



A STUDY ON STUDENTS' AND TEACHERS' NEEDS AND EXPECTATIONS IN ENGLISH FOR SPECIFIC PURPOSES PROGRAMS

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Abstract

This study deals with the effectiveness of course process in English for Specific Purposes (ESP) programs. The aim of this study is to understand the views of the teachers and the students about what they expect and need in the ESP courses. Besides in the study, the vital characteristics of these programs according to the perceptions of the instructors and students were analysed. In the study, "A Course Process Check List" was given to the ESP teachers in a university, and a survey was given to a sample group of ESP students in this school. From the findings obtained in the check list and the survey, the needs and expectations of the students and instructors were determined. These results show that there were some important points to be developed in ESP courses in order to have more effective ESP programs. At the end of the study, by analysing the defects in ESP courses and determining the needs and expectations of the teachers and students, some important items are suggested to develop more effective ESP programs.

Keywords: *English for Specific Purposes, course process, needs analysis, program evaluation*

Özel Amaçlı İngilizce Programları İçin Öğretmen ve Öğrencilerin Beklenti ve Gereksinimleri Üzerine Bir Çalışma

Öz

Bu çalışma, Özel Amaçlı İngilizce Öğretim Programlarının ders süreci etkinliğini ele almaktadır. Çalışmanın amacı, Özel Amaçlı İngilizce Öğretim (ÖAI) programlarında öğretmen ve öğrencilerin beklenti ve

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gereksinimlerini belirlemektir. Ayrıca, çalışmada Özel Amaçlı İngilizce programlarında yer alması gereken hayati öneme sahip özellikleri ortaya çıkarmak hedeflenmektedir. Çalışmada, bir üniversitede görevli Özel Amaçlı İngilizce dersi veren öğretim elemanlarına “Ders Süreci Değerlendirme Kontrol Çizelgesi” verilmiş ve bu konu ile ilgili görüşleri saptanmaya çalışılmıştır. Aynı okulda öğrenim gören örnek bir grup öğrenciye ise Özel Amaçlı İngilizce programları ile ilgili bir anket verilmiştir. Çalışmada elde edilen bulgulardan, Özel Amaçlı İngilizce programlarında öğrenci ve öğretmenlerin programa yönelik beklenti ve ihtiyaçları ortaya çıkarılmıştır. Elde edilen sonuçlar göstermektedir ki daha etkili bir ÖAI programı için geliştirilmesi gereken önemli noktalar bulunmaktadır. Çalışmanın sonunda, öğretmen ve öğrencilerden elde edilen sonuçlara göre programın eksik noktaları ortaya çıkarılmış, beklenti ve ihtiyaçlar belirlenmiş ve daha etkili bir ÖAI programı için öneriler sunulmuştur.

Anahtar Kelimeler: Özel Amaçlı İngilizce, ders süreci, ihtiyaç analizi, program değerlendirme

INTRODUCTION

Today, as the global data sharing and communication have peaked, rapid language learning has emerged as a need. On this account, foreign language teaching for purposes of covering needs in specific areas has become widespread. The need to attain new information, skills and experiences in different areas has carried foreign language learning and teaching process to much more comprehensive dimensions. As a result, in order to reach language objectives as fast as possible, foreign language learning in specific areas has arisen. This was the background to the 1970s rise in Language for Specific Purposes, comprising various areas such as academic, occupational, business, science, and technology.

The programme, first formed as English for Specific Purposes, was thereafter developed, and turned into Language Teaching for Specific

Purposes. English for Specific Purposes is a programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners (*Longman Dictionary of Language teaching and Applied Linguistics*, 1992: 125). In this programme, the basic target is to cover students' specific needs. Language Teaching for Specific Purposes is more productively viewed as having a potentially complex two-way relation with its background discipline, Applied Linguistics, and by extension with other branches of language teaching (Mc Donough, 2-3). Students attain the proficiency through which they can transfer the input they have attained in the course of the learning process to the real world (Cantoni and Harvey, 1987). The general aim of this programme is to ensure fulfilment of the needs of the learners and to transfer their new skills into the real world. In that case, what should have an effective course process in ESP ? In this study, the answer of this question will be answered by detecting the views of the ESP teachers and the ESP students.

A Brief Literature Review

In the late 1960s and early 1970s, an expansion of research into the nature of particular varieties of English appeared. Strevens (1997) suggests that Language for Specific Purposes has a much longer history. He gives the date 1576 for the first phrase book for foreign tourists. After the 1980s new developments in foreign language teaching contributed to the rise of ESP, and today it seems to have peaked.

English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Hutchinson and Waters, 1990: 19). In this programme, students use language as an instrument in a special context of determined targets (Strevens, 1997: 90). ESP is understood to be about preparing learners to use English within academic, professional, or working environments. The key feature of ESP course design is that the syllabus is based on an analysis of the needs of the students. As the syllabus is based on

needs, it should motivate the students who see the obvious relevance of what they are studying (Basturkmen, 2006: 18).

Since the 1960s, different approaches have been implemented in ESP teaching. One early approach to ESP, Register Analysis, was concerned with identifying and teaching the grammatical structures and vocabulary seen as of central importance in scientific and technical writing (Basturkmen, 2006: 35). Texts comprising vocabulary and grammatical structures which were often used in special areas, were given to students in a specific content. In this implementation, language structure, basic skills, contents are ensured. Through the register analysis method, the teaching of the vocabulary and grammar structures that are often found in scientific and technical texts is targeted.

In the 1970s, discourse analysis arose alongside register analysis. While register analysis especially focused on different language usage such as focusing on vocabulary, verb forms, noun phrases and tenses at word or sentence level, discourse analysis is based on the analysis of units of organization within texts or speech events and examines patterns of rhetorical organization such as definition, identification and comparison (Richards, 2009: 30-31). Discourse may first of all refer primarily to spoken interaction, secondly it may refer to a stretch of language, either spoken or written (Robinson, 1984: 20).

In recent years, many of studies in ESP have focused on the study of the genres used in academic groups and working environment or within professional communities. Genres are seen as consistent forms of communities to which ESP learners aspire. Genre-based studies are interested in identifying the structures and patterns underlying specific genres, that is, types of texts with distinctive communicative purposes, such as narratives, service encounters, and research article introductions (Basturkmen, 2006: 56).

Besides, the recent studies show that there are many different dimensions of ESP and ESP teaching. In this studies, the programme, the

materials, needs and assessment are the main topics. Some of these studies are as following: Bielousova, in the study “Using Internet Resources in ESP Teaching” focuses on benefits of using Internet resources in teaching English for specific purposes. He overviews of how Internet resources can be used for English language teaching. Poghosyan, in the study “Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism” deals with the target learning needs of the learners within an ESP context. Liu searches the motivational characteristics of Chinese college students learning ESP. The researcher develops a questionnaire within the SDT (Self-determination Theory) framework to analyze the subjects' motivations. The study discovers the motivational propensities of the subjects. González, in the study *The Implications of Business English Mock Exams on Language Progress at Higher Education*, focuses on Business English. There are two objectives of the study: the first one is to describe the implications of mock exams on foreign language learning; the second one is to contribute to the field of computerised language testing by properly analysing the effects of these kinds of exams on learners' foreign language progress. Salerno and Kibler (2015), in the study focuses on findings from a qualitative study of newly arrived immigrant students attending mainstream vocational courses through a high school newcomer program in the southern United States. This project, in looking at how students in newcomer programs participate in vocational activities and interact with monolingual peers and teachers, sheds light on how such programs serve students and how programs can be better structured to meet students' academic and linguistic needs. Hua and Beverton in the study explores the courses are perceived to be appropriately vocationally orientated. The research identifies the needs from their English course and the actual course of study they receive.

In Language for Specific Purposes, subject matter and language are learned by taking background information as a basis. Thus, students learn a subject matter within a specific content and, by establishment of contact with preliminary information related to the subject matter, they obtain new

information. Thereby, by integration of the preliminary information with texts, foreign language teaching becomes much more meaningful (Wilson, 1994: 46,48).

In foreign language teaching, the learning of the four skills requires an integral approach. Language skills are integrated with each other (Abbott, Greenwood, 1985: 144). Similarly in Language Teaching for Specific Purposes, language is a whole; therefore parts of the language cannot be handled separately (Brinton et al, 1989: 67). Language Teaching for Specific Purposes means not only learning language structures and subject matters; according to needs, all different aspects of language are handled in different dimensions. For this reason the communication skills of students should not be ignored (Basturkmen, 2006: 98).

The reason why Language for Specific Purposes has disseminated to many areas is because the language learnt is integral to the real world and professional lives. The need for English in different areas has led to an increase in the types of English for Specific Purposes. In the year 1975, three types of classifications were made by the British Council, for ESP. These are English for Academic Purposes, English for Occupational Purposes and English for Science and Technology. Day by day, new types of ESP have emerged. Some of these types are English for Business Purposes, Vocational English, English for Educational Purposes, English for Medical Purposes, English for Secretaries, and English for Airline Pilots- and it is possible to add different areas to them (Mc Donough, 1984: 6).

Since ESP teaching aims to service the needs of learners in specific areas, it has some different features than General English Teaching. When General English Teaching and ESP teaching are compared, there is no certain line where one ends and the other starts. While General English Teaching is a foreign language teaching programme which has been implemented in many places of the world for a long time, and which is based on learning in classroom environments through classical ways, ESP is a programme handling language teaching for specific areas.

Widdowson (1983: 35) explains that General English Teaching is based on the development of language; on the other hand ESP is based on the development of specific language. In General English Teaching, language is taught as an objective, however the basic point in ESP is to ensure teaching of specific areas, and at the same time language. ESP is generally used to refer to the teaching of English for a definite purpose. This purpose is usually related to some occupational requirement or some academic or professional study (Mackay, Mountford, 1978: 2). While students from any age group can be found in General English Teaching, ESP students comprise adults in general (Mc Donough, 1984: 78). In General English Teaching, the learning process is the main purpose. However ESP deals with results and the process leading to these results. The basis of foreign language teaching begins with General English Teaching. Language rules, words, pronunciation, skills are learnt; thereby the cognitive dimension of the language is obtained in General English Teaching. In contrast, ESP learning is constructed on a language background (Master, 1998: 12-13).

Shortly, it can be said that ESP teaching is based on the needs of the students. The language is used as a tool while learners try to reach their objectives in specific areas. Whether it is General English or ESP, the important thing is to reach the objectives of the teaching programme. This is obtained by an effective course process. In this study, an effective course process in ESP teaching has been sought, and at the end of the study some suggestions are given.

In this study, the following questions will be answered?

1. What do the teachers and students in ESP expect from ESP courses?
2. Do these courses meet the needs of them?
3. What should be added to the ESP programmes to reach the main aim and the objectives in teaching process?

METHODOLOGY

Description of the Study

The aim of this study is to investigate the perceptions of the teachers and students about their ESP programs. This study is carried out in a university which has ESP programs in Ankara, Turkey. The data were collected through the “course process evaluation check list” and a survey. In the study, 15 ESP instructors teaching in this university, were given “A Course Process Evaluation Check List” (Table 1), and their opinions on the course process in an ESP program were obtained. Besides, a sample group (30 ESP students) comprising the 1st, 2nd, 3rd, 4th grade students in this school, was given a survey, and their opinions about the course process in ESP teaching were obtained. The ages of all of these participants were 18 to 22.

In the preparation of the “Course Process Evaluation Check List”, firstly a literature review was undertaken. By getting important points related to course process and evaluation, crucial areas were noted, and with this information the items of the check list were developed. The items were reviewed by two experts who were professional in this area. After that a pilot implementation with a small group took place and the data obtained from pilot implementation were analysed, and the check list was rearranged. In the Check List there are three sections. The sections of the check list are titled “Course Preparation”, “Course Process”, and “Course Evaluation”. The “Course Process Check List” given to the instructors is shown in Table1.

Table 1: Course Process Check List

Criteria	
Course Preparation	
1	A needs analysis is designed.
2	A goal-directed teaching process is implemented.

3 It meets the specified needs of the learners.

4 It focuses more on language in context.

Course Process

5 ESP teaching sometimes focuses on a certain skills.

6 Language teachers collaborate with subject teachers.

7 The ESP instructors select and adapt relevant and authentic materials

8 The teachers develop an interactive and motivating learning environment.

9 The methodology differs according to the general aim.

10 The use of multimedia technologies, of various educational software and of the internet are applied.

Course Evaluation

11 Evaluation and assessment take place before, during and after course process.

12 Evaluation includes what is taught in the courses.

13 The learners are motivated by different needs and interests.

14 The ESP teacher often undertakes various types of evaluation.

15 The learners' self-learning and self-evaluation skills are encouraged.

16 The evaluation determines whether the objectives are reached.

17 Program evaluation is made in order to develop the program.

In Course Process Check List, the criteria were divided in 3 parts titled as Course Preparation, Course Process, and Course Evaluation. In the first part the preparations for a course process was focussed on. Especially, the needs analysis, and the goals and needs of the programme were touched on in this part. In the second part of the check list, the features of the course process was focussed on. The skills, materials, learning environment were the items which took place in this section. Finally, in the last part of the check list course evaluation was touched on. All steps of the measurement and evaluation were focused on the items.

In the survey given to the students, the titles were separated as “Basic Language Skills”, “Course Process”, and “Materials”. In this survey, with a detailed literature review, ESP programmes and its features were scrutinized and very important items were written down. With this background, first of all the items were determined. The language teachers who were professional on ESP checked the items of the survey. A pilot study was implemented in a small group. The needs and lacks were determined and some corrections were made by the researcher. After getting some review, the survey was used in the study. The survey given to the students is submitted in Table 2 below:

Table 2: Student’s Survey

1	In your ESP program, do you have four skills in the courses? a. Yes b. No
2	Which skill is primary in your courses? a. reading b. writing c. speaking d. listening
3	In which skill you are the most advanced? a. reading b. writing c. speaking d. listening
4	What do you think that which skill will be primary in your

professional life?

- a. reading b. writing c. speaking d. listening

5 Do your ESP program meet the students' expectations?

- a. Yes b. No

6 What do you need in your ESP program?

- a. To have specific terminology
b. To have language skills
c. To have enough content knowledge
d. To have general language knowledge

7 Which of the following(s) do/does take place in your ESP program?

- a. To have specific terminology
b. To have needed language skills
c. To have enough content knowledge
d. To have general language knowledge
e. All of them

8 Do you have enough authentic materials in your ESP programs?

Do they meet student's needs?

- a. Yes b. No

9 What are your suggestions about ESP materials?

-
- a. More authentic materials
 - b. More technology
 - c. More skill-based materials
 - d. More theory-based materials
 - e. More materials with activities
-

10 Do you think that your ESP program meets the general aim of the program?

- a. Yes b. No
-

Findings

This study examines the thoughts and perceptions of the students and teachers about their ESP programs. In the study, the ESP course process is evaluated by the instructors and the views of the students have been searched.

The data of the “The Results of the Course Process Check List” is shown in Table 3.

Table 3 The Results of the Course Process Check List

Criteria	Teachers
	Total 15
Course Preparation	
1 A needs analysis is designed.	8
2 A goal-directed teaching process is implemented.	15

3	It meets the specified needs of the learners.	10
4	It focuses more on language in context.	15
Course Process		
5	ESP teaching sometimes focuses on a certain skills.	15
6	Language teachers collaborate with subject teachers.	3
7	The ESP instructors selects and adapts relevant and authentic materials	12
8	The teachers develop an interactive and motivating learning environment.	15
9	The methodology differs according to the general aim.	6
10	The use of multimedia technologies, of various educational software and of the internet are applied.	15
Course Evaluation		
11	Evaluation and assessment take place before, during and after course process.	15
12	Evaluation includes what is taught in the courses.	10
13	The learners are motivated by different needs and interests.	9
14	The ESP teacher often undertakes various types of evaluation.	15
15	The learners' self-learning and self-evaluation skills are encouraged.	15
16	The evaluation determines whether the objectives are reached.	15
17	Program evaluation is made in order to develop the program.	10

Table 3 shows the opinions of 15 ESP teachers about ESP programmes. In the first part it is seen that all of the teachers agree that a goal-directed teaching process is implemented and the language in context takes place. However, only eight teachers think that a needs analysis is designed in the programme. In the second part all of the teachers mention that ESP teaching sometimes focuses on a certain skills, there is a motivating learning environment and there are different types of materials in teaching process. However very few teacher mention that language teachers collaborate with subject teachers. In the third part, all of the teachers agree that evaluation and assessment take place before, during and after course process. Besides they say different types of evaluation take place. In addition to this, self-learning and self assessment also are focused on. They agree that the evaluation determines whether the objectives are reached. However only 9 teachers mention the learners are motivated by different needs and interests.

In Table 4, the students' survey is seen. In the table, there are 10 questions. All these questions are related with ESP programs, its contents, practices, skills, materials, needs and suggestions.

The data of the "Students' survey" is in Table 4:

Table 4: "Students' Survey"

Survey Questions		Answers			
1	In your ESP program, do you have four skills in the courses?	Yes 23			No 7
2	Which skill is primary in your courses?	Reading 22	Writing	Speaking	Listening

						8
3	In which skill you are the most advanced?	Reading 17	Writing 5	Speaking 5		Listening 3
4	What do you think that which skill will be primary in your professional life?	Reading 5	Writing 2	Speaking 23		Listening
5	Does your ESP program meet the students' expectations?	Yes 17		No 13		
6	What do you need in your ESP program?	Terminology 2	Skills 17	Content 3	Language 8	
7	Which of the following(s) do/does take place mostly in your ESP program?	Terminology 4	Skills 7	Content 2	Language 3	All 14
8	Do you have enough authentic materials in your ESP programs? Do they meet student's needs?	Yes 20		No 10		
9	What are your suggestions about ESP materials?	more materials 6	more tech. 18	more skill - based materials 4	more theory- based material	more activ ities 2
10	Do you think that your ESP program meets the general aim of the program?	Yes 19		No 11		

In Table 4, it is seen that ESP programmes include four skills in the course process. Reading is the primary skills of four in these courses. Besides, reading is the most advanced level of all four skills. However, the students stated that in their professional life they would need speaking much

more than the other skills. Also, almost the half of the sample students mentioned that the ESP courses do not meet their needs. The students inform that they need language knowledge more than terminology, content and skills.

4.DISCUSSION

According to the findings obtained from the “Course Process Check List”, it is understood that in the courses, generally, reading, speaking and vocabulary exercises are focused on. Instructors stated that the units in the schedule, were prepared by themselves. The students are given various tasks such as projects, presentations or translations. According to the findings obtained from the check list, measurement and evaluation are in conformity with the schedule. The instructors stated that the units and the texts are chosen without any detailed needs analysis. The units which are developed by the instructors are generally based on vocabulary and reading skills. From the explanations of the instructors, it is concluded that the content of the course is not sufficient.

When the findings obtained from the students’ are examined, it is clear that students’ reading level is the most advanced of all their skills, writing and speaking levels follow, close to each other, and the listening skill is at the least advanced level . Students stated that the speaking skill is primary in their professional lives. From these results, it is understood that the majority of the program is based on the reading skill. The results show that there is no fully integrated teaching and the main goals of the program are not adequately achieved.

From the findings obtained in the check list and survey it can be concluded that the current ESP program does not exactly respond to the needs and expectations of the students. This shows that there is a necessity to review and renew the program according to needs and objectives. The program has to be re-handled by taking professional targets as a basis.

5. CONCLUSION AND SUGGESTIONS

In this study, through the evaluation of an ESP program, the missing points of the course process have been identified. The findings of the research highlight that there are very important items which should be found in ESP courses. The following facts have been suggested for making ESP courses more effective.

1. In an ESP programme, first of all, a needs analysis should be made. A key feature of ESP course design is that the syllabus is based on analysis of the needs of the students.
2. Through needs analysis, the objectives of the programme should be determined.
3. At the first stage of the programme, a draft programme should be prepared and a pilot implementation made.
4. Material is one of the most significant issues ensuring attainment of targets in teaching – both in the learning process and in realizing that learning. A successful teaching session provides well-chosen and well-prepared materials. On this account, in an ESP Programme, within the framework of a material development check list and need analysis, materials should be developed to cover the general goals of the programme.
5. The first starting point in ESP is to cover the language needs of students in their professional lives. Therefore, activities in the course process should exactly overlap with these needs and with real life. Activities should not aim solely at providing language sufficiency; they should also aim at professional knowledge.
6. ESP Teaching is different from General English Teaching. Just because of this, teachers should receive detailed training, comprising all processes of the programme such as programme development,

method, schedule, classroom activities, material, students, and measurement and evaluation. Furthermore, teachers should be familiar with the subject area. In order to provide for the sufficiency of instructors, constant cooperation with the experts in this field is necessary

7. One of the primary principles of the programme is to transfer language skills to professional lives. To cover professional expectations in language skills, a special arrangement in the schedule has to be made.
8. ESP tests and examinations have a distinctive feature. In ESP Programmes, in order to cover the needs in the measurement and evaluation system, the testing system should be established in connection with the targets.
9. For evaluation, a programme evaluation model is an indispensable issue. An effective Programme Evaluation Model should cover the preparation, process and evaluation stages of the programme, in detail. Programme evaluation and development should be constantly renewed and restructured. In this way from the starting point to the end, all programme procedures are handled and the success of the programme is evaluated. In parallel with the obtained findings, detailed studies should be planned for the development and rearrangement of the programme.

This study brought together various points about ESP programmes and course processes, and presented a complete picture of a framework for an effective course process in ESP. This framework can be used as a point of reference for the analysis and description of different ESP (LSP) programmes. It is certain that if a road map is drawn, targets can be reached much more easily.

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Uzun Özet

Özel Amaçlı İngilizce Programlarında Öğrenci ve Öğretmenlerin Gereksinimleri Üzerine Bir Çalışma

GİRİŞ

Günümüzde küreselleşen dünya ile birlikte iletişim zirve noktasına ulaşmış, bu da hızlı bir şekilde dil öğrenimini en büyük ihtiyaç haline getirmiştir. Bu bağlamda, belirli alanlara yönelik dil öğrenimi hızlı bir şekilde yaygınlaşmıştır. Yeni bilgi edinme ihtiyacı, farklı alanlarda yabancı dil beceri kazanma gerekliliği yabancı dil öğrenimi ve öğretimi daha kapsamlı bir boyuta taşımıştır. Sonuç olarak, hedeflere en kısa zamanda ulaşmak için Özel Amaçlı İngilizce öğretimi hızla artmış ve yaygınlaşmıştır. 1970lerde yükselişe geçen Özel Amaçlı Yabancı Dil Öğretimi, akademik, iş, meslek, bilim ve teknoloji gibi alanlarda yerini almıştır. Bu öğretim programında temel amaç öğrencilerin gereksinimlerini karşılamaktır. Öğrenciler ders sürecinde öğrendikleri bilgi ve dil becerilerini gerçek dünyaya aktarabilmektedir (Cantoni, Harvey, 1987). Geçmiş 16. Yüzyıla dayanan Özel Amaçlı Yabancı Dil Öğretimi, günümüzde zirveye ulaşmıştır (Stevens, 1997).

Özel Amaçlı Yabancı Dil Öğretim Programlarında ders tasarımı, öğrenci gereksinimlerinden yola çıkılarak, öğrencileri gerçek dünya beklentilerine yönelik hazırlamak ve motivasyonlarını arttırmaya çalıştırıcı etkinlikler içermelidir (Basturkmen, 2006). İlk başlarda dilbilgisi ve sözcük bilgisi üzerine odaklanırken, daha sonraları söylem çözümlemesi üzerinde durulmuştur (Basturkmen, 2006; Richards, 2009). Son yıllarda ise belli konu alanları altında iletişim ihtiyaçlarını karşılayacak, amaçlara yönelik

belirli metinler çerçevesinde yapı ve sözcük öğretimi sağlamaktır (Basturkmen, 2006). Günümüzde Özel Amaçlı Yabancı Dil Öğretiminde farklı boyutlardan da yararlanılmaktadır. Bilgisayar-temelli dil öğretimi, İnternet kullanımı, görev-temelli dil öğretimi alanlarında Özel Amaçlı Yabancı Dil öğretimi ile karşılaşılmaktadır. Bu konularda günümüzde bir çok araştırmalar yapılmıştır ve yapılmaya devam etmektedir.

Özel Amaçlı Yabancı Dil Öğretimi, Genel Amaçlı yabancı Dil Öğretiminden farklılaşmaktadır. Genel Amaçlı Dil Öğretiminde genel dil becerilerinin gelişimi hedeflenirken ve dil hedef olarak öğretilirken, Özel amaçlı Yabancı dil Öğretiminde belirli bir alana yönelik dil öğretimi hedeflenmektedir (Widdowson, 1983).

Bu çalışmada Özel Amaçlı Yabancı Dil Öğretim Programları genel bir çerçevede incelenmiş olup, aşağıdaki sorulara cevap aranmıştır:

1. Öğretmen ve öğrenciler Özel Amaçlı Yabancı Dil Öğretim Programlarından ne ummaktadırlar?
2. Dersler öğrenci ihtiyaçlarını karşılamakta mıdır?
3. Öğretim sürecinin temel amaçlarına ulaşmak için bu programlara ne eklenmelidir?

YÖNTEM

Bu çalışmanın temel amacı Özel Amaçlı Yabancı Dil Öğretim Programlarında, öğrenci ve öğretmenlerin program hakkındaki görüşleri ortaya çıkartmaktır. Çalışma, Ankara'da Özel Amaçlı İngilizce dersi verilen bir üniversitede yer almaktadır. Özel Amaçlı İngilizce dersi veren 15

öğretim elamanına bir “ders süreci değerlendirme ölçeği” verilmiştir. Ayrıca, bu öğretim programında eğitim gören rastgele yöntemle seçilmiş 1.,2.,3., ve 4. Sınıf öğrencilerinden oluşan 30 kişilik bir gruba ise bir anket verilmiştir. Ders süreci değerlendirme kontrol çizelgesinde, Ders hazırlığı, Ders süreci, ve ders değerlendirme bölümleri yer almaktadır. Öğrencilere verilen anket de ise öğrencilerin ders süreci ile ilgili görüşlerine yönelik sorular yer almaktadır.

Çalışmada elde edilen bulgular göstermektedir ki tüm öğretim elemanları amaca yönelik bir öğretim verildiğini belirtmekte ancak gereksinim analizinin yeteri kadar yapılmadığı anlaşılmaktadır. Öğretim elemanlarına verilen kontrol çizelgesinden elde edilen bulgulara göre öğretim elemanlarının tümü Özel Amaçlı İngilizce Programında bazen belirli bir beceriye odaklanıldığını, motivasyonu artırıcı bir ders sürecinin olduğunu, bilgisayar ve İnternet ortamında çeşitli malzemeler kullanıldığını belirtmektedirler. Öğretmenlerden sadece 3’ü yabancı dil öğretmenlerinin alan öğretmenleri ile birlikte çalıştıklarını belirtmişlerdir. Program değerlendirme süreci ile ilgili olarak öğretim elemanlarının tümü ders süreci öncesi, ders sürecinde ve ders süreci sonrasında değerlendirme yapıldığını; çeşitli değerlendirme yöntemlerinden yararlandığını, kendi kendine öğrenme ve değerlendirmeye yer verildiğini; değerlendirmenin hedeflere ulaşıp ulaşılmadığının ölçtüğünü belirtmişlerdir.

Öğrencilere verilen ankete göre ise dört temel dil becerisine yönelik ders sürecinin oluşturulduğu, okuma becerisinin en çok üzerinde durulan dil becerisi olduğu, ancak öğrencilerin mesleki yaşamlarında daha

çok konuşma dil becerisine ihtiyaç duyacakları ortaya çıkmıştır. Öğrencilerin yarısı programın öğrenci gereksinimlerini karşıladığını belirtirken öğrenciler öğretim sürecinde içerik, beceri ve terminolojiden ziyade dile hakim olma bilgisini edinmeyi istediklerini belirtmişlerdir.

SONUÇ

Çalışmadan elde edilen bulgulara göre öğrencilerin okuma becerilerinin yeteri kadar geliştiği ancak özellikle yazma ve konuşma beceri düzeylerinin oldukça düşük olduğu ortaya çıkmıştır. Bulgulardan, Özel Amaçlı Yabancı Dil Öğretim sürecinin tam olarak gerçek hayata yönelik gereksinimleri karşılamadığı anlaşılmaktadır. Sonuçlar göstermektedir ki bütünlük bir dil öğretimi yer almamakla birlikte öğretim süreci tam olarak temel amaçları karşılamamaktadır. Çalışmadan elde edilen sonuçlar göstermektedir ki daha etkili bir Özel Amaçlı İngilizce Öğretim Programı için geliştirilmesi gereken noktalar bulunmaktadır. Aşağıda daha etkili bir Özel Amaçlı Yabancı Dil Öğretim Programı için öneriler sunulmaktadır:

1. Gereksinim analizi mutlaka ve sürekli olarak yapılmalıdır.
2. Gereksinim analizine göre programın içeri tasarlanmalıdır.
3. Program deneme sürecinden geçirilmeli eksik noktalar saptanmalıdır.
4. Çok iyi seçilmiş, hedeflere uygun, motivasyonu artırıcı ders malzemeleri seçilmelidir.
5. Öğrencilerin profesyonel hayatlarındaki gereksinimleri ortaya çıkarılmalı buna göre program tasarlanmalıdır.

6. Öğretmenler, Özel Amaçlı Yabancı Dil konusunda eğitim görmelidir. Bu hizmet içi eğitim sürekli yinelenmeli ve geliştirilmelidir.
7. Edinilen dil becerilerinin profesyonel hayata aktarımı sağlanmalıdır.
8. Ölçme-değerlendirme sistemi öğrenci ihtiyaçlarına ve hedeflere uygun olarak oluşturulmalıdır.
9. Program değerlendirme modeli geliştirilerek programın sürekli değerlendirilmesi yapılmalıdır.

Bu çalışma, Özel Amaçlı Yabancı Dil Öğretiminin farklı boyutlarını ele almıştır. Bu çerçevede temel amaç daha etkili bir programla öğrencilerin başarısını arttırmak, beklentilerini karşılamak ve hedeflere ulaşmaktır. Eğer bu konuda bir yol haritası çizilir ve program değerlendirme ile sürekli programın geliştirilmesi sağlanırsa bu konuda tüm engeller ortadan kalkar ve amaca başarı ile ulaşılacaktır.