LEARNERS' PERCEPTIONS IN THE EVALUATION OF AN ESP COURSE

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ABSTRACT

An ESP course is designed to prepare the learners for a future career or to satisfy a particular educational need. The determination of whether the needs have been satisfied or not can be done through course evaluation. This is an important aspect of the evaluation of an ESP course since it helps to assess whether the course objectives are being met. Since all courses are based on a perceived need of some sort, learners' perceptions are essential for such an evaluation. Former students' perceptions, however, are more valuable since they are in the target situation for which they have been prepared.

The purpose of this study was to identify former students' perceptions of their ESP course given at BILKENT University School of English Language (BUSEL). The subjects of the study were students who had finished their language training at BUSEL and were in their freshman year of their current major field. The study required giving a questionnaire to 212 subjects from this specific population. Structured interviews were also conducted with 16 subjects since the data collected through questionnaire were not sufficient enough to draw conclusions. The questionnaire and the interview were divided into three sections each of which was prepared to get different kinds of information. The first section identified whether the subjects had taken an ESP course or not. The

second section identified subjects' perception of their ESP course and information was collected on reading, listening, speaking, writing and vocabulary skill areas. The third section identified subjects' perceived need for an ESP course if they had not taken one. The results were analyzed first by field of study and then the data were compiled. The data were analyzed first by identifying the number of subjects who had taken and not taken an ESP course at BUSEL and their perceptions. Second, the mean score of the rating of skill areas of the students who perceived the ESP course that they took as helpful were calculated. Third, the activities that they found helpful in preparing them for their field of study were identified. Then, the reasons for the course being helpful by skill area were identified and frequencies were tabulated in the compiled data. Finally, the reasons for the course not being helpful were identified.

The results of the research indicate that the students' needs at BILKENT University in the ESP course taken at BUSEL are not being fully met. It was also noted that the subjects who took ESP but perceived the course as not helpful were not against taking the ESP course but were criticism of what was taught in the course. The findings of the experiment should be of interest to all those involved in the teaching of ESP.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The end of the Second World War in 1945 was the starting point of an age of big expansion in science, technology and economy. Technology and commerce were the forces that were created as a result of this expansion. Since these two forces governed the majority of the world, the need for an international language was brought about (Hutchinson and Waters, 1987). For various reasons, English became the language which fulfilled this need. In accordance with this, teaching English as a second or foreign language became more and more important in many countries in the world. However, in the early 1960's there was a world wide dissatisfaction with language teaching practice. The teaching was done through literature where the aims, needs or interests of the learners were not taken into consideration (McDonough, 1984). This brought about some problems. For example, students attending an English medium university had difficulty in understanding lectures or participating in seminars. In the mid 1960's these problems were beginning to be recognized and learner needs were now being taken into consideration. The learners' need to learn a language for a specific purpose brought about English for Specific Purposes (ESP) courses in language teaching practice.

All courses are based on a perceived need of some sort (Hutchinson and Waters, 1987). However, the difference between ESP and General English is the awareness of the need. That is, the origins of ESP lie in satisfying the needs that both sponsors and learners are aware of. The determination of whether these needs have been satisfied or not can be done through an evaluation of the course. One aspect of evaluation is concerned with peoples' perception of value. Former students' perceptions can provide useful information for the evaluation because they are in the target situation for which they have been prepared by the ESP course.

1.2 Definition of Terms

Munby (1978) defines English for Specific Purposes (ESP) as "those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner" (p. 2). The aim of the ESP courses at BILKENT University School of English is to equip students with both the language (including linguistic items plus vocabulary) and the skills required to successfully undertake their English medium study programmes during their Freshman year and beyond.

The term sponsors is used throughout this research, and can be interpreted as representing the ESP course instructors, coordinators and administrators (Hutchinson and Waters, 1987).

1.3 Problem Statement

Students who register for BILKENT University must sit the BILKENT University Certificate of Proficiency in English exam (COPE), given at the beginning of every academic year, which is designed to ascertain whether their level of General English is sufficient to enroll directly for their Freshman year, since it is an English medium university. Those students who fail to reach the required standard in the COPE exam have to attend courses at BILKENT University School of English Language (BUSEL). The courses in BUSEL are focused on consolidation of general English skills in reading, writing, speaking and listening. In addition, ESP is introduced at the intermediate level in the courses in the second semester to provide students with the specialized language and skills they need for their chosen field of study. At the end of the academic year the COPE exam is again given to all students in the presessional programme who have satisfied the BUSEL requirements. The parts and the aim of the COPE exam given at the beginning and end of the academic year are similar. The difference is that ESP is included in the COPE exam given at the end of the academic year.

The COPE exam given at the end of the academic year in BUSEL includes an ESP paper which aims to assess students' proficiency in the specialized language of their chosen field of study. In fact,

the ESP paper measures the effects of the ESP course on the students learning. On the other hand, the question "Are the students proficient in the specialized language of their chosen field of study?" is still not answered by this assessment. The ESP paper only measures the recall of the vocabulary taught during the course and does not measure whether the learners have sufficient language to function in their field of study. In other words, it does not tell whether what they are learning in the ESP course is sufficient for their future studies. An expedient way to find the answer to this question would be by asking the former students to evaluate the ESP course given at BUSEL. Another way would be to ask their subject area teachers how well they are able to communicate in English.

This study aims to answer one of these questions by identifying former BUSEL students, who are currently in the freshman year of their field of study and by determining their perceptions of the ESP course in BUSEL.

1.4 Statement of the Research Question

The research question this study attempts to answer is: Do students, who have finished their language training at BUSEL and are in their freshman year of their major field, perceive the ESP course that they took during their language training as being valuable or not and in what way?

1.5 Expectations

If the students perceive the ESP course as valuable in most ways then it can be assumed that the ESP course given at BUSEL minimizes any problem with respect to students' language needs. If the students perceive the ESP course as not valuable then attention should be given to identify the unfulfilled needs and revise the course accordingly.

1.6 Overview of Methodology

The study was carried out in four stages. The first of these was a review of the professional ESP literature related to needs analysis and course evaluation, including learner perception. The second stage included the collection of the data by giving a questionnaire (see section 3.4). The questionnaire was administered to the 212 first year students at BILKENT University, randomly selected from the departments of Physics, Electrical and Electronic Engineering, Archaeology and History of Arts, Business Administration, Economics, Interior Architecture and Environmental Design, Vocational School of Tourism and Hotel Services and Bureau Management (see sections 3.3 and 3.5). The third stage included the collection of data by conducting interviews with fifteen students from the classes that took the questionnaire (see section 3.5). The fourth and final stage consisted of analysis of this data.

1.7 Overview of Data Analysis Procedures

The results of the questionnaire were analyzed in two ways: by each department and by all the departments combined.

The results of the questionnaire were analyzed for each department as follows. First, the number of students who took the questionnaire and amongst the students who took the questionnaire, those who took ESP and perceived the ESP course as valuable and as not valuable were computed. Second, the breakdown of students' ratings of skill areas were provided and the mean score was tabulated for each skill area. Then, the reasons for the course being helpful were identified for each skill area. Next, the activities that students found helpful were also identified. Finally, the reasons for the course being not helpful were identified (see section 3.6).

All the departments combined data were analyzed as follows: First, the number and percentage of freshman students that took the questionnaire and amongst the students who took the questionnaire those who took ESP and perceived the ESP course as not being helpful were computed. Second, the reasons for course being helpful were identified for each skill area and frequencies of each reason were tabulated. Finally, the activities that students found helpful were identified (see section 3.6).

The analysis of the data gathered from structured interviews focused on the reasons for the

course being helpful and not helpful. These reasons were identified for each field of study and were used while drawing conclusions for each department (see section 3.6).

Conclusions regarding the students' perceptions were drawn from the data obtained from the questionnaire and structured interview. The answers given by students who have not taken an ESP course have not been directly included to the conclusions but have been used while making recommendations. This was not the main purpose of the study which was to evaluate the ESP course but the information was useful for making recommendations.

1.8 Limitations of the Study

This study is limited to an evaluation of the ESP course given at BUSEL. It is further limited to students in their freshman year of BILKENT University. Since the main purpose of BUSEL is to prepare students to study in BILKENT University, it is directly applicable to BILKENT University but it can further be applicable to language preparatory programs at other universities where an ESP course is given. Another limitation is that the data was collected only by giving the questionnaire to a group of students. The teachers in the prep school and in the faculties were not included as research subjects. A final limitation of this study is that students who are currently taking an ESP course at BUSEL are

not included in the research since it is regarded that they are not considered to be in a situation to judge how well the course is preparing them for the target situation.

1.9 Organization of the Study

In the second chapter, the review of the literature is presented. This review includes a description of ESP and its historical background, course evaluation and the assessment of learner needs, the concept of perception in learning and relevant case studies of needs analysis and course evaluation in ESP.

The third chapter concerns the methodology used in the study. Also, the methodology used to collect and analyze data is discussed.

The fourth chapter provides the analysis of the data gathered from the questionnaires.

The fifth chapter includes a summary of the study, conclusions, evaluation of the study, pedagogical implications and implications for further study.

The reference of the works cited in the study are given in the bibliography and the instrument used for data collection is presented in the appendix.

CHAPTER II

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

The aim of this chapter is to outline some of the main background information about ESP. First, the history of English for Specific Purposes (ESP) will be described. This background includes the definition and the origins and developments of ESP to show its place in the general landscape of English Language Teaching. Second, ESP's most important components, course evaluation and needs analysis, will be briefly explained. Basic principles of needs analysis are explained since they are the most essential features of the ESP course. Since the aim of this research is to evaluate the ESP course through former students' perception, principles and techniques of course evaluation and a description of perception are provided. Then, the importance of the concept of perception in learning will be emphasized. Finally, a summary of some of the related case studies on needs analysis and course evaluation in ESP will be provided.

2.2 HISTORICAL BACKGROUND

There have been many attempts to define English For Specific Purposes. Strevens' (1977) suggests that "All ESP courses are either occupational or educational in nature" (p. 90). He defines ESP courses as "those in which the aims and the content

are determined, principally or wholly, not by criteria of general education but by functional and practical English language requirements of the learner" (Strevens, p. 90). On the other hand, Harvey (1984) defines ESP according to it's purpose as follows:

> The purpose of ESP is to increase and develop, in a short period of time, the linguistic potentialities of either tertiary students who need the language to acquire or update knowledge in their specialities (English for Academic Purposes) or adults who need the language for job related activities (English for Vocational Purposes). (p. 24)

Strevens (1977) summarizes the types of ESP as occupational and educational and their subdivisions (p. 81), as in Table 2.1 below. Occupational ESP courses are job-related and can either be highly technical or specific in nature; for example, English for airline stewardesses, businessmen, engineers, etc., are all occupational ESP. Academic or professional studies are covered under the educational ESP programmes. These programmes are generally related to the study of a particular discipline, such as engineering, medicine, law, etc. Educational ESP programs vary greatly according to the aims of the institution in which these courses are offered. Pre-experience and pre-study categorize learners who need English in order to gain access to knowledge. For example, the student in the pre-study group is the student who intends to specialize in a

particular subject. Simultaneous and in-study categorize learners who are already working in a particular field; for example a laboratory technician being trained on the job. Post-experience and post-study categorize learners who need to express in English the knowledge gained in their occupation or field of study.

Table 2.1
Types of ESP and Their Subdivisions

English For Specific Purposes (ESP)	
Occupational	**Educational**
Pre-experience	Pre-study
Simultaneous	In-study
Post-experience	Post-study

2.2.1 The Origins and Development of ESP

"As with most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends" (Hutchinson and Waters, 1987, p. 6). However, three main reasons can be identified as contributing to the emergence of ESP.

The first reason was need, resulting from the demands of a new world. As Hutchinson and Waters (1987, p. 6.) state, "The end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale." Because of this development a demand for an international language was generated. More and more people were wanting or

being required to learn English since it was fast becoming an international language. People wanted to learn English in order to cope with the new information and research related to their subject areas. Learners were well aware of what they needed and why they needed it. In other words, they had their own purpose for learning English. This resulted in the expansion of English for Specific Purposes.

The second reason was the revolution in linguistics. Traditionally the aim of linguistics had been to describe the rules of English usage, the grammar. However, the revolution shifted the attention to discovering the ways in which language is actually used in real communication (Widdowson, 1978). In the words of Kennedy and Bolitho (1984, p. 2.), "The second development which greatly influenced ESP programs was a move towards a view of language as not only a set of grammatical structures but also a set of functions." A majority of the ESP students are adults and have had some type of a general English training before. So, they already have a grammatical knowledge of the language. The view of language as a set of functions enables them to use the grammatical structures in accordance with their needs.

The last reason was the new developments in educational psychology. This development emphasized the central importance of the learners and their

attitudes to learning (Hutchinson and Waters, 1987). Learners were seen to have different needs and interests which would influence their motivation as well as the effectiveness of their learning. This led to development of courses where meeting the needs and interests of the learners was essential.

The expansion of the demand for English to suit particular needs and developments in the field of linguistics and educational psychology brought about the growth of ESP. During this growth ESP has undergone various phases of development (Robinson, 1980).

As summarized by Hutchinson and Waters (1987), in the early days of ESP, the basic operating principle was register analysis. The aim of this analysis was to identify the grammatical and lexical features of specific registers. However, register analysis was rapidly overtaken by discourse analysis. In other words, the focus of ESP shifted from the sentence level to the level above the sentence. Register analysis had focused on sentence grammar, but discourse analysis focused on understanding how sentences were combined in discourse to produce meaning. In the next phase, the aim was to set the existing knowledge on a more scientific base. This was done by establishing procedures for relating language analysis more closely to learners' reasons for learning. In all these phases, the developments were on the surface forms of the language. The next

phase focused on "below the surface". The thinking processes that underlie language use were considered, that is, the underlying interpretive strategies which enable the learner to cope with the surface forms. The last development that ESP is undergoing now is the learning-centred approach since ESP is based on an understanding of the processes of language learning. This approach is based on the principle that learning is totally determined by the learner.

2.3 Course Evaluation

Course evaluation is an important form of evaluation. This kind of evaluation helps to assess whether the course objectives are being met. In other words, it evaluates whether the course is doing what it was designed to do.

An ESP course is designed to prepare the learners for the target situation or to satisfy a particular educational need. The determination of whether the needs have been satisfied or not can be done through course evaluation.

Students are always subject to being evaluated in various ways while studying. The most common way of evaluating is by giving a test. The result of the test evaluates the students' achievement. This evaluation is in fact an evaluation of the effectiveness of the given course, too (Hutchinson and Waters, 1987). However, this evaluation cannot

identify the problem, it can only indicate the existence of a problem. Robinson (1980) concludes that:

> New syllabuses and procedures demand new approaches to evaluation. It is clear that many ESP courses do not have an inbuilt component for testing or evaluation. (p. 83)

However, since an ESP course prepares the learners for the target situation then the question "Has the course fulfilled the learners' needs?" must be addressed (Hutchinson and Waters, 1987).

2.3.1 Course Evaluation Procedures

There are four main aspects of ESP course evaluation to be considered (Alderson and Waters, 1983): what should be evaluated, how can ESP courses be evaluated, who should be involved in the evaluation, and how often should the course evaluation be done.

Everything of significance should be collected for evaluation. However, it should be kept in mind that the information gathered should be useful for evaluating the course (Hutchinson and Waters, 1987). Although in theory there are various techniques, in practice ESP courses are evaluated by using test results, questionnaires, discussions, interviews and informal means such as casual chats. The choice of the evaluation technique or techniques depends on its suitability to the teaching situation (Jarvis and Adams, 1979). A detailed course evaluation report

should be prepared regardless of the technique used. This report should be the basis for further discussions and decision making (Hutchinson and Waters, 1987 and Cole and Nitko, 1981).

The ESP teaching institution, the ESP instructor, the course sponsors, the learners and former students can be involved in the course evaluation (DeRoche, 1981). The extent of their involvement may change in different institutions (Hutchinson and Waters, 1987).

There is, without a doubt, danger in doing course evaluation too frequently or not doing it often enough. DeRoche (1981) defines evaluation as an ongoing, continuous process. Although there is no formal prescription of how often course evaluation should be done, Hutchinson and Waters (1987) recommend the following:

> i) In the first week of the week of the course. The tone established here will probably have a greater overall effect on the success of the course than what occurs later, since initial impressions are very often more enduring than later ones.
> ii) At regular intervals throughout the course, for example, every half term.
> iii) At the end of the course.
> iv) (if possible) after the course. This is potentially the most valuable, since the learners will be in a position to judge how well the course prepared them for the target situation they are now in. (p. 155)

2.4 Needs Analysis

Since the key element of needs analysis is not the need but the awareness of the need, it is

necessary to ask the question "What is awareness?" (Kennedy and Bolitho, 1984). According to Hutchinson and Waters (1987) awareness is a matter of perception and all courses are based on a perceived need of some sort. It should also be kept in mind that learner perceived wants cannot be ignored since the learner is the key element of the course (McDonough, 1984). However, learners have mainly played a passive role in determining language needs. Their passive role continues in evaluating the course itself.

Analyzing the language needs of the learner is an important factor in ESP since language is seen as a service to the other subjects (Robinson, 1980). What kind of service the language will give depends on needs analysis.

According to Hutchinson and Waters (1987, p. 54) "The ability to comprehend and/or produce the linguistic features of the target situation" is the meaning of need in ESP. There are two types of need, the target needs and the learning needs. Target needs are what the learner needs to do in the target situation and the learning needs are what the learner needs to do in order to learn (Hutchinson and Waters, 1987).

Target needs are subdivided into necessities, lacks and wants (Hutchinson and Waters, 1987). Necessities are the type of need that the learner has to know in order to function effectively in the target situation. The gap between the target

proficiency and the existing proficiency is a lack. Wants are the wishes and views of the learner.

2.4.1 Analyzing Learner Needs

The process of needs assessment requires interviews and interactions with three sources of information from the institution where it is conducted: the administrators, the content area and ESP instructors, and the students themselves (Schleppegrell and Bowman, 1986).

Administrators have to fulfil two important requirements (Schleppegrell and Brown, 1986). The first one is to provide the syllabus designer with information about the expectations of the institution, criteria for learner proficiency, facilities and equipment which are available in the teaching situation and funds available for acquiring materials or equipment. The second one is to introduce the course designer to the content and ESP instructors.

The content area and ESP instructors may provide two types of information that can be very helpful. First of all, they can provide a great number of helpful teaching ideas. Then, they can provide English language materials used in subject matter. This can be helpful for the course designer in saving time and a lot of work (Wiriyachitra, 1989). For example, if the ESP course is going to be English for Business Administration, the content area and ESP

instructors can share information about the students' needs for the English used in business administration.

The learner is the third source of information for the design of a course (Schleppgrell and Brown, 1986). Through this source the course designer can collect data about the learner perceived needs for English. "A need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment" (Richterich, 1984, p. 29).

2.4.2 Needs Analysis Focus

The focus of the needs assessment has been interpreted differently. The difference lies on whether the focus should be on the future needs of students or on the needs of students while studying the target language. As Brindley (1984) says:

> Over recent years, there has been a good deal of disagreement in ELT circles over the meaning of 'needs' and what "needs analysis' should entail. This disagreement has resulted in the emergence of two orientations to needs assessment. (p. 63)

The two orientations are product orientation and process orientation (Brindley, 1984). The product orientation focuses on the future needs of the learners. In other words, learner needs are interpreted as needs that arise in a particular situation once the learner acquires the language. The process orientation, on the other hand, focuses

on the needs of the learner as an individual in the learning situation.

The differences between the two orientations are considerable (Brindley, 1984). The product orientation approach aims at collecting factual information for the purpose of setting goals related to language content whereas the process orientation approach aims at gathering information about learners which can be used to guide the learning process once it is under way.

2.5 The Concept of Perception in Learning

"Rather than studying for an open-ended period of time for a general examination, the student of ESP is usually studying in order to perform a role" (Robinson, 1980). This view brings forward a new emphasis in teaching. This new emphasis is learner centredness so the emphasis is mainly on the learner rather than on the sponsors. Since the new emphasis is on the learner, the needs of the learner are mainly the key element of every description of ESP. However, the main point of this key element is in fact not the need but the awareness of the need (Kennedy and Bolitho, 1984).

Since awareness is a matter of perception, it is necessary to define "perception". The dictionary definition of perception is "The act or power of perceiving" and of perceiving is "To apprehend by the mind" (Hornby et al., 1963, p.720). In psychology,

perception is defined as awareness of the environment (Borger and Seaborne, 1976).

The psychological factors of perception are motivation and past experience and learning. Motivation is a factor in perception since people have a tendency to perceive what is related to their needs, motives and interests. Past experience and past learning are a part of the perceptual set since particular training is very closely related to what is perceived. If you are in a crowded bus and if it is noisy you are unlikely to hear the conversation going on in the back seat. However, if your name is mentioned you are likely to hear your name because it is familiar to you (Myers and Myers 1988).

Perception on the other hand is mostly seen as not related to learning. However, if it is looked at closely it could be seen that perception and learning are closely linked, especially in education. "Education is at best a process of differentiation, of learning to make discriminations" (Myers and Myers, 1988, p. 42). Discrimination is an acquired skill. This skill is increased through education. There is a tendency that if the eyes and ears are not defective, people will see and hear whatever there is to see and hear without making special efforts to perceive. However, through this skill people acquire the ability to distinguish between very similar situations and to recognize their particular character. In other words, the learner is active in

perceiving rather than simply registering the state of the environment in order to process the incoming data (Borger and Seaborne 1976).

Perception is a response by a person to the environment. Yet, it is not an overt response. In other words, this response cannot be observed or measured. So, the perceiver is the only person who can describe the experience (Myers and Myers, 1988). A questionnaire is one way that has been used by researchers to ask the perceiver to describe the experience (Hutchinson and Waters, 1987).

Learners' perceptions are very important. "Where can the learners' perception be used in teaching?" Learners' perception can be best used in evaluating the course. However, former students' perceptions are more valuable since they are in the target situation which they have been prepared for (Hutchinson and Waters, 1987).

In summary, perception can be defined as an apprehension and awareness of the learner in relation to past experience and past learning which lead to a covert response based on the learners' needs, motives, and interests.

2.6 Case Studies of Needs Analysis in ESP

The following studies, which examine the relationship between the target needs of the learners and the sponsors, have found that the learners' views can conflict with the perceptions of other interested

parties. For example,

> Li Yu Zhen is a Chinese graduate in Chemistry, who is going to study in the United States. She needs to be able to survive socially and professionally in an English-speaking community. Fluency is, therefore, her greatest need. She, however, prefers to spend her time improving her knowledge in grammar. Why? Her answer lies in her own estimation of priorities. In order to be accepted for her course of study she must first pass a test. The most important criterion in the test is grammatical accuracy. Li Yu Zhen, therefore, sees her priority need as being to pass the test. (Hutchinson and Waters, 1987, p. 56-57)

There are many other case studies that show that the needs perceived by sponsors and the learners are not always in agreement. What should be done in this case? This is a hard question to answer. However, one thing that should be kept in mind is that the perceptions of the students cannot be ignored. Also, it should also be understood that since the ESP course relies heavily on involvement of the learner, their perceived needs cannot be ignored. (Hutchinson and Waters, 1987).

Sometimes there is no conflict between the perceptions of the sponsors and the learners. However, their perceptions have identified weaknesses in the course. One study, (Chitravelu, 1980) was done in Malaysia, in 1974, during the process of changing the medium of instruction from English to Malay. English was officially endorsed as the second most important language in the country. A majority of the publications were in English. As a

result, even when the medium of instruction was in Malay they were still required to be competent in English in order to read the publications related to their field of study. However, students did not have the required competence. As a result of interviews with the learners and the sponsors the reasons for this lack of competence was identified. Perceptions of the sponsors and the learners were not contradictory. The reasons and the solutions to the problems were determined by taking into consideration the learners' perceptions, too.

However, there are problems with whether it is desirable and feasible to involve ESP learners in participatory course evaluation. The following study (Waters, 1987) examined this problem. It was a study of a skill orientation course and the subjects were teachers intending to undertake an MA in English. A questionnaire was the instrument used in the study. The results of the first questionnaire did not meet the expectations of the conductors of the study. Only six participants out of 11 responded to the questionnaire. The main reason was identified as timing. It was too early for the students to evaluate the course. Also, it was realized that learners were trying to avoid evaluating the course since they had concerns. Firstly, they were worried about being sought out for revenge and getting a low grade as a result. Secondly, they felt that their criticism would not be taken into account. Next,

they did not want to respond positively just because they did not want to be in conflict with the sponsors. Finally, they did not feel that they had the required experience and knowledge to contribute useful ideas.

The above mentioned fears of learners can be an interference when doing an evaluation during the course. However, if the course evaluation is done after the course, the problems of timing and perceived fears would not exist. The learners would have the required time to evaluate the course since they are in the position to use what they have gained from the ESP course. Secondly, they would not have to fear any type of reaction from the sponsors of the ESP course since they are no longer taking the ESP course. Finally, they are partly experienced and have the knowledge to evaluate what they have gained from the ESP course since they have finished their training in the ESP course and are in the target situation now.

It is interesting to note that most of the course evaluations were done during the course. Also, the evaluations were done by using either tests or tasks. Even the questionnaires and the interviews did not really ask for the students' perceptions of the course. In fact, they only asked the learner to evaluate their own achievement during the course.

2.7 Summary

Three forces have contributed to the origin and development of ESP. They are the demands of the new world, the revolution in linguistics and the development in educational psychology.

In the early days of ESP, the basic operating principle was register analysis which was rapidly overtaken by discourse analysis. These analyses focused on surface forms of the language, such as sentence level and linguistic features. The next phase focused on "below the surface". In other words, it concentrated on the thinking processes that underlie language use. The learner-centred approach, which is the latest development that ESP is undergoing now, is based on the principle that learning is totally determined by the learner. It also sees learning as a process in which learners make use of their former knowledge and skills in order to acquire new information.

Considering the fact that the learner is the key element of an ESP course, an ESP course must be designed to fulfill the particular educational need of the learner. Therefore, the determination of whether the needs have been fulfilled or not can be best done by carrying out a course evaluation. Since all courses are based on a perceived need of some sort, learners' perceptions are essential for such an evaluation. Former students' perceptions, however, are more valuable since they are in the target

situation which they have been prepared for.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

When God made Heaven and God made Earth,
He formed the seas and gave Man birth.
His heart was full of jubilation:
But he made one error-no Evaluation!
(DeRoche, 1981, p. 173)

Many definitions of evaluation have been proposed. One of the first definitions proposed defined evaluation as the process of determining whether the objectives of a program have been achieved. Since then, varieties of definitions have been proposed. However, all these different definitions have one thing in common, that is, "evaluation is the process of providing information for decision making" (Bryk and Light, 1981, p. 4)

Course evaluation is one of two areas of evaluation that has been brought into prominence. It is a very important form of evaluation since it helps to assess whether course objectives are being met (Hutchinson and Waters, 1987). The other area of evaluation is learner assessment. However, this evaluation is not sufficient to identify the problem, it can only indicate that a problem exists (Robinson, 1980).

Formative and summative are the two types of evaluation. When doing formative evaluation, information is gathered and used during the curriculum development process. In other words, evaluation is an on-going process and feedback is

collected while the course is implemented (Bryk and Light, 1981). Summative evaluation, on the other hand, requires one to gather and use information at the end of the course. In other words, it is a terminal evaluation of a programme that is already operational. The purpose of this evaluation is to make judgements about the programme's value (Jarvis and Adams, 1979).

Course evaluation is an important area of evaluation and summative evaluation provides the chance to assess the impact of a program (Jarvis and Adams, 1979). The summative course evaluation is very valuable especially in an ESP course since it exists to satisfy a particular educational need (Hutchinson and Waters, 1987). Any course should be based on an analysis of learner needs and evaluation helps to assess how well the needs are being served.

Although meeting learners' specific needs is one of the purposes of ESP, the key element of needs analysis is not the need but the awareness of the need. The students of the ESP course are aware of their needs since a majority of the students are adults (Kennedy and Bolitho, 1984). The ESP course is designed to fulfil the future needs of the learners which learners are aware of. So, the needs of the students cannot be ignored since they are at the heart of the ESP teaching program (McDonough, 1981). As a result, summative course evaluation plays an important role since it helps to assess how well the

needs are being served.

In needs analysis learners have not played an active role. However, they have a view of what their needs are, too. As Richterich (1984) comments

> A need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment. (p. 29)

Awareness of need is the main characteristic of ESP. Although awareness is a matter of perception which can vary for each individual, learners do know what their lacks and necessities are. If they are in the target situation then they have a better idea of what these are. Although there might be a conflict between the sponsors and learners keeping in mind the importance of learner motivation, the learner perceived wants cannot be ignored. An ESP course is based on the principal of learner involvement so their wishes and views cannot be ignored.

The main concern of this study was to identify former students' perceptions of their ESP course given at BUSEL. The subjects of the study were students who had finished their language training at BUSEL and were in their freshman year of their current major field. The study required giving a questionnaire to this specific population. The results of this research were analyzed to identify if the ESP course in BUSEL is successful in terms of meeting learners' future needs. In other words, does the course enable the learners to cope easily with

the requirements of their major field of study.

3.2 Context of Study

3.2.1 BUSEL Programme

Students who register for BILKENT University must sit the BILKENT University Certificate of Proficiency in English (COPE), given at the beginning of every academic year, which is designed to ascertain whether their level of General English is sufficient to enroll directly for their Freshman year since it is an English medium university (BILKENT University, 1991). In other words, the COPE exam is an intermediate level proficiency test and students who pass the exam are judged to have a sufficient mastery of General English to pass to their Freshman year, where all study is in English. The COPE exam, given at the beginning of every academic year, is open to newly arriving students and also to all BUSEL (BILKENT University School of English Language) students who have failed in the COPE exam given at the end of the previous academic year. The COPE exam given at the beginning of the academic year consists of the following parts:

PAPER 1A - READING COMPREHENSION - aims to test candidates reading comprehension since students will need to cope with unadapted texts in their Freshman year where they must have reading strategies which allow them to understand general meaning when not every word, phrase or structure is familiar.

PAPER 1B - ESP (English For Specific Purposes) - aims to assess students' proficiency in the specialized language of their chosen field of study. This paper is given at the end of the academic year.

PAPER 2 - LISTENING COMPREHENSION - aims to reflect the range of situations that students must cope with in their Freshman year, where all lectures are in English, and where people they come into contact with may be non-Turkish speakers.

PAPER 3A - USE OF ENGLISH - aims to assess candidates' knowledge of the use of structures of English in terms of both grammar and meaning.

PAPER 3B - WRITING - aims to assess candidates' ability to produce relevant, clear, concise and well-organized pieces of writing.

Those students who fail to reach the required standard in the COPE exam given at the beginning of the academic year have to attend courses at BUSEL. Students must be able to speak, understand, read and write English well in order to enter their Freshman year. The BUSEL courses are divided into two separate programmes, the "Preparatory Programme" (Elementary Level) and the "Presessional Programme" (Intermediate Level). Within each programme, there are several courses, each designed to last half a semester. At the beginning of the year, students take a short placement test to decide which course will initially be suitable for them. Students move up, repeat, or jump levels on the basis of their

BUSEL progress test grades during the academic year. Courses in the first semester are focused on consolidation of general English skills in reading, writing, speaking and listening. Courses in the second semester incorporate more skills concerned with English for Academic Purposes (EAP). In addition, ESP is introduced at the intermediate level to provide students with the specialized language and skills they need for their chosen field of study. At the end of the academic year the COPE exam is given to all BUSEL students in the presessional programme (intermediate level) who have satisfied the BUSEL 80% course attendance requirement.

The parts and the aim of the COPE exam given at the beginning and end of the academic year are similar. However, the difference is that PAPER 1B ESP is included in the COPE exam given at the end of the academic year. The COPE exam given at the beginning of the academic year does not include an ESP paper since it is regarded by the BUSEL administration that newly arriving students are unlikely to have any preparation in special English.

3.2.2 BUSEL ESP Course

There are currently six ESP courses, which are as follows: Science, Art, Literature, Tourism, Bureau Management Services, and Administration. One assistant coordinator writes the programme for each subject area. Thus there are six in total, plus a

coordinator to oversee the programme writing. This involves policy planning, materials development, and general administration.

The common aim of the ESP courses at BUSEL is to equip students with both the language (including linguistic items and vocabulary) and the skills required to successfully undertake their English-medium study programmes during their Freshman year and beyond.

The ESP programmes embrace the following four elements:

TOPIC - the topic in arts-based courses are often the starting point.
SKILLS - development of skills, especially study skills, is central to the courses.
LANGUAGE - language items are peripheral and not systematically included.
VOCABULARY - content specific lexis is covered and carefully selected.

The topic, skills, language, and vocabulary given during the ESP course is specified by the textbooks and materials.

ESP is taught at intermediate levels four hours per week and upper-intermediate levels receive eight hours per week out of a total of 20. During the remaining hours general English is taught.

Published materials make up on average a third or so of each ESP subject area by level. Where published materials are unsuitable or unavailable a greater proportion of the programme materials are written by the BUSEL ESP Unit. In most cases books are selected rather than adapted.

There are three ESP tests during the year. All these are in the second semester, as ESP is only taught during the second semester. The first of these are called "mid-terms", one being in the middle of the semester, the other at the end. The third examination is the ESP section of the COPE final examination. This is made up of six sections, one for each ESP area, each containing 20 multiple choice lexical items.

BUSEL is also responsible for organizing the English Programmes in the Vocational School. All courses in the Vocational School are ESP courses. Although courses are predominantly ESP a large amount of EAP is introduced.

3.3 Subjects

In this study, a total of 212 subjects were used. All subjects were students attending BILKENT University at the time of the study. The number of students who took the questionnaire from each department is provided in Table 3.1.

There were eight groups of students, each consisting of thirty subjects. The groups were selected from each faculty and school of BILKENT University. There are seven faculties and five schools in BILKENT University. However, since the students of the Faculty of Music and Performing Arts, the School of Applied Languages and the School of English Language (Vocational) do not take an ESP

course at BUSEL, they were not included in this study. Also, since the students of the School of Tourism and Hotel Management and the Vocational School of Tourism and Hotel Services, Department of Tourism and Hotel Services attend the same ESP course, subjects of this school and department were selected as one group.

Table 3.1
The Number of Students Who Took the Questionnaire in Each Department

Department	#Students Who Took the Questionnaire	#Student Who Took ESP	% of Who Took ESP
Physics	11	11	100
Electric and Electronics	50	19	38
Archaeology	24	23	95.8
Business Administration	75	28	37.3
Economy	70	21	38
Interior Architecture and Environmental Design	81	30	37
Vocational School of Tourism	60	30	50
Bureau Management	85	56	65.88

Departments were chosen from each faculty and school to represent the entire population of freshman students at BILKENT University. Subjects were then selected by the instructors of each faculty or department. Each instructor gave the questionnaire to the students in their main classes. They were asked to give the questionnaire to all the students in their main class so they administered the

questionnaire when the attendance of the students was at the highest extent.

The students for the interview were chosen on a volunteer basis from the classes that took the questionnaire. The researcher visited the classes and asked for volunteers. Fifteen subjects were interviewed. Twelve of the students had studied at BUSEL for one year, the other three for two years.

3.4 Material

3.4.1 Questionnaire

The questionnaire used to collect the data consists of eleven questions in English. They were prepared by the researcher in order to evaluate the course in accordance with the research question.

The questionnaire was divided into three sections (see the Appendix). The first section asked the students to identify if they had taken an ESP course or not. The second section was only answered by students who had taken an ESP course. In the first three questions, they were asked to state the duration and the place of the ESP course that they took. The next question was asked to identify students' perception of the ESP course. The students were asked whether the ESP course that they took was helpful or not. The following two questions asked the students who perceived the ESP course as helpful to justify their answer. One of these questions asked the students to evaluate by rating the course

in reading, listening, speaking, writing and vocabulary skill areas. They were given a rating scale of 1-4 where 1 represented very little, 2 little, three satisfactory and 4 very satisfactory. The next question asked them to justify how the ESP course was helpful in prose form for each of the mentioned skill areas. The last question in this section required the student who perceived the ESP course as not helpful to justify their answer. The last section was only answered by students who had not taken an ESP course. This section intended to identify the perceptions of students who have not taken an ESP course regarding their interest in taking an ESP course. Again, students were asked to justify their perceptions. Their perceptions of a ESP course were useful information for making recommendations.

3.5 Data Collection

The questionnaires were administered during the last week of February and first week of March. The questionnaires were given to students by the instructors of each department. Students were asked to read the instructions and do what is required by the instructions. No verbal explanation was provided. Also, during the administration of the questionnaire the instructors were not in the class-room in order to prevent students from feeling any type of fear. They were asked to leave the

questionnaire on the instructors desk after they finished.

Interviews were later conducted because it was observed that not all subjects provided written justification of their perceptions. In addition, it was conducted in Turkish to prevent language barrier. Additional students were selected from the classes that took the questionnaire. They were chosen on a voluntary basis. The researcher visited the classes and asked for volunteers. They were interviewed one by one. Each student was given the same questionnaire used to collect data earlier. When the student finished answering the questions in the questionnaire, the questionnaire was reviewed by the researcher and the students together. Where needed the student was asked to clarify the given answer and notes were taken by the researcher.

3.6 Analysis Procedures

The results of the questionnaire were analyzed in two ways: by each department and by all of the departments combined.

The results of the questionnaire were analyzed for each department as follows. First, the number of students who took the questionnaire and amongst the students who took the questionnaire those who took ESP and perceived it as helpful and as not helpful were computed. Second, the breakdown of students' ratings of skill areas were provided and the mean

score was tabulated for each skill area. Then, the reasons for the course being helpful were identified for each skill area. Next, the activities that students found helpful were identified. Finally, the reasons for the course being not helpful were also identified.

The compiled data of all the departments, gathered from the questionnaire were analyzed as follows. First, the number and percentage of freshman students that took the questionnaire and amongst the students who took the questionnaire those who took ESP and perceived the ESP course as not being helpful were computed. Second, the reasons for the course being helpful by all subjects for each skill area were identified and frequencies were tabulated. Finally, the activities that students found helpful were identified.

The analysis of the data gathered from structured interviews focused on the reasons for the course being helpful and not helpful. These reasons were identified for each field of study and were used while drawing conclusions for each department.

Conclusions regarding the students' perceptions were drawn from this analysis. The answers given by students who had not taken an ESP course were also included in the conclusions. In each class there were students who had taken and who had not taken an ESP course. But, all students were given a questionnaire for ease of administration. However,

the perceptions of students who had not taken an ESP course proved to be useful for making recommendations.

CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 INTRODUCTION

The question this study attempts to answer is: Do students, who have finished their language training at BUSEL and are in their freshman year of their major field, perceive the ESP course that they took during their language training as being valuable or not and in what way? The data which were used to identify student perception were obtained from freshman year students in BILKENT University. First, a questionnaire (see the Appendix) composed of three sections was administered to 212 freshman students attending BILKENT University. These freshman students were selected from the departments of Physics, Electrical and Electronic Engineering, Business Administration, Economy, Archaeology and History of Arts and Environmental Design, Vocational School of Tourism and Hotel Services and Bureau Management. Second, the same questionnaire was used for a structured interview with 16 freshman students. The reason for carrying out interviews was that not all subjects had justified their perception in the given questionnaire and the data collected were not sufficient enough to draw conclusions.

4.2 ANALYSIS OF THE QUESTIONNAIRES AND THE INTERVIEWS

The questionnaire and the interview were divided into three sections each of which was prepared to get different kinds of information. Section I identified

whether the students had taken an ESP course or not. Section II identified subjects' perception of their ESP course and information was collected on reading, listening, speaking, writing and vocabulary skill areas. Section III identified subjects' perceived need for an ESP course if they had not taken one. Table 4.1 summarizes the data collected by the questions.

4.2.1 Physics Department Results

The results for the Physics Department have been summarized in Table 4.2. Of the eleven subjects who answered the questionnaire seven had taken an ESP course at BUSEL for less than one year. Two of those subjects thought the ESP course was helpful.

These two subjects felt that they were helped a little in the four skill areas (see Table 4.3). The only area that did not receive unanimous support was vocabulary. These two subjects did not give their reasons but described what they thought were the weak and strong points of the course (see Table 4.4). They also indicated where they thought the course did not fulfil their needs. The listening and vocabulary done during the course were not enough for them. Also, the course book in reading was not related to their field of study and speaking was not encouraged in the course

The seventh question asked them to identify the activities that they found helpful. The activities

that they found helpful were group and class discussions, vocabulary work and listening to lectures and taking notes.

Table 4.1
Data Collected From Questionnaire

Section	Question #	Type of Information collected
I		All subjects answered this part
	1	Identified subjects who had taken an ESP course
II		Subjects who had taken an ESP course answered this part
	2	Duration of ESP course
	3	Place of ESP course
	4	Subjects' perception of ESP course
	5-6-7	Subjects who perceived the ESP course as helpful answered these questions
	5	The rating of the skill areas (1=very little 4= very satisfactory)
	6	Reasons for course being helpful in each skill area
	7	Identification of the activities that they found helpful in the ESP course.
	8	Reasons for course being not helpful (suggestions for making the course helpful to them)
III		Subjects who had not taken an ESP course answered this part
	1-2	Subjects' perception of ESP course

Five of the subjects out of seven perceived the ESP course as being not helpful (Question 8). Four reasons were given. First, the teaching method was

not satisfactory. Second, the supplementary materials used during the ESP course were mostly related to computer science or were just scientific history. Next, the scientific vocabulary in the book was insufficient. Finally, the book was not helpful and the vocabulary in the book was insufficient.

Table 4.2
Physics Department Results
(Questions 1 and 4)

Type of Information	Results (n)
Number of Students Who Took the Questionnaire	11
Q 1. Number of Students Who Took the ESP	7
Q 4. Students' Perception of Course	
Helpful	2
Not Helpful	5

Table 4.3
Physics Department Results
Rating of Skill Areas
(Question 5)

Subject	Reading	Listening	Speaking	Writing	Vocabulary
1	2*	2	2	3	1
2	2	2	2	2	2
Mean	2	2	2	2.5	1.5

*1=very little 2=little 3=satisfactory 4=very satisfactory

Only one student volunteered for the interview. This student basically repeated what the others had written in the questionnaire. He said that the ESP course could be very helpful if the content of the course was in accordance with the content of their field of study. He continued by saying that the content of the materials was mainly about computer science and that they read biographies or simple

scientific history. He would have preferred to read articles or books that covered at least the vocabulary that they came across during the first semester of their field of study.

Table 4.4
Physics Department Results
Reasons For Course Being Helpful* by Skill Area
(Question 6)

Skill Area	Reason
Reading	The book was not satisfactory since the content and the vocabulary was not relevant to their field of study.
Listening	Not enough importance was given
Speaking	Students were not encouraged to speak whereas they should be and not just in ESP course but in all courses.
Writing	Compositions given as homework were useful.
Vocabulary	Not enough

*Some subjects gave reasons for the course not being helpful.

4.2.2 Electrical and Electronic Engineering Department Results

The results for the Electrical and Electronic Engineering Department have been summarized in Table 4.5. Of the nineteen subjects who answered the questionnaire twelve of them had taken an ESP course at BUSEL. Among those twelve subjects, seven of them had taken the ESP course for less than one year, four of them for one year and one of them for two years. Seven of the twelve subjects perceived the ESP course as helpful, and five did not.

Table 4.5
Electrical and Electronic Engineering
Department Results
(Question 1 and 4)

Type of Information	Results (n)
Number of Students Who Took the Questionnaire	19
Q 1. Number of Students Who Took ESP	12
Q 4. Students' Perception of Course	
Helpful	7
Not Helpful	5

Table 4.6
Electrical and Electronic Engineering
Department Results
Rating of Skill Areas
(The results of question 5)

Subject	Reading	Listening	Speaking	Writing	Vocabulary
1	1*	1	2	2	2
2	3	3	2	4	4
3	2	1	1	2	2
4	3	2	2	3	4
5	2	2	1	1	3
6	2	2	2	3	3
7	2	2	1	2	3
Means	2.14	1.85	1.43	2.43	3

*1=very little 2=little 3=satisfactory 4=very satisfactory

On the average, the seven subjects felt that they were helped satisfactorily in vocabulary, a little in reading and writing, and very little in listening and speaking (see Table 4.6). The area that received the least support was speaking. Of those students, only two students gave their reasons for how the course was helpful. These two subjects

described the weak and strong points of the course (Table 4.7). They also indicated that the course did not fulfil their needs in listening and speaking.

The activities that they found helpful (question 7) were group and class discussions, vocabulary work, listening to lectures and note taking and essay/academic writing.

Five of the students perceived the ESP course as being not helpful. However, none of the students gave reasons for the course not being helpful.

Table 4.7
Electrical and Electronic Engineering Department Results
Reasons For Course Being Helpful by Skill Area
(Question 6)

Skill Area	Reasons
Reading	To understand better, to be able to answer questions
Listening	To understand what you listen to quickly
Speaking	Not too much
Writing	To follow instructions. Learned lots of things but cannot produce well.
Vocabulary	Learned a lot of vocabulary.

Two subjects from Electric and Electronic Engineering Department were interviewed. These subjects said that the ESP course was helpful for them because they were introduced to the vocabulary or terminology of their freshman year. They were well trained in the different skill areas. However, one of the subjects felt they were helped in writing whereas the other subject did not. The reason for the difference was that, although writing research

projects were in the ESP programme, some teachers did not require them to write it. As a result, the subject who prepared the research project was prepared for writing a project report which is very important in their field of study.

4.2.3 Archaeology and History of Arts Department Results

The results for the Archaeology and History of Arts Department have been summarized in Table 4.8. Of the twenty-three subjects who answered the questionnaire sixteen had taken an ESP course at BUSEL. Of these sixteen students, nine had taken an ESP course for less than one year, three for one year and four for four years. Four of the sixteen subjects perceived the ESP course as helpful and twelve did not.

Table 4.8
Archaeology and History of Arts Department Results
(Questions 1 and 4)

Type of Information	Results (n)
Number of Students Who Took the Questionnaire	23
Q 1. Number of Students Who Took the ESP	16
Q 4. Students' Perception of Course	
Helpful	4
Not Helpful	12

On the average, the four subjects felt that they were helped satisfactorily in reading and a little in the other skill areas and vocabulary (see Table 4.9). However, they did not give their reasons for how the course was helpful (Question 6).

The activities that they found helpful (question 7) were group and class discussions, vocabulary work, essay/academic writing and viewing videos.

Table 4.9
Archaeology and History of Arts Department Results
Rating of Skill Areas
(Question 5)

Subject	Reading	Listening	Speaking	Writing	Vocabulary
1	4*	4	3	3	3
2	2	1	1	1	1
3	3	3	2	3	3
4	3	2	2	2	2
Means	3	2.5	2	2.2	2.2

*1=very little 2=little 3=satisfactory 4=very satisfactory

Twelve of the subjects perceived the ESP course as being not helpful. Several reasons were given. First, the content of the ESP course was based on graphics and interior design, so it was not relevant to Archaeology. Second, the duration of the course was too limited. Third, the vocabulary taught during this course was not related to archaeology. Fourth, it was a waste of time since topics were not related to the current field of study. Next, activities used while teaching were not helpful. Then, the given information was too simple and irrelevant. Finally, the book used was not related to the field of study.

Two subjects from this department were interviewed. They said that the booklet that was used during the course was somewhat helpful in gaining a point of view of architecture although it

was not specific enough. However, they were totally displeased with the handouts given during the course since the handouts were not professionally made. They said that a majority of the listening done during the course was too artificial so it did not help to improve their listening skill. They also complained about the speakers that they had to listen to during the course. They think that if the speakers spoke standard English it would have been helpful. When they were asked how they would understand an instructor who does not speak standard English they said that eye-contact and gestures help to understand and also that they would get use it, too. They also said that most of the writing assignments required them to start with "When I was....." so when they started studying at their department it was very difficult for them to write essays about art. They said that they would have been more successful if they had art related reading passages and related essay writings in the ESP course. Both of the subjects believed that speaking could be improved by personal efforts.

4.2.4 Business Administration Department Results

The results for the Business Administration Department have been summarized in Table 4.10. Of the twenty-eight students who answered the questionnaire, twenty-one had taken an ESP course at BUSEL. Among those twenty-one students, thirteen had

taken the ESP course for less than one year and two for two years. Six of those students thought the ESP course was helpful and fifteen did not (See Table 4.10).

On the average, the six subjects felt that they were helped a little in reading, writing and vocabulary, very little in listening, and speaking (see Table 4.11). However, only one student answered this part and instead of giving the reason for the course being helpful, the weak and strong points were described. That student indicated that the course did not fulfill his needs in any of the skill areas. He simply stated "It was not enough".

The activities that they found helpful were group and class discussions, vocabulary work and essay/academic writing.

Table 4.10
Business Administration Department Results

Type of Information	Results (n)
Number of Students Who Took the Questionnaire	28
Q 1. Number of Students Who Took ESP	21
Q 4. Students' Perception of Course	
Helpful	6
Not Helpful	15

Fifteen of the students perceived the ESP course as not being helpful. Four reasons were given. The first reason was that the book used during the course was not helpful. Second, the duration of the course was too short. Next, the course was too simple. Finally, the reading articles used during the course

was too simple when compared to the required reading in the field of study.

Table 4.11
Business Administration Department Results
Rating of Skill Areas
(Question 5)

Subject	Reading	Listening	Speaking	Writing	Vocabulary
1	2*	1	1	2	2
2	3	2	2	3	3
3	2	1	1	2	2
4	3	2	1	3	3
5	2	1	1	2	2
6	4	3	2	3	3
Means	2.66	1.66	1.33	2.5	2.5

*1=very little 2=little 3=satisfactory 4=very satisfactory.

Two subjects were interviewed from the Business Administration department. Both of the students agreed that the ESP course was helpful in recognizing vocabulary related to their study. On the other hand, they said that the reading done during the ESP course was not helpful. The course books and the readings were very simple and their content was not relevant to their field of study. They both believe that they should have been taught how to read, in other words, they should have learned reading techniques. They said that they are having difficulties in reading a sentence that lasts a paragraph since they do not know how to read it and that they run into this problem quite frequently in their exams since some exam questions can be a paragraph long. They say that by the time they understand the question time is up. They also said

that the writings that they did during the course were not professional. What they meant by professional is that they do not know how to write reports, essays, etc. As a result, they are having difficulties in writing such things. They thought they were not helped either in listening or speaking but that they were not worried about it. One of the subjects said that ESP course helped their general English rather them preparing them for their field of study. Then the other student said that since ESP is an academic course the level of proficiency should be higher and the course must have high standards.

4.2.5 Economics Department Results

The results for the Economics Department have been summarized in Table 4.12. Of the twenty-one students who took the questionnaire, twelve had taken an ESP course at BUSEL. Of those twelve students, seven had taken an ESP course for less than one year, two for one year, two for two years and one for more than two years. Five of the twelve subjects perceived the ESP course as helpful, and seven did not.

On the average, the five subjects felt that they were helped satisfactorily in vocabulary, a little in reading and writing, and little in listening (see Table 4.13). These five subjects gave their reasons for the course being helpful except for the speaking and writing areas (see Table 4.14). They also

indicated where they thought the course fulfilled their needs.

Table 4.12
Economics Department Results

Type of Information	Results (n)
Number of Students Who Took Questionnaire	21
Q 1. Number of Students Who Took ESP	12
Q 4. Students' Perception of Course	
Helpful	5
Not Helpful	7

Table 4.13
Economics Department Results
Rating of Skill Areas
(Question 5)

Subject	Reading	Listening	Speaking	Writing	Vocabulary
1	2*	1	1	2	3
2	3	3	3	3	4
3	2	1	1	2	3
4	3	3	3	2	4
5	3	1	2	2	3
Means	2.6	1.8	2	2.2	3.4

*1=very little 2=little 3=satisfactory 4=very satisfactory

The activities that they found helpful (question 7) were group and class discussions, vocabulary work, listening to lectures and note taking and viewing videos.

Two subjects were interviewed from the Economics Department. They said that the reading done during the ESP course prepared them for the first two months of their field of study. They said that the listening done during the ESP course was sufficient

despite the problems that they had with the tapes and tape recorders. They both agreed that speaking was not emphasized as much as it should have been. Also the writing done during the course was helpful because of their teachers' personal efforts so they consider themselves lucky. However, they said that taking notes should have been emphasized more since students are facing difficulties in trying to take notes. They found the vocabulary to be very satisfactory. On the other hand, they said that they were only prepared for the economy course whereas there are other important courses that they take which they should have been prepared for. They identified these courses as History of Civilization, Psychology, Sociology and Mathematics. They said they know that all these courses cannot be covered in that limited time. However, the course should have covered some of the important vocabulary or parts of these courses.

They also said that the ESP course that they took helped their general English since it forced them to read. They believe that reading helps them to learn new words and that it gives better results than just memorizing them. Both of the subjects started from the beginner level and ESP courses were given at that level too whereas it is not this year. They believe that the ESP course should start from the beginner level otherwise these students will not be given equal opportunity with the students who

start from the intermediate level. (This year the ESP course is only given to intermediate and upper intermediate level students.)

Table 4.14
Economics Department Results
Reasons For Course Being Helpful by Skill Area
(Question 6)

Skill Area	Reasons
Reading	The skimming and scanning techniques gave the ability to read fast and understand quickly. The supplementary materials were used to improve these skills.
Listening	The exercises helped to understand easily.
Speaking	No reason was given.
Writing	No reason was given.
Vocabulary	Majority of the given vocabulary is used in the related field of study.

4.2.6 Interior Architecture and Environmental Design Department Results

The results for the Interior Architecture and Environmental Design Department have been summarized in Table 4.15. Of the thirty students who answered the questionnaire sixteen had taken an ESP course at BUSEL. Four of them had taken the course for less than one year, five of them for one year and seven of them for two years. Six of these students thought the ESP course was helpful and ten did not.

On the average, the six subjects felt that they were helped satisfactorily in reading, a little in writing, and very little in speaking, vocabulary and listening (see Table 4.16). The area that received

the least support was listening. These six subjects did not give their reasons for the ESP course being helpful in reading and writing but described what they thought were the weak and strong points of listening and speaking (see Table 4.17).

Table 4.15
Interior Architecture and Environmental Design Department Results

Type of Information	Results (n)
Number of Students Who Took the Questionnaire	30
Q 1. Number of Students Who Took ESP	16
Q 4. Students' Perception of Course Helpful	6
Not Helpful	10

The activities that they found helpful (question 7) were vocabulary work, listening to lectures and note taking and viewing videos.

Table 4.16
Interior Architecture and Environmental Design Department Results
Rating of Skill Areas
(Question 5)

Subject	Reading	Listening	Speaking	Writing	Vocabulary
1	4*	3	3	4	3
2	2	1	1	2	1
3	4	2	2	3	1
4	3	1	1	2	1
5	3	1	2	2	2
6	3	1	2	2	1
Means	3.16	1.5	1.83	2.5	1.66

*1=very little 2=little 3= satisfactory 4=very satisfactory

Ten of the students perceived the ESP course as being not helpful. Four reasons were given. Firstly, nothing was done in the ESP course.

Secondly, technical items of architecture were not provided. Next, the topics of the essays given during the course were not related to architecture. Finally, in architecture presentation is important; however, speaking or how to give a speech was not emphasized.

Table 4.17
Interior Architecture and Environmental Design Department Results
Reasons For Course Being Helpful* by Skill Area

Skill Area	Reason
Reading	It helped to easily understand art books. The skill to deal with authentic reading passages related to art was taught. Skimming and scanning skills helped to read faster
Listening	Self-access was helpful since listening was not good enough in the class. It was not enough.
Speaking	Discussion of daily life activities helped to improve speaking skills.
Vocabulary	The vocabulary was not related to architecture. The terminology helped in the current field of study.

*Some students gave the reasons for the course not being helpful.

Two subjects were interviewed from the Interior Architecture and Environmental Design department. These subjects felt that the course would have been very helpful if there was a book that they could follow. They also said that they should have been given skill training especially in speaking and writing. They have to do a lot of presentations as well as writing research projects. However, since they were not trained well in these areas they are facing a lot of difficulties. Although one of the

students said that the vocabulary given during the ESP course were only general terms and not specific enough, the other subject did not totally agree with this. This subject said that since they were being tested on these vocabulary items they paid attention to vocabulary that were more likely to be asked in the test. As a result, they had difficulties with the vocabulary in their field but this was because of their personal choice.

4.2.7 Vocational School of Tourism

The results for the Vocational School of Tourism have been summarized in Table 4.18. Of the thirty students who answered the questionnaire, twenty-five had taken an ESP course at BUSEL. Of these twenty-five students, sixteen had taken ESP for less than one year, seven for a year and two of them for two years. Fourteen of the twenty-five subjects perceived the ESP course as helpful, and eleven did not.

Table 4.18
Vocational School of Tourism Department Results

Type of Information	Results (n)
Number of Students Who Took the Questionnaire	30
Q 1. Number of Students Who Took ESP	25
Q 4. Students' Perception of Course Helpful	14
Not Helpful	11

On the average, fourteen subjects felt that they were helped a little in reading and writing, and very little in listening, speaking and vocabulary (see

Table 4.19)

The fourteen students felt that they were helped in the four skill areas. These fourteen students gave their reasons for the course being helpful (see Table 4.19)

Table 4.19
Vocational School of Tourism Department Results
Rating of Skill Areas
(Question 5)

Subject	Reading	Listening	Speaking	Writing	Vocabulary
1	2*	1	1	1	1
2	4	4	4	4	4
3	2	1	1	1	1
4	4	3	2	3	2
5	2	1	1	1	1
6	3	3	2	2	2
7	2	1	1	2	1
8	3	2	2	2	2
9	2	1	1	2	1
10	3	2	1	2	1
11	2	1	1	2	1
12	3	2	1	2	1
13	2	1	1	2	1
14	3	1	1	2	1
Means	2.64	1.71	1.42	2	1.42

*1=very little 2=little 3=satisfactory 4=very satisfactory

The activities that they found helpful (question 7) were group and class discussions, vocabulary work, listening to lectures and note taking, presenting speeches and essay/academic writing.

Eleven of these students perceived the ESP course as not helpful. Four reasons were given. First, the course was not enough to help them in all courses this year. Only the vocabulary of tourism

were given and special or "detail" subjects were not given. (These students did not explain what special or detailed subjects were.) Next, the course should give less but more useful knowledge. Finally, the course was too simple.

Table 4.20
Vocational School of Tourism Department Results
Reasons For Course Being Helpful by Skill Area
(Question 6)

Skill Areas	Reason
Reading	It was useful for the vocabulary related to tourism and economy. It helped to understand lectures. Reading focused on vocabulary which was more effective. The skill to understand a reading passage without finding the meaning of all the unknown words was very helpful. The reading done during the ESP course covered the first three chapters of the Economy course book in the Tourism department which helped to cope with the course.
Listening	All listening exercises were related to tourism which helped to improve the listening. The cassettes specifically about "booking and reservation" which helped to understand the listening done in Tourism Department easily.
Speaking	The terminology given during the ESP course improved the speaking ability. However, it should have been more.
Writing	Formal letters for application helped in the English course in the Tourism department. Rules of formal and informal writing were given, which improved the writing ability.
Vocabulary	The vocabulary given by the listening and reading passages were related to the current field of study. Most of the vocabulary was given through reading which helped to learn new vocabulary.

Two subjects were interviewed from the Vocational School of Tourism. They said that the

content of the reading done during the ESP course were related to their field of study so it helped them to easily read the reading requirements of their department. However, they both felt that if they had done more listening that is related to their tourism they would be more successful in their department. Both of the subjects thought that speaking was not emphasized yet one of them said that they are not required to speak too much in their department yet they need to practice since they will be dealing with English speakers in their professional life. One of the subjects felt that he had already known the different writing styles when he started studying at his field so he did not face any difficulties. However, the other subject said that he has difficulties in writing because they did not practice writing as much as they should have. They both agreed that the timing of the ESP course was too short. One of the subjects pointed out that it would be very helpful if they had done research both by applying and observing. He felt that this would help in adapting easily to the courses in their department.

4.2.8 Vocational School of Bureau Management

The results for the Vocational School of Bureau Management have been summarized in Table 4.21. Of the fifty-six students who answered the questionnaire, thirty-nine had taken an ESP course

at BUSEL. Eight of those students had taken ESP for less than one year, sixteen for one year and eight of them for two years and seven for more than two years. Eighteen of these students thought the ESP course was helpful and twenty-one did not.

Table 4.21
Vocational School of Bureau Management Results

Type of Information	Results (n)
Number of Students Who Took the Questionnaire	56
Q 1. Number of Students Who Took ESP	39
Q 4. Students' Perception of Course Helpful	18
Not Helpful	21

Twenty-one of the students perceived the ESP course as being not helpful. Four reasons were given by only three students. First, there was too much emphasis on computer. Second, topics were not relevant to the current field of study. Next, different letter formats or writing were not given.

On the average, the subjects felt that they were helped satisfactorily in vocabulary, some in reading and writing, and very little in listening and speaking (see Table 4.22).

The eighteen subjects felt that they were helped in the four skill areas. These students did not give their reasons for how the course was helpful but described what they thought were the weak and strong points of the course (see Table 4.23).

The activities that they found helpful (question 7) were group and class discussions, listening to

lectures and note taking, essay/academic writing and vocabulary work.

Table 4.22
Vocational School of Bureau Management Results
Rating of Skill Areas
(Question 5)

Student	Reading	Listening	Speaking	Writing	Vocabulary
1	2*	1	1	2	2
2	4	3	2	4	4
3	2	1	1	2	2
4	3	3	2	4	4
5	2	2	1	2	2
6	3	3	2	4	4
7	2	2	1	2	2
8	3	3	2	4	4
9	2	2	2	2	2
10	3	2	2	4	4
11	2	2	2	2	3
12	3	2	2	3	4
13	3	2	2	2	3
14	3	2	2	3	4
15	3	2	2	3	3
16	3	2	2	3	4
17	3	2	2	3	3
18	2	2	2	2	2
Means	2.66	1.44	1.77	2.83	3

*1=very little 2=little 3=satisfactory 4=very satisfactory

Two subjects were interviewed from the Bureau Management (BMS). These subjects said that the vocabulary given in the ESP course was either too simple or BMS terminology or about import or export. They believe that these vocabularies should have been more field related. These vocabularies were usually given through reading passages so the reading passages could have more helpful if they were chosen

from the books used in their field of study. One of the subjects felt that the writing done during the ESP course was sufficient, however, the other subject felt that they should have been taught how to write inter-office memorandum, end-of-month/year report or taking notes/dictation. One of the subjects said that their teacher did not allow them to use Turkish in the class so it helped them to practice their English. The other subject said that they did not practice speaking as much as they should have done. Both of the subjects said that all skill areas should be emphasized in their field of study and in ESP courses since they will have to use all the skills very intensively in their professional life.

Table 4.23
Vocational School of Bureau Management Results
Reasons For Course Being Helpful* by Skill Area
(Question 6)

Skill Areas	Reasons
Reading	The topics of the reading passages were limited such as computer information, import and export.
Listening	Only general listening was done.
Speaking	No reasons were given.
Writing	Only formal letters were written.
Vocabulary	A lot of vocabulary about BMS was learnt.

*Some students gave reasons for the course not being helpful

4.3 Compilation of Department Results

The results for all of the departments have been summarized in Table 4.24. There were four hundred and fifty six freshman year students in these

departments. Two hundred and eighteen (47.8%) of the freshman year students took the questionnaire. Of those two hundred and eighteen students, one hundred and forty-eight (67.8%) had taken an ESP course at BUSEL. Not indicated in the table, among those hundred and forty-eight students, seventy-one of them had taken the ESP course for less than one year, forty-three of them for one year, twenty-six of them for two years and eight of them for more than two years. Also, among those hundred and forty-eight students, eighty-six of them (58.1%) perceived the ESP course that they took as not being helpful whereas sixty-two of them (41.9%) did not.

Table 4.24
Summary of Results by Departments
(Questions 1 and 4)

Department	Freshman Subjects	Subjects Took Questionnaire		Subjects Took ESP		Subjects Perceiving ESP as not being helpful	
	n	n	%	n	%	n	%
Physics	11	11	(100)	7	(63.6)	5	(71.4)
Elec.&Elect.	50	19	(38)	12	(63.1)	5	(41.6)
Archaeology	24	23	(95.8)	16	(69.5)	12	(75)
Business Ad.	75	28	(37.3)	21	(75)	15	(71.4)
Economy	70	21	(38)	12	(57.1)	7	(58.3)
Int.Arch.	81	30	(37)	16	(53.3)	10	(62.5)
Tourism (Voc.)	60	30	(50)	25	(83.3)	11	(44)
Bureau Mng.	85	56	(65.8)	39	(69.6)	21	(53.8)
Total	456	218	(47.8)	148	(67.8)	86	(58.1)

Students provided eleven reasons for their perception of the Reading component in the ESP course that they took. Out of these eleven reasons, three

of them described the weak points of the course. The outstanding reason amongst the reasons that described the weak points of the course was given by sixteen students who said that the topics of the reading passages were limited. Out of the eight reasons that described the strong points of the course, the leading reason was that the vocabulary given during the course were related to their current field of study which helped them to understand lectures in their department. The next reason as stated by twenty-five students was that the vocabulary given during the course was related to their current major field.

Table 4.25 summarizes the eight reasons given for the course being helpful in reading by all subjects. The first reason was given by eleven subjects who believed that the vocabulary given in the course enabled the subjects to understand the lectures. The second reason, given by nine subjects, was that the skill to comprehend a reading passage without finding the meaning of every unknown word was very helpful. The third reason was given by eight subjects who believed that focusing on vocabulary in reading was more effective. The fourth reason was given by eight subjects who thought that the skimming and scanning techniques gave them the ability to read fast and understand quickly. The fifth reason was given by six subjects who believed that the reading done during the ESP course was helpful since it

covered the first three chapters of the economy course book. The sixth reason was given by four subjects who thought that the teaching of reading skill helped in dealing with art books and authentic reading passages. The seventh reason was given by one subject who said that the reading done during the ESP course helped her to comprehend. The last reason was again given by one subject who believed that supplementary materials were helpful in improving reading skill.

Table 4.25
Reasons For ESP Course Being Helpful in Reading by All Subjects

Reason	n
It was useful since the vocabulary related to tourism and economy were given. It helped to understand lectures.	11
The skill to understand a reading passage without finding the meaning of all the unknown words was very helpful.	9
Reading focused on vocabulary which was more effective.	8
The skimming and scanning techniques gave the ability to read fast and understand quickly.	8
The reading done during the ESP course covered the first three chapters of the economy course book which was very helpful.	6
It helped to understand art books. The skill to deal with authentic reading passages related to art was taught.	4
The supplementary materials were used to improve these skills.	1
To understand better to be able to answer questions.	1

Some of the subjects also indicated why the course did not fully fulfill their needs in reading. Sixteen subjects thought that the topics of the

reading passages were limited. Two of the subjects believed that the book was not satisfactory since the content and the vocabulary was not relevant to their field of study. One of the subjects believed that the amount of reading done was not enough.

Table 4.26 summarizes the four reasons given for the course being helpful in listening by all subjects. Ten subjects thought that the listening exercises done during the ESP course improved their listening since they were related to tourism. Five of the subjects said that the content of the listening were specifically about "booking and reservation" which enabled them to understand the listening done in their department easily. Two of the subjects thought that listening exercises helped them to understand what they listen to quickly.

Table 4.26
Reasons For ESP Course Being Helpful in Listening by All Subjects

Reason	n
All listening exercises were related to tourism which helped to improve the listening.	10
The listening cassettes were specifically about "booking and reservation" which helped to understand listening done in department easily.	7
The listening exercises helped to improve the listening.	5
To understand what you listen to quickly.	2

Some of the subjects also indicated why the course did not fully fulfil their needs in listening. Eleven subjects thought that the content of the listening done in their departments were general

rather than field related. Eight of the subjects thought that the listening exercises were not enough both in number and time. Four of the subjects believed that they improved their listening by going to self-access since the listening done in the class was not good. Table 4.27 presents the one reason given for the course being helpful in speaking by all subjects. This reason was given by two subjects which said that the speaking done during the course improved their speaking skill since it was the discourse of daily life.

Some of the subjects also indicated why the course did not fully fulfill their needs in speaking. Fourteen subjects said that the terminology given during the ESP course improved the speaking ability. However, it was not enough both in quantity and time. Two of the subjects believed that students were not encouraged to speak whereas they should be. They also pointed out that it should be encouraged both in ESP and General English course.

Table 4.27
Reason For ESP Course Being Useful in Speaking Skill by All Subjects

Reason	n
Discourse of daily life activities helped to improve speaking skills.	2

Table 4.28 summarizes the three reasons given for the course being helpful in writing by all subjects. The first reason, which was given by ten subjects, said that they learned to follow

instructions. In other words, they learnt the difference between formal and informal letters, narrative, argument, etc. However, they said that they are having problems in producing a written product. The next reason was given by ten subjects again. This reason stated that formal letters written as an application for something was very helpful. Also, they learnt the difference between formal and informal letters which improved their writing ability.

Some of the subjects also indicated why the course did not fully fulfil their needs in writing. Seven subjects said that the writing done during the ESP course was not enough since only formal letter writing was emphasized. Four of the subjects thought that writing compositions in the class or as homework was very helpful yet they said that it was not enough. Two of the subjects said that they have learnt how to write an essay; however since the topics were not related to architecture, it was not very helpful for them.

Table 4.28
Reason For ESP Being Helpful in Writing
by All Subjects

Reason	n
To follow instructions and learned lots of things but cannot produce well.	10
Formal letters for application helped in the English course in Tourism department. Rules of formal and informal writing were given which improved the writing ability.	10
Compositions given as homework were most useful.	2

Table 4.29 summarizes the four reasons given for the course being helpful in vocabulary by all subjects. The first reason was given by fourteen subjects who were in the Interior Design and Architecture Department. They thought that the terminology given during the ESP course helped them since they were related to architecture. The second reason was given by ten subjects who said that they learnt a lot of new vocabulary. Ten subjects said that majority of the given vocabulary were related to their field of study. The last reason was given by six subject who felt that they learned the new vocabulary easily since they were presented in reading passages.

One of the subjects also indicated that since the course was not enough both in quantity and time it did not fully fulfill his need.

Table 4.29
Reason For ESP Being Helpful in Vocabulary by All Subjects

Reason	n
The vocabulary was related to architecture. The terminology helped in the current field of study.	14
Learned a lot of vocabulary.	10
Majority of the given vocabulary is used in the related field of study.	10
Most of the new vocabulary were introduced through reading so it helped to learn them easily.	6

When the mean scores of the rating of skill areas were observed, it could be seen that none of the skill areas were rated as satisfactory. The

listening and speaking skill areas were identified as the weakest areas. Then, although a lot of emphasis is paid to vocabulary in the ESP course given at BUSEL, the mean scores of the vocabulary skill area were usually low. Next, the mean scores of the writing skill area were low. Finally, the reading skill area received the highest scores; however, the mean scores only ranged from little (2) to satisfactory (3). When the reasons for the course being not helpful are looked into, the reasons that the students rated the skill areas so low can be understood. They would like to be taught the skills required for each of the mentioned areas instead of practices such as reading a passage and answering the comprehension questions.

The compilation of all activities that they found helpful were group and class discussions, vocabulary work, listening to lectures, essay/academic writing, viewing videos and presenting speeches.

4.3 DISCUSSION

The aim of this study was to identify former students' perception of the ESP course that they took during their language training at BUSEL in order to identify the unfulfilled needs and revise the course accordingly and identify areas that students found helpful.

Two hundred and twelve students answered the

questionnaire. Of the one hundred and forty eight students who had taken an ESP course, eighty-two students perceived the ESP course as not being helpful. This indicates that the students' needs are not being fully met. This also implies that the course needs to be revised accordingly.

One of the main reasons that students identified their ESP courses as not helpful was that the ESP course hours were not sufficient. The second reason was that the topics covered during the class were not always relevant to their current major field. Also, some of the books used in the course were either seen as not relevant to their current major field or being too simple. Some of the students perceived the ESP course as being too simple when compared to their current courses in their department. The majority of the students identified that they need skill training, for example, they do not know how to find the meaning of a sentence which is four or five lines long.

One of the main reasons that students identified their ESP courses as helpful was being taught the skimming and scanning techniques along with reading strategies such as guessing the meaning of an unknown word. The second reason was that field specific reading articles or books or supplementary materials were very useful in coping with reading requirements of their department. The third reason was that the listening done in the ESP course, which was in

conjunction with their lectures in their department, improved their listening ability. They also found field related discussions helpful. Homework that required them to do any type of writing that is field related was found helpful. They also thought that if vocabulary words were given with context, in other words, in reading or listening, it would enable them to recognize them more easily. It can be concluded that any type of activity where the content or the topic is field related should be continued to be done during the ESP course.

In the next chapter, which concludes this study, recommendations for improving the ESP programme and implications for further research are given.

CHAPTER V

CONCLUSIONS

5.1 SUMMARY OF THE STUDY

The research question this study attempted to answer was: Do students, who have finished their language training at BUSEL and are in their freshman year of their major field, perceive the ESP course that they took during their language training as being valuable or not and in what way?

For this reason two types of research were carried out. The first was library research which provided theoretical background for the study and the second was the descriptive research in which data about student-perceived needs were studied. The data were collected by administering a questionnaire to 218 freshman year students and conducting a structured interview with twelve freshman year students in Physics, Electrical and Electronic Engineering, Archaeology and History of Arts, Interior Architecture and Environmental Design, Vocational School of Tourism and Hotel Services and Bureau Management Departments of BILKENT University in Ankara Turkey. The analysis of their responses indicates that the ESP course taught at BILKENT University School of English Language is not perceived by the students as meeting their needs to learn in their field of study. In other words, among the freshman year students taking the questionnaire who took the ESP course, 58.1% of them perceived the ESP as not being helpful.

5.2 Conclusions

It was noted that students who took ESP and perceived the course as not helpful were not against the ESP course itself but opposed to the content of the course.

The Physics Department subjects felt that their writing need was met. However, they also felt that their needs in reading, listening, speaking and vocabulary have not been met. They felt that they did not have the skills or they do not know the reading strategies that they need to read their course books in their department. They also felt that the vocabulary given during the ESP course was not enough to help them deal with the requirements of their department. In addition to these, they also felt that the listening and speaking skills were not given as much importance as they should have been given.

The Electrical and Electronic Engineering Department subjects felt that their needs in reading, listening and vocabulary were met. Although they learnt how to follow instructions to write different types of essays their need to produce writings have not been met due to lack of practice done during the course. They also felt that speaking activities were not enough.

The Archaeology and History of Arts Department subjects felt that none of their needs in any of the skill areas were fully met. This was because the

topics or content were not related to their field. Their specific need in reading was to be able to read the course books and understand them. They also said that they need to know how to write different types of academic style essays.

The Business Administration Department subjects felt that the vocabulary given during the course fulfilled their need. On the other hand, their need to learn the skimming and scanning techniques or different reading strategies was not met. They also felt that they did not learn how to produce academic style writing. As a result, only their vocabulary need had been met whereas their needs in other skill areas were not met.

The Economy Department subjects felt that their need to learn the skimming and scanning techniques was fulfilled. Also, they were introduced to most of the lexical items of economics. However, they said that these lexical items did not cover the other courses in their department. They said that although Economy is their main course there are other main courses, such as Human Resources, Sociology and Psychology, so their need to recognize the basic vocabularies of these courses was not met. They also said that their need to know how to take notes was not fulfilled either.

The students of Interior Architecture and Environmental Design felt that none of their needs were totally met. They said that although the

vocabulary that they need was presented to them it was not very helpful to them since the lexical items of archaeology were also given too, and that due to their anxiety to pass the test they could not concentrate on all the vocabulary. They also pointed out that their need to prepare a presentation or a speech as well as to write research reports were not met.

The Vocational School of Tourism and Hotel subjects felt that their needs in all skill areas were fulfilled in some ways. However, they felt that the listening done during the ESP should be solely based on tourism. They also said that their speaking skill need was not met. Although they were given instructions in how to produce different writing forms, their need to practice writing was not fully met either.

The Bureau Management subjects felt that none of their needs in the different skill areas were totally met. They said that they were given the vocabulary related to computers as well as simple vocabulary, such as the names of stationery used in an office. The basic vocabulary used in all their courses was not presented. Also, their need to produce different types of essays was not met; however, they were all taught how to write formal letters. The listening done during the course was not satisfactory neither in quantity and quality. The speaking was not emphasized either.

Further, a majority of the subjects (66.83%) who had not taken an ESP course believe that if they had taken an ESP course they would be more successful in terms of getting better grades. The ESP course was helpful in meeting some of the students future needs but in many ways it did not meet their needs as indicated in the questionnaire. These findings will help curriculum developers and teachers to revise the syllabus to better meet the needs of the students. This has been discussed further in section 5.4.

5.3 EVALUATION OF THE STUDY

Four features of this study deserve further comment. First, the questions in the questionnaire should have been both in Turkish and in English to prevent any language barrier. It was assumed that some students did not describe their perceptions due to either not understanding the question or not being able to write accordingly. Second, although the questionnaire served its purpose when pilot-tested, questions 5 and 6 should be reversed. Question 6 asked the students to describe how the ESP course that they took prepared them for their department for each skill area. However, since this question followed question 5 which asked the students to rate the extent of helpfulness of each skill area, students provided the rationale for their rating instead of describing how the course was helpful. Third, the questionnaire was intended

to be given by the English teachers of freshman, however, since there is no attendance requirement for the English course, student attendance was very low. So, other teachers in the department were contacted to give the questionnaire. Fourth, an equal number of students could be called on a voluntary basis to carry on a group discussion instead of structured interviews on a one to one basis. Finally, the data gathered though the questionnaire and interview were sufficient since they served their purpose in identifying subjects' perception of how the ESP course was helpful and not helpful.

5.4 PEDAGOGICAL IMPLICATIONS

These data were collected on a professional basis so it should not be regarded as criticism and should serve as the starting point of the ESP course evaluation. The information gathered in this research forms the basis for the necessary revision of the ESP curriculum prepared this year since there is no curriculum available for the previous years. The needs that have not been met by the ESP course given in the 1990-1991 academic year should be observed to see if they are met in the curriculum of the 1991-1992 academic year as well as other needs that are met.

In order to determine students' needs for English for Specific Purposes and to contribute to their success while studying in their specific

subjects, first of all, cooperation between the two groups of teachers is necessary. For this reason a two-way communication in the form of regular meetings between the teachers in the faculty and ESP committee members at BUSEL should be established (Schleppegrall and Brown, 1986). Meetings or verbal communications are always more beneficial than communicating through writing. These meetings should at least be held in the beginning and end of the academic year. During these meetings through an exchange and discussion of opinions, certain steps could be taken for the improvement of teaching English for Specific Purposes appropriate to students' needs (Kennedy and Bolitho, 1984).

A second recommendation would be that ESP committee members and faculty teachers should visit each others classes to improve coordination. These class visits can be especially beneficial for the ESP committee members since they would get the chance to see what students actually do in their departments. Faculty teachers can also give recommendations to the ESP committee on the content. The committee members are English teachers so they are not professionals of the other departments. As a result, when they visit the students in their departments they get a better view of what their students' needs are instead of identifying the needs on their own.

Two kinds of evaluation for the purpose of

course evaluation should be carried out. The results of the mid-terms and end-of-semester tests should be analyzed in terms of meeting course objectives (Hutchinson and Waters, 1987). In course evaluation all the participants who share in the learning process in the ESP courses should be involved. These evaluations should be done as often as possible to assess how well the course objectives or goals are met.

Through regular meetings and class visits the course goals and objectives could be determined. Having determined the course objectives, the next step would be the selection of materials to be taught in BUSEL in order to meet the objectives (Wiriyachitra, 1989). Faculty lecturers could provide the ESP committee members with authentic materials or text-books which are actually used in the specific field of study or cooperate to produce or develop some new materials appropriate to students' needs. Also, faculty lecturers could identify the skill or skills that are given more importance in the department so that these skills could be given more importance in the prep school.

The ESP committee members and ESP teachers should be trained in teaching ESP. However, the extent of their training should vary. The ESP committee members need to learn subject area knowledge since they are responsible for the ESP course programme. In other words, the ESP committee

member should become a student of the subject matter. ESP teachers, on the other hand, should be taught basic knowledge in the fundamental principles and concepts of the subject area. They need not to be teachers of the subject matter but they should have an interest in it (Hutchinson and Waters, 1987). Each ESP committee member and teacher should specialize in one field only. It is very demanding to ask teachers or committee members to have interests in all the ESP courses given at BUSEL so if they are trained in only one field they can use their knowledge along with their experience from the previous years to be more effective in teaching of English for the particular field of study.

5.5 IMPLICATIONS FOR FURTHER STUDY

This study has not identified all unfulfilled needs. First, not all the freshman year students were involved in the research. Ideally, all the freshman students from every department in BILKENT University should have been included in a course evaluation. Second, sponsors were not involved in this study either. However, their perceptions should have been included to compare the teacher and student perceived needs in order to identify the discrepancies. Finally, the instructors of the departments should have been included in this study in order for them to identify their perceptions of freshman year students unfulfilled needs.

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APPENDIX

QUESTIONNAIRE

SECTION I

1. Have you taken an ESP (English For Specific Purposes / Mesleki Inglizce) course before?

YES **NO**

IF YOU ANSWER TO QUESTION NUMBER 1 IS YES, THEN ANSWER QUESTIONS IN SECTION II ONLY. IF IT IS NO, THEN ANSWER QUESTIONS IN SECTION III ONLY.

SECTION II

2. How long was the ESP course?

a. less than one year
b. 1 year
c. 2 years
d. more than two years

3. Where did you take the ESP course?

a. BUSEL
b. Vocational Secondary School
c. Private Courses
d. Other (please specify)_____.

In which country did you take the ESP course?

a. Turkey
b. Other (please specify the country)_____.

4. Did the ESP course that you took help to prepare you for study in your current field?

YES **NO**

5. If your answer to question 4 is **Yes**, in which of the following areas and to what extent was it helpful?

1= very little 2= little 3= satisfactory
4= very satisfactory

Reading	1	2	3	4
Listening	1	2	3	4

Speaking	1	2	3	4
Writing	1	2	3	4
Vocabulary	1	2	3	4

6. How did the following areas in your ESP course prepare you for field of study: (Please use the other side of this paper if necessary.)

READING:

LISTENING

SPEAKING

WRITING

VOCABULARY

7. Which of the following activities that you did in your ESP course helped prepare you for your current field of study.

___ Discussions (group & whole class)
___ Vocabulary work
___ Listening to lectures & note taking
___ Role play & simulation
___ Essay/academic writing
___ Listening to news programs in English
___ Viewing videos
___ Authentic reading (e.g. newspapers, magazines)
___ Presenting Speeches
___ Others (specify)_____
_____
_____
_____

(Please use the other side of this paper if necessary.)

8. If your answer to question **4 is No**, explain the reason.
(Please use the other side of this paper if necessary.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

SECTION III

1. Do you think that you would be more successful in your current field of study if you had taken an ESP course.

YES **NO**

2. Give reason(s) for your answer to question 1 in Section 3. (Use other side as necessary.)

_____
_____
_____
_____
_____
_____
_____