A CURRICULUM EVALUATION THROUGH NEEDS ANALYSIS: PERCEPTIONS OF INTENSIVE ENGLISH PROGRAM GRADUATES AT ANADOLU UNIVERSITY

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MA THESIS

English Language Teaching Program

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YÜKSEK LİSANS TEZ ÖZÜ

İHTİYAÇ ANALİZİ YOLUYLA PROGRAM DEĞERLENDİRME: ANADOLU ÜNİVERSİTESİ YOĞUN İNGİLİZCE PROGRAMI MEZUNLARININ ALGILAMALARI

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Bu çalışmada Anadolu Üniversitesi İngilizce Hazırlık Programında başlatılan müfredat yenileme projesinin etkilerinin değerlendirilmesi amaçlanmıştır. Bu nedenle, Hazırlık Programının eski ve yeni müfredatı öğrencilerin algılamalarına dayanarak karşılaştırılmıştır. Değerlendirme için esas olarak kabul edilen ölçüt öğrencilerin Anadolu Üniversitesinde beş bölümde öğretim dili İngilizce olan dersleri takip edebilmek için gerekli olarak algılanan dil ihtiyaçlarıdır. İki müfredatı karşılaştırmak için önce öğretim dili İngilizce olan derslere devam eden öğrencilerin dil ihtiyaçları belirlenmiş, daha sonra iki müfredat arasında öğrencilerin dil ihtiyaçlarını karşılama açısından bir fark olup olmadığı belirlemek için bir karşılaştırma yapılmıştır.

Çalışmaya 2004 yılında öğretim dili İngilizce olan beş bölüme devam eden 135 birinci sınıf öğrencisi ve 2005 yılında aynı bölümlere devam eden 129 birinci sınıf öğrencisi katılmıştır.

Çalışmada veriler bir anket aracılığıyla toplanmıştır. Anket geliştirilmesinde varolan alanyazından, öğretim dili İngilizce olan derslerde yapılan sınıf içi gözlemlerden ve hem öğretim dili İngilizce olan dersleri yürüten öğretim elemanları hem de bu derslere devam eden öğrencilerle yapılan mülakatlardan elde edilen verilerden yararlanılmıştır.

Veriler öncelikle sıklık, yüzde ve ortalama değerler hesaplanarak analiz edilmiştir. Bu analizler, öğrencilerin öğretim dili İngilizce olan bölümlerdeki dil ihtiyaçlarını ve öğrencilerin algılamalarına göre bu ihtiyaçların eski ve yenilenmiş müfredat tarafından karşılanma derecesini belirlemek amacıyla yapılmıştır.

İki müfredat arasında öğrencilerin ihtiyaçlarını karşılama derecesi açısından fark olup olmadığını ortaya koyabilmek için iki grup veri karşılaştırılmıştır. 2004 yılındaki birinci sınıf öğrencilerinden toplanan birinci grup veri öğrencilerin eski müfredat hakkındaki algılamalarını yansıtmaktadır. 2005 yılındaki birinci sınıflardan toplanan ikinci grup veri ise öğrencilerin yenilenmiş müfredat hakkındaki algılamalarını yansıtmaktadır. Hangi müfredatın dil ihtiyaçlarını daha iyi karşıladığını belirlemek için veriler Bağımsız Grup t-Testleri kullanılarak analiz edilmiştir.

Sonuçlar iki müfredat arasında öğrencilerin ihtiyaçlarını karşılama açısından birkaç anlamlı fark olduğunu ortaya çıkartmıştır. Ayrıca, çalışmanın sonuçlarına dayanarak müfredat yenileme süreciyle ilgili bazı önerilerde bulunulmuştur.

ABSTRACT

The present study was conducted to evaluate the effects of curriculum renewal project started at Anadolu University, Intensive English Program in 2003. The *old* and *renewed* curricula of Prep Program were compared based on the students' perceptions. The main criterion for the evaluation was the perceived language needs of the students to follow English-medium content courses at five English-medium departments at Anadolu University. In order to compare the two curricula, first, the language needs of the students in English-medium content courses were determined. Then, the two curricula were compared to determine whether there was a difference between the two curricula in meeting students' language needs.

The participants of the study were 135 first year students of five English-medium departments in 2004, and 129 first year students of the same departments in 2005.

The data were collected by means of a questionnaire. The items in the questionnaire were constructed based on related questionnaires in literature, class observations of English-medium content courses and interviews with both English-medium content teachers and first year students of those five departments.

The data were analyzed by calculating frequencies, percentages and mean values to determine the language needs of the students in English-medium departments and their perceptions on how much those needs were met by the two curricula.

To determine which curriculum met the students' language needs better, two groups of data were compared. First group of data, collected from the first year students in May 2004, reflected the students' perceptions of the old curriculum. The second group of data, collected from the first year students in May 2005, reflected the students' perceptions of the renewed curriculum. The two curricula were compared by using Independent Sample t-Tests.

Results revealed that there were a few significant differences between the two curricula in terms of meeting the students' language needs. Based on the results, suggestions are made for the curriculum renewal process.

JÜRİ VE ENSTİTÜ ONAYI

Derya GEREDE'nin, "A CURRICULUM EVALUATION THROUGH NEEDS ANALYSIS: PERCEPTIONS OF INTENSIVE ENGLISH PROGRAM GRADUATES AT ANADOLU UNIVERSITY" başlıklı tezi 14/10/2005 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programı yüksek lisans tezi olarak değerlendirilerek Kabul edilmiştir.

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CHAPTER 1
INTRODUCTION

Language teaching is an important part of education. However, literature on effective language teaching mostly deals with teaching methods or design of teaching materials. These issues are usually considered to be the main causes of student learning or failure. Nevertheless, these two issues are, in fact, parts of a bigger picture, "*curriculum*" (Richards, 1990:1). The term curriculum refers to the plan to guide the teaching process (Saylor, Alexander and Lewis, 1981) and to plan an effective teaching process "*curriculum development*" is needed. Curriculum development includes "understanding the context of teaching, the needs of teachers and learners, the careful planning of courses and materials, as well as the monitoring of teaching and learning" (Richards, 2003: xi).

Like any other educational experiences, the quality of language teaching depends upon the use of *curriculum development process* (Brown, 1995:19).

1.1. Curriculum Development Process

Numerous models for curriculum development have been proposed in the language teaching literature (Perry, 1976; Strevens, 1977; Candlin, Kirkwood and Moore, 1978 cited in Brown, 1989:234). Brown (1989:235) adapted a rather systematic approach model developed by Dick and Carey (1985 cited in Brown, 1989:234). In Figure 1.1, Brown's model for the process of curriculum development is presented.

According to Brown (1995), the curriculum development process includes five elements: Needs analysis, goals and objectives, testing, materials, and teaching. Also, each element is evaluated to provide a continuing process of curriculum development.

Curriculum development in this model is viewed as a process which can change and adapt to new conditions. These conditions might be new types of students, changes in language theory or changes in needs. This process is known as '*systematic curriculum development'*.

As it can be seen in Figure 1.1, this process starts with needs analysis as a crucial step. Each of the other steps is organized according to the information obtained by needs analysis. Thus, goals and objectives are defined according to the student

needs. Development of tests, considered as the third step, is based on goals and objectives. Next, the information gained from needs analysis, goals and objectives and testing are used in the design of materials and instruction.

In this model, all of the elements are interconnected with each other and an ongoing process of evaluation connects all those elements. Furthermore, all of the elements in the model form a cycle rather than a linear design (Brown, 1989:234).

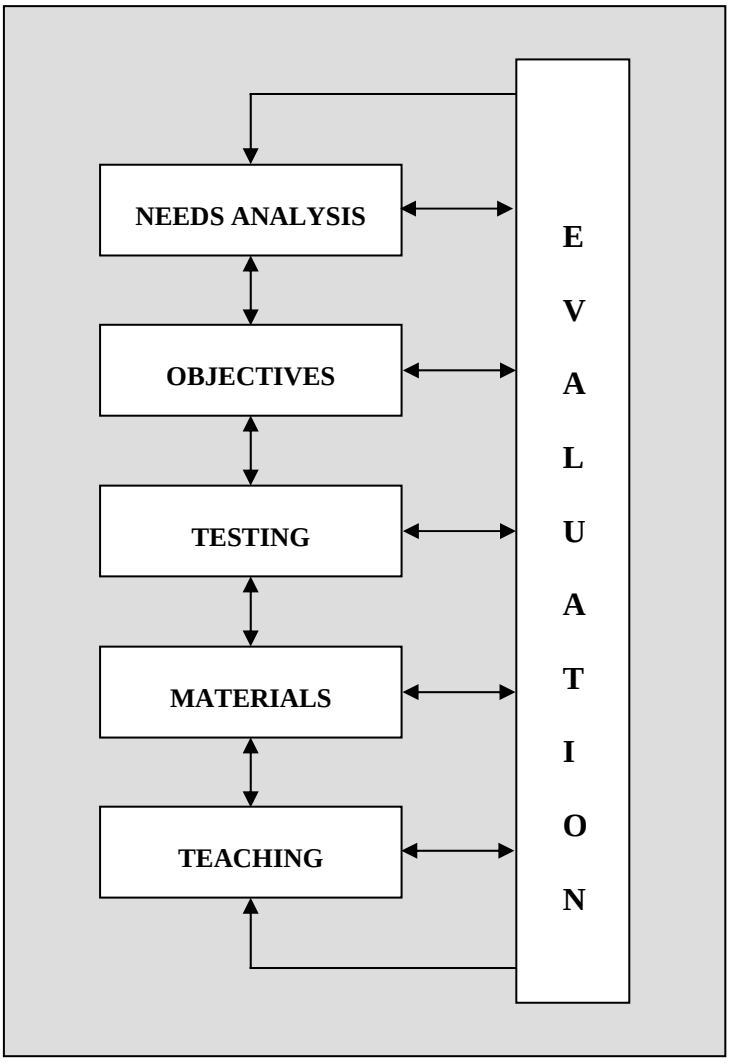

Figure 1.1. Language Curriculum Development

Brown, 1989:235 (Reproduced with the permission of James Dean Brown)

Because the focus of this study is on *evaluation*, this element of the cycle will be examined and explained in detail.

1.2. Curriculum Development and Evaluation

Curriculum development is an ongoing process and this process needs to be continually evaluated in order to determine whether the plans for the teaching process are effective or not. According to Brown (1989:235) this continuous evaluation implies that there should always be preparation for revision of all of the elements in the curriculum plan. He points out the importance of evaluation and states that

> …the ongoing program evaluation is the glue that connects and holds all of the elements together. Without evaluation, there is no cohesion among the elements and if left in isolation, any of them may become pointless. In short, the heart of the systematic approach to language curriculum design is evaluation-the part of the model that includes, connects and gives meaning to all of the other elements.

In other words, without the evaluation component of the curriculum development process, the other elements in the process cannot have a smooth flow. Nunan (1988:116) also states that "no curriculum model would be complete without an evaluation component".

Evaluation, which is "the systematic collection of information to assist in decision making" (Gredler, 1996:3), is important because it "makes possible the assessment of the quality of a curriculum once it is put in place as well as the maintenance of that curriculum on an ongoing basis" (Brown, 1995:24). Therefore, after the implementation of the new curriculum, there are a number of important questions that need to be answered as Richards (2003:286) states.

- Is the curriculum achieving its goals?
- Are those affected by the curriculum (e.g. teachers, administrators, students, parents, employers) satisfied with the curriculum?
- Does the curriculum compare favorably with others of its kind?

Curriculum evaluation deals with answering questions such as these. It focuses on collecting information about a program in order to understand how the program works and how successfully it works, enabling different kinds of decisions to be made about the program, such as whether the program responds to learner needs, whether further teacher training is required for teachers working in the program, or whether the students are learning sufficiently from it (Richards, 2003:286).

Some departments may be developing a new direction for curricula; nevertheless, without a good evaluation process, these departments may not be successful in meeting the students' needs (Chonko & Caballero, 1991 cited in Duke & Reese, 1995).

Another important reason for evaluating a curriculum, as Rea-Dickins and Germaine (2000:8) suggest, is to gain information about a planned change. They add that "innovation and evaluation are accordingly closely related concepts. The process of evaluation can usefully inform the nature and implementation of an innovation". In short, once the curriculum is in place, it is necessary to make decisions about whether the new curriculum has been effective or not.

Keeping those in mind, as stated before, this study aims at evaluating the effects of curriculum renewal studies implemented in 2003-2004 academic year at Anadolu University.

In order to conduct a successful evaluation study, it is important to know what evaluation is and what the purposes of it are. Brown (1995:24) defines evaluation as "the ongoing process of information gathering, analysis, and synthesis, the entire purpose of which is to constantly improve each element of a curriculum on the basis of what is known about all of the other elements, separately as well as collectively". According to this definition, during the evaluation process, information is gathered and analyzed systematically (Brown, 1989).

Although the main aim is to improve each element of a curriculum, there is no one fixed set of purpose for evaluation. As Alderson (1992:275) suggests the purpose of evaluation might be:

- to show whether a particular theory of language learning is correct,
- to identify the effects of a particular approach to second language education and to inform decisions on its future nature, and so on,
- to establish whether the needs of a given set of students are met by a particular innovation.

Thus, whether the program responds to learner needs or not may be one of the questions to be asked when conducting an evaluation (Richards, 2003:286). Brown (1989:241) points out the importance of language learning needs of the students as,

> …evaluation should be viewed as the drawing together of many sources of information to help examine selected research questions from different points of view, with the goal of forming all of this into a cogent and useful picture of how well the language learning needs of the students are being met. One way to view program evaluation might be that it is a never ending needs analysis, the goal of which is to constantly refine the ideas gathered in the initial needs analysis, such that the program can do an even better job of meeting those needs.

Consequently, the students' language needs is an important criteria in an evaluation plan and therefore, in this study, the degree of meeting the students' language needs needed to follow the English-medium content courses in their departments is the main focus of the evaluation.

1.2.1. Approaches to Curriculum Evaluation

Over the years, a number of approaches for conducting program evaluation have been proposed in the educational literature. These all can be placed into one of four categories: Product-oriented approaches, static-characteristic approaches, process-oriented approaches, decision-facilitation approaches (Brown, 1989:224).

The *product-oriented approach* was first proposed by Ralph Tyler. It was designed to determine the extent to which the program goals have been achieved. Tyler used differences between what is expected and what is observed to provide suggestions for program deficiencies (Fitzpatrick, Sanders and Worthen, 2004:85).

The approach that Hammond (1973, cited in Fitzpatrick et.al, 2004) and Metfessel & Michael (1967, cited in Brown, 1995) advocated is also product-oriented. In this approach, the product is a set of student behaviors that meet the goals and objectives of the curriculum. Then, the success of a program could be measured in terms of the degree to which those objectives are achieved (Brown, 1995:220-221). For this purpose, experimental or quasi-experimental research methods are used (Figueira, 2003:4).

Evaluation in product-oriented approach is mostly summative. It usually relies on testing, grading, classifying, marking, and measuring students' achievements. However, less attention is given to determining the effectiveness of a program or its appropriateness in meeting the particular needs of the learners (Saylor, Alexander and Lewis, 1981:320).

Since product- oriented approach lacks the standards to judge the importance of observed differences between the objectives and performance levels, (Fitzpatrick, Sanders and Worthen, 2004:82), *static-characteristic* approaches are considered as alternative approaches. In static-characteristics approaches the evaluation is conducted by outside experts. They analyze a program by examining various academic records, and some static characteristics such as the number of library books, the number and types of the degrees held by the faculty, and the number and seating capacity of classrooms (Brown, 1995:225).

Accreditation is the most familiar process of this approach. The basic idea of accreditation is to use professional experience and knowledge to evaluate educational programs (Saylor, Alexander and Lewis, 1981:327).

The evaluators like Scriven (1972 cited in Gredler, 1996:53) developed *process-oriented approach* because the evaluators realized that while meeting program goals and objectives are important, it is not helpful in promoting curriculum revision, change and improvement (Brown, 1995:222). Scriven (1972) argues that attention to the stated goals of a program narrows the evaluation into a sort of tunnel vision (cited in Gredler, 1996:53). Thus, they improved product-oriented and static-characteristic approaches by adding the aspect of process evaluation. In Scrivens' goal-free evaluation, the evaluator does not pay attention to the stated goals, but he/she examines what is actually happening in classes. Scriven (1972) claims that if the goals are relevant, they will show up in the classroom (cited in Beretta, 1992:17). Thus, he argues that in evaluation studies process evaluation is important.

The three approaches mentioned above are argued to lack decision facilitation dimension and that dimension added (Brown, 1995:224). Especially, Stufflebeam (1972) stated that "goal free evaluation could be inefficient in prioritizing areas for investigation. Costs in time and dollars would militate against it" (cited in Beretta, 1992:17). Therefore, *decision-facilitation approaches* are meant to serve decision makers. Its rationale is that evaluation can be most effective by serving administrators, managers, policy makers and practitioners. In other words, the decision maker is the audience of the evaluation results and therefore, his concerns, needs and criteria for effectiveness guide the direction of the evaluation study (Fitzpatrick, Sanders and Worthen, 2004:88).

As it can be seen, the development of each approach was a reaction to the shortcomings of previous approaches. Also, each approach was improved by including the strengths of previous approaches (Brown, 1995:224).

The choice of which evaluation approach to use depends on each specific situation. Some evaluators adopt or adapt those approaches in their designs, but many evaluators conduct evaluations without strict loyalty to any specific model. According to Fitzpatrick, Sanders and Worthen (2004:159) the alternative evaluation approaches affect the practice of program evaluation. They claim that "the value of the alternative approaches lies in their capacity to help us think, to present and provoke new ideas and techniques, and to serve as mental checklists of things we ought to consider, remember, or worry about. Their heuristic value is very high; their prescriptive value seems much less". Thus, evaluators do not restrict themselves to one specific approach because "formulating single model fitting different evaluation contexts may not be feasible" (Lynch, 1990:23). Instead they form a combination of several approaches which is called eclectic approach to evaluation (Fitzpatrick, Sanders and Worthen, 2004).

For the design of the present study, an eclectic approach was chosen to make the evaluation fit into the context of the study. According to the aim of this study, it can be said that this study has some product-oriented features, which were stated before, owing to the fact that its focus is the graduates of Preparatory School (Prep School henceforth) and whether or not their language needs are met with the Prep School curriculum. However, the traditional product-oriented approaches consider goals as an evaluative criterion (Fitzpatrick, Sanders and Worthen, 2004). In this study, goals are not considered as the main criteria because the predetermined goals might be inappropriate or insufficient for the students (Scriven 1972 cited in Gredler, 1996:53) in addition to the absence of explicitly written goals and objectives for 2002-2003 curriculum.

As cited before, in process-oriented approaches, Scriven (1972 cited in Gredler, 1996) considers the consumer (i.e., students) to be the primary audience for evaluation results and stresses the importance of their needs. Similarly, consumer needs are identified through the use of needs analysis in this evaluative study.

In decision-facilitation approaches, the Discrepancy Model and CIPP Approach are quite similar. In both of these approaches, product evaluation focuses on determining the extent to which identified needs were met. Therefore, the present study

shows an important similarity with both of these approaches because it also attempts to evaluate the product in terms of meeting the student needs.

1.2.2. Dimensions of Curriculum Evaluation

Among the evaluation approaches discussed above, there are certain patterns which can help in formulating an approach tailored to a particular program (Brown, 1989:229). These patterns are "*formative* versus *summative*", "*product* versus *process*" and "*quantitative* versus *qualitative*" In this part, first each of these dimensions will be defined and their connection with the present study will be discussed.

First of all, formative and summative evaluation can be distinguished in terms of the types of decisions they require (improvement vs. adoption) and the point at which they typically take place (during a program vs. after the completion of the program) (Bachman, 1989:245).

As Bachman (1989:244) suggests in some situations, the role of evaluation may be identifying ways to improve an on-going program, and in situations such as these, the evaluator will primarily be concerned with *formative evaluation*. In this type of evaluation the primary purpose is to improve the instruction. Formative evaluation takes place during the development of a program, and its major concern is to diagnose areas of strength and weaknesses for improvement.

In other situations, the evaluator may need to find out if a new textbook, set of materials or teaching method is better than what is currently being used, or he/she may need to choose among two competing curricula. In contexts such as these, the evaluator will be concerned with *summative evaluation*. It typically takes place after the program is complete, and provides information that is relevant to deciding whether or not to adopt a new program (Bachman 1989:244). This type of evaluation is often based on tests of all sorts, student reaction to the instruction, teacher's views concerning the effectiveness of instruction, parent's reactions, and ratings of graduates (Saylor, Alexander and Lewis, 1981:319).

The present study has a summative nature as it takes place after each program is completed, it compares two curricula and it is based on student perceptions about the effectiveness of Preparatory Program (Prep Program henceforth) in meeting their language needs.

Next, the distinction between product and process evaluation is based on the differences in the kind of information retrieved. *Product evaluation* can be defined as any evaluation which is focused on whether the goals (product) of the program were achieved. However, *process evaluation*, focuses more on what is going on during the implementation phase of a program (Brown, 1989:231).

In relation with the present study, it can be stated that the focus is mainly on product evaluation due to the fact that the purpose of the study is to make a comparison between two curricula considering the extent of meeting students' language needs at the end of each program without focusing on what is going on in a program process.

Finally, there are basically two types of data that an evaluation study can rely on. *Quantitative data* are easily turned into numbers and statistics. Examples include test scores, student rankings or simply the number of males and females in a program. In contrast, *qualitative data* are generally observations and cannot be turned into numbers and statistics. Examples include diary entries, records of staff meetings, classroom observations (Brown, 1989:231). The present study includes both qualitative (class observations, student and teacher interviews) and quantitative data (questionnaire).

1.2.3. Tools of Evaluation

For an effective evaluation, the evaluation procedures must be chosen carefully according to the aim of the evaluation. Brown (1995) suggests tests, observations, interviews, meetings and questionnaires can be used as instruments for evaluation. In addition to the procedures mentioned above, needs analysis is also considered as a tool for evaluation by Richards (2003:54). As this is the procedure used for evaluation in this study, needs analysis will be explained in detail.

1.3. Needs Analysis

In the following sections the place of need analysis in evaluation and the procedures used in conducting needs analysis will be discussed.

1.3.1. Evaluation and Needs Analysis

Richards (2003:54) suggests that “to evaluate and revise a program, the information collected in needs analysis can be used as a basis to obtain a more comprehensive view of the learner’ needs”. In consequence, it can be said that the needs analysis process may provide the basis for the evaluation of an existing curriculum or a component of a curriculum.

The analysis of needs serves as a reality check on curriculum planning. Focusing the curriculum through the needs analysis process means an analysis of the status of the program. The real question is “Does this program meet our expressed needs?” If not, the goals, the instructional design, needs or even student expectations may need to be designed again (Wiles, 1999: 103).

According to Witkin and Altschuld (1995:65) “the main job of evaluators is to help managers and staff to determine the merit and worth of particular programs and to decide the extent to which a program has been successful in meeting its goals”.

1.3.2. Tools Used in Needs Analysis

Any needs analysis can be considered as a research process and requires determination of tools considering the aim of the analysis.

A variety of tools can be used in conducting need analysis. A triangular approach is suggested because only one source for data collection might be incomplete (Richards, 2003:59). Questionnaires, self-ratings, interviews, meetings, observations and task analysis are common procedures or tools used when conducting a needs analysis.

Considering these explanations above, in the present study, needs analysis is used as a tool in order to evaluate the two different curricula Also, with the purpose of triangulation, class observations, student and teacher interviews and questionnaires are chosen as procedures.

1.4. Statement of the Problem

Knowing the necessity of curriculum development for effective teaching, Anadolu University, School of Foreign Languages has started a curriculum renewal project in July, 2003. This project includes all the components of a curriculum development process which is shown in Figure 1.1.

Kopkallı Yavuz (2004) defines and explains each step of the renewal process conducted at Prep School as the following:

The first step in the curriculum renewal process was needs analysis. The findings of the needs analysis revealed some weaknesses of 2002-2003 curriculum. Some of them can be stated as the following:

First of all, goals and objectives were not defined explicitly and the students were not aware of them. Next, as an integrated course, Core Course was perceived as ineffective. Similarly, teachers were not aware of the needs of the students.

After the needs analysis step, all of the Prep Program instructors discussed some issues in order to overcome the weaknesses mentioned above with the leadership of an expert on curriculum development.

The issues of ‘division of students by academic domain’, ‘number of levels’, ‘integrated or skill based teaching’ and ‘number of hours of instruction’ were discussed in July, 2003.

After discussing these issues, some decisions were made. The group decided to divide the students by English proficiency and not by academic domain. The group also decided to have skills based instruction and the courses would be divided as Writing, Reading, Speaking & Listening and Grammar in Context meaning that Speaking and Listening were integrated and Core Course was excluded from the curriculum. Also, the hours of instruction for each level were increased as shown in Table 1.1.

The next step of the curriculum renewal process was writing the mission statement. One group was responsible for writing the mission statement. They studied on the draft version of the statement and the final version was formed with the help of all groups. This step was followed by writing goals and objectives: Formulation of goals and objectives was based on the results of needs analysis.

After that step, development of tests based on program’s goals and objectives was discussed. Some suggestions for making the tests more reliable and valid were

discussed and frequency of measuring students' performance based on goals and objectives was increased.

In the next step, appropriate material for each course in each level was selected. Books were examined and compared to find out the ones that best match with the objectives. Also, some supplementary materials were prepared to fill the gap between the objectives and the chosen books.

Also, for delivering the instruction the teaching methods fitting our context were discussed. Especially, it was considered that grammar should be taught in context.

Before mentioning about the last step, evaluation, it is necessary to summarize all the changes that are made after these steps. This summary will help clarify the differences between the old and renewed curricula.

- The goals and objectives for each course were written. In the old curriculum there were no explicitly stated goals and objectives.
- Core course, which was an integrated skills course, was excluded from the curriculum.
- The way grammar was taught was changed. It was decided that grammar should be taught in a more contextual way. Also, the number of quizzes for this course was increased.
- Speaking and listening were integrated.
- New textbooks matching with the goals and objectives were chosen.
- The hours of instruction increased as shown in Table 1.1.

Table 1.1. Hours of Instruction

Levels	**Hours (hrs/week)**	
	2002-2003 Curriculum	**2003-2004 Curriculum**
Beginner	28	30
Elementary	28	30
Lower intermediate	26	30
Intermediate	24	28
Upper intermediate	22	28
Advanced	20	26

It was decided to conduct some evaluative research to start an ongoing curriculum evaluation process. Although curriculum renewal is an ongoing process, there is still a need to evaluate the effects of the changes made. As Brown (1995:24) suggests “an ongoing process of evaluation makes possible the assessment of the quality of a curriculum”.

With this purpose in mind, the present study is designed for the evaluation of the curriculum renewal process.

1.5. Purpose of the Study

The present study is designed and conducted for evaluative purposes. The main concern of the study is to evaluate the effects of curriculum renewal project started at Anadolu University, School of Foreign Languages. The evaluation is accomplished by comparing the two curricula (***the old curriculum*** implemented through 2002-2003 year, ***the renewed curriculum*** implemented through 2003-2004 year during the curriculum renewal project) according to student perceptions. For the evaluation, the main criterion is the perceived language needs of the students that are needed to follow the English-medium content courses in their departments. In order to achieve this concern, first, the language needs of the students attending English-medium content courses are determined, and a comparison is made based on student perceptions to find out which preparatory school curricula meets these students’ language needs better.

The study is conducted to seek answers to the following questions:

1. What were the language needs of the students in their English-medium content courses in each year (2004 and 2005)?

2. According to the students, to what extent their language needs were met by the two preparatory school curricula (the old curriculum and the renewed curriculum)?

3. Are there any differences between the old and renewed curriculum in meeting the students’ language needs?

1.6. Scope of the Study

In order to make comparison possible, only first year students were chosen as the participants of the study. The first year students in 2004 attended Prep Program before the curriculum renewal project, but the first year students in 2005 attended the

Prep Program after the renewal project. For this reason second, third and fourth year students attending their faculties were excluded from the study.

The students from five departments were chosen as participants, because only in those five departments all of the content courses were conducted in English. It was considered that the students from those departments might be aware of their language needs better than the others as they had already taken many English medium content courses. As another reason, it was considered that if the renewed curriculum has met those students' needs well, it can be said that it has met the needs of the students from other departments too since the students from other departments take either a few or no English medium content courses during their studies at their departments.

CHAPTER 2
REVIEW OF THE LITERATURE

In education evaluation is an important part of teaching and learning. In the literature, there has been a great deal of evaluative studies with the aim of improving quality in educational programs. However, the studies related to evaluation, varies greatly in terms of their purposes, their methodologies and their emphasis.

In some studies related to evaluation, the focus is only on some of the components of the curriculum rather than the curriculum as a whole. For instance, Erdoğan (1997) evaluated only the methodology courses of the English Language Teaching curriculum at METU. She analyzed the extent to which the curriculum prepared the students for the teaching profession. She gave questionnaires to the graduates and senior students of the department and conducted interviews with the instructors teaching methodology courses at the department and the employers of some of the graduates of the department. The data showed that the senior students felt better prepared to teach than those who had graduated.

In contrast with Erdoğan's (1997) study, Erdem (1999) conducted a study with a broader perspective including all aspects of a curriculum. In her study, Erdem (1999) adapted a curriculum evaluation model to explore the English language curriculum at METU Foundation High School. The evaluation mainly focused on four areas: goals, organizations, operations and outcomes. In this detailed study, the participants were teachers, students and school principals. Data were collected through questionnaires, interviews, observations and written curriculum documents. Data were analyzed in terms of frequency and the degree of match/mismatch between the current and desired status. Data revealed that the current teacher-centered set up of the curriculum needs to be replaced with a student-centered one, in-service training should be improved and an ongoing curriculum evaluation system needs to be set up. By adapting a detailed evaluation model, Erdem (1999) not only evaluated the curriculum but also described the curriculum.

Some of the evaluative studies are formative in nature since their primary purpose is to judge the worth of a program while the program activities are forming or happening. Finch (2001) conducted a formative evaluation as a part of program

development. In the evaluation process a mix of quantitative and qualitative research were used and the focus was affective aspects of language learning. Positive attitude change in students and teachers was the criterion for program success in the evaluation. Results indicated that language learning is positively affected by implementation of task-based approach.

There are also a number of studies which focus on curriculum evaluation in terms of student needs. However, each study differs from the others in some respects. For example, some studies focus on student needs which depend on test scores as the data source; and therefore, quantitative in nature. Munoz (2003), in such a study, investigated the impact of an ESL program in the areas of reading and writing. The aim of the evaluation was to assess yearly progress of the participating students to see the program's effectiveness in terms of student needs. The Language Assessment Scale (LAS) was the battery of tests used to assess language proficiency in English. It was concluded that the program was successfully meeting the needs of the students considering the progress in English language proficiency in reading and writing scores.

Other studies with the similar aims have relied only on qualitative data in determining whether the curriculum meets the student needs or not. In such a study, Villani (1998) evaluated the mathematics and reading/language arts curriculum in a private school for gifted students. Emphasis was both on determining whether the current curriculum meets the needs of those students and whether students are challenged to develop problem solving and critical thinking skills. The methodology of the study was qualitative including interviews with teachers and students, class observations. The study found that, overall, the mathematics and language arts curricula are comprehensive, effective, challenging, creative, and meet the needs of students. The curriculum focuses on the development of the thinking process, is integrative, and allows for independent study and projects.

Some studies related to evaluation emphasize the needs analysis as a tool for evaluation. In Espinola's (1994) study, the focus was on the goals and objectives of the program. Espinola adapted a needs analysis instrument to include seven school components. Twelve school districts were selected to evaluate a statewide system change related to special education for youth with disabilities. The purpose of the data collection procedures was to compare the needs analysis results with the schools action

plans to determine if the goals and objectives were related to the identified needs. Results indicated that the districts were responsive to the needs that have been identified.

‘Student perception’ is another aspect on which evaluation studies have focused. Wood (2001) gives an important example for this kind of evaluation. She evaluated The Diploma in Adult Education at the University of Prince Edward Island by collecting data on past and present students' perceptions of how the diploma has met their needs as adult educators. Multiple data collection procedures were used in this evaluation. These methods included in-depth interviews, questionnaires, and document review. The findings showed that about 70% of the participants had very similar needs such as the need to be respected, gain knowledge, and upgrade their skills. Many of these needs were met by the program.

Another evaluative study determining the students' perceptions on how much the program has met their needs was conducted by Demirbulak (1992). She conducted a study to identify the students’ perceptions of their ESP course given at Bilkent University. The subjects of the study were in their first year of their major field. The data was collected through a questionnaire and structured interviews. The results of the research indicate that the students' needs are not fully met in the ESP course taken at the School of English Language. This study has many common characteristics with the present study. However, it has one basic difference. As stated before, in Demirbulak’s study, determining whether the student needs have been met or not was the major concern for the evaluation. The study was also based on student perceptions and graduates of ESP course was chosen as participants as in the present study. However, the difference lies on the aspect of comparison. She did not make any comparison which is the main issue addressed in the present study.

Reeney and Dupuis (1983) are the ones who included the comparison aspect in their evaluation. They evaluated a new secondary school teacher education program at Pennsylvania State University. There were some changes in the program and the major purpose of the study was to compare perceived needs and proficiencies of students in the new program with those of students in the old program. Data were gathered via a questionnaire and were analyzed by using t-tests and correlations. The findings indicated significant correlations for both groups for perceived needs and proficiencies.

Although no significant differences were found between the two groups, university supervisors judged the competencies of new program students to be better than were those of students in the old program. This study seems to be related to the presently proposed one as it investigates students perceived needs and compares two curricula.

Research has shown that, evaluation is an important part of curriculum development and student perception is an important source for evaluation. Also, much research has focused on student needs and determined the effectiveness or successes of the program depending on how much those needs are met. With a similar aim, but slightly different perspective, the present study investigates the effectiveness of the renewed curriculum at Anadolu University, School of Foreign Languages by comparing it with the old curriculum in terms of meeting needs based on student perceptions.

CHAPTER 3
METHODOLOGY

The aim of the present study was to determine whether there are differences between the old and renewed curriculum in terms of meeting students' language needs. The instrument to collect the data was a questionnaire. As there were no existing questionnaires, first a questionnaire was developed. Then the questionnaire was given to the students to investigate to what extent the two different curricula meet students' needs. Thus, the study was conducted in two phases. The design of the study is described in Figure 3.1. As the designs of the two phases are different, each phase is described separately.

3.1. PHASE I

The purpose of this phase was to develop a questionnaire which would be used in the second phase of the study. To determine the items needed to be included in the questionnaire, relevant questionnaires were analyzed, interviews with students and content teachers were conducted and content classes were observed. Each of these is described below.

3.1.1. Related Questionnaires

To determine the items needed to be included in the questionnaire, related questionnaires in student language needs literature were also used (Hancıoğlu, Kortan, Sığınan, Somuncuoğlu and Tayanç, 2003; Bacha, 2003 and Seferoğlu, 2001). The questionnaire items used in those studies were adapted for the aim of the present study.

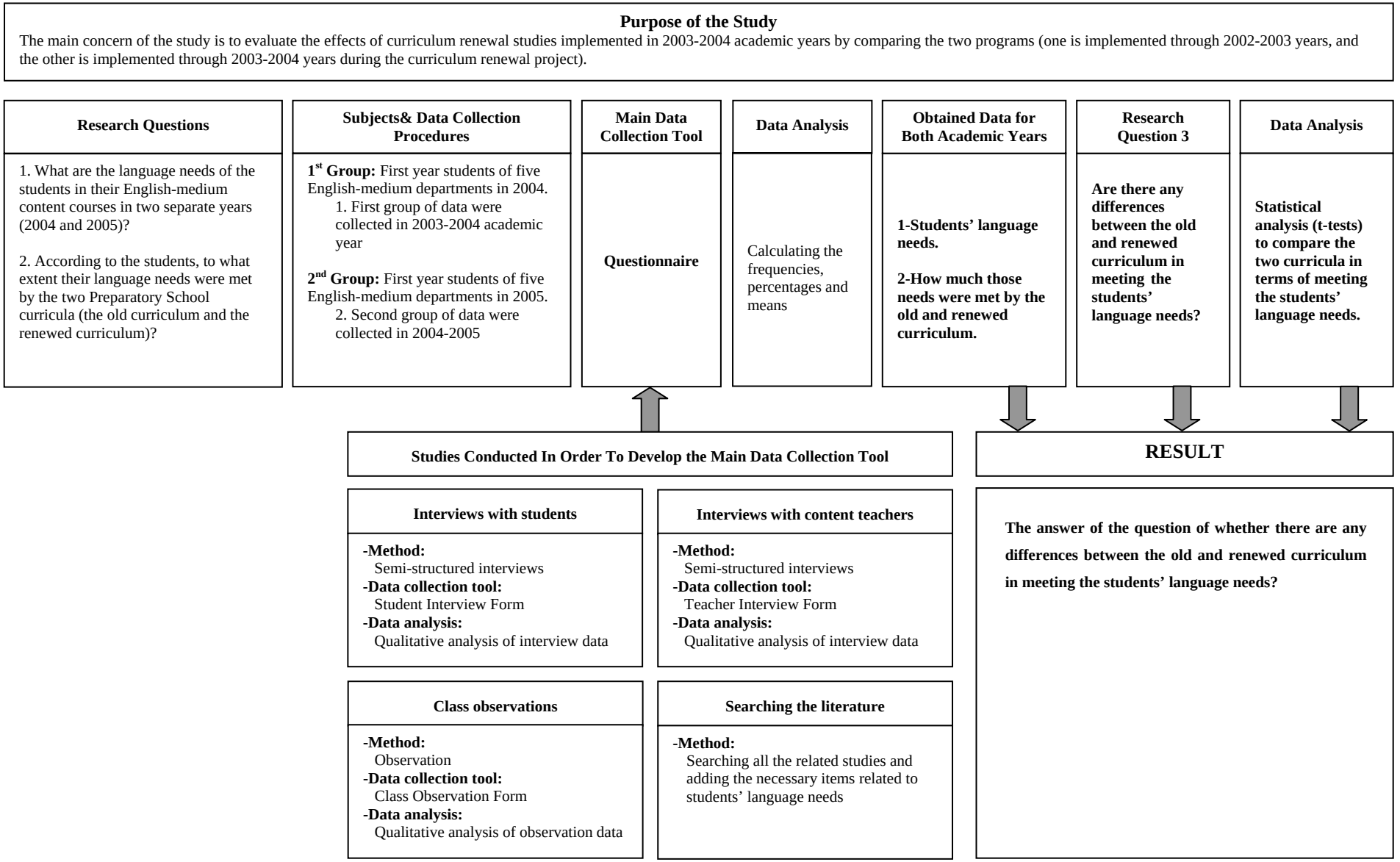

Figure 3.1. Methodology of the Study

3.1.2. Student Interviews

Subjects

2 first-year students who attended the Prep Program during 2002-2003 academic year from 5 departments were interviewed to determine students' language needs. The 5 departments – Economics, Business Administration, Electrics and Electronics Engineering, Computer Engineering, Material Science and Engineering – were chosen because the language used for instruction in these departments is English. Thus, a total of 10 students were interviewed.

Procedure

The interviews were conducted using *Student Interview Form* (App. C1 and C2). The form was prepared prior to the interviews to ensure that each subject is asked the same questions. The interviews were conducted in Turkish to avoid language related misunderstandings and anxiety. Interviews with each student lasted approximately 30 minutes. The subjects' responses were written down during the interview.

Data Analysis

The qualitative data collected through student interviews were examined to determine their language needs. The language activities required in content classes and language needs of the students were listed and added to the questionnaire. For example, the findings of the interview sessions showed that the students at some departments have foreign teachers and they may need English to communicate with those teachers. Thus, this item was added to the questionnaire. By this method, it was provided that all the potential language needs of the students took place in the questionnaire as items.

3.1.3. Instructor Interviews

Subjects

Content teachers teaching in the 5 departments who conduct their classes in English were asked to participate in the interview. However, due to the fact that only the

first year students were the subjects of the study, only 9 content teachers, who were teaching those first year students, participated in the study.

Procedure

Teacher Interview Form (App. B1 and B2) was used as data collection instrument for the instructor interviews. The interviews were carried out in April 2003. All of the interviews were based on the interview forms (see App. B2). They lasted about thirty minutes each. The participants' responses were noted down during the interviews. The language used in the interviews was the native language of the participants to avoid language related misunderstandings and anxiety.

Data Analysis

The qualitative data collected through instructor interviews were analyzed and the language activities required in content classes and language needs of the students were listed and added to the questionnaire. For example, the content teachers stated that almost all of the textbooks were in English; therefore, the activity "to read texts such as textbooks or course notes" was added to the questionnaire. By this method, it was provided that all the potential language needs of the students took place in the questionnaire as items.

3.1.4. Observations

Subjects

For observation of the English medium content classes, permission was requested from instructors and 7 classes were observed (see Table 3.1). Classes were observed in terms of students' language needs.

Procedure

As a data collection tool for the class observations, an observation form was developed. Before developing the form, a two-hour class was observed as pre-observation. This pre-observation helped deciding the organization of the observation form.

The observation form included some information about the observation such as observation number, date, time and type of instruction (see App. D). The third part of the form was in a table form which allowed noting down the student and teacher activities during the lesson to determine the students' language needs. The last part provided space to write down any difficulties experienced by the students throughout the lesson.

Although the aim was to observe all the first-year English-medium content classes this was not possible because some instructors did not give permission for their classes to be observed. Table 3.1 shows the observation schedule.

Table 3.1. Observation Schedule

Departments	***Date***	***Hour***
Economics	14 Apr 2003	10.00-12.00
Economics	8 Apr 2003	9.00-11.00
Business Admn.	6 Apr 2003	8.00-10.00
Business Admn.	7 Apr 2003	11.00-13.00
Material Science &Eng.	22 Apr 2003	9.00-11.00
Material Science &Eng.	16 Apr 2003	9.00-11.00
Electrical & Electronics	15 Apr 2003	14.00-16.00
Total		14 hours

As seen in Table 3.1, a total of seven different content classes were observed during the Spring Term of 2003-2004 academic year.

Data Analysis

All the data collected from class observations were used as information on students' language needs. This information fed into the development of the questionnaire. The qualitative data were analyzed and the language activities required in content classes and language needs of the students were added to the questionnaire. For example, the findings of the class observations showed that some instructors dictate information which students are required to write. Thus, such an item was added to the questionnaire.

3.1.5. Validity and Reliability of the Questionnaire

Relevant questionnaires, the data obtained through interviews and observation were analyzed and the questionnaire items were determined. Two experts working on questionnaire design were asked to comment on the questionnaire, its design, the items and the wording. The questionnaire was revised based on the experts' suggestions.

The revised questionnaire was piloted with 30 voluntary 4th year students from Material Science and Engineering Department. After completing the questionnaire, the students commented on the questionnaire design, content, wording, and the layout. The questionnaire was re-revised based on students' comments.

The reliability of the questionnaire was measured using Crombach-Alpha and the total internal reliability coefficient was found as Alpha=.9543.

3.2. PHASE II

The purpose of this phase was to determine students' English language needs and to compare two Prep Program curricula in terms of meeting the students' language needs.

3.2.1. Subjects

Two different groups of first year students served as the subject of this study as the purpose of the study was to compare two different curricula. One group consisted of 135 students who attended the Prep Program during the 2002-2003 academic year, and were first-year students during the 2003-2004 academic year. The second group consisted of 129 students who attended the Prep Program during the 2003-2004 academic year, and were first-year students during the 2004-2005 academic year. Both groups were students of the same 5 departments mentioned in Phase I. These 5 departments – Economics, Business Administration, Electrics and Electronics Engineering, Computer Engineering, Material Science and Engineering – were chosen because the medium of instruction in these departments is English. Although the medium of instruction at the English Language Teaching (ELT) Department is also English, ELT students were not included because in the ELT Department, teaching English is the primary goal, whereas in other departments, English is only a tool of

instruction (Sağlam, 2003:38). The number of subjects from each of the 5 departments is shown in Table 3.2.

Table 3.2. Number of the Students Participated

	STUDENTS			
	First Group		***Second Group***	
	2003-2004 Ac. Year		**2004-2005 Ac. Year**	
	No of Sts.	**No of Sts. Participated**	**No of Sts.**	**No of Sts. Participated**
Computer Eng	30	17	22	14
Material Science &Eng.	46	31	41	30
Economics	48	27	34	23
Electrical & Electronics Eng.	50	27	42	34
Business Administration	39	33	40	28
Total	213	135	179	129

Only the first year students were included in the study because the renewed curriculum was implemented during the 2003-2004 academic year, and there were only first-year students who were graduates of the renewed curriculum. First-year, rather than Prep Program students were chosen as subjects because graduates of a program are likely to be better judges of the long-term value of the education derived from a curriculum. In addition, they tend to reflect the needs of content courses and can provide insight into a program's content (Schmidt, 1991 cited in Duke & Reese, 1995).

Students who failed and had to repeat the Prep Program in the 2003-2004 academic year were not included in the study because such students would have gone through two different Prep Program curricula. Similarly, students repeating their first years at their departments were also not included because the time they have spent in the first year would be longer than that of others.

3.2.2. Instrument

The questionnaire described in Phase I was the main instrument of the study. This questionnaire was designed to collect data on the language needs of the students in

their English-medium content courses and to determine how much the preparatory program meets those needs (see App.A1 and A2).

The questionnaire consisted of three parts. Part A consisted of 6 questions asking about background information such as students' department of study, year(s) at Prep School, proficiency level at Prep School, year(s) at the department and the number of English medium content courses they took. These questions helped control the variables that may affect the skills the students need in class. In the sixth question, the participants were expected to order the four language skills in terms of importance in the content courses.

Part B consisted of items related to the four language skills, Speaking (Part B1), Reading (Part B2), Listening (Part B3) and Writing (Part B4). Table 3.3 shows a sample of the questionnaire for one skill.

Table 3.3. The Sample of the Questionnaire

PART B1	a) How often do you need to perform the activities related to speaking skills in your classes? **P.S**. Please do not take into consideration the language (Turkish or English) you use for these activities in your classes conducted in English**.**					b) How often do you use English in the activities related to speaking skills listed on the left column? (Please consider your classes conducted in English.)					c) To what extent are your needs concerning the activities on the left column met at Prep School?				
ACTIVITIES RELATED TO SPEAKING SKILLS	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Not at all**	**(2) Very little**	**(3) Partly**	**(4) Well**	**(5) Very well**
1-To ask question to the teacher															
2-To answer teachers' questions															
3-To make a presentation															
4-To participate in class discussions															
5-To communicate with foreign teachers															
6-To conduct interviews for research purposes															
7-To talk on the phone															

As seen in Table 3.3, the questionnaire was designed as a 5-point Likert scale. For each item, students were asked to rate how often they needed to perform the activity (column a), regardless of language, in class, how often they needed to perform the activity in English (column b), and to what extent their language needs are met by the Prep School curriculum (column c). The reason students were asked to indicate how often they needed to perform the activities related to the four language skills, regardless of the language (English or Turkish) was to reveal the extent of English use in their classes. Although the content classes are said to be conducted in English, during the interview sessions students and instructors suggested that some of them are conducted in Turkish. This issue was important because the ambiguity of the question might have affected the participants' responses, thus the results. For example, when the student checked "*Never"* for the question "*how often do you need to ask question to the teacher in English in content classes"* it could have been interpreted in two ways. First, it may have meant that the student never needs to ask questions in English, because he always asks them in Turkish. Second, he never needs to ask questions in English, because he never needs to perform this "*asking question*" activity in class. Hence, to avoid this ambiguity, column (a) was added to the questionnaire.

In column *b*, the participants were asked to indicate how often they needed to perform some activities in English related to four language skills. This question aimed at collecting data on the students' English needs at their English medium content courses.

In the *third* column, column *c*, the participants were asked to give their opinions about how much their English language needs are met by the Prep School. This question helped collecting data about the effectiveness of the two different curricula about meeting the students' language needs.

Part C, the last part of the questionnaire, students were asked to state the negative and positive points of the Prep School and to offer suggestions for improving the Prep Program.

3.2.3. Data Collection

The data were collected from two groups of students at two different times. Table 3.4 presents when and from whom the data was collected.

Table 3.4. Data Collection

	Old Curriculum	***Renewed Curriculum***
Academic Year	2003-2004	2004-2005
Participants	1st year students in May, 2004	1st year students in May, 2005
Departments	Economics Business Administration Electrical and Electronics Engineering Computer Engineering Material Science and Engineering	Economics Business Administration Electrical and Electronics Engineering Computer Engineering Material Science and Engineering
Instrument	Questionnaire	Questionnaire

Data were collected in two different academic year from two groups of students. The first group of the data was collected in May 2004 in 2003-2004 academic year. Whereas the second group of data was collected in May 2005 in 2004-2005 academic year. The reason for choosing the same time period for both data collection was to make the duration of the time the subjects spent at their departments as equal as possible as the length of time they have spent at their departments may affect their perception of their language needs.

3.2.4. Data Collection Procedure

Similar data collection procedures were employed in both years. The questionnaires were completed by the students during class time with the permission of the administrators and instructors except in one department. In the Department of Material Science and Engineering, the head of the department took the responsibility of distributing and collecting the questionnaire not to take teachers' class time.

Students were informed about the aim of the study, and parts of the questionnaire were explained. Any questions students had while filling in the questionnaire were answered. The completion time of the questionnaire was approximately 20 minutes.

3.2.5. Data Analysis

In this study, quantitative data were collected through the questionnaire. For the analysis of the questionnaire items, the mean scores, frequencies and percentage were calculated for the years 2004 and 2005 separately. A numerical value (1, 2, 3, 4, 5) was

assigned to each choice on the Likert-scale (i.e, 1 “never” – 5 “always”) to calculate the mean scores, frequencies and percentages.

For comparison of the old and renewed curriculum Independent Sample T-Tests were done to determine if there were differences between the two curricula.

CHAPTER 4
RESULTS AND DISCUSSIONS

In this chapter, the results are presented and discussed. In section 4.1, the language needs of the students are presented and discussed separately for each skill and the results for this section are summarized in section 4.2. In section 4.3, the extent to which students' needs are met by both the old curriculum and renewed curriculum is presented and discussed. Section 4.4 summarizes the extent to which students' needs are met by both curricula.

4.1. Language Needs of the Students

Two groups of students who went through the Prep Program in two different academic year (2003-2004 and 2004-2005) were asked to rate how frequently they needed to perform the activities related to four language skills in English. The items are rated using a five point Likert-Scale with the following values: Never (1), Seldom (2), Sometimes (3), Usually (4) and Always (5).

4.1.1. Speaking Needs of the Students in English

Table 4.1 presents how often students need to perform the given speaking activities for 2004 and 2005. The results for 2004 show that students generally did not need to use English for most of the speaking activities. While 58.5% of the students stated that they never/seldom used English to ask question to the teacher, only 14.8% stated that they usually/always used English to perform this activity. 26.7% of the students, on the other hand, reported that they sometimes needed to use English to ask question to the teacher.

Students' response to how often they needed to use English to answer teachers' questions show that 45.9% of the students never/seldom needed to use English, 20.0% of the students usually/always needed to use English, and 34.1% sometimes needed to use English in 2004.

Table 4.1. Speaking Needs of the Students in English

SPEAKING	*2004 (n=135)*			2005 (n=129)		
	Never + Seldom	***Sometimes***	***Usually + Always***	***Never + Seldom***	***Sometimes***	***Usually + Always***
Items	*%*	*%*	*%*	%	%	%
1-To ask question to the teacher	*58.5*	*26.7*	*14.8*	69.0	19.4	11.6
2-To answer teachers' questions	*45.9*	*34.1*	*20.0*	58.9	25.6	15.5
3-To make a presentation	*83.0*	*8.1*	*8.9*	75.2	7.8	17.0
4-To participate in class discussions	*68.8*	*20.7*	*10.3*	69.7	21.7	8.5
5-To communicate with foreign teachers	*65.2*	*14.1*	*20.7*	79.9	11.6	8.5
6-To conduct interviews for research purposes	*82.2*	*12.6*	*5.2*	78.3	14.0	7.7
7-To talk on the phone	*88.1*	*8.9*	*3.0*	88.4	5.4	6.2

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **%=**percent of subjects

Making a presentation was also never/seldom needed to be performed in English by the majority of the students (83.0%) in 2004. Only 8.9% of them stated that they usually/always needed to perform this activity in English. Similarly, only 8.1% of them stated that they sometimes needed to make a presentation in English.

For item 4, in 2004, 68.8% of the students stated that they never/seldom needed to use English to participate in class discussions. Only 10.3% of them stated that they usually/always needed to perform this activity in English. 20.7% of them, on the other hand, reported that they sometimes needed to use English to participate in class discussions.

Students' response to how often they needed to use English to communicate with foreign teachers show that 65.2% of them never/seldom needed to communicate with foreign teachers in English. 20.7% of the students usually/always needed to perform this activity in English, and 14.1% of them sometimes needed to perform this activity in English in 2004.

For the next item, "to conduct interviews for research purposes" (Item 6); majority of the participants (82.2%) chose never/seldom options in 2004. Only 5.2% of

them chose usually/always and 12.6% of them chose sometimes concerning this activity.

For the last item, in 2004, most of them (88.1%) stated that they never or seldom needed English to talk on the phone. Only 3.0% of the students stated that they usually/always needed English to perform this activity. 8.9% of them, on the other hand, stated that they sometimes needed English to talk on the phone.

The results for 2005 show that while 69.0% of the students stated that they never/seldom needed English to ask questions to the teacher, only 11.6% stated that they usually/always needed English to perform this activity. On the other hand, 19.4% of them stated that they sometimes needed English to ask question to the teacher.

Similarly, in 2005, the second item “to answer teachers’ questions” was never/seldom needed to be performed in English by more than half of the students (58.9%). 15.5% of them stated they usually/always needed to perform this activity in English and 25.6% stated they sometimes needed to perform this activity in English.

“To make a presentation” was the activity that was never/seldom needed to be performed in English by almost three quarters of the students (75.2%) in 2005. Only 17.0% of them chose usually/always and 7.8% of them chose sometimes concerning this activity.

Students’ response to how often they needed to use English to participate in class discussions show that 69.7% of the students never/seldom needed to use English, only 8.5% of the students usually/sometimes needed to use English, and 21.7% sometimes needed to use English in 2005.

For item 5, in 2005, majority of the students (79.9%) stated that they never/seldom needed English to communicate with foreign teachers and minority of the students (8.5%) stated that they usually/always needed to perform this activity. In addition, 11.6% of them stated that they sometimes needed English to communicate with foreign teachers.

For the next item, while 78.3% of the students stated that they never/seldom needed English to conduct interviews for research purposes in 2005, only 7.7% stated that they usually/always needed English to perform this activity. On the other hand, 14.0% of them stated that they sometimes needed English to conduct interviews for research purposes.

For the last item (Item 7) again majority of the students (88.4%) stated that they never/seldom needed English to talk on the phone. Only 6.2% of them stated they usually/always needed English to perform this activity and 5.4% of them stated they sometimes needed to use English to talk on the phone in 2005.

When the language needs of the students in 2005 are compared to those of 2004, there seems to be a decrease in the need of using English in 4 of the 7 speaking activities as seen in Table 4.2. These are, to ask question to the teacher (Item 1), to answer teachers' questions (Item 2), to participate in class discussions (Item 4), and to communicate with foreign teachers (Item 5). The need to use English to make a presentation in 2005 has increased compared to the need in 2004. The need to talk on the phone, on the other hand, is the same in both years.

Table 4.2. Comparison of Students' Speaking Needs in English

Speaking Items (b)	**Years**	**n**	**M**	**SD**	***Mean Diff.***	***t***	***p***
1-To ask question to the teacher	*2004*	*135*	***2.42***	*1.026*	0.25	1.980	0.049*
	2005	129	**2.17**	1.039			
2-To answer teachers' questions	*2004*	*135*	***2.68***	*0.936*	0.28	2.295	0.023*
	2005	129	**2.40**	1.035			
3-To make a presentation	*2004*	*135*	***1.58***	*1.040*	-0.38	2.615	0.009*
	2005	129	**1.96**	1.319			
4-To participate in class discussions	*2004*	*135*	***2.19***	*0.974*	0.18	1.430	0.154
	2005	129	**2.02**	1.038			
5-To communicate with foreign teachers	*2004*	*135*	***2.22***	*1.359*	0.50	3.341	0.001*
	2005	129	**1.72**	1.068			
6-To conduct interviews for research purposes	*2004*	*135*	***1.64***	*0.942*	-0.07	0.561	0.575
	2005	129	**1.71**	1.047			
7-To talk on the phone	*2004*	*135*	***1.39***	*0.829*	-0.06	0.525	0.600
	2005	129	**1.45**	0.935			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005; **n**=number of participant groups; **M**=mean; **SD**=Standard Deviation; **MD**=Mean Difference; **t**=*t*-test value *p<.05

To determine whether there were significant differences in the language needs between two groups, 2004 and 2005, the mean values for each item were compared using two-tailed t-tests.

As seen in Table 4.2, there were significant differences in 4 of the 7 items. The means for the three items, “to ask question to the teacher” (Item 1), “to answer teachers’ questions” (item 2) and “to communicate with foreign teachers” (Item 5) decreased significantly in 2005 when compared to those of 2004. This may be due to the differences in the courses the students had taken and the teachers conducting these courses. In 2005, some of the teachers and courses were changed in 4 departments (Economics, Business Administration, Computer Engineering and Electrical and Electronics Engineering). The content teachers in 2005 may have preferred more teacher-centered approach in their courses with less student-teacher interaction. Thus, students may have needed to ask and answer questions less than they did in 2004. In addition, the decrease for the need to use English “to communicate with foreign teachers” may have been due to changes in teachers. The students attending department of Economics in 2004 had two foreign teachers in both academic terms whereas the students in 2005 had no foreign teacher. Thus, students in 2005 did not need to use English to communicate with foreign teachers.

The speaking need to use English “to make a presentation” (Item 3) increased significantly in 2005. This may be due to changes in teachers’ requirements in 2005. The students’ needs related to the other three items (Items 4, 6 and 7) remained the same in both years.

In Table 4.3 the speaking activities are ordered according to the mean values from the most frequently performed to the least frequently performed activities in English for the two years separately.

Table 4.3. Speaking Needs of the Students in English Ranked by Means

SPEAKING (b)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
2	To answer teachers' questions	**2.68**	**0.936**	***2***	To answer teachers' questions	**2.40**	**1.035**
1	To ask question to the teacher	**2.24**	**1.026**	***1***	To ask question to the teacher	**2.17**	**1.039**
5	To communicate with foreign teachers	**2.22**	**1.359**	***4***	To participate in class discussions	**2.02**	**1.038**
4	To participate in class discussions	**2.19**	**0.974**	***3***	To make a presentation	**1.96**	**1.319**
6	To conduct interviews for research purposes	**1.64**	**0.942**	***5***	To communicate with foreign teachers	**1.72**	**1.068**
3	To make a presentation	**1.58**	**1.040**	***6***	To conduct interviews for research purposes	**1.71**	**1.047**
7	To talk on the phone	**1.39**	**0.829**	***7***	To talk on the phone	**1.45**	**0.935**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

According to the rank order for 2004, "to answer teachers' questions" (Item 2: M=2.68) and "to ask question to the teacher" (Item 1: M=2.24) in English were the most frequently performed speaking activities by the students in content classes. "To communicate with foreign teachers" (Item 5: M=2.22) and "to participate in class discussions" (Item 4: M=2.19) and to conduct interviews for research purposes" (Item 6: M=1.64) followed these activities. The least needed two activities were "to make a presentation" (Item 3: M=1.58) and "to talk on the phone" (Item 7: M=1.39) according to the students in 2004.

The rank order for 2005 show that again "to answer teachers' questions" (Item 2: M=2.40) and "to ask questions to the teacher" (Item 1: M=2.17) in English were the most frequently needed activities. The third activity was "to participate in class discussions" (Item 4: M=2.02) and the fourth activity was "to make a presentation" (Item 3: M=1.96) according to the students. "To communicate with foreign teachers" (Item 5: M=1.72) followed these activities. Finally, the students needed to use English

"to conduct interviews" (Item 6: M=1.71) and "to talk on the phone" (Item 7: M=1.45) the least frequently.

As seen in Table 4.3, the mean scores for the students' speaking needs in English were not very high (between 1.39 and 2.68). There may be two reasons for this result. First, during the observation sessions it was observed that most of the students tended to use Turkish when speaking in classes even when the courses were conducted in English. Students may not need to perform these activities not only in English, but also in Turkish. For example, if the courses are conducted in a lecture style rather than being interactive, then students would not need to speak in class. To determine whether students performed speaking activities in the class regardless of language, they were asked to rate the frequency of performing the speaking activities either in Turkish or English. The results are shown in Table 4.4.

Table 4.4. Speaking Needs of the Students in English or Turkish Ranked by Means

SPEAKING (a)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
2	To answer teachers' questions	**3.14**	**0.955**	***2***	To answer teachers' questions	**2.89**	**0.978**
1	To ask question to the teacher	**2.87**	**0.950**	***1***	To ask question to the teacher	**2.79**	**1.116**
4	To participate in class discussions	**2.61**	**1.059**	***4***	To participate in class discussions	**2.55**	**1.152**
5	To communicate with foreign teachers	**2.35**	**1.242**	***3***	To make a presentation	**1.95**	**1.224**
6	To conduct interviews for research purposes	**1.93**	**1.083**	***6***	To conduct interviews for research purposes	**1.92**	**1.072**
7	To talk on the phone	**1.68**	**1.163**	***5***	To communicate with foreign teachers	**1.79**	**1.116**
3	To make a presentation	**1.62**	**1.014**	***7***	To talk on the phone	**1.58**	**1.036**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

As seen in Table 4.4, the results reveal that only the activity described in item 2 in 2004 was performed more frequently (3.14). The other items were not performed

very frequently either in English or Turkish. This may suggest that there is limited interaction between the teacher and students in content courses.

4.1.2. Reading Needs of the Students in English

Table 4.5 presents how often the students needed to perform the given reading activities for 2004 and 2005.

Table 4.5. Reading Needs of the Students in English

READING	*2004 (n=135)*			2005 (n=129)		
	Never + Seldom	***Sometimes***	***Usually + Always***	***Never + Seldom***	***Sometimes***	***Usually + Always***
Items	*%*	*%*	*%*	%	%	%
1-To read a text quickly to understand the main idea	*16.3*	*28.1*	*55.5*	22.5	27.9	49.6
2-To scan a text to find out the information you are searching	*15.5*	*28.9*	*55.5*	17.8	31.8	50.4
3-To answer comprehension questions related to a text	*23.7*	*37.0*	*39.2*	36.5	34.1	29.5
4-To summarize a text	*34.8*	*34.1*	*31.1*	41.9	32.6	25.6
5-To read different texts to shape your own opinions about a subject	*46.7*	*34.1*	*19.2*	41.1	34.1	24.8
6-To read a text with a critical eye	*58.5*	*23.7*	*17.7*	62.0	20.2	17.8
7-To express the ideas in a text in your own words	*30.3*	*29.6*	*40.0*	34.1	34.9	31.1
8-To guess the meanings of unknown words without using a dictionary	*17.0*	*32.6*	*50.4*	26.4	24.0	49.7
9-To understand the questions in the exams	*7.4*	*19.3*	*73.3*	11.6	26.4	62.1
10-To understand the instructions in the exams or assignments	*5.9*	*25.9*	*68.1*	12.5	30.2	57.4
11-To read the texts such as textbooks or course notes	*11.8*	*20.0*	*68.1*	16.3	27.1	56.6
12-To read journals on your subject area	*38.5*	*36.3*	*25.2*	46.6	28.7	24.8
13-To read articles on your subject area	*49.7*	*24.4*	*25.9*	55.9	25.6	18.7

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **%=**percent of subjects

The results for 2004 show that students generally needed to use English quite frequently for most of the reading activities. For the first item, while only 16.3% of the

students stated that they never/seldom needed English to read a text quickly to understand the main idea, 55.5% of them stated that they usually/always used English to perform this activity. On the other hand, 28.1% of the students reported that they sometimes needed to use English to read a text quickly to understand the main idea.

Similarly, 15.5% of the students stated that they never/seldom needed to use English to scan a text to find out the information they were searching. 55.5% of them stated that they usually/always needed English to perform this activity and 28.9% of them stated that they sometimes needed English to scan a text in 2004.

For the next item (Item 3), “to answer comprehension questions related to a text”, in 2004, 23.7% of the students preferred never/seldom options to state the frequency of performing this activity in English, and 39.2% of the students preferred usually/always options and 37.0% of them preferred sometimes option.

The reading skill “to summarize a text” was never/seldom needed to be performed in English in 2004 by 34.8% of the students. 31.1% of the students stated that they usually/always needed to use English to summarize a text and 34.1% of them stated they sometimes needed to use English to perform this activity.

46.7% of the students never/seldom and less than a quarter of the students (19.2%) usually/always needed English to shape their own opinions about a subject. 34.1% of them sometimes needed English to perform this activity in 2004.

In 2004, students’ response to how often they needed to use English to read a text with critical eye show that 58.5% of the students never/seldom needed to use English, 17.7% of the students usually/always needed to use English, and 23.7% sometimes needed to use English.

For the activity “to express the ideas in a text in your own words” 30.3% of the students chose never/seldom, 40.0% of the students chose usually/always, and 29.6% of them chose sometimes in 2004.

For item 8, in 2004, while only 17.0% of the students stated that they never/ seldom used English to guess the meanings of unknown words without using a dictionary, 50.4% of them stated that they usually/always needed English to perform this activity. On the other hand, 32.6% of them stated that they sometimes needed to perform this activity in English.

Only 7.4% of the students stated that they never/seldom needed English to understand the questions in the exams and English was usually/always needed by the majority of the students (73.3%) to perform this activity. 19.3% of them chose sometimes for the same activity in 2004.

Students' response to how often they needed to use English to understand the instructions in the exams or assignments show that only 5.9% of the students never/seldom needed to use English, 68.1% of the students usually/always needed to use English, and 25.9% sometimes needed to use English in 2004.

For the following item (Item 11), in 2004, while only 11.8% of them stated that they never/seldom needed English to read the texts such as textbooks or course notes, 68.1% of the students stated that they usually/always used English to perform this activity. On the other hand, 20.0% of the students reported that they sometimes needed to use English to read texts such as textbooks or course notes.

38.5% of the students stated that they never/seldom needed English to read journals on their subject area, almost a quarter of them (25.2%) stated that they usually/sometimes needed English to perform this activity, and 36.3% of them stated that they sometimes needed English to read journals on their subject area in 2004.

For the last item, in 2004, almost half of the students (49.7%) stated that they never/seldom needed to read articles in English on their subject area. 25.9% stated that they usually/always needed to read articles in English and 24.4% of them stated that they sometimes needed to perform this activity in English.

The results for 2005 show that English was quite frequently needed to perform most of the reading activities. 22.5% of the students stated that they never/seldom needed English to read a text quickly to understand the main idea, almost half of the students (49.6%) agreed that they usually/always needed English to perform this activity. On the other hand, 27.9% of them stated they sometimes needed English to perform this activity.

Students' response to how often they needed to use English to scan a text show that only 17.8% of the students never/seldom needed to use English, 50.4% of the students usually/always needed to use English, and 31.8% sometimes needed to use English in 2005.

The third activity, “to answer comprehension questions related to a text”, was never/seldom needed to be performed in English by 36.5% of the students, it was usually/always needed to be performed in English by 29.5% of the students, and sometimes needed to be performed in English by 34.1% of the students in 2005.

For the next item (Item 4), in 2005, 41.9% of the students stated that they never/seldom needed English to summarize a text, 25.6% of them stated that they usually/always needed English to perform this activity, and 32.6% of them stated that they sometimes needed English to perform this activity.

For item 5, “to read different text to shape your own opinion” 41.1% of the students chose never/seldom, 24.8% of them chose usually/always, and 34.1% of them chose sometimes in 2005.

Students’ response to how often they needed to use English to read a text with critical eye show that 62.0% of the students never/seldom needed to use English, 17.8% of the students usually/always needed to use English, and 20.2% sometimes needed to use English in 2005.

For item 7, in 2005, 34.1% of the students stated they never/seldom needed English to express the ideas in a text in their own words, 31.1% of them stated that they usually/always needed English for this activity, and 34.9% of them stated that they sometimes needed English to perform this activity.

Next, almost a quarter of the students (26.4%) stated that they never/seldom needed to guess the meanings of unknown words in English in 2005, almost half of the students (49.7%) stated that they usually/always needed English to guess the meanings of unknown words. 24.0% of them stated that they sometimes needed to perform this activity in English.

While 11.6% of the students stated that they never/seldom needed English to understand the questions in the exams, 62.1% of them stated that they usually/always needed English to perform this activity. 26.4% of the students, on the other hand, stated that they sometimes needed English to perform this activity.

For item 10, while only 12.5% of them stated that they never/seldom needed English to understand the instructions in the exams or assignments, 57.4% of the students stated that they usually/always used English to perform this activity. 30.2% of

the students, on the other hand, reported that they sometimes needed to use English to understand the instructions in the exams or assignments in 2005.

For item 11, in 2005, “to read texts such as textbooks or course notes” 16.3% of the students chose never/seldom, more than half of them (56.6%) chose usually/always, and 27.1% of them chose sometimes.

Students’ response to how often they needed to use English to read journals on their subject area show that 46.6% of the students never/seldom needed to use English, 24.8% of the students usually/always needed to use English, and 28.7% sometimes needed to use English in 2005.

For the last item, “to read articles on your subject area”, 55.9% of the students preferred never/seldom, 18.7% of them preferred usually/always, and 25.6% of them preferred sometimes option in 2005.

When the means for the reading needs of the students in 2004 and 2005 are compared, there is a decrease in the need of using English in 11 of the 13 reading activities as seen in Table 4.6. These are, to read a text quickly to understand the main idea (Item 1), to scan a text to find out the information you are searching (Item 2), to answer comprehension questions related to a text (Item 3), to summarize a text (Item 4), to read a text with critical eye (Item 6), to express the ideas in a text in your own words (Item 7), to guess the meanings of unknown words without using a dictionary (Item 8), to understand the questions in the exams (Item 9), to understand the instructions in the exams or assignments (Item 10), to read the texts such as textbooks or course notes (Item 11), and to read articles on your subject area (Item 13). On the other hand, there seems to be an increase in 2 of the 13 items. These are, to read different texts to shape their own opinions about a subject (Item 5) and to read journals on their subject area (Item 12).

To determine whether there were significant differences in the reading needs between the two groups, 2004 and 2005, the mean values for each item were compared using two-tailed t-tests. The results are shown in Table 4.6.

Table 4.6. Comparison of Students' Reading Needs in English

Reading Items (b)	**Years**	**n**	**M**	**SD**	***Mean Diff.***	***t***	***p***
1-To read a text quickly to understand the main idea	*2004*	*135*	***3.49***	*0.999*	0.15	1.213	0.226
	2005	129	**3.34**	0.980			
2-To scan a text to find out the information you are searching	*2004*	*135*	***3.54***	*0.944*	0.12	1.026	0.306
	2005	129	**3.42**	0.990			
3-To answer comprehension questions related to a text	*2004*	*135*	***3.21***	*1.039*	0.28	2.247	0.025*
	2005	129	**2.94**	0.958			
4-To summarize a text	*2004*	*135*	***2.98***	*1.054*	0.19	1.429	0.154
	2005	129	**2.79**	1.073			
5-To read different texts to shape your own opinions about a subject	*2004*	*135*	***2.61***	*1.058*	-0.12	0.913	0.362
	2005	129	**2.74**	1.108			
6-To read a text with a critical eye	*2004*	*135*	***2.42***	*1.103*	0.06	0.430	0.667
	2005	129	**2.36**	1.082			
7-To express the ideas in a text in your own words	*2004*	*135*	***3.05***	*1.174*	0.17	1.165	0.245
	2005	129	**2.88**	1.170			
8-To guess the meanings of unknown words without using a dictionary	*2004*	*135*	***3.41***	*0.980*	0.13	1.049	0.295
	2005	129	**3.28**	1.008			
9-To understand the questions in the exams	*2004*	*135*	***3.93***	*0.895*	0.24	2.117	0.035*
	2005	129	**3.68**	0.976			
10-To understand the instructions in the exams or assignments	*2004*	*135*	***3.81***	*0.839*	0.16	1.452	0.149
	2005	129	**3.65**	0.989			
11-To read the texts such as textbooks or course notes	*2004*	*135*	***3.81***	*0.971*	0.24	1.937	0.054
	2005	129	**3.57**	1.052			
12-To read journals on your subject area	*2004*	*135*	***2.85***	*1.116*	0.14	0.970	0.334
	2005	129	**2.71**	1.207			
13-To read articles on your subject area	*2004*	*135*	***2.61***	*1.234*	0.13	0.902	0.367
	2005	129	**2.47**	1.186			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005; **n**=number of participant groups; **M**=mean; **SD**=Standard Deviation; **MD**=Mean Difference; **t**=*t*-test value *p <.05

As seen in Table 4.6, there were significant differences in 2 of the 13 items. The need "to answer comprehension questions related to a text" (Item 3) and "to understand the exam questions" (Item 9) decreased significantly in 2005 when compared to those of 2004.

However, these changes did not change the rank order of frequency in two years. As seen in the Table 4.7, the rank order for almost all of the items is the same in two years except for two items. The order of Items 12 and 5 became 5 and 12 in 2005.

Table 4.7. Reading Needs of the Students in English Ranked by Means

READING (b)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
9	To understand the questions in the exams	**3.93**	**0.895**	***9***	To understand the questions in the exams	**3.68**	**0.976**
10	To understand the instructions in the exams or assignments	**3.81**	**0.839**	***10***	To understand the instructions in the exams or assignments	**3.65**	**0.989**
11	To read the texts such as textbooks or course notes	**3.81**	**0.971**	***11***	To read the texts such as textbooks or course notes	**3.57**	**1.052**
2	To scan a text to find out the information you are searching	**3.54**	**0.944**	***2***	To scan a text to find out the information you are searching	**3.42**	**0.990**
1	To read a text quickly to understand the main idea	**3.49**	**0.999**	***1***	To read a text quickly to understand the main idea	**3.34**	**0.980**
8	To guess the meanings of unknown words without using a dictionary	**3.41**	**0.980**	***8***	To guess the meanings of unknown words without using a dictionary	**3.28**	**1.008**
3	To answer comprehension questions related to a text	***3.21***	**1.039**	***3***	To answer comprehension questions related to a text	**2.94**	**0.958**
7	To express the ideas in a text in your own words	***3.05***	**1.174**	***7***	To express the ideas in a text in your own words	**2.88**	**1.170**
4	To summarize a text	***2.98***	**1.054**	***4***	To summarize a text	**2.79**	**1.073**
12	To read journals on your subject area	***2.85***	**1.116**	***5***	To read different texts to shape your own opinions about a subject	**2.74**	**1.108**
5	To read different texts to shape your own opinions about a subject	***2.61***	**1.058**	***12***	To read journals on your subject area	**2.71**	**1.207**
13	To read articles on your subject area	***2.61***	**1.234**	***13***	To read articles on your subject area	**2.47**	**1.186**
6	To read a text with a critical eye	***2.42***	**1.103**	***6***	To read a text with a critical eye	**2.36**	**1.082**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

The most frequently needed activities in both years were “to understand questions in the exams” (Item 9: M=3.93 for 2004 and M=3.68 for 2005), “to understand the instructions in the exams or assignments” (Item 10: M=3.81 for 2004 and M=3.65 for 2005), and “to read texts such as textbooks or course notes” (Item 11: M=3.81 for 2004 and M=3.57 for 2005). In contrast, the least frequently needed ones were “to read a text with a critical eye” (Item 6: M=2.42 for 2004 and M=2.36 for 2005), and “to read articles on your subject area” (Item 13: M=2.61 for 2004 and M=2.47 for 2005). In the survey conducted by Şahbaz (2005) reading articles was also less frequently required by the content teachers who participated in her study conducted at Anadolu University. “To read different texts to shape your own opinions about a subject” (Item 5: M=2.61 for 2004 and M=2.74 for 2005) and “to read journals on your subject area” (Item 12: M=2.85 for 2004 and M=2.71 for 2005) were also two activities less needed to be performed in English among the other ones, but their rank order changed in two years.

As mentioned before, the need “to answer comprehension questions related to a text” (Item 3) and “to understand the exam questions” (Item 9) decreased significantly in 2005 when compared to those of 2004. To explain this change, first the question of whether first year students in 2005 needed to perform this activity in English and Turkish should be clarified. To determine whether students performed reading activities in the class regardless of language, they were asked to rate the frequency of performing the reading activities either in Turkish or English. The results are shown in Table 4.8.

Table 4.8. Reading Needs of the Students in English or Turkish Ranked by Means

READING (a)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
10	To understand the instructions in the exams or assignments	**4.07**	**0.788**	***9***	To understand the questions in the exams	**4.01**	**0.852**
9	To understand the questions in the exams	**4.07**	**0.812**	***11***	To read the texts such as textbooks or course notes	**3.94**	**0.925**
11	To read the texts such as textbooks or course notes	**4.06**	**0.920**	***10***	To understand the instructions in the exams or assignments	**3.92**	**0.880**
2	To scan a text to find out the information you are searching	**3.99**	**0.691**	***2***	To scan a text to find out the information you are searching	**3.88**	**0.810**
1	To read a text quickly to understand the main idea	**3.91**	**0.824**	***1***	To read a text quickly to understand the main idea	**3.78**	**0.866**
8	To guess the meanings of unknown words without using a dictionary	**3.68**	**0.997**	***8***	To guess the meanings of unknown words without using a dictionary	**3.43**	**1.007**
3	To answer comprehension questions related to a text	**3.56**	**0.886**	***7***	To express the ideas in a text in your own words	**3.35**	**1.073**
7	To express the ideas in a text in your own words	**3.41**	**1.039**	***3***	To answer comprehension questions related to a text	**3.34**	**1.050**
4	To summarize a text	**3.20**	**1.006**	***4***	To summarize a text	**3.15**	**1.016**
12	To read journals on your subject area	**3.01**	**1.123**	***5***	To read different texts to shape your own opinions about a subject	**3.13**	**1.071**
5	To read different texts to shape your own opinions about a subject	**2.90**	**1.007**	***12***	To read journals on your subject area	**2.93**	**1.160**
6	To read a text with a critical eye	**2.87**	**1.040**	***6***	To read a text with a critical eye	**2.89**	**1.113**
13	To read articles on your subject area	**2.72**	**1.182**	***13***	To read articles on your subject area	**2.58**	**1.197**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n=**Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

Table 4.8 shows that "understanding the questions in the exams" (Item 9) is the most frequently performed reading skill both in English and Turkish. Therefore, it can be stated that the students definitely needed to perform this activity in their content courses, but the need for performing it in English decreased in 2005. This decrease in

the need "to understand the exam questions" (Item 9) in English might be because of the difference in the teachers.

When the teachers in 2004 and 2005 were compared, it was observed that while some teachers remained the same, others were different. Considering this, it may be inferred that the teachers in 2005 may either write the questions in Turkish or translate them during the exam when the students have any difficulties.

4.1.3. Listening Needs of the Students in English

Table 4.9 presents the listening needs of the students for 2004 and 2005.

Table 4.9. Listening Needs of the Students in English

LISTENING	*2004 (n=135)*			2005 (n=129)		
	Never + Seldom	***Sometimes***	***Usually + Always***	***Never + Seldom***	***Sometimes***	***Usually + Always***
Items	*%*	*%*	*%*	%	%	%
1-To understand the lecture	*11.1*	*23*	*65.9*	19.4	29.5	51.2
2-To take notes while listening to the lecture	*19.2*	*30.4*	*50.4*	29.5	22.5	48.0
3-To understand the instructions given by the teacher	*16.3*	*28.9*	*54.8*	19.4	36.4	44.2
4-To communicate with your classmates	*60.0*	*8.1*	*31.9*	59.0	15.5	25.6
5-To understand class discussions	*28.9*	*28.9*	*42.3*	35.7	31.0	33.4
6-To understand class presentations	*23.8*	*28.9*	*47.4*	27.1	38.8	34.1
7-To understand a cassette on a specific topic	*49.6*	*26.7*	*23.7*	51.9	26.4	21.7
8-To understand the audio-visual media such as TV or video about the lesson	*43.7*	*25.9*	*30.4*	50.4	22.5	27.1

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **%=**percent of subjects

The results for 2004 show that the students generally needed to use English for most of the listening activities. Students' response to how often they needed to use English to understand the lecture show that 11.1% of the students never/seldom needed

to use English, majority of the students (65.9%) usually/always needed to use English, and 23.0% sometimes needed to use English.

Taking notes while listening to the lecture was never/seldom needed to be performed in English by 19.2% of the students in 2004. Almost half of them (50.4%) stated that they usually/always needed to perform this activity in English. On the other hand, 30.4% of them stated that they sometimes needed to take notes while listening to the lecture in English.

For item 3, in 2004, only 16.3% of the students stated that they never/seldom needed to use English to understand the instructions given by the teacher. Almost half of them (54.8%) stated that they usually/always needed to perform this activity in English. 28.9% of them, on the other hand, reported that they sometimes needed to use English to understand the instructions given by the teacher.

Students' response to how often they needed to use English to communicate with their classmates show that 60.0% of them never/seldom needed to communicate with their classmates. 31.9% of the students usually/always needed to perform this activity in English and only 8.1% of them sometimes needed to perform this activity in English in 2004.

For the next item (Item 5), in 2004, 28.9% of the student stated that they never/seldom needed English to understand class discussions, 42.3% of them stated that they usually/always needed English to perform this activity, and 28.9% of them stated that they sometimes needed English to perform this activity.

For the next item, "to understand class presentations", 23.8% of the participants chose never/seldom options. 47.4% of them chose usually/always and 28.9% of them chose sometimes concerning this activity in 2004.

Almost half of them (49.6%) stated that they never/seldom needed English to understand a cassette on a specific topic. 23.7% of the students stated that they usually/always needed English to perform this activity. 26.7% of them, on the other hand, stated that they sometimes needed English to understand a cassette on a specific topic in 2004.

For the last item, in 2004, 43.7% of the students stated they never/seldom needed English to express the ideas in a text in their own words, 30.4% of them stated

that they usually/always needed English for this activity, and 25.9% of them stated that they sometimes needed English to perform this activity.

Results for 2005 concerning the listening activities show that 19.4% of the students stated that they never/seldom needed English to understand the lecture; almost half of the students (51.2%) agreed that they usually/always needed English to perform this activity. On the other hand, 29.5% of them stated they sometimes needed English to perform this activity.

For item 2, in 2005, while 29.5% of them stated that they never/seldom needed English to take notes while listening to the lecture understand, 48.0% of the students stated that they usually/always needed to use English to perform this activity. 22.5% of the students, on the other hand, reported that they sometimes needed to use English to take notes.

Students' response to how often they needed to use English to understand the instructions given by the teacher show that only 19.4% of the students never/seldom needed to use English, 44.2% of the students usually/always needed to use English, and 36.4% sometimes needed to use English in 2005.

For the next item (Item 4), more than half of the students (59.0%) stated that they never/seldom needed to use English to communicate with their classmates in 2005, 25.6% of them stated that they usually/always needed English to perform this activity, and 15.5% of them stated that they sometimes needed to use English to perform this activity.

For item 5, in 2005, 35.7% of the students stated they never/seldom needed to use English to understand class discussions, 33.4% of them stated that they usually/always needed English for this activity, and 31.0% of them stated that they sometimes needed to use English to perform this activity.

Students' response to how often they needed to use English to understand class presentations show that 27.1% of the students never/seldom needed to use English, 34.1% of the students usually/always needed to use English, and 38.8% sometimes needed to use English in 2005.

For item 7, in 2005, "to understand a cassette on a specific topic" almost half of the students (51.9%) chose never/seldom, 21.7% of them chose usually/always, and 26.4% of them chose sometimes.

For the last activity, in 2005, almost half of the students (50.4%) stated that they never/seldom needed English to understand the audio-visual media, 27.1% of the students stated that they usually/always needed English to perform this activity, and 22.5% of them stated that they sometimes needed to understand the audio-visual media.

Although the distribution of the responses was similar in two groups, there were slight mean differences in the need to use English for listening activities as seen in Table 4.10. The need to use English to perform listening activities has decreased in all of the items in 2005 compared to those in 2004.

Table 4.10. Comparison of Students' Listening Needs in English

Listening Items (b)	**Years**	**n**	**M**	**SD**	***Mean Diff.***	***t***	***p***
1-To understand the lecture	*2004*	*135*	***3.68***	*0.944*	0.28	2.277	0.024*
	2005	129	**3.40**	*1.042*			
2-To take notes while listening to the lecture	*2004*	*135*	***3.45***	*1.131*	0.25	1.701	0.090
	2005	129	**3.20**	1.259			
3-To understand the instructions given by the teacher mates	*2004*	*135*	***3.54***	*0.991*	0.22	1.735	0.084
	2005	129	**3.33**	1.024			
4-To communicate with your class	*2004*	*135*	***2.44***	*1.412*	0.09	0.519	0.604
	2005	129	**2.35**	1.344			
5-To understand class discussions	*2004*	*135*	***3.10***	*1.105*	0.15	1.099	0.273
	2005	129	**2.95**	1.120			
6-To understand class presentations	*2004*	*135*	***3.21***	*1.149*	0.11	0.845	0.399
	2005	129	**3.10**	1.037			
7-To understand a cassette on a specific topic	*2004*	*135*	***2.53***	*1.151*	0.08	0.571	0.568
	2005	129	**2.45**	1.231			
8-To understand the audio-visual media such as TV or video about the lesson	*2004*	*135*	***2.66***	*1.253*	0.09	0.605	0.546
	2005	129	**2.57**	1.255			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005; **n**=number of participant groups; **M**=mean; **SD**=Standard Deviation; **MD**=Mean Difference; **t**=*t*-test value *p <.05

To find out whether there were significant differences in the listening needs in 2004 and 2005 the mean values for each listening item compared using two-tailed t-tests (Table 4.10). According to these data, only 1 of the 8 items was significantly different in two years. The listening need "to understand the lecture" (Item 1) decreased

significantly in 2005. Like the decrease observed in the needs of performing speaking and reading activities, this difference may have stemmed from the teachers requirements in 2005. In 2005, the teachers might have been using more visual clues to make the subject matter more clear. Also, they might have been lecturing in Turkish more when the students did not understand or asked for clarification.

The responses for the question "how often do you use English in the activities related to listening?" revealed that among the 8 activities related to listening, "to understand the lecture" (Item 1: M=3.68 for 2004 and M=3.40 for 2005) had the highest and "to communicate with classmates" (Item 4: M=2.44 for 2004 and M=2.35 for 2005) had the lowest mean frequencies in two groups as seen in Table 4.11. Moreover, the rank order of the listening activities was almost the same in both years in spite of one significant difference in the t test results.

Table 4.11. Listening Needs of the Students in English Ranked by Means

LISTENING (b)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
1	To understand the lecture	**3.68**	**0.944**	***1***	To understand the lecture	**3.40**	**1.042**
3	To understand the instructions given by the teacher	**3.54**	**0.991**	***3***	To understand the instructions given by the teacher	**3.33**	**1.024**
2	To take notes while listening to the lecture	**3.45**	**1.131**	***2***	To take notes while listening to the lecture	**3.20**	**1.259**
6	To understand class presentations	**3.21**	**1.149**	***6***	To understand class presentations	**3.10**	**1.037**
5	To understand class discussions	**3.10**	**1.105**	***5***	To understand class discussions	**2.95**	**1.120**
8	To understand the audio-visual media such as TV or video about the lesson	**2.66**	**1.253**	***8***	To understand the audio-visual media such as TV or video about the lesson	**2.57**	**1.255**
7	To understand a cassette on a specific topic	**2.53**	**1.151**	***7***	To understand a cassette on a specific topic	**2.53**	**1.231**
4	To communicate with your classmates	**2.44**	**1.412**	***4***	To communicate with your classmates	**2.35**	**1.344**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

Listening is assumed to be an important skill in content courses. When the results in Table 4.11 are examined, the mean values are between 2.35 and 3.40 which mean that they are somewhere between "seldom" and "usually". However, when the means of listening needs of the students regardless of the language (in Turkish or English) are examined (Table 4.12), it is seen that all of the items have higher or relatively higher mean scores. This may suggest that Turkish played an important role in presenting the subject matters in content courses.

Table 4.12. Listening Needs of the Students in English or Turkish Ranked by Means

LISTENING (a)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
1	To understand the lecture	**4.15**	**0.758**	***1***	To understand the lecture	**3.87**	**0.913**
3	To understand the instructions given by the teacher	**4.06**	**0.887**	***3***	To understand the instructions given by the teacher	**3.81**	**0.942**
2	To take notes while listening to the lecture	**3.92**	**1.023**	***2***	To take notes while listening to the lecture	**3.66**	**1.135**
5	To understand class discussions	**3.87**	**0.960**	***6***	To understand class presentations	**3.64**	**1.052**
6	To understand class presentations	**3.75**	**1.124**	***5***	To understand class discussions	**3.59**	**1.035**
4	To communicate with your classmates	**3.67**	**1.221**	***4***	To communicate with your classmates	**3.58**	**1.229**
8	To understand the audio-visual media such as TV or video about the lesson	**3.23**	**1.344**	***8***	To understand the audio-visual media such as TV or video about the lesson	**3.31**	**1.333**
7	To understand a cassette on a specific topic	**3.08**	**1.388**	***7***	To understand a cassette on a specific topic	**3.15**	**1.281**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

4.1.4. Writing Needs of the Students in English

Table 4.13 presents the distribution of students' responses for their need to perform the given writing activities in English for 2004 and 2005.

Table 4.13. Writing Needs of the Students in English

WRITING	*2004 (n=135)*			2005 (n=129)		
	Never + Seldom	***Sometimes***	***Usually + Always***	***Never + Seldom***	***Sometimes***	***Usually + Always***
Items	*%*	*%*	*%*	%	%	%
1-To answer the open-ended questions during the exams	*8.1*	*28.9*	*63.0*	26.3	24.8	48.8
2-To write essays	*46.7*	*27.4*	*26.0*	53.5	27.1	19.4
3-To write reports of the data collected for an assignment	*43.0*	*26.7*	*30.4*	47.3	22.5	30.3
4-To write research papers	*61.5*	*20.0*	*18.5*	58.1	22.5	19.4
5-To write critical evaluation of a text	*73.0*	*14.1*	*12.6*	65.9	19.4	14.8
6-To write the subject the teacher dictates in a lesson	*20.0*	*33.3*	*46.6*	25.6	30.2	44.2
7-To write the report of an experiment	*53.3*	*20.0*	*26.6*	54.3	10.1	35.7
8-To write letters (formal, business, etc.)	*74.1*	*14.8*	*11.1*	72.1	20.9	7.0
9-To write CV	*71.1*	*15.6*	*13.3*	65.9	19.4	14.7
10-To write e-mail	*45.1*	*26.7*	*28.1*	51.1	29.5	19.4
11-To fill in forms (application, questionnaire, etc.)	*54.8*	*24.4*	*20.8*	59.7	27.1	13.2

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **%=**percent of subjects

When two years are examined separately, in 2004, only 8.1% of the students stated that they never/seldom needed to use English to answer open-ended exam questions whereas 63.0% of the students reported that they usually/always needed to use English to answer the open-ended exam questions. 28.9% of them, on the other hand, stated that they sometimes needed to use English to perform this activity.

Writing essays in English was never/seldom needed to be performed by almost half of the students (46.7%) in 2004. On the other hand, 26.0% stated they usually/always needed to perform this activity in English, and 27.4% of them stated they sometimes needed to use English to write essays.

Concerning the third item, “to write reports of the data collected for an assignment”, 43.0% of the students chose never/seldom options. 30.4% of them chose usually/always and 26.7% of them chose sometimes in 2004.

Students' response to how often they needed to use English to write research papers show that 61.5% of the students never/seldom needed to use English, 18.5% of the students usually/always needed to use English, and 20.0% sometimes needed to use English in 2004.

Writing critical evaluation of a text was never/seldom needed to be performed in English by the majority of the students (73.0%). Only 12.6% of them stated that they usually/always needed to perform this activity in English. Similarly, only 14.1% of them stated that they sometimes needed to write critical evaluation of a text in English.

For item 6, in 2004, 20.0% of the students stated that they never/seldom needed to use English to write the subject the teacher dictates. Almost half of them (46.6%) stated that they usually/always needed to perform this activity in English. 33.3% of them, on the other hand, reported that they sometimes needed to use English to write dictations.

For the next item, while 53.3% of the students stated that they never/seldom needed English to write an experiment report, 26.6% stated that they usually/always needed English to perform this activity. On the other hand, 20.0% of them stated that they sometimes needed English to write an experiment report in 2004.

For item 8, in 2004, majority of the students (74.1%) stated that they never/seldom needed English to write letters and minority of the students (11.1%) stated that they usually/always needed to use English perform this activity. In addition, 14.8% of them stated that they sometimes needed English to write letters.

Similarly, most of them (71.1%) stated that they never/seldom needed English to write CV. Only 13.3% of the students stated that they usually/always needed English to perform this activity. 15.6% of them, on the other hand, stated that they sometimes needed English to write CV in 2004.

"To write e-mail" was the activity that was never/seldom needed to be performed in English by 45.1% of the students in 2004. 28.1% of them chose usually/always and 26.7% of them chose sometimes concerning this activity.

For the last item (Item 11) almost half of the students (54.8%) stated that they never/seldom needed to use English to fill in forms in 2004. 20.8% of them stated they usually/always needed to use English to perform this activity and 24.4% of them stated they sometimes needed to use English to fill in forms.

The results for 2005 show that while 26.3% of the students stated that they never/seldom needed English to answer the open-ended exam questions, 48.8% stated that they usually/always needed to use English to perform this activity. On the other hand, 24.8% of them stated that they sometimes needed to use English to answer the open-ended exam questions.

Students' response to how often they needed to use English to write essays show that 53.5% of the students never/seldom needed to use English, 19.4% of the students usually/sometimes needed to use English, and 27.1% sometimes needed to use English in 2005.

The writing skill "to write reports of data collected for an assignment" was never/seldom needed to be performed in English by almost half of the students (47.3%) in 2005. 30.3% of the students stated that they usually/always needed to use English to write reports of data collected for an assignment and 22.5% of them stated they sometimes needed to use English to perform this activity.

For the next item (Item 4), "to write research papers", 58.1% of the students preferred never/seldom options to state the frequency of performing this activity in English, and 19.4% of the students preferred usually/always options and 22.5% of them preferred sometimes option in 2005.

For the activity "to write critical evaluation of a text" 65.9% of the students chose never/seldom, only 14.8% of the students chose usually/always, and 19.4% of them chose sometimes in 2005.

Students' response to how often they needed to use English to write the subject the teacher dictates show that 25.6% of the students never/seldom needed to use English, 44.2% of the students usually/always needed to use English, and 30.2% sometimes needed to use English in 2005.

Almost half of the students (54.3%) of the students never/seldom needed to use English to write an experiment report in 2005 and 35.7% of them, on the other hand, usually/always needed to use English to perform this activity. Only 10.1% of them sometimes needed English to perform this activity.

Majority of the students (72.1%) stated that they never/ seldom used English to write letters in 2005, only 7.0% of them stated that they usually/always needed English

to perform this activity. On the other hand, 20.9% of them stated that they sometimes needed to perform this activity in English.

For item 9, while 65.9% of the students stated that they never/seldom used English to write CV, only 14.7% of them stated that they usually/always needed English to perform this activity. On the other hand, 19.4% of them stated that they sometimes needed to perform this activity in English in 2005.

Students' response to how often they needed to use English to write e-mail show that 51.1% of the students never/seldom needed to use English, 19.4% of the students usually/always needed to use English, and 29.5% sometimes needed to use English in 2005.

For the last item (Item 11), in 2005, while 59.7% of them stated that they never/seldom needed to use English to fill in forms, only 13.2% of the students stated that they usually/always needed to use English to perform this activity. On the other hand, 27.1% of the students reported that they sometimes needed to use English to fill in forms.

Although the writing needs of the students in two years were quite similar, the means of the two groups showed that the need to use English to perform 5 writing activities has increased in 2005. These are, to write research papers (Item 4), to write critical evaluation of a text (Item 5), to write the report of an experiment (Item 7), to write letters (Item 8) and to write CV (Item 9). On the other hand, there seems to be a decrease in the need of using English in 6 of the 11 writing activities. These are, to answer the open-ended questions during the exams (Item 1), to write essays (Item 2), to write reports of the data collected for an assignment (Item 3), to write the subject the teacher dictates in a lesson (Item 6), to write e-mail (Item 10) and to fill in forms (Item 11).

To determine whether there were significant differences in the writing needs between the two groups, 2004 and 2005, the mean values for each item were compared using two-tailed t-tests. The results are shown in Table 4.14.

Table 4.14. Comparison of Students' Writing Needs in English

Writing Items (b)	**Years**	**n**	**M**	**SD**	***Mean Diff.***	***t***	***p***
1-To answer the open-ended questions during the exams	*2004*	*135*	***3.69***	*0.942*	0.40	3.198	0.002*
	2005	129	**3.29**	1.091			
2-To write essays	*2004*	*135*	***2.70***	*1.147*	0.14	1.016	0.310
	2005	129	**2.57**	1.052			
3-To write reports of the data collected for an assignment	*2004*	*135*	***2.77***	*1.203*	0.02	0.125	0.901
	2005	129	**2.75**	1.193			
4-To write research papers	*2004*	*135*	***2.27***	*1.204*	-0.10	0.658	0.511
	2005	129	**2.36**	1.205			
5-To write critical evaluation of a text	*2004*	*135*	***1.98***	*1.075*	-0.19	1.410	0.160
	2005	129	**2.17**	1.146			
6-To write the subject the teacher dictates in a lesson	*2004*	*135*	***3.37***	*1.118*	0.11	0.807	0.420
	2005	129	**3.26**	1.188			
7-To write the report of an experiment	*2004*	*135*	***2.35***	*1.379*	-0.23	1.281	0.202
	2005	129	**2.58**	1.570			
8-To write letters (formal, business, etc.)	*2004*	*135*	***1.87***	*1.105*	-0.06	0.424	0.672
	2005	129	**1.92**	1.028			
9-To write CV	*2004*	*135*	***1.96***	*1.196*	-0.16	1.083	0.280
	2005	129	**2.12**	1.216			
10-To write e-mail	*2004*	*135*	***2.68***	*1.291*	0.25	1.604	0.110
	2005	129	**2.43**	1.211			
11-To fill in forms (application, questionnaire, etc.)	*2004*	*135*	***2.41***	*1.217*	0.11	0.747	0.457
	2005	129	**2.30**	1.065			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **M**=mean; **SD**=Standard Deviation;
MD=Mean Difference; **t**=*t*-test value *p <.05

As seen in Table 4.14, the mean for only one item, "to answer open-ended exam questions" (Item 1), decreased significantly in 2005 when compared to those of 2004.

In Table 4.15, the writing activities are ordered according to the mean values from the most frequently performed to the least frequently performed activities in English for the two years separately.

Table 4.15. Writing Needs of the Students in English Ranked by Means

WRITING (b)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
1	To answer the open-ended questions during the exams	**3.69**	**0.942**	***1***	To answer the open-ended questions during the exams	**3.29**	**1.091**
6	To write the subject the teacher dictates in a lesson	**3.37**	**1.118**	***6***	To write the subject the teacher dictates in a lesson	**3.26**	**1.188**
3	To write reports of the data collected for an assignment	**2.77**	**1.203**	***3***	To write reports of the data collected for an assignment	**2.75**	**1.193**
2	To write essays	**2.70**	**1.147**	***7***	To write the report of an experiment	**2.58**	**1.570**
10	To write e-mail	**2.68**	**1.291**	***2***	To write essays	**2.57**	**1.052**
7	To write the report of an experiment	**2.35**	**1.379**	***10***	To write e-mail	**2.43**	**1.570**
11	To fill in forms (application, questionnaire, etc.)	**2.41**	**1.217**	***4***	To write research papers	**2.36**	**1.205**
4	To write research papers	**2.27**	**1.204**	***11***	To fill in forms (application, questionnaire, etc.)	**2.30**	**1.065**
5	To write critical evaluation of a text	**1.98**	**1.075**	***5***	To write critical evaluation of a text	**2.17**	**1.146**
9	To write CV	**1.96**	**1.196**	***9***	To write CV	**2.12**	**1.216**
8	To write letters (formal, business, etc.)	**1.87**	**1.105**	***8***	To write letters (formal, business, etc.)	**1.92**	**1.028**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

According to the rank order for 2004, “to answer open-ended exam questions” (Item 1: M=3.69) and “to write the subject the teacher dictates” (Item 6: M=3.37) in English were the most frequently performed writing activities in content classes. “To write reports of the data collected for an assignment” (Item 3: M=2.77) followed these two activities in the rank order. “To write essays” (Item 2: M=2.70) was the fourth activity. “To write e-mail” (Item 10: M=2.68) and “to write experiment report” (Item 7: M=2.35) followed this activity. “To fill in forms” (Item 11: M=2.41), “to write research

papers" (Item 4: M=2.27) and "to write critical evaluation of a text" (Item 5: M=1.98) were the seventh, eighth and ninth activities in the rank order. The least needed two activities were "to write CV" (Item 9: M=1.96) and "to write letters" (Item 8: M=1.87) according to the students in 2004.

The rank order for 2005 show that again "to answer open-ended exam questions" (Item 1: M=3.29) and "to write the subject the teacher dictates" (Item 6: M=3.26) in English were the most frequently performed writing activities in content classes. Similarly, "to write reports of the data collected for an assignment" (Item 3: M=2.75) followed these two activities in the rank order. The fourth activity was "to write an experiment report" (Item 7: M=2.58) and the fifth activity was "to write essays" (Item 2: M=2.57) according to the students. "To write e-mail" (Item 10: M=2.43) and "to write research papers" (Item 4: M=2.36) followed these activities. "To fill in forms" (Item 11: M=2.30) and "to write critical evaluation of a text" (Item 5: M=2.17) were the eighth and ninth activities in the rank order. Finally, the students needed to use English "to write CV" (Item 9: M=2.12) and "to write letters" (Item 8: M=1.92) the least frequently.

When the mean values are analyzed, it is observed that the frequency of performing writing activities were not too high in English. However, the means of some items may have been higher if this study had been conducted with fourth year students, because the writing needs to write "letters", "e-mail", "CV" and "to fill in forms" may have increased as they would have started to perform these activities in English to find a job.

Moreover, when the rank order of performing writing activities in two languages is examined, the mean values of the activities increased as seen in Table 4.16. This may suggest that using Turkish in writing activities was possibly an important part of the content courses.

Table 4.16. Writing Needs of the Students in English or Turkish Ranked by Means

WRITING (a)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
1	To answer the open-ended questions during the exams	**3.95**	**0.900**	***6***	To write the subject the teacher dictates in a lesson	**3.64**	**1.044**
6	To write the subject the teacher dictates in a lesson	**3.72**	**1.137**	***1***	To answer the open-ended questions during the exams	**3.60**	**1.034**
10	To write e-mail	**3.28**	**1.297**	***10***	To write e-mail	**3.22**	**1.270**
2	To write essays	**3.06**	**1.138**	***3***	To write reports of the data collected for an assignment	**3.19**	**1.029**
11	To fill in forms (application, questionnaire, etc.)	**3.03**	**1.184**	***2***	To write essays	**2.91**	**1.061**
3	To write reports of the data collected for an assignment	**3.01**	**1.126**	***7***	To write the report of an experiment	**2.90**	**1.570**
7	To write the report of an experiment	**2.75**	**1.500**	***11***	To fill in forms (application, questionnaire, etc.)	**2.89**	**1.187**
4	To write research papers	**2.61**	**1.264**	***4***	To write research papers	**2.53**	**1.146**
8	To write letters (formal, business, etc.)	**2.30**	**1.234**	***5***	To write critical evaluation of a text	**2.45**	**1.104**
5	To write critical evaluation of a text	**2.18**	**1.112**	***8***	To write letters (formal, business, etc.)	**2.23**	**1.149**
9	To write CV	**2.16**	**1.294**	***9***	To write CV	**2.21**	**1.184**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

As mentioned before, the need to use English to answer open-ended exam questions (Item 1), decreased significantly in 2005 when compared to those of 2004. This may be due to the same reason explained for the decrease in the reading activity of "understanding exam questions" before. To explain this change it is important to find out if the first year students in 2005 needed "to answer open-ended exam questions" either in Turkish or English. Table 4.16 shows that this was the most frequently performed activity in English or Turkish in two years. Thus, this change again might be

because of the difference in the teachers. Since some of the teachers were different in 2005, they might have allowed the students to write their answers in Turkish, or might not have conducted their exams in English.

4.2. Summary of the Results for the Language Needs of the Students in English

As mentioned before, the students were asked to rate the frequency of performing the activities related to the four skills in English on a five-point Likert scale. On that scale, the mean value of “3”, which is in the mid point, represents “sometimes”. Thus, “3” can be considered as a cut point to suggest that the mean value of 3 and above (i.e. “sometimes”, “usually” and “always”) should be taken as the needs of the students. Thus, the activities which are reported to be needed “sometimes” and more frequently should be classified as a need. The activities which have the mean value of “3” and above for each skill are presented in Table 4.17.

Table 4.17. Needs: Language Activities with Mean Value of 3 and above

	2004 (n=135)				2005 (n=129)		
	Item No	***Items***	***M***		***Item No***	***Items***	***M***
READING	***9***	To understand the questions in the exams	**3.93**	***READING***	***9***	To understand the questions in the exams	**3.68**
	10	To understand the instructions in the exams or assignments	**3.81**		***10***	To understand the instructions in the exams or assignments	**3.65**
	11	To read the texts such as textbooks or course notes	**3.81**		***11***	To read the texts such as textbooks or course notes	**3.57**
	2	To scan a text to find out the information you are searching	**3.54**		***2***	To scan a text to find out the information you are searching	**3.42**
	1	To read a text quickly to understand the main idea	**3.49**		***1***	To read a text quickly to understand the main idea	**3.34**
	8	To guess the meanings of unknown words without using a dictionary	**3.41**		***8***	To guess the meanings of unknown words without using a dictionary	**3.28**
	3	To answer comprehension questions related to a text	***3.21***				
	7	To express the ideas in a text in your own words	***3.05***				
LISTENING	***1***	To understand the lecture	**3.68**	***LISTENING***	***1***	To understand the lecture	**3.40**
	3	To understand the instructions given by the teacher	**3.54**		***3***	To understand the instructions given by the teacher	**3.33**
	2	To take notes while listening to the lecture	**3.45**		***2***	To take notes while listening to the lecture	**3.20**
	6	To understand class presentations	**3.21**		***6***	To understand class presentations	**3.10**
	5	To understand class discussions	**3.10**				
WRITING	***1***	To answer the open-ended questions during the exams	**3.69**	***WRITING***	***1***	To answer the open-ended questions during the exams	**3.29**
	6	To write the subject the teacher dictates in a lesson	**3.37**		***6***	To write the subject the teacher dictates in a lesson	**3.26**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **No**=Number of the items

The mean values of all the activities related to speaking in both 2004 and 2005 were below the mean value of "3", suggesting that there was no need to perform these activities in English. Thus, speaking activities are not presented in the above table.

The results concerning reading needs show that first year students needed reading skills more often than those of speaking skills. The mean scores for 8 items (out of 13) were above “3” suggesting that those activities were at least sometimes needed to be performed in English. In 2005, only 6 items were above “3”.

Listening is an important skill in content courses conducted in English. When the results in Table 4.17 are examined, 5 activities in 2004 and 4 activities in 2005 have a mean value of 3 and above out of 8 listening items.

For writing, only 2 writing activities in each group have a mean value of over “3”.

Thus, among the 39 activities, 15 of them in 2004 and 12 of them in 2005 have a mean value over “3”. If the mean value of “3” is taken as the reference point in determining the needs of the students, then those activities which have a mean value of “3” and above should be objectives within the curriculum.

As stated before, Turkish was also an important part of the content courses even though they were stated to be conducted in 100% English officially. This might be a reason for the relatively low need of the other language activities in English. During the observation sessions, it was observed that most of the students use Turkish to ask questions. The content course teachers may let students use Turkish to reduce their anxiety. In Sağlam’s (2003:89) study, some of the content teachers stated that “the students know that they can ask for Turkish explanation if they fail to understand” and Sağlam states that the students participated in his study did not have many difficulties in performing academic aural skills because the participant teachers allowed students to use Turkish. In addition, during the interviews with the content teachers, some stated that they wanted to conduct their courses fully in English; however, because of the students’ low proficiency level, they could not achieve that and had to shift to Turkish sometimes. The usage of Turkish in 100% English content courses should be investigated further.

4.3. The Extent to Which the Students' Language Needs Are Met

In this part, the results of the extent to which students' needs were met by the old and renewed curriculum are presented. The items were again rated using a five point Likert-Scale with the following values: Not at all (1), Very little (2), Partly (3), Well (4) and Very well (5).

4.3.1. The Extent to Which the Students' Speaking Needs Are Met

Table 4.18 presents the extent to which the students' speaking needs are met. The results for 2004 reflects the students' perceptions on the old curriculum and the results for 2005 reflects the students' perceptions on the renewed curriculum.

Table 4.18. The Extent to Which the Students' Speaking Needs are Met

SPEAKING	*2004 (n=135)*			2005 (n=129)		
	Not at all + Very little	**Partly**	**Well + Very well**	**Not at all + Very little**	**Partly**	**Well + Very well**
Items	*%*	*%*	*%*	%	%	%
1-To ask question to the teacher	*38.6*	*37.8*	*23.7*	34.1	39.5	26.4
2-To answer teachers' questions	*24.5*	*37.8*	*37.7*	24.8	38.8	36.4
3-To make a presentation	*68.1*	*18.5*	*13.3*	48.8	31.0	20.2
4-To participate in class discussions	*37.7*	*38.5*	*23.7*	33.3	34.1	32.6
5-To communicate with foreign teachers	*47.4*	*29.6*	*23.0*	52.0	26.4	21.7
6-To conduct interviews for research purposes	*75.5*	*19.3*	*5.1*	66.7	20.9	12.5
7-To talk on the phone	*74.1*	*17.8*	*8.1*	76.7	15.5	7.8

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **%=**percent of subjects

The results for 2004 show that 38.6% of the students perceived that their speaking needs to ask question to the teacher were not met at all or met very little by the old curriculum and 37.8% of them stated that their needs for the same activity were partly met. On the other hand, almost a quarter of them (23.7%) perceived that their speaking needs to perform this activity were met well/very well by the old curriculum.

Students' response to how much their needs to answer teachers' questions were met by the old curriculum show that for 24.5% of the students this need was not met at all or very little met, for 37.8% this need was partly met, and for 37.7% of the students this need was met well or very well.

For item 3, majority of the students (68.1%) stated that their needs to make a presentation were not met at all or met very little by the old curriculum. 18.5% of them, on the other hand, reported that their needs to make a presentation were partly met. Only 13.3% of them stated that their needs concerning this activity were met well/very well.

The students speaking needs to participate in the class discussions were not met or met very little by the old curriculum according to 37.7% of the students. 38.5% of them stated that their needs to participate in class discussions were partly met. Almost a quarter of them (23.7%), on the other hand, stated that their needs concerning the same activity were met well/very well by the old curriculum.

For the next item, "to communicate with foreign teachers", almost half of the students (47.4%) stated that this need was not met at all or met very little. 29.6% of them stated that this need was met partly, and 23.0% of them stated that this need was met well/very well and by the old curriculum.

Students' response to how much their needs to conduct interviews for research purposes were met by the old curriculum show that almost for three quarters of the students (75.5%) this need was not met at all or met very little, for 19.3% this need was met partly, and for only 5.1% of the students this need was met well/very well.

Similarly, most of them (74.1%) stated that their needs to talk on the phone in English were not met at all or met very little by the old curriculum. 17.8% of them, on the other hand, stated that their needs to talk on the phone were partly met, and only 8.1% of them stated that their needs to perform this activity were met well/very well by the old curriculum.

The results for 2005 reflecting the students' perceptions on the renewed curriculum show that while 34.1% of the students stated that their needs to ask question to the teacher were not met at all or met very little, 39.5% of them stated that their needs to ask question to the teacher were partly met by the renewed curriculum. On the other

hand, 26.4% of them stated that their needs to perform this activity were met well/very well.

The students' needs concerning the second item, "to answer teachers' questions", were not met or met very little according to 24.8% of the students. 38.8% stated their needs to answer teachers' questions were partly met, and 36.4% of them stated their needs to perform this activity were met well/very well by the renewed curriculum.

For item 3, almost half of the students (48.8%) perceived that their needs to make a presentation were not met at all or met very little, and 31.0% of them perceived that their needs for this activity were partly met. 20.2% of them perceived that their needs to perform this activity were met well/very well by the renewed curriculum.

Students' response to how much their needs to participate in class discussions were met by the renewed curriculum show that 33.3% of the students chose not at all/very little, 34.1% chose partly, and 32.6% of the students chose well/very well options to express their perceptions.

For the next item, while almost half of the students (52.0%) perceived that the need to communicate with foreign teachers were not met at all or met very little by the renewed curriculum, 26.4% of them stated that their need to communicate with foreign teachers was partly met. On the other hand, 21.7% stated that their need to perform this activity were met well/very well by the renewed curriculum.

For item 6, majority of the students (66.7%) chose not at all/very little, 20.9% of them chose partly, and only 12.5% of them chose well/very well to express the extent to which their needs to conduct interviews for research purposes were met by the renewed curriculum.

For the last item (Item 7), again majority of the students (76.7%) stated that the need to talk on the phone were not met at all or met very little. 15.5% of them stated the need to talk on the phone was partly met, and only 7.8% of them stated their need to perform this activity was met well/very well by the renewed curriculum.

When the extent to which the students' speaking needs were met by the old and renewed curriculum are compared, there seems to be an increase in the extent of meeting the students' needs in 4 of the 7 speaking activities in 2005 when compared to that of 2004. These are, to ask question to the teacher (Item 1), to make a presentation

(Item 3), to participate in class discussions (Item 4), and to conduct interviews for research purposes (Item 6). On the other hand, the renewed curriculum was not as good as the old curriculum in meeting the needs concerning 3 of the 7 activities. These are, to answer the teachers' questions (Item 2), to communicate with foreign teachers (Item 5) and to talk on the phone (Item 7).

To determine whether there were significant differences in the extent of meeting the students' needs to use English between the old and renewed curriculum, the mean values for each item were compared using one-tailed t-tests. The results are presented in Table 4.19.

Table 4.19. Comparison of the Two Groups in Terms of the Extent to Which the Students' Speaking Needs are Met

Items (c)	**Years**	**n**	**M**	**SD**	***Mean Diff.***	***t***	***p***
1-To ask question to the teacher	*2004*	*135*	***2.83***	*0.966*	-0.05	0.471	0.319
	2005	129	**2.88**	0.898			
2-To answer teachers' questions	*2004*	*135*	***3.11***	*0.975*	0.02	0.154	0.439
	2005	129	**3.09**	0.931			
3-To make a presentation	*2004*	*135*	***2.12***	*1.127*	-0.49	3.660	0.000*
	2005	129	**2.61**	1.063			
4-To participate in class discussions	*2004*	*135*	***2.80***	*0.991*	-0.19	1.554	0.061
	2005	129	**2.99**	1.019			
5-To communicate with foreign teachers	*2004*	*135*	***2.61***	*1.147*	0.14	0.950	0.171
	2005	129	**2.47**	1.153			
6-To conduct interviews for research purposes	*2004*	*135*	***1.90***	*0.916*	-0.22	1.801	0.036*
	2005	129	**2.12**	1.065			
7-To talk on the phone	*2004*	*135*	***1.85***	*1.055*	0.04	0.358	0.360
	2005	129	**1.81**	1.016			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005; **n**=number of participant groups; **M**=mean; **SD**=Standard Deviation; **MD**=Mean Difference; **t**=*t*-test value*p <.05

As can be seen in Table 4.19, there were significant differences in 2 of the 7 items. The renewed curriculum was better in meeting the students' speaking needs "to make a presentation" (Item 3) and "to conduct interviews for research purposes" (Item

6). The difference in these two items may be due to the fact that in the renewed curriculum, students were asked to do a project which required them to make a presentation about their departments. In the presentations, students were required to give detailed information about the department including its aim, assessment system, courses, facilities and so on. To perform this project successfully, students were informed about the process of presentation. They learned, for instance, how to open and close a presentation. This task also included interviewing faculty members to collect information if they would like. As a result, the process of this project included both making presentations and conducting interviews. Thus, implementation of this project in the renewed curriculum may be the reason for the positive change in the students' perceptions on the degree of meeting their needs related to "making presentations" and "conducting interviews".

The speaking activities are ordered based on the mean values of how much students' needs are met by each curriculum and presented in Table 4.20.

Table 4.20. The Extent to Which the Students' Speaking Needs are Met Ranked by Means

SPEAKING (c)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
2	To answer teachers' questions	**3.11**	**0.975**	***2***	To answer teachers' questions	**3.09**	**0.931**
1	To ask question to the teacher	**2.83**	**0.966**	***4***	To participate in class discussions	**2.99**	**1.019**
4	To participate in class discussions	**2.80**	**0.991**	***1***	To ask question to the teacher	**2.88**	**0.898**
5	To communicate with foreign teachers	**2.61**	**1.147**	***3***	To make a presentation	**2.61**	**1.063**
3	To make a presentation	**2.12**	**1.127**	***5***	To communicate with foreign teachers	**2.47**	**1.153**
6	To conduct interviews for research purposes	**1.90**	**0.916**	***6***	To conduct interviews for research purposes	**2.12**	**1.065**
7	To talk on the phone	**1.85**	**1.055**	***7***	To talk on the phone	**1.81**	**1.016**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

As seen in Table 4.20, for the old curriculum, the order of how much students' needs are met is as follows: the students need to answer the teachers' questions (Item 2: M=3.11) and to ask question to the teacher (Item 1: M=2.83), to participate in class discussions (Item 4: M=2.80), to communicate with foreign teachers (Item 5: M=2.61), to make presentations (Item 3: M=2.12), to conduct interviews for research purposes (Item 6: M=1.90) and to talk on the phone (Item 7: M=1.85).

The order of how much students' needs are met by the renewed curriculum is as follows: to answer the teachers' questions (Item 2: M=3.09) to participate in class discussions (Item 4: M=2.99) To ask questions to the teacher (Item 1: M=2.88), to make a presentation (Item 3: M=2.61) and to communicate with foreign teachers (Item 5: M=2.47) to conduct interviews for research purposes (Item 6: M=2.12) and to talk on the phone (Item 7: M=1.81).

4.3.2. The Extent to Which the Students' Reading Needs Are Met

The students' responses to the question "to what extent did the Prep Program meet your reading needs?" are presented in Table 4.21.

Table 4.21. The Extent to Which the Students' Reading Needs are Met

READING	*2004 (n=135)*			2005 (n=129)		
	Not at all + Very little	**Partly**	**Well + Very well**	**Not at all + Very little**	**Partly**	**Well + Very well**
Items	*%*	*%*	*%*	%	%	%
1-To read a text quickly to understand the main idea	*16.3*	*31.1*	*52.6*	14.8	29.5	55.8
2-To scan a text to find out the information you are searching	*12.6*	*30.4*	*57.0*	13.9	34.9	51.1
3-To answer comprehension questions related to a text	*23.7*	*31.1*	*45.2*	23.3	38.0	38.7
4-To summarize a text	*39.3*	*34.8*	*25.9*	29.5	37.2	33.4
5-To read different texts to shape your own opinions about a subject	*56.3*	*28.9*	*14.9*	45.8	29.5	24.9
6-To read a text with a critical eye	*61.5*	*27.4*	*11.1*	46.6	32.6	20.9
7-To express the ideas in a text in your own words	*32.6*	*31.1*	*36.2*	28.7	34.1	37.2
8-To guess the meanings of unknown words without using a dictionary	*22.9*	*28.9*	*48.2*	17.0	32.6	50.4
9-To understand the questions in the exams	*20.0*	*24.4*	*55.6*	21.7	25.6	52.7
10-To understand the instructions in the exams or assignments	*19.2*	*29.6*	*51.1*	20.9	20.2	58.9
11-To read the texts such as textbooks or course notes	*25.2*	*24.4*	*50.4*	23.2	37.2	39.5
12-To read journals on your subject area	*66.7*	*20.7*	*12.6*	60.5	24.0	15.5
13-To read articles on your subject area	*76.3*	*14.8*	*8.8*	71.3	15.5	13.2

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **%=**percent of subjects

When the distribution of the responses for each item are examined, for the first item, 16.3% of the first year students in 2004 perceived that the old curriculum did not meet or met very little their needs to read a text quickly to understand the main idea.

31.1% of them stated that their needs concerning this activity were partly met. Almost half of them (52.6%), on the other hand, stated that their needs concerning this item were met well/very well by the old curriculum.

For item 2, only 12.6% of the students chose not at all/very little, 30.4% of them chose partly, and more than half of the students (57.0%) chose the options of well/very well to express their perceptions on the extent to which their needs to scan a text were met by the old curriculum.

Next, “to answer comprehension questions related to a text”, 23.7% of the students stated that the old curriculum did not meet their needs for this activity at all or met very little. On the other hand, 31.1% of them chose partly and 45.2% of them chose well/very well options concerning the same activity.

For item 4, 39.3% stated that their reading needs to summarize a text were not met at all or met very little by the old curriculum. 34.8% of them stated that their needs to perform the same activity were partly met. Almost a quarter of them (25.9%) stated that their needs to perform this activity were met well/very well by the old curriculum.

The students’ needs to read different texts to shape their own opinions were not met at all or met very little according to 56.3% of the students. 28.9% of them chose partly, and only 14.9% of them chose well/very well options concerning the same activity.

For the next item (Item 6) more students preferred negative options than positive ones. 11.1% of them preferred well/very well, 27.4% of them preferred partly option, and 61.5% of them, on the other hand, chose not at all/very little concerning the activity to read a text with a critical eye.

For item 7, “to express the ideas in a text with your own words”, the percentage of positive and negative responses was close. That is, 32.6% of the students said not at all/very little, 31.1% of them said partly, and similarly 36.2% of them said well/very well.

For the following item (Item 8) 22.9% of the students perceived that the old curriculum did not meet their needs to guess the meanings of unknown words at all or met very little. 28.9% of them stated that their needs to guess the meanings of unknown words were partly met. Almost half of the students (48.2%) stated that the old curriculum met their needs to perform the same activity well/very well.

Students' response to what extent their needs to understand the questions in the exams were met by the old curriculum show that 20.0% of the students chose not at all/very little, 24.4% chose partly, and 55.6% of the students chose well/very well options to express their perceptions.

For item 10, 19.2% of the students stated that their needs to understand the instructions in the exams or assignments were not met at all or met very little. 29.6% of them reported that their needs to understand the instructions in the exams or assignments were partly met. Almost half of them (51.1%), on the other hand, stated that their needs concerning this activity were met well/very well by the old curriculum.

The students reading needs to read texts such as textbooks or course notes were not met or met very little by the old curriculum according to 25.2% of the students. 24.4% of them stated that their needs to read texts such as textbooks or course notes were partly met. Half of the students (50.4%), on the other hand, stated that their needs concerning the same activity were met well/very well by the old curriculum.

For the next item, "to read journals on your subject area", more than half of the students (66.7%) chose not at all/very little options. 20.7% of them chose partly, and only 12.6% of them chose well/very well options concerning this activity.

For the last item, students' response to what extent their needs to read articles on their subject area were met by the old curriculum show that the majority of the students (76.3%) chose not at all/very little, 14.8% chose partly, and only 8.8% of the students chose well/very well options to express their perceptions on this item.

The same table (Table 4.21) presents the perceptions of the first year students in 2005. These students expressed their perceptions on the renewed curriculum. According to the data, only 14.8% of the students stated that their needs to read a text quickly to understand the main idea were not met at all or met very little by the renewed curriculum. 29.5% of them perceived that they were partly prepared to perform this activity. 55.8% of the students, on the other hand, stated that they were prepared well/very well at Prep School to perform this activity in English

Students' response to what extent their needs to scan a text were met by the renewed curriculum show that 13.9% of the students chose not at all/very little, 34.9% chose partly, and 51.1% of the students chose well/very well options to express their perceptions.

For the next item (Item 3), 23.3% of them perceived that their needs to answer comprehension questions related to a text were not met at all or met very little and 38.0% of them stated that their needs to perform the same activity were partly met. 38.7% of them perceived that their needs to perform this activity were met well/very well by the renewed curriculum.

Next, more than a quarter of the students (29.5%) agreed that their needs to summarize a text were not met or met very little by the renewed curriculum, 37.2% of them chose partly option for the same activity, and 33.4% of them disagreed with these groups and stated that their needs to perform this activity were met well/very well.

For item 5, 45.8% of the students stated that their reading needs to read different texts to shape their own opinions were not met or met very little by the renewed curriculum. On the other hand, 29.5% of them stated that their needs for this activity were partly met, and 24.9% of them stated that their needs for the same activity were met well/very well.

According to 46.6% of the students, their needs to read a text with a critical eye were not met at all or met very little by the renewed curriculum. 32.6% of them perceived that their needs for this item were partly met, and 20.9% of them perceived that their needs to perform this activity were met well/very well by the renewed curriculum.

For item 7, 28.7% of them perceived that their needs to express the ideas in a text in their own words were not met at all or met very little. On the other hand, 34.1% of them perceived that their needs concerning this activity were partly met, and 37.2% of them perceived that their needs to perform this activity were met well/very well by the renewed curriculum.

Students' response to what extent their needs to guess the meanings of unknown words were met by the renewed curriculum show that 17.0% of the students chose not at all/very little, 32.6% of them chose partly, and 50.4% of them chose well/very well options to express their perceptions.

For item 9, while 21.7% of the students stated that their needs to understand the questions in the exams were not met at all or met very little by the renewed curriculum. Almost a quarter of them (25.6%) perceived that they were partly prepared to perform

this activity. Almost half of these students (52.7%), on the other hand, stated that they were prepared well/very well at Prep School to perform this activity in English.

For the next item, which is “to understand the instructions in the exams or assignments”, 20.9% of the students chose not at all/very little, 20.2% of them chose partly, and more than half of the students (58.9%) chose well/very well.

Students’ response to what extent their needs to read texts such as textbooks or course notes were met by the renewed curriculum show that 23.2% of the students chose not at all/very little, 37.2% chose partly, and 39.5% of them chose well/very well options to express their perceptions.

For the next item (Item 12) more students preferred negative options than positive ones. 60.5% of them chose not at all/very little, 24.0% of them preferred partly option, and only 15.5% of them chose well/very well options concerning the activity to read journals on their subject area.

For the last activity (Item 13), majority of the students (71.3%) stated that their needs to read articles on their subject area were not met at all or met very little by the renewed curriculum, and 15.5% of them stated that their needs for this activity were partly met. Only 13.2% of them, on the other hand, perceived that their needs concerning this activity were met well/very well by the renewed curriculum.

When the means of each item of the two curricula are compared, the reading needs for 9 out of 13 activities were met slightly better by the renewed curriculum. The students perceived that their needs to read a text quickly to understand the main idea (Item 1), to summarize a text (Item 4), to read different texts to shape their own opinions about a subject (Item 5), to read a text with a critical eye (Item 6), to express the ideas in a text in their own words (Item 7), to guess the meanings of unknown words (Item 8), to understand the instructions in the exams or assignments (Item 10), to read journals on their subject area (Item 12) and to read articles on their subject area (Item 13) were met better by the renewed curriculum.

On the other hand, the renewed curriculum was not as good as meeting the students’ reading needs in 4 of the 13 activities. These are, to scan a text quickly to understand the main idea (Item 2), to answer comprehension questions related to a text (Item 3), to understand the questions in the exams (Item 9) and to read the texts such as textbooks or course notes (Item 11).

To determine whether there were significant differences in the extent to which the students' reading needs are met by the old and renewed curriculum, the mean values for each item were compared using one-tailed t-tests. The results are presented in Table 4.22.

Table 4.22. Comparison of the Two Groups in Terms of the Extent to Which the Students' Reading Needs are Met

Reading Items (c)	**Years**	**n**	**M**	**SD**	***Mean Diff.***	***t***	***p***
1-To read a text quickly to understand the main idea	*2004*	*135*	***3.43***	*0.919*	-0.07	0.668	0.252
	2005	129	**3.50**	0.885			
2-To scan a text to find out the information you are searching	*2004*	*135*	***3.51***	*0.880*	0.08	0.706	0.240
	2005	129	**3.43**	0.891			
3-To answer comprehension questions related to a text	*2004*	*135*	***3.25***	*0.960*	0.07	0.634	0.263
	2005	129	**3.18**	0.922			
4-To summarize a text	*2004*	*135*	***2.84***	*0.971*	-0.18	1.495	0.068
	2005	129	**3.02**	0.968			
5-To read different texts to shape your own opinions about a subject	*2004*	*135*	***2.41***	*1.039*	-0.30	2.287	0.011*
	2005	129	**2.71**	1.078			
6-To read a text with a critical eye	*2004*	*135*	***2.20***	*1.035*	-0.43	3.249	0.000*
	2005	129	**2.63**	1.104			
7-To express the ideas in a text in your own words	*2004*	*135*	***3.05***	*1.067*	-0.06	0.431	0.333
	2005	129	**3.11**	1.070			
8-To guess the meanings of unknown words without using a dictionary	*2004*	*135*	***3.33***	*1.050*	-0.10	0.833	0.202
	2005	129	**3.43**	1.060			
9-To understand the questions in the exams	*2004*	*135*	***3.47***	*1.028*	0.11	0.863	0.194
	2005	129	**3.36**	1.044			
10-To understand the instructions in the exams or assignments	*2004*	*135*	***3.40***	*0.964*	-0.02	0.151	0.440
	2005	129	**3.42**	1.036			
11-To read the texts such as textbooks or course notes	*2004*	*135*	***3.31***	*1.075*	0.11	0.849	0.198
	2005	129	**3.20**	1.018			
12-To read journals on your subject area	*2004*	*135*	***2.13***	*1.078*	-0.14	1.049	0.147
	2005	129	**2.27**	1.059			
13-To read articles on your subject area	*2004*	*135*	***1.89***	*0.990*	-0.19	1.530	0.063
	2005	129	**2.08**	1.013			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005; **n**=number of participant groups; **M**=mean; **SD**=Standard Deviation; **MD**=Mean Difference; **t**=*t*-test value *p <.05

As seen in Table 4.22, one-tailed t-tests revealed that only two of the differences mentioned above were significant. The students perceived that their needs “to read different texts to shape their own opinions” (Item 5) and “to read a text with critical eye” (Item 6) were met better by the renewed curriculum. Actually this was an expected result for the activity of critical reading, because the goal “to help learners to develop as critical readers” was explicitly stated for reading course in the renewed curriculum (in 2003-2004 academic year) with its objectives to achieve this goal. Therefore, the students’ increased positive reactions to the activity may refer that the program was successful in putting this goal into practice.

The reason as to why there was a significant increase in reading different texts to shape their own opinions (Item 5), were discussed with the reading coordinators at Prep Program. They stated that although they did not have any activities to develop this skill specifically, the textbook they use, the Active series, offers at least two different texts with different points of views for a given topic. For instance, for the topic of chocolate, there were two different texts; one about the history of chocolate, and one about the kinds of chocolate. Different texts on a topic might have helped students perform the activity of reading different texts to shape their own opinions better.

Table 4.23 presents the rank order of the mean values for the extent to which students’ reading needs were met for the two years.

Table 4.23. The Extent to Which the Students' Reading Needs are Met Ranked by Means

READING (c)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
2	To scan a text to find out the information you are searching	**3.51**	**0.880**	***1***	To read a text quickly to understand the main idea	**3.50**	**0.885**
9	To understand the questions in the exams	**3.47**	**1.028**	***2***	To scan a text to find out the information you are searching	**3.43**	**0.891**
1	To read a text quickly to understand the main idea	**3.43**	**0.919**	***8***	To guess the meanings of unknown words without using a dictionary	**3.43**	**1.060**
10	To understand the instructions in the exams or assignments	**3.40**	**0.964**	***10***	To understand the instructions in the exams or assignments	**3.42**	**1.036**
8	To guess the meanings of unknown words without using a dictionary	**3.33**	**1.050**	***9***	To understand the questions in the exams	**3.36**	**1.044**
11	To read the texts such as textbooks or course notes	**3.31**	**1.075**	***11***	To read the texts such as textbooks or course notes	**3.20**	**1.018**
3	To answer comprehension questions related to a text	**3.25**	**0.960**	***3***	To answer comprehension questions related to a text	**3.18**	**0.922**
7	To express the ideas in a text in your own words	**3.05**	**1.067**	***7***	To express the ideas in a text in your own words	**3.11**	**1.070**
4	To summarize a text	**2.84**	**0.971**	***4***	To summarize a text	**3.02**	**0.968**
5	To read different texts to shape your own opinions about a subject	**2.41**	**1.039**	***5***	To read different texts to shape your own opinions about a subject	**2.71**	**1.078**
6	To read a text with a critical eye	**2.20**	**1.035**	***6***	To read a text with a critical eye	**2.63**	**1.104**
12	To read journals on your subject area	**2.13**	**1.078**	***12***	To read journals on your subject area	**2.27**	**1.059**
13	To read articles on your subject area	**1.89**	**0.990**	***13***	To read articles on your subject area	**2.08**	**1.013**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

As seen in Table 4.23, in 2004 "scanning a text" (Item 2: M=3.51) was the first activity that was taught best by the old curriculum and it was followed by the activities "to understand the questions in the exams" (Item 9: M=3.47), "to read a text quickly to

understand the main idea" (Item 1: M=3.43), "to understand the instructions in the exams or assignments" (Item 10: M=3.40) and "to guess the meanings of unknown words without using a dictionary" (Item 8: M=3.33).

On the other hand, in 2005 "to read a text quickly to understand the main idea" (Item 1: M=3.50) was the first activity in which the renewed curriculum was most helpful, and this activity is followed by "to scan a text" (Item 2: M=3.43), "to guess the meanings of unknown words without using a dictionary" (Item 8: M=3.43), "to understand the instructions in the exams or assignments" (Item 10: M=3.42) and "to understand the questions in the exams" (Item 9: M=).

The other activities were ranked in the same order by the students in both years in terms of the degree of meeting their needs related to those activities. The two activities that the two curricula were least helpful to perform in content courses were reading "journals" and "articles" in their subject area. This result was also supported in the open-ended part of the questionnaire. Most of the students who answered this part stated that the Prep Program was quite successful in teaching general English. However, they added that they learned nothing related to the English that they would need in their departments; and therefore, according to those students, the program did not meet their needs in terms of technical English.

4.3.3. The Extent to Which the Students' Listening Needs Are Met

Table 4.24 presents the extent to which the students' listening needs are met depending on the students' perceptions. The results for 2004 reflects the students' perceptions on the old curriculum and the results for 2005 reflects the students' perceptions on the renewed curriculum.

Table 4.24. The Extent to Which the Students' Listening Needs are Met

LISTENING	*2004 (n=135)*			2005 (n=129)		
	Not at all + Very little	**Partly**	**Well + Very well**	**Not at all + Very little**	**Partly**	**Well + Very well**
Items	*%*	*%*	*%*	%	%	%
1-To understand the lecture	*22.2*	*28.1*	*49.6*	20.9	35.7	43.5
2-To take notes while listening to the lecture	*38.6*	*25.9*	*35.5*	40.3	31.8	27.9
3-To understand the instructions given by the teacher	*22.2*	*23.0*	*54.8*	20.2	37.2	42.6
4-To communicate with your classmates	*29.6*	*29.6*	*40.8*	31.0	31.0	38.0
5-To understand class discussions	*20.0*	*31.9*	*48.1*	23.3	37.2	39.5
6-To understand class presentations	*26.7*	*33.3*	*40.0*	22.5	35.7	41.8
7-To understand a cassette on a specific topic	*49.7*	*21.5*	*28.8*	50.4	26.4	23.3
8-To understand the audio-visual media such as TV or video about the lesson	*52.6*	*21.5*	*25.9*	48.1	29.5	22.5

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **%=**percent of subjects

The results for 2004 show that while 22.2% of the students stated that that their needs to understand the lecture were not met at all or met very little, 28.1% of them stated that their needs to perform this activity in English were partly met. On the other hand, almost half of the students (49.6%) perceived that their needs to understand the lecture were well/very well met by the old curriculum.

For the second item, 38.6% of the students stated that their needs to take notes were not met at all or met very little, 25.9% of them stated their needs concerning the same activity were partly met. On the other hand, 35.5% of them stated that their needs to perform the same activity in English were met well/very well by the old curriculum.

Next, 22.2% of them chose not at all/very well options to state their perceptions on the old curriculum for the need "to understand the instructions given by the teacher", 23.0% of them chose partly option for this activity, and more than half of them (54.8%) chose well/very well options to state their perceptions on the same activity.

The students' needs concerning the fourth item, "to communicate with your classmates", were not met or met very little by the old curriculum according to 29.6% of

the students. 29.6% stated their needs to communicate with their classmates were partly met, and 40.8% of them stated their needs to perform this activity were met well/very well by the old curriculum.

Students' response to what extent their needs to understand class discussions were met by the old curriculum show that 20.0% of the students chose not at all/very little, 31.9% chose partly, and 48.1% of the students chose well/very well options to express their perceptions.

For the next item (Item 6), while 26.7% of the students perceived that their needs to understand class presentations were not met at all or met very little by the old curriculum, 33.3% of them stated that their needs to understand class presentations were partly met. On the other hand, 40.0% stated that their needs to perform this activity were met well/very well by the old curriculum.

For item 7, almost half of the students (49.7%) chose not at all/very little, 21.5% of them chose partly, and 28.8% of them chose well/very well to express the extent to which their needs to understand a cassette on a specific topic were met by the old curriculum.

Lastly, almost half of the students (52.6%) stated that their needs to understand audio-visual media were not met at all or met very little by the old curriculum, 21.5% of them stated that their needs for the same activity were partly met, and almost a quarter of them (25.9%) stated their needs to perform the same activity were met well/very well by the old curriculum.

The same table (Table 4.24) presents the first year students' perceptions on the renewed curriculum as well. As seen in table, while 20.9% of the students perceived that their listening needs to understand the lecture were not met at all or met very little by the renewed curriculum, 35.7% of them stated that their needs for the same activity were partly met. On the other hand, 43.5% of them perceived that their listening needs to perform this activity were met well/very well by the renewed curriculum.

When the distribution of percentages for the need to take notes is examined, the students' perceptions were more negative. While 40.3% of the students chose the options of not at all/very little, 31.8% of them chose partly, and 27.9% of them chose well/very well.

For the next activity, “to understand the instructions given by the teacher” (Item 3), 20.2% of the students chose not at all/very little options. 37.2% of them chose partly and 42.6% of them chose well/very well concerning this activity.

For item 4, a similar distribution of responses is observed. 31.0% of the students marked not at all/very little, 31.0% of them marked partly, and 38.0% of them marked more positive options of well/very well.

Students’ response to what extent their needs to understand class discussions were met by the renewed curriculum show that almost a quarter of the students (23.3%) chose not at all/very little, 37.2% chose partly, and 39.5% of the students chose well/very well options to express their perceptions.

The students’ listening needs to understand class presentations were not met or met very little by the old curriculum according to 22.5% of the students. 35.7% of them stated that their needs to understand class presentations were partly met, and 41.8% of them, on the other hand, stated that their needs concerning the same activity were met well/very well by the renewed curriculum.

The results for item 7 show that while almost half of the students (50.4%) perceived that their listening needs to understand a cassette on a specific topic were not met at all or met very little by the renewed curriculum. 26.4% of them stated that their needs for the same activity were partly met. On the other hand, almost a quarter of them (23.3%) perceived that their listening needs to perform this activity were met well/very well by the renewed curriculum.

Finally, for the last activity (Item 8), almost half of them (48.1%) stated that their needs to understand the audio-visual media were not met at all or met very little by the renewed curriculum. 29.5% of them stated that their needs to understand the audio-visual media were partly met. 22.5% of them, on the other hand, stated that their needs to perform this activity were met well/very well by the renewed curriculum.

When the means for the extent to which the students listening needs were met by the old and renewed curriculum are compared, there seems to be a decrease in the extent of meeting the students’ listening needs in 6 of the 8 listening activities in 2005 when compared to 2004 as shown in Table 4.25. These are, to understand the lecture (Item 1), to take notes (Item 2), to understand the instructions given by the teacher (Item 3), to communicate with your classmates (Item 4), to understand class discussions (Item 5)

and to understand a cassette on a specific topic (Item 7). On the other hand, the renewed curriculum was better in meeting the needs concerning 2 of the 8 activities. These are, to understand class presentations (Item 6) and to understand the audio-visual media (Item 8).

To determine whether there were significant differences in the extent of meeting the students' needs between the old and renewed curriculum, the mean values for each item were compared using one-tailed t-tests. The results are shown in Table 4.25.

Table 4.25. Comparison of the Two Groups in Terms of the Extent to Which the Students' Listening Needs are Met

Listening Items (c)	**Years**	**n**	**M**	**SD**	***Mean Diff.***	***t***	***p***
1-To understand the lecture	*2004*	*135*	***3.29***	*1.021*	0.02	0.145	0.442
	2005	129	**3.27**	0.950			
2-To take notes while listening to the lecture	*2004*	*135*	***2.90***	*1.205*	0.10	0.688	0.245
	2005	129	**2.80**	1.100			
3-To understand the instructions given by the teacher	*2004*	*135*	***3.35***	*0.972*	0.09	0.792	0.214
	2005	129	**3.26**	0.921			
4-To communicate with your classmates	*2004*	*135*	***3.15***	*1.136*	0.15	1.025	0.153
	2005	129	**3.00**	1.212			
5-To understand class discussions	*2004*	*135*	***3.33***	*1.044*	0.15	1.146	0.126
	2005	129	**3.19**	1.044			
6-To understand class presentations	*2004*	*135*	***3.13***	*1.091*	-0.09	0.670	0.251
	2005	129	**3.22**	0.927			
7-To understand a cassette on a specific topic	*2004*	*135*	***2.70***	*1.122*	0.12	0.858	0.195
	2005	129	**2.58**	1.051			
8-To understand the audio-visual media such as TV or video about the lesson	*2004*	*135*	***2.56***	*1.213*	-0.01	0.020	0.492
	2005	129	**2.57**	1.138			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005; **n**=number of participant groups; **M**=mean; **SD**=Standard Deviation; **MD**=Mean Difference; **t**=*t*-test value *p <.05

As seen in Table 4.25 there were no significant differences between the old and renewed curriculum in terms of the extent to which the students' listening needs are met according to the students perceptions.

Although there were no significant differences between the two curricula in terms of meeting students' needs, there were some differences in the rank order of the extent to which the students' listening needs were met as seen in Table 4.26.

Table 4.26. The Extent to Which the Students' Listening Needs are Met Ranked by Means

LISTENING (c)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
3	To understand the instructions given by the teacher	**3.35**	**0.972**	***1***	To understand the lecture	**3.27**	**0.950**
5	To understand class discussions	**3.33**	**1.044**	***3***	To understand the instructions given by the teacher	**3.26**	**0.921**
1	To understand the lecture	**3.29**	**1.021**	***6***	To understand class presentations	**3.22**	**0.927**
4	To communicate with your classmates	**3.15**	**1.136**	***5***	To understand class discussions	**3.19**	**1.044**
6	To understand class presentations	**3.13**	**1.091**	***4***	To communicate with your classmates	**3.00**	**1.212**
2	To take notes while listening to the lecture	**2.90**	**1.205**	***2***	To take notes while listening to the lecture	**2.80**	**1.100**
7	To understand a cassette on a specific topic	**2.70**	**1.122**	***7***	To understand a cassette on a specific topic	**2.58**	**1.051**
8	To understand the audio-visual media such as TV or video about the lesson	**2.56**	**1.213**	***8***	To understand the audio-visual media such as TV or video about the lesson	**2.57**	**1.138**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

In 2004, the students perceived that their needs to understand the instructions given by the teacher (Item 3: M=3.35) were met best by the old curriculum; and the activities to understand class discussions (Item 5: M=3.33), to understand the lecture (Item 1: M=3.29) and to communicate with your classmates (Item 4: M=3.15) followed

this activity. To understand class presentations (Item 6: M=3.13) was the fifth activity in the rank order.

The renewed curriculum met the needs “to understand the lecture” (Item 1: M=3.27) best. “To understand the instructions given by the teacher” (Item 3: M=3.26) and “to understand class presentations” (Item 6: M=3.22) followed this activity as being in the second and third order. The needs to understand class discussions (Item 5: M=3.19) and to communicate with your classmates (Item 4: M=3.00) followed these activities.

To take notes while listening to the lecture (Item 2: M=2.90 for 2004 and M=2.80 for 2005) to understand a cassette on a specific topic (Item 7: M=2.70 for 2004 and M=2.58 for 2005) and to understand the audio-visual media (Item 8: M=2.56 for 2004 and M=2.57 for 2005) were the needs that were met the least by the two curricula.

4.3.4. The Extent to Which the Students' Writing Needs Are Met

The students' responses "to what extent did the Prep Program meet your writing needs?" are shown in Table 4.27.

Table 4.27. The Extent to Which the Students' Writing Needs are Met

WRITING	*2004 (n=135)*			2005 (n=129)		
	Not at all + Very little	**Partly**	**Well + Very well**	**Not at all + Very little**	**Partly**	**Well + Very well**
Items	*%*	*%*	*%*	%	%	%
1-To answer the open-ended questions during the exams	*22.3*	*35.6*	*42.3*	29.5	34.1	36.5
2-To write essays	*32.6*	*35.6*	*31.8*	36.4	30.2	33.3
3-To write reports of the data collected for an assignment	*52.6*	*24.4*	*22.9*	41.9	35.7	22.5
4-To write research papers	*71.1*	*17.0*	*11.8*	67.4	20.9	11.6
5-To write critical evaluation of a text	*64.4*	*22.2*	*13.3*	53.5	33.3	13.2
6-To write the subject the teacher dictates in a lesson	*37.8*	*23.7*	*38.5*	36.4	31.0	32.6
7-To write the report of an experiment	*71.8*	*15.6*	*12.6*	74.4	15.5	10.1
8-To write letters (formal, business, etc.)	*19.3*	*29.6*	*51.2*	30.2	41.9	27.9
9-To write CV	*20.0*	*31.1*	*48.9*	56.6	23.3	20.1
10-To write e-mail	*18.5*	*32.6*	*48.9*	53.5	26.4	20.2
11-To fill in forms (application, questionnaire, etc.)	*30.4*	*36.3*	*33.3*	52.7	27.9	19.4

Note: **2004**= first year students in 2004; **2005**=first year students in 2005;
n=number of participant groups; **%=**percent of subjects

When the distribution of the responses in 2004 for each item are examined, for the first item 22.3% of the students perceived that the old curriculum did not meet their writing needs to answer the open-ended exam questions at all or met very little. 35.6% of them stated that their writing needs to answer the open-ended exam questions were partly met. On the other hand, 42.3% of them stated that their needs concerning this activity were met well/very well by the old curriculum.

For item 2, “to write essays” the percentage of positive and negative responses were close, that is 32.6% of the students chose not at all/very little, 35.6% of them chose partly, and 31.8% of them chose well/very well options related to this activity.

Next, for the writing need to write reports of the data collected for an assignment (Item 3) almost half of them (52.6%) chose not at all or very little. 24.4% of them stated that the old curriculum partly met their needs concerning the same item. On the other hand, 22.9% of the students stated that the old curriculum met their needs to perform this activity well/very well.

For item 4, the majority of the students (71.1%) stated that their writing needs to write research papers were not met at all or met very little by the old curriculum. 17.0% of them, on the other hand, stated that their needs concerning the same activity were partly met. Only 11.8% of them stated that their needs to perform this activity were met well/very well by the old curriculum.

The students’ needs to write critical evaluation of a text were not met at all or met very little according to 64.4% of the students. 22.2% of them chose partly and only 13.3% of them chose well/very well options concerning the same activity.

For the next item (Item 6) percentages of two negative (not at all/very little) and positive options (well/very well) were quite close. That is, 37.8% of the participants chose not at all/very little, 23.7% of them chose partly, and 38.5% of them chose well/very well options for this activity.

For the following item (Item 7) more students preferred negative options than positive ones. Majority of the subjects (71.8%) preferred not at all/very little, 15.6% of them, on the other hand, chose partly, and 12.6% of them chose well/very well concerning the same activity.

For item 8, 19.3% of the students perceived that the old curriculum did not meet their needs to write letters at all or met very little. 29.6% of them perceived that their needs to write letters were partly met by the old curriculum. Almost half of the students (51.2%) stated that the old curriculum met their needs to perform the same activity well or very well.

Students’ response to what extent their needs to write CV were met by the old curriculum show that 20.0% of the students chose not at all/very little, 31.1% chose

partly, and 48.9% of the students chose well/very well options to express their perceptions.

For item 10, 18.5% of the students stated that their needs to write e-mail were not met at all or met very little by the old curriculum. 32.6% of them reported that their needs to write e-mail were partly met. Almost half of them (48.9%), on the other hand, stated that their needs concerning this activity were met well/very well by the old curriculum.

Finally, for the last item in the list, again the percentage of positive and negative responses were close, that is 33.3% of the students chose well/very well, 36.3% of them chose partly, and 30.4% of them chose not at all/very little options for the need to fill in forms.

The students' perceptions on the renewed curriculum are also presented in Table 4.27. As seen in this table, 29.5% of them perceived that their needs to answer the open-ended exam questions were not met at all or met very little. 34.1% of them perceived that their needs to perform the same activity were partly met, and 36.5% perceived that their needs to perform this activity were well/very well met by the renewed curriculum.

Next, 36.4% of the students agreed that their needs to write essays were not met or met very little by the renewed curriculum. 30.2% of them, on the other hand, stated that their needs to write essays were partly met by the renewed curriculum, and close number of students (33.3%) disagreed with this group and chose well/very well options.

For the next item (Item 3), 41.9% of them perceived that their needs to write reports of the data collected for an assignment were not met at all or met very little. 35.7% of them stated that their needs to perform the same activity were partly met, and 22.5% of them perceived that their needs to perform this activity were met well/very well by the renewed curriculum

For the next item (Item 4), majority of the subjects (67.4%) perceived that their needs to write research papers were not met at all or met very little. 20.9% of them stated that their needs concerning the same activity were partly met, and only 11.6% of them perceived that their needs to perform this activity were met well/very well by the renewed curriculum.

For the following activity (Item 5) almost half of the students (53.5%) chose not at all/very little to state their perceptions. On the other hand, 33.3% of them chose partly

option concerning activity 5. The percentages of the students who preferred well/very well were quite low (13.2%).

The students' needs to write a subject that the teacher dictates were not met at all or met very little according to 36.4% of the students. 31.0% of them chose partly, and 32.6% of them chose well/very well options concerning the same activity.

For the next item, which is "to write an experiment report", majority of the students (74.4%) chose not at all/very little. Only 15.5% of them chose partly and 10.1% of them chose well/very well for the same activity.

For item 8, 30.2% of the students marked not at all/very little, 41.9% of the marked partly, and 27.9% of them marked positive options of well/very well.

Students' response to what extent their needs to write CV were met by the renewed curriculum show that 56.6% of the students chose not at all/very little, 23.3% chose partly, and 20.1% of the students chose well/very well options to express their perceptions.

For item 10, while 53.5% of the students stated that their needs to write e-mail were not met at all or met very little by the renewed curriculum, almost a quarter of them (26.4%) perceived that they were partly prepared to perform this activity. 20.2% of them, on the other hand, stated that they were prepared well/very well at Prep School to perform this activity in English

For the last activity (Item 11), almost half of the students (52.7%) stated that their needs to fill in forms were not met at all or met very little by the renewed curriculum, 27.9% of the stated their needs to perform this activity were partly met, and 19.4% of them stated their needs were met well/very well concerning this activity.

When the answers of the two groups were compared, the writing needs for 4 of the 11 activities were met slightly better by the renewed curriculum as shown in Table 4.28. The students perceived that their needs to write reports of the data collected for an assignment (Item 3), to write research papers (Item 4), to write critical evaluation of a text (Item 5) and to write the report of an experiment (Item 7) were met better by the renewed curriculum.

On the other hand, the renewed curriculum was not as good as meeting the students' writing needs in 7 of the 11 activities. These are, to answer the open-ended questions during the exams (Item 1), to write essays (Item 2), to write the subject the

teacher dictates in a lesson (Item 6), to write letters (Item 8), to write CV (Item 9), to write e-mail (Item 10) and to fill in forms (Item 11).

To determine whether there were significant differences in the extent to which the students' writing needs are met by the old and renewed curriculum, the mean values for each item were compared using one-tailed t-tests. The results are presented in Table 4.28.

Table 4.28. Comparison of the Two Groups in Terms of the Extent to Which the Students' Writing Needs are Met

Writing Items (c)	**Years**	**n**	**M**	**SD**	***Mean Diff.***	***t***	***p***
1-To answer the open-ended questions during the exams	*2004*	*135*	***3.20***	*1.006*	0.12	0.968	0.167
	2005	129	**3.08**	1.050			
2-To write essays	*2004*	*135*	***2.97***	*1.099*	0.06	0.409	0.341
	2005	129	**2.91**	1.111			
3-To write reports of the data collected for an assignment	*2004*	*135*	***2.56***	*1.163*	-0.14	1.005	0.158
	2005	129	**2.70**	1.012			
4-To write research papers	*2004*	*135*	***2.04***	*1.116*	-0.10	0.791	0.214
	2005	129	**2.14**	0.982			
5-To write critical evaluation of a text	*2004*	*135*	***2.16***	*1.139*	-0.26	1.948	0.026*
	2005	129	**2.42**	1.051			
6-To write the subject the teacher dictates in a lesson	*2004*	*135*	***2.92***	*1.216*	0.01	0.026	0.486
	2005	129	**2.91**	1.139			
7-To write the report of an experiment	*2004*	*135*	***1.84***	*1.119*	-0.03	0.173	0.431
	2005	129	**1.87**	1.107			
8-To write letters (formal, business, etc.)	*2004*	*135*	***3.39***	*1.037*	0.45	3.397	0.000*
	2005	129	**2.94**	1.102			
9-To write CV	*2004*	*135*	***3.40***	*1.128*	1.07	7.527	0.000*
	2005	129	**2.33**	1.175			
10-To write e-mail	*2004*	*135*	***3.40***	*1.080*	1.06	7.404	0.000*
	2005	129	**2.34**	1.234			
11-To fill in forms (application, questionnaire, etc.)	*2004*	*135*	***3.03***	*1.184*	0.54	3.729	0.000*
	2005	129	**2.49**	1.173			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005; **n**=number of participant groups; **M**=mean; **SD**=Standard Deviation; **MD**=Mean Difference; **t**=*t*-test value *p <.05

As seen in Table 4.28, one-tailed t-tests revealed that there were significant differences in meeting the students' needs in 5 of the 11 writing activities in the two curricula. The students perceived that the renewed curriculum was significantly better in meeting the students' writing needs "to write critical evaluation of a text" (Item 5). Actually this was an expected result for this activity, because, as in the reading course, the goal "to help learners to demonstrate critical thinking skills" was explicitly stated for writing course in the renewed curriculum with its objectives to achieve this goal. Therefore, the students' increased positive reactions to this activity may refer that the program was successful in putting this goal into practice.

However, for the last four items, namely for the activities to write "letters" (Item 8), "CV" (Item 9), "e-mail" (Item 10) and "to fill in forms" (Item 11) the students perceived that the old curriculum was significantly better in meeting those needs. The discussions with the coordinator of writing course at Prep Program revealed that these non-academic skills did not take part in the writing syllabi. Furthermore, the results of the students' needs show that they do not need these skills (see Table 4.14). This might be the reason for these significant differences.

Table 4.29 shows rank order of the mean values for the activities related to writing skills.

Table 4.29. The Extent to Which the Students' Writing Needs are Met Ranked by Means

WRITING (c)							
2004 (n=135)				**2005 (n=129)**			
Item No	***Items***	***M***	***SD***	***Item No***	***Items***	***M***	***SD***
9	To write CV	**3.40**	**1.128**	***1***	To answer the open-ended questions during the exams	**3.08**	**1.050**
10	To write e-mail	**3.40**	**1.080**	***8***	To write letters (formal, business, etc.)	**2.94**	**1.102**
8	To write letters (formal, business, etc.)	**3.39**	**1.037**	***2***	To write essays	**2.91**	**1.111**
1	To answer the open-ended questions during the exams	**3.20**	**1.006**	***6***	To write the subject the teacher dictates in a lesson	**2.91**	**1.139**
11	To fill in forms (application, questionnaire, etc.)	**3.03**	**1.184**	***3***	To write reports of the data collected for an assignment	**2.70**	**1.012**
2	To write essays	**2.97**	**1.099**	***11***	To fill in forms (application, questionnaire, etc.)	**2.49**	**1.173**
6	To write the subject the teacher dictates in a lesson	**2.92**	**1.216**	***5***	To write critical evaluation of a text	**2.42**	**1.051**
3	To write reports of the data collected for an assignment	**2.56**	**1.163**	***10***	To write e-mail	**2.34**	**1.234**
5	To write critical evaluation of a text	**2.16**	**1.139**	***9***	To write CV	**2.33**	**1.175**
4	To write research papers	**2.04**	**1.116**	***4***	To write research papers	**2.14**	**0.982**
7	To write the report of an experiment	**1.84**	**1.119**	***7***	To write the report of an experiment	**1.87**	**1.107**

Note: **2004**= First Year Students in 2004; **2005**=First Year Students in 2005; **n**=Number of Participant Groups; **M**=Mean; **SD**=Standard Deviation; **No**=Number of the items

As seen in Table 4.29, students perceived that "to write CV" (Item 9: M=3.40) was the activity that was taught best by the old curriculum. Next, their needs to write "e-mail" (Item 10: M=3.40) and "letters" (Item 8: M=3.39) were met in the second and third rank order respectively by the old curriculum. "To answer open-ended exam questions" (Item 1: M=3.20) were in the fourth order among the writing activities. To fill in forms (Item 11: M=3.03) and to write essays (Item 2: M=2.97) followed these

activities. The seventh activity was to write the subject that the teacher dictates (Item 6: M=2.92) and the eighth activity was to write reports of the data collected for an assignment (Item 3: M=2.56). To write critical evaluation of a text (Item 5: M=2.16) was the ninth activity in the rank order.

The renewed curriculum met the need “to answer open-ended exam questions” (Item 1: M=3.08) in the first order and to write “letters” (Item 8: M=2.94) and “essays” (Item 2: M=2.91) followed this activity. To write the subject that the teacher dictates (Item 6: M=2.91), to write reports of the data collected for an assignment (Item 3: M=2.70) and to fill in forms (Item 11: M=2.49) were in the fourth, fifth and sixth activities in the rank order. The seventh activity was to write critical evaluation of a text (Item 5: M=2.42) and the eighth activity was to write e-mail (Item 10: M=2.34). To write CV (Item 9: M=2.33) was the ninth activity in Table 4.29.

Both groups agreed that the writing needs “to write research papers” (Item 4: M=2.04 for 2004 and M=2.14 for 2005), and “to write the report of an experiment” (Item 7: M=1.84 for 2004 and M=1.87 for 2005) were met the least by the old and renewed curriculum.

4.4. Summary of the Results for the Extent to Which the Students' Language Needs Are Met

When the extent to which students' language needs are met by both the old and renewed curriculum are compared, renewed curriculum seems to meet students' needs better as the means of the renewed curriculum tend to be higher. Significant differences between the two curricula also suggest that renewed curriculum meets students' needs better in some activities in some skills. The significant differences between the two curricula are presented in Table 4.30.

Table 4.30. Comparison of the Two Groups in Terms of the Extent to Which the Students' Language Needs are Met

	Items	Years	n	M	SD	*Mean Diff.*	*t*	*p*
SPEAKING	3-To make a presentation	*2004*	*135*	***2.12***	*1.127*	-0.49	3.660	0.000*
		2005	129	**2.61**	1.063			
	6-To conduct interviews for research purposes	*2004*	*135*	***1.90***	*0.916*	-0.22	1.801	0.036*
		2005	129	**2.12**	1.065			
READING	5-To read different texts to shape your own opinions about a subject	*2004*	*135*	***2.41***	*1.039*	-0.30	2.287	0.011*
		2005	129	**2.71**	1.078			
	6-To read a text with a critical eye	*2004*	*135*	***2.20***	*1.035*	-0.43	3.249	0.000*
		2005	129	**2.63**	1.104			
WRITING	5-To write critical evaluation of a text	*2004*	*135*	***2.16***	*1.139*	-0.26	1.948	0.026*
		2005	129	**2.42**	1.051			
	8-To write letters (formal, business, etc.)	*2004*	*135*	***3.39***	*1.037*	0.45	3.397	0.000*
		2005	129	**2.94**	1.102			
	9-To write CV	*2004*	*135*	***3.40***	*1.128*	1.07	7.527	0.000*
		2005	129	**2.33**	1.175			
	10-To write e-mail	*2004*	*135*	***3.40***	*1.080*	1.06	7.404	0.000*
		2005	129	**2.34**	1.234			
	11-To fill in forms (application, questionnaire, etc.)	*2004*	*135*	***3.03***	*1.184*	0.54	3.729	0.000*
		2005	129	**2.49**	1.173			

Note: **2004**= first year students in 2004; **2005**=first year students in 2005; **n**=number of participant groups; **M**=mean; **SD**=Standard Deviation; **MD**=Mean Difference; **t**=*t*-test value *p <.05

As seen in Table 4.30, the renewed curriculum met the students' language needs in 2 of the 7 speaking activities (Item 3 and 6), in 2 of the 13 reading activities (Item 5

and 6), and in 1 of the 11 writing activities (Item 5) better. Although the renewed curriculum does not seem to meet the students writing needs to perform 4 of the 13 activities (Item 8, 9, 10, and 11), this was an expected result as these activities were not included in the objectives of the renewed curriculum. As seen in the table, there were no significant differences between the two curricula in terms of meeting any of the listening needs. This may be because in the renewed curriculum the listening course was integrated with the speaking course. Thus, the students may not have perceived the listening activities as separate activities and this may have affected the results.

When all of the items are examined, besides the significant differences, the renewed curriculum tended to meet the students' language needs slightly better. This may suggest that although it was the first year of the renewal process, there seems to be a development.

In summary, there seems to be increase in meeting students' language needs although their need to use English seems to have decreased.

CHAPTER 5
CONCLUSION

5.1. Summary of the Study

The present study was conducted at five English-medium departments at Anadolu University to investigate the effects of curriculum renewal project, by comparing the two curricula (one implemented through 2002-2003 year: ***the old curriculum***, and the other implemented through 2003-2004 year during the curriculum renewal project: ***the renewed curriculum***) based on the students' perceptions. For the evaluation, the main criterion was the perceived language needs of the students to follow the English-medium content courses in their departments. Thus, first, the language needs of the students attending English-medium content courses were determined, then the two curricula were compared to determine which curricula met these students' language needs better.

The study is conducted to seek answers to the following questions:

1. What were the language needs of the students in their English-medium content courses in each year (2004 and 2005)?

2. According to the students, to what extent their language needs were met by the two preparatory school curricula (the old curriculum and the renewed curriculum)?

3. Are there any differences between the old and renewed curriculum in meeting the students' language needs?

The participants of the study were 135 first year students at five English-medium departments in 2004, and 129 first year students at the same departments in 2005.

Although the main aim was to investigate if there were any differences between the old and renewed curriculum in terms of the degree of meeting the students' language needs, to answer this question a needs analysis was conducted with the participation of first year students in 2004 and 2005. There are some important findings related to the language activities assigned priorities by the students to survive in English-medium content courses. The results show that the language needs of the students in the two groups are different. Priority in language needs is determined as follows.

On a five point scale, the mean value of “3” representing “sometimes” is at the mid point. Thus, if the mean value “3” is considered as a cut point and if the activities reported to be needed sometimes, usually or always, then those activities are considered to be assigned priority by the students, and these needs should be included in the Prep Program Curriculum.

When the mean value of “3” is taken as a cut point, in both years, the students assigned priority to none of the speaking needs. In terms of reading skills, there were 8 out of 13 reading activities assigned priority by the first year students in 2004. These activities were:

- To understand the questions in the exams
- To understand the instructions in the exams or assignments
- To read the texts such as textbooks or course notes
- To scan a text to find out the information you are searching
- To read a text quickly to understand the main idea
- To guess the meanings of unknown words without using a dictionary
- To answer comprehension questions related to a text
- To express the ideas in a text in your own words.

In 2005, 6 out of 13 reading activities were assigned priority by the first year students. These activities were as follows:

- To understand the questions in the exams
- To understand the instructions in the exams or assignments
- To read the texts such as textbooks or course notes
- To scan a text to find out the information you are searching
- To read a text quickly to understand the main idea
- To guess the meanings of unknown words without using a dictionary.

In 2004, concerning the listening needs of the students in English-medium content courses, the students assigned priority to the following activities:

- To understand the lecture
- To understand the instruction given by the teacher
- To take notes while listening to the lecture
- To understand class presentations
- To understand class discussions.

In 2005, concerning listening activities, the students assigned priority to fewer activities. There were 4 activities considered as relatively important. These activities were:

- To understand the lecture
- To understand the instructions given by the teacher
- To take notes while listening to the lecture
- To understand class presentations.

In 2004 and 2005, the students stated how often they performed writing activities in English in content courses. There were only two writing activities that were relatively important to perform in English according to the first year students and both groups agreed on these activities. These activities were:

- To answer the open-ended questions during the exams
- To write the subject the teacher dictates in a lesson.

Results of this evaluation study comparing the old and renewed curriculum indicate a few significant findings. Concerning speaking activities, the renewed curriculum was better in meeting the students' speaking needs "to make a presentation" and "to conduct interviews for research purposes". Second, when the needs related to reading activities were compared, the students perceived that their needs "to read different texts to shape their own opinions" and "to read a text with critical eye" were met better by the renewed curriculum. Next, comparing the results related to listening needs show that there were no significant differences between the old and renewed curriculum in terms of the degree of meeting the students' listening needs according to

the students perceptions. As mentioned before, this may be because in the renewed curriculum the listening course was integrated with the speaking course. Thus, the students may not have perceived the listening activities as separate activities and this may have affected the results.

Concerning writing needs, there were significant differences between two curricula in terms of meeting the students' needs. T-values revealed that the renewed curriculum was significantly better in meeting the students' writing need "to write critical evaluation of a text". However, for four items, "to write "letters", "CV", "e-mail" and "to fill in forms", the students perceived that the old curriculum was significantly better in meeting those needs. This result was not surprising, because none of these activities took place in the renewed curriculum.

5.2. Conclusion

The students' responses in both years for all of the activities were placed somewhere between "sometimes" and "usually" while expressing the frequency of performing these activities in English in content courses. In other words, none of those activities were placed between "usually" and "always", which indicates the highest frequency level. This finding may suggest two possibilities. One possibility might be that the teachers really did not require the students to perform these activities in content courses, or as a second possibility, even though these courses were supposed to be conducted fully in English, they were not conducted fully in English. The second possibility is supported by some of the qualitative and quantitative data. During the class observations, it was observed that most of the students tented to speak Turkish in classes. Also, during the interview sessions, some of the students and teachers stated that some of the teachers preferred Turkish in conducting their courses. Also, in the studies conducted at Anadolu University by Sağlam (2003) and Şahbaz (2005) some of the content teachers participated in these studies mentioned about the use of Turkish. With reference to speaking and listening skills, some of the content teachers participated in the study stated that the students were sometimes allowed to use Turkish (Sağlam, 2003). Also, when these teachers were asked the techniques they use when the students have problems related to academic reading, they stated that they basically refer to Turkish reference books that are parallel to the main textbook, or they clarify or

summarize the important and/or unclear points in Turkish (Şahbaz, 2005). In this study, the students were also asked to indicate how often they needed to perform these language activities without considering the language. The reason was to determine if these activities were performed at all regardless the language. The results showed higher frequency levels in most of the items suggesting that the students performed these activities either in Turkish or English. The lower frequency of performing these activities also suggests that the activities are performed more frequently in Turkish. However, this issue needs further investigation to determine the level of using native language in English-medium content courses.

It is important to note here that these were activities assigned priority by only the first year students. Including the second, third and fourth year students at these five departments might change the results of the needs analysis as the needs to perform these activities in English may increase in the later years.

In the study, the students were also asked to rate the extent of which language needs was met by their respective Prep Program curriculum. The results showed that there are some significant differences between the old and renewed curriculum. The renewed curriculum was significantly better in meeting 5 of the 39 language needs. The results then suggest that in meeting students' needs, there were a few differences between the old and renewed curriculum. Then the question of why renewing the curriculum is necessary arises. The concept of "process" in curriculum development is important. Since renewal is an ongoing process (Brown, 1995; Richards, 2003), it may take time to observe the effects of a process. As Markee (2002) suggests "however well-designed a program of change may appear on paper, implementing change will always take longer than anticipated because change agents do not control how potential adopters react to innovations". When this study was initiated, renewed curriculum had been implemented for one academic year. Furthermore, renewal should be gradual so that teachers do not resist the chances. These may be reasons for not observing many significant differences in each skill. Moreover, this study focused on the product of the program, rather than on the process of the curriculum renewal. If the study had investigated how the changes in the program were practiced, there might have been the possible explanations for finding few significant differences. For example, investigating the teachers and classroom procedures to see how those changes were reflected in the

classrooms as Markee (2002) suggests might provide useful insights. As the implementers of an innovation, the teachers are important factors in a renewal process. For example, as one of the changes in the renewed curriculum, grammar courses started to be taught in context. It is essential to find out the details about how this change had been put into practice. In other words, the teachers were supposed to teach grammar in a contextual way; however, it should be investigated whether the teachers really changed grammar courses in this way or not.

Another reason for not observing many significant differences between the two curricula might be related to the students' academic needs. Majority of the students reported in both open-ended part and interviews that the Prep Program was good enough in meeting their needs for General English; however, they added that the program was not helpful at all in meeting their needs for English for Academic Purposes (EAP). They emphasized the importance of EAP and suggested integrating it to the curriculum as an urgent need to survive in content courses. Since the renewed curriculum did not provide any changes in terms of EAP, the students might have perceived the renewed curriculum as the same as the old curriculum in terms of meeting their needs since it focused only on developing students' General English.

As mentioned by Johnson (1989:21) product approaches in evaluation can offer an initial insight about the program in general; however, its results do not offer any basis for solving the problems. Similarly, in this study, the finding that there are only a few significant differences between the two curricula, does not offer the reasons and the solutions to the problems. Nonetheless, it can provide the basis for further research investigating the possible reasons of these few differences between the two curricula.

5.3. Implications of the Study

This study represents an initial evaluation study to compare the old and renewed curriculum of the Anadolu University Prep Program in terms of meeting the students' language needs.

Considering the literature and the results of this study on the comparison of the old and renewed curriculum in terms of meeting language needs of the students, it is reasonable to suggest that the curriculum planners in Prep Program helping students to

survive at the English-medium content courses should consider/reconsider the planning, implementation and evaluation stages of the curriculum renewal process.

Based on the results of this evaluation study, several suggestions may be proposed in terms of the planning stage of the renewal process. Since curriculum development is an ongoing process (Brown, 1995; Richards, 2003), in the process of planning a better curriculum that responses the students' needs, the needs reported by the first year students in two years must not be ignored and must be kept in mind in the renewal process. Goals and objectives must be revised according to the needs stated by the students. Also, the other elements of the cycle, namely, testing, material development and teaching should be revised by including the data obtained in this study (Brown, 1995).

It should be noted that although there was no speaking needs assigned priority by the first year students in 2004 and 2005, this issue needs further investigation. As mentioned before, there may be several possibilities for this issue. First, the reason for this could be, as observed by the researcher, because the students were allowed to speak Turkish in classes. This may be because they were not proficient enough to speak in English, or they might have felt more comfortable when speaking in Turkish, and/or the teachers might have been allowing this to encourage their students to ask questions without taking the language into account. In addition, in the open-ended part of the questionnaire, many students complained that they could not develop their speaking skills in the Prep Program and suggested emphasizing the speaking skills more in the curriculum of the Prep Program. Second, considering the issue from the content teachers' point of view, some of the teachers have stated during the interview sessions that they wanted to conduct their courses fully in English, but had some difficulties in achieving this because of the proficiency levels of the students. Considering these issues, it can be concluded that the low frequency levels in performing speaking activities in English in content courses probably do not mean that these skills should not be dealt within the curriculum. Instead, first the reasons of this low frequency level should be determined, and if this is because of the students' low proficiency levels as some of the teachers suggested in the interviews, the necessary improvements should be planned in the curriculum renewal process.

On the other hand, at this point it is important to note one more time that the main aim of this study was to compare the old and renewed curriculum. For this reason, only first year students attending content courses were included in the study because there were only first year students who were graduates of the Prep Program with the renewed curriculum. Therefore, inclusion of second, third and fourth year students might have changed the frequency and the order of frequency in performing the language activities as their needs may have changed in the following years. Still, the necessary skills to perform the language activities having priority in English should be included in the curriculum renewal process.

Moreover, in planning stage, the participation of the content teachers and the graduates of Prep Program may be helpful. Cooperation with these stakeholders might provide useful insights on what to teach based on the requirements in the content courses. For example, as mentioned before, both the content teachers and the students suggested in interviews and in open-ended part that English for academic purposes was needed to be successful at English-medium departments of Anadolu University. Most of the first year students emphasized that the skills they had learned at Prep Program and the skills required in content courses did not match at all. Therefore, they suggested integration of EAP in the Prep Program curriculum. Although the feasibility of this integration as well as the purpose of the Prep Program is arguable, curriculum planners must take this need into account in the planning stage.

Second implication is related to the implementation stage of the curriculum renewal process. Implementation is an important stage in innovations, and as the implementers of the changes in curriculum the teachers are important factors. As Pennington (1989) argues “the heart of every educational enterprise, the force driving the whole enterprise towards its educational aims, is the teaching faculty”. A change in the curriculum may cause the teacher to feel anxiety, or it may be controversial with his/her beliefs (Karavas-Doukas, 1989) or he/she may feel pressured to apply the change. As suggested in the literature, in this renewal project, the emphasis on teacher development, teachers’ perceptions of the renewal project, their awareness on the needs of the students and attitude clarification are all the issues determining the success of an innovation.

Another important critical area is managing good communication and regular feedback during the process of implementation. This is a facilitating factor in innovations. Teachers have their most specific and pressing problems and concerns at the initial stages of implementation. Teachers must be given opportunities in different settings to discuss the issues (Markee, 2002:174). Also, communication networks between users and managers of the innovation are essential for teachers to solve their problems (Karavas-Doukas, 1989).

In addition, the students' perceptions, attitudes and motivation levels are the issues that need to be dealt within the implementation stage. As one of the stakeholders, all these issues related to the students are important in the success of putting the innovation into practice. If they have negative attitudes toward the program, or if they are not motivated enough, they might effect the success of the program.

Another implication is related to the evaluation of the renewal process. Like curriculum renewal, the evaluation is also an ongoing process. In fact, it is not seen as a stage, but as a necessary and integral part of each element and all stages (Johnson, 1989). It is crucial to evaluate each of the elements in a curriculum development process. Further studies focusing on the evaluation of needs analysis, goals and objectives, testing, materials and teaching would be helpful in identifying the strong and weak points of these elements (Brown, 1989). Thus, necessary adjustments can be planned to have a better curriculum.

The last implication is related to the English courses conducted at the departments. Most of the students participated in the interview sessions and who answered the open-ended part of the questionnaire stated that their language needs related to their subject area did not meet at the Prep Program at all. Currently, Prep Program provides students basic language skills with the courses designed to help students develop general purpose language skills. It would not be a realistic goal for Prep Program to develop the students language needs related to each subject area because there are students from 49 different departments attending Prep Program. Therefore, the needs of the students related to their subject areas should be supported at the departments with Freshman English courses designed to help students develop academic skills based on their subject areas.

5.4. Suggestions for Further Studies

This study evaluated the curriculum depending on students' perceptions focusing on their needs. It was summative in nature and it was conducted with the participation of the graduates of the program. Therefore, the focus of the evaluation was basically on the product, and not on the process. Considering this, evaluation studies focusing more on the process of the curriculum evaluation should be conducted in order to see the weak and strong points of the implementation process. The focus for process evaluation can be on any components of the curriculum. For example, materials, testing system, or teaching process including the teachers, methods and students may be evaluated.

In addition, further research may need to investigate similar issues based on the content teachers' perceptions. The results might be compared with the present study; and thus, a more complete picture may be obtained.

Further research might also evaluate the renewed curriculum with the participation of current students of the Prep Program with a more formative purpose.

In addition, further research could evaluate the renewed curriculum with the participation of current Prep School teachers and/or administrators because the teachers are important factors as the implementers of the innovation. Also, a comparison can be made to determine the differences and/or similarities between the perceptions of the teachers and administrators on the curriculum renewal project.

Also, since the main aim of the present study was to compare the old curriculum and renewed curriculum rather than conducting a detailed needs analysis, second, third and fourth year students in content courses did not included in the study. Thus, further studies may conduct a detailed needs analysis by including second, third and fourth year students.

Finally, as it was mentioned before curriculum renewal is an ongoing process and when this study was conducted it was the first year of the renewal process. Thus, further studies are needed to evaluate this process and to help the curriculum planners learn about the progress of the renewal project.

APPENDICES

Appendix A1 (Turkish Version of the Questionnaire)

ANKET FORMU

Değerli Öğrenci,

Bu anket formu Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Ana Bilim Dalında yürütülen bir tez çalışması için veri toplama amacıyla düzenlenmiştir.

Bu çalışmanın amacı, hazırlık okulu programının geliştirilmesine katkı sağlamaktır. Bu kapsamda öncelikle, bölümlerinde öğretim dili İngilizce olan öğrencilerin dil ihtiyaçlarının neler olduğu ve bu ihtiyaçların ne ölçüde karşılandığı belirlenecektir. Bu anket formu, söz konusu ihtiyaçların belirlenmesinde kullanılan araçlardan birisidir.

Formun ilk bölümü genel sorulara ayrılmıştır. İkinci bölümdeki sorular ise İngilizce yürütülen bölüm derslerinizle ilgilidir.

Cevaplarınız sadece bu çalışma için değerlendirilecek ve kesinlikle gizli kalacaktır. Ayrıca elde edilen veriler kişisel bazda değil, toplu olarak değerlendirilecektir. **Bu nedenle formalara isim yazmayınız.**

Sizden istenen anketi dikkatli bir biçimde okuyarak doldurmanızdır. **Bu araştırmanın amacına ulaşması sizin vereceğiniz yanıtların doğru ve içten olmasına bağlıdır.**

Anketi yanıtlayıp geri vererek araştırmaya sağlayacağınız çok değerli katkılar için şimdiden teşekkür ederim.

19.05.04

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BÖLÜM A: Lütfen aşağıdaki soruları uygun seçeneği işaretleyerek cevaplayınız.

1. Hangi bölümdesiniz?
   ☐ Bilgisayar Mühendisliği ☐ Elektrik Elektronik Mühendisliği
   ☐ Malzeme Bilimi ve Mühendisliği ☐ İngilizce İşletme
   ☐ İngilizce İktisat

2. Hazırlık okuluna kaç yıl devam ettiniz?
   ☐ Bir yıl ☐ İki yıl ☐ Hiç
   ☐ Devamsızlıktan kaldım ve muafiyet sınavında başarılı olarak bölümüme geçtim

3. Hazırlık sınıfındaki dil seviyeniz aşağıdakilerden hangisiydi? **(Eğer hazırlık okulunda iki yıl okuduysanız, lütfen sadece son yılınızı dikkate alınız)**

   ***1. dönem**:*
   ☐ Beginner (Başlangıç) ☐ Int.(Orta Düzey)
   ☐ Elementary (Az Bilenler) ☐ Up-Int. (Orta Düzey Üstü)
   ☐ Low-Int. (Orta Düzey Altı)
   ***2. dönem**:*
   ☐ Beginner (Başlangıç) ☐ Int.(Orta Düzey)
   ☐ Elementary (Az Bilenler) ☐ Up-Int. (Orta Düzey Üstü)
   ☐ Low-Int. (Orta Düzey Altı) ☐ Advanced (Üst Düzey)

4. Fakültenizde kaçıncı yılınız?
   ☐ 1. ☐ 2. ☐ 3. ☐ 4.

5. Bölümünüzde şu ana kadar kaç adet **İngilizce olarak yürütülen** ders aldınız? (Derslerde İngilizce'nin kullanım oranını dikkate almayınız)
   ☐ Hiç almadım
   ☐ Sadece bir ders aldım
   ☐ İki farklı ders aldım
   ☐ Üç farklı ders aldım
   ☐ Dört farklı ders aldım
   ☐ Beş farklı ders aldım
   ☐ Beşten fazla ders aldım

6. Lütfen aşağıdaki dört dil becerisini **İngilizce yürütülen** bölüm derslerinizdeki başarınıza katkısı açısından en önemliden en önemsize doğru sıralayınız.

   1 rakamı **en önemliyi**, **4** rakamı ise **en önemsizi** temsil edecek şekilde seçenekleri sıralayınız.

   Konuşma ☐
   Okuma ☐
   Dinleme ☐
   Yazma ☐

BÖLÜM B

ÇOK ÖNEMLİ NOT! Lütfen bundan sonraki soruları cevaplarken **% 100 Türkçe olarak yürütülen derslerinizi** (Türk Dili, İnkılap Tarihi, vb.)dikkate almayınız. **Az ya da çok İngilizce yürütülen** derslerinizi düşününüz.

BÖLÜM B1	a) Derslerinizde soldaki sütunda sıralanmış olan konuşma becerileriyle ilgili etkinlikleri gerçekleştirmeye ne sıklıkta ihtiyaç duyuyorsunuz? **Not:** Lütfen bu sütunda aşağıdaki durumlar için İngilizce yürütülen derslerde hangi dili kullandığınızı (İngilizce ya da Türkçe) **dikkate almayınız**.					b) Soldaki sütunda sıralanmış olan konuşma becerileriyle ilgili etkinliklerde **İngilizce'yi** ne sıklıkla kullanıyorsunuz? (Lütfen İngilizce yürütülen derslerinizi düşününüz.)					c) Soldaki sütunda sıralanmış etkinliklerle ilgili olan İngilizce ihtiyaçlarınız **Hazırlık Programında** ne ölçüde karşılandı?				
KONUŞMA BECERİLERİYLE İLGİLİ ETKİNLİKLER	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Çok az**	**(3) Orta**	**(4) İyi**	**(5) Çok iyi**
1-Öğretim elemanına soru sormak															
2-Öğretim elemanının sorduğu soruyu yanıtlamak															
3-Alanınızla ile ilgili sunu yapmak															
4-Ders sırasında yapılan tartışmalara katılmak															
5-Yabancı öğretim elemanları ile iletişim kurmak															
6-Araştırma amaçlı görüşmeler (mülakatlar) yapmak															
7-Telefon görüşmesi yapmak															

Hazırlık Programındaki **konuşma** becerilerine ilişkin eğitimle ilgili önerileriniz/eleştirileriniz varsa lütfen belirtiniz:…….

BÖLÜM B2	a) Derslerinizde soldaki sütunda sıralanmış olan okuma becerileriyle ilgili etkinlikleri gerçekleştirmeye ne sıklıkta ihtiyaç duyuyorsunuz? **Not:** Lütfen bu sütunda aşağıdaki durumlar için İngilizce yürütülen derslerde hangi dili kullandığınızı (İngilizce ya da Türkçe) **dikkate almayınız**.					b) Soldaki sütunda sıralanmış olan okuma becerileriyle ilgili etkinliklerde **İngilizce'yi** ne sıklıkla kullanıyorsunuz? (Lütfen İngilizce yürütülen derslerinizi düşününüz.)					c) Soldaki sütunda sıralanmış olan etkinliklerle ilgili İngilizce ihtiyaçlarınız **Hazırlık Programında** ne ölçüde karşılandı?				
OKUMA BECERİLERİYLE İLGİLİ ETKİNLİKLER	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Çok az**	**(3) Orta**	**(4) İyi**	**(5) Çok iyi**
1-Bir metne hızlıca göz atarak ana fikrini anlamak															
2-Bir metni hızlıca okuyup aradığınız belirli bir bilgiye ulaşmak															
3-Bir metni anlayıp anlamadığınızı ortaya çıkartacak soruları yanıtlamak															
4-Bir metni özetlemek															
5-Kendi fikrinizi oluşturmak için bir konu hakkında farklı metinler okumak															
6-Bir metni eleştirel bir bakış açısı ile okumak															
7-Bir metindeki bilgileri kendi cümlelerinizle ifade etmek															

BÖLÜM B2	a) Derslerinizde soldaki sütunda sıralanmış olan okuma becerileriyle ilgili etkinlikleri gerçekleştirmeye ne sıklıkta ihtiyaç duyuyorsunuz? **Not:** Lütfen bu sütunda aşağıdaki durumlar için İngilizce yürütülen derslerde hangi dili kullandığınızı (İngilizce ya da Türkçe) **dikkate almayınız**.					b) Soldaki sütunda sıralanmış olan okuma becerileriyle ilgili etkinliklerde **İngilizce'yi** ne sıklıkla kullanıyorsunuz? (Lütfen İngilizce yürütülen derslerinizi düşününüz.)					c) Soldaki sütunda sıralanmış olan etkinliklerle ilgili İngilizce ihtiyaçlarınız **Hazırlık Programında** ne ölçüde karşılandı?				
OKUMA BECERİLERİYLE İLGİLİ ETKİNLİKLER	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Çok az**	**(3) Orta**	**(4) İyi**	**(5) Çok iyi**
8-Bilmediğiniz sözcüklerin anlamlarını sözlük kullanmadan tahmin etmek															
9-Sınavlarda okuduğunuz soruları anlamak															
10-Sınavlarda ya da ödevlerde okuduğunuz yönergeleri anlamak															
11-Ders kitabı ya da ders notu gibi metinleri okumak															
12-Alanınızla ilgili dergileri okumak															
13-Alanınızla ilgili bilimsel makaleler okumak															

Hazırlık Programındaki **okuma** becerilerine ilişkin eğitimle ilgili önerileriniz/eleştirileriniz varsa lütfen belirtiniz:…….

BÖLÜM B3	a) Derslerinizde soldaki sütunda sıralanmış olan dinleme becerileriyle ilgili etkinlikleri gerçekleştirmeye ne sıklıkta ihtiyaç duyuyorsunuz? **Not:** Lütfen bu sütunda aşağıdaki durumlar için İngilizce yürütülen derslerde hangi dili kullandığınızı (İngilizce ya da Türkçe) **dikkate almayınız**.					b) Soldaki sütunda sıralanmış olan dinleme becerileriyle ilgili etkinliklerde **İngilizce'yi** ne sıklıkla kullanıyorsunuz? (Lütfen İngilizce yürütülen derslerinizi düşününüz.)					c) Soldaki sütunda sıralanmış olan etkinliklerle ilgili İngilizce ihtiyaçlarınız **Hazırlık Programında** ne ölçüde karşılandı?				
DİNLEME BECERİLERİYLE İLGİLİ ETKİNLİKLER	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Çok az**	**(3) Orta**	**(4) İyi**	**(5) Çok iyi**
1-Anlatılan dersi anlamak															
3-Ders dinlerken not tutmak															
4-Öğretim elemanı tarafından verilen sözlü yönergeleri anlamak															
5-Sınıf arkadaşlarınızla iletişim kurmak															
6-Sınıf içi tartışmaları anlamak															
7-Derste yapılan sunuları anlamak															
8-Bir konu ile ilgili dinlenen kaseti anlamak															
9- Video ve televizyon gibi araçlarda izlenen derslerle ilgili konuları anlamak															

Hazırlık Programındaki **dinleme** becerilerine ilişkin eğitimle ilgili önerileriniz/eleştirileriniz varsa lütfen belirtiniz:…….

BÖLÜM B4	a) Derslerinizde soldaki sütunda sıralanmış olan yazma becerileriyle ilgili etkinlikleri gerçekleştirmeye ne sıklıkta ihtiyaç duyuyorsunuz? **Not:** Lütfen bu sütunda aşağıdaki durumlar için İngilizce yürütülen derslerde hangi dili kullandığınızı (İngilizce ya da Türkçe) **dikkate almayınız**.					b) Soldaki sütunda sıralanmış olan yazma becerileriyle ilgili etkinliklerde **İngilizce'yi** ne sıklıkla kullanıyorsunuz? (Lütfen İngilizce yürütülen derslerinizi düşününüz.)					c) Soldaki sütunda sıralanmış olan etkinliklerle ilgili İngilizce ihtiyaçlarınız **Hazırlık Programında** ne ölçüde karşılandı?				
YAZMA BECERİLERİYLE İLGİLİ ETKİNLİKLER	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Çok az**	**(3) Orta**	**(4) İyi**	**(5) Çok iyi**
1-Sınavlarda açık uçlu (klasik) soruları yanıtlamak															
2-Örnekler, detaylar ya da gerekçelerle desteklenerek geliştirilmiş metinler yazmak															
3-Verilen ödevler kapsamında derleyeceğiniz bilgileri raporlaştırmak															
4-Bilimsel bir araştırmayı raporlaştırmak															
5-Okuduğunuz bir metnin eleştirel değerlendirmesini yazmak															
6-Derste öğretim elemanının yazdırdığı konuyu not etmek															

BÖLÜM B4	a) Derslerinizde soldaki sütunda sıralanmış olan yazma becerileriyle ilgili etkinlikleri gerçekleştirmeye ne sıklıkta ihtiyaç duyuyorsunuz? **Not:** Lütfen bu sütunda aşağıdaki durumlar için İngilizce yürütülen derslerde hangi dili kullandığınızı (İngilizce ya da Türkçe) **dikkate almayınız**.					b) Soldaki sütunda sıralanmış olan yazma becerileriyle ilgili etkinliklerde **İngilizce'yi** ne sıklıkla kullanıyorsunuz? (Lütfen İngilizce yürütülen derslerinizi düşününüz.)					c) Soldaki sütunda sıralanmış olan etkinliklerle ilgili İngilizce ihtiyaçlarınız **Hazırlık Programında** ne ölçüde karşılandı?				
YAZMA BECERİLERİYLE İLGİLİ ETKİNLİKLER	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Nadiren**	**(3) Bazen**	**(4) Çoğunlukla**	**(5) Her Zaman**	**(1) Hiç**	**(2) Çok az**	**(3) Orta**	**(4) İyi**	**(5) Çok iyi**
7-Deney raporu yazmak															
8-Mektup yazmak (resmi mektup, iş mektubu, vb.)															
9-CV (özgeçmiş) yazmak															
10-E-posta yazmak															
11-Form doldurmak (başvuru formu, anket, vb.)															

Hazırlık Programındaki **yazma** becerilerine ilişkin eğitimle ilgili önerileriniz/eleştirileriniz varsa lütfen belirtiniz:…….

BÖLÜM C

1. Lütfen Hazırlık Programı ile ilgili **olumlu** bulduğunuz noktaları yazınız:

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2. Lütfen Hazırlık Programı ile ilgili **olumsuz** bulduğunuz noktaları yazınız:

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3. Hazırlık Programında ne gibi değişiklikler yapılmasını önerirsiniz?

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Appendix A2 (English Version of the Questionnaire)

QUESTIONNAIRE FORM

Dear Student,

This interview form is prepared to gather data for a thesis study conducted at Anadolu University, Institute of Educational Sciences, English Language and Education Master Program.

This study aims at giving some help to develop Prep School program. In order to achieve this concern, the language needs of the students attending English-medium content courses need to be determined. This questionnaire form is one of the tools used to determine these needs.

The first part of the form is allocated to some general questions. In the second part there are some questions about your content courses conducted in English.

Your responses will be confidential. They will only be used in this study and will not be analyzed as individual responses. For this reason, do not write down your names on the forms.

Please fill in the questionnaire by reading it carefully. The success of the study depends on your answers to be honest.

Thank you for your contribution and time in advance.

19.05.04

Derya GEREDE

Anadolu University
School of Foreign Languages
Eskişehir
Tel: 0 222 3350580-20 38
e-mail:dgerede@anadolu.edu.tr

PART A: Please answer the following questions by checking the suitable answer

1. What is your department?

☐ Computer Engineering ☐ Electrical and Electronics Engineering

☐ Materials Science and Engineering ☐ Business Administration

☐ Economics

2. How many years did you attend to Preparatory Class at Anadolu University?

☐ One year ☐ Two years ☐ Never

☐ I failed because of attendance problem and I came to my department by passing the exemption exam

3. **What was your language proficiency level at Prep School? (If you repeated Prep Class, only consider your last year please.)**

1. term:

☐ Beginner ☐ Int

☐ Elementary ☐ Up-Int.

☐ Low-Int.

2. term:

☐ Beginner ☐ Int

☐ Elementary ☐ Up-Int.

☐ Low-Int. ☐ Advanced

4. Year studying at this faculty

☐ 1st ☐ 2nd ☐ 3rd ☐ 4th

5. How many classes that are conducted in English have you taken at your department until now?

☐ None ☐ Four different classes

☐ Only one class ☐ Five different classes

☐ Two different classes ☐ More than five classes

☐ Three different classes

6. Please rank the following four language skills from the most important to the least important in terms of their contribution to your success in your classes conducted in English.

Rank the choices so that number **1** represents **the most important one**, number **4** represent **the least important** one

Speaking ☐

Reading ☐

Listening ☐

Writing ☐

PART B

VERY IMPORTANT! While answering the questions in this part, please do not take the classes conducted 100% in Turkish (such as Turkish Grammar, Turkish History, etc.) into consideration. Consider your classes conducted fully or partly in English.

PART B1	a) How often do you need to perform the activities related to speaking skills in your classes? **P.S**. Please do not take into consideration the language (Turkish or English) you use for these activities in your classes conducted in English**.**					b) How often do you use English in the activities related to speaking skills listed on the left column? (Please consider your classes conducted in English.)					c) To what extent are your needs concerning the activities on the left column met at Prep School?				
ACTIVITIES RELATED TO SPEAKING SKILLS	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Not at all**	**(2) Very little**	**(3) Partly**	**(4) Well**	**(5) Very well**
1-To ask question to the teacher															
2-To answer teachers' questions															
3-To make a presentation															
4-To participate in class discussions															
5-To communicate with foreign teachers															
6-To conduct interviews for research purposes															
7-To talk on the phone															

Please write if you have any suggestions/criticisms related to the instruction of speaking skills at Prep School Program: ……

PART B2	a) How often do you need to perform the activities related to reading skills in your classes? **P.S**. Please do not take into consideration the language (Turkish or English) you use for these activities in your classes conducted in English**.**					b) How often do you use English in the activities related to reading skills listed on the left column? (Please consider your classes conducted in English.)					c) To what extent are your needs concerning the activities on the left column met at Prep School?				
ACTIVITIES RELATED TO READING SKILLS	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Not at all**	**(2) Very little**	**(3) Partly**	**(4) Well**	**(5) Very well**
1-To read a text quickly to understand the main idea															
2-To scan a text to find out the information you are searching															
3-To answer the comprehension questions related to a text															
4-To summarize a text															
5-To read different texts in order to shape your own opinions about a subject															
6-To read a text with a critical eye															
7-To express the ideas in a text in your own words															

PART B2	a) How often do you need to perform the activities related to reading skills in your classes? **P.S**. Please do not take into consideration the language (Turkish or English) you use for these activities in your classes conducted in English**.**					b) How often do you use English in the activities related to reading skills listed on the left column? (Please consider your classes conducted in English.)					c) To what extent are your needs concerning the activities on the left column met at Prep School?				
ACTIVITIES RELATED TO READING SKILLS	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Not at all**	**(2) Very little**	**(3) Partly**	**(4) Well**	**(5) Very well**
8-To guess the meanings of unknown words without using a dictionary															
9-To read and understand the questions in the exams															
10-To read and understand the instructions in the exams or assignments															
11-To read the texts such as textbooks or course notes															
12-To read journals on your subject area															
13-To read articles on your subject area															

Please write if you have any suggestions/criticisms related to the instruction of reading skills at Prep School Program: …….

PART B3	a) How often do you need to perform the activities related to listening skills in your classes? **P.S**. Please do not take into consideration the language (Turkish or English) you use for these activities in your classes conducted in English**.**					b) How often do you use English in the activities related to listening skills listed on the left column? (Please consider your classes conducted in English.)					c) To what extent are your needs concerning the activities on the left column met at Prep School?				
ACTIVITIES RELATED TO LISTENING SKILLS	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Not at all**	**(2) Very little**	**(3) Partly**	**(4) Well**	**(5) Very well**
1-To understand the lecture															
2-To take notes while listening to the lecture															
3-To understand the instructions given by the teacher															
4-To communicate with your classmates															
5-To understand class discussions															
6-To understand class presentations															
7-To understand a cassette on a specific topic															
8-To understand the audio-visual media such as TV or video about the lesson															

Please write if you have any suggestions/criticisms related to the instruction of listening skills at Prep School Program: …….

PART B4	a) How often do you need to perform the activities related to writing skills in your classes? **P.S**. Please do not take into consideration the language (Turkish or English) you use for these activities in your classes conducted in English**.**					b) How often do you use English in the activities related to writing skills listed on the left column? (Please consider your classes conducted in English.)					c) To what extent are your needs concerning the activities on the left column met at Prep School?				
ACTIVITIES RELATED TO WRITING SKILLS	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Not at all**	**(2) Very little**	**(3) Partly**	**(4) Well**	**(5) Very well**
1-To answer the open-ended questions during the exams															
2-To write essays															
3-To write reports of the data collected for an assignment															
4-To write research papers															
5-To write critical evaluation of a text															
6-To write the subject the teacher dictates in a lesson															

PART B4	a) How often do you need to perform the activities related to writing skills in your classes? **P.S**. Please do not take into consideration the language (Turkish or English) you use for these activities in your classes conducted in English**.**					b) How often do you use English in the activities related to writing skills listed on the left column? (Please consider your classes conducted in English.)					c) To what extent are your needs concerning the activities on the left column met at Prep School?				
ACTIVITIES RELATED TO WRITING SKILLS	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Never**	**(2) Seldom**	**(3) Sometimes**	**(4) Usually**	**(5) Always**	**(1) Not at all**	**(2) Very little**	**(3) Partly**	**(4) Well**	**(5) Very well**
7-To write the report of an experiment															
8-To write letters (formal, business, etc.)															
9-To write CV															
10-To write e-mail															
11-To fill in forms (application, questionnaire, etc.)															

Please write if you have any suggestions/criticisms related to the instruction of writing skills at Prep School Program: ……

PART C

1. Please write down any **positive** points of Prep School Program:

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2. Please write down any **negative** points of Prep School Program:

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3. What kind of changes do you suggest in Prep School Program?

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Appendix B1 (Turkish Version of the Teacher Interview Form)

ÖĞRETMEN MÜLAKAT FORMU

Değerli Öğretim Elemanı,
Bu mülakat formu Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Ana Bilim Dalında yürütülen bir tez çalışmasına veri toplama amacıyla düzenlenmiştir.

Çalışma iki farklı hazırlık okulu programını öğrenci ihtiyaçlarını karşılamaları açısından karşılaştırmayı amaçlamaktadır. Bu amacı gerçekleştirmek için, öğretim dili İngilizce olan bölüm derslerine devam eden öğrencilerin İngilizce dil ihtiyaçlarının belirlenmesi gerekmektedir. Bu mülakat formu, bu ihtiyaçların belirlenmesinde kullanılan araçlardan biridir.

Formun ilk bölümü sizinle ilgili sorulara ayrılmıştır. İkinci bölümde ise sorular İngilizce yürüttüğünüz bölüm derslerinizle ilgilidir.

Cevaplarınız gizli kalacaktır. Ayrıca cevaplarınız sadece bu çalışma için kullanılacak ve kişisel bazda değerlendirilmeyecektir.

Katılımınız ve zamanınız için teşekkürler.

Anadolu Üniversitesi
Yabancı Diller Yüksekokulu
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Tel:0 222 335 05 80-20 38
e-posta: dgerede@anadolu.edu.tr

04.04.04
Derya GEREDE

Mülakat No:

Tarih:

Saat:

A. KİŞİSEL BİLGİLER

1. Bölüm
2. Fakültedeki yılınız
3. İngilizce yürüttüğünüz ders(ler)

B. BÖLÜM DERSLERİNDEKİ YABANCI DİL İHTİYAÇLARI

Lütfen aşağıdaki soruları İngilizce yürüttüğünüz bölüm derslerinizi düşünerek sözlü olarak cevaplayınız.

4. Sınıf içi etkinlikler, ödevler yada sınavlar düşünüldüğünde öğrencileriniz dinleme, okuma, yazma ve konuşma becerilerine ne tür aktivitelerde/işlerde ihtiyaç duyuyor?

Dinleme Becerileri
(Örn. Öğretim elemanı tarafından anlatılan dersi anlamak için)

Okuma Becerileri
(Örn. Ödev hazırlarken bir metni özetlemek için)

Yazma Becerileri
(Örn. Açık uçlu sınav sorularını cevaplamak için)

Konuşma Becerileri
(Örn. Öğretim elemanına soru sormak için)

5. Gözlediğiniz temel dil problemleri nelerdir?

6. Öğrencilerin performanslarına ilişkin gözlemlerinize dayanarak, hazırlık okulu programının geliştirilmesi için önerileriniz nelerdir?

Appendix B2 (English Version of the Teacher Interview Form)

TEACHER INTERVIEW FORM

Dear Instructor,

This interview form is prepared to gather data for a thesis study conducted at Anadolu University, Institute of Educational Sciences, English Language and Education Master Program.

This study aims at comparing the two different preparatory school programs in terms of meeting the students' language needs in content courses. In order to achieve this concern, the language needs of the students attending English-medium content courses need to be determined. This interview form is one of the tools to determine these needs.

The first part of the interview form is allocated to the questions related with you. The second part consists of the questions related with courses that you conduct in English.

Your responses will be confidential. They will only be used in this study and will not be analyzed as individual responses.

Thank you for your contribution and time.

Anadolu University
School of Foreign Languages
Yunus Emre Kampüsü
Eskişehir
Tel: 0 222 3350580-20 38
e-mail:dgerede@anadolu.edu.tr

04.04.04
Derya GEREDE

Interview number:

Date:

Hour:

A. BACKGROUND INFORMATION

1. Department
2. Years teaching at this faculty
3. Course(es) currently taught in English

B LANGUAGE NEEDS IN CONTENT COURSES

Please respond to the following items orally considering your content courses you conduct in English

4. In what kind of activities/tasks do your students need listening, reading, writing and speaking skills if in class activities, assignments or exams are considered?

Listening (e.g. to understand the lectures)

Reading (e.g. to summarize a text while doing their assignment)

Writing (e.g. to answer the open-ended exam questions aimed at understanding/discussing the issues learned in class)

Speaking (e.g. to ask question to the teacher)

5. What major language problems do you observe?

6. Based on your observations of student performance, what are your suggestions for the improvement of preparatory school program?

Appendix C1 (Turkish Version of the Student Interview Form)

ÖĞRENCİ MÜLAKAT FORMU

Değerli Öğrenci,
Bu mülakat formu Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Ana Bilim Dalında yürütülen bir tez çalışmasına veri toplama amacıyla düzenlenmiştir.

Çalışma iki farklı hazırlık okulu programını öğrenci ihtiyaçlarını karşılamaları açısından karşılaştırmayı amaçlamaktadır. Bu amacı gerçekleştirmek için, öğretim dili İngilizce olan bölüm derslerine devam eden öğrencilerin İngilizce dil ihtiyaçlarının belirlenmesi gerekmektedir. Bu mülakat formu, bu ihtiyaçların belirlenmesinde kullanılan araçlardan biridir.

Formun ilk bölümü sizinle ilgili sorulara ayrılmıştır. İkinci bölümde ise sorular İngilizce aldığınız bölüm derslerinizle ilgilidir.

Cevaplarınız gizli kalacaktır. Ayrıca cevaplarınız sadece bu çalışma için kullanılacak ve kişisel bazda değerlendirilmeyecektir.

Katılımınız ve zamanınız için teşekkürler.

Anadolu Üniversitesi
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e-posta: dgerede@anadolu.edu.tr

04.04.04
Derya GEREDE

Mülakat No:

Tarih:

Saat:

1. Bölümünüz
   ( ) İngilizce İşletme
   ( ) İngilizce İktisat
   ( ) Bilgisayar Mühendisliği
   ( ) Elektrik Elektronik Mühendisliği
   ( ) Malzeme Bilimi ve Mühendisliği
2. Anadolu Üniversitesinde kaç yıl hazırlık okudunuz?
   ( ) Bir ( ) İki ( ) Üç ( ) Hiç Okumadım

3. Bu fakültede kaçıncı yılınız?
   ( ) 1. ( ) 2. ( ) 3. ( ) 4.

C. BÖLÜM DERSLERİNDEKİ YABANCI DİL İHTİYAÇLARI

Lütfen aşağıdaki soruları İngilizce aldığınız bölüm derslerinizi düşünerek sözlü olarak cevaplayınız.

4. Sınıf içi etkinlikler, ödevler yada sınavlar düşünüldüğünde dinleme, okuma, yazma ve konuşma becerilerine ne tür aktivitelerde/işlerde ihtiyaç duyuyorsunuz?

Dinleme Becerileri

(Örn. Öğretim elemanı tarafından anlatılan dersi anlamak için)

Okuma Becerileri

(Örn. Ödev hazırlarken bir metni özetlemek için)

Yazma Becerileri
(Örn. Açık uçlu sınav sorularını cevaplamak için)

Konuşma Becerileri
(Örn. Öğretim elemanına soru sormak için)

5. Yaşadığınız temel dil problemleri nelerdir?

6. Bölüm derslerinizdeki tecrübelerinize dayanarak, hazırlık okulu programının geliştirilmesi için önerileriniz nelerdir?

Appendix C2 (English Version of the Student Interview Form)

STUDENT INTERVIEW FORM

Dear Student,

This interview form is prepared to gather data for a thesis study conducted at Anadolu University, Institute of Educational Sciences, English Language and Education Master Program.

This study aims at comparing the two different preparatory school programs in terms of meeting the students' language needs in content courses. In order to achieve this concern, the language needs of the students attending English-medium content courses need to be determined. This interview form is one of the tools to determine these needs.

The first part of the interview form is allocated to the questions related with you. The second part consists of the questions related with content courses conducted in English.

Your responses will be confidential. They will only be used in this study and will not be analyzed as individual responses.

Thank you for your contribution and time.

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04.04.04
Derya GEREDE

Interview number:

Date:

Hour:

A. BACKGROUND INFORMATION

1. Department

( ) Business Administration

( ) Economics

( ) Computer Engineering

( ) Electrical and Electronics Engineering

( ) Materials Science and Engineering

2. How many years did you attend to Preparatory Class at Anadolu University?

( ) One ( ) Two ( ) Three ( ) Never

3. Year studying at this faculty:

( ) 1st ( ) 2nd ( ) 3rd ( ) 4th

B. LANGUAGE NEEDS IN CONTENT COURSES

Please respond to the following items orally considering your content courses conducted in English

4. In what kind of activities/tasks do you need listening, reading, writing and speaking skills if in class activities, assignments or exams are considered?

Listening (e.g. to understand the lectures)

Reading (e.g. to summarize a text while doing your assignment)

Writing (e.g. to answer the open-ended exam questions aimed at understanding/discussing the issues learned in class)

Speaking (e.g. to ask question to the teacher)

5. What major language problems do you experience in your content courses?

6. Based on your experience in content classes, what are your suggestions for the improvement of preparatory school program?

Appendix D (Class Observation Form)

CLASS OBSERVATION FORM

Observation number:

Date:

Time:

Department:

A. Type of Instruction

Lecture

Discussion

Lab

Other

B. What are the teacher and students activities during the lesson?

Teacher activities	Student activities

C. Student Difficulties

Note down any difficulties experienced by the students.

D. Other Useful Information

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