NEEDS ASSESSMENT OF THE ORGANIZATION AND OPERATIONS OF THE ENGLISH AS A FOREIGN LANGUAGE DEPARTMENT AT ATATÜRK UNIVERSITY

A THESIS SUBMITTED TO THE FACULTY OF LETTERS AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES OF BILKENT UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY LEYLA TERCANLIÇOĞLU
August 1990
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CHAPTER 1

INTRODUCTION TO THE STUDY

Specification of language content has been the primary focus in the traditional approaches to foreign language teaching. Also in traditional approaches, language curriculum development processes consist of the selection and sequencing of vocabulary and grammar underlying a specific method. During the second half of this century, a movement towards behaviour-based and proficiency-based language curricula began. As a result of this shift in perspective—known as humanism—different formulations of the goals of language teaching occurred (Richards, 1984).

Since the beginning of the trend toward humanism, the development of curricula that respond to the needs and interests of students has been receiving great attention. In foreign language teaching, learner's expectations and desires have gained importance: every learner is accepted as an individual with unique characteristics, learning styles and abilities.

In Turkey there is a great demand for learning English for various purposes. Universities have various programs for teaching English. After the establishment of YÖK (Yüksek Öğretim Kurumu) in 1982, foreign language departments were organized and related directly to the rectors of universities. The English as a Foreign Language Department of
Atatürk University in Erzurum, Turkey, is one of these programs. The purpose of this program is to teach English so that the learners will be linguistically prepared to use western technology, to learn from major publications printed in English, and to hold desirable jobs in the future. The curriculum of this program is based on YÖK's regulations. The students at Atatürk University may have different characteristics from the learners of the other universities; for this reason, an assessment of learner needs is essential for developing the curricula in order to maximize its learning/teaching potential.

STATEMENT OF THE TOPIC

Founded in 1957, Atatürk University is a state university. The Faculty of Letters and the Faculty of Agriculture were the first faculties founded at the university. Today there are ten faculties with numerous departments. The Department of English Language and Literature, Faculty of Letters; the Department of English Teacher Training, Kazim Karabekir Educational Faculty; and the Department of English Language Teaching are the English teaching programs at Atatürk University. This research project focuses on the Department of English Language Teaching which is related to the Rector and teaches English to the students of ten faculties.
Since this department serves two thirds of the total student population of the university but has not planned its own language teaching program, there is a strong need for a practical basis for the English Language Teaching curriculum which will satisfy the learners and teachers at Atatürk University. This basis can be provided by a comprehensive needs assessment which is one of the initial steps in curriculum development. Traditional approaches to curriculum design began with language analysis. The curriculum development process was based on such criteria as frequency, teachability and availability of resources. Current approaches use "needs analysis" as a starting point (Richards 1984).

This research project provides an assessment of needs related to the organizations and operations of English as a Foreign Language Department. Curriculum developers can be helped by an awareness of the needs of the individual learners; they should be aware of the relationships among teachers and students, and they should know the motives and purposes students hold for studying English. The data on student interests, teaching skills of teachers and educational goals of the institution can contribute to the accurate identification of the needs.

In light of findings of this study the areas that need adjustment can be identified and the weaknesses in the current situation can be discovered. If there is a gap between the educational goals a program has developed and its actual performance, there are unmet needs. Identification and
assessment of these needs should precede the goal setting stage of curriculum development (Bellon and Handler, 1982).

STATEMENT OF PURPOSE

Needs assessment is the most fundamental aspect of developing a curriculum. The course designer begins the task with needs assessment and then comes to the stage of materials development. The course designer needs some information on the characteristics of the target group in order to make decisions about what to teach and when to teach the selected content.

The focus of this study is on the identification of the gap between the goals of the program and the perceived needs of students. The identification of the needs is the first step to determine the areas where the program has weaknesses in its goals. If there are weaknesses, before trying to solve them, course designers have to know what they are and what has caused the problem.

A needs assessment is necessary for developing a curriculum appropriate to the needs of the students and teachers at Atatürk University. Because this project will lead toward the improvement of learning, EFL learners, teachers and administrators at Atatürk University will benefit from this project.
STATEMENT OF THE METHOD

This research project has been conducted in four steps:

1. Literature has been reviewed to find working definitions for the terms operations and organization as they relate to educational programs. Ways to conduct needs assessment, the importance of needs assessment in the effective management of educational programs and effective methods of curriculum development for problem solving purposes are also dealt with in the review of literature.

2. Based on the findings of the literature review an original data collection instrument has been designed to examine needs, inter-relationships, motives and purposes of students, teachers and administrators of the EFL program at Atatürk University. The questionnaire was distributed to the first and fourth year students of the English as a Foreign Language Department.

This project includes teacher, student and administrator comments and a partial status description of the English as a Foreign Language Department.

3. The data were analyzed to discern if there are any trends or patterns in the opinions and attitudes and to determine if attitudes and opinions are congruent with goals and objectives of the program. The presentation of the data includes frequencies, averages, and percentages. Three main research questions have been used as the basis for the analysis of the data on organization and operations of the program. The questions are the following:
1. What are the needs of students?
2. What are the relationships among teachers and students?
3. What are the motives and purposes of students studying English?

4. Based on a comparison of the literature review and the findings from the data collection, implications and suggestions were offered for the development/improvement of the organization and operations of the English as a Foreign Language Department at Atatürk University.

STATEMENT OF LIMITATION

The study is limited to the needs assessment of the operations and organizations of the English as a Foreign Language Department at Atatürk University as they relate to student needs. From every faculty (Letters and Science, Medicine, Theology, Dentistry, Engineering, Agriculture, Business Administration, Veterinary, Education and Nursing School) a sample class has been chosen and used as a data source. No conclusions about the needs of students in other language teaching programs in Turkey can be made on the basis of this study.
PLAN OF ORGANIZATION

The next chapter, Chapter 2 presents the review of professional literature, it provided the study with working definitions and concerned itself the importance of needs assessment in the effective management of educational programs and the methodology of needs assessment.

Chapter 3 describes how the researcher collected and analyzed the data.

Chapter 4 presents and analyzes the data.

Chapter 5 offers a summary of the study, conclusions and general implications for addressing learner needs as they relate to the organizational concerns and operations of Atatürk University. This research project concludes with the comparison of the literature review and the findings on Atatürk University; implications and suggestions were offered.
CHAPTER 2

LITERATURE REVIEW

This chapter is divided into four major sections. First, the key terms are defined. Second, educational needs and needs assessment are discussed; third, the methodology of needs assessment is reviewed. Fourth, the literature on Turkish program needs assessments is reviewed.

DEFINITIONS

In this section curriculum and four concepts for analyzing curriculum—goals, organizations, operations and outcomes—are defined to provide background information for the needs assessment research. The term needs assessment is also defined.

1. **Curriculum:** There is a variety of definitions of curriculum. These definitions range from a very strict document specifying content to a very open, flexible understanding of experiences. Saylor, Alexander and Lewis (1974) define curriculum as a "plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a school center" (p. 24). According to Deroche (1981) curriculum includes subjects and experiences which were
designed for the participants of the school. Needs of the individual and the society form the content of the curriculum. In addition, Robertson (1971) states the following:

The curriculum includes the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programs (Yalden, 1987, p. 29).

Furthermore, Miller (1987) gives the description of curriculum made by Eraut: "Curriculum is the set of broad interrelated decisions about what is taught that characterize the general framework within which teaching is planned and learning takes place" (p. 4). Miller notes that curriculum is less common in higher education. He places his definition in the context of higher education: "Curriculum is the total planned learning program for any one student" (p. 4).

According to Deroche (1981), curriculum includes programs and subjects specifically for the participants. The individual and society needs and contemporary influences form the content for the curriculum.

Weade (1987) believes that although curriculum and instruction are defined separately, in practice they are linked to each other. Weade adds that "curriculum'n'instruction" is a dynamic process during which students achieve both the social and academic content of a lesson. In Weade's article one definition of curriculum is a document identifying things to be taught. Another definition
of curriculum posed by Weade is a "vital, moving, complex, interaction of people and things in a free-wheeling setting."

The terms curriculum and syllabus are often confused. Weade (1988) states that curriculum should not be seen as a "super syllabus." She uses a house metaphor to clarify the definition of curriculum. She says curriculum is like the plan of the house yet to be constructed, a plan of how to build the house, after it has been constructed and it is a place where the people dwell. She says:

The conception of the house possessed by the people living in it will be determined by the use they make of the dwelling: does it match their living requirements, how do they use the spaces and facilities within the structure: what modification might they want to make it conform more usefully to their requirements? (p. 7).

Posner and Rudnitsky (1978) say that there are many definitions of curriculum and they avoid claiming any definition is the best one. But curriculum definitions make important distinctions such as that between processes and products of planning and between curricular and instructional matters. While distinguishing between the curriculum and instruction theory Posner and Rudnitsky see curriculum as what is to be taught while the goals indicate what content is to be learned.

Richards (1984) says that although in both British and North American usage, in the broadest sense, curriculum includes goals, content, implementation and evaluation of an educational system; in its narrower sense, it refers to a course of study. In reference to a course of study, British
Curriculum has four major areas: goals, organizations, operations and outcomes. There is a close relationship among these areas but there are important distinctions among them, so they have to be discussed separately. Bellon and Handler (1982) state that goals deal with the desired outcomes; organizations with the resources, structures, communication processes and programs; operations with the day to day functioning of the program and outcomes with the intended or unintended program results.

2. Goals: Bellon and Handler (1982) define goals as "timeless and nonmeasurable statements of desired outcomes" (p. 25). They advocate that goal statements should reflect the values of the participants who are directly affected by the educational program. Each program should have a purpose. By the help of clear goal statements, programs can establish the desired sense of purpose. Educational goals are future oriented and they help organizations develop plans for meeting current and future needs.

Moreover, Miller (1987) uses Davies' (1976) metaphors to clarify the distinction among aims, objectives and goals. Davies pictures an aim as a starting point and direction, objectives as a series of signposts or milestones of achievement and the goal as the final destination. Posner and Rudnitsky (1978) define goals as the attributes of the educated person.

In the discussions about goals and goal setting
processes, the term *educational needs* is often used. Educational needs are seen as an important data source for the establishment of goals (Bellon and Handler, 1982). Bellon and Handler (1982) present these points to provide a frame of reference before establishing and assessing goals:

- Goal statements should represent the values of all appropriate client groups.
- The process of generating and agreeing upon educational goals should be designed to help schools become renewing and future oriented organizations.
- Priority levels of educational goals should be used as a basis for decision making.
- Educational goals should be written, made public, and evaluated on a regular basis (pp. 26-28).

3. **Organizations**: The description of organizational factors and influences (Bellon and Handler, 1982) have great importance in the development of curriculum. Organizational considerations include all resources in the organizations, the structural relationships, the processes which are essential in organizational functioning, and the programs. Among the resources are human resources, physical resources, financial resources and time resources. Human resources are the most important resources. In education time is a critical resource. Guntermann (1987) says that time is the most serious element among the variables affecting foreign language program design. Arrangement of these resources form the structure of the organization.

There are several processes which influence how an organization functions. The most important of these processes are the communication process, decision making processes and
the planning process.

Goals give direction and purpose to the activities conducted by the participants in the organization. To support these activities resources are needed. It is essential to arrange these resources. According to Bellon and Handler (1982) there are various programs in an organization. They say "A program can be defined as a set of goals and specific objectives with the resources necessary to reach the objectives" (p. 39).

Bellon and Handler (1982) summarize the propositions which are based on the findings and assumptions about organizations:

- Participants in an organization should place a high priority on developing unity of purpose.
- Participants in an organization should have the opportunity to achieve their personal goals as well as those of the organization.
- Even though there are formal hierarchial relationships to organizational structure, it is possible to capitalize on the capabilities of all participants.
- Organizations must have mechanisms for generating information to support feedback and decision making activities (pp. 40-43).

White (1988) states that there are various effects and forces which operate within a system. He gives the definition of system made by Miles (1964:13). Accordingly, system is a collection of independent parts for the accomplishment of some goals. These independent parts are maintained in a steady state in relation to each other.
Figure 1 (Bowers, 1983) shows the complexity of an educational system. It illustrates that decisions have effects on other areas.

Although there is need for organizational evaluation, little attention has been paid in previous evaluation frameworks. Program planning and budgeting systems (PPBS) provide useful information related to organizational evaluation. The PPBS format puts emphasis on organizational considerations. Hammond (1973) offers objectives which are based on an evaluation framework and identifies important institutional variables (Bellon and Handler, 1982).

4. **Operations:** This phase of development and evaluation deals with the decisions related to curriculum and instruction. The main concern is the day-to-day functioning of the educational program.
Instructional transaction is a useful concept at the operations level. Instructional transaction includes specific objectives, activities and materials. These transactions are carried out on a day-to-day basis. There should be a clear relationship between the instructional transactions and important educational goals. These transactions should focus on student learning. There is a diversity of opinion about how to state and use objectives. Here are the assumptions about operations.

- The day-to-day operation of the school or district should reflect a consistent and unifying focus on goal attainment.
- Student learning should be the primary focus for day-to-day operations.
- Instructional improvement should be a systematic, high priority operations activity guided by positive assumptions about teacher behaviour.
- Administrators at the building level have a major leadership role with respect to operations activities (Bellon and Handler, 1982, pp. 53-57).

Process evaluation is regarded as a necessary step to help overcome operational difficulties. Regular feedback on program implementation should be provided (Bellon and Handler, 1982).

5. Outcomes: According to Bellon and Handler (1982) outcomes are more than measurable changes in learner knowledge and skills. It is possible to define outcomes as the "effects of a program on the participants and on the educational setting in which the program operates" (p. 67). In this definition there are several implicit concepts. A program has affective
and psychomotor outcomes as well as cognitive ones. Affective outcomes emphasize such feelings and emotions as interests, attitudes and methods of adjustment. Psychomotor skills such as handwriting, typing, computer using and operating machinery are also important outcomes.

Generally in curriculum planning little emphasis is paid to motivation and self concept. Outcomes have primary importance for the learner but outcomes are not only the things which happen to the learner. Since the learner is not the only participant in the educational program, other participants (teachers, administrators) should also be included in the examination of the outcomes. If the learners have negative attitudes as a result of excessive work then the teacher or program cannot be judged a success even if the students score well on examinations. To meet goals alternative ways must be developed.

Bellon and Handler (1982) suggest "This view of outcomes reduces the likelihood that all major program effects will be evident in a particular time" (p. 68).

These stages of curriculum should be considered:

- The status study should reveal both past and present outcomes and ways that they have been measured,
- The development and evaluation process should generate data about interim outcomes,
- Data should be gathered concerning long term program effects. (Bellon and Handler, 1982, p. 68).

Propositions about outcomes include the following:
Those responsible for planning and carrying out educational programs view accountability for educational outcomes as an important influence in improvement efforts.

Objectivity should be sought and maintained in assessing program outcomes.

Cost-benefit analysis and comparative analysis should be used sparingly and with caution (pp. 69-70).

6. Needs assessment: According to Saylor, Alexander and Lewis' definition (1974), needs assessment is a technique for identifying those educational objectives which most need to be accomplished in a given instructional situation. To Savignon (1983), needs assessment is a survey of learner needs and a basis for curriculum and/or materials development.

Since needs assessment provides a basis for decisions, it is the fundamental aspect of curriculum. It is the initial stage of the course planning procedure. These activities should be included in the needs assessment design:

- identification of the source for data collection
- developing procedures for collecting the data,
- establishing procedures for analysing the data that have been collected,
- determination of needs assessment priorities.
- reporting the results of the assessment
(Smith, 1989, pp. 8-9).

Mackay and Bosquet (1981) suggest that there are levels in the field of decision making. Decision making involves individuals, politicians, educators, curriculum planners, materials, writers, teacher trainers, school principals, teachers, evaluators and researchers. In educational decision making there are three stages: preprogram development stage,
program development stage and program maintenance and quality control stage. The first stage is accomplished by the administrators in authority. The program development stage involves information about constraints and the potential resources.

Dubin and Olshtain (1986) state that the process for describing the current status of a program provides the basis for needs assessment and provides answers for these key questions:

Who are the learners?
Who are the teachers?
Why is the program necessary?
Where will the program be implemented?
How will it be implemented? (p. 5)

Dubin and Olshtain (1986) assert that to know the actual consumers of a new program, thorough attention should be given to needs assessment.

EDUCATIONAL NEEDS AND NEEDS ASSESSMENT

1. Educational needs: According to Posner and Rudnitsky (1978) a course rationale is composed of three components: the learner, the society and the subject matter. Since the learner is in the center of the teaching in learner-centered teaching, values regarding the learner are the most important "data sources" for the program.

There are great differences among learners. Needs, interests, and expectations of a learner differ from one to
other. Learners have different purposes in learning English. Educators have turned their attention to the needs of the learners. According to Birckbichler and Omaggio (1978), students have different preferences and different learning styles: all students adapt their own learning strategies as they learn a second language.

Bellon and Handler (1982) define educational needs as the differences between the actual and desired performance. To Bellon and Handler it is essential to set the goals on the most accurate and up-to-date basis. Von Der Handt (1983) regards needs assessment as the necessary first step of constructing curriculum.

According to White (1988), Taba (1962) sees educational needs as a criteria for setting objectives. The learner has needs both as an individual and as a member of society. Since the society makes demands on the individual learners, these needs should be included in needs assessment studies.

Savignon (1983) advocates that all curriculum designs begin with needs assessment. She divides needs assessment into two groups: immediate and specific needs and non immediate and varied needs. For example, university students enrolled in a specialized course of studies have immediate and specific needs. On the contrary learners in traditional schools have non immediate and varied needs. She states that secondary school students, even college or university students often have no immediate use for a second language skills. Students often learn the second language for
instrumental purposes of meeting university entrance or graduation requirements.

Martins-Baltar (in Porcher, 1983a) distinguishes three levels of needs:

- Why does a person learn a language?
- What language competencies must the learner have?
- To acquire competency what kind of knowledge must the teacher teach? (p. 22)

Scharer (1983) offers three important points to be considered:

- Educational needs change from student to student
- Needs change within the teaching/learning process
- Different people are involved in this task

In contrast, Porcher (1983b) makes the definition of need as the distance between what a learner is at present and what he should become as too restrictive (p. 129). He says that a need is never a "closed book." It includes both present and the future. A learner has motivations, expectations and interests at present and the learner has an image of the future. The present influences the future. A learner's present sociological circumstance influences the his image of the future. If the learner has a clear conception of what can be done with this knowledge, he can learn easier. The relations between the student and what the student is learning are important in the identification and analysis of learner needs. The learner's attitude toward teaching and learning should be known.
2. Needs assessment: Porcher (1983b) asks three important questions which require answers in all learner-centered language teaching programs:

1. What are the essential characteristics of the members of the target group?
2. What should be offered to the learners to give them a language ability in conformity with their aims?
3. What is the learner and what does the learner want to become? (p. 129)

In a learner-centered program it is meaningless to separate the learner from his needs. Ignoring needs can put psychological barriers between the learner and the learning.

According to Hoadley-Maidment (1983) the objectives of a needs identification study are as follows:

- Needs identification contributes to a more accurate assessment of learner needs before planning a course.
- Needs identification contributes to the assessment of the learners language needs and present proficiency level.
- Needs identification contributes to the examination of the patterns to overcome cross-cultural difficulties.
- Identification provides a data base for materials development in the area of student autonomy and self-study skills.
- It provides a method to increase student autonomy by getting students aware of their needs.
- It helps to the integration of all methods and findings into general classroom as quickly as possible (p. 40).

Rodrigues (1983) asserts that because of learning conditions the requirements of curricula can be satisfied rarely in practice, the needs and expectations of the learner should be taken into account. He points out the importance of discovering the most essential needs that must be given attention in the learning process. Rodrigues (1983) proposes
three questions:

- What use can the learning of foreign languages be to the pupils?
- What do they think of language learning?
- What do their families, teachers, employers think?

(p. 56)

According to Bell's training model, there are ten steps in the design of a training program: identification of the needs is the first step. Identification of needs serves the purpose of determining objectives (White, 1988).

To point out the importance of identification of needs Richterich (1983) claims that:

If the learners learn badly, are uninterested in their studies, lack motivation, find teaching boring and without interest and do not put enough into their work, it is largely because the educational content, methods and practices are ill-adapted to the various types of learners and take no account of their differences and peculiarities (p. 2).

Richterich (1983) says that to be able to overcome these difficulties it is essential to relate teaching to individuals and to match the content, methods and practices to the characteristics and abilities of the learner:

- to do this, it is essential in the first place to determine objectives accurately.
- we are therefore obliged to acquire better understanding of the capabilities and resources of the target group concerned.
- the identification of language needs thus becomes a sine qua non of all learner-centered teaching and all learning which is matched to the learner's resources, expectations and interests (p. 2).

If the course designers do not pay attention to the individual needs this policy can lead to dilemmas. While
setting syllabus objectives both the needs and wants as perceived by the participants and the resources available should be considered (Dubin and Olstain, 1986, p. 102). Additionally, Pierson and Friederichs (1981) regard needs assessment as a helpful planning guide.

METHODOLOGY OF NEEDS ASSESSMENT

In needs assessment studies it is necessary to collect information from a relatively large number of persons. The reason for information gathering is to understand the learners and to identify the present conditions of the organizations. Thus the data collection instruments must be carefully selected. In some cases the data can be readily available from school records, admission offices or from the records held by students. But if the needed information is not obtained from the records it is necessary to construct instruments to obtain data.

Needs survey is the way to gather information about the target group. Generally needs analysis follows the description of the target group and the purpose. It is essential to compile information before establishing realistic objectives in the revision of an existing program. Savignon (1983) says that a needs survey may serve in different ways to "confirm impressions of learners' interests and dispel myths about the learners' attitudes"
But in both cases the aim of the needs survey is to help to develop a more responsive program to the learner needs. In the beginning, it is better to identify the reasons for conducting a needs analysis.

Richterich (1983) suggests that all needs assessment studies begin with the same operations:

a - collecting information
b - explaining the information in order to make choices and decisions

He presents some questions and he notes that these questions are unavoidable as the study become complicated.

- who decides to identify needs?
- who collects the information?
- what information?
- on whom?
- how
- where and when?
- who will use the information?
- how?
- to do what?
- in what form?
- what is the relation between the cost of the information and its usefulness/effectiveness.
- how to assess the whole identification procedure

About the assessment procedure he asserts that there is no one, universal methodology but several methodologies. There are various data collection techniques proposed by various authors. But the choice of the technique to be used depends on the context.

Yalden (1987) suggests the following techniques for gathering data: classroom observation, discussion, questionnaires and interviews.
2. **Classroom observation** provides a tool for observing the educational process (Porcher, 1983). It is generally used in organizational development and evaluation processes. The observer can observe and make note of resources of the program and try to find out if the facilities are adequate and if they meet the needs of the learners. Yalden (1987) points out that when used to document resources the observation does not require any explanation.

A checklist is very useful in collecting observational information. If the teacher has a checklist, the teacher can begin to fill in the blanks from the beginning of the course. Checklists produce data that are usually easy to summarize.

2. **Discussion** give people a chance to express their opinions on a topic. They may be structured or unstructured, but it is hard to analyze unstructured discussions. In a study on migrant workers learning French, Porcher (1983) uses discussions both with the institutions and with the teachers. He learned from the institution about the position of the teacher, teaching time-table, teaching aids usually used and the education of the learner. In the discussions with the teacher, the researcher asked questions to know what educational methods the teacher used, what the teacher's objectives were, how the teacher used the learner's needs and how the learner would make use of what they learned, how the relation between the learners and colleagues were and what kind of information was gained by the learners. Porcher
(1983a) talked to the learners, and asked the following questions:

- Did they expect any social and vocational benefit from their education?
- What was the age range in the class?
- How good was their present level attainment?
- How closely related was their mother tongue to French?
- What level of attainment were they looking for?
- Were they satisfied with the teaching? (p. 19)

3. Questionnaire: According to Licari, Londei and Mandolini (1983), the purpose of preparing a questionnaire is to prepare the ground for a possible reorganization of services. The identification of learners' needs can be carried out by questionnaires. Licari, Londei and Mandolini (1983) suggest that in the light of the information provided by the questionnaire, the courses could be reoriented in respect to matters such as:

- time and frequency
- course content
- the target skills
- general and specific proficiency (p. 91)

Licari, Londei and Mandolini (1983) suggest these stages of a questionnaire:

1 - Preparation of a questionnaire
   a - Regular meetings of working party
   b - reading bibliographical research
   c - statistics of enrollment forms
   d - first draft
   e - consultations with sociolinguists and psycholinguists
   f - meeting with the teacher
   g - second and last draft
2 - Distribution of the questionnaire
   a - instruction to the teacher
   b - presentation of questionnaires to the class
3 - Data processing
Licari, Londei and Mandolini (1983) divide their questionnaire into four parts. The first section is concerned with the identification of the learners, description of their family and socio-occupational language background. The personal details of the learners are included in this section. The second and third sections are the most important sections of the questionnaire. These sections deal with the problems of language communication and the socio-cultural image of the language chosen. The fourth section is designed to assess the association's ability to meet the expectations of the target group.

Rodrigues (1983) suggests that questionnaires can provide very interesting answers on:

- the choice of language (which/why)
- what purpose they thought learning it could serve
- the materials used
- motivation
- activities performed (p. 57)

Yalden (1987) asserts that to develop a course which meets the pupils' communication needs in the target language, it is necessary to find out more about the learners. Questions in a questionnaire can be about the background of the learner, their learning styles and language needs.
According to Mackay and Bosquet (1983) questionnaires allow open-ended questions to be included, but it may be difficult to analyze and compare the responses to open-ended questions.

4. Interview: Hoadley (1983) used mother tongue interviews to minimize linguistic interferences in her study. She emphasizes the importance of repeating the interviews to identify needs. She conducted the interviews at four stages: Pre-course, mid course, end of course and four or five months later. She used the data collected at the pre-course section in syllabus planning. She compiled the mid-course data for both evaluative and diagnostic functions. The data had a counselling effect. End-of course data had an evaluative effect.

Rodrigues (1983) interviewed the pupils, parents and administrative boards. He writes:

These interviews were also very useful in giving us the opportunity of speaking to all concerned in the experiment in a more relaxed atmosphere and of getting to know the difficulties encountered, the successes obtained and any failures suffered. This helped us greatly to assess the progress of the work. (p. 57)

Mackay and Bosquet (1987) explain that structured interviews can explain incompletely understood responses if necessary, but they require a lot of time. Like questionnaires interviews allow open-ended questions to be included and the responses can be analyzed easier.
In conclusion, data can be collected through obtrusive and unobtrusive ways. Observations, interviews, questionnaires and discussions are obtrusive data collection techniques. Unobtrusive measures such as document analysis—school records, enrollment figures, grades, test scores, student profiles, records concerning student profiles, records concerning student attendance, transfers and dropouts and financial records including the amount spent per student and the amount spent for materials—can be very useful in analysing the needs of students and their patterns of behaviour (Smith, 1989).
This section is devoted to the review of the needs assessment studies in EFL programs in Turkey.

The fact is that literature on needs assessment in EFL programs in Turkey is limited. The needs assessment studies conducted by Göksel (1987) and Ok (1986), although are not closely related to the topic of this study, are some of the few examples of needs assessment studies in Educational Sciences in Turkey.

A study on the inservice training needs of Turkish elementary school teachers as perceived by elementary school supervisors, principals and teachers by Göksel (1986) deals with the differences of agreement among elementary school supervisors, principals and teachers regarding inservice training needs of elementary school teachers. This study includes 25 elementary school supervisors, 24 elementary school principals and 315 elementary school teachers. As a needs assessment instrument a questionnaire was designed and the data were analyzed by using statistical tests.

According to these results of Göksel's study, the target group agrees that there is a need for elementary school teacher inservice education but they do not agree in the magnitude of these needs. Göksel (1987) gives two explanation for this disagreement:
First, since in-service training is a very complex phenomena and depends on various factors, the results of the studies carried out in different countries cannot be generalizable (p. 96).

The factors which inservice training depends on are listed in Göksel's study. These factors are geographical location, cultural features of the country, socio-political organization of educational activities, financial resources allocated to education, and characteristics of those involved in educational activities. Göksel continues:

Secondly, inservice training activities in Turkey have been newly organized. They are not based on the empirical data obtained from both teachers and administrators (p. 96).

The results of Göksel's study reveal that there are differences between supervisors and principals, and supervisors and teachers. Teachers and principals feel the necessity of training in student-related areas. Teachers and principals want their immediate needs to be met.

It was seen that level of experience among supervisors and principals does not have any significant effect on their perceptions of inservice training needs of elementary school teachers. The level of experience among teachers has importance in terms of methodology, classroom activities, discipline and exploiting the sources. In addition, it was proved that location of schools in high, middle or low socio-economic status districts does not affect the teachers' perceptions about their inservice training needs. Göksel (1987) examines other studies in Turkey in her thesis.
The first study was conducted by Basaran (1966). Basaran (1966) conducted the study to determine the problems of inservice education of teachers and the needs of the teachers. The following problems are stated by Basaran:

1. In most of the inservice training activities, programs have not been relevant to the actual interests and needs of teachers.
2. In planning inservice education activities, precautions have not been taken in order to remove the problems which directly or indirectly influence the activities, or it has not been known how to solve these problems.
3. To what extent these problems lead to ineffectiveness or failure in inservice education activities has not been known, and therefore, it has not been possible to find solutions.
4. Since which inservice training techniques teachers mostly prefer and perceive to be useful is not known, they have not been used appropriately, which leads to ineffective and unsatisfactory inservice education activities.
5. In most cases, inservice training techniques have not been used appropriately, which makes the activities useless and decreases the efficiency. The primary reason for this is that teaching staff have not been equipped with sufficient knowledge about how to use them.
6. Teachers' experiences, their preservice education grade level types of school they teach and positions they hold influence their attitudes towards inservice education, and their needs and interests to a great extent [sic] (Göksel, 1987, pp. 52-53).

Göksel (1987) refers to another study done by Canman (1979) on the present status and the problems of the inservice training in the General Administrative Organizations and State Economic Enterprises in Turkey. He proposed some ways for the improvement of both the inservice training activities and the methods of evaluation of the programs.
A study on the determination of teachers' perceived training needs in relation to student perception of teacher behaviours and teachers' branch was conducted by Ok (1986). He explains the purpose of the study as follows:

The purpose of this study was to determine teachers' perceived training needs and to relate these needs to student perception of teacher behaviour and teachers' branch (p. iii).

Ok (1986) chose two sample groups for this study: Ankara Türk Eğitim Derneği and Ankara Atatürk Anadolu Lisesi. Twenty-seven teachers who taught in LyCEE II, and 444 Lycee II students of the indicated schools were included in this study. Questionnaires were designed for both teachers and students.

In this study Ok (1986) deals with four problems:
1. Finding out teacher's perceived training needs.
2. Handling teachers' branch as an independent variable.
3. Examining the agreement between the student perception of teacher behaviour and the teacher perceived training needs.
4. The effectiveness of the Delphi technique in the determination of needs of the teachers who participated in the study.

While discussing the findings the researcher says that the data analysis revealed that all of the teachers who participated in this study accepted the importance of some of the characteristics and behaviours that need to be developed through teacher training programs. Ok (1986) says:
The quantitative and qualitative analysis of students' ratings also indicated that they rated teacher behaviours about which they were not very clear lower the scale and they did the opposite for those behaviours about which they were clear (p. 82).

SUMMARY

This chapter first offered the definitions of the key terms: curriculum, its four concepts, and needs assessment. Definitions of the four concepts of curriculum—goals, organizations, operations and outcomes—were based on the Bellon and Handler framework (1982) for curriculum development and evaluation. A discussion of educational needs and needs assessment was followed by the review of methodology of needs assessment. The literature concerning needs assessment studies in Turkey was also reviewed but it was seen that very little research about needs assessment exists in EFL in Turkey.
CHAPTER 3

METHODOLOGY

THE BACKGROUND

This research study is the first EFL needs assessment study conducted at Atatürk University. For this reason the researcher has had various difficulties. The major difficulty was the time limitation allowed to carry out this study. The English as a Foreign Language Department at Atatürk University is a very large organization with approximately seven thousand students, twenty teachers and four administrators. Therefore, it would have been preferable if the researcher had had enough time to make occasional visits to the university, repeat the interviews and redistribute the questionnaires to collect more and varied information. Furthermore, the students of the department come from a variety of regions of the country and they study different subjects. For this reason learner needs vary a lot.

This research study was conducted in the EFL Department at Atatürk University in April 1990, during the second semester of the academic year. The purpose of this study was explained to the participants. They were willing to assist in the needs assessment. There was an open and supportive climate. Although the data collected are limited, for the reasons mentioned above the process helped the participants
discuss their needs and opinions.

OBJECTIVES OF THE STUDY

The main objective of this study is to identify and assess the basic needs of the learners of the EFL Department. This study can contribute to the accurate assessment of student needs and can help the curriculum designers to develop and evaluate the organizational and the operational phases of the curriculum (as explained in the review of literature) in accordance with the needs and expectations of the participants. This study will help to increase the students' awareness of benefits of learning English as a foreign language. As a whole the findings of this research project are expected to be integrated into the operations and organizational structure of the EFL Department as soon as possible.

SELECTING THE TARGET GROUP

In order to be systematic and reach as representative a sample people as possible, it was decided that groups of five to ten students from each faculty would be included. Only the students who had recently enrolled in the department and who were close to graduation from the university were included in this study. Therefore groups of first and fourth year
students were selected from each faculty to participate in this study. One hundred and forty seven students participated in this study. These students were randomly selected from the list of students. All of the 20 teachers were included in the study. To collect data from the administrators, the general coordinator and the head of the department were selected.

DESIGNING DATA COLLECTION INSTRUMENTS

After selection of the target group, the next step was to design an original data collection instrument to find out the opinions and attitudes of the students, teachers and administrators of the department. It was decided to make use of various techniques such as checklists for observation and interviews and questionnaires to make collection of data systematic. Fact finding was conducted both obtrusively and unobtrusively. Observations, semi-structured interviews, discussions and questionnaires were used. Equipment, materials, facilities, lesson plans and classrooms were observed and notes concerning organizations as well as operations were recorded.

a. Questionnaires: In the preparation stage, Licari, Londei and Mondolini's article (1983) reviewed above was useful to designing the questionnaires. Three different questionnaires were designed (see Appendices 1, 2, and 3.). In order to distribute them to the participants, written permission was
obtained from the general coordinator. The questionnaires for the students were distributed to the groups of first and fourth year students of each of the faculties' students. Since fourth year students of the Nursing School were being trained in the hospital, the opinions and attitudes of students of the Nursing School are not included in this study. The questionnaires were distributed to all of the teachers and the questionnaires for administrators were distributed to two of the administrators. With the help of the teachers, questionnaires for the students were distributed during class time.

To minimize linguistic interferences and to facilitate comprehension of the questions, the questionnaires for students (see Appendix 1) were translated into Turkish. The questionnaires request information such as faculty, department, hometown, sex and class of the students. In the first section there are nine Yes/No questions and one rank order question. In the second section there are three multiple choice questions. The first three Yes/No questions attempt to clarify if the students are aware of why they study English, if they have any social or vocational expectations from learning English or if they just study English because it is obligatory. The teachers reported that the students felt distressed while they were answering the fifth and sixth questions. The fifth question is related to their personal relationships with their teachers and the sixth is related to the methods the teachers use to teach
English. The last two Yes/No questions are about class activities. The rank order and the three multiple choice questions are designed to find out from the current students which language skills they want to learn.

The questionnaire for teachers (see Appendix 2) includes two sections. There are 13 Yes/No questions in the first section. In this section there are questions about language skills, teaching methods, motivation and class activities. This section was designed to reveal if the teacher is appropriately prepared for this job, if the teacher is familiar with teaching methods, learning skills and basic features of English sounds, lexical and cultural systems, if the teacher pays attention to individual differences and finally if the teacher considers the importance of affective factors to language learning. This section also includes questions on classroom activities.

Section 2 consists of questions related to the teaching methods the teachers most often use and two questions relate to the language skills the teachers use and want to use. Finally the teachers were asked to list some activities which interest the learners most. The questionnaire for teachers also includes the title of the department the teacher was graduated from, the department in which the teacher was teaching at the time of data collection and the number of years of teaching experience.

In the questionnaire for the administrators (see Appendix 3) there are four Yes/No questions and two open-ended questions. Questions are about the selection and
evaluation of educational tools and about the evaluation process of the program. There are also two questions about native speakers. To give the administrators enough time to provide significant responses to the questions, they were asked to return the questionnaires the next day.

b. Observation: While the students were answering the questionnaires, the researcher observed the materials and equipment in the classroom. Since the observer had designed checklists (see Appendices 4 and 5) for this observation it was easy to record these facilities. The observer paid attention to the use of space, ventilation, lighting of the classroom, to the desks (whether they were fixed or unfixed to the floor), to the audio-visual materials/equipment, and to the textbook and teacher made materials available in the classroom.

The building of the Foreign Languages Department was visited. The purpose of the observation was to learn if the teachers shared their rooms with one or more people, if there were audio-visual materials that teachers could use, if there were facilities such as photocopy machines and duplicators and if there were sufficient staff to help the teachers.

c. Interviews: The design of the research study called for interviews with a group of students, with the teachers, and with the administrators. But time constraints made interviews with the students impossible; instead, however, for the students, class discussions were used. Interview with
the teachers and with one of the administrators was semi-structured, mother-tongue interview. Because some of the teachers taught at the same faculty, only one of them was selected for the interviews: nine teachers were interviewed. Of the administrators, the general coordinator was interviewed. The main ideas of the interview with the teachers were around the patterns of communication, selection and allocation of materials, decision-making and planning processes. The teachers talked about the methods they use, skills they prefer to teach, and the reasons for their preferences, and they talked about the activities which increase student participation.

d. **Discussions:** Discussions were conducted in the classrooms where the researcher went to distribute the questionnaires. After the questionnaires were collected, the researcher asked the students to discuss their reasons for studying English and the problems they had while studying. The topic of these discussions were the awareness of needs, skills required and the instructional methods being used. Individual students talked about their future expectations. The students and the teacher were asked to offer suggestions to overcome these difficulties. Discussions with students helped the students to express their opinions but their expectations and needs were so varied that it was impossible to organize the their opinions, therefore these findings were not included in the present study.
CONCLUSION

This chapter was presented in four sections. The first section dealt with the presentation of the background for this research. In the second section objectives of this study were stated. The major concern of this study was the assessment of the organizational and operational needs of the English as a Foreign Language Department at Ataturk University. The third section deals with the selection of the target group. In the fourth section designing of the data collection instruments was presented.

Data are presented and analyzed in the fourth chapter.
PRESENTATION AND ANALYSIS OF DATA

PRESENTATION OF DATA

1. Questionnaires

Responses to student questionnaires: One hundred and forty-seven students responded to this questionnaire. The questionnaire was composed of two pages.

Table 1 below deals with three questions. The students were asked if they thought English was necessary for their future, if they would rather not learn English and if they had family members who knew English. Percentages of responses to these three questions are in the same table to show the relationships among them.
Table 1: Percentage of students who thought English is necessary compared with those who prefer not to learn a foreign language and who had family members who knew English.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>1st</th>
<th>4th</th>
<th>1st</th>
<th>4th</th>
<th>1st</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and Science</td>
<td>100.0</td>
<td>90.0</td>
<td>37.5</td>
<td>20.0</td>
<td>62.5</td>
<td>20.0</td>
</tr>
<tr>
<td>Medicine</td>
<td>85.7</td>
<td>100.0</td>
<td>57.1</td>
<td>28.5</td>
<td>28.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Agriculture</td>
<td>87.5</td>
<td>80.5</td>
<td>37.5</td>
<td>50.0</td>
<td>37.5</td>
<td>30.0</td>
</tr>
<tr>
<td>Dentistry</td>
<td>85.7</td>
<td>100.0</td>
<td>14.2</td>
<td>25.0</td>
<td>42.8</td>
<td>50.0</td>
</tr>
<tr>
<td>Theology</td>
<td>71.4</td>
<td>85.7</td>
<td>42.8</td>
<td>28.5</td>
<td>14.2</td>
<td>28.5</td>
</tr>
<tr>
<td>Veterinary</td>
<td>66.6</td>
<td>63.6</td>
<td>16.6</td>
<td>54.5</td>
<td>0.0</td>
<td>27.2</td>
</tr>
<tr>
<td>Engineering</td>
<td>100.0</td>
<td>50.0</td>
<td>0.0</td>
<td>50.0</td>
<td>42.8</td>
<td>12.5</td>
</tr>
<tr>
<td>Business</td>
<td>87.5</td>
<td>100.0</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
<td>25.0</td>
</tr>
<tr>
<td>Education</td>
<td>70.0</td>
<td>70.0</td>
<td>30.0</td>
<td>30.0</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total Percentages</strong></td>
<td><strong>83.84</strong></td>
<td><strong>82.14</strong></td>
<td><strong>27.57</strong></td>
<td><strong>29.9</strong></td>
<td><strong>27.83</strong></td>
<td><strong>20.32</strong></td>
</tr>
</tbody>
</table>

As can be seen in Table 1, 83.82 percent of first year and 73.14 percent of fourth year students thought English was necessary for their future. When the percentages of each faculty are considered, it is seen that first year students of the Faculties of Letters and Science and Engineering had the highest percentage, that is 100 percent. However, the highest percentage among the fourth year students belonged to
the students of Medicine, Dentistry and Business.

When the second column of the table is examined, it can be seen that the percentage of fourth year students who preferred not to learn English was higher than the percentage of the first year students.

In addition, the total percentage of first year students who had family members who knew English was higher than the fourth year students. When the percentages of the first year students are examined it is seen that Engineering and Dentistry students had the highest percentages (42.8%). Fourth year students of Dentistry had the highest percentage (100%).

Table 2 presents one question. The question was asked to learn if the students had any social and vocational expectations from learning English. Responses of first and fourth year students were included to see the differences between these two groups of students.
Table 2: Number of students who expected social and vocational benefits from learning English

<table>
<thead>
<tr>
<th>Faculty</th>
<th>1st year</th>
<th>4th year</th>
<th>Total Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and Science</td>
<td>8</td>
<td>8</td>
<td>18</td>
<td>88.8</td>
</tr>
<tr>
<td>Medicine</td>
<td>6</td>
<td>6</td>
<td>14</td>
<td>85.7</td>
</tr>
<tr>
<td>Agriculture</td>
<td>6</td>
<td>8</td>
<td>18</td>
<td>77.7</td>
</tr>
<tr>
<td>Dentistry</td>
<td>6</td>
<td>8</td>
<td>15</td>
<td>93.3</td>
</tr>
<tr>
<td>Theology</td>
<td>5</td>
<td>2</td>
<td>14</td>
<td>50.0</td>
</tr>
<tr>
<td>Veterinary</td>
<td>6</td>
<td>8</td>
<td>17</td>
<td>82.3</td>
</tr>
<tr>
<td>Engineering</td>
<td>6</td>
<td>3</td>
<td>15</td>
<td>60.0</td>
</tr>
<tr>
<td>Business</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>53</strong></td>
<td><strong>147</strong></td>
<td><strong>73.07</strong></td>
</tr>
</tbody>
</table>

Table 2 presents the numbers of students who had social and vocational expectations from learning English. First year students had the same total as fourth year students. When the total percentages of each faculty are considered, it may be said, despite the relatively small number of cases, that Business students were clearly most likely to expect benefits and Education students were least likely. The total percentage of all respondents who expected benefits from learning English was 73.07.
Table 3 deals with the percentages of students who had good personal relationships with their teachers and who felt themselves comfortable in the classroom that they used for English courses.

Table 3: Percentage of students who were satisfied with personal relations with their teachers and who liked the classroom that they used for English courses.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students who were satisfied with personal relations</th>
<th>Students who liked classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>4th</td>
</tr>
<tr>
<td>Letters and Science</td>
<td>100.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Medicine</td>
<td>57.14</td>
<td>42.8</td>
</tr>
<tr>
<td>Agriculture</td>
<td>87.5</td>
<td>30.0</td>
</tr>
<tr>
<td>Dentistry</td>
<td>42.8</td>
<td>62.5</td>
</tr>
<tr>
<td>Theology</td>
<td>85.7</td>
<td>37.5</td>
</tr>
<tr>
<td>Veterinary</td>
<td>50.0</td>
<td>63.6</td>
</tr>
<tr>
<td>Engineering</td>
<td>87.7</td>
<td>36.3</td>
</tr>
<tr>
<td>Business</td>
<td>75.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Education</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76.2</td>
<td>56.96</td>
</tr>
</tbody>
</table>

Table 3 shows the percentages of students who were satisfied with personal relations with their teachers and who liked their classroom that they used for English courses.
According to the total percentages, 76.20 percent of first year students and 56.96 percent of fourth year students were satisfied with their personal relations. First year students of the Faculty of Letters and Science, and Education, and fourth year students of the Faculty of Education had the highest percentages.

The percentage of first year students who liked their classroom was higher than the percentage of the fourth year students.

Students were asked if they thought their teacher should make some changes in their teaching. Numbers of first and fourth year students and the percentage of the total who agreed that their teacher needed some improvement are presented in Table 4.
Table 4: Number of the students who thought their teacher should make some changes in their teaching.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>1st year</th>
<th>4th year</th>
<th>Total Number</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and Science</td>
<td>6</td>
<td>5</td>
<td>18</td>
<td>61.1</td>
</tr>
<tr>
<td>Medicine</td>
<td>6</td>
<td>3</td>
<td>14</td>
<td>64.2</td>
</tr>
<tr>
<td>Agriculture</td>
<td>7</td>
<td>5</td>
<td>18</td>
<td>66.6</td>
</tr>
<tr>
<td>Dentistry</td>
<td>3</td>
<td>6</td>
<td>15</td>
<td>60.0</td>
</tr>
<tr>
<td>Theology</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>50.0</td>
</tr>
<tr>
<td>Veterinary</td>
<td>3</td>
<td>8</td>
<td>17</td>
<td>64.7</td>
</tr>
<tr>
<td>Engineering</td>
<td>7</td>
<td>7</td>
<td>15</td>
<td>93.3</td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
<td>3</td>
<td>16</td>
<td>43.75</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>42</strong></td>
<td><strong>147</strong></td>
<td><strong>57.59</strong></td>
</tr>
</tbody>
</table>

The total percentage of the students who thought their teacher should make some changes in their teaching is 57.59 percent. When percentages of each faculty are examined, it is seen that 93.3 percent of Engineering students thought their teachers should make some improvement in their teaching.

Table 5 below is about the operational phase of curriculum. Grammar and vocabulary games are used to increase student motivation. Table 5 presents the students who said that they sometimes played class games and who thought grammar exercises were difficult.
Table 5: Percentage of students who said that they sometimes played grammar and vocabulary games and who found grammar exercises difficult.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students who sometimes played grammar and vocabulary games</th>
<th>Students who thought grammar exercises are difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>4th</td>
</tr>
<tr>
<td>Letters and Science</td>
<td>100.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Medicine</td>
<td>28.57</td>
<td>14.2</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Dentistry</td>
<td>28.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Theology</td>
<td>42.8</td>
<td>28.57</td>
</tr>
<tr>
<td>Veterinary</td>
<td>0.0</td>
<td>54.5</td>
</tr>
<tr>
<td>Engineering</td>
<td>14.2</td>
<td>37.5</td>
</tr>
<tr>
<td>Business</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Education</td>
<td>31.2</td>
<td>26.6</td>
</tr>
<tr>
<td><strong>Total Percentage</strong></td>
<td><strong>34.76</strong></td>
<td><strong>26.64</strong></td>
</tr>
</tbody>
</table>

The total percentage of first year students who said that they sometimes played grammar and vocabulary games was 34.76 percent. Faculty of Letters and Science had the highest percentage of first year students, 100 percent. On the other hand, none of the first year students of the Faculty of Agriculture, Veterinary and Business said that they played such games. The percentage of fourth year students was 26.64. The highest percentage belonged to the students of the
Faculty of Veterinary Sciences.

First year students found grammar exercises more difficult. The percentage of first year students was 64.57 percent and fourth year students percentage of difficulty was 57.07 percent.

The students were asked to rank language skills according to the order of importance. Table 6 presents the percentage of students who ranked each language skill as most important.
This table shows that students saw speaking as the most important skill with a total percentage of 68.81. Speaking was followed by grammar, 11.73 percent; translation, 9.16 percent; writing, 8.96 percent; reading 6.26 percent; listening, 5.25 percent.

Table 7 is related to Table 6 above. The responses of the students who ranked the skills according to the order of importance were reconsidered, but this time students who ranked the least important skill are examined and these
responses are presented as percentages.

Table 7: Percentage of students who ranked each language skill as least important.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
<th>Listening</th>
<th>Grammar</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and Science</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>66.6</td>
<td>16.6</td>
<td>10.75</td>
</tr>
<tr>
<td>Medicine</td>
<td>0.0</td>
<td>0.0</td>
<td>14.2</td>
<td>14.2</td>
<td>21.4</td>
<td>35.7</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5.5</td>
<td>0.0</td>
<td>11.1</td>
<td>44.4</td>
<td>16.6</td>
<td>22.2</td>
</tr>
<tr>
<td>Dentistry</td>
<td>0.0</td>
<td>0.0</td>
<td>13.3</td>
<td>33.3</td>
<td>0.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Theology</td>
<td>14.2</td>
<td>0.0</td>
<td>0.0</td>
<td>50.0</td>
<td>64.2</td>
<td>28.5</td>
</tr>
<tr>
<td>Veterinary</td>
<td>5.8</td>
<td>0.0</td>
<td>5.8</td>
<td>52.9</td>
<td>29.4</td>
<td>29.4</td>
</tr>
<tr>
<td>Engineering</td>
<td>13.3</td>
<td>0.0</td>
<td>0.0</td>
<td>33.3</td>
<td>13.3</td>
<td>20.0</td>
</tr>
<tr>
<td>Business</td>
<td>6.25</td>
<td>6.25</td>
<td>6.25</td>
<td>68.75</td>
<td>0.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Education</td>
<td>15.0</td>
<td>0.0</td>
<td>0.0</td>
<td>20.0</td>
<td>30.0</td>
<td>35.0</td>
</tr>
</tbody>
</table>

Total Percentage 6.6 0.69 5.62 42.6 21.2 26.8

Respondents to this question saw listening as the least important skill with a total percentage of 42.6. Listening was followed by translation, grammar, writing, reading and speaking. Only 6.25 percent of Business students saw speaking as the least important. When each Faculty is examined separately the least important skill was as follows:
Students were asked what their major purpose in studying English was. Four items were provided for the students to choose the best response. The items were: academic, vocational, social and other. Students who circled the item "other" were asked to explain their own purpose.

Students were asked to check the major purpose in learning English. Table 8 offers the percentage of students who indicated they had academic, vocational, social and other purposes.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Skill</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and Science</td>
<td>Listening</td>
<td>66.6</td>
</tr>
<tr>
<td>Medicine</td>
<td>Translation</td>
<td>35.7</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Listening</td>
<td>44.4</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Translation</td>
<td>40.0</td>
</tr>
<tr>
<td>Theology</td>
<td>Grammar</td>
<td>64.2</td>
</tr>
<tr>
<td>Veterinary</td>
<td>Listening</td>
<td>52.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>Listening</td>
<td>33.3</td>
</tr>
<tr>
<td>Business</td>
<td>Listening</td>
<td>68.75</td>
</tr>
<tr>
<td>Education</td>
<td>Translation</td>
<td>35.0</td>
</tr>
</tbody>
</table>
Table 8: Percentage of students' major purposes in studying English.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Academic</th>
<th>Vocational</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and Science</td>
<td>0.0</td>
<td>61.1</td>
<td>16.6</td>
<td>5.5</td>
</tr>
<tr>
<td>Medicine</td>
<td>14.2</td>
<td>78.5</td>
<td>7.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5.5</td>
<td>66.6</td>
<td>11.1</td>
<td>22.2</td>
</tr>
<tr>
<td>Dentistry</td>
<td>0.0</td>
<td>46.6</td>
<td>46.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Theology</td>
<td>21.4</td>
<td>42.8</td>
<td>35.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Veterinary</td>
<td>11.76</td>
<td>58.8</td>
<td>41.1</td>
<td>11.76</td>
</tr>
<tr>
<td>Engineering</td>
<td>13.3</td>
<td>40.0</td>
<td>40.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Business</td>
<td>0.0</td>
<td>83.3</td>
<td>12.25</td>
<td>12.25</td>
</tr>
<tr>
<td>Education</td>
<td>0.0</td>
<td>20.0</td>
<td>55.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>7.35</td>
<td>55.30</td>
<td>29.49</td>
<td>12.77</td>
</tr>
</tbody>
</table>

According to the data 55.30 percent of the total respondents had vocational, 29.47 percent had social, 7.55 percent had academic purposes in studying English. Students who had other purposes said they learned English because it was obligatory.

Responses to teacher questionnaires: Twenty teachers responded to the questionnaire. Teachers were asked thirteen Yes/No questions, three multiple choice question and one open-ended question. These questions were about their
preservice and inservice training, personal relations with students and about class activities. Some responses are presented in tables to facilitate drawing conclusions and showing relations, but some responses are presented only with textual explanations.

**Question b:** The teachers were asked if they were satisfied with their relationships with their students. Eighty percent indicates that they were satisfied with their personal relationships.

**Question c:** The teachers were asked if they could arrange/decorate their own classrooms the way they wanted. Twenty percent (4 teachers) said that they could arrange their own classrooms.

**Question f:** In responses to whether they used group work in any of the phases of the lesson they taught thirty percent answered "yes".

Table 9 deals with inservice training of teachers. This table presents responses for two separate questions. In the first column the number/percentage of teacher who stated that they thought staff development activities met the needs of the teachers and in the second column number/percentage of teachers who said they had regular conferences with administrators.
Table 9: Number and percentage of teachers who answered questions about staff development activities and regular meetings with administrators.

<table>
<thead>
<tr>
<th></th>
<th>Number of teachers</th>
<th>Percentage of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff development activities met the needs of the teachers</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>There were regular conferences with administrators</td>
<td>2</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Question 2: Sixty percent of teachers thought they were familiar with English sound, lexis and culture system. The percentage of teachers who experimented with the techniques and methods of English language teaching was also 60 percent.

Question 2 and 3: The second question of the second section is about the language skills the teachers most often used, and the third question is about the language skills they wanted to teach. According to the data, 90 percent of teachers taught grammar, 85 percent taught vocabulary, 75 percent taught reading and speaking, 55 percent taught writing and 45 percent taught listening.

However, ninety percent of the teachers wanted to teach speaking, 80 percent wanted to teach listening, 75 percent wanted to teach reading writing and 65 percent wanted to teach vocabulary.
Question 4: Teachers were asked to list some of the activities which interested the learners most. The only common response was given by ten teachers. According to them, students enjoyed playing grammar and vocabulary games.

Table 10: Number and percentage of teachers who said students volunteered, were aware of why they were learning English and who used positive reinforcement.

<table>
<thead>
<tr>
<th>Teachers who said students volunteered</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>said students volunteered</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>said students were aware</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>used interest of students</td>
<td>16</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 10 shows that 45 percent of teachers said students volunteered for the courses they taught. 40 percent said students were aware of why they were learning English and 80 percent said that they used interest of students as a starting point.

Teachers were asked to check the teaching method they most often used. Three methods were listed: audio-lingual, communicative, and grammar-translation. The number/percentage of teachers who checked each method is presented in Table 11.

58
Table 11: Number and percentage of teachers who checked the teaching method they most often used.

<table>
<thead>
<tr>
<th>Method</th>
<th>Number of Teachers</th>
<th>Percentage of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-Lingual</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Communicative</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Grammar-Translation</td>
<td>17</td>
<td>85.0</td>
</tr>
</tbody>
</table>

It is seen that the grammar-translation method was the most common teaching method used by the teachers.

Responses to administrator questionnaires: Administrator questionnaires were given to the general coordinator and to the head of the department. There were four structured, three open-ended, total seven questions in this questionnaire.

Question 1: Administrators were asked if there were any native speakers teaching in the department. Both administrators said "No."

Question 2: The administrators were asked if the teachers were free to choose educational tools. Their answers were "No."

Question 3: When asked if it was possible for the same teacher to stay with the same students for several consecutive semesters, both of the administrators answered "Yes."
Question 4: Both of the administrators said that it was possible for the teachers to bring native speakers to their classes.

Question 5: When presented with an open-ended question about the process of selecting instructional materials, one administrator did not answer and the other said he would rather consult the instructors.

Question 6: The administrators were asked how often they selected instructional materials. One administrator did not give any answer to this question. The other replied that they selected instructional materials once every three years.

Question 7: The question was about the frequency of the evaluation of the program. One administrator did not write any answer, the other administrator said that the program was evaluated once every year.

2. Classroom observation

During classroom observations lighting, space and ventilation of each classroom was observed. Classrooms that cannot make use of daylight were considered as having bad lighting. Classes which had fewer tables than the number of students or which had at least twice the number of seats than the number of students were considered as having too little or too much space. The classrooms which were located in the
basement, which had small windows and which did not have vents were considered as having bad ventilation.

During these observations it was seen that 22.2 percent of the classrooms that were used for English courses had good lighting, 33.3 percent had good space, 77.7 had fixed desks and 22.2 percent had good ventilation.

During classroom observation, textbooks, audio-visual materials and other teacher-made materials were observed. It was observed that the same textbook was used for the first year students of nine faculties. Audio-visual materials were not used in any of these faculties. Teacher-made materials were used for the fourth year students. Except for the Faculty of Medicine there were not any textbooks for the fourth year students.

The building of the department was also visited. It was seen that the teachers shared their rooms at least with one teacher and some as many as five. There were not any audio-visual teaching materials. There was a duplicator and a photocopy machine. The department did not have a secretary. Other staff - secretary, intendant, keeper of tearoom - served three departments.

3. Interviews

Nine teachers who taught in nine faculties and the general coordinator were interviewed.
Teacher responses: The first question asked of the teachers was whether they were regularly prepared for class presentations. Six teachers said that they did not need to prepare for class presentations. They said that the only thing they should do was to follow the textbook. Two teachers said that they prepared for the class presentations during the weekends. One teacher said that she regularly prepared for the class presentations at night.

The teachers were asked if they found textbooks useful. Four teachers found the textbook used for the first year students useful. However all nine teachers said that they needed extra materials. They added that their students were bored with following the same book throughout the year. The teachers said that they did not follow any textbook and syllabus for the fourth year students and that they had difficulties in the preparation of materials.

The next question was about communication patterns between the teachers and the administrators. All nine teachers agreed that there was vertical communication, from top to bottom. Two teachers believed that they participated in decision making and planning processes.

Administrator responses: The administrator was asked whether there were any supporting teachers in the department and about the materials and facilities of the department. He responded that there were not any supporting teachers and that the department did not have any audio-visual materials. There was a duplicator in the department but teachers had to bring paper from their faculties.
DATA ANALYSIS

The major concern of this study was the assessment of the organizational and operational needs of the English as a Foreign Language Department at Atatürk University. As was reviewed in Chapter 2, organizational concerns have great importance for the accomplishment of educational goals. Paying inadequate consideration to organizational processes and influences can cause failure in the attainment of goals. Limited resources, organizational influences and lack of clarity about responsibilities form obstacles in the attainment of goals. In addition, organizational improvement, evaluation and renewal activities influence the operational phase of curriculum development.

According to Bellon and Handler (1982) educational organizations depend on human resources. The teacher's role is especially very important in educational programs. Therefore teachers should be selected and evaluated appropriately. But this study points to the fact that there was not any personnel evaluation activity in the department.

To achieve organizational goals some physical resources are necessary. Bellon and Handler (1982) say:

Even the most competent personnel cannot respond adequately to the expressed needs if they do not have the necessary facilities, equipment and materials (p. 38).

Observation of the classroom and the building of the department helped to collect data on facilities, materials.
and equipment. In addition, administrator questionnaire (see Appendix 3) included questions related to materials. During these observations it was seen that 22.2 percent of classrooms that were used for English courses had good lighting, 33.3 percent had good space, 77.7 had fixed desks and 22.2 percent had good ventilation. This means that most of the classrooms had bad lighting, bad space and bad ventilation. Additionally, most of the classrooms had fixed desks. With fixed desks it is rather hard to do group work and other activities which can increase interaction among teachers and students and increase learning. Moreover, when teachers were asked if they could arrange/decorate their own classrooms the way they wanted to, most of the teachers responded negatively to this question. Students were also questioned about the classrooms. Table 3 offered the percentage of students who liked their classroom: 35.2 percent of first, 31.49 percent of fourth year students liked their classrooms. During class observations it was seen that none of the nine faculties used audio-visual instructional materials to teach English.

The textbook is another important physical resource. Teachers were asked if they found their textbooks useful. Only four teachers said that they found their textbooks useful.

Administrators were asked if the teachers were free in choosing educational tools. Both administrators gave negative answers. On the other hand, teachers who were interviewed said that they needed extra materials. They complained that
their students were bored with following the same textbook. All the eight teachers, except for the teacher of the Faculty of Medicine, mentioned the difficulties of teaching English without having a textbook and a syllabus.

Related to the selection of instructional materials, the administrators were asked how and how often they selected instructional materials. One administrator said that he preferred consulting the teachers and the selection process was repeated every three years.

In an educational program there are some organizational processes such as the communication process and decision-making and planning processes. Teachers were questioned to learn how the communication process was at the English as a Foreign Language Department at Atatürk University. Nine teachers agreed that the department depended on vertical communication processes. This means that information flows through the top levels of hierarchy down through the other levels of the department. Only two out of nine teachers believed that they contributed to the decision-making and planning processes. But the communication processes between the students and the teachers were seen to be satisfactory.

Table 3 presented the percentage of students who were satisfied with their personal relations with their teachers: 76.2 percent of first year and 56.96 percent of fourth year students were satisfied. Eighty percent of teachers were satisfied with their relations with the students.

The operational phase of curriculum development deals
with day-to-day functioning of the program. One of the most important concerns of operations is that the educational goals of the program should be congruent with the daily activities of the program. According to the findings of this study there is an inconsistency between the goals of the department and student-perceived and teacher-perceived needs of the learners. The purpose of the program is to teach English so that students will be linguistically prepared to use western technology and to learn from major publications written in English. As can be seen in Table 6, 68.81 percent of students saw speaking as the most important skill for their future. The majority of students had vocational purposes in learning English and the minority of students had academic purposes.

The primary focus of the day-to-day operations is the student learning. The teacher is expected to understand learning theories. The teacher questionnaire included items related to the motivation, using positive reinforcement and appreciation of learning styles of different individuals. It was seen that most of the teachers had some knowledge of these theories.

In the operational phase, effective teaching methods should also be used. Table 11 presents that 85.0 percent of the teachers used the grammar-translation method. But, they thought students needed speaking skills for their future; therefore, the grammar-translation method did not respond to the needs of the learners.

Another important factor in the improvement of
Operational activities is the change or improvement of teachers' abilities. Staff development activities and regular conferences with administrators are some inservice training methods. According to Table 9, 40 percent of teachers said staff development activities responded to the needs of the teachers. Ten percent of teachers said there were regular conferences with administrators.

Furthermore, instructional processes include important activities which happen before, after and during class time. Therefore, the teachers' presentation is a part of instruction. Teachers who were included in the interviews were asked if they were prepared regularly for class presentations, most of the teachers said that they relied upon textbooks and they needed no extra preparation.

This chapter offered the presentation and analysis of data. In the next chapter, a brief summary of this research and conclusions and general implications will be offered.
The topic of this study was the needs assessment of the organization and operations of the English as a Foreign Language Department at Atatürk University. This study includes five chapters. The first chapter presented the statement of topic, purpose of the study, methodology, limitations and plan of organization. In the second chapter professional literature was reviewed to provide background information for this study. In the third chapter the methodology of needs assessment was explained. Presentation and analysis of the data was offered in the fourth chapter.

In conclusion, most of the students knew the benefits of learning English for their future and most of them thought they needed English to be successful in their vocations. However, it should be noted that there is an inconsistency between the goals of the department and the goals of the learners. Students want to use language for oral communication but the data shows they are not aware of the close relationship between the skills. They rated speaking as the most, listening as the least important skill. They do not think learning grammar and translation will be sufficient for their future. Apart from the inconsistency between the goals, there are some other organizational and operational factors that form obstacles before the attainment of goals.
First, inadequate consideration has been given to organizational concerns. There is no systematic evaluation process to evaluate both personnel and instructional materials. Most of the classrooms are not liked by the students. There were no materials such as tape-recorders or video to increase student motivation. In addition, the facilities, equipment and materials of the department are very limited. Seventy-seven percent of the classrooms had fixed chairs. Ten students said that the students were very interested in group works but it is impossible to do group activities with fixed chairs. Another important resource is the textbook. Textbooks should be supported by some extra materials that have been selected according to the interests of the learners. For fourth year students, a textbook and authentic materials related to their subject-areas can be used, but these materials should be selected and organized before the beginning of the academic year.

As for the communication process, based on the analysis of data, it can be said that there is not any cooperative working relationships between the administrators and the teachers. Face to face communication can help to close the distance between the teachers and the administrators. Obviously the percentage of teachers who said that they had regular conferences with administrators was rather low.

If the activities of the operations were in parallel with the goals, the students would be more motivated. Students of the EFL Department said they wanted to speak but
they learned grammar and translation. So, it can be said that there is a gap between the goals of the students and the day-to-day functioning of the program.

RECOMMENDATIONS

1. Sufficient personnel should be available for all important tasks. The personnel should be properly prepared.
2. The organization should support staff development activities.
3. The instructional materials and equipment should be properly prepared.
4. The physical facilities should be adequate to achieve the goals of the organization.
5. Both vertical and horizontal communication patterns should be encouraged.
6. Instructional goals should be consistent with the course goals.
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APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

Faculty: ______________________________ Department: __________________________
Year: ______________________________ Sex: ________________________________
Hometown: __________________________

Section 1: Please (  ) the appropriate answer or answers for each question below.

a - I think English is necessary for my future. (  ) (  )
b - I expect some social and vocational benefits from learning English. (  ) (  )
c - I would rather not learn a foreign language. (  ) (  )
d - There are some people in my family who know and use English. (  ) (  )
e - I am satisfied with my personal relationships with my teacher. (  ) (  )
f - I think our teacher should make some changes in their teaching. (  ) (  )
g - I like the classroom that we use for English classes. (  ) (  )
h - We sometimes play grammar and vocabulary games. (  ) (  )
i - Grammar exercises are difficult. (  ) (  )
Please rank the following items in what you think is the order of importance (let 1 = most important, 6 = least important) for your study of English.

- Learning to read
- Learning to speak
- Learning to write
- Learning to listen
- Learning grammar
- Learning to translate

Section 2: Circle the letter for the best response for each item below.

1 - Why do you study English?
   a - My parents chose it for me.
   b - I was aware of its benefits.
   c - I do not know.

2 - What is your major purpose in studying English?
   a - academic
   b - vocational
   c - social
   d - other (please explain)

3 - Which language skills do you think are most important for your future? Circle all that apply to you.
   a - listening
   b - speaking
   c - reading
   d - writing
   e - grammar
   f - translation

Thank you for your cooperation. The results of this study will help to make your language program more suitable for you as this information will be useful in program development.
APPENDIX 2

QUESTIONNAIRE FOR TEACHERS

Department: ________________________________

Department graduated from: ________________________________

Number of years of teaching experience: ________________________________

Section 1: Please ( ) the appropriate answer for each question below.

YES NO

a - I keep the motivation of the students at a high level by using their interests as a starting point. ( ) ( )

b - I am satisfied with my personal relationships with my students. ( ) ( )

c - I can arrange/decorate my own classroom the way I want to. ( ) ( )

d - I think staff development activities at the department level are useful for satisfying the professional needs of the teachers. ( ) ( )

e - I have regular conferences with administrators. ( ) ( )

f - I use group work in many phases of the lessons I teach. ( ) ( )

g - I have gained conscious familiarity with the basic features of the English sound, lexical and cultural system. ( ) ( )

h - I learn about and experiment with methods and techniques for teaching EFL. ( ) ( )

i - I think learners must feel loved, respected and secure. ( ) ( )

j - I usually use positive reinforcement. ( ) ( )

k - The learners usually volunteer for the courses I teach. ( ) ( )

l - The students are aware why they are learning English. ( ) ( )

m - I know that individuals learn in different ways. ( ) ( )

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Section 2:

1 - Please check the teaching method you use most often.
___ Audio-lingual
___ Communicative
___ Grammar-translation

2 - Check which skills you use.
___ listening
___ speaking
___ reading
___ writing
___ grammar
___ vocabulary

3 - Check skills you want to teach.
___ listening
___ speaking
___ reading
___ writing
___ grammar
___ vocabulary

4 - Please list some of the activities which interest the learners most.
   a -

   b -

   c -

Thank you for your cooperation. The results of this study will help to make your language program more suitable for you and your students as this information will be useful in program development.
APPENDIX 3

QUESTIONNAIRE FOR ADMINISTRATORS

Please ( ) the appropriate answer for each question below.

- Are there any native speakers teaching in the department?
  YES _________   NO _________

- Are the teachers free to choose educational tools (textbooks in particular)?
  YES _________   NO _________

- Is it possible for the same teacher to stay with his pupils for several consecutive semesters?
  YES _________   NO _________

- Is it possible to bring native speakers into classes?
  YES _________   NO _________

- How do you select instructional materials?

- How often do you select new instructional materials?

- How often do you evaluate the success of the program?

Thank you for your cooperation. The results of this study will help to make your language program more suitable for you and your students as this information will be useful in program development.
# CHECKLIST FOR CLASSROOM OBSERVATION

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Textbook</th>
<th>Audio-vis. material</th>
<th>Teacher-made materials</th>
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</thead>
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<td>1st</td>
<td>4th</td>
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<tr>
<td>Letters and Science</td>
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<tr>
<td>Education</td>
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APPENDIX 5

CHECKLIST FOR CLASSROOM OBSERVATION

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<th>Space</th>
<th>Desks</th>
<th>Ventilation</th>
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QUESTIONS FOR INTERVIEW

A. Questions to teachers

1. Are you regularly prepared for class presentations?

2. Do you find textbook that you use for English courses useful?

3. How is the communication between the teachers and the administrators?

B. Questions for administrators

1. Are there any supporting teachers at the department?

2. What are the instructional materials used at the department?
RESUME

I was born in Erzurum in 1963. After finishing Erzurum Anadolu Lisesi, I attended the English Language and Literature Department of the Faculty of Letters and Science at Atatürk University. I was graduated in 1985. I have been working in the Foreign Languages Department at Atatürk University since 1985.