2006 Academic Year. However, the English preparatory education shows differences in practice. At the beginning of the semester students are given a Proficiency and Placement Test prepared by the instructors in OYDEM. This Proficiency and Placement Test is given in three sessions: Grammar, Vocabulary and Reading in one session, Writing in the second session and Speaking in the third session. The first session includes multiple – choice questions. Firstly, the Grammar section aims at testing the students’ competence of language structures and the vocabulary section aims at testing grammatical classes of words, phrasal verbs and collocations, prepositions, and word formation. Lastly, the Reading

section includes multiple – choice questions about the texts. In the Writing section the students are required to write cohesive and coherent paragraphs with limited number of words on a given topic. In speaking section, students are required to pick up a topic from the given topics and talk about it fluently and accurately as much as possible in allocated time. Until 2006 – 2007 Academic Year students have been required to take 60 points out of 100 in order to pass the test and register for their faculty; otherwise they have to complete their English preparatory education for one year and have to repeat the class if they are unable to pass; if they are unable to pass the English preparatory class again, they are allowed to start their undergraduate programme and they have to take the “Proficiency Exam” every beginning of the Academic Year till they pass. However, the Medical prep. students has been allowed to start their undergraduate programme since 2004 – 2005 Academic Year.

The students who fail in the Proficiency and Placement Test are divided into different levels. During 2006 – 2007 Academic Year there are three levels in the English preparatory education in OYDEM. Students who get a score between 59 – 40 out of 100 are placed in A level class; students who get a score between 39 – 35 out of 100 are placed in B level class and students who get a score below 35 out of 100 are placed in C level class. All classes study English 24 hours per week. As the students at A and B levels have different majors, they are divided into A and B levels, but as they have a slight difference in their English knowledge, they study the same books; Total English Pre-Intermediate and Intermediate for the Main Course, files compiled from Ready to Write for the Writing Skills. Students at C level study Total English Elementary, Pre-Intermediate and Intermediate for the Main Course, files compiled from Get Ready to Write and Ready to Write for the Writing Skills. These textbooks are accompanied by video programmes. All prep. students are required to prepare portfolios at the end of each term, and they are required to give two oral presentations during each term. In addition to these, all of the prep. students take pop-quizzes given throughout the semester. The prep. students get a score of 10% out of 40% from the portfolios, oral presentations and quizzes and they complete

the 30% out of 40% from the Mid-Term examinations given at the end of each term. The Proficiency Test, the mid-term examinations consist of three sections: Grammar, Vocabulary and Reading Section, Writing Section and Speaking Section. Grammar and vocabulary sections include gap-filling questions in order to test the students' knowledge on basic English structures in contexts or in dialogues; cloze tests and gap-filling or matching exercises for vocabulary; Reading section includes True – False and open-ended questions. The Reading section aims at finding the main idea of the passage, guessing the meaning of a word, inferring meaning by using the reading strategies. At the end of the semester students have to take the Proficiency Test, which is an achievement test aiming at evaluating whether the objectives of the English Preparatory programme have been achieved by the prep students or not. Finally, the score of achievement is calculated as it is shown below:

$$SA = 30\% * (\underline{MT\ 1 + MT\ 2}) + 10\% * (\text{Quizzes, Presentations, Portfolios}) + 60\% \text{ PT} \geq 60$$

2

SA : Score of Achievement

MT 1 : Mid – Term given in Fall Semester

MT 2 : Mid – Term given in Spring Semester

PT : Proficiency Test

During 2005 – 2006 Academic Year there were two levels in English preparatory education in OYDEM. The prep. students in A level class had 22 hour-English classes per week, prep. students at B level had 24 hour-English classes per week. The students of A level studied Lifelines Pre-Intermediate and Intermediate for Main Course, Get Ready to Write and Ready to Write for the writing skills. The students of B level studied Lifelines Elementary, Pre-Intermediate and Intermediate for Main Course, Get Ready to Write and Ready to Write for the writing skills. In order to improve their reading strategies, prep. students at A level studied reading passages from Password 2-3 and the students at B level studied Password 1-2. The prep. students took one Mid-Term examination in each term and they were required to take the Proficiency Test given at the end of the

semester. No quizzes or oral presentations or portfolios were given to the students during 2005 – 2006 Academic Year.

1.2.Statement of the Problem

In order to state the problem clearly, an interview has been given to Medical freshman students and Departmental instructors in the Faculty of Medicine at Ondokuz Mayıs University. The interview indicates that English preparatory education for different majors has caused some problems in terms of Medical prep. students, Medical freshman students, and Departmental instructors in Faculty of Medicine at Ondokuz Mayıs University. One of these problems is that most of the Medical freshman students think that the English preparatory education in OYDEM does not meet their needs in English. Additionally, in English preparatory education they were not exposed to ESP texts and translation. Another problem mentioned by Medical freshman students is that in English preparatory education English grammar was overemphasized and both macro and micro skills were not given importance as they desired. Third problem is that Medical freshman students seem not to be satisfied with the ‘Proficiency and Placement Exam’ given in OYDEM. Finally, when the program is scrutinized, it is seen that the prep. students from different departments are exposed to the same curriculum in OYDEM although they are supposed to have different learning needs.

1.3.Purpose of the Study

This study firstly aims at analyzing and identifying the objective, subjective, process and content needs of Medical prep. students according to the experience of the Medical freshman students and expectations of the Departmental instructors in the Faculty of Medicine at Ondokuz Mayıs University. Therefore, a needs analysis is essential to explain differences in learners’ needs and develop a curriculum meeting the needs of the learners as much as possible. Takaaki(2006:2) gives the ideas of Brown(1995) and defines Needs Analysis as follows:

“... the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation.”

Regarding this definition, it can also be said that this study aims at collecting and analyzing the necessary data in order to satisfy the needs of Medical prep. students in the English preparatory education given in OYDEM. The second aim of the study is to reshape the Proficiency and Placement Exam given in OYDEM considering the needs of Medical prep. students according to the Medical freshman students and Departmental instructors in the Faculty of Medicine at Ondokuz Mayıs University. In addition to this, the study aims at redefining the objectives and content of the curriculum of English preparatory education; in other words, refining the current programme in OYDEM. In order to achieve these purposes, a needs assessment is essential. Needs assessment is defined by Pratt(1980) as “an array of procedures for identifying needs and establishing priorities among them”(Richards,1984:5). Thus, a needs assessment study for the medical prep. students at Ondokuz Mayıs University has been conducted to evaluate the needs and recommend solutions for the current English preparatory programme in OYDEM.

1.4.Scope of the Study

This needs assessment is limited to Medical prep.students in the English preparatory education given in OYDEM, medical freshman students and the Departmental instructors and administrators in the Faculty of Medicine at Ondokuz Mayıs University. The scope of the questionnaires includes the objective, subjective, content and process needs of Medical prep. students, Medical freshman students and the Departmental instructors and administrators in the Faculty of Medicine at Ondokuz Mayıs University.

1.5. Research Questions

- 1- Is there a need for Medical prep. students to have prep classes?
- 2- Is the content of the Proficiency Exam approved by the Medical students?
- 3- Is it necessary to teach grammar to the Medical prep. students?
- 4- Is it necessary to teach translation to the Medical prep. students?
- 5- Is it necessary to teach vocabulary related to the area of Medicine to the Medical prep. students?
- 6- Do Medical prep. students need reading texts related to Medicine?
- 7- Is it necessary to develop communicative skills of Medical prep. students?
- 8- Can Medical prep. students use communicative strategies in vocabulary use and speaking skills?
- 9- Are classes suitable enough for a successful communicative foreign language learning?
- 10- What are the subjective needs of Medical prep. students?
- 11- What are the objective needs of Medical prep. students?
- 12- What are the content needs of Medical prep. students?
- 13- What are the process needs of Medical prep. students?
- 14- What are the subjective needs of Medical freshman students?
- 15- What are the objective needs of Medical freshman students?
- 16- What are the content needs of Medical freshman students?
- 17- What are the process needs of Medical freshman students?
- 18- To what extent do the needs of the Medical prep. students correlate with the expectations of the Departmental instructors in the Faculty of Medicine at Ondokuz Mayıs University?

1.6. Hypotheses

- 1- Medical prep. students may think prep. class education can be said to be necessary in a Turkish-medium Faculty.
- 2- Medical freshman students may think prep. class education can be said to be necessary in a Turkish-medium Faculty.
- 3- Medical freshman students may think that the education in prep. classes may meet their needs in the field of medicine.

- 4- Medical prep. students may think that preparatory programme may appeal to their field of study.
- 5- Medical prep. students may think that multi-media classes are necessary for effective foreign language learning.
- 6- Medical prep. students may develop a positive attitude towards the English preparatory education.
- 7- Medical prep. and freshman students may think that English preparatory education can appeal to their objective needs.
- 8- Medical prep. and freshman students may think that English preparatory education can appeal to their subjective needs.
- 9- Medical prep. and freshman students may think that English preparatory education can appeal to their process needs.
- 10- Medical prep. and freshman students may think that English preparatory education can appeal to their content needs.
- 11- Medical freshman students may be satisfied with the programme they were exposed to.
- 12- Medical prep. students may be satisfied with the Proficiency and Placement exam given at the beginning of the semester.
- 13- Medical freshman students may be satisfied with the Proficiency and Placement exam given at the beginning of the semester.
- 14- There may be a significant difference between the attitude of Medical prep. students and Medical freshman students towards prep classes.
- 15- The Departmental instructors in the Faculty of Medicine may think that the education in prep. classes may meet the needs of the Medical prep. students.
- 16- The Departmental instructors in the Faculty of Medicine may think that the Proficiency and Placement exam given in OYDEM is satisfying.
- 17- The Departmental instructors in the Faculty of Medicine may think that macro skills should be developed in English preparatory Education given in OYDEM.

- 18- The Departmental instructors in the Faculty of Medicine may think that micro skills should be developed in English preparatory Education given in OYDEM.
- 19- The Departmental instructors in the Faculty of Medicine may think that Proficiency and Placement Test may be prepared by the partnership of the Academic Coordinators in the Faculty of Medicine and OYDEM.

1.7. Method

The method underlying the study was both qualitative and quantitative. In terms of qualitative method, Medical freshman students and Departmental instructors and administrators in the Faculty of Medicine at Ondokuz Mayıs University were interviewed in order to identify the language needs of Medical freshman students and Departmental instructors according to their experience and expectations in English and to frame the questionnaires for the study. In other words, the basic objective of the interviews was to form a basis to decide the items to be included in the questionnaires.

As for the quantitative method, the questionnaires with Likert scales were prepared to be conducted to the Medical prep. students, Medical freshman students and Departmental instructors and administrators in the Faculty of Medicine at Ondokuz Mayıs University.

1.8. Assumptions

One of the assumptions underlying this study is that conducting a needs analysis in order to gather information about medical prep. students' needs in the English preparatory education given in OYDEM according to the expectations of Medical freshman students and Departmental instructors and administrators in the Faculty of Medicine at Ondokuz Mayıs University may help to design the right objectives, content or skills that a medical prep. student should achieve in the English preparatory education. Moreover, as it is stated in Brown(1995), a needs analysis is considered to be the vital component of systematic curriculum development. Therefore, the second assumption of the study is that after conducting a needs

analysis, a needs assessment may also help to refine the present curriculum of the English preparatory education and the content of “The Proficiency and Placement Exam” given in OYDEM. As a result, this study will help reframe the aspects of the English preparatory education considering how to meet the needs of the Medical prep. students.

1.9. Definition of Terms

Need: Need is defined as the gap or discrepancy between the present condition and the ideal condition (Reviere et al. 1996:5).

Subjective Needs: Subjective needs are related to wants, expectations and desires of the learners and they are stated by the learners themselves (Nunan 1999:149).

Objective Needs: Nunan(1999:149) defines objective needs as “diagnosed by teachers on the basis of analysis of personal data about learners along with information about their language proficiency and patterns of language use”. In other words, it can be said that learners’ objective needs can be gathered by teachers, educators or course designers through the information based on their language use and language proficiency.

Content Needs: Content needs refer to “...the selection and sequencing of such things as topics, grammar, function, notions, and vocabulary – traditionally the domain of syllabus design”(Nunan,1999:149). In other words, identifying what should be in the curriculum in order to meet the needs of the learners can be said to form the content needs.

Process Needs: Process needs can be defined as the methodology, in other words, the selection and sequencing of learning tasks and activities (Nunan 1999:149).

Communication Strategies: Communication strategies refer to “the techniques of coping with difficulties in communicating in an imperfectly known second language(Stern 1983:411)”.

Needs Analysis: Finney (1996) Richards (2002:75) defines needs analysis as “the starting point for the development of a language programme which is responsive to the learner and learning needs”.

Needs Assessment: Needs assessment is the first step after the needs analysis. Pratt (1980:79) defines needs assessment as “an array of procedures for identifying and validating needs, and establishing priorities among them”. After the identification of the needs of the learners through needs analysis, the order of these needs according to their priorities forms the needs assessment.

Learner-Centred Curriculum: This term refers to the outcome which involves the negotiation and consultation between teachers and students. There are processes such as “needs analysis, jointly conducted goal and objective setting exercises by teachers and learners, negotiation of preferred methodology, materials and learning activities, and the sharing of evaluation and self-evaluation procedures (Nunan1988a:36)”.

English for Specific Purposes (ESP): Hutchinson and Waters (1986:19) define ESP as “an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning”.

CHAPTER 2**REVIEW OF LITERATURE**

This chapter will firstly discuss the definitions of ESP and ELT to enlighten the dichotomy between these two terms. Secondly, definitions and identification of need and types of needs analysis will be given in order to form a basis for needs assessment. Thirdly, needs assessment, why needs assessment is necessary, approaches in needs assessment, needs assessment methodology, communication strategies and problems in needs assessment will be discussed broadly. Lastly, the curriculum design, curriculum development and needs assessment will be discussed in detail.

2.1. Definitions of ESP and ELT

Since the great influence of development in science, technology and economy starting from the end of the Second World War, there has been a great demand for English in the world. As it is stated in Hutchinson and Waters (1986), the expansion in these areas on an international basis produced a demand for an international language in order to follow the current developments. Additionally, focusing on students' specific needs and interests, new ideas began to emerge in the study of language (Hutchinson and Waters 1986:7). To explain it, Hutchinson and Waters (1986:7) gives the ideas of Widdowson (1978), which is the shift from the emphasis on description of grammatical rules of English to the emphasis on use of language in real communication. Following this linguistic shift a new perspective towards learners has come into being, which emphasizes the focus on learners and their attitudes to learning. As it is stated in Hutchinson and Waters (1986:8), the needs and interests of the learner seem to have gained utmost importance. Consequently, the view which developed the leading principle behind ESP came into being, that is, "...as human activities require different communication skills, which in turn require mastery of specific linguistic items, ESP is, basically, language learning which has its focus on all aspects of language pertaining to a particular field of human activity" (Wright,1992).

Regarding this leading principle, the vital components of ESP and the definition of this term need to be explained. The ideas of Strevens(1988) are given in order to define the characteristics of ESP; that is, “ESP is a movement based on proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students”(Johns and Machado,2001:43). Namely, the content and aims of an English preparatory education should be determined through a needs analysis considering and meeting the needs of the learners; for instance learners in Faculty of Medicine. Bloor and Bloor(1986) define ESP as the one which requires a needs assessment in which language skills mostly needed by the students are determined, and the program is focused accordingly. These definitions highlight the absolute components of ESP(Strevens,1988)(Johns 1991:298), namely “the language teaching should meet the needs of the learner, be related in content to particular disciplines, occupations and activities and centered on the language appropriate to activities in syntax, lexis, discourse, semantics, and analysis of this discourse, and it is in contrast with ‘General English’”. What is meant by the term “General English”? “General English” or we may say “General Purpose English” is defined by Widdowson (1983:6) as providing learners with general capacity “to enable them to cope with undefined eventualities in the future”. In other words, there are no definite objectives in order to determine the course content.

On the other hand, regarding these definitions given above, Johns and Dudley-Evans (1991:298) state that ESP is not necessarily concerned with a specific discipline and ESP instruction is not limited to a certain age group or language level. Indeed, as it is stated by Hutchinson and Waters (1986:19), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". All these definitions of ESP show that ESP belongs to English Language Teaching (ELT). As it is stated by Hutchinson and Waters (1986:16), ELT is compared to a tree as the body of all branches without which no other branches could exist. Thus, the definition of ELT should be given in order to make a clear comparison between ESP and ELT.

ELT, in contrast with ESP, does not emphasize one area of human experience over another; additionally, each language skill is given equal importance and topics from a variety of sources are chosen (Harmer 2001:9). It can be said that ELT is not a learner-centered approach or is not designed to meet the learners' needs; moreover, ELT does not include a clear linguistic or functional content restriction (Strevens, 1977:90), in other words, in ELT there is a balance between the linguistic and functional content.

2.2. Differences between ESP and ELT

The differences between ESP and ELT can be categorized according to the syllabus, decision-makers, instructional objectives and nature of needs. First of all, when compared to an ESP syllabus, ELT syllabus has a wider scope. Alagözlü (1994:12) gives the ideas of Brumfit (1984) that the content of an ELT syllabus may be based on language structure, can involve non-linguistic content and some focus on students' interests and motivations, and might be based on functional use of language along with general use. These features of the ELT syllabus show that there is no limitation regarding the aspects of language and language teaching. In other words, ELT deals with universal topics common to many people. For instance, greeting and introducing yourself, talking about likes and dislikes, holidays, traveling, foods, sports. Moreover, ELT gives equal importance to each of the macro or micro skills. Thus, we can infer that according to the ELT syllabus, learners of ELT may not improve the skills which they think they need most to develop. However, learners may need to specialize in one specific area, for instance Medical prep. students may need to enrich their vocabulary related to their field of study as they will definitely be required to read texts in Medicine; therefore, they need to improve their competence in vocabulary in order to comprehend the texts related to their field of study. On the other hand, when compared to the syllabus of ELT, ESP gives utmost importance to the needs of the learners. It is essential to identify the learners' needs through needs assessment in ESP. Thus, the needs assessment determines the content of an ESP syllabus whereas ELT content is determined by teachers and / or institution. As it is stated by Dudley-Evans (1998:6) "ESP is designed to meet the specific needs of the

learner”, learner and the needs of the learner are in the center of the teaching process in an ESP syllabus. Therefore, it can be said that the decision-makers of ESP syllabus are mainly the learners besides teaching institutions and curriculum designers and the objectives are determined according to the needs of the learners and their field of study. On the other hand, the decision-makers of ELT syllabus are only the institutions or teachers themselves. This is an important distinction between general English that is, ELT and ESP. Considering this distinction between ELT and ESP, Hutchinson and Waters (1986:53) also state that as long as the people in teaching and administrating are aware of the needs of the learners, this awareness may exist in an effective and appropriate syllabus for the learners.

Another major difference between ESP and ELT is the difference between their learners. Learners of ESP are different from ELT learners for their awareness of their needs and their purposes to learn English. ESP learners have clear idea on what they need to learn or develop in English. ESP learners learn English in order to improve some professional or academic skills; for example developing their reading skills to understand the texts in Medicine. On the other hand, learners of ELT may have several purposes to learn a language. They may learn English to talk to foreign people, to travel abroad, to watch films or TV in English. On the other hand, learners of ESP have more specific purposes to learn English. Rizvi (2005:109) states that “students seem to be more interested in learning to achieve some immediate life goals”. Therefore, it can be inferred that ESP learners may be highly motivated and interested in learning English since they are already aware of what they need to learn; furthermore, they are able to use what they learn in ESP classroom in their studies or work(McDonough 1984:31).

ESP and ELT also show difference in the scope of their instructional objectives. Alagözlü (1994:15) gives the ideas of Brumfit (1984) and Richards (1984) that ELT equally gives emphasize on all of the skills whereas ESP determines the objectives, content and skills which can meet the needs of the learners most through conducting a needs analysis.

The last factor which differentiates ESP and ELT is the nature of needs. Different needs require different syllabuses, teaching method and content. In order to meet the needs of the learners, the content of the course is organized and refined according to the learners' needs. However, in an ELT classroom, the learners' needs may vary between highly specific and very general ones. Thus an ELT syllabus may include basic language with its all possible functions or it may focus on specific training for the use of language in everyday life as it is claimed by Corder (1973). In other words, ELT syllabus focuses on teaching all aspects of language without special focus on one area over another, without considering what the learners need to learn or improve. Contrary with this feature of ELT, ESP aims at teaching the second type of language since the learners of ESP are aware of their needs for learning the language and it categorizes real life situations by limiting that situational classification (Corder,1973).

Considering all the differences between ELT and ESP, the features of ESP, the types of needs and how to identify these needs, needs analysis and needs assessment need to be explained in detail in the following section.

2.3. Needs Analysis

The idea of needs analysis has become extremely important and developed with the influence of ESP and the focus on learner. After the needs analysis appeared in language planning and teaching during 1970s, it first explored the behavioral objectives and then different syllabus elements, such as functions, notions, and lexis (Nunan,1988a:43). Rizvi (2005:108) gives the ideas of Jackson(2005) and also claims that “the needs analysis has been the cornerstone of ESP course design, materials development and program implementation and assessment”. Since ESP is based on the content aiming at fulfilling the needs of learners through the needs analysis, the vital purpose of ESP curriculum has been the needs and how to meet the needs of students. Regarding these, needs analysis can be said to be “the process of determining the needs for which a learner or group of learners requires a language..”(Richards et al.,1992). Therefore, in order to define

the needs analysis properly, the term ‘need’ should also be explained and identified.

McKillip (1987:10) says that “a need is the value judgment that some group has a problem that can be solved”. This definition includes four aspects, one of which is that need involves values. In other words, recognition of need shows differences according to the people seeing and experiencing the need. For instance, in our study, while determining the needs of prep. students of the Faculty of Medicine Ondokuz Mayıs University, those needs may show difference according to the experience and expectations of medical freshman students and Departmental instructors and administrators in the Faculty of Medicine at Ondokuz Mayıs University. Secondly, regarding the definition given above, defining the target population and its environment forms an essential part of needs analysis. Thirdly, there should be a problem which violates expectations of the target population (McKillip,1987:10). Finally, determination of a need requires a solution for a problem. For instance, a refinement of the present curriculum or the content of the “Proficiency and Placement Exam” can be a solution according to the needs of medical prep. students at Ondokuz Mayıs University. In addition to Killip’s definition of need, Brindley (1989) and Reviere and et al.(1996:5) also define need “as a gap between the real and ideal conditions”, which can be achieved by the values of community and “potentially amenable to change”. To sum up, under the light of these definitions of need, determining the needs of learners to achieve the target proficiency or a desired curriculum is also seen as the vital purpose of the needs analysis process. Sarı (2003:28) gives the ideas of Brown (1995:36) that needs analysis is "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation" (Brown, 1995:36). Moreover, as it is defined in Finney (2002:75), “needs analysis is seen as the starting point for the development of a language programme which is responsive to the learner and learning needs”. Namely, in order to frame the needs analysis clearly, types of needs of learners should also be defined.

2.3.1. Types of Needs

Needs are divided into four categories, one of which is the objective need, the second is the subjective need, the third is the process need and the last one is the content need. Subjective needs can be defined as “the wants, desires, expectations or other manifestations of a lack” (Nunan, 1999), which belongs to the learner in a learning situation and they partially reflect target needs and usually show relevance to personal or other factors that might effect the programme. For instance, believing that translation courses are necessary for the Medical prep. students in order to read and translate the articles or reading passages in Medicine. However, determining the subjective needs is generally difficult since they “cannot be diagnosed easily, or, in many cases, even stated by the learners” (Nunan, 1999). On the other hand, the objective needs refer to the perceptions of the educators about their students’ needs based on available data (Hutchinson & Waters, 1986). These objectives include activities which the learner does to learn a language; moreover, the abilities or strategies a learner follows for the acquisition of the language in order to function effectively in the target situation. As it is stated by Nunan(1999:149), objective needs are the ones which can be “diagnosed by teachers on the basis of analysis of personal data about learners along with information about their language proficiency and patterns of language use”. Namely, it can be said that learners’ objective needs can be gathered by teachers, educators or course designers through the information based on their language use and language proficiency. In order to determine the objective needs of learners the following questions can be asked by the educators:

- In what setting will the learners use the target language?
- What role relationships are involved?
- Which language models are involved? (e.g., reading, writing, listening and speaking)
- What types of communicative event and speech acts are involved?
- What level of proficiency is required?

(Richards, 1990:2)

In order to find out learners’ needs three types of “target needs” are mentioned in Hutchinson & Waters (1986). The first of all is “necessities”. It is claimed that necessities are “determined by the demands of the target situation, that is, what

the learner has to know in order to function effectively in the target situation". The second is "lack". As Hutchinson and Waters (1986) state, in order to determine the necessities of learners it is also necessary to know "what the learner knows already" and to identify "which of the necessities the learner lacks". Finally, the third type is "want". It is stated in Hutchinson and Waters (1986) that learners may also have their opinions on what their needs are as well as what their lacks are, but the problem is that "it is quite possible that the learners' views will conflict with the perceptions of other interested parties: course designers, sponsors, teachers"(Hutchinson and Waters, 1986:56). In other words, the perceived needs by the teachers may not be relevant to the idea of "what the learners want or feel they need"(Hutchinson and Waters, 1986). Therefore, it cannot be ignored that learner's perceived wants are important to motivate the learners in the learning process.

In order to explore the target needs of learners, the following questions should be asked:

- 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 do teachers expect from the programme?
- What is the administrative context of the programme?
- What constraints (e.g., time, budget, and resources) are present?
- What kind of tests and assessment measures are needed?

(Richards:1990:2)

As for the content needs, they include "...the selection and sequencing of such things as topics, grammar, function, notions, and vocabulary – traditionally the domain of syllabus design"(Nunan,1999:149). In other words, identifying what should be in the curriculum in order to meet the needs of medical prep. and freshman students and departmental instructors in the Faculty of Medicine can be said to form the content needs. For instance; is it necessary to have translation courses or to give reading texts in Medicine for prep. students?

Lastly, the process needs “refers to the selection and sequencing of learning tasks and experiences – traditionally seen as the domain of the methodology”(Nunan,1999:149).

To sum up, three types of target needs along with subjective, objective, content and process needs should be taken into consideration in the “needs analysis” process, since needs analysis is "concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language programme"(Richards & Rodgers,1986:156). Thus, regarding this definition of “needs analysis”, we should ask a question on the part of identification of needs: Who should identify “needs”?

2.3.2. Who should identify Needs?

All parties that are involved in the process of teaching and learning are equally responsible for identifying the needs of learners. It is suggested in Richterich and Chancerel (1987) that needs should be identified by the learners themselves, by the teaching establishment, and by the user – institution. Furthermore, the user – institution is defined by Richterich and Chancerel (1987:43) as “any structured social unit such as firms or businesses and administrative bodies where learners will study or be employed”. They also insist on the idea that the learners, the teachers and the administrators should agree on a programme meeting the language needs of the students. Richterich and Chancerel (1987) believe that needs analysis is an effective means of seeking this agreement because information from these three groups can be elicited and shared and different points of views can be analyzed through needs analysis. All the components of this system should co-operate. Figure 1 shows this system and the relationships of the essential elements of the system. As the system has interdependent levels, the learner is in the center of the system and viewed as the integral part. The arrows, which go both ways, illustrate that everything starts from the learner and goes back to him / her (Richterich and Chancerel,1987:4).

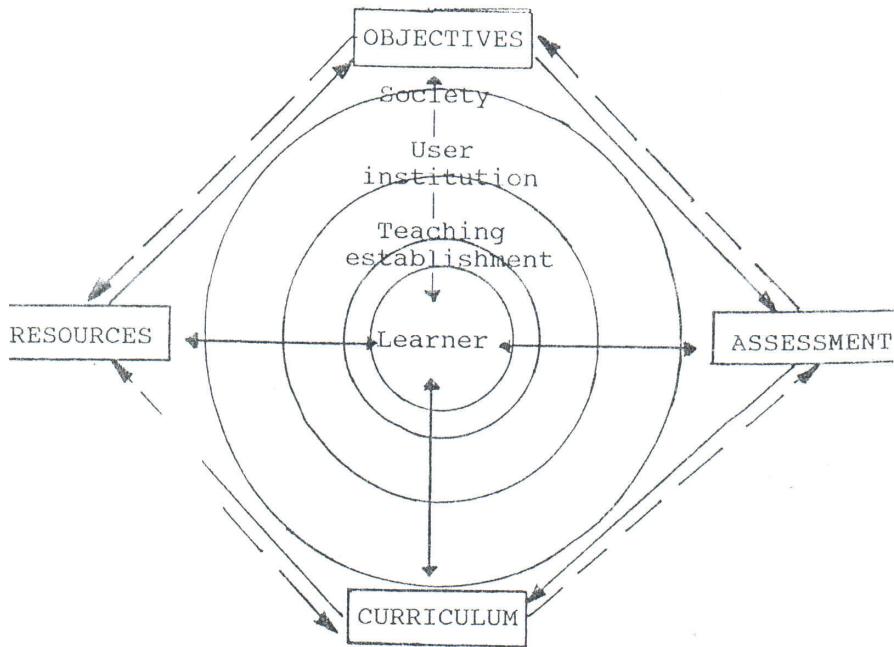


Figure 1. An approach centered on the learner (Richterich and Chancerel, 1987:4)

2.4. Needs Assessment

Needs assessment can be said to be the “tools which are designed to identify what a particular group of persons lacks to achieve more satisfactory lives (Reviere et al.1996:1)”. Regarding this definition, we can say that in order to achieve the objectives or desired state for a target population, that is, the medical prep. students in our study, the problems related to the present curriculum and exams given in OYDEM should be evaluated and solutions for refinement should be given clearly. For this evaluation, needs of the target group should be identified through a comparison of the present and the target state and then the priorities among the needs should be determined and set clearly. The evaluation or measurement of the priorities among the objective, subjective, content and process needs of the target group is called “Needs Assessment”. Similar to this, needs assessment can be defined as “a measure of how much of what is needed York (1982) (Reviere et al.1996:6)”. Reviere et al. (1996) further evaluate that needs assessment is a set of providing usable and useful information considering the needs of the target population. Moreover, Richards (1984:5) gives the ideas of Pratt (1980:79) that “needs assessment refers to an array of procedures for

identifying and validating needs, and establishing priorities among them”. With regard to above mentioned definitions of “needs assessment”, it can be said that identifying the needs of the target group through conducting questionnaires and establishing the most required needs and ordering their needs for a refinement may form the “needs assessment”. Consequently, a needs assessment is of an utmost importance in order to be able to demonstrate what the needs of the target group are, and determine the priority of the learners’ needs.

2.4.1. Why is Needs Assessment Necessary?

Needs assessment is not only essential for learners but also for teaching institutions and curriculum designers. It is an important basis for “helping organizations make educated decisions in planning programmes and allocating resources (Reviere et al.1996:1)”. In other words, needs assessment is also necessary to determine the objectives of the curriculum and organize the content of the programmes in ESP (Richards,1990). Therefore, needs assessment can be seen as the first step after needs analysis in setting up the goals and objectives for a language programme. Besides this, needs analysis forms the basis for the needs assessment through determining the needs of the learners. Nunan (1988) taking the same side with Richards (1984) considers needs analysis serving three main purposes as follows:

“it provides a means of obtaining wider input into the content, design, and implementation of a language programme; it can be used in developing goals, objectives and content; and it can provide data for reviewing and evaluating an existing programme (Richards 1984:5)”.

From this perspective it can be said that needs analysis has a crucial role in obtaining data for the right content of a language programme, developing the goals or objectives and refining an existing programme through identifying the needs of the learners. Thus Alagözlü (1994:22) gives the ideas of Finocchiaro and Brumfit (1983) that “a curriculum should provide, first, an analysis of general aims of the programme and then a progression of units which guides the teacher by indicating what aspects of the language are to be concentrated on at any given

stage”. After formulating objectives and selecting the content which conform to the identified needs of students, instructional objectives can be set in order of priority through needs assessment. Through a needs assessment the analysis of the general aims of the programme can be achieved. This shows the central role of needs assessment in discovery of pedagogic objectives. Similarly, Richards (1984:8) gives Taba’s (1962) model of curriculum development processes.

Step1: Diagnosis of needs
 Step2: Formulation of objectives
 Step3: Selection of content
 Step4: Organization of content
 Step5: Selection of learning experiences
 Step6: Organization of learning experiences
 Step7: Determination of what to evaluate and
 means to evaluate

Richards (1984:8)

With regard to this model it can also be inferred that needs analysis and needs assessment are interrelated and needs analysis forms the first step for diagnosing the needs, formulating objectives, selecting and organizing the content for the language programme. Then the learning experiences may be selected and organized through the needs assessment and the process of evaluation follows. During this process, namely the needs assessment, the prior needs of the learners can be determined.

Additionally, needs assessment has an important role in providing information on the selection of the appropriate materials for the teaching institutions and the curriculum designers in the process of teaching. In order to make the course function, selecting the appropriate materials and tasks for the target learners has a crucial role. Materials can be developed in such a way that they can appeal to the learners’ interests, above all, the needs in their major. As Akgül (1991:16) quotes Bloor and Bloor (1986) that “needs assessment enables course designers to select activities and materials which are appropriate to the learners’ needs”. Thus, assessing the types of the needs of the learners, that is, the needs of medical prep. students, is another important point. For curriculum designers and teaching institutions, the basic question which should be asked can be: “What kind of

learner needs should be taken into account in order to develop the right curriculum?”. Hereby, the objective, subjective, content and process needs of the learners and what kind of need is prior to another should be taken into consideration by curriculum designers and the teaching institutions.

As Richards (1984:8) takes the same side with Richterich (1972), objective needs of learners can be “determined by the teacher or curriculum planner on the basis of information provided” whereas the subjective needs “refer to affective needs, expectations and wants arising from learner’s cognitive style, motivation and learning strategy”. With regard to these definitions, we can infer that the perceptions of needs may differ as the decision-maker in objective needs is the teaching institutions or the curriculum designers whereas the decision-maker in subjective needs is the students. Related to these different perceptions of needs, the objectives or the course goals, the content, activities or the materials may show great difference according to the different experience and expectations of the students, teaching institutions or the curriculum designers. Similarly, Richards (1984:8) gives the ideas of Brindley (1983) as follows:

“objectively determined definitions of needs may differ significantly from subjectively determined needs, and this may be reflected in differences between teacher and learner perceptions of: course goals and objectives; how the process of learning is understood; what is seen as relevant content; how class activities and learning experiences are evaluated and the roles of teachers, learners and instructional materials”.

Richards(1984:8)

The process and content needs, as mentioned before, also require utmost importance in determining the objectives and content in a language teaching programme. The process needs include selecting and sequencing of learning tasks and activities (Nunan 1999:149). Thus objectives related to the process needs may “underlie fluency in specific skill areas (Richards 1984:11)”. On the other hand, content needs, which are related to the selection and sequencing of topics, grammar, function, notions and vocabulary (Nunan 1999:149), may be important in determining whether the objectives in the curriculum will be functional or will

be related to topic areas. For instance, for Medical prep. students we may include describing their ideal hospital as a working place as a topic area; or for functional objectives we may include asking for a patient to diagnose the illness.

Consequently, assessing the needs of the learners has a vital role in evaluating the existing curriculum, refining of the present programme, setting the objectives in the light of a needs analysis. As Alagözlü (1994:24) gives the ideas of Richterich and Chancerel (1987) on the contribution of a needs assessment to the curriculum development, needs should be identified in order to “become aware of the learning conditions of individuals or groups” and to organize these with the learners’ “physical, intellectual and emotional possibilities as well as to devise learning materials which will approach the real use of the language taught; thus, to define the pedagogical objectives through negotiation with the learners”(Alagözlü,1994:24).

2.4.2. Approaches to Needs Assessment

As mentioned before, through conducting a needs analysis the needs of the learners are identified; in order to meet their needs, their problems in the learning process are evaluated, solutions or suggestions are provided, and these needs are prioritized with the help of needs assessment. Moreover, in order to determine these needs, various approaches are conducted and a needs analyst should take these approaches into consideration.

The first approach is **the discrepancy approach** which is based on the idea that need is considered as the differences between the present state and the desired or ideal state. Thus, in order to reach the ideal state, detailed information must be gathered about what is needed (Brown 1995:38).

There are three phases in the discrepancy approach:

- (1) goal setting, identifying what ought to be;
- (2) performance measurement, determining what is;
- (3) discrepancy identification, ordering differences between what ought to be and what is (McKillip 1987:20).

According to the phases given above, it can be said that needs should be identified in order to determine the goals for the language programme, to determine the current state performance is measured and lastly, the discrepancy between the present and desired state is identified through ordering the differences. However, it is stated by McKillip (1987:21) that “discrepancy model is sometimes seen as elitist because of its dependence on experts for identification and assessment of need”.

Another approach is **the democratic approach** in which a majority of a group with either of students, teachers or administrators decides about the change to be made; therefore, this approach gathers information about “the learning most desired by the chosen group (Brown 1995:38)”. In other words, democratic approach is also learner-centered but generally provides the necessary information about the most required learning for one particular group.

Thirdly, **the diagnostic approach**, in which the urgent needs of learners are examined, has a great importance in second language learning situations as learners need to deal with some functions of language in every day life.

The next approach is **the analytic approach** which is based on Krashen's input hypothesis. It is claimed in this hypothesis that learners are accepted to be “at x stage in their language development and they next need to learn $x + 1$ or whatever is next in the hierarchy of language development (Brown 1995:39)”. Namely, a learner can make a progress only up to ‘a little beyond’ his/her current level, thus, as it is emphasized by this approach, for a meaningful learning activities, materials included in a language programme should not go too much beyond the present knowledge of the learners (Brown 1995:39).

Additionally, **learner-centred approach** is important, since there is a co-operation between the learners and the teachers and the learners' decisions in the process of language learning are taken into consideration. Similarly, Nunan (1988a:3) states that “the learner-centred curriculum is a collaborative effort

between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught". In other words, the content of the course is not definite but can be refined or changed according to the needs of the learners; therefore, this approach aims at developing some certain learning skills. These skills are as follows:

1. to provide learners with efficient learning strategies,
2. to assist learners identify their own preferred ways of learning,
3. to develop skills needed to negotiate the curriculum,
4. to encourage learners to set their own objectives,
5. to encourage learners to adapt realistic goals and time frames,
6. to develop learners' skills in self-evaluation

(Nunan 1988a:3)

In short, we can say that learners and their needs are in the center of all aspects of language teaching and learning in learner-centred approach. Therefore, during the curriculum development, the teaching institutions or the curriculum designers should take learners' needs into account, and the language programme should be centered around these needs and the learners themselves.

In contrast to learner-centred approach, Hutchinson and Waters (1986:72) present a **learning-centred approach**. They claim that whole learning process cannot be determined by the learner and further state that learning is a process of negotiation between the society and the individuals. Namely, "society sets the target and the individuals must do their best to get as close to that target as is possible or reject it (Hutchinson and Waters 1986:72)". Hereby, it can be said that the decision-makers are again the society in learner-centered approach, and the learner is only the one who tries to reach the desired state already determined by other decision-makers.

2.4.3. Needs Assessment Methodology

In order to evaluate the needs and form the priorities among them, the choice of the method to gather information about those needs requires utmost importance. There are several methods which can be used to collect data from the participants.

The process of determining needs requires qualitative data, that is, the use of both formal and informal data collecting procedures. Grades, test scores, students' scores, survey and demographic studies can be used to gather data. Descriptive statistics are used to present data, and content analysis is used to present narrative information with list of items indicating needs (Brown 1995:45).

Brown (1995:46) lists six categories of instruments, which are "existing information", "tests", "observations", "interviews", "meetings", and "questionnaires". Brown (1995:46) also refers to existing information as any "pre-existing information that may be available" including "data sources within a programme... or external data sources". In other words, existing information refers to the information which keeps past or present records about students or keeps the information exchanged with other existing programme with similar students. Tests are another source of information to determine level of general ability of the students. Tests with high quality and various purpose of measurement, such as proficiency, achievement and diagnosis can provide reliable and valuable data about the learners. Observations in Brown's (1995:48) words "...watching an individual or a small number of individuals, and recording the behaviours that occur" can be used as another instrument to assess needs. Next, interviews, an open-ended type of instrumentation, can provide private opinions and take place in individual or group interview form. Another instrument is the meetings, which are different from interviews as they are structured to get participants to do some certain tasks. To reach an agreement, the Delphi technique can be used. In addition to this, to inform the institution or the staff about the needs analysis and its purposes, techniques and advantages, advisory meeting can be used. Interest group meeting can be used to determine different views in a programme and review meeting can be conducted to get participants involved in the process of sorting and analyzing the information which is gathered from other procedures. Lastly, questionnaires are useful instruments because of the fact that they can be conducted to a large group of people. Questionnaires can be categorized into five according to their purpose, which are biodata surveys, opinion surveys, self-ratings, judgmental ratings and Q sort. As it is stated by

Brown (1995:46-51), biodata surveys provide data about the background of the learners. Opinion surveys provide data about the participant's opinions and attitudes. Self-rating questionnaires require participants to rate their own abilities or interests. We can evaluate various aspects of a language programme via judgmental ratings. Q sort can be said to be the combination of the other types of questionnaires as it asks participants to give their own opinions, attitudes or interests and rank them in order of importance.

In addition to these instruments, Jordan (1997:31-38) lists the following instruments: language tests at home, learner diaries, self-assessment, case studies, evaluation/feedback, follow-up investigations and previous research. He states that there is no single approach to assess the needs as the circumstances are different and can change. Jordan(1997) also points out that time, money and resources are important factors in analyzing and assessing the needs.

In conclusion, there are several approaches in gathering data for the analysis and assessment of the needs. All of the instruments mentioned above can provide a needs analyst valuable data in different circumstances for different participants.

In addition to these instruments, communication strategies may also provide some information for a needs analyst to collect data about the needs of the learners.

2.4.4. Communication Strategies

In addition to the objective, subjective, content and process needs of the learners, their needs in using effective communication strategies can also require utmost importance in a needs assessment. Most of the prep. students may encounter difficulties in finding the appropriate word or expressing themselves in English while learning the language; therefore, they may break the communication while speaking because of lack of effective use of communication strategies. For this reason, communication strategies should be taken into account in foreign language teaching and learning.

There are various techniques in communication strategies that learners can use to cope with the difficulties in communication due to their inadequate knowledge in the target language. When a learner encounters a problem during the communication, s/he may avoid speaking and break communication or may change what to say and prefer to talk about something s/he already knows. In fact, a learner should also learn to find another way of expressing him/herself in such a situation. Littlewood (1991:83) states that the ways through which a learner copes with a problem are called communication strategies; moreover, Brown (2000:123) also states that communication strategies “pertain to output, how we productively express meaning, how we deliver messages to others”. In other words, we may say that communication strategies include all verbal and non-verbal “mechanisms” for an effective production of information in the communication”(Brown 2000:127).

As Brown (2000:128) adapts from Dörnyei (1995:58), we may categorize communication strategies into two: **Avoidance strategies** and **Compensatory Strategies**. In avoidance strategies, there are two categories, one of which is message abandonment and the other is topic avoidance (Dörnyei 1995:58). In message abandonment, learners may abandon the message, namely they may leave the message unfinished due to language difficulties. The other avoidance strategy, the topic avoidance can be defined as “...in which a whole topic of conversation might be avoided entirely through changing the subject, pretending not to understand, simply not responding at all, or noticeably abandoning a message when a thought becomes too difficult to express” (Brown 2000:129).

On the other hand, compensatory strategies, set of communication devices which involve compensation for missing knowledge (Brown 2000:129), include eleven strategies, one of which is the circumlocution. Learners try to “describe or exemplify the target object of action”(Dörnyei 1995:58). For example, a learner may not remember the word ‘greet’, but in order to express the meaning s/he wants to communicate, s/he may say ‘say hello to each other’ instead.

Another communication strategy is the approximation. Dörnyei(1995:58) defines approximation as “using an alternative term which expresses the meaning of the target lexical item as closely as possible”. For instance, the intended word can be ‘orange juice’, but the learner may use the word ‘a kind of drink’ or ‘drink’ instead.

Literal translation is another communication strategy, which can be explained as “translating literally a lexical item, idiom, compound word, or structure from L1 to L2”(Dörnyei 1995:58). That is to say, a beginner Turkish learner of English may not know the word ‘orange juice’ and produce the word ‘orange water’, which is a literal translation of the Turkish ‘portakal suyu’. Similarly, learner may “create a nonexisting L2 word based on a supposed rule, which is also called word coinage by Dörnyei (1995:58)”. For example, the learner creates the word “cooker” in order to mean “cook” as the supposed rule for the names of the profession is adding –(e)r to the verbs, such as actor, singer.

Another compensatory strategy is foreignizing, that is, “using a L1 word by adjusting it to L2 phonology with a L2 pronunciation and/or morphology” Dörnyei (1995:58). In other words, when there are common words both in target and native language, learners may tend to use this strategy.

Using non-linguistic signals, such as mimes, gestures, facial expressions or sound imitation is another way of communication strategies. As it is stated by Littlewood (1991:86), using these non-verbal signals is a very effective way to compensate the linguistic weaknesses in the target language.

Appealing for help and using all-purpose words are other ways for communication strategies. Dörnyei (1995:58) claims that “asking for aid from the interlocutor either directly; for instance, the learner may ask the meaning of a word, or indirectly; for example, rising intonation, pause, eye contact or puzzled expression” Dörnyei(1995:58). In addition to this strategy, using all-purpose words can be also useful for learners. Dörnyei (1995:58) states that all-purpose

words refer to using a general, empty lexical item instead of specific words. The overuse of the word “thing”, “what-do-you-call-it”, or “stuff” can be examples of this strategy.

Brown (2000:129) further mentions “prefabricated patterns” as another type of communication strategy. Prefabricated patterns can be defined as “memorized chunks of language” (Brown 2000:129). These memorized phrases can be used for survival purposes for various occasions; for instance, “Where is the bathroom?”, or “How much does it cost?”, “I don’t understand German”. Code-switching is another strategy in which the learner can use a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while communicating in the target language. Brown (2000:129) claims that “learners in the early stages of acquisition might code-switch – use their native language to fill in missing knowledge -“. For instance, the Turkish learner of English may pronounce the word “special” as “[spesijal]”. Last, stalling or time-gaining strategies can be helpful for learners through using “fillers or hesitation devices to fill pauses and to gain time to think” (Dörnyei 1995:58). For instance, fillers like “well”, “I mean”, “uh”.

These communication strategies, which are avoidance and compensatory strategies, should also be taken into account in our study, since the needs assessment considers the prioritized needs of the learners and different learners mean different needs and different nature. Therefore, while conducting a needs assessment, in addition to other needs of the learners, determining the needs for communication strategies, in other words, which communication strategy is needed by the learner may provide valuable data for the teaching institutions and curriculum designers. However, in the process of identifying and prioritizing the needs of the learners, a needs analyst may encounter some problems. In the following section, these problems in needs assessment are discussed briefly.

2.4.5. Problems in Needs Assessment

As the needs assessment can be the first step after the needs analysis, determining the needs, expectations of the learners clearly on the present preparatory education and their purposes for learning English through conducting the needs analysis, assessing the priority among these needs in order to set up the goals, objectives and content for the language programme may cause some problems in terms of the teaching institutions, curriculum designers and learners.

First of all, it can be claimed by the teachers that conducting a needs analysis may be unnecessary, since teachers can make their own decisions about the lacks or needs of the learners. However, Finney (1996) Richards (2002:75) state that in order to develop right objectives and “appropriate teaching methodology” for the curriculum there should be as many programme participants as possible in the needs analysis and ideally the learners themselves as the learners can perceive what is relevant to their needs and what should be included in the current curriculum in order to meet their needs.

Secondly, the administrators may not agree on the needs identified by the learners. It is usually difficult to meet these needs, since they may vary from person to person, and perception of needs may differ according to the teaching institutions, curriculum designers or according to the learners. Consequently, there should be an agreement on the perception of needs with the teaching institutions, administration and learners. Firstly, these needs should be listed, assessed and then organized according to their priorities.

Thirdly, as it is pointed out by Nunan (1988b:79), teacher's syllabus may differ from learner's syllabus in terms of goals and needs. One of the purposes of subjective needs analysis is to get learners and teachers involved in exchanging information so that the agendas of the teacher and the learner may be closely aligned. Thus, it is essential to conduct a needs analysis in order to improve the syllabus through a negotiation between teachers and learners.

Another problem may be the different nature of the learners. Different learners mean different needs as they have different nature, different linguistic backgrounds in language learning. In other words, we cannot set only one model for curriculum for such a heterogeneous group. As it is proposed in Finney(1996) Richards(2002:69-70), there should be “a model for curriculum design which provides the teacher with the security of a coherent framework within which there is the flexibility to respond to the changing needs of learners and which recognizes learners as active participants in the language learning process”.

Learners may avoid criticizing the teaching institution or the curriculum as they may think that they prejudice the assessment of the institution or they may feel that “any course revisions will not help them, but only future learners (Hutchinson and Waters 1986:154)”. Thus, it may be difficult to get the real opinions of the learners. To cope with such a situation, it is suggested by Hutchinson and Waters (1986:154) that orientation exercises can be used to help students to share their opinions sincerely and willingly or an open and reliable relationship between the teacher and the learners should be promoted for a helpful feedback.

Conducting a needs analysis, doing statistics may be discouraging for language teachers, as they believe that it is a work of an expert to carry out the needs analysis to identify the needs of the learners. As it is claimed by Tarone and Yule (1989:21), needs analysis is generally done by outsiders. Thus, someone who is familiar with the current programme, learners and the teaching institution can be more helpful in conducting the needs analysis instead of someone from outside.

Lastly, the approach of the needs analyst may have a vital role in the identification of the learners’ needs. The learner and the needs of the learner should be in the center of the language learning and teaching process. Furthermore, Richards (2002:75) Finney (1996) states that a language programme should be “responsive to the learner and learning needs”, thus, it is a fact that learners’ needs cannot be disregarded; moreover, for a successful teaching and learning process,

“contributing to the development of the teacher – learner negotiated learning objectives (Finney 2002:75)” is essential.

In conclusion, for a well-planned needs assessment, conducting a careful needs analysis has a crucial role. However, it is inevitable for a needs analyst to encounter some problems while conducting the needs analysis. The important point is that the needs analyst should be a good negotiator, and should build reconciliation between the learners, the teachers and the teaching institutions in terms of identifying the needs in order to determine the right objectives for the curriculum.

2.5. Curriculum Design

To start with the ‘Curriculum Design’, the definition of the term ‘curriculum’ should be explained. Saylor&Alexander (1974:2) give the definition of Lewis and Miel(1972) for the ‘curriculum’ as “a set of intentions about opportunities for engagement of persons-to-be-educated with other persons and with things (all bearers of information , processes, techniques, and values) in certain arrangements of time and space. Moreover, ‘curriculum’ is defined in Finney (1996) Richards(2002:70) by Richards (1992) as an “educational programme which states:

- a) the educational purposes of the programme (the ends)
- b) the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means)
- c) some means for assessing whether or not the educational ends have been achieved

(Richards 2002:70).

With the definitions given above Finney (1996) Richards(2002:70) implies the *who*, the participants within the process of the curriculum design, the planners, the administrators, the teachers and the learners. In addition to this, curriculum design can be said to be “designing whatever learning opportunities are most appropriate for the objectives by the curriculum planners”(Saylor&Alexander 1974:191). In other words, considering the definition of the ‘curriculum design’, it can be said

that the curriculum designing takes the prior selection of major goals and domains into consideration. Saylor&Alexander (1974:194-95) suggest four principal phases of the curriculum design. In the first stage, major goals are set through basic data analysis, and the second stage involves designing curriculum domains, which are broad educational goals, in addition to this, the third stage includes anticipating curriculum implementation (instruction), and finally, the last stage is the planning curriculum evaluation.

Regarding these stages, curriculum development and the role of the needs assessment in this process are presented in the following section.

2.6. Curriculum Development and Needs Assessment

In the process of curriculum development, needs analysis and needs assessment form the crucial step, since the determination of the learners' needs require utmost importance in the curriculum development. As is mentioned, Richards (1984:8) gives Taba's (1962) model of curriculum development processes. The first step in the process is diagnosing needs through needs analysis, next step is formulating objectives, selecting and organizing the content reshaped by the learners' needs and then the learning experiences may be selected and organized through the needs assessment and finally, the process of evaluation follows. Additionally, Richards (1984:2) gives the data which serve as input to curriculum processes, which are "information about the target language", "information about the learners", "information about the delivery system", "a learning theory", "a teaching theory", and "assessment and evaluation procedures". Firstly, gathering information about the target language includes "both linguistic and pedagogic descriptions, in other words, data on particular varieties, registers of the target language, and information on language usage in specific contexts and settings"(Richards 1984:2). Namely, it can be stated that information about the target language determines the specific language settings which are necessary for the learners.

Secondly, collecting data about the learners include “information related to the age, sex, occupations, interests, problems, motivation, attitudes, and needs of the learners, their language proficiency, and their learning styles and preferences”(Richards 1984:2). In other words, gathering information about the learners is obtained through conducting a needs analysis, since the needs analysis forms the crucial point in the curriculum planning process in terms of identifying the learners’ needs. Moreover, Richards (1984:5) also states that in language curriculum development, a needs analysis serves three purposes, one of which is “providing a mechanism for obtaining a wider range of input into the content, design and implementation of a language programme through involving learners, teachers, administrators and employers”. The second purpose of a needs analysis is “identifying general or specific language needs in order to develop goals and objectives for a language programme”(Richards 1984:5). The third purpose of conducting a needs analysis is providing data for refining or reshaping the current programme. Thus, a needs analysis is essential in the process of curriculum development. Additionally, as is mentioned above, Richards (1984:2) maintains the third data for language curriculum development, which is “the information about the delivery system”. This kind of information consists of “data on the context in which learning will be accomplished, such as information about the institutions, administrators, classrooms, texts, resources, tests, other characteristics of the educational system through which the programme will be implemented”(Richards 1984:2). In other words, we can say that the information about the delivery system determines the content selection, which is a vital component of a learner-centered curriculum. Nunan(1988a:5) also states that “a content selection gives guidance on the selection of materials and learning activities”. Hereby, the role of the needs assessment is crucial, since it provides information on the selection of appropriate materials for the teaching institutions and the curriculum designers in the process of teaching. In order to make the course functional, selecting appropriate materials and tasks for the learners is important. Moreover, as is mentioned before, Akgül (1991:16) gives the ideas of Bloor and Bloor (1986) that “needs assessment enables course designers to select

activities and materials which are appropriate to the learners' needs". Thus, a needs assessment is essential in order to determine the content of the curriculum.

The next point to develop curriculum which Richards(1984:2) states is "learning theory" and "teaching theory". Learning theory will "specify the processes which constitute second or foreign language learning and the conditions under which it can be accomplished". Additionally, "teaching theory describes principles for selection, sequencing, and presentation of language learning experiences"(Richards 1984:2).

The last point for language curriculum development is "assessment and evaluation procedures" which refer to "how language proficiency and achievement will be measured, how learning difficulties and programme deficiencies will be diagnosed, and how the programme and its learners, teachers, curriculum and materials will be evaluated"(Richards 1984:2-3). Namely, as Nunan(1988:7) states, the purpose of assessment determines whether the objectives or the goals of a course of instruction have been achieved or not.

In conclusion, a needs analysis and a needs assessment is essential to provide valuable data for the content, design, and implementation of a language curriculum through considering and prioritizing the needs of the learners. Moreover, assessing the needs of the learners has a vital role in evaluating the existing curriculum, refining of the present programme, setting the objectives in the light of a needs analysis. As is stated before, Alagözlü (1994:24) gives the ideas of Richterich and Chancerel (1987) on the contribution of a needs assessment to the curriculum development and states that needs should be identified in order to "become aware of the learning conditions of individuals or groups" and to organize these with the learners' "physical, intellectual and emotional possibilities as well as to devise learning materials which will approach the real use of the language taught; thus, to define the pedagogical objectives through negotiation with the learners"(Alagözlü,1994:24).

2.6. Concluding Remarks

In the language teaching and learning process, to help the learners meet their goals is a crucial point. In order to achieve the goals, to reach the desired level of proficiency in language learning, identification and assessing the needs of the learners require utmost importance. Therefore, needs analysis for the identification of the learners' needs and the needs assessment to prioritize the identified needs form the basic steps for an effective curriculum in effective language learning.

Assessing the needs of the learners may provide valuable information for the teaching institutions and the curriculum designers in terms of developing the content, methodology, materials of a language course according to the learners' needs. In conducting an effective needs assessment, methodology and the approaches in needs assessment should also be taken into consideration.

In Chapter III, how the data from the prep. students, freshman students and the departmental instructors and the administrators in the Faculty of Medicine have been gathered; how the data collection instruments were developed; and the approaches to the needs assessment which have been followed are explained.

CHAPTER 3**METHOD**

The purpose of the study is to determine the English language needs of Medical prep. students according to the expectations and experience of medical freshman students and departmental instructors and administrators at Ondokuz Mayıs University through a needs analysis, and to propose suggestions in order to refine the content of the present curriculum and Proficiency Exam. In order to reveal the English language needs of the prep. students at Ondokuz Mayıs University, a needs assessment involving two different groups has been conducted. This is a descriptive study in which the data collected through questionnaires given to the medical prep., freshman students and the departmental instructors in the Faculty of Medicine at Ondokuz Mayıs University. After the data have been collected, they have been cross-checked, interpreted and discussed. As a result of this, the needs which are required most are evaluated and classified according to their priority in order to determine what the present curriculum lacks.

In order to evaluate and prioritize the needs of the prep. students at Ondokuz Mayıs University, three of the approaches to the needs assessment mentioned in the previous chapter have been used in our study. Regarding these approaches, the first one, the discrepancy approach, has been employed in order to gather the information for the differences between the present state and the ideal state of the prep. students in OYDEM, and evaluate the present situation in terms of needs of the learners to reach the desired situation. Secondly, the diagnostic approach, in which the urgent needs of the learners are examined, has been employed, since the assessment of the language skills which can be essential for the prep. students in OYDEM deserves utmost importance for our study. Additionally, the learner-centred approach has also been followed in our study in order to build a co-operation between the learners and the teachers and to include both the needs of the teachers and the learners in the process of language learning, since the content of the English preparatory education given in OYDEM can be reshaped or refined, considering these needs of the groups.

This chapter includes six sections. The first section gives information about the English language courses given at OYDEM. The second section introduces the process of the questionnaires in the study. In the third section, the instruments and materials and in the fourth section the types of questionnaires are explained. The fifth section explains the reliability and validity of the questionnaires, and finally, the sixth section gives information about the collection of the data.

3.2.English Language Courses in Oydem

At Ondokuz Mayıs University, English preparatory education is compulsory for the medical prep. students, (henceforth, prep. students). Prep. students are placed in A, B or C level classes according to the scores they take in the Proficiency and Placement Exam. Prep. students have compulsory English courses for 24 hours in a week for one year. They have Main Course classes, in which they develop their listening, speaking, reading and writing skills as the macro skills; for the micro skills they improve grammar and vocabulary only related to the content of each unit in the textbook in Main courses. The prep. students do not have any translation classes or any ESP courses related to their field of study. In addition to these, the instructors at OYDEM draw up the curriculum in the English preparatory education; moreover, they prepare the Proficiency Exams given in OYDEM; therefore, it can be said that there is no co-operation between OYDEM and Faculty of Medicine in order to develop a curriculum or to prepare the Proficiency Exams considering the needs of the prep. students in the English preparatory education. Additionally, no needs analysis has been conducted to the prep. students in order to determine their needs, wants or linguistic problems in the English preparatory education given in OYDEM.

3.3.Process of the Questionnaires

The data for this study have been collected through conducting interviews and questionnaires as research instruments. Three groups have been included in the study. The first group consists of 69 prep. students in the Faculty of Medicine at Ondokuz Mayıs University and forms the target group in our study. The second group consists of 42 medical freshman students and the third group consists of 49

departmental instructors and administrators in the Faculty of Medicine. The medical freshman students and departmental instructors and administrators form the resource group in order to gather information for the refinement of the current curriculum and assessment of the strong and weak points of the English preparatory education given in OYDEM.

Firstly, individual interviews with the departmental instructors and administrators in the Faculty of Medicine and group interviews with the Medical freshman students have been conducted in order to develop the statements in the questionnaires according to the experience and expectations of the resource group.

In our study, the language needs of the prep. students of the Faculty of Medicine in OYDEM have been divided into four categories, as objective needs, subjective needs, content needs and process needs. The needs assessment has been conducted according to this categorization. Thus, the statements in the questionnaires have been prepared according to the probable needs of the prep. students in the English preparatory education; however, the items have not been grouped under these titles in the questionnaires, but have been given under one title and the items in the questionnaires have been grouped in different tables in order to be able to evaluate them according to the hypotheses.

Finally, four questionnaires have been prepared and given a general heading, “Questionnaire I”, “Questionnaire III”, and “Questionnaire IV” can be said to be opinion surveys, but they also include features of self-rating and judgmental rating surveys as the participants in the questionnaires have been asked to rate their abilities, interests and wants. “Questionnaire II” is a self-rating in scale with some characteristics of a biodata survey as it aims at gathering information about the students’ gender in order to compare and contrast the responses of the male and female students. In none of the questionnaires, Q sort has been used.

The first group of subjects has been given “Questionnaire I” in the second semestre of the English preparatory education, since they have covered the most

of their education; therefore, they can be aware of their wants, needs and linguistic problems. The second group, medical freshman students, has been given “Questionnaire III” to determine their needs; consequently, in order to be able to compare and assess the needs between the medical prep. and freshman students. The third group, including departmental instructors and administrators, has been given “Questionnaire IV”. They have also been involved in the study, because their expectations from the English preparatory education and their determination of the needs of the students have been taken into consideration in our study.

3.4.Materials / Instruments

The data for this study have been collected through three questionnaires conducted to the medical prep. and freshman students, departmental instructors and administrators at Ondokuz Mayıs University. The questionnaires were used to reveal the objective, subjective, content and process needs of the groups so that, a refinement for the present curriculum and Proficiency exams could also be developed. The questionnaire is based on the models of Richterich and Chancerel's (1987) and Dörnyei (2003). The questionnaires have been prepared in Turkish so that the participants cannot misunderstand the questions (See Appendices 1,2,3,4 for the English versions and Appendices 5,6,7,8 for the Turkish versions of the questionnaires).

3.5.Types of Questionnaires

In all of the questionnaires Likert – scale, in which “respondents have been asked to indicate to what extent they agree or disagree on the items by marking one of the responses ranging from ‘strongly agree’ to ‘strongly disagree’”(Dörnyei,2003:37), has been used with the items categorized in order to identify the needs of the groups in the study. The responses in the scale have different rating values. “Strongly agree” has the rating value of 5, the rating value of “agree” is 4, the response “undecided” has the value of 3, “disagree” has the rating value of 2, and “strongly disagree” has the rating value of 1. Before conducting the questionnaires, a pilot study was implemented to 25 randomly

chosen participants in order to test the validity and reliability of the items in the questionnaires.

“Questionnaire I”, which has been conducted to the prep. students, consists of 33 items including 6 different areas: The first section of the prep. student questionnaire has seven items (items 1,4,5,6,7,21,33) (See Appendix 9) to gather data about their objective needs in the English preparatory education. The second section is related to their subjective needs. This section includes nine items (items 2,3,10,12,20,29,30,31,32) (See Appendix 9). The third section with seven items (items 8,9,22,23,24,27,28) (See Appendix 9) aims at determining their content needs. The fourth section which consists of four items (items 11,17,18,19) (See Appendix 9) is about their process needs. The fifth section which has two items (items 25,26) is about their opinions on the appropriateness of the classrooms where the English preparatory education is given. The last section consists of four items (items 13,14,15,16). In this section students are expected to give their opinions on the Placement and Proficiency Exam given in OYDEM.

“Questionnaire II” has been developed to determine the prep. students’ use of communicative strategies. “Questionnaire II” with 11 items has been divided into three parts. The items (1,3,4,5,6,7,8,9,10) are related to the students’ use of communicative strategies in vocabulary use and the item (11) is related to the students’ use of communicative strategies in sentence construction. The item (2) is related to the use of communicative strategies in speaking.

“Questionnaire III” which has been given to the medical freshman students consists of 48 items including 7 sections: The first section of the questionnaire, which has ten items (items 1,4,5,6,7,8,9,10,33,35) (See Appendix 10), is about determining the objective needs of the medical freshman students. The second section with eight items (items 2,3,34,42,43,44,45,48) (See Appendix 10) aims at identifying their subjective needs. The third section, which consists of four items (items 22,39,41,46) (See Appendix 10), is about their content needs. The fourth

section with twelve items (items 11,12,13,14,15,16,23,30,31,32,36,37) (See Appendix 10) is related to their process needs. The fifth section with two items (items 17,18) is about the content of the present curriculum. The sixth section consists of two items (items 25,47), which intends to determine their opinions on the appropriateness of the classrooms. The last section with ten items (items 19,20,21,24,25,26,27,28,29,38) (See Appendix 10) aims at identifying their needs and wants related to the “Proficiency and Placement Exam” given in OYDEM.

“Questionnaire IV”, which has been conducted to the Departmental instructors and administrators in the Faculty of Medicine at Ondokuz Mayıs University, consists of 30 items. The first section in the questionnaire consists of eleven items (items 1,4,5,6,7,8,9,12,14,29,30) (See Appendix 11), which intend to determine the objective needs of the participants. The second section with one item (item 15) is related to their subjective need for the English preparatory education .The third section with one item (item 2) is related to their opinion on the content need. The fourth section with seven items (items 13,16,17,18,19,20,21) (See Appendix 11) aims at determining their process needs related to the present curriculum. The fifth section, which has two items (items 27,28), are related to their opinions on the appropriateness of the classrooms. The sixth section with three items (items 10,11,23) are related to their attitudes towards the present curriculum. The last section, which consists of five items (items 3,22,24,25,26) (See Appendix 11), is related to determining their attitudes towards the “Placement and Proficiency Exam” given in OYDEM.

3.6.Reliability and Validity of the Questionnaires

The reliability and validity of the items in the questionnaires were found at the end of the first semester of the 2006-2007 Academic Year before the questionnaires were circulated. “Questionnaire I” and “Questionnaire II” have been given to 25 randomly selected Medical prep. students in OYDEM. They are reliable and valid, since the Cronbach Alpha for “Questionnaire I” is .75. Since the items in “Questionnaire II” are fewer in number, the Cronbach Alpha is .36.

Questionnaire III" has been conducted to 25 randomly selected Medical freshman students. It is reliable and valid, since the Cronbach Alpha for "Questionnaire III" is .70. "Questionnaire IV" has been given to 25 departmental instructors in the Faculty of Medicine, and this tool is also reliable and valid, since the Cronbach Alpha for "Questionnaire IV" has been found as .90.

3.7.The Collection of the Data

The researcher asked for an official permission from the administration in order to carry out the questionnaires in the classrooms. The data were collected at the beginning and end of the second semester in 2006-2007 Academic Year.

"Questionnaire I" and "Questionnaire II" were given to the Medical prep. students in OYDEM at the beginning of the second semester. The prep. students were asked to complete the questionnaires in their classrooms. The researcher was present in the classrooms during the implementation of the questionnaire and explained the reason for conducting a questionnaire and helped them with any problems in understanding the meaning of the items. Both of the questionnaires were given to 69 prep. students. The completion of the questionnaires took about 45 minutes. Students marked all of the items in "Questionnaire I" and "Questionnaire II", and 15 students responded to the second part of "Questionnaire I" in which they were asked to write about their opinions and suggestions for the English preparatory education given in OYDEM.

"Questionnaire III" was given to the Medical freshman students at the beginning of the second semester in the classrooms of the Faculty of Medicine. The questionnaire was conducted with the assistance of the departmental instructors as the freshman students gathered in groups of 10. 42 freshman students completed the questionnaire. The completion of the questionnaire took about 45 minutes. The freshman students marked all of the items in the first part of the questionnaire. 12 students responded the second part in the questionnaire where they were asked to write about their opinions and suggestions for the English preparatory education given in OYDEM.

“Questionnaire IV” was given to the Departmental instructors and administrators in the Faculty of Medicine at the end of the second semester. The researcher explained the purpose of the questionnaire and conducted the questionnaire to the Departmental instructors and administrators in order to share their opinions and suggestions on the current programme both orally and written. 49 departmental instructors and administrators responded to the questionnaire and 19 of them wrote their opinions and suggestions down about the English preparatory education given in OYDEM.

In analyzing the data obtained from “Questionnaire I”, “Questionnaire III”, and “Questionnaire IV” tables are used to show the results. The tables are classified according to the objective, subjective, content and process needs of the target and the resource groups. Therefore, the questionnaires have been reorganized.

The data obtained from “Questionnaire II” are presented in two tables: “The Prep. Students’ Awareness of Communication Strategies” and “The Cross-table of Male and Female Students’ Communication Strategies”.

In the following chapter, the findings of the data are presented and discussed in detail.

CHAPTER 4**DATA ANALYSIS AND DISCUSSION**

In this study, it is hypothesized that the English preparatory education given to the medical prep. students may meet the objective, subjective, content and process needs of the learners according to the expectations of the departmental instructors and the administrators and to the experience of the freshman students. Moreover, the medical prep. students may develop a positive attitude towards English and there may be significant difference between the attitude of the Medical prep. students and medical freshman students towards prep. classes.

In order to collect the data, four questionnaires are prepared. “Questionnaires I and II” are prepared for prep. students, “Questionnaire III” is prepared for the freshman students and “Questionnaire IV” is prepared for the Departmental instructors and administrators. Apart from “Questionnaire II”, all the other questionnaires consist of four parts corresponding to the objective, subjective, content and process needs of the prep. students.

This chapter aims at analyzing and assessing the data gathered from the questionnaires given to the prep. students, freshman students and the departmental instructors and administrators. The data have been analyzed by a statistical analysis programme called ‘SPSS’. The analysis of the data is presented in tables, and the tables have been discussed in line with the literature, and in terms of objective, subjective, content and process needs of the prep. students according to the experience and expectations of the freshman students and departmental instructors and administrators in the Faculty of Medicine. Additionally, in the discussion of the responses within the agreement scale “Strongly Agree(SA)” and “Agree(A)”; “Strongly Disagree(SD)” and “Disagree(D)” are evaluated together, whereas “Undecided(UD)” is evaluated separately.

Discussions of the items have been presented according to the percentages of the agreement scale and presented in cross-tables.

4.1.Objective Needs

As it is stated by Nunan (1999:149), objective needs refer to the ones “diagnosed by teachers on the basis of analysis of personal data about learners along with information about their language proficiency and patterns of language use”. In other words, it can be said that objective needs are learners’ language competence and their foreign language learning. Therefore, in the tables (Table 1, Table 2, Table 3, Table 4) given below, the items present the prep. students’ objective needs in OYDEM according to the Medical freshman and departmental instructors and administrators in the Faculty of Medicine.

4.1.1. The Objective Needs of the Prep. Students in OYDEM according to Freshman Students and Departmental Instructors and Administrators

In the Table 1 given below, the semantically identical objective needs of the prep. students (See Appendix 9) according to Medical freshman students, departmental instructors and administrators. However, in the given table the items 6 and 7 are the common items checked in the questionnaires III and IV as well. Therefore, they have been discussed in Tables 3 and 4 separately.

Table 1: Objective Needs of the Prep. Students according to the Medical Prep., Freshman Students and Departmental Instructors (I)

Agreement Scale	Prep. students (n=69)				
	SA	A	UD	D	SD
ITEMS	f %	f %	f %	f %	f %
1	8 11,6	12 17,4	14 20,3	17 24,6	18 26,1
2	29 42,0	17 24,6	12 17,4	9 13,0	2 2,9
3	37 53,6	16 23,2	9 13,0	6 8,7	1 1,4
4	38 55,1	18 26,1	8 11,6	4 5,8	1 1,4
5	25 36,2	23 33,3	13 18,8	4 5,8	4 5,8
Freshman Students (n=42)					
Agreement Scale	SA	A	UD	D	SD
	f %	f %	f %	f %	f %
ITEMS	f %	f %	f %	f %	f %
1	11 26,2	7 16,7	3 7,1	4 9,5	17 40,5
2	24 57,1	13 31,0	3 7,1	---	2 4,8
3	30 71,4	10 23,8	2 4,8	---	---
4	24 57,1	15 35,7	2 4,8	---	1 2,4
5	15 35,7	18 42,9	6 14,3	1 2,4	2 4,8
Departmental Instructors (n=49)					
Agreement Scale	SA	A	UD	D	SD
	f %	f %	f %	f %	f %
ITEMS	f %	f %	f %	f %	f %
1	34 69,4	8 16,3	3 6,1	2 4,1	2 4,1
2	27 55,1	14 28,6	2 4,1	4 8,2	2 4,1
3	23 46,9	13 26,5	6 12,2	5 10,2	2 4,1
4	43 87,8	3 6,1	1 2,0	1 2,0	1 2,0
5	24 49,0	16 32,7	7 14,3	1 2,0	1 2,0

The first item in the Table 1 is “I think that English preparatory education is necessary in the Faculty of Medicine”. 50,7% of the medical prep. students disagree on this statement, while 29% of the medical prep. students agree on the necessity of the English preparatory education. This indicates that slightly more than a half of the medical prep. students think that English preparatory education in the Faculty of Medicine does not seem necessary. On the other hand, 29% of the medical prep. students think that English preparatory education is necessary. In addition to this, 20,3% of them remain undecided on the same item. Similarly, half of the medical freshman students disagree on the same item. They also think that English preparatory education is not necessary in the Faculty of Medicine, but 42,9% of the freshman students in the Faculty of Medicine think that English preparatory education is necessary; moreover, only a small number of them (7,1%) seem undecided on the first statement. However, 85,7% of the departmental instructors and administrators agree on the idea of the necessity of the English preparatory education in the Faculty of Medicine, while only 8,2% of them disagree on the idea. The mean scores of the first item in the Table 1 show that from the point of view of the Departmental instructors and administrators, it is certain that the English preparatory education is necessary in the Faculty of Medicine. However, prep. students are not sure whether the English preparatory education is necessary or not according to the scores given above. When the other items in the Table 1, which are related to developing the needs in macro skills in the English preparatory education, are considered, it can be seen that all of the participants are aware of the fact that developing these skills is necessary in the English preparatory education. Therefore, it can be inferred for the first statement in the Table 1 that “students seem to be less interested in learning for learning’s sake” (Rizvi 2005:109), but they are more interested in learning to achieve some immediate life goals. Thus, we can say that the English preparatory education given in OYDEM should include some realistic goals and objectives for the prep. students and should meet their needs in English as the English preparatory education is compulsory for these prep. students, they need to believe in the necessity of learning English in their field of study.

The other items in the Table 1 are related to the needs of the groups in four macro skills: listening, speaking, reading and writing skill. This section deals with the students' perceptions of skills they think they need most in the English preparatory education; because within the needs assessment philosophy, prior needs of the learners are taken into account. Therefore, this section deals with perceptions of the groups about the macro skills. The second item in the Table 1 is "I think that English preparatory education should improve medical prep. students' listening skills". The third item is "I think that English preparatory education should improve medical prep. students' speaking skills". The fourth item in the Table 1 is "I think that English preparatory education should improve medical prep. students' reading skills ". Finally, the last item in the Table 1 is "I think that English preparatory education should improve medical prep. students' writing skills". Although more than half of the medical prep. and freshman students think that English preparatory education is not necessary, a great majority of the students agree on the idea that all of the macro skills should be developed in the English preparatory education. Among four macro skills, great number of the medical prep. students (81,2%) and departmental instructors and administrators (93,9%) think that developing reading skills is necessary, similarly, the majority of medical freshman students(92,8%) also agree on the necessity of developing reading skills in the English preparatory education. This indicates that the necessity of developing reading skills requires utmost importance for the prep. students according to the experience and expectations of freshman students and Departmental instructors and administrators in the Faculty of Medicine, since the prep. students need to comprehend the written texts in Medicine after the English preparatory education. Similarly, Nunan(2001:605) supports this with the idea of Swales (1987) that "in academic contexts over 50% of the millions of academic papers published each year are written in English, and the percentage is growing year by year". Thus, we can infer that great number of prep. students are aware of this fact and need to develop their reading skills in the English preparatory education. However, the medical freshman students give more importance to speaking skills, although the faculty they are in is a Turkish-medium one. 95,2% of the medical freshman students think that developing speaking skills is

necessary in the English preparatory education. 76,8% of the prep. students and 73,4% of the Departmental instructors and administrators also agree on the same item while 10,1% of the prep. students and 14,3% of the departmental instructors and administrators disagree on the same item. Rizvi(2005:108) maintains that “as the professional world becomes more diverse, competitive and result-oriented, success in the highly competitive environment today will depend not just on one’s professional knowledge but on the ability to present that knowledge in an appropriate oral form”. It can be concluded according to the medical freshman students they may be aware of the fact that in their professional life they need not only their professional skills in Medicine but their oral skills in order to be successful in their career.

In the cross-table given below, the objective needs of the prep. students are compared with the objective needs of the freshman students and departmental instructors in the Faculty of Medicine.

Table 2: The Cross-table of the prep. students’ Objective Needs according to Freshman students and Departmental Instructors and Administrators

GROUP 1	GROUP 2	MEAN DIFFERENCE	STD. ERROR	SIG.
PREP. STUDENTS	FRESHMAN SS	-1,4017	,71890	,053
	INST.&ADMIN.	-2,7894(*)	,68624	,000
FRESHMAN STUDENTS	PREP.SS	1,4017	,71890	,053
	INST.&ADMIN.	-1,3878	,77242	,074
INSTRUCTORS ADMINISTRATORS	PREP.SS	2,7894(*)	,68624	,000
	FRESHMAN SS	1,3878	,77242	,074

p<0,05

Note: STD.ERROR = Standard Error SIG.= Significance

* The mean difference is significant at the .05 level.

When the objective needs of the prep. students are compared with the objective needs of freshman students, there is no significant difference, but when compared

with the objective needs of the departmental instructors and administrators, there is a significant difference at .05 level and the mean difference is -2,7894. Table 2 also shows the comparison of objective needs of the freshman students with the prep. students and departmental instructors and administrators; however, there is no significant difference. Lastly, when the objective needs of the Departmental instructors and administrators are compared with the objective needs of freshman students, there is no significant difference; on the other hand, when compared with the needs of the prep. students, the mean difference is significant at the .05 level.

4.1.2. Objective Needs of the Prep. Students according to Medical Freshman Students

Table 3 given below presents the statistical analysis of responses given by Medical freshman students about the objective needs of prep. students.

Table 3: Objective Needs of the Prep. Students according to the Medical freshman students (II)

Agreement Scale	Prep. students (n = 69)					Freshman students(n=42)				
	SA	A	UD	D	SD	SA	A	UD	D	SD
ITEM	% f	% f	% f	% f	% F	% F	% f	% f	% f	% f
1	24 34,8	30 43,5	10 14,5	4 5,8	1 1,4	23 54,8	12 28,6	6 14,3	1 2,4	--- ---

There is one common item between these groups, which is “I think that English is necessary to take part in a student Exchange programme”. 78,3% of the prep. students agree on the item while only 7,2% of them disagree on this item and 14,5% of the prep. students remain undecided. On the other hand, 83,4% of the freshman students also agree on the same item. Thus, it can be concluded that as a result of globalization, both the prep. students and the freshman students are aware of the necessity of English in their field of study on an international basis and they need to take part in a student exchange programme; therefore, the

English preparatory education should include some objectives to help the students to be able to take part in such exchange programmes.

4.1.3. Objective Needs of the Prep. Students according to the Departmental Instructors and Administrators

Table 4 below presents the comparison between the objective needs of the prep. students and Departmental instructors and administrators. The item aims at gathering information about the necessity of “a programme evaluation check list” to the students every year at the end of preparatory education.

Table 4 : Objective Needs of the Prep. Students according to the Departmental Instructors and Administrators (III)

Agreement Scale	Prep. students (n = 69)					Departmental Instructors (n=49)				
	SA	A	UD	D	SD	SA	A	UD	D	SD
ITEMS	% f	% f	% f	% f	% F	% f	% f	% f	% f	% f
1	34 49,3	11 15,9	17 24,6	1 1,4	6 8,7	32 65,3	10 20,4	4 8,2	1 2,0	2 4,1

The item in the Table 4 is “We should be given an evaluation form for the English preparatory Education at the end of every Academic Year”. When the mean scores are examined, it can be seen that 65,2% of the prep. students agree on the item; whereas 24,6% of them remain undecided, and a few (10,1%) disagree on this item. As for the Departmental instructors and administrators, a great number of them (85,7%) agree on this item; only a few number of them (6,1%) disagree on the item in the Table 4. Thus, it can be inferred that both the prep. students, departmental instructors and administrators put great emphasis on the fact that learners’ opinions on the current programme should be taken into consideration at the end of preparatory education. As is mentioned in the review of literature, conducting the needs analysis is essential, since it is seen “as the starting point for the development of a language programme which is responsive to the learner and learning needs”Finney(1996) (Richards 2002:75). In other words, the language programme should meet the learners’ needs. Thus, to refine or reshape the current

programme according to the needs of the learners, giving a programme evaluation form at the end of preparatory education seems to be of great importance. However, the mean scores also show that 24,6% of the prep. students remain undecided whereas 10,1% of them disagree. This shows that some learners may avoid criticizing the teaching institution or the curriculum; therefore, the prep. students may have remained undecided or disagree whether they should be given a programme evaluation form or not, since they may feel that “any course revisions will not help them, but only future learners”(Hutchinson and Waters 1986:154).

4.1.4. Objective Needs of the Prep. Students according to Freshman Students and Departmental Instructors and Administrators

In this study, not only the objective needs of prep. students but also the objective needs of freshman students (See Appendix 13) have been taken into account to evaluate the needs of the prep. students better. The following Table 5 indicates the findings of the objective needs of the prep. students according to freshman students and the departmental instructors and administrators.

Table 5: Objective Needs of the Prep. Students according to Freshman Students and Departmental Instructors and Administrators (I)

Agreement Scale	Freshman students(n=42)					Departmental Inst.&Administrators (n=49)				
	SA %	A f	UD f	D f	SD F	SA %	A f	UD f	D f	SD f
ITEMS										
1	24 57,1	14 33,3	3 7,1	-----	1 2,4	34 69,4	9 18,4	3 6,1	2 4,1	1 2,0
2	14 33,3	15 35,7	7 16,7	5 11,9	1 2,4	23 46,9	13 26,5	10 20,4	2 4,1	1 2,0
3	29 69,0	6 14,3	5 11,9	2 4,8	-----	30 61,2	10 20,4	2 4,1	4 8,2	3 6,1

The first item in the Table 5 is “I think that English preparatory education should improve medical prep. students’ skills in translation.” A great majority of freshman students (90,4%) and departmental instructors and administrators (87,8%) agree on the first statement in the Table 5. Only a few of the freshman

students (2,4%) strongly disagree on the same item while 6,1% of the Departmental instructors and administrators disagree on this item. Thus, it can be concluded from these findings that according to departmental instructors, administrators and freshman students, translation is accepted as a necessary skill to be developed in the English preparatory education, since the students may need to improve their skills in translation in order to be able to comprehend some written texts in Medicine better. The second item in the Table 5 is “I think that the studies to develop English grammar are important in the English preparatory programme.” 69% of the freshman students agree on the statement, while 16,7% of them remain undecided and 14,3% of these students disagree on the same item. Additionally, 73,4% of the departmental instructors and administrators agree on this statement while 20,4% of them remain undecided and a few (6,1%) disagree on this item. The results suggest that most of the students and instructors may still believe in the necessity of grammar for enough competence in English, in other words, they think that grammar is necessary to be able to comprehend the written texts or translate the articles into Turkish. However, totally 37,1% of the participants remain undecided on this statement. Hence, it can be deduced from the data that studies to develop grammar may not be necessary at all. The last item in the Table 5 is “I think that English is necessary to attend national and international conferences, seminars, panels on Medicine”. Most of the freshman students (83,3%) agree on the statement, while 11,9% of them remain undecided and 4,8% disagree on this item. As for instructors, 81,6% of them agree on the statement, while 14,3% of the instructors disagree on the statement. It can be inferred from these findings that the freshman students and the instructors admit the importance of English in order to be able to attend scientific activities in Medicine, which are supposed to be important for their career. As Kitao (2002: ¶6) states English is the medium of communication in international correspondences and meetings.

4.1.5. Objective Needs of the Prep. Students according to Freshman Students

In the Table 6, the responses given to this item by the medical freshman students are presented.

Table 6: Objective Needs of the Prep. Students according to Freshman Students(II)

Agreement Scale	Freshman Students (n=42)				
	SA	A	UD	D	SD
ITEM	% f	% f	% f	% f	% f
1	26 61,9	10 23,8	4 9,5	1 2,4	1 2,4

The item in the Table 6 is “I think that the studies to develop vocabulary skills are important in the English preparatory education.” A great number of freshman students (85,7%) agree on the statement, while only a few (4,8%) disagree on the same statement. Thus, it can be said that the students need to develop their vocabulary skills in the English preparatory education, since vocabulary may be important in comprehending or translating the written texts in Medicine.

4.1.6. Objective Needs of the Prep. Students according to the Departmental Instructors and Administrators

In this study, the opinions of Departmental instructors and administrators (See Appendix 14) are also taken into consideration. In the following Table 7, another two objective needs and their findings are presented.

Table 7: Objective Needs of the Prep. Students according to the Departmental Instructors and Administrators

Agreement Scale	Departmental Instructors (n=49)				
	SA	A	UD	D	SD
ITEM	% f	% f	% f	% f	% f
1	25 51,0	14 28,6	4 8,2	4 8,2	2 4,1
2	30 61,2	10 20,4	5 10,2	2 4,1	2 4,1

The first item in the Table 7 is “I think that the most important need of the medical prep. students after the English preparatory education is to be able to follow periodicals in Medicine.” 79,6% of the participants agree on the statement, while 12,3% disagree. It can be concluded from these findings that according to the expectations of the departmental instructors and the administrators, what students need most in Medicine is to be able to follow the periodicals after the English preparatory education, since it is essential for the medical students to be able to follow the current developments in their field of study. The second item in the Table 7 is “I want our students to take part in a student exchange programme.” Most of the instructors (81,6%) agree on the statement whereas 8,2% of them disagree on the same item. As is deduced from the data, the departmental instructors and the administrators want their students to take part in exchange programmes. Hence, all the macro skills need to be developed in order to be able to understand the lectures, to take part in class discussions, to comprehend English materials in Medicine, to write papers in English or to conduct projects, to communicate with people.

According to the findings above, which are related to the objective needs of the prep. students, the freshman students, and the departmental instructors and the administrators, most of the departmental instructors believe in the necessity of English preparatory education for the prep. students, whereas nearly half of the prep. and freshman students think that English preparatory education is not necessary. However, nearly all of the participants agree on the necessity of developing four macro skills in the English preparatory education. Thus, it can be

said that the prep. students, the freshman students and the departmental instructors and the administrators are aware of the fact that developing listening, speaking, reading and writing skills can be seen to be necessary in the English preparatory education. It can also be added that the prep. students believe in the necessity of the English preparatory education, in other words, they think they need to learn English in medicine. Besides the macro skills, the findings also indicate that the prep. students need to develop their skills in translation and vocabulary, and to some extent, studies related to grammar seem necessary. Furthermore, according to the findings, the students need English to take part in a student exchange programme, to attend scientific activities in medicine, to follow the periodicals in medicine. Additionally, students need to be given a programme evaluation form at the end of English preparatory education every year. This also indicates the importance of learners' need in evaluating the existing programme, in order to see whether the content of the curriculum meets the learners' needs or not.

4.2. Subjective Needs

In addition to the objective needs, subjective needs, which are learner-perceived needs, should also be taken into consideration in a learner-centred curriculum. In other words, subjective needs are related to wants, expectations and desires of the learners and they are stated by the learners themselves (Nunan 1999:149).

The tables given below (Tables 8, 9, 10, 11, 12, 13,14) aim at identifying the subjective needs of the prep. students.

4.2.1. The Subjective Needs of the Prep. Students in OYDEM

Table 8 presents the statistical analysis of the responses given by the prep. students and freshman students to three statements about their subjective needs (See Appendix 9). The statements aim at gathering information about students' subjective needs in terms of their "wants and expectations", "life goals", "social roles", and "cognitive needs" according to Brindley (1989:71). The items in the Table 8 test are related to the English preparatory education given in OYDEM.

Table 8: The Subjective Needs of the Prep. Students in OYDEM according to the Medical Prep. and Freshman Students (I)

Agreement Scale	Prep. students(n=69)					Freshman Students (n=42)				
	SA	A	UD	D	SD	SA	A	UD	D	SD
ITEMS	% f	% f	% f	% f	% f	% f	% f	% f	% f	% f
1	24 34,8	13 18,8	8 11,6	7 10,1	17 24,6	17 40,5	4 9,5	10 23,8	5 11,9	6 14,3
2	45 65,2	8 11,6	7 10,1	1 1,4	8 11,6	17 40,5	12 28,6	4 9,5	3 7,1	6 14,3
3	11 15,9	14 20,3	14 20,3	22 31,9	8 11,6	15 35,7	11 26,2	5 11,9	7 16,7	4 9,5

The first item in the Table 8 is “I think that the English preparatory education for one year for the medical prep students is sufficient”. Slightly more than a half of the prep. students (53,6%) agree on this statement, yet 34,7% of them disagree and 11,6% of the prep. students remain undecided. This indicates that more than a half of the prep. students are satisfied with the length of the English preparatory education. Half of the freshman students agree on this statement, whereas 26,2% of them disagree and 23,8% of the freshman students remain undecided on this statement. The data show us that one-year English preparatory education seems to be sufficient for both groups; however nearly more than half of prep. and freshman students seem to be unsatisfied with the length of the education given. The second item in the Table 8 is “I think that medical prep. students may be given a chance to take make-up proficiency exams in undergraduate programme if they fail in the English preparatory education”. 76,8% of the prep. students agree on this statement, while 13% of them disagree and 10,1% of the prep. students remain undecided. 69,1% of the freshman students agree on the second item in the table, while 21,4% of them disagree and 9,5% of the freshman students remain undecided. It can clearly be seen that learners need to be given a chance for make-up proficiency exams in their undergraduate programmes, since they may not want English to be an obstacle for them during their education. The last item in the Table 8 is “I had difficulties in reading comprehension due to lack of English”. 36,2% of the prep. students agree on this statement, while 20,3% of

them remain undecided and 43,5% of the prep. students disagree. This shows us that nearly half of the prep. students do not have difficulty in reading comprehension. 61,9% of the freshman students agree on this statement, yet only 26,2% of them disagree and 11,9% of these students remain undecided. It can be deduced from the data that more than a half of freshman students have difficulty in reading comprehension due to their lack of English. In other words, they may not have gained enough competence to develop their reading comprehension during their English preparatory education or as Krashen (1988:103) states, when the texts given are not above their level of competence, the input is comprehensible; therefore, the data indicate that the freshman students have been exposed to reading texts which are beyond their level.

4.2.2. The Subjective Needs of the Prep. Students according to the Medical Freshman Students

In the Table 9 given below, four items which aim at revealing the subjective needs of the prep. students related to the “Proficiency and Placement Exam” given in OYDEM are presented (See Appendix 12).

Table 9: Subjective Needs of the Prep. Students according to Freshman Students(II)

Agreement Scale	Prep. students(n=69)					Freshman Students (n=42)				
	SA	A	UD	D	SD	SA	A	UD	D	SD
ITEMS	% f	% f	% f	% f	% f	% f	% f	% f	% f	% f
1	15 21,7	11 15,9	26 37,7	9 13,0	8 11,6	16 38,1	8 19,0	14 33,3	2 4,8	2 4,8
2	11 15,9	26 37,7	21 30,4	4 5,8	7 10,1	9 21,4	19 45,2	7 16,7	4 9,5	3 7,1
3	11 15,9	22 31,9	13 18,8	10 14,5	13 18,8	15 35,7	19 45,2	8 19,0	---	---
4	6 8,7	13 18,8	13 18,8	15 21,7	22 31,9	17 40,5	17 40,5	6 14,3	---	2 4,8

The first item in the Table 9 is “I think the ‘Proficiency Exam’ given at the end of the English preparatory education is not reliable”. 37,6% of the prep. students agree on this statement. Similarly, 37,7% of them remain undecided, whereas 24,6% of the prep. students disagree on this item. More than half of the freshman students (57,1%) agree on the statement, while 33,3% of them remain undecided. Only 9,6% of the freshman students disagree on the same item. The findings show that some of the prep. students think the ‘Proficiency Exam’ given at the end of the English preparatory education is not reliable; however, 37,7% of the prep. students remain undecided, since they may not want to criticize the teaching institution. Additionally, 24,6% of the prep. students think that ‘The Proficiency Exam’ is reliable, whereas only 9,6% of the freshman students rely on ‘The Proficiency Exam’ given at the end of the English preparatory education, but more than a half of the freshman students do not rely on ‘The Proficiency Exam’ given at the end of the English preparatory education, since they have not been informed about the evaluation of the exam, or they have not given the keys of the exams after they have taken ‘The Proficiency Exam’. The second item in the Table 9 is “I think that there should be questions on Writing skills (composition-paragraph writing) in the ‘Proficiency Exam’ given at the end of the English preparatory education”. More than a half of the prep. students (53,6%) agree on the statement, while 30,4% of them remain undecided and 15,9% of the prep.

students disagree on the same item. 66,6% of the freshman students agree on the statement, while only 16,7% of them remain undecided and 16,6% of the freshman students disagree on the same item. Thus, it can be concluded that more than a half of the students think that they should be tested on the writing skills in ‘The Proficiency Exam’ at the end of the English preparatory education. The third item in the Table 9 is “I think that Speaking skills should be tested in the ‘Proficiency Exam’ given at the end of the English preparatory education”. Nearly half of the prep. students (47,8%) agree on the statement, whereas 33,3% of them disagree on the same item and 18,8% of the prep. students remain undecided. 80,9% of the freshman students agree on the statement, while only 19% of them remain undecided. There are no freshman students who disagree on this statement. It can be deduced from the data that the students need to be tested in Speaking skills. Moreover, according to the experience of the freshman students, learners may need speaking skills most for their career in the future. The last item in the Table 9 is ‘I think that Listening skills should be tested in the ‘Proficiency Exam’ given at the end of the English preparatory education’. 27,5% of the prep. students agree on the item, whereas 18,8 of them remain undecided and more than a half of the prep. students (53,6%) disagree on this statement. This data show that the prep. students may not need listening skills; however, most of the freshman students (81%) agree on this statement, whereas only 4,8 of the freshman students disagree. Thus, it can be concluded that according to the experience of the freshman students, they may need to improve their listening skills and need to be tested on the listening skills, whereas the prep. students disagree on being tested on the listening skills.

4.2.3. The Subjective Needs of the Prep. Students according to the Freshman students and the Departmental Instructors and Administrators

In the following Table 10, two items which are related to the subjective needs of the prep. students according to the freshman students and the departmental instructors and the administrators are presented (See Appendix 12). The items aim at revealing the prep. students’ opinions on the classrooms where the English

preparatory education is given in OYDEM with regard to the freshman students and the departmental instructors and the administrators.

Table 10: The Subjective Needs of the Prep. Students according to the Freshman Students and the Departmental Instructors and Administrators (III)

Agreement Scale	Prep. Students (n=69)				
	SA	A	UD	D	SD
ITEM	% f	% f	% f	% f	% f
1	36 52,2	18 26,1	11 15,9	2 2,9	2 2,9
2	3 4,3	9 13,0	29 42,0	12 17,4	16 23,2
Agreement Scale	Freshman Students (n=42)				
	SA	A	UD	D	SD
ITEM	% f	% f	% f	% f	% f
1	23 54,8	11 26,2	8 19,0	---	---
2	1 2,4	6 14,3	17 40,5	4 9,5	14 33,3
Agreement Scale	Departmental Instructors (n=49)				
	SA	A	UD	D	SD
ITEM	% f	% f	% f	% f	% f
1	29 59,2	14 28,2	4 8,2	1 2,0	1 2,0
2	1 2,0	6 12,2	24 49,0	10 20,4	8 16,3

The first item in the Table 10 is “I think that there should be multi-media classes for an effective language education”. 78,3% of the prep. students agree on the statement, while only 5,8% of them disagree and 15,9% of the prep. students remain undecided. Similarly, 81% of the freshman students agree on the same item, there are no freshman students who disagree on this statement. 87,4% of the departmental instructors and the administrators agree on this statement, whereas only 4% of them disagree on the same item. It can be inferred from the data that multi-media classes are essential for an effective language learning, since Swaffar (1998) (Blake 2000:¶10) indicates that “Networked exchanges seem to help all individuals in language classes engage more frequently, with greater confidence, and with greater enthusiasm in the communicative process than is characteristic

for similar students in oral classrooms (Blake 2000:¶10)”. The second item in the Table 10 is “I think that the classrooms in the English preparatory education are suitable enough for language learning”. 17,3% of the prep. students agree on this statement, while 42% of them remain undecided and 40,6% of the prep. students disagree. However, 16,7% of the freshman students agree on the same statement, whereas 42,8% of them disagree and 40,5% of the freshman students remain undecided. It can be deduced from these findings that most of the students seem not to have been satisfied with classrooms where the English preparatory education is given. Only 14,2% of the departmental instructors and the administrators agree on this statement, while 36,7% of them disagree and nearly a half of the departmental instructors and the administrators remain undecided, since they might not have seen the classrooms for the English preparatory education or might not have any opinions on the language classrooms in OYDEM.

In the cross-table given below, the prep. students’ subjective needs, which are related to the conditions of the classrooms for an effective language learning, are compared with the subjective needs of the medical freshman students.

Table 11: The Cross-table of the Prep. students’ Subjective Needs according to the Freshman students

GROUP 1	GROUP 2	MEAN DIFFERENCE	STD. ERROR	SIG.
PREP. STUDENTS	FRESHMAN SS	-,3696	,26819	,170
	DEP.INST.&ADMIN.	1,3889(*)	,25601	,000
FRESHMAN STUDENTS	PREP.SS	,3696	,26819	,170
	INST.&ADMIN.	1,7585(*)	,28816	,000
INSTRUCTORS ADMINISTRATORS	PREP.SS	-1,3889(*)	,25601	,000
	FRESHMAN SS	-1,7585(*)	,28816	,000

p< 0,05

Note: STD.ERROR = Standard Error SIG.= Significance

* The mean difference is significant at the .05 level.

When the Table 11 is examined, firstly, in terms of the subjective needs of the prep. students, there is no significant difference between prep. students and freshman students; however, when these subjective needs of the prep. students are compared with the subjective needs of the departmental instructors and freshman students, there is a significant difference at .05 level and the mean difference is 1,3889. The Table 11 also shows that there is a significant difference between the subjective needs of the freshman students and the departmental instructors at .05 level and the mean difference is 1,7585. Moreover, there is also a significant difference between the prep. students and the departmental instructors at .05 level.

4.2.4. The Subjective Needs of the Prep. Students

In the following Table 12, the subjective needs of the prep. students related to their wants and linguistic problems in the English preparatory education are presented.

Table 12: The Subjective Needs of the Prep. Students (IV)

Agreement Scale	Prep. Students (n=69)				
	SA	A	UD	D	SD
ITEM	% f	% F	% f	% f	% f
1	6 8,7	12 17,4	21 30,4	14 20,3	16 23,2
2	25 36,2	30 43,5	10 14,5	3 4,3	1 1,4
3	17 24,6	10 14,5	12 17,4	21 30,4	9 13,0
4	16 23,2	8 11,6	18 26,1	22 31,9	5 7,2
5	19 27,5	16 23,2	16 23,2	13 18,8	5 7,2

The first item in the Table 12 is “I think that giving pop-quizzes frequently in the English preparatory education for Medical prep. students motivate me”. 26,1% of the prep. students agree on the statement, while 43,5% of them disagree and 30,4% of the prep. students remain undecided. It can clearly be seen that giving pop-quizzes seems not to be motivating for the prep. students, since Brown

(2000:161) states that “the ‘needs’ concept of motivation in some ways belongs to three schools of thought: the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context”. In other words, students may feel motivated as long as they can perceive the value of; for instance, taking pop-quizzes in terms of evaluation and assessment in the English preparatory education. Brown (2000:161) further evaluates that learners may feel unmotivated, since learners may fail to see the rewards, or learners may connect taking pop-quizzes only to superficial needs, such as fulfilling a requirement. The second item in the Table 12 is “I think that English is necessary to attend scientific activities (conferences, seminars, etc.) in medicine”. 79,7% of the prep. students agree on the statement, yet 5,7% of them disagree on the same item. It can be concluded that the prep. students need to learn English in order to attend conferences in medicine. The third item is “I have difficulties in listening comprehension because my English background is inadequate”. 39,1% of the prep. students agree on the statement, while 43,4% of them disagree on the same item and 17,4% of the prep. students remain undecided. The percentages of the ones who agree and disagree on the statement are close to each other. It can be suggested that listening skills may be supported by more listening tasks, or exercises for a better comprehension for the prep. students who have insufficient English background. The next item in the Table 12 is “I have difficulties in writing (composition – paragraph), because my English background is inadequate”. 34,8% of the prep. students agree on the statement, whereas 39,1% of them disagree and 26,1% of the prep. students remain undecided on this item. The findings show that some students whose level of competence in English is not sufficient may need some extra activities or exercises in order to improve their skills in writing. The last item in the Table 12 is “I have difficulties in speaking, because my English background is inadequate”. Slightly more than a half of the prep. students (50,7%) agree on this statement, while 26% of them disagree, and 23,2% of the prep. students remain undecided. It can be deduced from the data that half of the prep. students also need to be provided with supplementary activities to improve their speaking skills, since their English background is inadequate.

4.2.5. The Subjective Needs of the Prep. Students according to the Freshman Students

In the following Table 13, the subjective needs of the prep. students are determined according to the perceived needs and experience of the freshman students. (See Appendix 13)

Table 13: The Subjective Needs of the Prep. Students according to the Freshman Students

Agreement Scale	Freshman Students (n=42)				
	SA	A	UD	D	SD
ITEM	% f	% F	% f	% f	% f
1	8 19,0	8 19,0	21 50,0	2 4,8	3 7,1
2	20 47,6	10 23,8	6 14,3	1 2,4	5 11,9
3	27 64,3	9 21,4	2 4,8	2 4,8	2 4,8
4	6 14,3	3 7,1	17 40,5	10 23,8	6 14,3
5	5 11,9	6 14,3	13 31,0	13 31,0	5 11,9
6	10 23,8	9 21,4	15 35,7	2 4,8	6 14,3
7	9 21,4	4 9,5	16 38,1	6 14,3	7 16,7
8	25 59,5	6 14,3	10 23,8	1 2,4	---
9	28 66,7	8 19,0	6 14,3	---	---
10	19 45,2	4 9,5	10 23,8	6 14,3	3 7,1
11	21 50,0	5 11,9	10 23,8	4 9,5	2 4,8

In the Table 13 given above, there are eleven items related to the subjective needs of the medical freshman students. These items aim at revealing the subjective needs of the medical prep. students according to the experience of the medical freshman students. The first item in the Table 13 is “I know the criteria of the evaluation in the ‘Proficiency Exam’ given at the end of the English preparatory education”. 38% of the freshman students state that they know the criteria of the evaluation in the ‘Proficiency Exam’ given at the end of the English preparatory education, whereas half of the freshman students remain undecided on this item

and 11,9% of them state that they do not know the criteria of evaluation used in the ‘Proficiency Exam’ at the end of the English preparatory education. As is mentioned in the literature review, in the process of curriculum development “assessment and evaluation procedures” include “how language proficiency and achievement will be measured, how learning difficulties and programme deficiencies will be diagnosed, and how the programme and its learners, teachers, curriculum and materials will be evaluated”(Richards 1984:2-3). However, the findings show that half of the medical freshman students seem not to have any ideas on the evaluation of the ‘Proficiency Exam’. The second item in the Table 13 is “I think that in the English preparatory education for medical prep. students the answer keys of the Mid-Term and final examinations should be given after the exams”. 71,4% of the freshman students think that they should be informed about the answer keys of the Mid-Term and final examinations, while only 14,3% of them disagree on the statement and 14,3% of the freshman students remain undecided. As the data clearly state the students need to be informed about the answer keys of the exams given in OYDEM, since the students may need to check their weak and strong points in learning English; moreover, they may need to know to what extent they have achieved the goals of the English preparatory education. In other words, students’ needs to assess themselves serve for a crucial point that the purpose of assessment determines whether the objectives or the goals of a course of instruction have been achieved or not (Nunan 1988a:7). The third item in the Table 13 is related to the content of the ‘Proficiency Exam’ given at the end of the English preparatory education. The third statement is “I think that reading texts on medicine should be used in the ‘Proficiency Exam’ given at the end of the English preparatory education”. A great majority of the freshman students (85,7%) agree on the statement, whereas only 9,6% of them disagree and 4,8% of the freshman students remain undecided on this item. It can be concluded from the data that students need to be tested on reading texts on medicine, which seems to be a realistic goal to achieve in the English preparatory education for the medical prep. students. The fourth item in the Table 13 is “I think that there should be more questions on English grammar in the ‘Proficiency Exam’ given at the end of the English preparatory education”. Only 21,4% of the freshman

students think that the ‘Proficiency Exam’ should include more questions on English grammar, while 40,5% of them remain undecided and the rest of the freshman students (38,1%) disagree on this item. It can be inferred from these findings that grammar does not seem to be an important micro skill or a central part of a language which the prep. students need to improve or need to be tested on. In fact, “through grammar as long as the students follow the rules and regulations, it would be difficult to make mistakes, the learners would gain much guidance, but you can improve the standard of the language by practice”(Sundaram 2006:¶3). The fifth item in the Table 13 is “I think that there should be less questions on English vocabulary in the ‘Proficiency Exam’ given at the end of the English preparatory education”. 26,2% of the freshman students agree on the statement, whereas 31% of them remain undecided and 42,9% of the freshman students disagree on the statement. They think that there should be more questions on English vocabulary in the ‘Proficiency Exam’, since students may need to assess themselves for their competence in English vocabulary, as learning vocabulary may be essential for the students, especially in reading comprehension. The sixth item in the Table 13 is “I think that English is necessary to write papers”. Nearly a half of the freshman students (45,2%) think that they need English to write papers, whereas 35,7% of them remain undecided and 23,1% of the freshman students disagree on this statement. It can be deduced from the data that the students need English to write papers, since they may be required to write reports or papers in their fields of study. The seventh item in the Table 13 is “I think that the ‘Proficiency Exam’ given at the end of the English preparatory education for medical prep. students should also be given at the end of the first term”. 30,9% of the freshman students agree on the statement, while 38,1% of them remain undecided and 31% of the freshman students disagree on this item. As is deduced from the data, the criteria of evaluation of the ‘Proficiency Exam’ may not satisfy the students or the ‘Proficiency Exam’ may not evaluate the main aim of the test given. The eighth item in the Table 13 is “I think that foreign scholars in medicine should be invited to the prep. students for an effective language education”. A great number of the freshman students (73,8%) think that inviting foreign scholars in medicine is necessary for an effective language

learning, while 23,8% of them remain undecided and only 2,4% of the freshman students disagree on the item. It can be said that the students need to interact or communicate with the foreign scholars in order to improve their speaking skills with regard to their field of study. Additionally, Jing(2006:1) gives the ideas of Davies&Pearse(2000) that “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom”(Jing 2006:1). The ninth item in the Table 13 is “I think that it is beneficial to take students’ opinions for language teaching in the English preparatory education”. A great majority of the freshman students (85,7%) think that it is necessary to take students’ opinions for language teaching in the English preparatory education, while only 14,3% of them remain undecided and there are no freshman students who do not agree on this item. In a learner-centred curriculum, it is vital to put the learners and the learners’ needs into the center; moreover, assessing the needs of the learners’ provides valuable data for “helping organizations make educated decisions in planning programmes and allocating resources” (Reviere et al.1996:1). Therefore, for an effective curriculum, students’ needs should be taken into consideration. Moreover, for a successful teaching and learning process, “contributing to the development of the teacher – learner negotiated learning objectives” Finney (1996)Richards(2002:75) is essential. The tenth item in the Table 13 is “The reading classes were too boring for me, since the texts were too long”. 54,7% of the freshman students think that they were not bored with the reading classes because of the long texts, while 23,8% of the freshman students remain undecided and 21,4% of them think that they were bored with the reading classes because of long reading texts. Thus, it can be concluded that the appropriate materials should be chosen according to the needs of the learners through conducting the needs assessment, which has an important role in providing information on the selection of the appropriate materials for the teaching institutions and the curriculum designers in the process of teaching. The last item in the Table 13 is “I think that the English preparatory education can be said to be insufficient for me to follow the articles in medicine”. More than a half of the freshman students (61,9%) think that the English preparatory education seems to be unsatisfying for them in terms of reading the articles in medicine,

while 23,8% of them remain undecided and 14,3% of the freshman students think that the English preparatory education can be said to be sufficient to follow the articles in medicine. It can be clearly stated that the students seem not to have been satisfied with the English preparatory education in order to be able to read the articles in medicine; in other words, it can be said that the current curriculum seems not to have met the language needs of the students for their academic purposes, since these students were not exposed to any ESP courses during their study in the English preparatory education in OYDEM.

4.2.6. The Subjective Needs of the Prep. Students according to the Departmental Instructors and the Administrators

In this study, as mentioned before, the needs of the prep. students are also assessed according to the expectations of the departmental instructors and administrators. Table 14 which is given below presents the subjective needs of the medical prep. students according to the departmental instructors and administrators. (See Appendix 14)

Table 14: The Subjective Needs of the Prep. Students according to the Departmental Instructors and the Administrators

Agreement Scale	Departmental Instructors (n=49)				
	SA	A	UD	D	SD
ITEM	% f	% F	% f	% f	% f
1	5 10,2	9 18,4	20 40,8	10 20,4	5 10,2
2	10 20,4	9 18,4	17 34,7	8 16,3	5 10,2
3	2 4,1	2 4,1	8 16,3	14 28,6	23 46,9
4	7 14,3	7 14,3	27 55,1	5 10,2	3 6,1
5	1 2,0	3 6,1	11 22,4	12 24,5	22 44,9
6	2 4,1	2 4,1	32 65,3	7 14,3	6 12,2

The first item in the Table 14 is “I am satisfied with the ‘Proficiency and Placement Exam’ given to the medical prep. students at the beginning of the English preparatory education”. 28,6% of the departmental instructors and administrators agree on the statement, while 40,8% of them remain undecided and 30,6% of the departmental instructors and administrators disagree on this item. It can be indicated that most of the departmental instructors and administrators seem not to have been satisfied with the ‘Proficiency Exam’ given to the prep. students or they may not have any ideas about the content of the exam. However, the needs assessment requires a co-operation between the learners and the institutions in order to determine the content of the curriculum. Similarly, Nunan (1988a:3) states that “the learner-centred curriculum is a collaborative effort between teachers and learners”. The second item in the Table 14 is “I think that there is no difference between the students who have studied in the English preparatory education and who have not studied English in terms of their level of English”. 38,8% of the departmental instructors and administrators think that there is difference between the students who have studied and those who have not studied in terms of their level of English, while 34,7% of them remain undecided and 26,5% of the departmental instructors and administrators disagree on the statement. It can be concluded that most of the departmental instructors and administrators think that the English preparatory education does not fulfill the prep. students’ language needs at the desired level for their academic studies. The third item in the Table 14 is “I am informed about the content of the “Proficiency Exam” given to the medical prep. students at the end of the English preparatory education”. A great majority of the departmental instructors and administrators(75,5%) disagree on the statement, while only 8,2% of them think that they are informed about the content of the ‘Proficiency Exam’ given to the medical prep. students, and 16,3% of the departmental instructors and administrators remain undecided. The data shows that there is no co-operation between the institutions about the content of the curriculum, since the departmental instructors and administrators do not have any ideas related to the content, evaluation or assessment of the present curriculum. However, Richterich and Chancerel (1987:43) insist on the idea that the learners, the teachers and the

administrators should agree on a programme meeting the language needs of the students. The fourth item in the Table 14 is “I think that the content of the ‘Proficiency Exam’ given to the medical prep. students at the end of the English preparatory education is insufficient”. 28,6% of the departmental instructors and administrators agree on the item, whereas more than a half of them (55,1%) remain undecided, which may indicate that they have no ideas on the statement, and 16,3% of them disagree on the statement. The fifth item in the Table 14 is “I know the criteria of the evaluation in the ‘Proficiency Exam’ given at the end of the English preparatory education”. Only 8,1% of the departmental instructors and administrators agree on the statement, yet 22,4% remain undecided and more than half of the departmental instructors and administrators (69,4%) disagree on this item and this indicates that they are not informed about the content and the criteria of the evaluation of the ‘Proficiency Exam’ given in OYDEM. The sixth item in the Table 14 is “I think that the criteria of the evaluation in the ‘Proficiency Exam’ given at the end of the English preparatory education is not objective”. Similarly, only 8,2% of the departmental instructors and administrators agree on the statement, while 65,3% of them remain undecided and 25,5% of the departmental instructors and administrators disagree.

To sum up, the prep. students’ subjective needs according to the departmental instructors and administrators indicate that there is no collaboration between the teaching institution and the “user institution”, which can be the departmental instructors and administrators in the Faculty of Medicine. However, in the process of identifying and determining the learners’ needs, all parties that are involved in the process of teaching and learning are equally responsible. As it is suggested in Richterich and Chancerel (1987), needs should be identified by the learners themselves, by the teaching establishment, and by the user – institution. Furthermore, the user – institution is defined by Richterich and Chancerel (1987:43) as “any structured social unit, such as firms or businesses and administrative bodies where learners will study or be employed”. The agreement and co-operation between the learners and institutions is a vital point in conducting the needs analysis.

4.3. Content Needs

As Nunan (1999:149) points out content needs refer to "...the selection and sequencing of such things as topics, grammar, function, notions, and vocabulary – traditionally the domain of syllabus design"(Nunan,1999:149). In other words, identifying what should be in the curriculum in order to meet the needs of the learners can be said to form the content needs. The tables below (Tables 15, 16, 17,18) present the data obtained from the questionnaires given to the prep. students, freshman students and the departmental instructors and administrators related to the content needs of the prep. students.

4.3.1. The Content Needs of the Prep. Students in OYDEM

In the Table 15, the statistical analysis of the responses given by the prep. students related to their content needs is presented (See Appendix 12). There are items which aim at eliciting the opinions of the prep. students regarding the content of the curriculum, techniques to be used, studies to develop grammar and vocabulary, their expectations from the programme.

Table 15: The Content Needs of the Prep. Students in OYDEM (I)

Agreement Scale	Prep. students(n=69)				
	SA %	A %	UD %	D %	SD %
ITEMS	f	f	f	f	f
1	46 66,7	10 14,5	9 13,0	3 4,3	1 1,4
2	24 34,8	24 34,8	10 14,5	8 11,6	3 4,3
3	29 42,0	22 31,3	14 20,3	4 5,8	-----
4	13 18,8	11 15,9	22 31,9	13 18,8	10 14,5
5	13 18,8	19 27,5	18 26,1	11 15,9	8 11,6
6	9 13,0	19 27,5	16 23,2	11 15,9	14 20,3

The first item in the Table 15 above is "I believe in the necessity of developing translation skills in the English preparatory education for the medical prep. students". Most of the prep. students (81,2%) agree on the statement, whereas

only a few of them (5,7%) disagree on the same statement and 13% of the prep. students remain undecided. It can be deduced from the data that the prep. students should be taught how to translate in the English preparatory education. The second item in the Table 15 is “English grammar should be taught in the English preparatory education”. Similar to the previous item, most of the prep. students (79,8%) agree on the statement, while 15,9% of them disagree on the same statement and 14,5% of these students remain undecided. It can be inferred from these findings that the prep. students may need to have some Grammar courses in the English preparatory education. The third item in the Table 15 is “I think that translating reading texts from English into Turkish and Turkish into English will help me in my lectures related to my field of study”. 73,3% of the prep. students agree on this statement, while 20,3% of them remain undecided and only 5,8% of the prep. students disagree on this statement. As it can be clearly seen, the prep. students need to improve their skills in translation, since during their undergraduate lectures students will be exposed to some texts or articles in medicine in order to translate or comprehend them. Moreover, these students are not exposed to any translation studies during the English preparatory education and they express their needs for the improvement of the skills in translation. Thus, these data also provide valuable information to reshape the content of the present curriculum. The fourth item in the Table 15 is “I think that songs related to the teaching point should be used in classes in order to learn the foreign language more effectively”. 34,7% of the prep. students prefer songs, and similarly, 31,9% of them remain undecided on this item, and again 33,3% of them seem not to enjoy singing. These findings show that the prep. students’ opinions are not clear enough about whether listening to songs related to the teaching point can be an effective way for learning the language. Ur(1996:105) states that “It makes sense to examine what sorts of things the listener needs to be able to do in order to comprehend satisfactorily in real-life listening situations”. As these students are exposed to General English in the English preparatory education, listening to songs related to the subject may not appeal the prep. students, since they may think they may not be in such a real-life listening situations, but the ones who agree on the statement think that they may need English, as mentioned before, to

take part in a student exchange programme, to communicate with foreigners or to attend conferences as a speaker/listener; therefore, listening to songs can be an effective way to improve their language. Indeed, lifelong learning offers a lot for one's growth and development as a human being and throughout lifelong process “the expansion of cognitive repertoire and the increasing of skills and competences must continue throughout one's life”(B-Hert 2001:13). The fifth item in the Table 15 is “I think that different kind of games should be used in classes in order to learn a foreign language more effectively”. Nearly half of the prep. students (46,3%) agree on the statement, while 27,5% of them disagree and 26,1% of the prep. students remain undecided. It can be inferred from the data that different kinds of games may be motivating and effective for learners in the process of language learning. “Games, pictures, posters are invaluable particularly for young learners”(Ur 1996:191). However, such games or materials can be effective as long as they are “tailored to the needs of the learners or they offer richer options”(Ur 1996:189). The last item in the Table 15 is “I like the reading texts because they are related to my field of study”. 40,5% of the prep. students like reading the texts in their field of study, yet 23,2% of them remain undecided and 36,2% of the prep. students do not like reading them. Hence, it can be said that as long as the needs of the learners are met, they can be well-motivated and they can develop a positive attitude towards English, but the rest of the prep. students 23,2% remain undecided on the same item and 36,2% of them disagree; as is clearly seen, the reading texts seem not to have motivated or help these students develop a positive attitude towards English.

4.3.2. The Content Needs of the Prep. Students according to the Freshman Students

In the following Table 16, the statistical analysis of responses given by the freshman students about the content needs of the prep. students are presented. The item presented in the Table 16 is related to whether or not prep. students need to have reading texts on Medicine for an effective language education.

Table 16: The Content Needs of the Prep. Students according to the Medical Prep. and Medical Freshman Students (II)

Agreement Scale	Prep. students(n=69)					Freshman Students (n=42)				
	SA	A	UD	D	SD	SA	A	UD	D	SD
ITEMS	% f	% f	% f	% f	% f	% f	% f	% f	% f	% f
1	39 56,5	19 27,5	7 10,1	4 5,8	---	30 71,4	4 9,5	6 14,3	2 4,8	---

The first item presented in the Table 16 is “I think that there should be reading texts on Medicine for an effective language education”. A great majority of the prep. students (84%) think that there should be reading texts related to Medicine in the English preparatory education. 10,1% of them remain undecided and only 5,8% of the prep. students disagree on this statement. The findings seem similar for the freshman students. 80,9% of the freshman students agree on the item, whereas 14,3% of them remain undecided and only 4,8% of the freshman students disagree on this statement. The findings can also support the idea that the prep. students need to read texts on Medicine for their future studies, since they may most need to read academic sources in their undergraduate courses; therefore, they seem to be aware of the need for reading texts related to their field of study. Similarly, Grabe&Stoller (2001:187) state that “In academic settings, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations”.

4.3.3. The Content Needs of the Prep. Students according to the Freshman Students in OYDEM

The following Table 17 presents the data related to the content needs of the medical freshman students (See Appendix 13). The items aim at gathering information from the freshman students about the English preparatory education and whether the curriculum of the English preparatory education has met their content needs or not.

Table 17: The Content Needs of the Prep. Students according to the Freshman Students

Agreement Scale	Freshman students(n=42)				
	SA	A	UD	D	SD
ITEMS	% f	% f	% f	% f	% f
1	12 28,6	13 31,0	12 28,6	1 2,4	4 9,5
2	25 59,5	13 31,0	4 9,5	---	---
3	21 50,0	12 28,6	6 14,3	2 4,8	1 2,4
4	17 40,5	11 26,2	9 21,4	3 7,1	2 4,8
5	6 14,3	4 9,5	13 31,0	3 7,1	16 38,1

The first item in the Table 17 is “I think that in the English preparatory education for Medical prep. students pop-quizzes should be given”. More than a half of the freshman students (59,6%) agree on the statement, while 28,6% of them remain undecided and 11,9% of the freshman students disagree on this statement. Thus, the findings show that more than half of the freshman students think that taking pop-quizzes is necessary in the English preparatory education. The students may need to assess themselves by taking pop-quizzes, and pop-quizzes may help them to learn what they need to improve in English. Moreover, pop-quizzes may be motivating for the students. The second item in the Table 17 is “I think that diverse audio-visual materials should be used in prep. classes for an effective foreign language education”. Nearly all of the freshman students (90,5%) think that diverse audio-visual materials are necessary for an effective foreign language education. Only 9,5% of them remain undecided on this statement. It can be concluded that the students need to go beyond the course book, class cassettes or CDs; moreover, they seem to need some extra materials; audio-visual materials in their language classes. The third item in the Table 17 is “We should be given an evaluation form for the English preparatory Education at the end of every Academic Year”. Most of the freshman students (78,6%) state their agreement on the item, while 14,3% of them remain undecided and 7,2% of the freshman students disagree on the statement. As is mentioned before, needs analysis is the “starting point for the development of a language programme which is responsive

to the learner"Finney(1996) (Richards 2002:75). Therefore, determining the learners' needs is essential for an effective curriculum in the English preparatory education. The findings state that the curriculum may not meet the prep. students needs in the English preparatory education, since their opinions on their needs have not been taken into account. The fourth item in the Table 17 is "I think that the English preparatory education does not develop the medical prep. students' skills in translation for proficiency". 66,7% of the freshman students state their agreement on this item, whereas 21,7% of them remain undecided and 11,9% of the freshman students think that the English preparatory education develops the prep. students' skills in translation. Thus, it can be concluded that the freshman students need to improve their skills in translation in the English preparatory education. However, the current curriculum does not include any translation courses; therefore, these findings may provide valuable information for the teaching institution and the curriculum designers. The last item in the Table 17 is "I consider the English preparatory education necessary for the Medical prep. students, since it is a must". 23,8% of the freshman students think that the English preparatory education is necessary because it is obligatory. However, 31% of the freshman students remain undecided and 45,2% of them disagree on this statement, in other words, they think the English preparatory education is not necessary, since it is obligatory.

4.3.4. The Content Needs of the Prep. Students according to the Departmental Instructors and Administrators

In order to determine the content needs of the prep. students, the departmental instructors' and the administrators' content needs (See Appendix 14) are also taken into consideration. The items presented in the Table 18 aim at gathering information about the expectations of the departmental instructors and the administrators from the English preparatory education related to the content of the curriculum, decision-makers, and the teaching of the skills in the curriculum development.

Table 18: The Content Needs of the Prep. Students according to the Departmental Instructors and Administrators

Agreement Scale	Departmental Instructors(n=49)				
	SA	A	UD	D	SD
ITEMS	% f	% F	% F	% f	% f
1	4 8,2	3 6,1	8 16,3	17 34,7	17 34,7
2	22 44,9	18 36,7	6 12,2	2 4,1	1 2,0
3	22 44,9	16 32,7	3 6,1	7 14,3	1 2,0
4	19 38,8	12 24,5	13 26,5	1 2,0	4 8,2

The first item in the Table 18 is “I know the content of the English preparatory education given for the medical prep. students”. Only 14,3% of the departmental instructors and the administrators agree on the statement, while 16,3% remain undecided and 69,4% of them disagree, in other words, they state that they do not know the content of the English preparatory education given for the medical prep. students. In fact, in a learner-centred curriculum there should be a negotiation and cooperation between the sides involved in the language programme, in other words, as well as the learners’ needs, the opinions of the teaching institution and the “user institution”, in this study the Faculty of Medicine, on the learners’ needs should be taken into consideration in order to make the curriculum meet the needs of the learners. However, the data show that the current curriculum seems to lack the content needs of the prep. students with regard to the expectations of the departmental instructors and the administrators. Moreover, Kocaman (1998:145-146) states that one of the vital goals of the English preparatory education at Turkish universities is to prepare students for their undergraduate courses, in other words, for their academic life. Thus, it can be said that the departmental instructors and the administrators know about what the prep. students may need most in the English preparatory education for their undergraduate studies. The second item in the Table 18 is “I think that the English preparatory education for the medical prep. students should include studies to improve their vocabulary”. Most of the departmental instructors and the

administrators (81,6%) state their agreement on the item. Only 6,1% disagree and 12,2% of them remain undecided. According to the data gathered from the departmental instructors and the administrators, they seem to emphasize the importance of vocabulary for the prep. students, since the students may be exposed to medical articles or texts in their undergraduate courses; therefore, the curriculum in the English preparatory education should enrich their competence in vocabulary. The third item in the Table 18 is “The English preparatory education for the medical prep. students should integrate the four skills; listening, speaking, reading and writing”. 77,6% of the departmental instructors and the administrators agree on the statement, whereas only 6,1% of them remain undecided and 16,3% of the departmental instructors and the administrators disagree on the same item. The data clearly indicate that the macro skills, listening, speaking, reading and writing skills should be integrated in the curriculum of the English preparatory education, since integrating four skills may be more beneficial and meet the learners’ need better. Moreover, Jing (2006:2) gives the ideas of Davies&Pearse (2002) that “Successful integrative approach may help a teacher to make the lessons dynamic, involving the learners in varied activities and interactions, which can create plenty of opportunities for students to participate in class and raise their motivation to learn English”. In other words, the integrated approach seems to take the different needs of the different learners into account and create more opportunities for them. The last item in the Table 18 is “I think that the ‘Proficiency and Placement Exam’ given at the end of the English preparatory education should be prepared by the partnership of the Academic coordinators in the Faculty of Medicine and OYDEM”. 63,3% of the departmental instructors and the administrators agree on this item, while 26,5% of them remain undecided and 10,2% of the departmental instructors and the administrators disagree on the statement. Thus, it can be clearly seen that the departmental instructors and the administrators should cooperate both in determining the content of the curriculum and the ‘Proficiency and Placement Exam’, since exchanging ideas on the processes of evaluation is a fundamental component of the needs analysis in the process of curriculum development.

4.4.Process Needs

As Nunan (1999:149) indicates, process needs refer to the selection and sequencing of learning tasks and activities, namely, methodology. The following tables present the data obtained from the questionnaires. The items which are presented in the tables below are related to the process needs.

4.4.1 Process Needs of the Prep. Students in OYDEM according to the Freshman Students

Table 19 shows the statistical analysis of the prep. students' responses to four items which aim at gathering information about their process needs (See Appendices 12-13) according to the experience of the freshman students.

Table 19: Process Needs of the Prep. students in OYDEM according to both the Prep. Students and Freshman Students

Agreement Scale	Prep. students(n=69)					Freshman Students (n=42)				
	SA	A	UD	D	SD	SA	A	UD	D	SD
	% f	% f	% f	% f	% f	% f	% f	% f	% f	% f
1	9 13,0	10 14,5	17 24,6	19 27,5	14 20,3	6 14,3	5 11,9	10 23,8	13 31,0	8 19,0
2	17 24,6	18 26,1	15 21,7	16 23,2	3 4,3	13 31,0	11 26,2	13 31,0	1 2,4	4 9,5
3	21 30,4	29 42,0	13 18,8	4 5,8	2 2,9	14 33,3	19 45,2	5 11,9	3 7,1	1 2,4
4	15 21,7	13 18,8	20 29,0	11 15,9	10 14,5	9 21,4	16 38,1	10 23,8	4 9,5	3 7,1

The first item in the Table 19 is “I think that Turkish sources are said to be enough in number in order to develop myself in my field of study”. 27,5% of the prep. students agree on the item, whereas 24,6% of them remain undecided and 47,8% of the prep. students disagree on the statement. Similarly, half of the freshman students disagree, namely, think that Turkish sources are not enough in number in order to develop themselves in their field of study. 23,8% of them remain undecided and 26,2% of the freshman students agree on the item that Turkish sources are enough in number. The data emphasize the students' awareness on the fact that they also need English sources in their field of study in order to be able follow the recent developments throughout the world. Nunan

(2001:605) supports this idea through Swales (1987) as “in academic contexts over 50% of the millions of academic papers published each year are written in English, and the percentage is growing year by year”. Thus, in order to be able to reach various sources in English on Medicine, the students need to comprehend reading texts better, and the curriculum of the English preparatory education should meet the need in this area. The second item in the Table 19 presents the statement, “I think that English sources are necessary in order to develop myself in my field of study”. More than a half of the prep. students (50,7%) agree on the statement, while 21,7% of them remain undecided and 27,5% of the prep. students disagree. Like the prep. students, the freshman students (57,2%) also agree on the idea that English sources are necessary in order to develop themselves in their field of study. Only 11,9% of the freshman students disagree, while 31% of them remain undecided. With parallel to the previous item, the students seem to reach English sources as well in order to develop themselves in their field of study. The third item in the Table 19 is “I think that it is necessary to follow periodicals in English in order to develop myself in my field of study”. 72,4% of the prep. students agree on the item, whereas 18,8% of them remain undecided and 8,7% of the prep. students disagree on the statement. Most of the freshman students (78,5%) also agree on the statement that they need English to follow the periodicals on Medicine. Yet, 11,9% of the freshman students remain undecided and only 9,5% of them disagree on the item. The last item in the Table 19 is “I think that giving pop-quizzes in the English preparatory education for Medical prep students will increase my level of English”. 40,5% of the prep. students think that pop-quizzes help them to increase their level of English, while 29% of them remain undecided and 30,4% of the prep. students do not agree on the item. The percentages of the freshman students who agree on the item are higher. More than a half of the freshman students (59,5%) agree on the idea that pop-quizzes are helpful to increase their level of English, while 23,8% of them remain undecided and 16,6% of the freshman students disagree on this item. Hence, it can be said that pop-quizzes seem to be helpful for the prep. students in order to increase their level of English.

4.4.2. Process Needs of the Prep. Students according to the Freshman Students

In order to determine whether the process needs of the freshman students have been met or not, twelve items have been included in their questionnaire. Four of the items are discussed and compared with the process needs of the prep. students in the Table 19. Two items related to the process needs of the freshman students are discussed in the following Table 20. The last six items are presented in the Table 21. These six items are related to the process needs of the freshman students according to the departmental instructors and administrators.

The following Table 20 demonstrates the statistical analysis of the responses given by the freshman students to the two items related to the process needs (See Appendix 13).

Table 20: Process Needs of the Prep. Students according to the Freshman Students (I)

Agreement Scale	Freshman students(n=42)				
	SA	A	UD	D	SD
ITEMS	% f	% f	% f	% f	% f
1	16 38,1	5 11,9	8 19,0	4 9,5	9 21,4
2	1 2,4	---	9 21,4	12 28,6	20 47,6

The first item in the Table 20 is “I think that the English preparatory education for the medical prep. students will help me get a promotion in my job”. Half of the freshman students agree on the statement, yet 19% of them remain undecided and 30.9% of the freshman students disagree on the same item. Thus, it seems that half of the freshman students think that English is necessary in getting promotion in their career. Rizvi (2005:108) states that “a very important, rather the most important element in the process of teaching any language course is the learner and his/her learning needs”; therefore, the students’ needs in English for their career should be taken into consideration. Apart from General English, students

should be exposed to ESP courses in the English preparatory education, so that they can improve their skills in a specific area, in other words, in the area they think they need most. It is also suggested by Rizvi (2005:108) that “by integrating a needs analysis with peer response and student feedback”, it may be possible for teachers to provide wider input into the content, design and implementation in a language programme and also various opportunities can be created to engage students in interesting and meaningful classroom experiences. The second item in the Table 20 is “I can follow the scientific articles thanks to the English preparatory education”. As is clearly seen most of the freshman students (76,2%) disagree on the statement, while 21,4% of them remain undecided and only 2,4% of the freshman students agree on the statement. With regard to the first item in the Table 20, since the prep. students are not exposed to any ESP courses in the English preparatory education, they seem not to be able to follow the scientific articles on Medicine. Thus, it can be concluded that the curriculum for the English preparatory education should include ESP courses related to the prep. students’ needs in their field of study.

4.4.3. Process Needs of the Prep. Students according to the Freshman Students and the Departmental Instructors and the Administrators

The Table 21 given below presents other six items which are related to the process needs of the freshman students (See Appendices 13-14) according to the expectations of the departmental instructors and the administrators. The items also aim at revealing the process needs of the prep. students with regard to the experience of the freshman students and the expectations of the departmental instructors and the administrators.

Table 21: Process Needs of the Prep. Students according to the Freshman Students and the Departmental Instructors and the Administrators (II)

Agreement Scale	Freshman students(n=42)					Departmental Instructors (n=49)				
	SA	A	UD	D	SD	SA	A	UD	D	SD
ITEMS	% f	% f	% f	% f	% f	% f	% f	% f	% f	% f
1	23 54,8	11 26,2	3 7,1	4 9,5	1 2,4	15 30,6	16 32,7	14 28,6	2 4,1	2 4,1
2	25 59,5	9 21,4	4 9,5	4 9,5	---	20 40,8	16 32,7	10 20,4	1 2,0	2 4,1
3	23 54,3	11 26,2	6 14,3	1 2,4	1 2,4	17 34,7	21 42,9	6 12,2	3 6,1	2 4,1
4	17 40,5	11 26,2	9 21,4	4 9,5	1 2,4	15 30,6	19 38,8	10 20,4	3 6,1	2 4,1
5	13 31,0	7 16,7	12 28,6	6 14,3	4 9,5	12 24,5	18 36,7	12 24,5	6 12,2	1 2,0
6	18 42,9	15 35,7	6 14,3	2 4,8	1 2,4	13 26,5	20 40,8	8 16,3	6 12,2	2 4,1

The first item in the Table 21 is “I think that the English preparatory education does not develop the medical prep. students’ listening skills for proficiency”. A great majority of the freshman (90%) students agree on the statement, while 7,1% of the freshman students remain undecided and 11,9% of them disagree on the item. 63,3% of the departmental instructors and the administrators agree on the same item, while 28,6% of them remain undecided and only 8,2% of the departmental instructors and the administrators disagree on the statement. The data indicate that the current curriculum in the English preparatory education seem not to develop the listening skills of the prep. students, which is rather important, since “listening is an integral part of conversation. Oral skills without equally well-developed listening abilities are of little practical value (Cunningsworth 1989:45)”. The second item in the Table 21 is “I think that the English preparatory education does not develop the medical prep. students’ speaking skills for proficiency”. Most of the freshman students (80,9%) agree on the idea that the English preparatory education does not develop the speaking skills for proficiency, while 9,5% remain undecided and 9,5% of them disagree on the statement. Similarly, 73,5% of the departmental instructors and the administrators agree on this item, while 20,4% of them remain undecided, since

they may not have an idea and 6,1% of the departmental instructors and the administrators disagree on the statement. The third item in the Table 21 is “I think that the English preparatory education does not develop the medical prep. students’ reading skills for proficiency”. A great majority of the freshman students (80,5%) and the departmental instructors and the administrators (77,6%) state that the English preparatory education does not develop the prep. students’ reading skills. The fourth item in Table 21 is again related to the skills. The statement is “I think that the English preparatory education does not develop the medical prep. students’ writing skills for proficiency”. Similarly, 66,7% of the freshman students and 69,4% of the departmental instructors and the administrators agree on the statement, whereas 21,4% of the freshman students and 20,4% of the departmental instructors and the administrators remain undecided and the rest (11,9% freshman students and 10,2% of the instructors) disagree on the item. The fifth item in the Table 21 is “I think that English grammar is not taught sufficiently in the English preparatory education for the medical prep. students”. Nearly the half of the freshman students agree on the statement, while 28,6% of them remain undecided and the rest (23,8%) disagree on the statement. 61,2% of the departmental instructors and the administrators agree on the item that English grammar is not taught sufficiently in the English preparatory education, while 24,5% of them remain undecided and 14,2% of the instructors disagree on the statement. The last item in the Table 21 is “I think that the English preparatory education does not develop the medical prep. students’ skills in vocabulary for proficiency”. 78,6% of the freshman students and 67,3% of the instructors agree on the statement.

To sum up, the findings in the Table 21 indicate that although the prep. students are exposed to 24-hour- instruction of English per week, the students seem to have developed neither the macro skills nor the micro skills in the English preparatory education. It seems that the current curriculum has deficiencies in terms of content and methodology.

4.4.4. Process Needs of the Prep. Students according to the Departmental Instructors and the Administrators

The Table 22 given below presents the process needs of the departmental instructors and the administrators (See Appendix 11).

Table 22: Process Needs of the Prep. Students according to the Departmental Instructors and the Administrators

Agreement Scale	Departmental Instructors(n=49)				
	SA	A	UD	D	SD
ITEMS	% f	% f	% f	% f	% f
1	6 12,2	2 4,1	5 10,2	24 49,0	12 24,5

The item in the Table 22 is “I think that the English preparatory education for the medical prep. students helps them to achieve enough competence in order to comprehend the sources in English on medicine”. Many departmental instructors and the administrators (73,5%) disagree on the statement, in other words, they think the English preparatory education seems not to be helpful for the prep. students in terms of comprehending the English sources on medicine adequately, which is really important for the students’ undergraduate courses. Yet, 10,2% of them remain undecided and 16,3% of the departmental instructors and the administrators agree on the item.

In the following section, the tables which present the mean scores of the objective, subjective, content and process needs of the prep. students according to the departmental instructors and the administrators and the medical freshman students are given; additionally, their attitudes towards English and the English preparatory education are discussed in detail.

4.5. Attitudes of the Medical Prep. Students towards English Preparatory Education

When the mean scores of the statistical analysis of the responses of the participants, namely, the prep. students, freshman students and the departmental instructors and the administrators are examined, their attitudes towards English, and the English preparatory education can be taken into consideration if the English preparatory programme has changed.

In the study, it is claimed that:

- 1- Medical prep. students may develop a positive attitude towards English.
- 2- There may be a significant difference between the attitudes of the medical prep. students and medical freshman students towards the prep. classes.

The following tables (Table 23, 24, 25) show the mean scores of the objective, subjective, content and process needs of the prep. students according to the experience and expectations of the medical freshman students and the departmental instructors and the administrators.

Table 23: Mean Scores for the Attitudes of the Departmental Instructors Towards the Objective, Subjective, Content and Process Needs of the Prep. Students in English Preparatory Education

Departmental Instructors(n=49)	Mean Scores	Lower Bound	Upper Bound
1-Objective Needs	4,3061	4,0932	4,5190
2-Subjective Needs	2,8954	2,7751	3,0157
3-Content Needs	3,5612	3,3632	3,7593
4-Process Needs	2,1691	1,9296	2,4086

As is clearly seen from the Table 23 the attitude of the departmental instructors towards objective needs of the prep. students in the English preparatory education is positive. In other words, they agree on the items related to the objective needs

(See Appendix 11). To sum up, the departmental instructors and the administrators state their agreement on the following statements which are related to the objective needs of the prep. students:

- 1- The English preparatory education is necessary in the Faculty of Medicine.
- 2- The students in the Faculty of Medicine should get the chance to take part in a student exchange programme.
- 3- The medical prep. students should be given an evaluation form at the end of every Academic Year in the English preparatory education.
- 4- The English preparatory education should improve the medical prep. students' four macro skills, which are listening, speaking, reading and writing.
- 5- Besides the macro skills, the English preparatory education should improve the prep. students' skills in translation; moreover, the English preparatory curriculum should include grammar exercises.
- 6- According to the departmental instructors and the administrators, what the prep. students need most is to be able to follow the periodicals in English on medicine after the English preparatory education and medical prep. students need English in order to attend national and international scientific activities, such as conferences, seminars and panels.

The departmental instructors and the administrators also hold a positive attitude towards the content needs of the prep. students, which are summarized in the following:

- 1- As for the content of the curriculum, the departmental instructors and the administrators think that there should be supplementary studies to improve the prep. students' competence in vocabulary; moreover, four macro skills should be integrated in the English preparatory education.
- 2- There should be a co-operation between the academic coordinators in the Faculty of Medicine and OYDEM in order to prepare the 'Proficiency Exam' given at the end of the English preparatory education.

However, the departmental instructors and the administrators remain undecided on the subjective needs of the prep. students, and they hold a negative attitude towards the process needs of the learners. These can be summarized as follows:

- 1- According to the departmental instructors and the administrators, there is no difference between the students who have studied in the English preparatory education and the ones who have not studied in terms of competence in their English.
- 2- They remain undecided whether there should be multi-media classes for an effective language learning; moreover, they do not have an idea about the classrooms where the English preparatory education is given.
- 3- They are undecided whether they are satisfied with the 'Proficiency and Placement Exam' given at the beginning of the English preparatory education.
- 4- They do not have a clear idea on the content and the evaluation and the criteria of the evaluation of the 'Proficiency Exam' given at the end of the English preparatory education.

As mentioned before, the Departmental instructors and the administrators hold a negative attitude towards the process needs of the prep. students in the English preparatory education. The mean scores related to the process needs in the Table 23 given above indicate that the departmental instructors and the administrators think the English preparatory education does not meet the prep. students' process needs, since the English preparatory education seems not to improve the students' skills in listening, speaking, reading and writing enough to comprehend the English sources on medicine. In addition to this, the English preparatory education also seems not to improve students' competence in vocabulary and grammar fully.

Table 24: Mean Scores for the Attitudes of the Freshman Students towards the Objective, Subjective, Content and Process Needs of the Prep. Students in English

Freshman Students (n=42)	Mean Scores	Lower Bound	Upper Bound
1-Objective Needs	4,1810	4,0089	4,3530
2-Subjective Needs	3,2964	3,2017	3,3911
3-Content Needs	3,5794	3,4262	3,7325
4-Process Needs	2,5675	2,4177	2,7173

The data in the Table 24 present the mean scores for the freshman students' attitudes towards the subjective, objective, content and process needs of the prep. students in English and in the English preparatory education. According to the data given above, the freshman students hold a positive attitude towards the objective and content needs of the prep. students; however, they are undecided about the subjective needs and they tend to hold a negative attitude towards the process needs of the prep. students in English. As for the objective needs in English:

- 1- The freshman students think that developing four macro skills; listening, speaking, reading and writing, is necessary for the English preparatory education. Besides this, they think it is necessary for the prep. students to improve their skills in translation and vocabulary in the English preparatory education, and the English preparatory curriculum should also meet the needs of the students in grammar.
- 2- According to the freshman students, the English preparatory education seems to be necessary for the medical prep. students and it is necessary to be able to take part in a student exchange programme and to be able to attend scientific activities in their field of study.

As for the content needs of the prep. students, the freshman students have a positive attitude towards English; however, their positive attitude also points out what the current curriculum lacks in terms of content and methodology.

- 1- The freshman students state their agreement on the items that the English preparatory education should include the pop-quizzes, and for an effective language learning, the prep. students should be exposed to diverse audio-visual materials and reading texts related to their field of study. In addition to this, the prep. students need to have some translation classes in the English preparatory education, which the current curriculum does not include.
- 2- In order to take the learners' needs into consideration and to develop the curriculum which appeals to the needs of the learners, the prep. students should be given an evaluation form at the end of every Academic Year according to the freshman students.
- 3- Lastly, it seems that that the English preparatory education is necessary because it is a 'must' according to the freshman students; however, the reason may be the current curriculum has not been designed in order to meet the needs of the prep. students in their undergraduate courses and academic studies in medicine.

To sum up the opinions of the freshman students related to the subjective needs of the prep. students, it can be said that the freshman students remain undecided whether or not;

- 1- taking the opinions of the prep. students on the English preparatory education is necessary,
- 2- reading texts can be difficult because of the weakness of English background.
- 3- the length of the English preparatory education is enough,
- 4- English is necessary to do term-papers,
- 5- the English preparatory education is helpful in order to help the students follow the sources on medicine,
- 6- the reading classes were boring because of long reading texts,
- 7- inviting foreign scholars to the department may be helpful,
- 8- the classes are suitable for effective language learning,
- 9- the multi-media classes are necessary for effective language learning,
- 10- macro or micro skills should be included in 'Proficiency Exam',

- 11- there should be reading texts related to the medical prep. students' field of study in the 'Proficiency Exam',
- 12- the English preparatory education meets the prep. students' skill requirements in learning listening, speaking, reading and writing,
- 13- the English preparatory education is helpful for the students' in getting promotion in their career in medicine,
- 14- the sources in English or in Turkish on medicine can be helpful in order to develop themselves.

Table 25: Mean Scores for the Attitudes of the Prep. students towards the Objective, Subjective, Content and Process Needs in English

Prep. Students (n=69)	Mean Scores	Lower Bound	Upper Bound
1-Objective Needs	3,8406	3,6902	3,9909
2-Subjective Needs	3,1594	3,0653	3,2536
3-Content Needs	3,7122	3,5800	3,8444
4-Process Needs	3,3116	3,1725	3,4507

The data in the Table 25 present the mean scores for the prep. students, attitudes towards subjective, objective, content and process needs in the process of their language learning. According to the data related to the objective and content needs, the prep. students hold a positive attitude similar to the freshman students; however, their attitude towards subjective and process needs is undecided, again similar to the freshman students.

Briefly, as for the objective and content needs, prep. students think that:

- 1- the English preparatory education is necessary,
- 2- English is necessary to be able to take part in a student exchange programme,

- 3- Four macro skills should be developed in the English preparatory education,
- 4- Translation and grammar classes, reading texts related to their field of study, diverse materials, games, songs are necessary for an effective language learning in the English preparatory education.

For the subjective and process needs, prep. students remain undecided whether or not:

- 1- the length of the English preparatory education is enough,
- 2- the classes are suitable or multi-media classes are necessary for an effective language learning,
- 3- they have difficulties in listening, speaking, reading texts, and writing because of lack of enough competence in English,
- 4- English is necessary to attend scientific activities,
- 5- Pop-quizzes are motivating,
- 6- There should be “Writing Session”, “Listening- Speaking Session” in the ‘Proficiency Exam’ in the English preparatory education,
- 7- The ‘Proficiency Exam’ given in the English preparatory education is reliable.

Findings given above may be more meaningful when compared with the strategies used by the medical prep. students presented in the following section.

4.6. Communication Strategies

As is defined by Brown (2000:123), communication strategies “pertain to output, how we productively express meaning, how we deliver messages to others”. In other words, it can be said that communication strategies include all verbal and non-verbal “mechanisms” for an effective production of information in the communication”(Brown 2000:127). Therefore, communication strategies should be taken into consideration and the learners should be taught how to cope with the problems they may encounter in communication. In order to decide what the curriculum should include in terms of teaching communication strategies, a needs

assessment should be conducted in order to determine what strategies are needed most by the learners in the English preparatory education.

4.6.1. The Prep. Students' Awareness of Using Communication Strategies

One of the aims of this study is to identify the learners' needs in using communication strategies and to what extent they are aware of the communication strategies.

Table 26: The Prep. Students' Awareness of Using Communication Strategies

Agreement Scale	Prep. Students (n=69)				
	SA f	A f	UD f	D f	SD f
1	14 23,0	16 26,2	12 19,7	14 23,0	5 8,2
2	9 14,8	29 47,5	8 13,1	13 21,3	2 3,3
3	10 16,4	27 14,3	14 23,0	6 9,8	4 6,6
4	11 18,0	33 54,1	8 13,1	7 11,5	2 3,3
5	10 16,4	27 44,3	8 13,1	11 18,0	5 8,2
6	11 18,0	29 47,5	11 18,0	8 13,1	2 3,3
7	4 6,6	15 24,6	18 29,5	15 24,6	9 14,8
8	12 19,7	34 55,7	6 9,8	6 9,8	3 4,9
9	14 23,0	30 49,2	8 13,1	8 13,1	1 1,6
10	9 14,8	17 27,9	15 24,6	9 14,8	11 18,0
11	22 36,1	33 54,1	6 9,8	---	---

In the Table 26 given above, the statistical analysis of responses given by the prep. students to 11 items in "Questionnaire II" is presented (See Appendix 2). Eleven items have been divided into three parts. The items (1,3,4,5,6,7,8,9,10) are related to the students' use of communicative strategies in vocabulary use and the item (11) is related to the students' use of communicative strategies in sentence construction. The item (2) is related to the use of communicative strategies in speaking.

The first item in the Table 26 checks whether the prep. students use any communication strategies or they immediately break the communication. The statement is “I avoid communicating orally in speaking classes, since I do not have enough competence in vocabulary”. The data show that nearly half of the prep. students (49,2%) avoid speaking when they are unable to find the appropriate word or they think they do not have the enough vocabulary. In fact, they need to learn to find a way to express themselves when they do not find the appropriate word. 19,7% of the prep. students remain undecided, while 31,2% of them disagree on the statement, in other words, they do not avoid speaking even if they do not have the enough vocabulary for the situation.

The second statement in the Table 26 is “When the utterance in my mind is given by another speaker, it keeps me quiet in communication”. More than a half (62,3%) of the prep. students show agreement on the item. 13,1% of the prep. students are undecided, while 24,6% of them state their disagreement. Thus, it can be concluded that students again avoid speaking. Here, the attitude of the teachers may be important in terms of motivating the students to share their opinions in order not to break the communication.

The third item, which checks the prep. students’ communication strategies in vocabulary use, is “When I am unable to guess the meaning of the word, I look it up in a Turkish-English (bilingual) dictionary”. 30,7% of the prep. students agree on the item, while 16,4% of them disagree. 23% of the prep. students remain undecided. The prep. students are given the statement “When I am unable to guess the meaning of the word, I look it up in an English-Turkish (bilingual) dictionary” in the fourth item. 72,1% of the prep. students show agreement, while only 14,8% of them disagree on the same item. The responses indicate that the prep. students tend to use resources when they are unable to find an appropriate word in communication.

The fifth item in the Table 26 is “When I am unable to find an appropriate word to be used in context, I prefer using my mimics and gestures”. 60,7% of the prep.

students agree on the item, whereas only 13,1% of them are undecided and 26,2% of the prep. students disagree on the statement. Thus, it can be said that more than half of the prep. students are aware of using non-linguistic resources to express themselves when they face a difficulty during the communication.

The sixth item in the Table 26 is “When I am unable to find an appropriate word, I seek help from my friends”. 65,5% of the students agree on the item, while 18% of them are undecided and 16,4% of the students disagree. The data show that learners ask help directly, without an attempt to use any communication strategies.

The seventh item is “When I am unable to find an appropriate word, I use a Turkish word instead”. 31,2% of the students agree on the item, while 29,5% of them remain undecided and 39,4% of the students disagree on the statement. It can be inferred that most of the prep. students may not use their native language during the communication with foreign people.

The eighth item is “When I am unable to find an appropriate word for English meaning, I use a word with a close meaning”. 75,4% of the prep. students show agreement, while 9,8% of them are undecided and 14,7% of the students disagree on the statement. The findings clearly show that a majority of the prep. students seem to use approximation to maintain communication.

The ninth item in the Table 26 is “When I am unable to find an appropriate word, I prefer paraphrasing”. 72,2% of the students agree on the item, while 13,1% of them are undecided and 14,7% of the prep. students disagree on the same item. Thus, it seems that the students may use paraphrasing in order to continue the communication.

The tenth item is “When I am unable to find an appropriate word, I make up a word instead”. 42,7% of the prep. students agree on the statement, while 24,6% of

them are undecided and 32,8% of the prep. students disagree on the item. As is seen, most of the students seem to use a strategy of creating new words.

The last item is “In turn taking, if I have difficulty in expressing things I want to say, I try to explain them in simple utterances”. A great majority of the prep. students (90,2%) agree on the item, while 9,8% of them remain undecided. It can be inferred that most of the prep. students seem to simplify the words and make the ideas simpler or say something different.

As a result, it can be indicated that prep. students seem to use some of the communication strategies to some extent. Furthermore, they can be said to be communicative in vocabulary use, since they may create new words, use approximation, non-linguistic resources, paraphrasing, they seek help from others and use bilingual dictionaries as compensation strategies. Yet, they seem to avoid speaking when their ideas have been told before, or when they think they do not have enough vocabulary for the topic.

4.6.2. Male and Female Students’ Use of Communication Strategies

In the following Table 27, the mean scores of the statistical responses given by the prep. students to the items related to the use of communication strategies are presented.

Table 27: Mean Scores for the Male and Female Students’ Use of Communication Strategies

Sex	Mean	Std. Deviation	Sig.	Mean Difference
Male (n=41)	38,6585	4,76240	,629	-,5915
Female(n=20)	39,2500	3,76794	,601	-,5915

p> 0.05

The Table 27 aims at showing whether there is a significant difference between the responses of the male and female students in using the communication

strategies; however, the mean scores indicate that there is no significant difference between the responses given by the male and female students.

In addition to these, the opinions of the prep. students, the freshman students and the departmental instructors given in the second part of the questionnaires are explained in the following section.

4.6.3. Opinions of the Prep. Students, the Freshman Students and the Departmental Instructors and the Administrators

In the second part of the questionnaires the prep. students, the freshman students and the departmental instructors and the administrators have been asked to write their opinions and suggestions for the English preparatory education given in OYDEM.

14 prep. students out of 69 have responded the second part of “Questionnaire I”. All these prep. students have pointed out that the English preparatory education is not necessary in a Turkish-medium university. Moreover, they have added that since the English preparatory education is a ‘must’, then the curriculum should be refined according to the language needs of the medical prep. students; therefore, they have suggested that it is necessary for them to learn English for specific purposes, in other words, the English preparatory education is not satisfying in terms of meeting the students’ needs in English and preparing them for their academic and occupational lives. Additionally, they have expressed their doubts on the reliability of the ‘Proficiency and Placement Exam’ given in OYDEM.

To the second part of “Questionnaire III” 10 freshman students out of 42 have responded. They have also stated that one-year English preparatory education was not satisfying for them, since they were not exposed to any ESP courses, but they studied only General English, which does not meet the students’ needs in their undergraduate courses. They have also suggested that foreign scholars can be invited for speaking classes.

17 departmental instructors and the administrators in the Faculty of Medicine have written their opinions and suggestions in the second part of the “Questionnaire IV”. They have suggested that the English preparatory education should be extended to five years in their undergraduate programme instead of one-year preparatory education. Moreover, they have also pointed out that the curriculum should meet the learners’ needs, in other words, the instruction should focus on the learner, and the needs of the learner. Along with the ‘General English’, the medical prep. students should be exposed to some ESP courses, but the instruction of General English and ESP should share the same hour of instruction. They have also stressed that four macro skills and micro skills should be taught; reading and translation courses require utmost importance for the prep. students in their undergraduate courses and the skills should be integrated. Lastly, they have suggested the need for the cooperation between the departmental instructors and administrators and OYDEM in preparing the ‘Proficiency Exam’ and the content of the curriculum.

Regarding these responses, it can be concluded that the responses show some similarities. All the participants, the prep. and the freshman students and the departmental instructors and the administrators emphasize the importance of developing four skills and improving vocabulary and skills in translation. Moreover, they all have suggested that there should be ESP instruction in the English preparatory education, as it is seen to be necessary to prepare the prep. students for their prospective studies in the department.

CHAPTER 5**CONCLUSION**

The purpose of this study is to determine the language needs of the medical prep. students in the English preparatory education given in OYDEM, and to find out whether the current curriculum meets the subjective, objective, content and process needs of the prep. students; while determining the language needs of the medical prep. students in the English preparatory education, the experience of the medical freshman students and the expectations of the departmental instructors and the administrators in the Faculty of Medicine have also been taken into consideration. In addition to this, the study also aims at revealing the attitudes of the medical prep. students towards English in the English preparatory education. To do this study, a needs assessment has been conducted in 2006-2007 Academic Year. Three steps have been followed in the needs assessment. First of all, through conducting needs analysis, the data have been gathered and analyzed. Secondly, the needs have been discussed, evaluated and prioritized. Finally, the most important needs have been selected

To obtain the data, four questionnaires have been developed regarding the probable objective, subjective, content and process needs of the prep. students. After the data have been collected, the statements in the questionnaires have been grouped under the classification of objective needs, subjective needs, content needs and process needs in order to present the discussion clearly and efficiently (See Appendices 12,13,14).

“Questionnaire I”, “Questionnaire III”, and “Questionnaire IV” can be said to be opinion surveys, but they also include features of self-rating and judgmental rating surveys, as the participants in the questionnaires have been asked to rate their abilities, interests and wants. “Questionnaire II” is a self-rating in scale with some characteristics of a biodata survey as it aims at gathering information about the students’ gender in order to compare and contrast the responses of the male and female students. In none of the questionnaires, Q sort has been used.

Three groups have been included in the study. The first group consists of 69 prep. students in the Faculty of Medicine at Ondokuz Mayıs University and forms the target group in our study. The second group consists of 42 medical freshman students and the third group consists of 49 departmental instructors and administrators in the Faculty of Medicine. The medical freshman students and departmental instructors and administrators form the resource group in order to gather information for the refinement of the current curriculum and the assessment of the strong and weak points of the English preparatory education given in OYDEM.

Two questionnaires (“Questionnaire I” and “Questionnaire II”) have been given to the prep. students (See Appendices 1,2). “Questionnaire I” has been conducted to 69 prep. students and “Questionnaire II” have been conducted to 61 prep. students. “Questionnaire III” (See Appendix 3) has been given to 42 freshman students. “Questionnaire IV” (See Appendix 4) has been given to 49 departmental instructors and the administrators. In “Questionnaire I”, “Questionnaire III” and “Questionnaire IV” some semantically identical items are given to compare and contrast the responses given by the participants related to the language needs of the prep. students. “Questionnaire II” has been given in order to identify the needs of the prep. students in using communication strategies and to determine if there is a significant difference between the responses given by the male and female students.

The data gathered from the questionnaires have been analyzed by a statistical analysis programme called “SPSS”. The results have been discussed and assessed, which have revealed the objective, subjective, content and process needs of the prep. students.

The statements related to the objective needs of the prep. students aim at gathering information about the prep. students’ awareness of the importance of the English preparatory education given in OYDEM, about which skills should be improved in the programme, about the necessity of English in taking part in a student exchange programme, and the necessity of English in order to be able to attend scientific

activities or to be able to follow the periodicals in their field of study. These objective needs of the medical prep. students have been checked by the experience of the freshman students who have started their undergraduate education in the department ,and by the invaluable ideas of the departmental instructors and administrators.

Firstly, slightly more than a half of the prep. students think that the English preparatory education is not necessary and similarly, half of the freshman students do not agree on the necessity of the English preparatory education, but 42,9% of the freshman students think the English preparatory education seems necessary; however, according to the majority of the departmental instructors and the administrators, the preparatory education is necessary although the medium of instruction in the Faculty of Medicine is Turkish. It can be said that there is no correlation between the prep. students and the departmental instructors. Thus, this result verifies our hypothesis that medical prep. and medical freshman students think that prep. class education can be said to be necessary in a Turkish-medium Faculty. Secondly, the prep. students according to the medical freshman and the departmental instructors all macro skills, listening and speaking, reading and writing skills should be improved in the English preparatory education. According to the percentages, among these four macro skills, prep. students think that developing speaking and reading skills must have priority. In addition to this, the medical freshman students and the departmental instructors and the administrators further state that some grammar studies, translation courses and vocabulary enriching exercises seem to be necessary for the students; therefore, these should also be improved in addition to other macro skills in the English preparatory education. Thus, these results also verify other two hypotheses in our study that the departmental instructors in the Faculty of Medicine may think that macro skills and micro skills should be developed in the English preparatory education given in OYDEM. Thirdly, according to the prep. students, the freshman students and the departmental instructors, the prep. students need English to take part in a student exchange programme; thus, it can be said that they also need English in their field of study on an international basis. Moreover, it is also indicated by the prep.,

freshman students and the departmental instructors that English is necessary to be able to follow periodicals or to attend scientific activities in their field of study for personal or professional development. Lastly, as for the objective needs, the prep. students need to be given an evaluation form for the English preparatory education at the end of every Academic Year. Within the needs assessment philosophy, prior needs of the learners are taken into account, therefore, in order to be able to identify and prioritize the needs of the prep. students, evaluation forms should be given to the prep. students. As is clearly seen, the objective needs of the prep. students are related to their academic or professional needs. Thus, an ESP instruction is required for the prep. students in order to meet their needs.

The statements which are related to the subjective needs of the prep. students aim at gathering information about the wants, expectations, linguistic problems and desires of the learners in the preparatory programme they are exposed to. These statements are about whether one-year-preparatory education is sufficient for the prep. students, whether the content of the curriculum meets the learners' needs in language and in their field of study, what the 'Proficiency Exam' should include or whether it is satisfying or reliable, whether the pop-quizzes are motivating, whether the classrooms are appropriate for language learning.

Firstly, the prep. students think that one-year- preparatory education is sufficient and they think they need to be given a chance for make-up proficiency exams in their undergraduate programmes, since they may not want English as an obstacle for them in their education. In terms of personal linguistic problems, most of the prep. students state that they have difficulties more in reading, writing and speaking and less in listening due to insufficient English background. Secondly, when the items related to the 'Proficiency Exam' are considered, it can be said that the most prep. students seem to think that the 'Proficiency Exam' given at the end of the preparatory education is not reliable. This does not verify other hypotheses in the study that the medical prep. and the freshman students may be satisfied with the 'Proficiency and Placement Exam'.They may need to get a feedback in order to assess themselves and therefore they may need to be given the answer keys after

they have taken the exams. As for the content of the 'Proficiency Exam', the prep. students think that the exam should include the productive skills, writing, speaking; moreover, the prep. students seem not to need to be tested on Listening; however, the freshman students think that the 'Proficiency Exam' should include listening session. As what is taught is to be evaluated, according to the goals and objectives for the curriculum identified through a needs analysis and assessed through a needs assessment , the content of the 'Proficiency Exam' may be framed according to the needs of the prep. students. Additionally, the pop-quizzes given throughout the English preparatory education seem not to be motivating for the prep. students, as mentioned before, the students may seem to connect taking the pop-quizzes only to superficial needs, such as fulfilling a requirement (Brown 2000:161). However, the students may feel motivated as long as they can perceive the need in taking the pop-quizzes. With regard to the prep. students' opinions on the 'Proficiency Exam' given at the end of the English preparatory education, half of the medical freshman students indicate that they seem not to have any ideas on the criteria of the evaluation; moreover, according to the freshman students, the students need to be given the answer keys of the exams after they have taken the exams. Furthermore, according to the freshman students the prep. students need to have reading texts on medicine in the 'Proficiency Exam'; however, the students do not need to have more questions on grammar, but they need to be tested on vocabulary. On the other hand, the departmental instructors and the administrators have no idea about the content or the criteria of the evaluation of the 'Proficiency Exam' given in OYDEM. Moreover, they have no clear idea on whether the 'Proficiency Exam' given in OYDEM is satisfying or not, since they do not know the content of the exam. Additionally, according to the freshman students the prep. students need to write papers in English; therefore, writing materials should be selected in order to meet the needs of the students in this area; for instance, tasks for writing a report, writing process paragraphs in order to explain the steps of an experiment may be selected rather than writing about how to make an omelette. Thus, it is crucial to be able to select the right material for the students in order to be able to motivate them considering their needs. The students also state that inviting foreign scholars is necessary for the improvement of their skills in listening and speaking. Moreover,

according to the responses given by the freshman students, the English preparatory education seems to be insufficient for them to follow the articles in medicine. Additionally, the prep. students, the freshman students and the departmental instructors and the administrators think that multi-media classes are necessary for an effective language education and, they think that the classrooms where the English preparatory education is given in OYDEM are not suitable enough for language learning. This verifies another hypothesis in the study that medical prep. students may think that multi-media classes are necessary for effective foreign language learning.

In order to find out whether the current curriculum meets the content needs of the prep. students, the statements have aimed to gather information related to the materials, different techniques to be used effectively in the classes, and what should be improved in the English preparatory programme. The prep. students need to develop their skills in translation, they need to translate texts from English to Turkish and Turkish to English, they need to study grammar, and read texts related to their field of study, and they need to have diverse audio-visual materials, songs, different games related to the teaching point in the English preparatory education. These findings show that the English preparatory education do not meet the needs which are related to their field of study of the prep. and the medical freshman students. Moreover, when the content needs are checked by the departmental instructors and the administrators, they seem not to have any ideas on the content of the curriculum or the 'Proficiency Exam' given in OYDEM and they emphasize the need for a cooperation with OYDEM, which verifies the other hypothesis in our study that the departmental instructors in the Faculty of Medicine may think that the 'Proficiency and Placement Test' should be prepared by the cooperation of the academic coordinators in the Faculty of Medicine and OYDEM.

Next, when the process needs of the prep. students are checked according to the experience of the freshman students and the departmental instructors and the administrators, it has been found out that the students are aware of the fact that they need English to reach sources in English, to read articles on medicine, since Turkish

sources are not sufficient at all. They think that the English preparatory education seems to fail in improving the skills efficiently, and does not include any courses related to their field of study. All in all, these finding indicate that the prep. and freshman students are not satisfied with the programme they are exposed to, and the current programme does not meet their objective, subjective, content and process needs in English and in their field of study. These findings do not verify the hypotheses related to their attitude towards the English preparatory education. Moreover, the data in the Tables 23,24,25 show that the prep. students do not develop a positive attitude towards the English preparatory education, but there is a difference in terms of the mean scores of the process needs in that the prep. students do not have a positive or negative attitude towards their process needs; in other words, they are undecided about their process needs but the freshman students hold a negative attitude towards the process needs; namely, they think that English preparatory education does not meet their process needs.

When the identified needs of the learners are considered together, it can be asserted that the English preparatory education does not meet the objective, subjective, content and process needs of the learners. In fact, the prep. students think that the English preparatory education is necessary as long as the programme meets their needs in language learning.

In order to detect the needs of the prep. students precisely, the approach of the departmental instructors and the freshman students to the needs of the prep. students is compared with those of the prep. students. The semantically identical items in “Questionnaire I”, “Questionnaire III” and “Questionnaire IV” have been classified together in Appendix 15.

Finally, in this study, the needs of the prep. students in using the communication strategies have also been checked by giving “Questionnaire II” to the medical prep. students. The results show that the prep. students are aware of some communication strategies; for instance, they may create new words, use approximation, non-linguistic resources, paraphrasing, and they can seek help from others and use

bilingual dictionaries as compensation strategies, however, they seem to avoid speaking when they think they do not have enough vocabulary for the topic.

The findings and the discussion of the study indicate that some reconstruction strategies should be used for the English preparatory programme and the ‘Proficiency Exam’ given in OYDEM in order to meet the language needs of the prep. students. Suggestions are presented as follows:

5.1. Suggestions

- Needs assessment is necessary at the beginning and at the end of each Academic Year.
- Multiple-Intelligence check list may be given in order to arrange activities according to the intelligence types of the learners in the English preparatory education.
- The prep. students should be placed in the classes according to their field of study.
- The language curriculum should set some realistic goals for the prep. students to achieve.
- The curriculum and the ‘Proficiency Exam’ should be prepared in accordance with the needs of the medical prep. students and there should be a cooperation between OYDEM and the academic coordinators in the Faculty of Medicine.
- In order to help the prep. students to improve their use of communication strategies, skills should be integrated. As is stated by Jing (2006:1) “a separate focus on individual skills can play a useful role in accelerating students’ language learning if it is well taught. However, since integrated skills use coincides the way we communicate in real life, and integrating the skills can bring plenty of benefits to English teaching, it is a worthwhile experiment in a communicative classroom despite its higher demanding for teachers”.
- Additionally, four macro skills should be improved efficiently and grammar, translation and vocabulary exercises should be included in the English

preparatory curriculum. Reading and speaking classes may be more in class hours, since the prep. students seem to need these skills more.

- The prep. students should be exposed to ESP, since they need to improve some specific skills they think they need in their field of study. Therefore, the language teachers in OYDEM should also be specialized in ESP and they should participate in in-service training for the instruction of ESP.
- The content of the ‘Proficiency Exam’ should be reorganized considering the emphasis given to the development of the skills each year in the English preparatory education. The recommended content for the exam by the prep. students is that the ‘less grammar questions, more vocabulary questions, all macro skills, reading texts on medicine should be included in the exam.
- Valid and reliable tests should be given to the prep. students in the ‘Proficiency Exam’.
- There should be cooperation between OYDEM and the academic coordinators in the Faculty of Medicine in order to arrange the content of the curriculum and the ‘Proficiency Exam’ given in OYDEM. Moreover, regular meetings should be arranged between the instructors in OYDEM and the academic coordinators in the Faculty of Medicine.
- Departments aiming at having prep-classes should keep in touch with OYDEM at least a year ago they start the programme in order to meet the needs of their undergraduate learners.
- OYDEM should keep in touch with other universities in order to exchange ideas on the curriculum development for the different prep. students in the different faculties.
- When designing the curriculum for the English preparatory education, the learners’ needs may change; therefore, as is mentioned by Finney (1996) Richards (2002:69), the curriculum should be “flexible to respond to the changing needs of learners”.
- The materials and activities should be diverse and applicable in order to appeal to the needs of the prep. students in their field of study. Moreover, tasks and activities should be integrated into real life effectively, so that the medical prep. students may be more motivated in learning English, since

they can learn how to use English in their undergraduate courses and through their professional lives. Thus, an office should be responsible for material development.

In the light of the findings and suggestions given above, the current curriculum in the English preparatory education given in OYDEM does not meet the needs of the prep. students. A possible curriculum which is suggested below for the English preparatory education in OYDEM may be beneficial for the prep. students for whom the class hours of instruction of English may range between 24 and 28 hours per week considering their level of English. The suggested curriculum given below includes three language levels, but the emphasis changes at different stages of learning. As is indicated in Finney(1996) Richards(2002:76), at elementary levels, greater emphasis on structure and functions, and learning strategies and techniques are introduced; at pre-intermediate levels, the focus is on functions and skills, and at intermediate and above levels, the focus is on learning processes and strategies to encourage creative language use.

Elementary Level (28-hour-English instruction)

Listening : 2 hrs.

Speaking : 4 hrs.

Reading: 6 hrs.

Writing: 2 hrs.

Grammar: 6 hrs.

Vocabulary: 4 hrs.

Translation: 4 hrs.

Pre-Intermediate Level (26-hour-English instruction)

Listening : 2 hrs.

Speaking : 4 hrs.

Reading: 6 hrs. (with texts related to the field of study of the prep. students)

Writing: 4 hrs.

Grammar: 2hrs.

Vocabulary: 2 hrs. (specific vocabulary related to the prep. students' field of study)

Translation: 4 hrs.

Extra-curricular activities(Task-based activities, extensive reading hours, speaking hours) 2 hrs.

Intermediate Level (24-hour-English instruction)

Listening : 2 hrs.

Speaking : 4 hrs.

Reading: 6 hrs. (with texts related to the field of study of the prep. students)

Writing.4 hrs.

Vocabulary + Translation: 2 hrs.

Extra-curricular activities(Task-based activities, extensive reading hours, speaking hours) 6 hrs.

BIBLIOGRAPHY

Akgül, Mustafa. 1991. "Needs Assessment of Medical Students in ESP Courses at Erciyes University".Unpublished Master's Thesis. Kayseri: Erciyes University.

Alagözlü, K. Nuray.1994. "English Language Needs Assessment of the Students of the Medical Faculty of Cumhuriyet University".Unpublished Master's Thesis, Erzurum: Cumhuriyet University.

Blake, J.Robert. 2000. "Technology, Multi-media and Second LanguageLearning" [Online].December,28,2007.
<http://www.mhhe.com/socscience/Passport/spotlight.htm>

Blanchard, Karen, Christine Root. 1994. **Get Ready to Write: A First Composition Text**.Massachusetts: Addison Wesley Publishing Company.

Blanchard, Karen, Christine Root. 1994. **Ready to Write**. Massachusetts: Addison Wesley Publishing Company.

Block, David. 2004. "Globalization and Language Teaching".[Online]. **ELT Journal**. 58/1.
<http://eltj.oxfordjournals.org/cgi/reprint/58/1/75.pdf. 75-77.>

Bloor, Meriel, Thomas Bloor. 1986. **Language for specific purposes: Practice and Theory**. Dublin: CLCS Occasional Papers,19,Trinity College.

Bonesteel, L. 2005. **Password 3**. New York: Longman.

Brindley,Geoffrey. 1989. "The role of needs analysis in adult ESL programme design". **Second Language Curriculum.** Ed. Robert Keith Johnson. New York: Cambridge University Press, 63-78.

_____. 1983. **Needs analysis and objective setting in the Australian Migrant Education Program.** Sydney: NSW Migrant Education Service.

Brown, J. Dean. 1995. **Elements of Language Curriculum: A Systematic Approach to Program Development.** Boston: Heinle & Heinle Publishers.

Brown, H.Douglas. 2000. **Principles of Language Learning and Teaching.** New York: Longman.

Brumfit, Christopher.1984. **General English Syllabus Design: Curriculum and Syllabus Design for the General English Classroom.** London: Pergamon Press.

Business / Higher Education Round Table (B-Hert). 2001. "The Critical Importance of Lifelong Learning". [Online]. January,5,2007. <http://www.bhert.com/Docs%5Cpolicy4.doc>

Butler,L. 2004. **Password 1.** New York: Longman.

_____. 2004. **Password 2.** New York: Longman.

Clare, Antonia, J.J.Wilson. 2005. **Total English Pre-Intermediate Student's Book.** New York: Longman.

Corder, S.Pit. 1973. **Introducing Applied Linguistics.** London:Penguin Books.

Crace, Araminta, Richard Acklam. 2005. **Total English Pre-Intermediate Student's Book.** New York: Longman.

Cunningsworth, Alan. 1989. **Evaluating and Selecting EFL Teaching Materials.** London: Heinemann.

Dörnyei, Zoltán. 1995. "On the Teachability of Communication Strategies". **TESOL Quarterly.** 29/1, 55-85.

_____. 2003. **Questionnaires in Second Language Research: Constructing, Administration and Processing.** New Jersey: Lawrence Erlbaum Associates Publishers.

Dudley-Evans, Tony. 1998. "An Overview of ESP in the 1990s". ERIC Document Reproduction Services. [Online]. **ERIC Digest: ED 424775.** December,13,2007.
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/17/06/e2.pdf .

Finocchiaro, Mary, Christopher, Brumfit. 1983. **The functional – notional approach from theory to practice.** Oxford: Oxford University Press.

Finney,Denise. 1996. "The ELT Curriculum: A Flexible Model for a Changing World". **Methodology in Language Teaching: An Anthology of Current Practice.** Ed. Jack C. Richards. 2002. Cambridge: Cambridge University Press.

Foley, Mark, Diane Hall. 2005. **Total English Elementary Student's Book.** New York: Longman.

Grabe, William, Fredricka Stoller.2001. “Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher.” **Teaching English as a Second or Foreign Language**. Marianne Celcé-Murcia. Boston: Heinle&Heinle, 187-203.

Harmer, Jeremy. 2001. **The Practice of English Language Teaching**. London: Longman.

Hutchinson, Tom, Alan Waters.1986. **English for Specific Purposes: A Learning Centered Approach**. New York: Cambridge University Press.

Hutchinson, Tom. 1999. **Lifelines Elementary Student’s Book**. Dubai: Oxford University Press.

_____. 2003. **Lifelines Pre-Intermediate Student’s Book**. Dubai: Oxford University Press.

_____. 2003. **Lifelines Intermediate Student’s Book**. Dubai: Oxford University Press.

Jackson, J. 2005. “An Inter-university, Cross-disciplinary Analysis of Business Education: Perceptions of Business Faculty in Hong-Kong”. **English for Specific Purposes** 24(3), 293-306.

Jing, Wu. 2006. “Integrating Skills for Teaching EFL: Activity Design for the Communicative Classroom”. [Online]. January,10,2008.
<http://www.linguist.org.cn/doc/su200612/su20061201.pdf>

Johns, Ann M, Tony Dudley-Evans .1991.”English for Specific Purposes: International Scope, Specific in Purpose”. **TESOL Quarterly** 25/2, 297-314.

Johns, Ann, D. Price Machado. 2001. "English for specific purposes: Tailoring courses to students' needs and to the outside world. **Teaching English as a Second or Foreign Language**. Ed. Marienne Celcé Murcia. Boston: Heinle and Heinle, 43-54.

Jordan, R.R. 1997. **English for Academic Purposes**. Cambridge: Cambridge University Press.

Kitao, Kenji. 2002. "Why Do We Teach English?" [Online]. December, 20, 2007. <http://iteslj.org/Articles/Kitao-WhyTeach.html>.

Kocaman, Ahmet. 1998. "Üniversitelerde Yabancı Dil Öğretimi Üzerine Saptamalar". **Anadilinde Çocuk Olmak**. Ayşe Kılımcı. İstanbul: Papirus Yayınevi, 145-148.

Krashen, Stephen. 1988. **Second Language Acquisition and Second Language Learning**. London: Prentice Hall.

Littlewood, William. 1991. **Foreign and Second Language Learning**. Cambridge: Cambridge University Press.

McDonough, Jo. 1984. **ESP in Perspective: A Practical Guide**. London: Collins

McKillip, Jack. 1987. **Needs Analysis: Tools for the Human Services and Education**. California: Sage Publications.

Nunan, David. 1999. **Second Language Teaching and Learning**. Boston: Heinle&Heinle Publishers.

_____. 1988a. **The Learner-Centred Curriculum**. Cambridge: Cambridge University Press.

_____. 1988b. **Syllabus Design**. New York: Cambridge University Press.

_____. 2001. "English as a Global Language". **TESOL Quarterly**. 35/4, 605-606.

Pratt, David. 1980. **Curriculum Design and development**. New York: Harcourt Brace Jovanovich.

Reviere, Rebecca. et. al. 1996. **Needs Assessment: A Creative and Practical Guide for Social Sciences**. New York: Taylor & Francis.

Richards, Jack, Theodore, Rodgers. 1986. **Approaches and Methods in Language Teaching**. Cambridge: Cambridge University Press.

Richards, Jack. 1984. "Language Curriculum Development". [Online]. **RELC Journal**. 15(1).
<http://www.rel.sagepub.com/cgi/content/abstract/15/1/1>. 7-27.

Richards, Jack. 1990. **The language teaching matrix**. Cambridge: Cambridge University Press.

Richards, Jack. et al. 1992. **Longman Dictionary of Language Teaching and Applied Linguistics**. London: Longman.

Richterich, René, Jean-Louis Chancerel. 1987. **Identifying the Needs of Adults Learning a Foreign Language**. Oxford: Pergamon Press.

Richterich, René. 1972. **A Model for the definition of language needs of adults learning a modern language**. Strasbourg: Council of Europe.

Rizvi, Ashraf. 2005. "Using Students' Analysis in Teaching Public Speaking".[Online].**Profile**. 6.
http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902005000100010&lng=en&nrm=iso .107-118.

Sarı, Rahim. 2003. "A Suggested English Language Teaching Program For Gülhane Military Medical Academy". Unpublished Doctorate Thesis. Ankara: Middle East Technical University.

Saylor, Galen, William,Alexander.1974. **Planning Curriculum for Schools**. United States: Holt, Rinehart and Winston Inc.

Stern, H.H. 1983. **Fundamental Concepts of Language Teaching**. Oxford: Oxford University Press.

Strevens, Peter. 1977. **New orientations in the teaching of English**. Oxford: Oxford University Press.

Sundaram, Raghu. 2006. "The importance of the English Language".[Online]. June,30,2007.
<http://ezinearticles/?the-importance-of-the-English-Language&id=147211>

Taba, Hilda. 1962. **Curriculum development: theory and practice**. New York: Harcourt Brace and World.

Takaaki, Kumazawa. 2006. "Construct Validation of a General English Language Needs Analysis Instrument". [Online]. **JALT**: 10/2.
http://jalt.org/test/kum_1.htm . 2-11.

Tarone, Elaine, George Yule. 1989. **Focus on Learner**. Oxford: Oxford University Press.

Ur, Penny. 1996. **A Course in Language Teaching.** Cambridge: Cambridge University Press.

Widdowson, H.G.1983. **Learning purpose and language use:** Oxford: Oxford University Press.

Wright, Chris.1992."The Benefits of ESP".[Online]. December, 17,2007.

<http://www.camlang.com/art001.cfm>

York, R.O. 1982. **Human Service Planning: Concepts, tools, and methods.** Chapel Hill,NC: University of North Carolina Press.

APPENDICES

Appendix 1

QUESTIONNAIRE I

A- Please mark the following items carefully and correctly. Thank you for your cooperation.

Instructor Özlem YENİÇERİ

Strongly Agree: 5

Agree: 4

Undecided:3

Disagree: 2

Strongly Disagree: 1

		5	4	3	2	1
1	I think that the English preparatory education is necessary in the Faculty of Medicine.					
2	I think that the English preparatory education for one year for the medical prep students is sufficient.					
3	I think that medical prep. students may be given a chance to take make-up proficiency exams in undergraduate programme if they fail in the English preparatory education.					
4	I think that English preparatory education should improve medical prep. students' listening skills.					
5	I think that English preparatory education should improve medical prep. students' speaking skills.					
6	I think that English preparatory education should improve medical prep. students' reading skills.					
7	I think that English preparatory education should improve medical prep. students' writing skills.					
8	I think that English preparatory education should improve medical prep. students' skills in translation.					
9	English grammar should be taught in the English preparatory education.					
10	I think that the English preparatory education is a waste of time because the lectures in the Faculty of Medicine are in Turkish.					
11	I think that giving pop-quizzes in the English preparatory education for Medical prep students will increase my level of English.					
12	I think that giving pop-quizzes frequently in the English preparatory education for Medical prep. students motivate me.					
13	I think 'The Proficiency Exam' given at the end of the English preparatory education is not reliable.					
14	I think that there should be questions on Writing skill (composition-paragraph writing) in the 'Proficiency Exam' given at the end of the English preparatory education					
15	I think that Speaking skills should be tested in the 'Proficiency Exam' given at the end of the English preparatory education					

		5	4	3	2	1
16	I think that Listening skills should be tested in the 'Proficiency Exam' given at the end of the English preparatory education					
17	I think that Turkish sources are said to be enough in number in order to develop myself in my field of study.					
18	I think that English sources are necessary in order to develop myself in my field of study.					
19	I think that it is necessary to follow periodicals in English in order to develop myself in my field of study.					
20	I think that English is necessary to attend scientific activities (conference, seminar,etc.) in Medicine.					
21	I think that English is necessary to take part in a student Exchange programme.					
22	I think that translating reading texts from English to Turkish and Turkish to English will help me in my lectures related to my field of study.					
23	I think that songs related to the teaching point should be used in classes in order to learn the foreign language more effectively.					
24	I think that different kind of games should be used in classes in order to learn the foreign language more effectively.					
25	I think that there should be multi-media classes for an effective language education.					
26	I think that the classrooms in the English preparatory education are suitable enough for language learning.					
27	I think that there should be reading texts about Medicine in order to learn the foreign language more effectively.					
28	I like the reading texts because they are related to my field of study.					
29	I have difficulties in reading comprehension due to lack of English.					
30	I have difficulties in listening comprehension because my English background is inadequate.					
31	I have difficulties in writing (composition – paragraph) because my English background is inadequate.					
32	I have difficulties in speaking because my English background is inadequate.					
33	We should be given an evaluation form for the English preparatory Education at the end of every Academic Year.					

B- Please write down your ideas and suggestions clearly for the English preparatory education.

Appendix 2

QUESTIONNAIRE II

Please mark the following items carefully and correctly. Thank you for your cooperation.

Instructor Özlem YENİÇERİ

Please indicate your gender.

Gender: M_____ F_____

Please read each item carefully, and use the following choices to give a response.

Strongly Agree: 5
Disagree: 2

Agree: 4
Strongly Disagree: 1

Undecided: 3

		5	4	3	2	1
1	I avoid communicating orally in speaking classes, since I do not have enough competence in vocabulary.					
2	When the utterance in my mind is given by another speaker, it keeps me quiet in communication.					
3	When I am unable to guess the meaning of the word, I look it up in a Turkish-English (bilingual) dictionary.					
4	When I am unable to guess the meaning of the word, I look it up in an English-Turkish (bilingual) dictionary.					
5	When I am unable to find an appropriate word to be used in context, I prefer using my mimics and gestures.					
6	When I am unable to find an appropriate word, I seek help from my friends.					
7	When I am unable to find an appropriate word, I use a Turkish word instead.					
8	When I am unable to find an appropriate word for English meaning, I use a word with a close meaning.					
9	When I am unable to find an appropriate word, I prefer paraphrasing.					
10	When I am unable to find an appropriate word, I make up a word instead.					
11	In turn taking, if I have difficulty in expressing things I want to say, I try to explain them in simple utterances.					

Appendix 3

QUESTIONNAIRE III

A- Please mark the following items carefully and correctly. Thank you for your cooperation.

Instructor Özlem YENİÇERİ

Strongly Agree: 5

Agree: 4

Undecided:3

Disagree: 2

Strongly Disagree: 1

		5	4	3	2	1
1	I think that the English preparatory education is necessary in the Faculty of Medicine.					
2	I think that the English preparatory education for one year for the medical prep students is sufficient.					
3	I think that medical prep. students may be given a chance to take make-up proficiency exams in undergraduate programme if they fail in the English preparatory education.					
4	I think that the English preparatory education should improve medical prep. students' listening skills.					
5	I think that the English preparatory education should improve medical prep. students' speaking skills.					
6	I think that the English preparatory education should improve medical prep. students' reading skills.					
7	I think that the English preparatory education should improve medical prep. students' writing skills.					
8	I think that the English preparatory education should improve medical prep. students' skills in translation.					
9	English grammar should be taught in the English preparatory education.					
10	I think that the studies to develop vocabulary skills are important in the English preparatory programme.					
11	I think that the English preparatory education does not develop the medical prep. students' listening skills for proficiency.					
12	I think that the English preparatory education does not develop the medical prep. students' speaking skills for proficiency.					
13	I think that the English preparatory education does not develop the medical prep. students' reading skills for proficiency.					
14	I think that the English preparatory education does not develop the medical prep. students' writing skills for proficiency.					
15	I think that English grammar is not taught sufficiently in the English preparatory education for the medical prep. students.					

		5	4	3	2	1
16	I think that the English preparatory education does not develop the medical prep. students' skills in vocabulary for proficiency.					
17	I think that the English preparatory education does not develop the medical prep. students' skills in translation for proficiency.					
18	I consider the English preparatory education necessary for the Medical prep. students, since it is a must.					
19	I think 'The Proficiency Exam' given at the end of the English preparatory education is not reliable.					
20	I know the criteria of the evaluation in the 'Proficiency Exam' given at the end of the English preparatory education.					
21	I think that in the English preparatory education for Medical prep. students the answer keys of the Mid-Term and final examinations should be given after the exams.					
22	I think that in the English preparatory education for Medical prep. students pop-quizzes should be given.					
23	I think that giving pop-quizzes in the English preparatory education for Medical prep students will increase my level of English.					
24	I think that reading texts on Medicine should be used in the 'Proficiency Exam' given at the end of the English preparatory education					
25	I think that there should be more questions on English grammar in the 'Proficiency Exam' given at the end of the English preparatory education					
26	I think that there should be less questions on English vocabulary in the 'Proficiency Exam' given at the end of the English preparatory education					
27	I think that there should be questions on Writing skill (composition-paragraph writing) in the 'Proficiency Exam' given at the end of the English preparatory education					
28	I think that Speaking skills should be tested in the 'Proficiency Exam' given at the end of the English preparatory education					
29	I think that Listening skills should be tested in the 'Proficiency Exam' given at the end of the English preparatory education					
30	I think that Turkish sources are said to be enough in number in order to develop myself in my field of study.					
31	I think that English sources are necessary in order to develop myself in my field of study.					
32	I think that it is necessary to read periodicals in English in order to develop myself in my field of study.					
33	I think that English is necessary to attend national and international conferences, seminars, panels on Medicine.					
34	I think that English is necessary to write papers.					
35	I think that English is necessary to take part in a student Exchange programme.					

		5	4	3	2	1
36	I think that the English preparatory education for medical prep. students will help me get a promotion in my job.					
37	I can read the scientific articles thanks to the English preparatory education.					
38	I think that 'The Proficiency Exam' given at the end of the English preparatory education for Medical prep students should also be given at the end of the first term.					
39	I think that diverse audio-visual materials should be used in prep. classes for an effective foreign language education.					
40	I think that there should be multi-media classes for an effective language education.					
41	I think that there should be reading texts on Medicine for an effective language education.					
42	I think that foreign scholars in Medicine should be invited to the departments for an effective language education.					
43	I think that it is beneficial to take students' opinions for language teaching in the English preparatory education.					
44	The reading classes were too boring for me, since the texts were too long.					
45	I had difficulties in reading comprehension due to lack of English.					
46	We should be given an evaluation form for the English preparatory Education at the end of every Academic Year.					
47	I think that the classrooms in the English preparatory education are suitable enough for language learning.					
48	I think that the English preparatory education can be said to be insufficient for me to read the articles in Medicine.					

B- Please write down your ideas and suggestions clearly for the English preparatory education.

Appendix 4

QUESTIONNAIRE IV

Please answer the following questionnaire prepared to plan the curriculum of the English Preparatory Education given at OYDEM.

Thank you for your cooperation.

Okutman Özlem YENİÇERİ

Strongly Agree: 5

Agree: 4

Undecided:3

Disagree: 2

Strongly Disagree: 1

		5	4	3	2	1
1	I think that the English preparatory education is necessary in the Faculty of Medicine.					
2	I know the content of the English preparatory education given for the medical prep. students.					
3	I am satisfied with the “Proficiency and Placement Exam” given to the medical prep. students at the beginning of the English preparatory education.					
4	I think that the English preparatory education should improve medical prep. students’ listening skills.					
5	I think that the English preparatory education should improve medical prep. students’ speaking skills.					
6	I think that the English preparatory education should improve medical prep. students’ reading skills.					
7	I think that the English preparatory education should improve medical prep. students’ writing skills.					
8	I think that the English preparatory education should improve medical prep. students’ skills in translation.					
9	English grammar should be taught in the English preparatory education.					
10	I think that the English preparatory education for the medical prep. students should include studies to improve their vocabulary.					
11	The English preparatory education for the medical prep. students should integrate the four skills; listening, speaking, reading and writing.					
12	I think that the most important need of the medical prep. students after the English preparatory education is to be able to read periodicals in Medicine.					
13	I think that the English preparatory education for the medical prep. students helps them to achieve enough competence in order to comprehend the sources in English on medicine.					
14	I think that English is necessary to attend scientific activities (conference, seminar,etc.) in Medicine.					
15	I think that there is no difference between the students who have studied in the English preparatory education and who have not studied English in terms of their level of English.					

		5	4	3	2	1
16	I think that the English preparatory education does not develop the medical prep. students' listening skills for proficiency.					
17	I think that the English preparatory education does not develop the medical prep. students' speaking skills for proficiency.					
18	I think that the English preparatory education does not develop the medical prep. students' reading skills for proficiency.					
19	I think that the English preparatory education does not develop the medical prep. students' writing skills for proficiency.					
20	I think that English grammar is not taught sufficiently in the English preparatory education for the medical prep. students.					
21	I think that the English preparatory education does not develop the medical prep. students' skills in vocabulary for proficiency.					
22	I am informed about the content of the "Proficiency Exam" given to the medical prep. Students at the end of the English preparatory education.					
23	I think that the 'Proficiency and Placement Exam' given at the end of the English preparatory education should be prepared by the partnership of the Academic coordinators in the Faculty of Medicine and OYDEM.					
24	I think that the content of the 'Proficiency Exam' given to the medical prep. students at the end of the English preparatory education is insufficient.					
25	I know the criteria of the evaluation in the 'Proficiency Exam' given at the end of the English preparatory education.					
26	I think that the evaluation in the 'Proficiency Exam' given at the end of the English preparatory education is not objective.					
27	I think that the classrooms in the English preparatory education are suitable enough for language learning.					
28	I think that there should be multi-media classes for an effective language education.					
29	I want our students to take part in a student exchange programme.					
30	The medical prep. students should be given an evaluation form for the English preparatory education at the end of every Academic Year.					

B- Please write down your ideas and suggestions clearly for the English preparatory education.

Appendix 5

SORMACA I

**A- Hazırlık programı ile ilgili aşağıda verilen soruları içtenlikle yanıtlayınız.
Katılımınız için teşekkür ederiz.**

Okutman Özlem YENİÇERİ

Tamamen Katılıyorum: 5
Katılmıyorum: 2

Katılıyorum: 4
Tamamen Katılmıyorum: 1

Kararsızım:3

		5	4	3	2	1
1	Tıp Fakültesinde İngilizce hazırlık programını gerekli görüyorum.					
2	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının 1 yıl süreli olmasını yeterli buluyorum.					
3	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında başarısız olunduğu takdirde Tıp Fakültesi programına borçlu geçmenin uygun olduğunu düşünüyorum.					
4	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme – anlama becerisinin geliştirilmesi gerektiğine inanıyorum.					
5	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin geliştirilmesi gerektiğine inanıyorum.					
6	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin geliştirilmesi gerektiğine inanıyorum.					
7	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin geliştirilmesi gerektiğine inanıyorum.					
8	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında çeviri öğretilmesi gerektiğine inanıyorum.					
9	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (gramer) öğretilmesi gerektiğine inanıyorum.					
10	Tıp Fakültesinde verilen dersleri Türkçe alacağım için İngilizce hazırlık programının benim için vakit kaybı olduğunu düşünüyorum.					
11	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında sıkılıkla habersiz küçük sınavların verilmesinin yabancı dil düzeyini artırdığını düşünüyorum.					
12	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında sıkılıkla habersiz küçük sınavların verilmesinin beni motive ettiğini düşünüyorum.					
13	İngilizce hazırlık programından muaf olunabilmesi için yapılan 'Yabancı Dil Yeterlilik' sınavının güvenilir olmadığını düşünüyorum.					
14	İngilizce hazırlık programından muaf olunabilmesi için yapılan 'Yabancı Dil Yeterlilik' sınavında yazılı anlatım oturumunun gerekli olduğunu düşünüyorum.					
15	İngilizce hazırlık programından muaf olunabilmesi için yapılan 'Yabancı Dil Yeterlilik' sınavında sözlü anlatım oturumunun gerekli olduğunu düşünüyorum.					
16	İngilizce hazırlık programından muaf olunabilmesi için yapılan 'Yabancı Dil Yeterlilik' sınavında Dinleme – Anlama oturumunun olması gerektiğini düşünüyorum.					
17	Alanım ile ilgili kendimi geliştirmem için kullanacağım Türkçe kaynakların yeterli olduğunu düşünüyorum.					

		5	4	3	2	1
18	Alanım ile ilgili kendimi geliştirmem için İngilizce kaynakların gereklili olduğunu düşünüyorum.					
19	Alanım ile ilgili kendimi geliştirmem için İngilizce süreli yayınları izleyebilmenin gereklili olduğunu düşünüyorum.					
20	Tıp alanı ile ilgili ulusal ve uluslararası bilimsel etkinliklere (konferans, seminer, panel, vs.) katılmak için İngilizceme gereksinim duyduğumu düşünüyorum.					
21	Öğrenci değişim programlarından yararlanmak için İngilizcenin gereklili olduğunu düşünüyorum.					
22	İngilizceden Türkçeye, Türkçeden İngilizceye metin çevirisi çalışmalarının alanım ile ilgili derslere yardımcı olacağını düşünüyorum.					
23	Yabancı dili daha etkin öğrenmem için derslerde konuya ilgili şarkıların kullanılmasının gereklili olduğunu düşünüyorum.					
24	Yabancı dili daha etkin öğrenmem için derslerde çeşitli oyunların kullanılmasının gereklili olduğunu düşünüyorum.					
25	Yabancı dili daha etkin öğrenmek için teknoloji sınıflarının (bilgisayar donanımlı, multimedya destekli) olması gerektiğini düşünüyorum.					
26	Hazırlık derslerinin verildiği dersliklerin dil öğrenimine uygun olduğunu düşünüyorum.					
27	Derslerde tıp alanına ilişkin metinlerin kullanılmasının gereklili olduğunu düşünüyorum.					
28	Okuma metinleri alanıyla ilgili olduğu için seviyorum.					
29	İngilizce yeterli alt yapım olmadığı için okuma metinlerini anlamada zorlanıyorum.					
30	İngilizce yeterli alt yapım olmadığı için dinleme-anlamada zorlanıyorum.					
31	İngilizce yeterli alt yapım olmadığı için yazılı anlatımda (kompozisyon-paragraf) zorlanıyorum.					
32	İngilizce yeterli alt yapım olmadığı için konuşurken zorlanıyorum.					
33	Her yıl hazırlık programı sonunda öğrencilere programı değerlendirme formu verilmesini gereklili görüyorum.					

B- Hazırlık programı ile ilgili varsa düşünce ve önerilerinizi açıkça belirtiniz.

Appendix 6

SORMACA II

Bu anketin amacı kullandığınız iletişim becerilerini belirlemektir. Katkılarınız için teşekkür ederiz.

Okutman Özlem YENİÇERİ

A- Kişisel Bilgiler

Cinsiyet: Kız _____ Erkek _____
Bölüm :

B- Tutum Testi

Tamamen Katılıyorum: 5
Katılmıyorum: 2

Katılıyorum: 4

Kararsızım:3

		5	4	3	2	1
1	Konuşma derslerinde yeterli sözcük bilgisine sahip olmadığımdan iletişim kurmamayı yeğlerim.					
2	Söyleyeceklerimin başkası tarafından söylemenesi beni sessiz kılar.					
3	Sözcüğün anlamını tahmin edemediğimde Türkçe-İngilizce sözlük kullanırıım.					
4	Sözcüğün anlamını tahmin edemediğimde İngilizce-Türkçe sözlük kullanırıım.					
5	Bağlam içinde kullanılması gereken sözcüğü bilmemiğim zaman sözcüğü mimik ve jestlerimi kullanarak anlatmaya çalışırıım.					
6	Kullanmam gereken sözcüğü bulamadığımda arkadaşımdan yardım isterim.					
7	Kullanmam gereken sözcüğü bulamadığımda onun yerine Türkçe sözcük kullanırıım.					
8	Kullanmam gereken sözcüğü bulamadığımda onu çağrıstan bir İngilizce sözcük kullanırıım.					
9	Kavramların tam karşılığını bulamadığımda İngilizce sözcük ve tümcelerle açıklamaya çalışırıım.					
10	Uygun sözcüğü bulamadığımda yeni sözcükler türetirim.					
11	Konuya anlatırken zorlandığımda basit tümceler kurmayı yeğlerim.					

Appendix 7

SORMACA III

**A- Hazırlık programı ile ilgili aşağıda verilen soruları içtenlikle yanıtlayınız.
Katılımınız için teşekkür ederiz.**

Okutman Özlem YENİÇERİ

Tamamen Katılıyorum: 5
Katılmıyorum: 2

Katılıyorum: 4
Kararsızım: 3
Tamamen Katılmıyorum: 1

		5	4	3	2	1
1	Tıp Fakültesinde İngilizce hazırlık programını gerekli görüyorum.					
2	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının 1 yıl süreli olmasını yeterli buluyorum.					
3	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında başarısız olunduğu takdirde Tıp Fakültesi programına borçlu geçmenin uygun olduğunu düşünüyorum.					
4	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme – anlama becerisinin geliştirilmesi gerektiğine inanıyorum.					
5	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin geliştirilmesi gerektiğine inanıyorum.					
6	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin geliştirilmesi gerektiğine inanıyorum.					
7	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin geliştirilmesi gerektiğine inanıyorum.					
8	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında çeviri becerisinin geliştirilmesi gerektiğine inanıyorum.					
9	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (dilbilgisi) geliştirilmesine yönelik çalışmaların önemli olduğunu düşünüyorum.					
10	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce sözcük bilgisinin geliştirilmesine yönelik çalışmaların önemli olduğunu düşünüyorum.					
11	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının öğrencilerin dinleme – anlama becerisini yeterli düzeyde geliştirmedığıne inanıyorum.					
12	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
13	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
14	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
15	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (gramer) yeterli düzeyde öğretildiğine inanıyorum.					

		5	4	3	2	1
16	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce sözcük bilgisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
17	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında çeviri becerisinin yeterli düzeyde öğretilemediğine inanıyorum.					
18	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programını zorunlu olduğu için gereklı buluyorum.					
19	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının güvenilir olmadığını düşünüyorum.					
20	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının değerlendirme ölçütlerini biliyorum.					
21	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında verilen ara sınav ve yılsonu sınav sorularının cevap anahtarlarının verilmesinin gereklı olduğunu düşünüyorum.					
22	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında habersiz küçük sınavların verilmesinin gereklı olduğunu düşünüyorum.					
23	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında habersiz küçük sınavların verilmesinin yabancı dil düzeyimi artıracağını düşünüyorum.					
24	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında Tıp alanına ilişkin metinlerin yer alması gerektiğini düşünüyorum.					
25	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında İngilizce yapı bilgisi(gramer) sorularının fazla olması gerektiğini düşünüyorum.					
26	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında İngilizce sözcük bilgisini ölçen soruların az olması gerektiğini düşünüyorum.					
27	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında yazma becerilerinin (kompozisyon- paragraf) saptanmasına ilişkin soruların olması gerektiğini düşünüyorum.					
28	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında sözlü anlatım becerilerinin (konuşma) saptanmasına ilişkin soruların olması gerektiğini düşünüyorum.					
29	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında dinleme – anlama becerilerinin saptanmasına ilişkin soruların olması gerektiğini düşünüyorum.					
30	Alanım ile ilgili kendimi geliştirmem için, kullanacağım Türkçe kaynakların yeterli olduğunu düşünüyorum.					
31	Alanım ile ilgili kendimi geliştirmem için, İngilizce kaynakların gereklı olduğunu düşünüyorum.					
32	Alanım ile ilgili kendimi geliştirmem için, İngilizce süreli yayınları izleyebilmenin gereklı olduğunu düşünüyorum.					

		5	4	3	2	1
33	Tıp alanı ile ilgili ulusal ve uluslararası bilimsel etkinliklere (konferans, seminer, panel, vs.) katılmak için İngilizcenin gerekliliğini düşünüyorum.					
34	Dönem ödevi yapmak için İngilizcenin gerekliliğini düşünüyorum.					
35	Öğrenci değişim programlarından yararlanmak için İngilizcenin gerekliliğini düşünüyorum.					
36	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının mesleki ilerlememe yardımcı olacağına inanıyorum.					
37	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sayesinde alanimdaki yayınları takip edebiliyorum.					
38	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında “Yabancı Dil Yeterlilik” sınavının 1.dönem sonunda da verilmesi gerektiğini düşünüyorum.					
39	Yabancı dili daha etkin öğrenmek için derslerde konuya ilgili farklı görsel – işitsel araç ve gereçlerin kullanılmasının gerekliliğini düşünüyorum.					
40	Yabancı dili daha etkin öğrenmek için teknoloji sınıflarının (bilgisayar donanımlı, multimedya destekli) olması gerektiğini düşünüyorum.					
41	Yabancı dili daha etkin öğrenmek için derslerde tıp alanına ilişkin metinlerin kullanılmasının gerekliliğini düşünüyorum.					
42	Yabancı dili daha etkin öğrenmek için tıp alanı ile ilgili yabancı konukların davet edilmesinin gerekliliğini düşünüyorum.					
43	Öğrencilerin fikirlerinin hazırlık programı oluşturulurken alınmasında yarar görüyorum.					
44	İngilizce okuma metinleri çok uzun olduğu için derslerde sıkılıyordum.					
45	İngilizce yeterli alt yapım olmadığı için okuma metinlerini anlamada zorlanıyorum.					
46	Her yıl hazırlık programı sonunda öğrencilere programı değerlendirme formu verilmesini gerektiğini görüyorum.					
47	Hazırlık derslerinin verildiği dersliklerin dil öğrenimine uygun olduğunu düşünüyorum.					
48	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının alanimdaki yayınları takip etmede yardımcı olmadığını düşünüyorum..					

B- Hazırlık programı ile ilgili varsa düşünce ve önerilerinizi açıkça belirtiniz.

Appendix 8

SORMACA IV

A- 19 Mayıs Üniversitesi Yabancı Diller Eğitimi, Araştırma ve Uygulama Merkezi (OYDEM) tarafından yürütülmekte olan hazırlık programının planlanması ve yürütülmesine yönelik hazırlanan anket sorularını cevaplandırınız. Katkılarınız için teşekkür ederim.

Okutman Özlem YENİÇERİ

Tamamen Katılıyorum: 5

Katılmıyorum: 2

Katılıyorum: 4

Tamamen Katılmıyorum: 1

Kararsızım:3

		5	4	3	2	1
1	Tıp Fakültesinde İngilizce hazırlık programını gerekliliğini düşünüyorum.					
2	Tıp Fakültesi İngilizce hazırlık programının içeriğini biliyorum.					
3	Tıp Fakültesi öğrencilerine Yabancı Dil Hazırlık programı başında verilen 'Yabancı Dil Yeterlilik ve Yerleştirme' sınavından hoşnutum.					
4	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme – anlama becerisinin geliştirilmesi gerekliliğine inanıyorum.					
5	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin geliştirilmesi gerekliliğine inanıyorum.					
6	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin geliştirilmesi gerekliliğine inanıyorum.					
7	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin geliştirilmesi gerekliliğine inanıyorum.					
8	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında çeviri becerisinin geliştirilmesi gerekliliğine inanıyorum.					
9	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (dilbilgisi) geliştirilmesine yönelik çalışmaların olması gerekliliğine inanıyorum.					
10	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce sözcük bilgisinin geliştirilmesine yönelik çalışmaların olması gerekliliğine inanıyorum.					
11	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme, konuşma, okuma ve yazma becerilerinin ayrı ayrı değil birlikte geliştirilmesi gerekliliğine inanıyorum.					

		5	4	3	2	1
12	İngilizce hazırlık eğitiminden sonra Tıp Fakültesi öğrencisinin en büyük gereksiniminin alıyla ilgili İngilizce süreli yayınları izleyebilmek olduğunu düşünüyorum.					
13	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının öğrencilere yabancı dildeki alan kitaplarını anlayabilmeleri için gerekli beceriyi kazandırdığını inanıyorum.					
14	Öğrencilerin tip alanı ile ilgili ulusal ve uluslararası bilimsel etkinliklere(konferans, seminer, panel, vs.) katılabilmeleri için İngilizceme gereksinim duyduklarını düşünüyorum.					
15	Hazırlık eğitimi alan öğrencilerle almayan öğrenciler arasında İngilizce düzeyi açısından bir fark olmadığını düşünüyorum.					
16	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme – anlama becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
17	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
18	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
19	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
20	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (dilbilgisi) yeterli düzeyde geliştirilmediğine inanıyorum.					
21	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce sözcük bilgisinin yeterli düzeyde geliştirilmediğine inanıyorum.					
22	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının içeriğini biliyorum.					
23	Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının Tıp Fakültesi Hazırlık Birimi Koordinatörlüğü ve üniversitelerin Yabancı Dil Eğitimi, Araştırma ve Uygulama Merkezleri tarafından birlikte hazırlanması gereğine inanıyorum.					
24	Tıp Fakültesi öğrencilerine yönelik hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının içeriğinin yetersiz olduğunu düşünüyorum.					
25	Tıp Fakültesi öğrencilerine yönelik hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının değerlendirme ölçütlerini biliyorum.					

		5	4	3	2	1
26	Tıp Fakültesi öğrencilerine yönelik hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının değerlendirme ölçütlerinin nesnel olmadığını düşünüyorum.					
27	Hazırlık derslerinin verildiği dersliklerin dil öğretimine uygun olduğunu düşünüyorum.					
28	Yabancı dili daha etkin öğrenmek için teknoloji sınıflarının (bilgisayar donanımlı, multi-medya destekli) olması gerektiğini düşünüyorum.					
29	Öğrencilerimizin değişim programlarına katılmalarını istiyorum.					
30	Öğrencilere her yıl hazırlık programı sonunda programı değerlendirme formu verilmesinin gerekli olduğunu düşünüyorum.					

B- Hazırlık programı ile ilgili varsa düşünce ve önerilerinizi açıkça belirtiniz.

Appendix 9

SORMACA I ÖĞRENCİLERİN GEREKSİNİM TÜRLERİNE GÖRE SORMACA MADDELERİNİN SINIFLANDIRILMASI

Aşağıda ayraç içinde verilen sayılar, “Sormaca I” deki madde numaralarıdır.

Nesnel Gereksinimler

- 1.(1)Tıp Fakültesinde İngilizce hazırlık programını gerekli görüyorum.
- 2.(21)Öğrenci değişim programlarından yararlanmak için İngilizcenin gerekli olduğunu düşünüyorum.
- 3.(33)Her yıl hazırlık programı sonunda öğrencilere programı değerlendirme formu verilmesini gerekli görüyorum.
- 4.(4)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme – anlama becerisinin geliştirilmesi gerektiğine inanıyorum.
- 5.(5)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin geliştirilmesi gerektiğine inanıyorum.
- 6.(6)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin geliştirilmesi gerektiğine inanıyorum.
- 7.(7)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin geliştirilmesi gerektiğine inanıyorum.

Öznel Gereksinimler

- 1.(3) Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında başarısız olduğu takdirde Tıp Fakültesi programına borçlu geçmişenin uygun olduğunu düşünüyorum.
- 2.(10)Tıp Fakültesinde verilen dersleri Türkçe alacağım için İngilizce hazırlık programının benim için vakıbı olduğunu düşünüyorum.
- 3.(2)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının 1 yıl süreli olmasını yeterli buluyorum.
- 4.(12)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında sıkılıkla habersiz küçük sınavların verilmesinin beni motive ettiğini düşünüyorum.
- 5.(20)Tıp alanı ile ilgili ulusal ve uluslararası bilimsel etkinliklere (konferans, seminer, panel, vs.) katılmak için İngilizceme gereksinim duyduğumu düşünüyorum.
- 6.(29)İngilizce yeterli alt yapım olmadığı için okuma metinlerini anlamada zorlanıyorum.
- 7.(30)İngilizce yeterli alt yapım olmadığı için dinleme-anlamada zorlanıyorum.
- 8.(31) İngilizce yeterli alt yapım olmadığı için yazılı anlatımda (kompozisyon-paragraf) zorlanıyorum.
- 9.(32)İngilizce yeterli alt yapım olmadığı için konuşurken zorlanıyorum.
- 10.(25)Yabancı dili daha etkin öğrenmek için teknoloji sınıflarının (bilgisayar donanımlı, multimedya destekli) olması gerektiğini düşünüyorum.
- 11.(26)Hazırlık derslerinin verildiği dersliklerin dil öğrenimine uygun olduğunu düşünüyorum.
- 12.(14)İngilizce hazırlık programından muaf olunabilmesi için yapılan ‘Yabancı Dil Yeterlilik’ sınavında yazılı anlatım oturumunun gerekli olduğunu düşünüyorum.
- 13.(15)İngilizce hazırlık programından muaf olunabilmesi için yapılan ‘Yabancı Dil Yeterlilik’ sınavında sözlü anlatım oturumunun gerekli olduğunu düşünüyorum.
- 14.(16)İngilizce hazırlık programından muaf olunabilmesi için yapılan ‘Yabancı Dil Yeterlilik’ sınavında Dinleme – Anlama oturumunun olması gerektiğini düşünüyorum.
- 15.(13)İngilizce hazırlık programından muaf olunabilmesi için yapılan ‘Yabancı Dil Yeterlilik’ sınavının güvenilir olmadığını düşünüyorum.

İçerik Gereksinimleri

- 1.(22) İngilizceden Türkçeye, Türkçeden İngilizceye metin çevirisi çalışmalarının alanım ile ilgili derslere yardımcı olacağını düşünüyorum.
- 2.(23) Yabancı dili daha etkin öğrenmem için derslerde konuya ilgili şarkıların kullanılmasının gerekliliğini düşünüyorum.
- 3.(24) Yabancı dili daha etkin öğrenmem için derslerde çeşitli oyunların kullanılmasının gerekliliğini düşünüyorum.
- 4.(27) Derslerde tip alanına ilişkin metinlerin kullanılmasının gerekliliğini düşünüyorum.
- 5.(28) Okuma metinleri alanıyla ilgili olduğu için seviyorum.
- 6.(9) Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (gramer) öğretilmesi gerektiğine inanıyorum.
- 7.(8) Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında çeviri öğretilmesi gerektiğine inanıyorum.

Süreç Gereksinimleri

- 1.(17) Alanım ile ilgili kendimi geliştirmem için kullanacağım Türkçe kaynakların yeterli olduğunu düşünüyorum.
- 2.(18) Alanım ile ilgili kendimi geliştirmem için İngilizce kaynakların gerekliliğini düşünüyorum.
- 3.(19) Alanım ile ilgili kendimi geliştirmem için İngilizce süreli yayınları izleyebilmenin gerekliliğini düşünüyorum.
- 4.(11) Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında sıkılıkla habersiz küçük sınavların verilmesinin yabancı dil düzeyini artırdığını düşünüyorum.

Appendix 10

SORMACA III ÖĞRENCİLERİN GEREKSİNİM TÜRLERİNE GÖRE SORMACA MADDELERİNİN SINIFLANDIRILMASI

Aşağıda ayraç içinde verilen sayılar, “Sormaca III” deki madde numaralarıdır.

Nesnel Gereksinimler

- 1.(4)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında dinleme – anlama becerisinin geliştirilmesi gerektiğine inanıyorum.
- 2.(5)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında konuşma becerisinin geliştirilmesi gerektiğine inanıyorum.
- 3.(6)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin geliştirilmesi gerektiğine inanıyorum.
- 4.(7)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında yazma becerisinin geliştirilmesi gerektiğine inanıyorum.
- 5.(8)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında çeviri becerisinin geliştirilmesi gerektiğine inanıyorum.
- 6.(9)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (dilbilgisi) geliştirilmesine yönelik çalışmaların önemli olduğunu düşünüyorum.
- 7.(10)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında İngilizce sözcük bilgisinin geliştirilmesine yönelik çalışmaların önemli olduğunu düşünüyorum.
- 8.(1)Tıp Fakültesinde İngilizce hazırlık programını gerekli görüyorum.
- 9.(33)Tıp alanı ile ilgili ulusal ve uluslararası bilimsel etkinliklere (konferans, seminer, panel, vs.) katılmak için İngilizcenin gerekli olduğunu düşünüyorum.
- 10.(35)Öğrenci değişim programlarından yararlanmak için İngilizcenin gerekli olduğunu düşünüyorum.

Öznel Gereksinimler

- 1.(43)Öğrencilerin fikirlerinin hazırlık programı oluşturulurken alınmasında yarar görüyorum.
- 2.(45)İngilizce yeterli alt yapım olmadığı için okuma metinlerini anlamada zorlanıyorum.
- 3.(2)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programının 1 yıl süreli olmasını yeterli buluyorum.
- 4.(3)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında başarısız olunduğu takdirde Tıp Fakültesi programına borçlu geçmenin uygun olduğunu düşünüyorum.
- 5.(34)Dönem ödevi yapmak için İngilizcenin gerekli olduğunu düşünüyorum.
- 6.(48)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programının alanındaki yayıntıları takip etmede yardımçı olmadığını düşünüyorum.
- 7.(44)İngilizce okuma metinleri çok uzun olduğu için derslerde sıkılıyordum.
- 8.(42)Yabancı dili daha etkin öğrenmek için tip alanı ile ilgili yabancı konukların davet edilmesinin gerekli olduğunu düşünüyorum.
- 9.(19)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programı sonunda verilen ‘Yabancı Dil Yeterlilik’ sınavının güvenilir olmadığını düşünüyorum.
- 10.(38)Tıp Fakültesi öğrencilere yönelik İngilizce hazırlık programında “Yabancı Dil Yeterlilik” sınavının 1.dönem sonunda da verilmesi gerektiğini düşünüyorum.

11.(21)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında verilen ara sınav ve yılsonu sınav sorularının cevap anahtarlarının verilmesinin gerekliliğini düşünüyorum.

12.(20)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının değerlendirme ölçülerini biliyorum.

13.(24)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında Tıp alanına ilişkin metinlerin yer alması gerektiğini düşünüyorum.

14.(25)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında İngilizce yapı bilgisi(gramer) sorularının fazla olması gerektiğini düşünüyorum.

15.(26)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında İngilizce sözcük bilgisini ölçen soruların az olması gerektiğini düşünüyorum.

16.(27)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında yazma becerilerinin (kompozisyon- paragraf) saptanmasına ilişkin soruların olması gerektiğini düşünüyorum.

17.(28)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında sözlü anlatım becerilerinin (konuşma) saptanmasına ilişkin soruların olması gerektiğini düşünüyorum.

18.(29)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavında dinleme – anlama becerilerinin saptanmasına ilişkin soruların olması gerektiğini düşünüyorum.

19.(40)Yabancı dili daha etkin öğrenmek için teknoloji sınıflarının (bilgisayar donanımlı, multimedya destekli) olması gerektiğini düşünüyorum.

20.(47)Hazırlık derslerinin verildiği dersliklerin dil öğrenimine uygun olduğunu düşünüyorum.

İçerik Gereksinimleri

1.(18)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programını zorunlu olduğum için gereklili buluyorum.

2.(22)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında habersiz küçük sınavların verilmesinin gereklili olduğunu düşünüyorum.

3.(39)Yabancı dili daha etkin öğrenmek için derslerde konuya ilgili farklı görsel – işitsel araç ve gereçlerin kullanılmasının gereklili olduğunu düşünüyorum.

4.(46)Her yıl hazırlık programı sonunda öğrencilere programı değerlendirme formu verilmesini gereklili görüyorum.

5.(41)Yabancı dili daha etkin öğrenmek için derslerde tıp alanına ilişkin metinlerin kullanılmasının gereklili olduğunu düşünüyorum.

6.(17)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında çeviri becerisinin yeterli düzeyde öğretildiğine inanıyorum.

Süreç Gereksinimleri

1.(11)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme – anlama becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.

2.(12)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.

3.(13)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğumu anlama becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.

4.(14)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.

5.(15)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (gramer) yeterli düzeyde öğretildiğine inanıyorum.

6.(16)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce sözcük bilgisinin yeterli düzeyde geliştirilmediğine inanıyorum.

7.(23)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında habersiz küçük sınavların verilmesinin yabancı dil düzeyimi artıracağını düşünüyorum.

8.(30)Alanım ile ilgili kendimi geliştirmem için, kullanacağım Türkçe kaynakların yeterli olduğunu düşünüyorum.

9.(31)Alanım ile ilgili kendimi geliştirmem için, İngilizce kaynakların gerekliliğini düşünüyorum.

10.(32)Alanım ile ilgili kendimi geliştirmem için, İngilizce süreli yayınları izleyebilmenin gerekliliğini düşünüyorum.

11.(36)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının mesleki ilerlememe yardımcı olacağına inanıyorum.

12.(37)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sayesinde alanımındaki yayınları takip edebiliyorum.

Appendix 11

SORMACA IV ÖĞRENCİLERİN GEREKSİNİM TÜRLERİNE GÖRE SORMACA MADDELERİNİN SINIFLANDIRILMASI

Aşağıda ayraç içinde verilen sayılar, “Sormaca IV” deki madde numaralarıdır.

Nesnel Gereksinimler

- 1.(1)Tıp Fakültesinde İngilizce hazırlık programını gereklı görüyorum.
- 2.(29)Öğrencilerimizin değişim programlarına katılmalarını istiyorum.
- 3.(30)Her yıl hazırlık programı sonunda öğrencilere programı değerlendirme formu verilmesini gereklı görüyorum.
- 4.(4) Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme – anlama becerisinin geliştirilmesi gerektiğine inanıyorum.
- 5.(5)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin geliştirilmesi gerektiğine inanıyorum.
- 6.(6)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin geliştirilmesi gerektiğine inanıyorum.
- 7.(7)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin geliştirilmesi gerektiğine inanıyorum.
- 8.(8)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında çeviri becerisinin geliştirilmesi gerektiğine inanıyorum.
- 9.(9)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (dilbilgisi) becerisinin geliştirilmesine yönelik çalışmaların olması gerektiğine inanıyorum.
- 10.(12)İngilizce hazırlık eğitiminden sonra Tıp Fakültesi öğrencisinin en büyük gereksiniminin alıyla ilgili İngilizce süreli yayınları izleyebilmek olduğunu düşünüyorum.
- 11.(14)Öğrencilerin tip alanı ile ilgili ulusal ve uluslararası bilimsel etkinliklere (konferans, seminer, panel, vs.) katılabilmeleri için İngilizceye gereksinim duyduklarını düşünüyorum.

Öznel Gereksinimler

- 1.(26)Tıp Fakültesi öğrencilerine yönelik hazırlık programı sonunda verilen ‘Yabancı Dil Yeterlilik’ sınavının değerlendirme ölçütlerinin nesnel olmadığını düşünüyorum.
- 2.(15)Hazırlık eğitimi alan öğrencilerle almayan öğrenciler arasında İngilizce düzeyi açısından bir fark olmadığını düşünüyorum.
- 3.(28)Yabancı dili daha etkin öğrenmek için teknoloji sınıflarının (bilgisayar donanımlı, multimedya destekli) olması gerektiğini düşünüyorum.
- 4.(27)Hazırlık derslerinin verildiği dersliklerin dil öğrenimine uygun olduğunu düşünüyorum.
- 4.(3)Tıp Fakültesi öğrencilerine Yabancı Dil Hazırlık programı başında verilen ‘Yabancı Dil Yeterlilik ve Yerleştirme’ sınavından hoşnutum.
- 5.(22)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen ‘Yabancı Dil Yeterlilik’ sınavının içeriğini biliyorum.
- 6.(24)Tıp Fakültesi öğrencilerine yönelik hazırlık programı sonunda verilen ‘Yabancı Dil Yeterlilik’ sınavının içeriğinin yetersiz olduğunu düşünüyorum.
- 7.(25)Tıp Fakültesi öğrencilerine yönelik hazırlık programı sonunda verilen ‘Yabancı Dil Yeterlilik’ sınavının değerlendirme ölçütlerini biliyorum.
- 8.(26)Tıp Fakültesi öğrencilerine yönelik hazırlık programı sonunda verilen ‘Yabancı Dil Yeterlilik’ sınavının değerlendirme ölçütlerinin nesnel olmadığını düşünüyorum.

İçerik Gereksinimleri

1.(23)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programı sonunda verilen 'Yabancı Dil Yeterlilik' sınavının Tıp Fakültesi Hazırlık Birimi Koordinatörlüğü ve üniversitelerin Yabancı Dil Eğitimi, Araştırma ve Uygulama Merkezleri tarafından birlikte hazırlanması gerektiğine inanıyorum.

2.(2)Tıp Fakültesi İngilizce hazırlık programının içeriğini biliyorum.

3.(10)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce sözcük bilgisinin geliştirilmesine yönelik çalışmaların olması gerektiğine inanıyorum.

4.(11)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme, konuşma, okuma ve yazma becerilerinin ayrı ayrı değil birlikte geliştirilmesi gerektiğine inanıyorum.

Süreç Gereksinimleri

1.(13)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programının öğrencilere yabancı dildeki alan kitaplarını anlayabilmeleri için gerekli beceriyi kazandırdığını inanıyorum.

2.(16)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında dinleme – anlama becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.

3.(17)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında konuşma becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.

4.(18)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında okuduğunu anlama becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.

5.(19)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında yazma becerisinin yeterli düzeyde geliştirilmediğine inanıyorum.

6.(20)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce yapı bilgisinin (dilbilgisi) yeterli düzeyde geliştirilmediğine inanıyorum.

7.(21)Tıp Fakültesi öğrencilerine yönelik İngilizce hazırlık programında İngilizce sözcük bilgisinin yeterli düzeyde geliştirilmediğine inanıyorum.

Appendix 12

QUESTIONNAIRE I THE CLASSIFICATION OF STUDENTS' NEEDS

The numbers in the parentheses below indicate the number of the items in "Questionnaire I".

Objective Needs

- 1.(1)I think that the English preparatory education is necessary in the Faculty of Medicine.
- 2.(4)I think that English preparatory education should improve medical prep. students' listening skills.
- 3.(5)I think that English preparatory education should improve medical prep. students' speaking skills.
- 4.(6)I think that English preparatory education should improve medical prep. students' reading skills.
- 5.(7)I think that English preparatory education should improve medical prep. students' writing skills.
- 6.(21)I think that English is necessary to take part in a student Exchange programme.(Common item in Questionnaire III)
- 7.(33) We should be given an evaluation form for the English preparatory Education at the end of every Academic Year. (Common item in Questionnaire IV)

Subjective Needs

- 1.(2) I think that the English preparatory education for one year for the medical prep students is sufficient.(Common item in Questionnaire III)
- 2.(3) I think that medical prep. students may be given a chance to take make-up proficiency exams in undergraduate programme if they fail in the English preparatory education. (Common item in Questionnaire III)
- 3.(10)I think that the English preparatory education is a waste of time because the lectures in the Faculty of Medicine are in Turkish.
- 4.(12)I think that giving pop-quizzes frequently in the English preparatory education for Medical prep. students motivate me.
- 5.(20)I think that English is necessary to attend scientific activities (conference, seminar,etc.) in Medicine.
- 6.(29)I have difficulties in reading comprehension due to lack of English. (Common item in Questionnaire III)
- 7.(30) I have difficulties in listening comprehension because my English background is inadequate.
- 8.(31)I have difficulties in writing (composition – paragraph) because my English background is inadequate.
- 9.(32) I have difficulties in speaking because my English background is inadequate.
- 10.(25)I think that there should be multi-media classes for an effective language education. (Common item in Questionnaires III -IV)
- 11.(26)I think that the classrooms in the English preparatory education are suitable enough for language learning. (Common item in Questionnaires III-IV)
- 12.(14)I think that there should be questions on Writing skill (composition-paragraph writing) in the 'Proficiency Exam' given at the end of the English preparatory education. (Common item in Questionnaire III)
- 13.(15)I think that Speaking skills should be tested in the 'Proficiency Exam' given at the end of the English preparatory education. (Common item in Questionnaire III)
- 14.(16)I think that Listening skills should be tested in the 'Proficiency Exam' given at the end of the English preparatory education. (Common item in Questionnaire III)

15.(13)I think 'The Proficiency Exam' given at the end of the English preparatory education is not reliable. (Common item in Questionnaire III)

Content Needs

- 1.(22)I think that translating reading texts from English to Turkish and Turkish to English will help me in my lectures related to my field of study.
- 2.(23)I think that songs related to the teaching point should be used in classes in order to learn the foreign language more effectively.
- 3.(24)I think that different kind of games should be used in classes in order to learn the foreign language more effectively.
- 4.(27)I think that there should be reading texts about Medicine in order to learn the foreign language more effectively. (Common item in Questionnaire III)
- 5.(28)I like the reading texts because they are related to my field of study.
- 6.(9)English grammar should be taught in the English preparatory education.
- 7.(8)I think that English preparatory education should improve medical prep. students' skills in translation.

Process Needs

- 1.(17) I think that Turkish sources are said to be enough in number in order to develop myself in my field of study. (Common item in Questionnaire III)
- 2.(18) I think that English sources are necessary in order to develop myself in my field of study. (Common item in Questionnaire III)
- 3.(19) I think that it is necessary to read periodicals in English in order to develop myself in my field of study. (Common item in Questionnaire III)
- 4.(11)I think that giving pop-quizzes in the English preparatory education for Medical prep students will increase my level of English. (Common item in Questionnaire III)

Appendix 13

QUESTIONNAIRE III

THE CLASSIFICATION OF STUDENTS' NEEDS

The numbers in the parentheses below indicate the number of the items in "Questionnaire III".

Objective Needs

- 1.(4)I think that the English preparatory education should improve medical prep. students' listening skills.
- 2.(5)I think that the English preparatory education should improve medical prep. students' speaking skills.
- 3.(6)I think that the English preparatory education should improve medical prep. students' reading skills.
- 4.(7)I think that the English preparatory education should improve medical prep. students' writing skills.
- 5.(8) I think that the English preparatory education should improve medical prep. students' skills in translation.
- 6.(9) English grammar should be taught in the English preparatory education. (Common item in Questionnaire IV)
- 7.(10) I think that the studies to develop vocabulary skills are important in the English preparatory programme.
- 8.(1)I think that the English preparatory education is necessary in the Faculty of Medicine. (Common item in Questionnaire IV)
- 9.(33) I think that English is necessary to attend national and international conferences, seminars, panels on Medicine. (Common item in Questionnaire IV)
- 10.(35) I think that English is necessary to take part in a student Exchange programme. (Common item in Questionnaire I)

Subjective Needs

- 1.(43)I think that English is necessary to take part in a student Exchange programme.
- 2.(45)I had difficulties in reading comprehension due to lack of English. (Common item in Questionnaire I)
- 3.(2)I think that the English preparatory education for one year for the medical prep students is sufficient. (Common item in Questionnaire I)
- 4.(3)I think that medical prep. students may be given a chance to take make-up proficiency exams in undergraduate programme if they fail in the English preparatory education. (Common item in Questionnaire I)
- 5.(4)I think that the English preparatory education should improve medical prep. students' listening skills.
- 6.(48)I think that the English preparatory education can be said to be insufficient for me to read the articles in Medicine.
- 7.(44) The reading classes were too boring for me, since the texts were too long.
- 8.(42) I think that foreign scholars in Medicine should be invited to the departments for an effective language education.
- 9.(40)I think that there should be multi-media classes for an effective language education. (Common item in Questionnaires I-IV)
- 10.(47)I think that the classrooms in the English preparatory education are suitable enough for language learning. (Common item in Questionnaires I-IV)
- 11.(19) I think 'The Proficiency Exam' given at the end of the English preparatory education is not reliable. (Common item in Questionnaire I)
- 12.(38) I think that 'The Proficiency Exam' given at the end of the English preparatory education for Medical prep students should also be given at the end of the first term.
- 13.(21) I think that in the English preparatory education for Medical prep. students the answer keys of the Mid-Term and final examinations should be given after the exams.

14.(20) I know the criteria of the evaluation in the 'Proficiency Exam' given at the end of the English preparatory education.

15.(24) I think that reading texts on Medicine should be used in the 'Proficiency Exam' given at the end of the English preparatory education.

16.(25) I think that there should be more questions on English grammar in the 'Proficiency Exam' given at the end of the English preparatory education.

17.(26) I think that there should be less questions on English vocabulary in the 'Proficiency Exam' given at the end of the English preparatory education.

18.(27) I think that there should be questions on Writing skill (composition-paragraph writing) in the 'Proficiency Exam' given at the end of the English preparatory education. (Common item in Questionnaire I)

19.(28) I think that Speaking skills should be tested in the 'Proficiency Exam' given at the end of the English preparatory education. (Common item in Questionnaire I)

20.(29) I think that Listening skills should be tested in the 'Proficiency Exam' given at the end of the English preparatory education. (Common item in Questionnaire I)

Content Needs

1.(22) I think that in the English preparatory education for Medical prep. students pop-quizzes should be given.

2.(39) I think that diverse audio-visual materials should be used in prep. classes for an effective foreign language education.

3.(46) We should be given an evaluation form for the English preparatory Education at the end of every Academic Year.

4.(41) I think that there should be reading texts on Medicine for an effective language education. (Common item in Questionnaire I)

5.(17) I think that the English preparatory education does not develop the medical prep. students' skills in translation for proficiency.

6.(18) I consider the English preparatory education necessary for the Medical prep. students, since it is a must.

Process Needs

1.(11) I think that the English preparatory education does not develop the medical prep. students' listening skills for proficiency. (Common item in Questionnaire IV)

2.(12) I think that the English preparatory education does not develop the medical prep. students' speaking skills for proficiency. (Common item in Questionnaire IV)

3.(13) I think that the English preparatory education does not develop the medical prep. students' reading skills for proficiency. (Common item in Questionnaire IV)

4.(14) I think that the English preparatory education does not develop the medical prep. students' writing skills for proficiency. (Common item in Questionnaire IV)

5.(15) I think that English grammar is not taught sufficiently in the English preparatory education for the medical prep. students. (Common item in Questionnaire IV)

6.(16) I think that the English preparatory education does not develop the medical prep. students' skills in vocabulary for proficiency. (Common item in Questionnaire IV)

7.(23) I think that giving pop-quizzes in the English preparatory education for Medical prep students will increase my level of English. (Common item in Questionnaire I)

8.(30) I think that Turkish sources are said to be enough in number in order to develop myself in my field of study. (Common item in Questionnaire I)

9.(31) I think that English sources are necessary in order to develop myself in my field of study. (Common item in Questionnaire I)

10.(32) I think that it is necessary to read periodicals in English in order to develop myself in my field of study. (Common item in Questionnaire I)

11.(36) I think that the English preparatory education for medical prep. students will help me get a promotion in my job.

12.(37) I can read the scientific articles thanks to the English preparatory education.

Appendix 14

QUESTIONNAIRE IV THE CLASSIFICATION OF STUDENTS' NEEDS

The numbers in the parentheses below indicate the number of the items in "Questionnaire IV".

Objective Needs

- 1.(1) I think that the English preparatory education is necessary in the Faculty of Medicine.
- 2.(29) I want our students to take part in a student exchange programme.
- 3.(30) The medical prep. students should be given an evaluation form for the English preparatory education at the end of every Academic Year. (Common item in Questionnaire I)
- 4.(4) I think that the English preparatory education should improve medical prep. students' listening skills.
- 5.(5) I think that the English preparatory education should improve medical prep. students' speaking skills.
- 6.(6) I think that the English preparatory education should improve medical prep. students' reading skills.
- 7.(7) I think that the English preparatory education should improve medical prep. students' writing skills.
- 8.(8) I think that the English preparatory education should improve medical prep. students' skills in translation. (Common item in Questionnaire IV)
- 9.(9) English grammar should be taught in the English preparatory education. (Common item in Questionnaire III)
- 10.(12) I think that the most important need of the medical prep. students after the English preparatory education is to be able to read periodicals in Medicine.
- 11.(14) I think that English is necessary to attend scientific activities (conference, seminar,etc.) in Medicine. (Common item in Questionnaire III)

Subjective Needs

- 1.(15) I think that there is no difference between the students who have studied in the English preparatory education and who have not studied English in terms of their level of English.
- 2.(28) I think that there should be multi-media classes for an effective language education. (Common item in Questionnaires I-III)
- 3.(27) I think that the classrooms in the English preparatory education are suitable enough for language learning. (Common item in Questionnaires I-III)
- 4.(3) I am satisfied with the "Proficiency and Placement Exam" given to the medical prep. students at the beginning of the English preparatory education.
- 5.(22) I am informed about the content of the "Proficiency Exam" given to the medical prep. Students at the end of the English preparatory education.
- 6.(24) I think that the content of the 'Proficiency Exam' given to the medical prep. students at the end of the English preparatory education is insufficient.
- 7.(25) I know the criteria of the evaluation in the 'Proficiency Exam' given at the end of the English preparatory education.
- 8.(26) I think that the evaluation in the 'Proficiency Exam' given at the end of the English preparatory education is not objective.

Content Needs

- 1.(2) I know the content of the English preparatory education given for the medical prep. students.
- 2.(10) I think that the English preparatory education for the medical prep. students should include studies to improve their vocabulary.
- 3.(11) The English preparatory education for the medical prep. students should integrate the four skills; listening, speaking, reading and writing.
- 4.(23) I think that the 'Proficiency and Placement Exam' given at the end of the English preparatory education should be prepared by the partnership of the Academic coordinators in the Faculty of Medicine and OYDEM.

Process Needs

- 1.(13) I think that the English preparatory education for the medical prep. students helps them to achieve enough competence in order to comprehend the sources in English on medicine.
- 2.(16) I think that the English preparatory education does not develop the medical prep. students' listening skills for proficiency. (Common item in Questionnaire III)
- 3.(17) I think that the English preparatory education does not develop the medical prep. students' speaking skills for proficiency. (Common item in Questionnaire III)
- 4.(18) I think that the English preparatory education does not develop the medical prep. students' reading skills for proficiency. (Common item in Questionnaire III)
- 5.(19) I think that the English preparatory education does not develop the medical prep. students' writing skills for proficiency. (Common item in Questionnaire III)
- 6.(20) I think that English grammar is not taught sufficiently in the English preparatory education for the medical prep. students. (Common item in Questionnaire III)
- 7.(21) I think that the English preparatory education does not develop the medical prep. students' skills in vocabulary for proficiency. (Common item in Questionnaire III)

Appendix 15**SEMANTICALLY IDENTICAL ITEMS IN QUESTIONNAIRES I,III AND IV****In the following items**

‘a’ indicates the items in Questionnaire I.

‘b’ indicates the items in Questionnaire III.

‘c’ indicates the items in Questionnaire IV.

1.(b)I think that English is necessary to attend national and international conferences, seminars, panels on Medicine.

(c)I think that English is necessary to attend scientific activities (conference, seminar,etc.) in Medicine.

2.(a) We should be given an evaluation form for the English preparatory Education at the end of every Academic Year.

(c) The medical prep. students should be given an evaluation form for the English preparatory education at the end of every Academic Year.

3.(a) I think that there should be reading texts about Medicine in order to learn the foreign language more effectively.

(b) I think that there should be reading texts on Medicine for an effective language education.

ÖZGEÇMİŞ

Kişisel Bilgiler	
Adı Soyadı :	Özlem YENİÇERİ
Doğum Yeri ve Tarihi :	Ankara,1975
Eğitim Durumu	
Lisans Öğrenimi :	Hacettepe Üniversitesi, İngiliz Dili ve Edebiyatı
Yüksek Lisans Öğrenimi :	Ondokuz Mayıs Üniversitesi, İngiliz Dili Eğitimi
Bildiği Yabancı Diller :	İngilizce, Almanca
Bilimsel Etkinlikleri :	
İş Deneyimi	
Uygulamalar :	
Projeler:	
Çalıştığı Kurumlar:	Özel Ar Eğitim Kurumları 1998 – 2001 Ondokuz Mayıs Üniversitesi – OYDEM 2001- ...
İletişim	
E-Posta Adresi :	ozlemyeniceri@hotmail.com
Telefon:	
İş:	0362 312 19 19 – 6210
Ev:	
Cep:	0530 400 49 38
Tarih:	18.01.2008