

A SUGGESTED SYLLABUS MODEL FOR A COURSE IN DEVELOPING
READING SKILLS WITH SPECIAL REFERENCE TO THE
ELT DEPARTMENT AT GAZI UNIVERSITY

A THESIS

SUBMITTED TO 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

MEVLUT TIKENCE

JULY 1991

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ABSTRACT

The focus of this study is the development of a model syllabus for an English for Specific Purposes (ESP) reading course taught to first year students of the Gazi University ELT Department. First, the general background of ESP, problems of the reading course at Gazi and the limitations of the study are presented. After a review of teaching ESP, approaches to general and ESP syllabus design, and models of communicative syllabuses, the data collection instruments, a questionnaire and an interview, are explained. The questionnaire was given to a sample of the third and fourth year students enrolled in the B.A. in the EFL teacher education program in the Gazi ELT Department. The interview was conducted with professors from the department who teach English-medium content courses, such as linguistics, methodology, literature and translation. Both instruments had the same questions enabling the researcher to compare the answers of the two groups of respondents. The data obtained reveal that students and teachers have similar attitudes about the necessity and difficulty of reading skills. The interview results also reveal the lack of a clearly articulated set of goals and objectives based on students' actual needs and of a syllabus for this first year ESP reading course. Based on the review of

literature and the data obtained in this study, a syllabus model, which incorporates students actual language requirements, and specific goals and objectives are presented. Finally, pedagogical implications of the prepared syllabus model and suggestions for further research are discussed.

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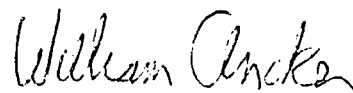
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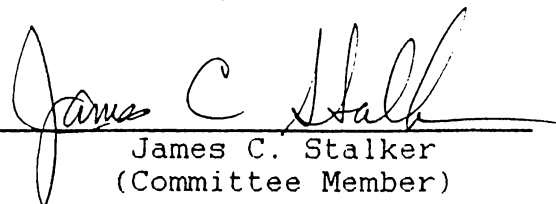
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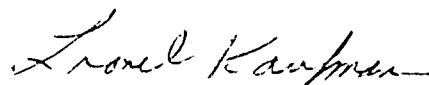
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To My Parents

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CHAPTER 1

INTRODUCTION

1.1 GENERAL BACKGROUND OF THE STUDY

English is the main language used in the international scientific and technical community. In accordance with this, teaching English as a second or foreign language is becoming more and more important in many countries in the world. In this process ELT departments play a very important role; some of them teach the four basic language skills - listening, speaking, reading and writing - and some teach only specific language skills such as speaking or reading.

At the Gazi University ELT department, all four skills are taught, since the aim of this institution is to produce English teachers for secondary and high schools in Turkey. In a way it is a teacher training college. Therefore, graduates must be proficient in all areas of the language that they will teach.

The education in this department takes four academic years. Except for the one year pre-program stage at which students learn general English, the whole program includes the courses shown in Table 1.1. This list of courses was taken from the administration of the ELT Department. These courses are to be considered as the subject curriculum.

1.2 THE PROBLEM

Students are offered general "Reading Comprehension" courses in the first and second academic years to enable them to follow the other courses shown in Table 1.1, all of which are taught in English with English-language materials. The first year students in

Table 1.1
Distribution of Courses
At Gazi University ELT Department

Year	Name of Courses	Year	Name of Courses
1	Reading Comprehension Speaking Grammar Writing Translation Introduction to Literature	2	Reading Comprehension Speaking Grammar Writing Translation English Literature Structure of English
3	Teaching Methods ELT Teaching Methods Introduction to Linguistics Writing Translation English Literature American Literature	4	Testing Practicum Semantics History of English Contrast. Linguistics Translation English Literature American Literature

the Gazi ELT department need an effective reading course that develops their reading skills in order to pursue the courses which they will be required to take in the next 3 years. The reading courses presently given in the first and second academic years are not based on a thorough needs assessment according to the department administration. For this reason, these courses are not meeting the needs of the students. It causes several problems: students become so frustrated in reading the course text books that they seek native language summaries of the English texts or native language books covering roughly the same material. or, they do not read the materials at all, but concentrate rather on taking verbatim lecture notes.

In order to develop as ELT professionals, these students should be good readers in English, that is, they should know how to read for a variety of purposes, the most important being to follow their academic courses, and other purposes including reading for general knowledge and perhaps entertainment.

Thus, it is apparent that a more relevant syllabus is needed for this course. This should be an ESP course in nature, and its syllabus should be based on the actual needs of the students in this department. In other words, the course should solve the reading problems that they will encounter during the whole

four-year program. This study will try to find a solution to the problems of these students as far as their language requirements are concerned for reading in English.

The question this study attempts to answer is: What kind of an ESP syllabus should be employed to improve the reading skills of the first year students of the Gazi ELT Department, and how should this syllabus be implemented to reach the intended goals?

1.2.1 Expectations

The research was expected to find that the reading courses currently given may have been established without considering the students' language requirements during the whole academic program. If so, this may have created differences between what the students learn in the reading courses and how they are expected to perform in the subject curriculum.

1.3 METHODOLOGY

This study requires two types of research, library and descriptive. In the library research, the theoretical frame work of general and ESP syllabus design was investigated, since the outcome of this study will be a syllabus model for a course in ESP.

In the descriptive research, the students' needs were studied. This was done by the application and

analysis of a questionnaire and a structured interview. The questionnaire was administered to the third and fourth year students of the Gazi ELT Department. The subject area teachers were interviewed. Thus, an ESP syllabus model was developed on the basis of the questionnaire, the structured interview, and the literature findings.

1.4 LIMITATIONS

The study is limited to the development of a syllabus model for improving reading skills of the first year students of the Gazi University ELT Department. The lack of any experimental teaching practice or classroom observation is also a limitation to the study.

1.5 ORGANIZATION OF THE STUDY

The study consists of six chapters. The first chapter is an introduction to the study.

In the second chapter, the review of the literature is presented. In this section, the review of some model approaches to general English and ESP syllabus design and some models of communicative syllabus design are given.

The third chapter concerns the methodology used in the study. Information about the questionnaires which were distributed to the students and interviews which

In the fourth chapter, the analysis of the data gathered from the questionnaires and interviews is provided.

In the fifth chapter, a model ESP syllabus design with sample goals and objectives is presented.

In chapter six, the study is summarized, and implications and concluding remarks about the study are given.

CHAPTER II

REVIEW OF LITERATURE

2.1 TEACHING OF ENGLISH FOR SPECIFIC PURPOSES

The focus of attention in ESP is on the purpose of the learner, and this is a utilitarian purpose which is conceived of as successful performance at work. Here, the target language is not an end, but a means to an identifiable goal. The student of ESP is learning English to acquire some quite particular body of knowledge or set of skills (Robinson, 1980).

Stevens (1977) gives a taxonomy of ESP courses and suggests that all such courses are either occupational or educational. He defines ESP courses by stating that: "ESP courses are those in which the aims and the content are determined, principally or wholly, not by criteria of general education but by functional and practical English language requirements of the learner" (Stevens, 1977, p. 90).

The demand for ESP comes from the learners who do not need normal English courses, since they usually have already completed a general course in English and wish to learn English for particular reasons related to their studies. Allen and Widdowson (1978) point out that:

Recently a need has arisen to specify the aims of English language learning more

precisely as the language has increasingly been required to take on an auxiliary role at the tertiary level of education. Teaching English has been called upon to provide students with the basic ability to use the language to receive, and (to a lesser degree) to convey information associated with their specialist studies. (p. 122)

In an ESP situation, most of the students have previously acquired grammatical knowledge, but were not given the opportunity to communicate in a general English course. An ESP course, therefore, aims at teaching both the grammatical structures and the use of these structures in accordance with the needs of the learner. This enables the learner to communicate with people, to describe and explain events and to qualify and hypothesize (McDonough, 1984).

According to Kennedy and Bolitho (1984), it is logical in a learner-centered approach to base a course on the specific purposes and on the needs of the learner in a given situation. Once a learner's needs have been defined, in terms of why he wishes to learn English and the kind of English he will have to use, this information can be used as a guideline for the content of a course suited to those particular needs and interests.

2.2 THE NEED FOR SYLLABUS PLANNING

Why do we need a syllabus in language teaching? Since language teaching is highly complex and the many

aspects of a language can not be taught all at the same time. successful teaching requires that there should be a selection of material depending on the prior definition of the objectives and the duration of the course. This selection takes place at the syllabus planning level. After deciding what to teach, the syllabus planner should decide on an appropriate way of presentation. This requires that the course, as a whole, must contain a coherent body of knowledge which can be broken down into a set of teaching points which will be presented in a certain order. Therefore, a syllabus is always needed for both teaching and learning (Allen, 1984).

Yalden (1984) answers the above question from another perspective. According to her, a syllabus is needed in order to produce two kinds of efficiency, "pragmatic" and "pedagogic." The former refers to the economy of time and money in the process of teaching and learning. The latter refers to economy in the management of those processes.

The existence of a syllabus provides security to both the teacher and the learner. It shows the teacher what he has done so far, where he is now, in which direction he is going, and what other things he has to do in order to realize his objectives that were specified at the beginning of the course. As for the

students, in any second language learning situation their self-confidence can come under threat. In such a situation they need some directions which will indicate the paths they will follow. Therefore, the syllabus serves as a map for the learner (Widdowson, 1984).

2.3 SOME APPROACHES TO GENERAL SYLLABUS DESIGN

The curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for students both in and out of the school and community through classroom interaction and related programs. A syllabus, however, excludes the element of curriculum evaluation (Finocchiaro and Brumfit, 1984).

In language teaching, the syllabuses can be divided into two general categories, "Structural" and "Communicative." We can include a third category, "Situational" which represents a transition from a structural syllabus to a communicative one.

2.3.1 The Structural Approach

Acquisition of the mastery of the grammatical system of a language is considered to be the primary goal of language learning by a structural syllabus. Shaw (1977) shares this view and states that: "The primary focus of the structural syllabus is the grammatical structure of the language. These linguistic

structures are selected and graded on the basis of simplicity, regularity and frequency" (p. 217). In this case, different parts of language are taught separately and step-by-step so that acquisition becomes a process of gradual accumulation of the parts until the whole structure of the language has been built up. At any one time the learner is exposed to a deliberately limited sample of language.

In structural syllabuses, the learner's task is to re-synthesize the language that has been broken down into a large number of small pieces. The primary theory of language learning behind this syllabus, exemplified by the Audio-Lingual Method, is behaviorism, which holds the view that splitting the language into parts determined by the grammatical categories of the language has psycholinguistic validity. Decisions relating to selection and grading of text books are made on an objective basis, and frequency, range, availability, familiarity, and coverage are the criteria for selecting words. The vocabulary that is chosen for inclusion in a structural language course is only a small proportion of the total lexicon of the language. The ultimate goal of a structural syllabus is to teach the whole grammatical system of a language.

This strategy of teaching is based on the principle of starting to teach from the familiar to the

unfamiliar and of using the familiar to teach the unfamiliar. The use of the structural syllabus is a conventional approach to language teaching. The majority of the syllabuses and text books have ordered lists of grammatical structures, and the vocabulary content is second in importance (Wilkins, 1976).

2.3.2 The Situational Approach

This approach utilizes situations as the starting point, situations in which the students are likely to take part. The next step is the grading of these situations, and the final step is the selection of items of verbal behavior appropriate to the situations. The basic unit of the syllabus is the utterance, which is a behavioral unit. This is an alternative approach to structural syllabuses which use grammatical units. According to this situational view, language always occurs in a social context, and language should not be separated from its context when it is being taught. Situational syllabuses are based upon predictions of the situations in which the learner is likely to operate through the foreign language (Wilkins, 1979).

From the nature of this approach, it can easily be understood that the linguistic forms are restricted by the nature of the situations in which the language is used. Appropriate forms of language can be learnt

with a situational syllabus, since it takes into consideration the situations and the forms most relevant to be used in those situations. Several problems may arise in this approach, however, if the situations are not limited. The syllabus may not work well. Creation of realistic situations in the class may not be so easy, because the materials to be used in a situational classroom are not necessarily authentic. So, learning authentic language requires the use of authentic texts.

2.3.3 The Communicative Approach

This approach has also been called "functional" or "notional", both of which refer to communication. It takes communicative ability as the starting point and asks what the learners communicate through language. Freeman (1986) argues that vocabulary and structures are important, but preparation for communication will not be sufficient if only these are taught. Students may be aware of the rules of language "usage" but they will be unable to "use" the language. Therefore, linguistic content is planned according to semantic demands of the learner. Communicative syllabuses, then, should be based on language functions and speech acts rather than units of grammar or specific situations.

Communicative syllabuses have been widely used in recent years, since they consider the probable student populations and their actual and foreseeable needs. Before setting down realistic and practical objectives, the available sources of materials in schools and communities should be taken into consideration. The syllabus sets realistic learning tasks in which class and individualized instruction may be utilized. It provides for the teaching of everyday and real world language in socio-cultural situations in which items of phonology, lexicon, grammar and culture are selected and graded (Dobson, 1979).

In a communicative syllabus, meaning is superior to all other concepts, and contextualization is a presupposition in methodology. Wilkins (1979) considered the past and present views in syllabus design and commented that a syllabus should consider the content of probable utterances and from this it will be possible to determine which forms of language will be most valuable to the students.

2.4 SOME MODELS OF COMMUNICATIVE SYLLABUS DESIGN

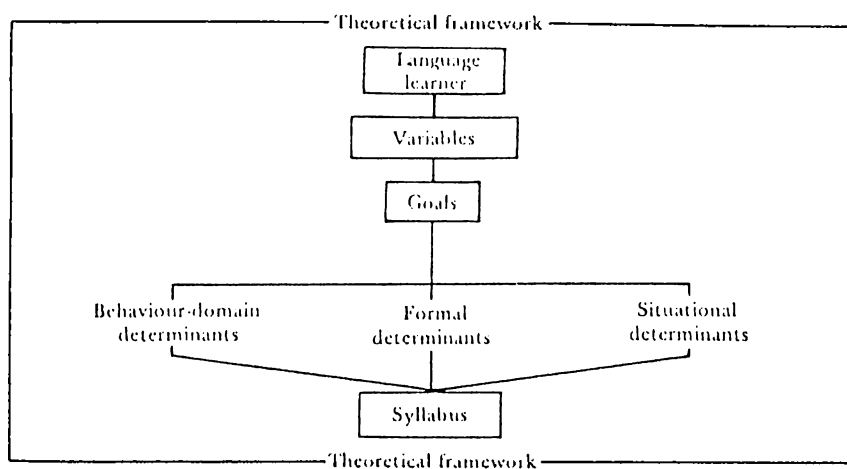
In the EFL/ESL literature, it is possible to find different syllabus models. These models, though they may not be completely appropriate for one's own particular situation, can be considered helpful to course designers and teachers in the field of foreign

language teaching. Therefore, these models deserve to be reviewed.

2.4.1 Munby's Model of Communicative Syllabus Design

Munby (1978) attempted to set out the procedures of a communicative syllabus. His work is based on theoretical assumptions and is a major step in the development of ESP.

Figure 2.1
Parameter Map: Layer 1 (general) (Munby, 1978, p. 28)

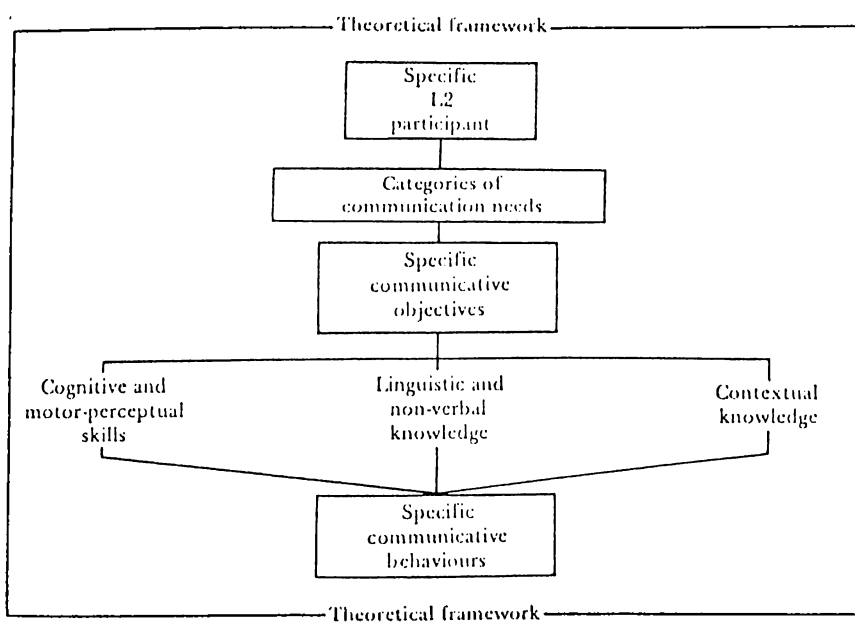


Munby gives an outline of how the components of a theoretical framework interact to process a given input into an appropriate output. He thinks of the problem in terms of a set of parameter maps. As shown in Figure 2.1, the first parameter is composed of some theoretical steps which should be taken into consideration before the design of the syllabus.

For him, the variables operate as constraints on a

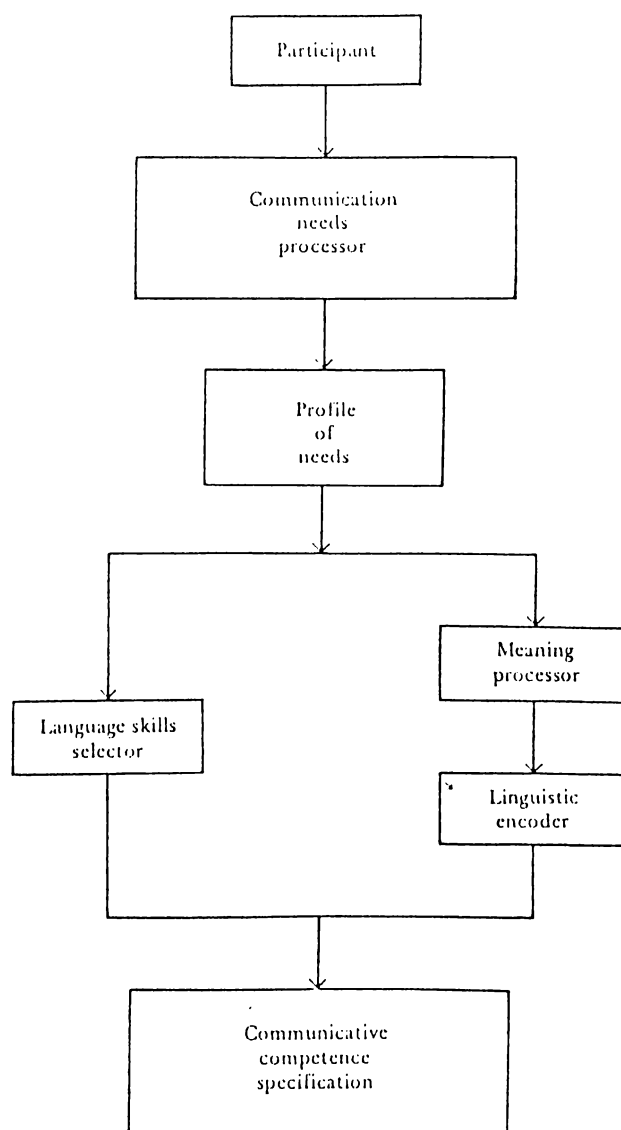
language learner to identify his goals. The three dimensions of syllabus specification, behavior-domain determinants, formal determinants and situational determinants, reflect the goals. As seen in Figure 2.2, the second parameter shows the constituents of the

Figure 2.2
Parameter Map: Layer 2 (specific) (Munby, 1978, p. 29)



parameters for a specific category of second language learners who have communicative objectives which are realized by controlling particular communicative behaviors. As seen in Figure 2.1 and in Figure 2.2, the learners goals depend on variables in layer one, but those variables are replaced by the categories of communication needs in layer two.

Figure 2.3
Model for Specifying
Communicative Competence (Munby, 1978: 31)

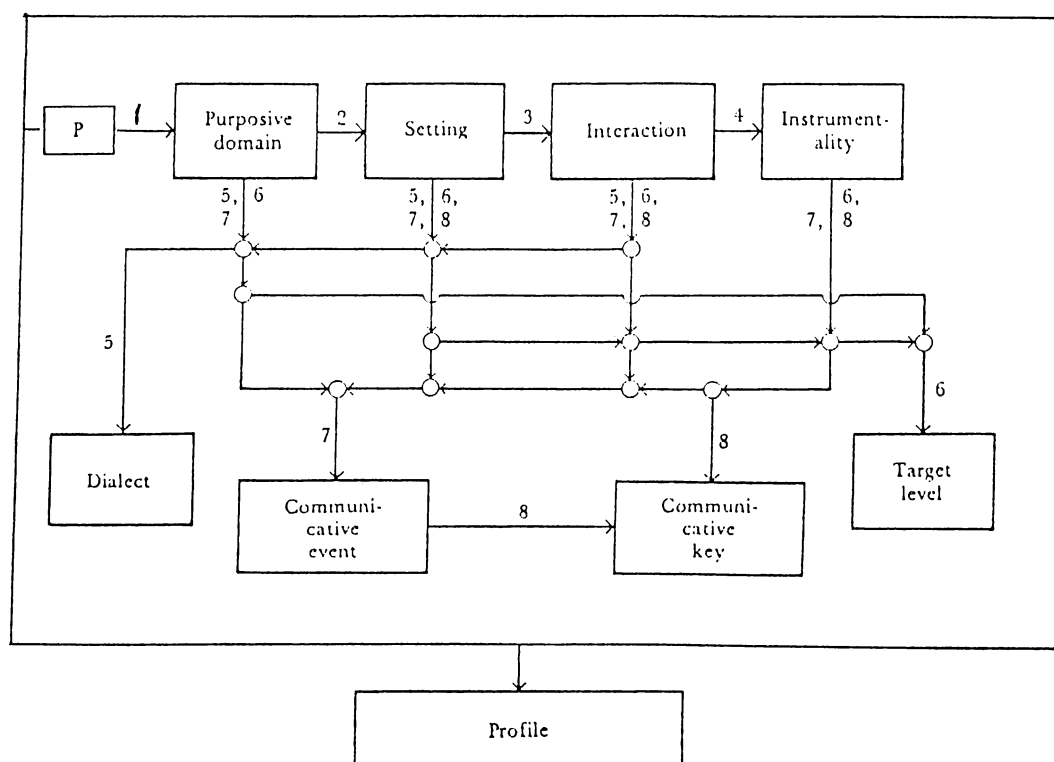


Munby considers these parameter maps as neither sufficient nor explicit. He says "the nature of the processing between the top and the bottom halves of the maps is not clear, and the relationship between

objectives and the categories of communication needs is opaque" (p. 30). Therefore, he improved the model shown in Figure 2.3. He starts with the learner and investigates his communication needs according to sociocultural and stylistic variables by means of which a profile of the learner needs is determined. The profile of needs, according to Munby, is translated into an ESP situation which indicates the target communicative competence of the learner. The output of this model, as shown in Figure 2.3, is communicative competence which is processed from a profile of the learner's communication needs.

Munby bases his model on the "Communication Needs Processor" in which he deals with variables that affect the communication needs of the learner. He organizes these variables as parameters. He divides these parameters into two categories, "priori" and "posteriori" parameters (see Figure 2.4). The priori parameters are: purposive domain, setting, interaction, and instrumentality. The posteriori parameters are: dialect, target level, communicative event, and communicative key. Figure 2.4 looks like a table which shows the electricity circuitry of a building. In the figure, each box affects one another and is affected by another, and in this way, they become operational.

Figure 2.4
Communication Needs Processor (Munby, 1978, p. 33)



The model summarized above aims at giving a valid description of the target level communicative competence of the learner. The model first builds a profile of the students' needs and then converts these needs into syllabus content. In order to construct a profile of the communication needs of the students, the model uses two sets of parameters. The first set of them deals with the type of ESP, the educational or occupational purpose, the physical and psychological setting, the social relationship and medium, mode, and channel. These are primary non-linguistic constraints

on the learner. The second set of parameters deal with the linguistic data related to dialect, target level, communicative event and communicative key.

This model explicitly suggests that the syllabus specification can be directly derivable from prior identification of the communication needs of the learner. The profile of the communication needs of the participant is the input which is a precondition for the syllabus specification output. After this step in the syllabus design process, the designer can produce the materials for the realization of the syllabus.

Munby's model displays linguistic and sociolinguistic needs of the learner, but it does not show the data collection procedures for determining the needs of the students. However, his effort to specify the parameters of the needs analysis and his taxonomy may help the designer.

2.4.2 Van Ek's Threshold Level

Van Ek's model is a practical application of the work of language teaching experts in the Council of Europe. This project was an attempt to specify language learning objectives in operational terms. It can be regarded as a new approach to language curriculum design.

According to Van Ek (1983), "language learning objectives can be defined in terms of behavior. The aim

of instruction is always to make learners do something that they could not do at the beginning of the instruction" (p. 103). In order to define the learning objectives of a particular group of learners, first, the situations in which they will use the language should be defined. Specifying a situation means stating the roles the language user will play, the settings in which he will play these roles, and the topics he will deal with (Van Ek, 1983).

After the situations have been specified, the language activities the learner will engage in should be determined. This is followed by the specification of functions that the learner will fulfill in those activities. The next step is to decide on the language forms (structure, words and phrases) that the learner will have to use in order to realize all that has been specified so far. The last step of specifying learning objectives is to state the desired level of proficiency which the learner is expected to reach at the end of the instruction. Van Ek (1983) lists the following functions that the learner will be able to fulfill at the threshold level:

1. Imparting and seeking factual information.
2. Expressing and finding out intellectual attitudes.
3. Expressing and finding out emotional attitudes.
4. Expressing and finding out moral attitudes.
5. Getting things done (suasion).

5. Socializing. (p. 113)

Van Ek's model is insufficient when compared to Munby's model, which starts with the learner and attempts to determine the learning objectives after specifying the students' language requirements. In Van Ek's model, on the other hand, the needs of the language learner are not given adequate consideration.

2.4.3 Finocchiaro and Brumfit's Functional-Notional Model

Finocchiaro and Brumfit (1983) proposed a functional-notional model which starts with the questions, "What do learners need to do with the language?" and "What kind of meanings do learners need to express through language?" From these questions, it can be inferred that their model, like the one developed by Munby, starts with the learners themselves and their particular language requirements.

According to the functional-notional model of Finocchiaro and Brumfit, an analysis of the objectives of the program, a progression of units, a list of functional, notional and grammatical items, a specification of the situations, tasks and activities, suggestions for the evaluation of the students' growth, and sources for materials must be included in a curriculum. A syllabus, on the other hand, includes only a list of teaching points to be taught. It does

not suggest methods, activities, or measures of evaluation.

In this model of curriculum planning, each unit starts with the study of one or more functions of language presented in situations that will make their meaning clear. From the first unit at the beginning level, both formal and informal language should be exemplified to the participants in the situation. Furthermore, a spiral approach should be applied in the presentation, practice, and recycling of language items.

In order to design such a model, the designer should follow these steps:

1. Analyze learners' target language proficiency and present language requirements.
2. Select language functions to be presented.
3. Choose relevant social, academic and vocational situations.
4. Identify topics to be dealt with.
5. Specify communicative expressions and structural patterns.
6. Gather materials (writing new ones, and adapting and grading the existing ones).
7. Identify evaluation procedures.

Although Finocchiaro and Brumfit have given some important dimensions of communicative teaching, they

seem to overlook the concept of ESP. They have not given examples of ESP situations in which their model would be utilized. Rather, they have chosen their examples from the field of general language teaching. Therefore, their work may be considered incomplete from the point of view of ESP course design.

2.5 APPROACHES TO ESP SYLLABUS DESIGN

There are several different approaches to ESP syllabus design, and sometimes it is difficult to distinguish them from the approaches to general English syllabus design. For this reason, three main approaches to ESP syllabus design are going to be reviewed.

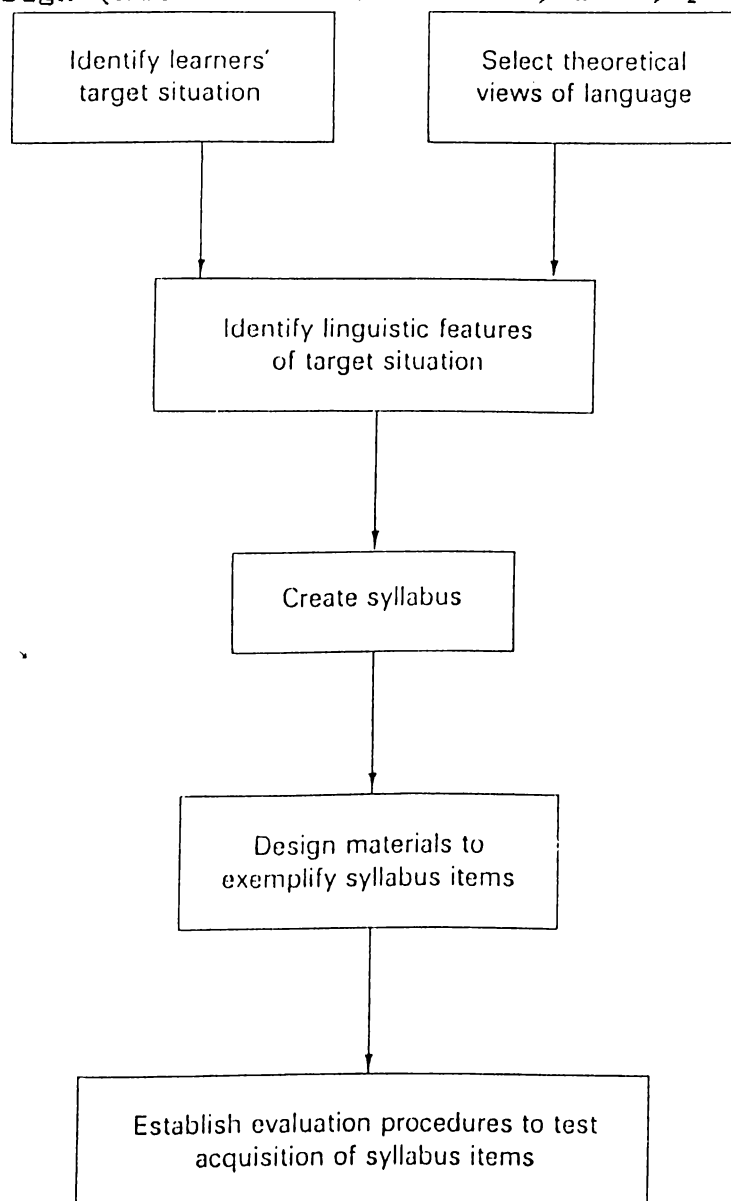
2.5.1 The Language-Centred Approach

This approach, according to Hutchinson and Waters (1987), tries to establish a direct relationship between the analysis of the target situation and the content of the ESP course. As shown in Figure 2.5, it follows a logical procedure. But Hutchinson and Waters (1987) criticize it because of its weaknesses. They find five problems with it:

1. It is not learner centred because in terms of needs analysis the learners should be taken into consideration at every stage of the process, but in this approach the learner is not considered through all stages.

2. It is static and inflexible, since it shows no ways of providing feedback, and it is not open to response to un- expected or developing factors.

Figure 2.5
A Language-Centred Approach to Course
Design (Hutchinson and Waters, 1987, p. 66)



3. It seems to be systematic, but this systematization may lead us to the belief that if the language is

presented in a systematic way, it will be learnt as it is presented. Hutchinson and Waters (1987) warn us by saying "the fact that knowledge has been systematically analyzed and systematically presented does not in any way imply that it will be systematically learnt. Learners have to make the system meaningful to themselves" (p. 68).

4. Analysis of the target situation does not explicitly show how the learner will develop competence and performance in the language.

5. Data collection techniques and the interpretation of the collected data are not specified clearly.

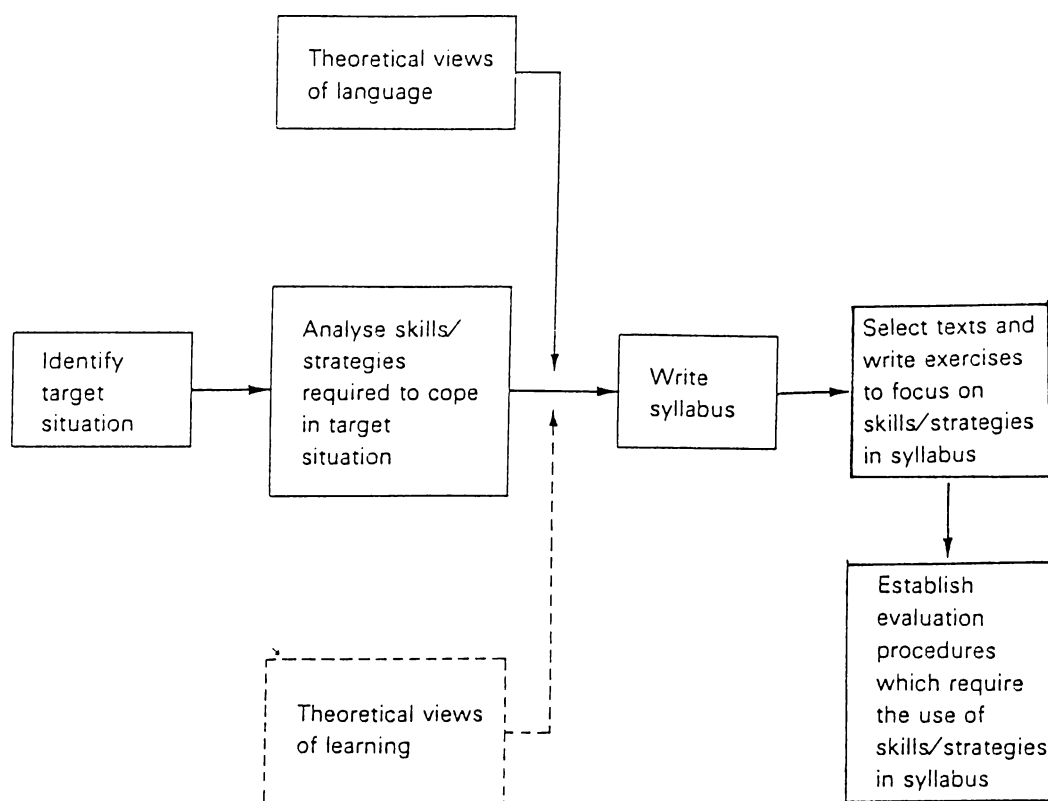
2.5.2 The Skills-Centred Approach

Underlying the skills-centred approach is the principle that in "all language use there are common reasoning and interesting processes, which enable us to extract meaning from discourse" (Hutchinson and Waters, 1987, p. 13). From this statement it can be understood that in this approach the focus is not on the surface forms of the language (sentence level), but on the discourse level, that is, sentences and paragraphs in a text which is considered the whole unit of meaning.

This approach (see Figure 2.6) aims at developing specific language skills such as reading and listening and corresponding sub-skills: "In essence it sees the

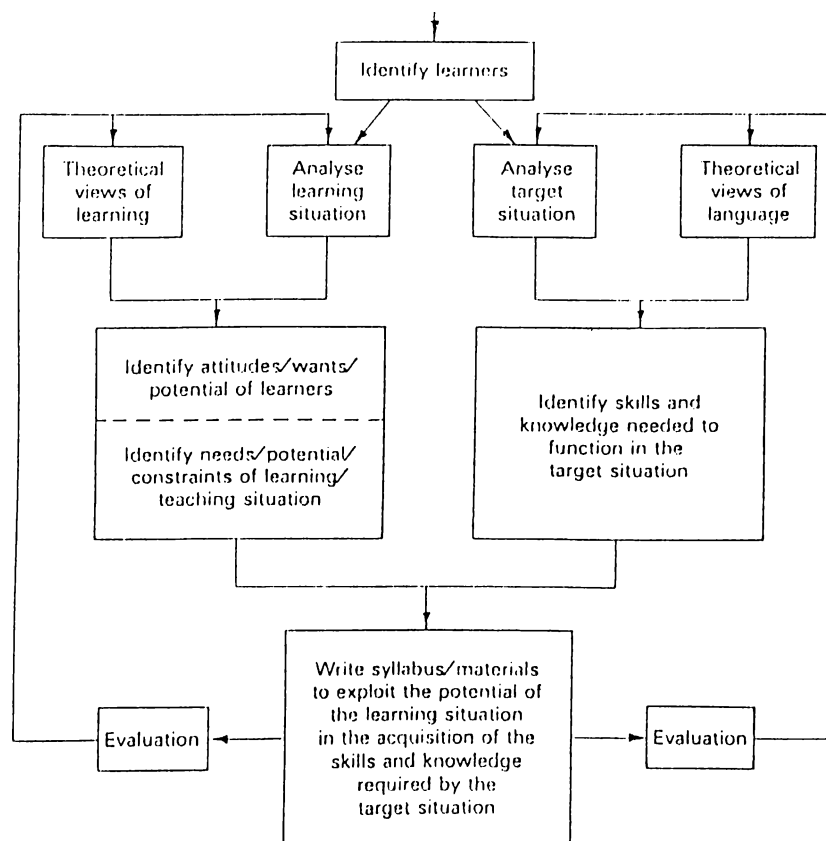
ESP course as helping learners to develop skills and strategies that will continue after the ESP course" (Hutchinson and Waters, 1987, p. 70).

Figure 2.6
A Skills-Centred Approach to
Course Design (Hutchinson and Waters, 1987, p. 71)



In this approach learners are seen as users of language rather than as learners of it, and language is viewed from how the mind of the student processes it. The skills-centred approach, in this respect, encompasses much more than the language-centred approach, which sees language learning as a simple, logical process.

Figure 2.7
A Learning-Centred Approach to
Course Design (Hutchinson and Waters, 1987, p. 74)



2.5.3 The Learning-Centred Approach

Unlike the two approaches described so far, in this approach the learner is considered at every stage of course design and learning is based on the learner's ability, previous knowledge, and motivation. Furthermore, when Figure 2.7 is analyzed carefully, it can be seen that in the learning-centred approach the students and their needs are not the sole factors to be taken into account during the whole process of

learning. In accordance with these variables, the main concern is to increase learning as much as possible (Hutchinson and Waters, 1987).

Hutchinson and Waters (1987) explain the implications of this approach in the following terms:

Course design is a negotiated process. The ESP learning situation and the target situation influence both the nature of the syllabus, methodology and evaluation procedures. Similarly, each of these components influences and is influenced by the others. The course design, therefore, needs to have built-in feedback channels to enable the course to respond to the developments. (p. 74)

2.6 CONCLUSION

In this review of literature, approaches to general and ESP syllabus design were investigated, each approach was discussed in detail, and the advantage and disadvantages of particular approaches were mentioned. In addition to approaches, some models of communicative syllabus design were reviewed and compared to one another. A major point to be kept in mind in designing English teaching syllabuses and especially ESP syllabuses, is the importance of carrying out a needs analysis to determine the target language needs of the learner.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

As mentioned earlier in chapter one, the main concern of this study is to develop a syllabus model for a course in developing reading skills. The course is intended for the first year students of the Gazi ELT Department. Therefore, the study required research into the needs of this specific population. The results of this research were analyzed to determine the type of syllabus model needed by students in the Gazi ELT Department.

3.2 TYPES OF RESEARCH

The study was carried out through two types of research, descriptive and library.

3.2.1 Library Research

In the library research, first, books, articles and periodicals about ESP and syllabus design were found. Second, different approaches and views to general English and ESP syllabus design, some models of communicative syllabus design, and the need for syllabus planning were studied in detail in order to develop an appropriate syllabus model for this study.

3.2.2 Descriptive Research

The data for the student and teacher profiles of the syllabus model were gathered in the descriptive research. In the first phase of this research students' needs are examined. The third and fourth year students at the Gazi ELT Department were presented with a questionnaire in which they were asked to specify which reading skills they need.

In the second phase of the descriptive study, a structured interview was administered to a group of teachers who teach subject curriculum courses such as linguistics, literature, ELT methodology, etc. The teachers were asked to specify what they expect their students to be able to do in their courses, and they were also asked to state what kinds of reading skills their students need in order to meet the desired expectations.

3.3 SUBJECTS

In this study, a total of 50 subjects were used. Forty of them were students and ten were teachers. All of the subjects were from the Gazi University ELT Department.

The student subjects were composed of two groups. For the first group, twenty students were randomly selected from among the seventy-one third year students, and for the second group, twenty students

were chosen from among the fifty-five fourth year students. A table of random numbers was used while selecting the student subjects. The reason for choosing student subjects from among third and fourth year students was that they were considered to be aware of the reading skills that they need in order to follow departmental courses, since most of the departmental courses are given in the third and fourth academic years.

A random selection was unnecessary for the subject teachers who teach the content area courses, since their total number is ten in the department. They all volunteered to take part in the study.

3.4 MATERIALS

3.4.1 The Questionnaire

The questionnaire consisted of 26 questions. Some of the questions were taken from different sources: Atkinson and Longman (1988), Grellet (1981), Litwack (1979), and Wilf (1988). Some items were adopted and some were prepared according to the characteristics of the Gazi University ELT Department.

The questionnaire was divided into four sections (see appendix A). The first section was about the students' background. The second section was about reading skills. It was prepared to find out what kinds

of reading skills the students need in order to follow their courses in English. The third section intended to find out which of those skills presented in the second section were considered most difficult by the students. In the fourth section, the students were asked some yes/no questions about the materials they read in English other than their course books.

3.4.2 The Structured Interview

There were 26 questions in the structured interview (see appendix B). In fact, these questions were the same as the ones asked in the student questionnaire except the open ended ones. The aim in asking the same questions of both the students and the teachers was to see the differences and similarities between the students' needs and the teachers' expectations.

The structured interview was composed of four sections. The first was about the teachers' background. In the second section, the teachers were asked what kinds of reading skills their students need in order to follow the departmental courses. The third section was prepared to find out to what degree some reading skills were difficult for the students. In the last section of the structured interview the teachers were asked some open ended questions. The idea of asking these

questions was to reveal general reading difficulties that the students face in their subject area courses, types of materials the students should be presented with in the reading course, and the skills that need the most attention in the reading course of the first year students.

The main concern of the structured interview was to determine the students' needs, failures, and difficulties from the point of view of their subject area teachers.

3.5 DATA COLLECTION

For the third year students, the questionnaire was administered during the last week of the term when students were studying for their final examinations. After passing out the questionnaires, instructions for each section of the questionnaire were read aloud, and students were told clearly what to do in each section.

Another set of the same questionnaire was administered to the fourth year students on the next day. The same procedures were used for the fourth year students.

The ten content area teachers were interviewed in their offices. They, like students, were given necessary explanations about how to answer the questions.

3.6 ANALYSIS PROCEDURES

In the questionnaire and the structured interview, a numerical scale ranging from 1 to 4 was used: in the second sections of both the questionnaire and the interview (1) meant "not necessary" and (4) "very necessary". and in the third sections (1) meant "the least difficult" and (4) "the most difficult". In this way the mean score of each question could be calculated. This shows the degree of the necessity and difficulty of each skill on the scale 1 to 4.

The questions asking for demographic data about subjects and the yes/no questions were analysed using percentages.

CHAPTER IV
PRESENTATION AND ANALYSIS OF FINDINGS

4.1 INTRODUCTION

The questions this study attempts to answer are: What kind of an ESP syllabus should be employed to improve the reading skills of the first year students of the Gazi ELT Department and how can this syllabus model be developed to reach the intended goals? The data which were used for syllabus specification were obtained from two sources: content area teachers and students. First, a questionnaire (see appendix A) composed of 26 questions was administered to 40 students attending the Gazi ELT Department, 20 of whom were third year students and 20 of whom were fourth year students. Second, a structured interview composed of 26 questions was administered to 10 content area teachers. The teachers were asked the same questions used in the student questionnaire except for several open-ended ones (see appendix B).

4.2 ANALYSIS OF THE QUESTIONNAIRE AND THE INTERVIEW

The questionnaire and the interview were divided into four sections each of which was prepared to get different kinds of information:

Section I: Background information about the teachers and the students.

Section II: Teachers' and students' views about the necessity of certain reading skills.

Section III: Teachers' and students' opinions about the difficulty of selected reading skills.

Section IV: Yes/No questions about the materials the students read in English other than their course books. For the teachers, open-ended questions about reading materials, reading difficulties of their students, and the skills that need the most attention in the syllabus.

The second and third sections of the questionnaire and of the interview were analysed comparatively, since in these sections the same questions were asked of both the teachers and the students.

4.2.1 Students' Background

As shown in Table 4.1, most of the students are female, and most of them are 20-22 years old. Table 4.1 also shows that a great number of students have been studying English for more than 6 years. This information is given to show the general picture of the subject students, but it was deemed an uncontrollable factor for syllabus specification.

Table 4.1
Percentages of Students' Background Information

Sex		Age			Years of Eng. Study		
M	F	20-22	23-25	Over 25	1-3	4-6	Over 6
30	70	62.5	25	12.5	7.5	27.5	65

4.2.2 Teachers' Background

The content area teachers' backgrounds are given in Table 4.2. As the table indicates, each teacher was assigned a number, in order to reveal their

Table 4.2
Teachers' Background

Teacher No	Years of Teaching	Title of Courses Given by these Teachers
1	8	Translation
2	6	Methodology, Translation
3	15	Methodology, Practicum
4	5	History of Eng. Language
5	8	Methodology, Linguistics
6	8	Linguistics
7	10	Semantics
8	4	American Literature
9	6	English Literature
10	24	Methodology, Practicum

characteristics anonymously. This information was given to show the content area courses given at the Gazi ELT

Department and the teachers' experiences in teaching these courses. Like the information about the students' background, it was considered an uncontrollable variable in determining syllabus specification.

4.2.3 Necessity of Skills in Reading

In the second section of the questionnaire and the structured interview, the students and the teachers were asked to express their opinions by ranking the 16 reading skills using a numerical scale ranging from 1 to 4: (1) being "not necessary" and (4) "very necessary". In order to see the degree of agreement or disagreement on each skill from the perspective of teachers and of students, and to rank these skills from both perspectives, the mean score of each skill was calculated. Thus, it was decided that the skills whose mean scores are 2.00 or below 2.00 were considered unnecessary, and the skills whose mean scores are between 2.01 and 4.00 were regarded as necessary skills. The 16 skills were put into 4 categories:

1. Vocabulary building skills.
2. Discourse skills.
3. Critical reading skills.
4. Study skills.

In the following tables, the mean scores for skills and subskills assigned by teachers and students are given. Because teachers' and students' do not

always agree. for the purpose of consistency, in each table the skills and subskills are listed in the order assigned by students.

4.2.3.1 Vocabulary Building Skills

In Table 4.3, these skills are ranked and put in order of necessity. In Table 4.3, it is clear that both the students and the teachers agree on the necessity of

Table 4.3
Necessity of Vocabulary Skills in Reading

Skills	Average Scores Obtained for Each Skill (1=not necessary 4=very necessary)	
	Teachers (n=10)	Students (n=40)
Using contextual clues in the text.	3.80	3.65
Guessing the meaning of all unknown words.	3.40	3.55
Knowing special voc. related to the subject of the courses.	3.00	3.45
Applying word formation techniques.	3.00	3.32

vocabulary building skills in reading. "Using contextual clues in the text" got the highest score ,and "applying word formation techniques" got the lowest score from both parties. Furthermore, Table 4.3 indicates an interesting finding that "guessing the meaning of all unknown words" was found very necessary by the teachers and the students.

4.2.3.2 Discourse Skills

In Table 4.4, the discourse skills and their necessity in reading are shown from the point of view of the teachers and of the students. All of them were

Table 4.4
Necessity of Discourse Skills in Reading

Skills	Average Scores Obtained for Each Skill (1=not necessary 4=very necessary)	
	Teachers (n=10)	Students (n=40)
Using lexical and grammatical cohesion devices to understand the relations between parts of the text.	3.00	3.65
Skimming and scanning for specific information.	3.00	3.62
Using chapter headings, topic sentences, and summary sentences to select main ideas and understand the organisation of the text.	3.50	3.60
Understanding explicitly stated information.	3.40	3.57
Comprehending tables and graphics in the text.	3.10	3.15

considered necessary, but the first two skills in Table 4.4 were regarded as the most necessary skills by the students. On the other, the same two skills were considered to be the least necessary of those listed by the teachers. Not a large difference was found between the teachers and the students in relation to other skills.

4.2.3.3 Critical Reading Skills

Critical reading skills are shown in Table 4.5. The analysis of the data related to these skills revealed that the teachers, contrary to the students, found all these skills necessary in reading even if they found them necessary at low levels. Only the first

Table 4.5
Necessity of Critical Reading Skills

Skills	Average Scores Obtained for Each Skill (1=not necessary 4=very necessary)	
	Teachers (n=10)	Students (n=40)
Making logical inferences by using background information about the text.	3.40	3.67
Recognising similes, ironies, metaphors, and personifications in the text.	2.10	1.87
Understanding information when not explicitly stated.	2.20	1.85
Paying attention to every detail in the text.	2.40	1.65

skill, making logical inferences by using background information about the text, was found to be necessary by the students. This is the only skill both groups agree on. Another interesting finding is that "paying attention to every detail in the text" is a necessity for teachers.

4.2.3.4 Study Skills

The results of the analysis of the data about the necessity of study skills in reading are given in Table 4.6. The data suggest that "to be able to summarise the text after reading" has a vital necessity for both groups. Although "writing reports after reading the text" was regarded as a necessary skill by the teachers, it was found unnecessary by the students, but the degree of disagreement between the two groups in terms of this skill is not very big. Finally, "taking notes while reading" was considered to be unnecessary by both groups.

Table 4.6
Necessity of Study Skills for Reading

Skills	Average Scores Obtained for Each Skill (1=not necessary 4=very necessary)	
	Teachers (n=10)	students (n=40)
Summarising the text after reading.	3.20	3.45
Writing reports after reading the text.	2.10	1.98
Taking notes while reading.	1.60	1.88

4.2.4 Difficulty of Reading Skills

In the third part of the questionnaire and the structured interview, the teachers and the students were asked to rate 12 reading skills using a numerical scale ranging from 1 to 4; (1) being "the least

difficult and (4) "the most difficult". In analysing the data related to this section, the same analytical procedures that were used in the previous section were used. that is, first, these skills were grouped, and then, the mean score of each skill was calculated. Thus, it was decided that the skills whose mean scores were 2.00 or below 2.00 were considered to be "not difficult", and the skills whose mean scores are between 2.01 and 4.00 were considered to be "difficult". These skills were put onto three groups:

1. Vocabulary building skills.
2. Comprehension skills necessary while reading.
3. Comprehension skills necessary after reading.

Table 4.7
Difficulty of Selected Vocabulary Building Skills

Skills	Average Scores Obtained for Each Skill (1=least difficult 4=most difficult)	
	Teachers (n=10)	Students (n=40)
Using contextual clues in the text.	3.60	3.53
Using word formation techniques.	3.00	3.10
Memorising words.	1.60	1.88
Using the dictionary.	1.70	1.33

4.2.4.1 Vocabulary Building Skills

As shown in Table 4.7, according to the teachers and the students, the most difficult vocabulary

building skill in reading is "using contextual clues in the text", and the next most difficult one is "using word formation techniques" to get the meaning of unknown words. Word memorisation and dictionary use were not assumed to be difficult skills by either groups.

Table 4.8
Difficulty of Selected
Comprehension Skills Necessary While Reading

Skills	Average Scores Obtained for Each Skill (1=least difficult 4=most difficult)	
	Teachers (n=10)	Students (n=40)
Recognising some grammatical and lexical cohesion devices to understand the relations between parts of the text.	3.00	3.53
Understanding some voc. items related to the subject of the course materials.	3.70	3.45
Understanding information not explicitly stated.	2.80	2.48
Recognising similes, ironies, metaphors, and personifications in the text.	2.00	1.85

4.2.4.2 Comprehension Skills Necessary While Reading

The analysis of the data, as shown in Table 4.8, indicates that "Understanding special vocabulary items related to the subject of the course materials" and "recognising some grammatical and lexical cohesion devices to understand the relations between parts of

the text" are the most difficult skills, and that "understanding information not explicitly stated" is also a difficult skill, but not as difficult as the first two. Finally, "Recognising similes, ironies, metaphors, and personifications in the text" was not assumed to be a very difficult skill while reading.

4.2.4.3 Comprehension Skills Necessary After Reading

The results of the analysis of the data related to these skills are presented in Table 4.9. It was found that "answering inference questions about the text" is the most difficult skill. The second most difficult skill is "summarising the text after reading". The last two skills in Table 4.9 were not regarded as difficult skills by either the teachers or the students.

Table 4.9
Difficulty of Selected
Comprehension Skills Necessary After Reading

Skills	Average Scores Obtained for Each Skill (1=least difficult 4=most difficult)	
	Teachers (n=10)	Students (n=40)
Answering inference questions about the text.	3.70	3.60
Summarising the text.	3.20	3.30
Writing short reports about the text.	1.80	1.63
Answering reference questions about the text.	1.20	1.35

4.2.5 Analysis of Yes/No and Open-ended Questions

In the fourth section of the questionnaire, the students were asked two yes/no questions about the materials they read in English other than their course books. They were also asked to list these materials and to state in what ways they help to improve their English. Likewise, in the fourth section of the structured interview, the teachers were asked one yes/no and two open-ended questions.

4.2.5.1 Students' Answers

As it is seen in Table 4.10, it was found that most of the students read materials in English other than their course books. In relation to the first question, a high percentage of students believes that these materials help them to improve their reading skills. Only 37.5% of the students reported that these materials do not help them.

Table 4.10
Percentages of Yes/No Answers by Students

Questions	Yes	No (n=40)
Do you read anything else in English other than your course books to improve your reading abilities?	72.5	27.5
Do you believe that these materials you read help you to improve your reading skills?	62.5	37.5

The students' materials lists were analysed, and it was found that the students' order of preference from most to least preferred was magazines, novels, short stories, newspapers, and short essays.

As for the question "In what ways do these materials help you to improve your English?", the students' answers to this question fell into four categories. These categories are ranked according to the number of answers falling into each category.

<u>Categories</u>	<u>Number of Answers</u>
1. Learning new vocabulary	15
2. Developing reading comprehension skills	9
3. Increasing reading speed	7
4. Learning new grammatical patterns	6

It can be inferred from the chart that reading materials other than students' course books enhance students' vocabulary, help them develop their reading comprehension skills, increase their reading speed, and learn new patterns, in that order. The analysis of the data suggests that students should be encouraged to read different kinds of materials in the first year reading course, and this will be emphasised in the syllabus model that will be presented in the next chapter.

4.2.5.2 Teachers' Answers

The following questions were asked of the 10 content area teachers in the structured interview:

1. Do you ever repeat your lectures in Turkish?
If yes, why? If no, why not?
2. Which topics do you suggest for materials for the reading course given in the first academic year?
3. Which skills would need the most attention if a new syllabus was designed for the first year students?

After having analysed the data it was found that half of the teachers responded to the first question with yes, and half with no. The five who said "yes" put forward the following reasons:

- Students are unfamiliar with the terminology unique to the courses.
- Some key points should be given in Turkish, since students level of proficiency is not adequate to understand English.
- It is necessary for reinforcement.
- They sometimes miss the most important part of the lecture.
- It is necessary because the aim is not to speak English, but to get the meaning across.

Those who said "no" to the first question reported that it is unnecessary to repeat lectures for the following reasons:

- The classroom is the only place where students are exposed to English.
- It is pretty hard to find the Turkish equivalents of the technical terms.
- The main principle is to develop students' second language skills.
- Using English all the time may increase students' perceptual abilities in their second language.

Responses to the second question revealed that in the first year reading course, students should do a great amount of outside reading of simplified short novels or plays and of authentic materials from the fields of education, foreign language teaching, second language learning, linguistics, ELT methodology, and human psychology. These views of the teachers will be reflected in the proposed syllabus model.

As for the third question in the structured interview, nearly all the teachers reported that the skills they gave a (3) or (4) in ranking the second section of the interview should be given the most attention in the syllabus of the first year students. These skills will be included in the model syllabus.

4.3 CONCLUSION

In this chapter, the needs of the students at the Gazi ELT Department were examined from the point of view of 40 students and of 10 content area teachers.

By means of this needs analysis the necessity of certain reading skills and the difficulty of these skills students were specified. Furthermore, various kinds of materials necessary to develop these reading skills in the first year reading course were specified according to the views of the students and of the teachers.

On the basis of this needs analysis, a syllabus model appropriate for developing the reading skills that the first year students need will be presented in the next chapter.

CHAPTER V

A SYLLABUS MODEL

5.1 INTRODUCTION

A syllabus model, based on the needs analysis presented in the fourth chapter and various syllabus models reviewed in the second chapter, will be the focus of this chapter.

5.2 IMPLICATIONS OF THE NEEDS ANALYSIS FOR SYLLABUS DESIGN

The target language reading requirements of the students were specified by means of the needs analysis reflecting the views of the teachers and of the students, and the results of this needs analysis were considered to be the starting point in designing a new syllabus model. Since almost every ESP syllabus model in the professional literature starts with identifying the language learner and his specific language needs, the researcher followed the same approach for his proposed model. The needs analysis indicate the following reading skills as the target language requirements of the first year students at the Gazi ELT Department:

1. Vocabulary Building Skills

1a. Using contextual clues in the text.

1b. Guessing the meaning of all unknown words.

1c. Knowing special vocabulary items related to the subject of the courses.

1d. Applying word formation techniques to get the meaning of unknown words.

2. Discourse Skills in Reading

2a. Using lexical and grammatical cohesion devices to understand the relation between parts of the text.

2b. Skimming and scanning for specific information.

2c. Using chapter headings, topic sentences, and summary sentences to select main ideas and understand the organisation of the text.

2d. Understanding explicitly stated information in the text.

2e. Comprehending tables and graphics in the text.

3. Critical Reading Skills

3a. Making logical inferences by using background information about the text.

3b. Recognising similes, ironies, metaphors, and personifications in the text.

3c. Understanding information when not explicitly stated.

3d. Paying attention to every detail in the text.

4. Study Skills

4a. Summarising the text after reading.

4b. Writing short reports after reading the text.

The above reading skills are the ones each of

which got a mean score between 2.01 and 4.00 after being ranked by the teachers and the students using a numerical scale ranging from 1 to 4. On the scale, (1) meant "not necessary" and (4) "very necessary". As was stated in the previous chapter, the cut off point is 2.01 in determining the necessity of skills which would form the content of the new syllabus. Therefore, the skills whose mean scores were 2.00 or below were not included. Furthermore, the skills which got a mean score above 2.00 from the students, but below 2.00 from the teachers or vice versa were taken into account and put into the above list, since the aim was to accept the views of both parties. In addition, the above mentioned reading skills list represents the order of importance of these skills; (a) means more important than (b), etc.

The needs analysis showed two unexpected results: "guessing the meaning of all unknown words in the text" was found to be very necessary by the students and the teachers (3.55-3.40). More interestingly, "paying attention to every detail in the text" was regarded as a necessary skill by the teachers (2.40).

As for the materials to develop these skills in the first academic year, the analysis of the data related to materials revealed that apart from the basic course materials students should deal with authentic

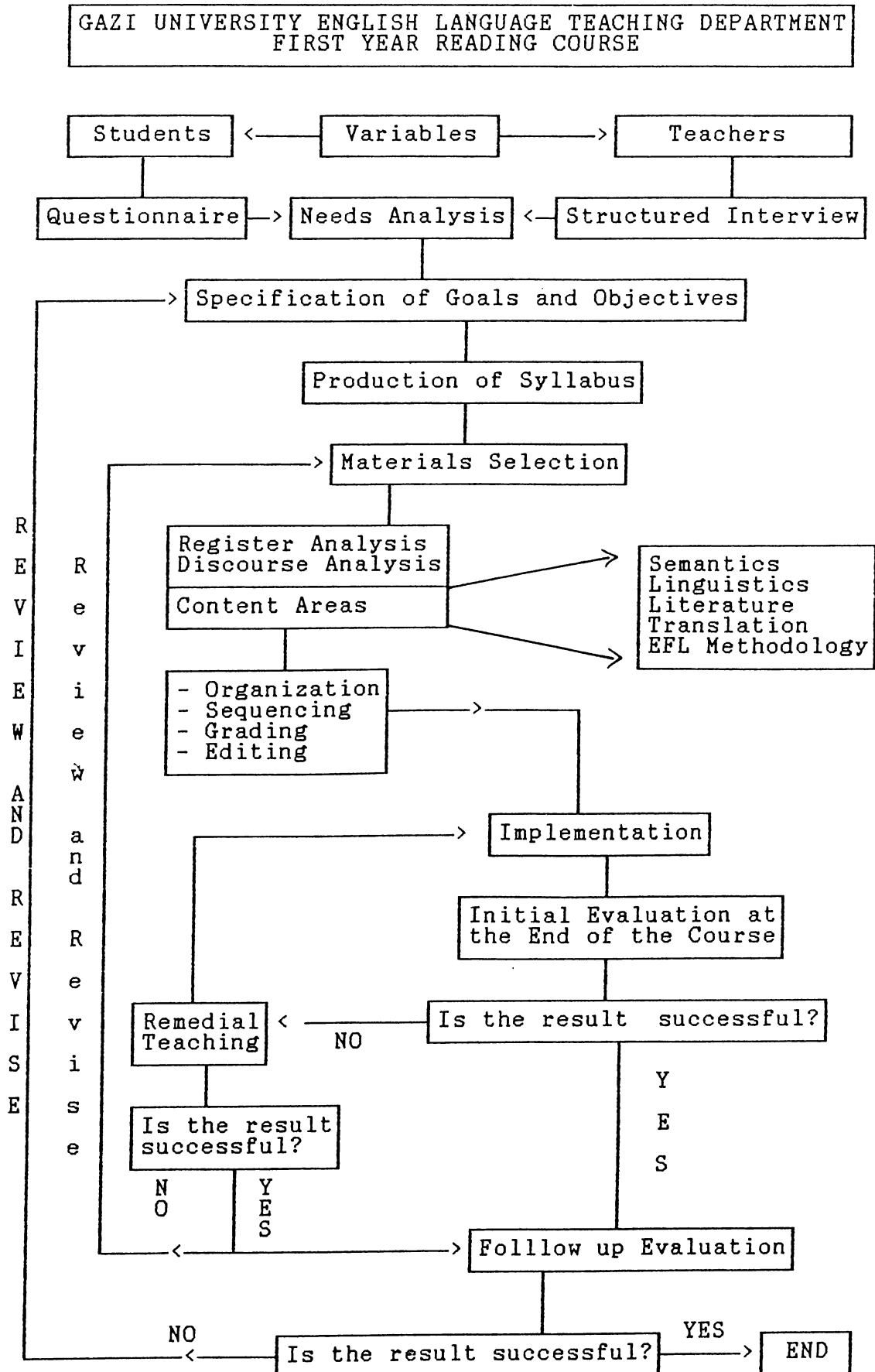
materials from the fields of education, foreign language teaching, second language learning, linguistics, ELT methodology, and human psychology. They should do a great amount of extensive reading of simplified novels, short stories, and plays, and magazines from every field of interest should be dealt with in the classroom.

5.3 THE MODEL

An ESP syllabus model, as shown in Figure 5.1, is suggested at this level of course design. Munby's (1978), Finocchiaro and Brumfit's (1983), and Hutchinson and Waters' (1987) work on syllabus design which were reviewed in the second chapter were used as examples to develop the model presented in Figure 5.1.

This model is different from the models reviewed in chapter two in terms of evaluation. It suggests two types of evaluation, initial and follow up, both of which take place at different levels. In order to see the efficiency of the course itself, the initial evaluation should be done at the end of the first year. The follow up evaluation should be done after four years, that is, when the students who will take the reading course based on this model become fourth year students. In this way, it will be possible to see the contributions of this reading course to subject curriculum courses.

Figure 5.1
A Model Syllabus



5.4 SAMPLE GOALS AND OBJECTIVES BASED ON THE MODEL

Before setting up any goals and objectives for the reading course for which this syllabus model was developed, it is necessary to clarify the terms "goals" and "objectives", since these two terms are used very closely in educational settings. Goals are timeless, future-oriented, non-measurable, statements of desired outcomes of a program, and objectives are short-term, measurable, specific indications of intent (Bellen and Handler, 1982).

5.4.1 Goals of the Course

This course is designed to:

1. Prepare the first year students at the Gazi ELT Department to follow and understand the departmental course materials being taught in the second, third and fourth academic years.
2. Enable students to develop their reading skills in academic English, including discourse and study skills.

5.4.2 Objectives of the Course

By the end of the course which follows this syllabus model, students will be able to:

1. Use contextual clues in the text to get the meaning of unknown words.
2. Understand specific terminology related to linguistics, semantics, literature, and EFL

methodology.

3. Apply word formation techniques to understand unknown words in the text.
4. Use lexical and grammatical cohesion devices to understand the relations between parts of the text.
5. Skim and scan for specific information in the text.
6. Understand tables and graphics used in the text.
7. Make logical inferences about the content of the text.
8. Understand implied meaning in the text.
9. Summarise the text after reading.
10. Write short reports about the text they read.

5.5 CONCLUSION

This syllabus model was developed to solve the problems that the students at the Gazi ELT Department have in following their subject curriculum. It is hoped that the implementation of this model will solve these problems. since the expectations of the teachers and the language needs of the students were integrated in the model. Since designing materials was not the main concern of this study, the model is incomplete in terms of materials design. Materials necessary for this model were examined only superficially.

CHAPTER VI

CONCLUSION

6.1 SUMMARY OF THE STUDY

In this study, prior to developing and suggesting an ESP syllabus model, some principles of ESP, differences between ESP syllabuses and general English syllabuses, various approaches to both kinds of these syllabuses, and some models of communicative syllabus design were discussed in detail and compared with one another (chapter 2).

In the light of this discussion of the literature, decisions were made about the methodological procedures to be used in this study. Then, data collection instruments, a questionnaire and a structured interview, were developed. Finally, on the basis of the analysis of the gathered data and of the literature findings, an ESP syllabus model for a course in developing reading skills was suggested for the first year students of the Gazi University ELT Department.

6.2 DISCUSSION

This is the first time that a study on syllabus design was conducted at the Gazi University ELT Department. The administrative staff and teachers reported that they had been conducting all their courses without referring to students' opinions.

Therefore, administering a questionnaire to students and a structured interview to teachers, and asking the same questions of students and of teachers, provided an invaluable comparison of what students think they need to learn in the first year reading course to what they are expected to be able to do by their teachers in the academic courses that follow the reading course. The comparison of the data from these two sources indicates that the degree of agreement between teachers and students on the necessity of reading skills is quite high; they have similar expectations for the first year reading course. As a result, this study is an initial step taking the learners into consideration in course and syllabus planning at the Gazi University ELT Department.

The study suggests that the following steps be taken into account in designing an ESP course:

1. Specification of the target situation (needs survey)
2. Specification of goals and objectives of the course
3. Textual and discourse analysis (syntax, lexis and rhetorical features of the text)
4. Development of a syllabus
6. Evaluation of the course
7. Modification of materials and syllabus and evaluation

6.3 PEDAGOGICAL IMPLICATIONS

The pedagogical implications derived from this study can be best summarised by definitions of ESP given by Munby (1978): "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by nonlearner-centred criteria such as the teacher's or institution's predetermined preference for syllabus content" (p. vi). This definition supports the findings of this study. Language programs, especially ESP programs, should focus on the learners and the purposes for which they require the language. Unfortunately, course syllabuses are often teacher-oriented, and students have to follow these teacher-oriented syllabuses whatever they may think about their own language requirements.

As for the teachers who will teach ESP courses, they should have certain characteristics in relation to the ESP courses they will teach. However, they do not necessarily need to have extensive knowledge of the specialist subject area. What they need are:

1. A positive approach to ESP courses
2. A knowledge of basic principles of the subject area
3. A desire to learn more about the content area

6.4 IMPLICATIONS FOR FURTHER STUDIES

The present study deals with only the syllabus

specification. If future studies would be based on the application of the model suggested in this study, such studies could address materials production, the teaching of those materials, and course evaluation. After producing materials for the suggested model, the model can be tested by using an experimental and a control group.

Ideally the experiment would follow the students through the entire four years of their degree program. Although this study was conducted at only one university, the findings should be of interest to teachers and course designers from other universities where students need to improve their reading skills in English for Specific Purposes.

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APPENDICES

APPENDIX-A

QUESTIONNAIRE

/ / /1991

I. Circle one of the following.

1. Your class: a) 3 b) 4
2. Sex: a) male b) female
3. Age: a) 20-22 b) 23-25 c) over 25
4. Years of English study:
 - a) 1 to 3 years
 - b) 4 to 6 years
 - c) more than 6 years

II. Which of the following skills do you need to read and comprehend your departmental course books?

Please, circle the number that fits your answer.

	NOT		VERY	
	<u>NECESSARY</u>		<u>NECESSARY</u>	
1. Paying attention to every detail in the text.	1	2	3	4
2. Getting the meaning of all unknown words.	1	2	3	4
3. Applying word formation techniques to get the meaning of unknown words.	1	2	3	4
4. Using contextual clues for guessing the meaning of unknown words.	1	2	3	4
5. Skimming and scanning for specific information.	1	2	3	4

- | | | | | |
|--|---|---|---|---|
| 6. Knowing special vocabulary items which are unique to the subject of the course. | 1 | 2 | 3 | 4 |
| 7. Comprehending tables and graphics in the text. | 1 | 2 | 3 | 4 |
| 8. Making logical inferences by using background information about the text. | 1 | 2 | 3 | 4 |
| 9. Using lexical and grammatical cohesion devices in order to understand the relations between parts of the text. | 1 | 2 | 3 | 4 |
| 10. Taking notes while reading. | 1 | 2 | 3 | 4 |
| 11. Summarising the text after reading. | 1 | 2 | 3 | 4 |
| 12. Recognizing similes, ironies, metaphors, and personification in the text. | 1 | 2 | 3 | 4 |
| 13. Understanding explicitly stated information. | 1 | 2 | 3 | 4 |
| 14. Understanding information when not explicitly stated. | 1 | 2 | 3 | 4 |
| 15. Using chapter headings, topic sentences, summary sentences to select main ideas and understand the organization of the text. | 1 | 2 | 3 | 4 |
| 16. Writing short reports after reading the text. | 1 | 2 | 3 | 4 |
- III. Please rank the following in order of difficulty.
Give (1) to the least difficult and (4) to the most difficult.
1. which of the following is more difficult for you to use in order to get the meaning of unknown words?

- () Contextual clues in the text.
 - () Word formation techniques.
 - () Dictionary.
 - () Word memorisation
2. Which of the following do you find more difficult while reading your course books?
- () Understanding some vocabulary items related to the subject of the course materials.
 - () Recognizing similes, ironies, metaphors, and personifications in the text.
 - () Recognizing some grammatical and lexical cohesion devices in order to understand the relations between parts of the text.
 - () Understanding information which is not stated explicitly.
3. Which of the following do you find most difficult after reading the course materials?
- () Summarizing what I read.
 - () Writing a report on what I read.
 - () Answering inference questions (these questions have no direct answers in the text).
 - () Answering reference questions (answers to such questions can usually be found in the text).

IV. Please answer the following questions

1. Do you read anything else in English other than your course books? YES _____ NO _____

If yes, list them.

2. Do you believe that the materials in your list help you to improve your English? YES__ NO__
If yes, answer the next question.

3. In what ways do they help you or what do you gain from them?

Thank you very much for your assistance and participation.

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APPENDIX-B

STRUCTURED INTERVIEW

/ / /1991

- I. 1. Department:
 2. Your title:
 3. Years of teaching:
 4. Title of courses you are teaching:
- II. The following statements are some hypothetical expectations about what kinds of reading skills your students need to know in order to read and comprehend the materials of the courses you are teaching at the Gazi University ELT Department. Please, circle the number that fits your answer.

	NOT		VERY	
	<u>NECESSARY</u>		<u>NECESSARY</u>	
1. Paying attention to every detail in the text.	1	2	3	4
2. Getting the meaning of all unknown words.	1	2	3	4
3. Applying word formation techniques to get the meaning of unknown words.	1	2	3	4
4. Using contextual clues for guessing the meaning of unknown words.	1	2	3	4
5. Skimming and scanning for specific information.	1	2	3	4
6. Knowing special vocabulary items which are unique to the subject of the course.	1	2	3	4

- | | | | | |
|--|---|---|---|---|
| 7. Comprehending tables and graphics in the text. | 1 | 2 | 3 | 4 |
| 8. Making logical inferences by using background information about the text. | 1 | 2 | 3 | 4 |
| 9. Using lexical and grammatical cohesion devices in order to understand the relations between parts of the text. | 1 | 2 | 3 | 4 |
| 10. Taking notes while reading. | 1 | 2 | 3 | 4 |
| 11. Summarising the text after reading. | 1 | 2 | 3 | 4 |
| 12. Recognizing similes, ironies, metaphors, and personification in the text. | 1 | 2 | 3 | 4 |
| 13. Understanding explicitly stated information. | 1 | 2 | 3 | 4 |
| 14. Understanding information when not explicitly stated. | 1 | 2 | 3 | 4 |
| 15. Using chapter headings, topic sentences, summary sentences to select main ideas and understand the organization of the text. | 1 | 2 | 3 | 4 |
| 16. Writing short reports after reading the text. | 1 | 2 | 3 | 4 |
- III. Please rank the following in order of difficulty. Give (1) to the least difficult and (4) to the most difficult.
1. which of the following is more difficult for your students to use to get the meaning of unknown words?
- () Contextual clues in the text.
- () Word formation techniques.

- () Dictionary.
2. Which of the following do your students find more difficult when reading the materials assigned in your class?
- () Understanding some vocabulary items related to the subject of the course materials.
- () Recognizing similes, ironies, metaphors, and personifications in the text.
- () Recognizing some grammatical and lexical cohesion devices in order to understand the relations between parts of the text.
- () Understanding information which is not stated explicitly.
3. Which of the following do your students find most difficult after reading the materials assigned in your class?
- () Summarizing what I read.
- () Writing a report on what I read.
- () Answering inference questions (these questions have no direct answers in the text).
- () Answering reference questions (answers to such questions can usually be found in the text).

IV. Please answer the following questions in a few sentences.

1. Do you ever repeat your lectures in Turkish?
If yes, why? If no, why not
-

-
-
-
2. In relation to the course(s) you are teaching, which topics do you suggest for the reading course given in the first academic year? Please, refer to some specific titles if you can.

-
-
-
-
3. In your opinion, which skills would need the most attention if a new syllabus was designed for the first year students?

Thank you very much for your assistance and participation.

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