

ENGLISH LANGUAGE NEEDS ASSESSMENT OF THE STUDENTS
OF THE MEDICAL FACULTY OF CUMHURİYET UNIVERSITY

A THESIS
SUBMITTED TO THE INSTITUTE OF
HUMANITIES AND LETTERS 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
NURAY KIYMAZARSLAN ALAGÖZLÜ
AUGUST 1994

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ABSTRACT

Title: An English language needs assessment of students of the medical faculty at Cumhuriyet University.
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Needs assessment contributes to curriculum planning and helps teachers and syllabus designers offer more efficient services to students. Needs assessment is a very important basis for determining objectives of the curriculum and organizing its content. It is also a strategy by which problems can be focused on and recommendations concerning those problems can be made (Selvadurai & Krashinsky, 1989). English for Specific Purposes (ESP) is one of the educational areas which most benefits from needs assessment. Because ESP views the learner as central to the learning and teaching process, it takes learners' needs as a starting point in teaching language.

The main concern of the study was to reveal the English language needs of fourth year medical students at the Faculty of Medicine of Cumhuriyet University. Student-perceived English language needs, teachers' perceptions of their students' needs, and perceptions of students' needs according to the administrators were investigated. Data were collected through questionnaires and interviews, and the perceptions of these people were compared.

The four major results of this study were as follows: First, reading and translation are the most required language skills for medical students because of the large proportion of medicine-related readings available only in English. Both medical students and language teachers agreed that medical terminology should be taught and that understanding reading passages in detail is the most important reading subskill. These suggest that medical students need to be taught reading strategies along with medical terminology. Second, the instructional materials are not suitable, which implies a revision of instructional materials in use. Third, a need for inservice training in teaching ESP was revealed. A great number of students and language teachers concur that language teachers who teach ESP are competent in general English, but not in medical English. Finally, it was seen that the focus in English language classes and the perceived needs of the students by medical students, language teachers, and administrators do not match. Thus, medical students' needs are not being fully met by the present curriculum.

Based on these results, recommendations were made as to what elements of the present curriculum should be changed and what a new curriculum should include.

BILKENT UNIVERSITY
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MA THESIS EXAMINATION RESULT FORM

August 31, 1994

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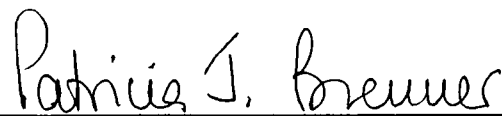
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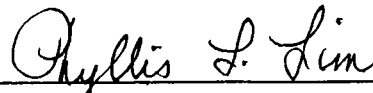
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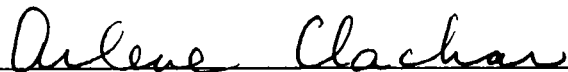
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



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CHAPTER 1 INTRODUCTION

Background to the Study

The twentieth century has seen the rise and fall of many approaches to language teaching, and the last two decades have produced immense changes in the world of language teaching. Traditional approaches to foreign language teaching focused on language analysis, and successful language teaching depended on abstract language rules. Specification of content for a particular course was determined based on the selection of vocabulary and grammar and on sequencing them (Richards, 1984) until the importance of the learners in the teaching process was realized.

Since the focus in language teaching has shifted from the nature of the language to the learner, the learner is seen at the center of the learning and teaching process. Richterich and Chancerel (1980) point to an approach centered on the learner: They see the learner at the heart of language teaching and take the learner as an entity whose personality, aspirations and needs should be taken into account because every individual has unique properties, learning styles, and abilities.

This implies the differentiation of the curricula in language teaching for different learner types. Because it is impossible for a traditional curriculum to meet many different needs of learners, a needs-based curriculum where specification of language is made by

tailoring the content of the courses to the needs of students is believed to best serve the educational objectives of a particular learner (Hutchinson and Waters, 1987).

The realization of the importance of learners' needs calls for the identification of their needs in a systematic way. This systematic way is known as needs assessment. Pratt (1980) defines needs assessment as "an array of procedures for identifying and validating needs and establishing priorities among them." (p. 79) Needs assessment is a process in which information is gathered by identification by the learners, by the teaching establishment, and by the user-institution of the learners' needs (Richterich and Chancerel, 1980).

Sailor, Alexander, and Lewis (1981) suggest three reasons for student needs to be considered in the teaching and learning process. First, curricula based on learners' needs and interests are more relevant to the learners. Secondly, learners are more motivated when their needs and interests are considered. Finally, a learner-centered design facilitates individuals' potential achievement because a curriculum based on needs assessment is more relevant and motivating to learners. Because their achievement, therefore, is higher, an analysis or identification of language needs of students ought to be an integral part of the language learning and teaching process. It is obvious that the more closely a second or foreign language teaching program is based on

the identified use of language for a specified group of students, the more successful and effective the course will be (Mackay, 1978).

One of the educational domains which most benefits from needs assessment is English for Specific Purposes (ESP). Hutchinson and Waters (1989) define ESP as an approach to language teaching, course design, and materials development in which all decisions as to context and method are based on the learners' reason for learning. In recent years, ESP has gained importance as a new approach to language teaching because more and more people are demanding to learn English for the specific purpose of keeping up with their professional areas as a result of technological, scientific, economic, and commercial developments (Hutchinson and Waters, 1989). This demand has contributed to the rise of ESP due to the awareness that the language needs of students in the specialized fields of science and technology and other professional areas of industry and business go beyond the standard content of an ordinary foreign language course in terms of methods and materials (Shutz and Derwing, cited in Mackay and Palmer, 1981). ESP recognizes that students' needs are one of the most important factors in designing a course, and, therefore, an ESP course is based on a rigorous assessment of students' needs. Needs assessment is fundamental to course designs of English for Specific Purposes. ESP requires special skills and strategies as well as special vocabulary; this

specification can only be determined through a needs assessment. Munby (1978) describes ESP courses as "the courses where the syllabus and materials are determined by the prior analysis of the communication needs of learners." (p. 2)

In sum, ESP and needs assessment are two concepts that cannot be thought of separately. It has become customary to analyze learners' needs in ESP courses because the idea of analyzing language needs of learners as a basis for course development has become almost synonymous with ESP. It is difficult to think of one without the other coming to mind (McDonough, 1984).

Statement of the Problem

During an informal survey the researcher conducted among fourth year students at the Medical Faculty of Cumhuriyet University, Sivas, Turkey, who took the required one year freshman English course, students complained that they cannot do the English reading they are assigned in their Turkish-medium classes. They also informed the researcher that in their English classes they were not taught specific English vocabulary and content related to medicine and that this lack prevents them from gaining the necessary information to do their academic reading and study. As most of the reading materials such as books, journals, and articles published abroad are in English, the students cannot follow the current research related to their subject.

The researcher observes a lack of effective ESP

instruction in the English courses in the Faculty of Medicine of Cumhuriyet University. It is believed that there is an inconsistency between what the students are taught and what they need to be taught in order to be successful in their academic studies. The main need of students seems to be reading in order to understand the articles and manuals which are related to medicine and require technical medical English knowledge to read. Students appear not to have the necessary preparation to read those materials.

Statement of the Purpose

The researcher believes that the learner must be central to the teaching and learning process and that the learner's needs, motives, and expectations must be taken into consideration. When considering students' needs, Hutchinson and Waters (1989) suggest that all people concerned in the teaching process participate: Learners, teachers, and administrators should be consulted in the pursuit of content matching the learners' needs.

This study aimed at identifying the needs of students at the Faculty of Medicine of Cumhuriyet University. Student-perceived needs, teachers' perceptions of their students' needs and perceptions of students' needs according to the administrators--those ultimately responsible for instituting change in the curriculum--were investigated. These three perceptions of need were compared. The results obtained from this study were used to identify deficiencies in the existing curriculum.

A needs assessment is necessary for developing a curriculum appropriate to the needs of the students at the Faculty of Medicine of Cumhuriyet University. Because no needs assessment had been conducted at the faculty at the time of this study, the objectives of the courses were not clearly set. It is hoped that medical students, teachers and administrators will benefit from the identification of differences between what is being taught and what should be taught.

This research answered the following questions:

1. What do the medical students at Cumhuriyet University perceive their needs to be?
2. What are the teacher-perceived needs of the medical students?
3. What do administrators perceive to be the students' needs?
4. If there are mismatches between the existing curriculum and the perceived needs of students according to the students, the teachers and the administrators, what are they?
5. What recommendations can be made for change in the curriculum?

CHAPTER 2 REVIEW OF THE LITERATURE

Introduction

In this chapter the issues introduced in the first chapter will be expanded and enlarged. This chapter is divided into five major sections. First, historical background of English For Specific Purposes (ESP) will be given. Second, definitions of ESP and English Language Teaching (ELT) will be given. Third, differences between ESP and ELT will be discussed in terms of syllabus, decision-makers, learners, instructional objectives, and the nature of needs. Fourth, because the definition of need is basic to needs assessment and believed to show its systematicity, need will be defined. Fifth, needs assessment will be defined and explained. In the same section, the reasons why it is necessary to identify needs in determining course design and who should identify them will be discussed.

Historical Background of English for Specific Purposes

The Second World War brought about noteworthy changes in the world of science, economy, and technology in our world. An expansion of technology, economy, and science was observed on the international level. This expansion generated a unified world where people needed a common language to keep up with current developments. English became an international language of modern science and technology because most of the literature of science and technology was being produced in English (Hutchinson and Waters, 1989). People began to need to learn English for specific purposes; they needed it to

benefit from the new information and the research related to their study fields. There emerged an obligation to teaching the English language considering students' purposes for learning the language. How this can be achieved became the matter of English for Specific Purposes (ESP).

The demand for learning ESP led to huge changes in the world of language teaching. The first remarkable change was the linguistic shift from teaching the structure of language to teaching the functional use of language, the language required by the tasks the learners had to perform outside the classroom. Finocchiaro and Brumfit (1983) indicated that language, according to new teaching approaches, was more appropriately classified in terms of what people wanted to do with the language (functions) and in terms of what meanings people wanted to convey (notions) than in terms of the grammatical items as in traditional language teaching models. Van Ek (1977) labeled functions of language as a general types of language activities which, as a member of a certain group, the learner will participate in. The language could be used receptively (as listeners or readers) or productively (written or oral).

Following the linguistic shift came new developments in educational psychology, which presented a totally new point of view towards learners. In the language learning and teaching processes, the learners occupied the central position (Richterich and Chancerel, 1980). They were

seen as having different needs and interests. This brought about the necessity of identification of learners needs. Once the learners needs were identified, the choice of syllabus content could be made. The idea was that if the learner is central to language learning his real needs should shape what will be taught.

To sum up, the demands of our developing world were the primary reason for ESP's emergence. The second reason for the emergence of ESP was that there had been a revolution of linguistics. The focus was on identifying the ways in which the language was actually used in real life and on identifying situations in which functional language was used by learners who belonged to specific groups and were expected to use the foreign language to survive in those specific groups (Corder, 1973). This was very different from the traditional tendency in language teaching of describing the rules of language. The final reason for the development of ESP is the focus on the learner and his or her needs (Hutchinson and Waters, 1989). All these developments led to the inevitable upspring of this new approach to language teaching and the need for ESP programs. ESP programs will exist as long as a great number of scientific, economic and technological texts continue appearing on the international market (Göksin, 1991).

Definitions of English for Specific Purposes (ESP) and
English Language Teaching (ELT).

It has been indicated that ESP holds a position of importance in the field of language teaching. Thus it is essential to define ESP and specify why it is important. ESP is a teaching method which has the aim of meeting the individual language needs of the learner. It does this by considering the skills, necessary language functions, and content necessary for the individual learner.

Therefore, ESP can be specific and technical.

Professional areas which ESP serves can be divided into the following categories (Mackay and Mountford, 1978):

(a) occupational (for example, telephone operator, pilot) (b) vocational (for example, hotel management, catering staff, technical trade) (c) academic (for example, medicine, engineering, law).

Because the aim of ESP is to specify the most suitable content for the learners involved in the categories above, a specification must first be made with respect to the functions learners will have to perform in the language and the linguistic and lexical tools they need to perform those functions. Strevens (1977) defines ESP courses as

...those in which the aims and the content are determined, principally or wholly, not by criteria of general (language) education (as when "English" is a foreign language subject in school), but by functional and practical English language requirements of the learner. (p. 90)

In order to understand what is meant by the criteria of general language education, it is necessary to look at the definition of English language teaching (ELT) and some of its characteristics.

ELT can be defined as a mode of language teaching in which there is no clear linguistic or functional content restriction (Stevens, 1977). In ELT, sequencing the linguistic and functional content seems to be balanced; that is, ELT combines both form and function in a way that the content addresses a wide audience. ELT presents content mostly in a linear fashion from the easiest (basic English language knowledge) to the most difficult (Stevens, 1977). Having a general idea about what ELT is, a comparison will provide a better understanding of ESP and ELT.

Differences between ESP and ELT

These comparisons can be observed in five main categories: syllabus, decision-makers, instructional objectives, and the nature of needs.

Syllabus

An ELT syllabus has a comparatively wider scope than an ESP syllabus. Hutchinson and Waters (1987) compare ELT to a tree which entails all branches of language teaching. It is the body of all branches, without which no branches exist. Brumfit's (1984) explanation for determining an ELT syllabus confirms ELT's wider scope in contrast to ESP's. He offers three options for content of ELT syllabuses, underscoring that any ELT syllabus designer may choose any one of them for

the specification of content. They are as follows:

1. The content of an ELT syllabus may be based on language structure, which seems to be the only aspect of language that can be taught systematically.

2. The content of an ELT syllabus can involve non-linguistic content and some focus on students' interests and motivations. Knowledge of the target language can be improved by putting the learners into the right environment. This implies no strict linguistic selection to be made but rather psycholinguistic considerations and motivational criteria in planning an ELT syllabus.

3. Lastly, the content of an ELT syllabus might be based on functional use of language along with general use. Connections between the language students are studying at the time as well as future use of the language ought to be revealed. Also, course content should be organized according to students' needs for the language in the future (Brumfit, 1984).

These options demonstrate that ELT makes use of the above aspects of language and language teaching without setting limitations. On the other hand, ESP is limited to the last principle of ELT. There is not an optional perspective for an ESP situation because in ESP there are essentials to be considered in the syllabus (Robinson, 1980). These essentials are the needs of learners identified through a systematic process called needs assessment. The content of an ESP syllabus is determined by the findings of a needs assessment. However, in an ELT syllabus, decisions related to the content are

generally taken by the institution and/or teacher. This takes us to the second main difference of ESP and ELT.

Decision-Makers

A general English language teaching syllabus can be viewed as means of controlling or determining learning by the institution and/or teachers. The syllabus is an administrative act or document that is not usually readily changed (Strevens, 1977). It contains instructional objectives set by the institution. Accordingly, students are required to achieve those predetermined objectives. Johns (cited in Celce-Murcia, 1991) argues that teachers and curriculum designers have a tendency to intuit what the learners need to know in the future what kinds of tasks they have to perform, and what their learning strategies or resources are

An ESP syllabus, on the other hand, is controlled by the learner as well as other people in the teaching and learning process. This is a prominent distinction between general English and ESP. To Hutchinson and Waters (1987), as long as the people involved in teaching and administrating are aware of the needs of learners, this awareness will result in an effective and suitable syllabus for the learners. The learners themselves have input to give into the ESP syllabuses. The objectives are set according to the learners' resources and study fields. A categorization of the situations in which learners will use the language in the future is rigorously made. As a result of this, the content of ESP

courses is relevant to the learner and determines accessible objectives for the learners because it accepts the learner and his needs as a basis. In short, learners' objectives and the content of the syllabus match.

Learners

One of the major difference between ESP and ELT is the difference between their learners. ESP learners differ from those who learn English for general purposes in terms of their awareness of their own needs and their purposes for learning English. Bloor and Bloor (cited in Akgül, 1991) make the distinction between an ESP learner and an ELT learner by underscoring the importance of students' purposes in ESP courses. Hutchinson and Waters (1989) agree with them, asserting that in ESP courses all decisions are taken according to the learners' purposes for learning, which makes ESP distinctive. In fact, ELT learners may have several purposes. Perhaps they are learning for the purpose of knowing people from other cultures and different backgrounds or for the purpose of being sent abroad or fulfilling an obligation for English which is mandatory in the school curriculum. ESP learners need to learn language to learn subject matter better. Moreover, ESP makes use of the learners' own knowledge of the world, their reasoning ability, and their linguistic background even if these are in their native language. It concentrates on the motives students may have for learning English and on what learners know

rather than what they do not know (Boztas, 1991) because most of the ESP learners are adults and they are aware of why they are learning the language.

Instructional Objectives

ESP and ELT differ not only in the nature of the learner but also in the scope of the goals of instruction. In ELT, all four skills--reading, listening, speaking, and writing--are equally stressed (Brumfit, 1984), whereas in ESP the identification of needs determines which language skills are most needed by the students and what kind of content matches those needs (Richards, 1984).

The Nature of Needs

The final factor that discriminates ESP and ELT is the different needs of students. Different needs require different teaching procedures, syllabuses, and content. Similar to ESP, Corder (1973) claims that ELT likely generates the best results when the linguistic content of the course most closely approximates the learners' specified needs. However, there is a difference in the nature of needs. In ELT, the needs vary between highly specific ones (language for specific purposes) and very general ones (language for everyday purposes). Therefore, Corder (1973) argues that there are two ways of looking at an ELT syllabus: as a syllabus that contains basic language that covers all possible functions of language, or as a syllabus that focuses on specific training for the use of language in

real life situations, that is, restricted language. It is obvious that the required language will differ in these different situations. ESP aims at teaching the second type of language. It categorizes real life situations and limits itself to that situational category (Corder, 1973).

One aspect of ESP is the focus on needs. Hence, it is necessary to know what need is so that we may identify need elaborately. After defining need, this research will deal with how to systematically identify needs, and who should participate in identifying needs, and why an elaborate identification of needs is needed.

Definition of Need

Many researchers define need in similar ways. Smith (1990) defines need as a gap between current performance and desired results. Hutchinson and Waters (1989) draw a similar definition under the term of lacks. They say that the learners' existing proficiency should be determined, but that is not enough. The target proficiency which students need to reach in order to cope with the difficulties in their study fields should also be investigated (Robinson, 1991). Then, the gap between target proficiency and the existing proficiency of the learner will show the learners' needs. Similarly, Kimpston and Stockton (cited in Selvadurai and Krashinsky 1989) offer another similar definition. To them, a need suggests a gap or discrepancy between two indices: a desired condition and the status quo.

Definition of Needs Assessment

The focus on learners' needs and the necessity to reveal them in ESP courses prompted researchers to find a systematic method with which they could do so. This method through which needs are identified by comparing the present state of a curriculum or an organization and the desired or target state in which learners have to survive with the language they learn, is called needs assessment. Thus, needs assessment is a method of comparison. It compares the information from two sources: the present situation and the target situation (Robinson, 1991). If the information from the two sources does not match, this indicates inadequate instruction with respect to the needs of the intended group of learners. Smith (1990) clarifies needs assessment as follows:

[It is] a process for identifying the gaps between the educational goals that have been established for students and students' actual performance. These gaps can be used to determine students' needs. Then, needs can be identified by comparing goals, objectives, and expectations of a system with the data that shows the current performance. (p. 6)

Tyler (1949) makes a similar definition to Smith's (1990), confirming that needs assessment involves two levels: first, finding the present status of the students and second, comparing this status to acceptable norms in

order to identify gaps or needs. Kaufman (cited in Berwick, 1990) agrees with Smith and Tyler in defining needs assessment. Additionally, he clarifies the scope of needs assessment as the process that demonstrates what needs are and the process in which certain recommendations are made as to how to fill the gaps. However, the act of filling the gaps or needs indicated is not the aim of needs assessment. To him, before jumping to solutions, gaps are to be defined correctly by educational personnel: Teachers, administrators, and learners. Why they should define those gaps will be explained in detail in the next section.

Who Should Identify Needs?

Many researchers agree that all parties involved in the teaching and learning process are equally responsible for the identification of learners' needs. Among them, Richterich and Chancerel (1980) suggest the identification of needs should be done by the learners themselves, by the teaching establishment, and by the user-institution. The user-institution is any structured social unit such as firms or businesses and administrative bodies. Richterich and Chancerel insist on the importance of an agreement on these needs between learner, teaching establishment, and/or user-institution. They believe that needs assessment is the most favorable means of seeking this agreement because need assessment can elicit information from these three levels and can

look at the shared and different points of views. Richterich and Chancerel (1980) suggest a system that includes learner, teaching establishment, and user-institution, and society. All components of this system operate in coordination. Figure 1 demonstrates this system and the relationships of the essential elements of the system. They put the learner in the center of an this system, and view him or her as an integral part of this system because the system has interdependent levels. As the arrows which go both ways illustrate, everything starts from the learner and goes back to him or her (Richterich and Chancerel, 1980).

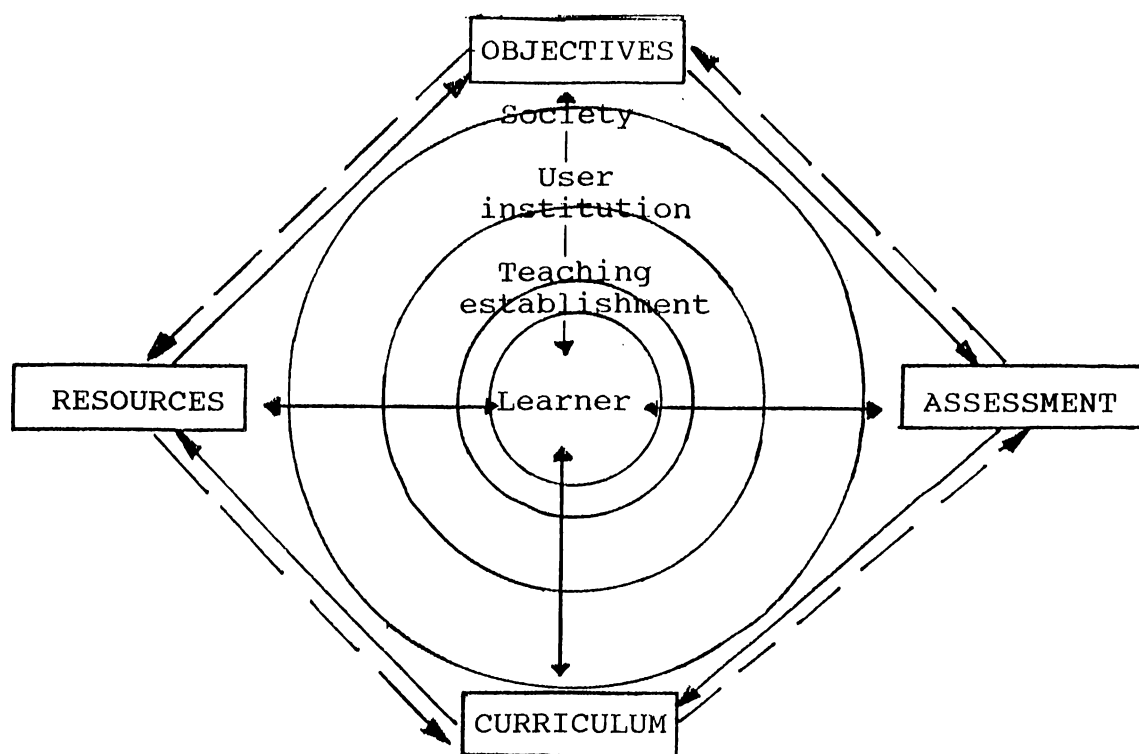


Figure 1. An approach centered on the learner (from Richterich and Chancerel, 1980, p. 4).

Richterich and Chancerel (1980) suggest that this figure also shows the sources of information necessary for needs assessment. According to them, learners, teaching establishment, and user-institution should be consulted. They explain reasons for this necessity are as follows:

1. Information obtained from the learner may create learners' awareness about their own resources (time, available cash, their personality) and their learning objectives, and curricula they consider most suitable to their resources. This kind of information gives curriculum planners information about the student-perceived needs for English. Although the information collected from learners may be considered vague, learners are to be consulted in order to awaken their awareness (Richterich and Chancerel, 1980).

2. Information collected from the teaching establishment may help them determine how they can adapt their resources, objectives, and curricula (their teaching) to the learners' expectations, requirements and objectives. This information may also help the establishment suggest curricula appropriate to both learners' and their resources.

3. Information from the user-institution will provide the curriculum planners with information about the expectations of the institution, about facilities and equipment available for the teaching situation and also about funds available for materials and equipment

4. Finally, because society somehow affects the learners' learning and desires, Richterich and Chancerel (1980) also find information from society necessary in order to examine the characteristics, requirements, and facilities of the society in which the learner lives.

The National Center for Industrial Language Training (NCILT) (cited in McDonough, 1984) state that the same groups as those who play a crucial role in needs assessment--the learners, teachers and administrators--must create an effective curriculum. They argue that information from these three sources is contributory rather than conflicting in the teaching process and propose a triangle for needs assessment as follows:

Teacher-perceived
needs

Student-perceived
needs

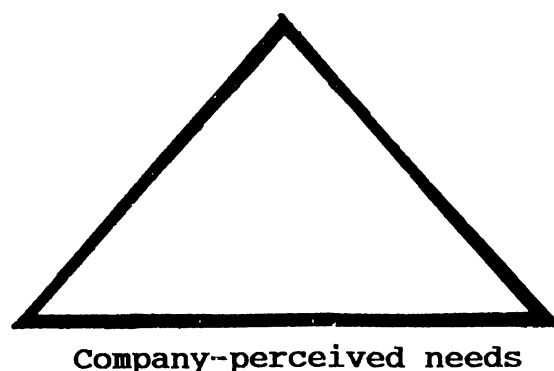


Figure 2. A triangle for needs assessment (from McDonough, 1984, p. 38).

Note. The word company stands for the institutional system which also includes administrators.

Why Is Needs Assessment Necessary?

Needs assessment is a very important basis for determining the objectives of the curriculum and organizing the content of the programs in ESP (Richards, 1990). Curriculum planners progress systematically from needs assessment to goals and objectives to specification of the instructional content of the program. Needs assessment is the first step in setting up the goals and objectives for a language program. Richterich and Chancerel (1980) pinpoint the fact that the information about an individual institution or society gathered through needs assessment is for determination of the pedagogic purposes. After formulating objectives, content which conforms to the identified needs of students is selected and organized. In other words, objectives are set according to the needs of students. Instructional objectives are sequenced in order of priority after needs assessment has been conducted. Based on this, Finocchiaro and Brumfit (1983) suggest that a curriculum should provide, first, an analysis of general aims of the program and then a progression of units which guides the teacher by indicating what aspects of the language are to be concentrated on at any given stage. The analysis of general aims of the program can only be achieved through a needs assessment. This indicates the crucial role of needs assessment in discovery of pedagogic objectives.

In addition to the basic role of needs assessment in curriculum planning, we should not disregard its

importance in providing information on selecting appropriate materials to be used in the teaching process (Johns, cited in Celce-Murcia, 1991). The result of needs assessment give recommendations for materials that suit the learners, which motivate them for further study. One advantage of appropriate selection of materials is that the gap between the materials manipulated in the classroom and those needed to be used in real life may get smaller. Materials are devised in such a way that they lend themselves to real life usage related to the certain area of study (Munby, 1978).

Assessing the needs of learners is also a unique way of finding criteria for reviewing and evaluating the existing curriculum (Richards, 1984), as needs assessment is a means of gathering sound information about learners, the institution and the teaching staff. It can also give us thorough information about learning conditions of learners. Because assessment is an ongoing process, as Richterich and Chancerel (1980) argue, it may also be reasonable to conduct a needs assessment when the curriculum is in operation (during the course) and after the curriculum has been put into practice (after the course). This may be necessary to check whether the curriculum is operating in a way that will achieve the predetermined objectives.

Richterich and Chancerel (cited in Boztas, 1987) clarify the overall contribution of needs assessment to

the curriculum process as follows. To them, it is necessary to identify needs

...in order to become aware of the learning conditions of individuals or groups and to align these with their physical, intellectual and emotional possibilities as well as to devise learning materials which will approach the real use made of the language taught; thus, to define the pedagogical objectives through negotiation with the learners. (p.72)

Conclusion

ESP is a growing field in the area of language teaching. It differs from general English language teaching in terms of linguistic selection of course content, instructional objectives, decision-makers, learners, and the emphasis given to the individual needs of learners. Because it seeks content which best fits the learners' needs, ESP is based on the needs of learners as a means of specifying its course content. It does this by needs assessment. Needs can be best determined by conducting a systematic needs assessment. ESP tailors its content according to the result of needs assessment (Hutchinson and Waters, 1987). Therefore, needs assessment is regarded as the first step of curriculum planning in order to set instructional goals (Richards, 1984). To arrive at a precise identification, needs should be identified from all possible aspects. This means that all parties--teachers, learners and administrators in the teaching and learning process--are

responsible for this identification. What is ideal is that these parties reach a concensus so that a desired curriculum can be attained that all parties support (Richterich and Chancerel, 1980). In this study, the learners', teachers' and administrators' perceptions of English language needs of medical students in the Faculty of Medicine at Cumhuriyet University are investigated through a needs assessment.

CHAPTER 3 METHODOLOGY

Introduction

The concern of this study was to reveal what the parties in the teaching and learning process perceive the needs of medical students at Cumhuriyet University to be and whether the existing curriculum fits the perceived needs of the medical students.

Since the purpose of the study was to reveal students' needs, a needs assessment involving teachers, students and administrators was conducted. This is a descriptive study in which data related to the perceptions of groups involved were collected through administration of questionnaires and interviews.

In this section, first, detailed information about English language courses at the Faculty of Medicine is given. Second, subjects are introduced and then, the materials and instruments are explained, followed by the procedure and the analysis of the data.

English Language Courses at the Faculty of Medicine

At Cumhuriyet University, English is given as an auxiliary course to students' other subjects. The Foreign Language Department is the central institution which sends English teachers to each unit of the university. The Faculty of Medicine is one of the faculties in which English is taught by the Foreign Language Department. Medical students have compulsory English courses three hours a week in the first year of their education. While these classes are called ESP

classes, the English level of the students is so low that general English is taught for the first semester. Then, basic ESP concepts are introduced in the second semester.

The English levels of students in the courses are not determined by means of a placement test; the language teachers determine what the students' language levels are according to the high school they graduated from and place them in one of three levels. That is, the students from Anatolian high schools and private colleges, which are English-medium high schools, are placed in the first level (A classes) and the others from Turkish-medium schools in the next levels (B-C classes). The teachers also decide what the students need to learn. According to informal interviews, the content of the courses is selected by the teachers and program makers who do not take students' individual needs, wants or problems into consideration. Students do not take English courses in the second, third and fourth year. However, they are frequently required to read materials in English in their subject courses because these materials are not available in Turkish.

Subjects

Three groups were included in this study. The first group consisted of 50 fourth-year medical students from the Faculty of Medicine of Cumhuriyet University. Their ages were between 22-25. These were volunteer subjects solicited from two classes by permission of the

school administration. They were given questionnaires late in the second term because, by then, the subjects had covered most of the program and were aware of the demands of their courses. The second group comprised the 10 English language teachers who teach English to medical students at the medical faculty. As the Foreign Language Department is composed of just 10 teachers, the researcher did not select language teachers randomly. All were included. These subjects were also given questionnaires. The third group was the administrators. They were involved in the study because the researcher believed they could make necessary changes in the institutional system if needed. The head of the Foreign Language Department and the dean of the faculty were interviewed. These interviews were believed to reveal how administrators perceive the medical students' needs.

Materials/Instruments

Two types of data elicitation techniques were used: questionnaires and interviews. Questionnaire items were taken from many sources, primarily from Mackay's (1978) study. They were adjusted for medical students (see Appendix A) and English teachers (see Appendix B). Questionnaires to the students were translated into Turkish and back-translated into English to be sure that the Turkish equivalents of questions carried the same meaning. Questionnaires to language teachers were in English. Both forms of the questionnaire included yes/no questions, multiple choice questions, open-ended

questions and items to be ranked in order of importance. Both questionnaires had 25 items. Twenty-four of the questionnaire items elicited the same information from students and teachers (one item [14] was different). The first item asked the subjects what proportion of the required reading in medicine was in Turkish. Items 2 and 3 elicited responses as to the foreign languages most important for them, and Item 4 elicited information on the necessity of knowing English to graduate in medicine. Item 5 asked both students' and teachers' opinions as to what they think the medical students need English for, and Item 6 required the subjects to rank the given language skills as they relate to the study of medicine. Item 7 aimed at revealing opinions about whether the teachers need to be trained in teaching medical English. The next item sought to identify a relationship between knowing medicine and English well and Item 9 asked whether the teachers teach necessary terminology and content in English for medicine. Items 10-14 were related to reading and reading subskills. Item 15 asked whether the students should be taught medical terminology in English courses. Item 16 asked what was most emphasized in English language classes, whereas 17-19 investigated the appropriateness of classroom materials. In Item 20, subjects were asked to rank homework assignments in order of importance. Item 21 was about students' translation needs; 22-24 dealt with necessary

structure and vocabulary. The last item asked if the subjects had participated in the pilot-questionnaire.

In addition to questionnaires given to English language teachers and medical students, interviews (see Appendix C) with administrators--the head of FLD and the dean of the faculty--were carried out. They were tape-recorded and later transcribed. The interviews consisted of 3 questions that elicited similar information to the questionnaires. Administrators were also asked whether they would support and carry out changes recommended by the results of the study.

Procedure

The questionnaires for both the students and the teachers were piloted on sample groups of 10 students and 4 teachers in order to determine whether there should be changes in the final versions of the questionnaire. The students who participated in the piloting were interns at Cumhuriyet University hospital. All student and teacher volunteers for the pilot completed the questionnaires on March 25, 1994 at different times depending on their availability.

The piloting indicated some poorly-stated and ambiguous phrases and the necessity to narrow down the scope of the questionnaires because results demonstrated that the most required language skill for medical students' success was reading. Therefore, the questionnaires were reorganized to extensively

investigate reading. However, some other aspects such as the relationship between a good command of English and being a qualified professional in medicine, the need for translation, and the most commonly used grammatical structures and vocabulary, either medical or general, were also covered in the questionnaires.

Towards the end of second term of the academic year, on April 6, 1994, 50 medical students from two medical class groups completed the questionnaires. The researcher had asked permission from the administration to administer the questionnaires in the classrooms before the students took the final examination, and two classes were asked to participate. Each class consisted of about 25 students. The researcher administered the questionnaires to the students in their classrooms, explaining the reason for the survey and assisting them with problems in interpreting the meaning of questions or the answer form. They were told not to write their names on the questionnaires. Students followed the instructions and most of them answered all questions. The questionnaire took approximately one hour to complete. The researcher collected all questionnaires immediately afterwards.

All 10 language teachers completed the questionnaires on April 7, 1994. Four of these, who also participated in the piloting, were asked to complete the questionnaire. They met together in a room and filled in the questionnaires. The researcher also explained the

reason for the survey to them and assisted them as necessary. All teachers answered all questions. It took almost half an hour.

The interviews with the dean of the faculty and the head of Foreign Languages Department were done separately on April 8, 1994. The interview with the head of Foreign Languages Department was in English and lasted almost one hour. The one with the dean of the Faculty, which lasted half an hour, was in Turkish. The two interviews were tape-recorded and transcribed, and the interview with the Dean was then translated into English.

Data Analysis

The questionnaires contain mixed question types. In analyzing the data, tables and graphs were used to show the results. Since the two questionnaires were devised to elicit similar information from language teachers and medical students, responses from both groups were analyzed together and shown in the same table. The number of respondents, the percentages of responses from students and teachers, and the mean scores were displayed in tables. The interviews were then discussed. In the following chapter, analysis of data is presented in detail.

CHAPTER 4 ANALYSIS OF THE DATA

Introduction

This chapter deals with the presentation and analysis of the data collected from 50 medical students, 10 language teachers, and 2 administrators through questionnaires and interviews. The students and the teachers completed questionnaires, whereas the two administrators were interviewed.

In analyzing the data in the questionnaires, the percentage of the responses first were calculated for the students and the teachers. Then, the mean scores of each item in some question types were determined. Tables and figures were designed to display the data from questionnaires. Each table included data from both groups so that comparisons of the results for medical students and English language teachers were possible.

In the analysis of the data from the interviews with administrators, no numerical techniques were used because the number of administrators (2) was not enough to calculate percentages. These interviews were discussed separately. Administrators' responses were also included in discussion of the results indicating point of agreement and disagreement.

Analysis of Questionnaires

There were two questionnaires: one administered to medical students and one administered to English language teachers. The questionnaires given to students were in Turkish, whereas teachers' questionnaires were in

English. Twenty-four of the items were the same in both questionnaires and were analyzed and discussed together. Item 14, which asked for different information in each questionnaire, was explained separately.

In analyzing the questionnaires, each item was put in one of five categories: need for English, skills and subskills medical students need to do assignments, instructional materials for medical students, focus in classes, and need for inservice training for language teachers. The following table shows the spread of questionnaire items within the categories.

Table 1

The Categorization of Questionnaire Items.

Category	Items
1 Need for English	I1, I2, I3, I4, I5, I8
2 Skills and subskills	I6, I11, I12, I13, I14, I21
3 Instructional materials	I10, I17, I18, I19, I20
4 Focus in classes	I9, I15, I16, I22, I23, I24
5 Need for Inservice training for teachers	I7

Note. I=Item

Category 1: Need for English

In this section, first, data concerning the proportion of recommended readings available in Turkish (Table 2) is presented. Next, whether students need a

language other than Turkish to read recommended materials and what language they need (Table 3 and 4) are responded to. How medical students ranked the reasons for learning English in order of importance (Table 5) is displayed. Items 4 and 8 are about graduation requirements for medical students. Tables 6 and 7 show data concerning whether English is necessary to graduate from the faculty and to what degree the mastery of English is related to the mastery of subject-matter medicine respectively.

Table 2

Required Readings Available In Turkish (I1).

Responses	Groups			
	Students (n=50)		Teachers(n=10)	
	f	%	f	%
All	13	26	8	80
Half	27	54	--	--
None	10	20	2	20

In Table 1, the respondents were asked what proportion of the required reading they believed was available in their native language. Results do not show agreement on the availability of readings in Turkish. Whereas most of the language teachers seemed to believe that all readings are available in Turkish, 74% of the students voiced contrary opinions by saying that either half or none of the readings are in Turkish.

Table 3

Whether Non Turkish Texts are Recommended (I2).

Responses	Groups			
	Students (<u>n</u> =50)		Teachers (<u>n</u> =10)	
	<u>f</u>	%	<u>f</u>	%
Yes	45	90	10	100
No	5	10	--	--

Respondents were asked whether any language other than Turkish is needed for medical students to do the recommended readings. The results in Table 2 exhibit near consensus between the groups, each group demonstrating that they were aware of second language requirements for students' recommended reading. In the next item, students identify these languages.

Table 4

Languages Necessary for Recommended Readings (I3).

Responses	Groups			
	Students (<u>n</u> =50)		Teachers (<u>n</u> =10)	
	<u>f</u>	%	<u>f</u>	%
English	35	70	10	100
Latin	23	46	1	10
French	10	20	--	--

Item 3 asked subjects to write what language(s) students needed in order to read assigned readings. Some

students and teachers mentioned more than one language. Thirty-five students (70%) mentioned that English was necessary for them; 23 students reported that Latin was also necessary, and some (10) also indicated the necessity of French. This strong belief in the necessity of Latin may indicate students' belief that it is necessary to know how Latin words are integrated into medical terminology. On the other hand, 10 teachers out of 10 thought English was the only language needed. Only one of them seemed to believe that knowledge of Latin may be necessary.

Table 5

Purposes For Learning English (I5).

Reasons	Groups		
	Ss (<u>n</u> =50)	Ts (<u>n</u> =10)	
	MS	Reasons	MS
Read related materials	3.40	Read related materials	3.20
Write reports and answer exams	3.50	Understand lectures	3.50
Know foreign people	4.20	Be sent abroad	3.90
Understand lectures	4.38	Write reports and answer exams	4.10
Be sent abroad	4.45	Participate in discussions	4.20
Participate in discussions	5.00	Know foreign people	5.35

Note. 1-most important, 6-least important; Ss= Students, Ts= Teachers; MS=Mean scores.

In Item 5, respondents were asked to rank the reasons why students need English in order of importance, Both students and teachers ranked "Reading the related materials written in English" first. Students ranked "Writing reports and answering examination questions in English" as second most important. Medical students, in conversation with the researcher after completing the questionnaire, indicated that this was due to the exam they must take at the end of six years of medical education to become specialists. In that exam, called T.U.S.S., students are asked multiple choice questions in English. The great majority of students reported that they would take this exam. Therefore, they ranked "Writing reports and answering examination questions in English" as second most important. It seems that teachers are much less conscious about this exam than students because they consider write reports and answer exams the fourth most important reason for learning English. Additionally, it is interesting that students regarded knowing people from other backgrounds and cultures as the third most important reason, whereas teachers ranked it as the last most important reason. This would give the impression of a generally positive attitude toward English and the people who speak it on the part of the students. Students did not seem to view the language from a strictly utilitarian perspective, unlike the language teachers.

Table 6

The Necessity of English for Graduation (I4).

Responses	Groups			
	Students (n=50)		Teachers(n=10)	
	f	%	f	%
Yes	8	16	9	90
No	40	80	1	10
No response	2	4	--	--

Table 6 shows whether the subjects considered knowledge of English necessary to graduate from the medical faculty. A large majority (80%) of the students found English not necessary to graduate from the faculty, but 90% of the language teachers disagreed. A strong difference is observed between the teachers' and students' responses.

Table 7

The Relationship Between English Mastery and Medicine Mastery (I8).

Responses	Groups			
	Students (n=50)		Teachers(n=10)	
	f	%	f	%
Very closely related	40	80	10	100
Related to a little extent	8	16	--	--
Not related at all	2	4	--	--

As can be seen from Table 7, 80% of the students perceived the mastery of English to be very closely related to the mastery of subject matter, and 100% of the language teachers agreed. In order to access the knowledge in materials written in English, students should study English. Knowing English seems to be directly related to being a well-qualified professional in medicine. Although student responses to Items 4 and 8 seem to be contradictory, failure in English does not usually prevent students from graduating. This failure is overlooked if students are good at other medicine-related courses even though it affects students' success in medical courses. Therefore, all students do not regard English as necessary for graduation. This situation can be regarded as a flaw of the Turkish educational system. In short, the students struggle with medicine-related materials in English. On the other hand, as the results of Item 8 (Table 7) indicate, medical students are aware of the relationship between medicine and English and the need for English.

Category 2: Skills and Subskills Medical Students Need In Order to Complete Assignments

This section deals with perceptions of which skills and subskills are considered necessary for medical students. Table 3 presents the rank order of the skills. Then, because piloting revealed that reading is the most required language skill for medical students, specific reading subskills were included in the

questionnaires. The ranking of these subskills is shown in Table 9. The particular difficulties in reading were ranked in Table 11.

Table 8

Ranking of Necessary English Language Skills (I6).

Language skills	Groups	
	Ss (<u>n</u> =50)	Ts (<u>n</u> =10)
	MS	MS
Reading	2.10	Reading 2.10
Translation	2.56	Translation 2.90
Speaking	2.64	Listening 3.10
Listening	3.38	Writing 3.20
Writing	3.82	Speaking 3.70

Note. 1-most important, 5-least important; Ss= Students, Ts= Teachers; MS=Mean scores.

In Item 6, subjects were asked to arrange the five skills in order of importance. Students attributed the highest ranking to reading, which was expected. This reflected that, as mentioned above, medical students are frequently assigned reading materials in English in order to follow the current research throughout the world. The ranking of the basic skills provided by the language teachers somewhat differed from that of the students. Both groups were in agreement by ranking reading and translation as the primary language skills. However, there was a big difference between teachers' and

students' opinions on the importance of speaking. Students attributed more importance to speaking than teachers did. The following bar graph illustrates the comparison between students' and teachers' rankings of language skills.

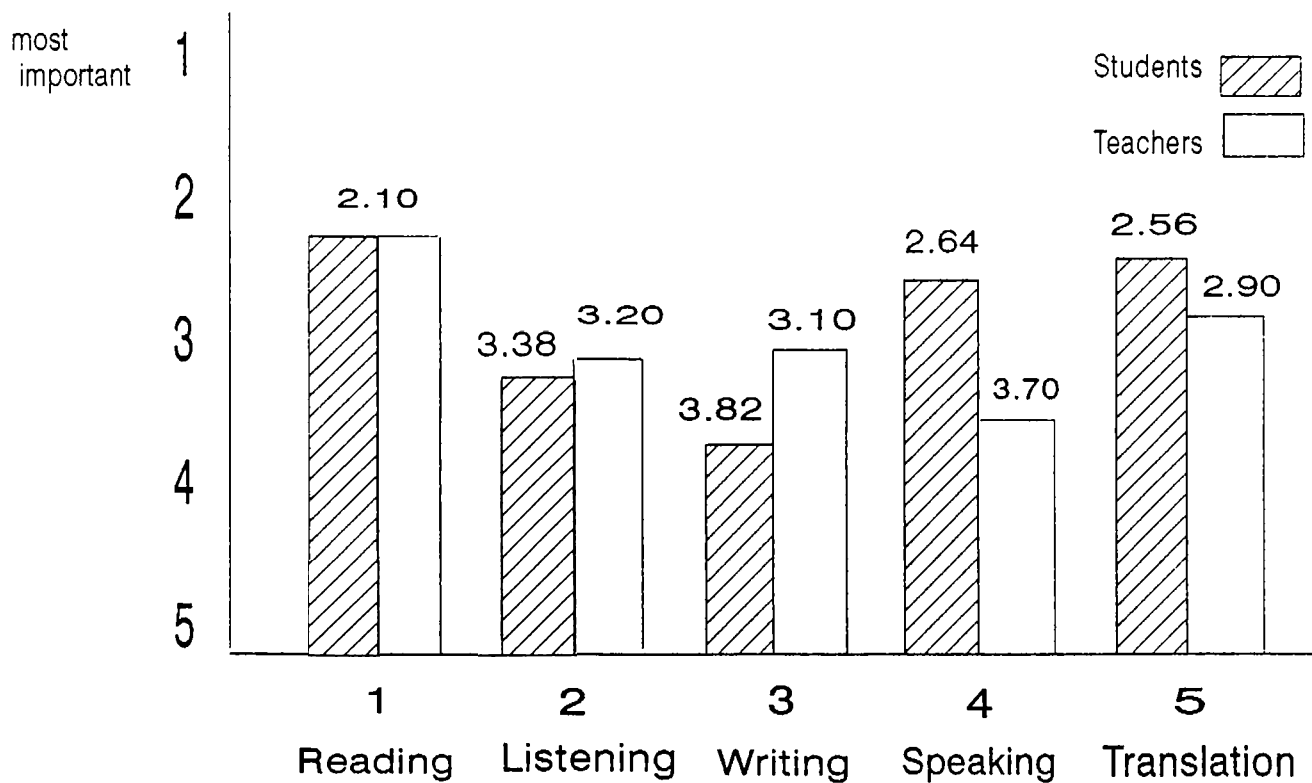


Figure 3. Comparison of the mean scores in language skills by students and teachers.

Table 9

Ranking of Necessary Reading Subskills (I11).

Reading subskills	Groups	
	Ss (<u>n</u> =50)	Ts (<u>n</u> =10)
	MS	Reading Subskills MS
Understand details	1.80	Understand details 1.60
Interpret passage	2.00	Interpret passage 2.50
Understand main idea	2.30	Understand main idea 2.60
Show information in diagrams or charts	3.20	Show information in diagrams or charts 2.80
Make a summary	3.60	Make a summary 3.30

Note. 1-most important, 5-least important; Ss= Students, Ts= Teachers; MS=Mean scores.

There was no difference in the order of importance of reading subskills given by the two groups. Both groups agreed that the most necessary reading subskill was understanding the reading passage in detail. The item considered the second most important subskill was interpreting the passage. Finding out what is not clearly given in the texts along with understanding details calls for the necessity to teach students some reading strategies; grammar knowledge and vocabulary alone do not suffice.

Table 10

Problems in Reading English Medical Materials (I12).

Responses	Groups			
	Students (n=50)		Teachers (n=10)	
	f	%	f	%
Yes	43	86	10	100
Sometimes	4	8	--	--
No	3	6	--	--

The great majority of students said they had serious difficulties in reading materials in English (see Table 10), and teachers agreed. One language teacher indicated, in an informal interview, that he felt it was very difficult to read specialized academic texts in English without a good deal of basic and special English knowledge.

When asked to indicate the reasons for problems encountered when reading, the subjects responded as in Table 11.

Table 11

Reasons for Reading Difficulties (I13).

Sources of difficulty	Groups	
	Ss (<u>n</u> =50)	Ts (<u>n</u> =10)
	MS	MS
Not taught grammar and structures in medical texts	2.00	2.00
Not taught general grammar and vocabulary	2.10	2.30
Not taught specific vocabulary	2.25	2.40
Not trained to read effectively	2.65	3.00

Note. 1-most important, 4-least important; Ss= Students, Ts= Teachers; MS=Mean scores.

Students recognized insufficient teaching of grammar and structure mostly used in medical texts as the most important source of difficulty in reading, whereas they regarded inefficient training in reading as the least important reason for difficulties in reading. Insufficient teaching of general English grammar and vocabulary was ranked second, and inefficient teaching of specific vocabulary was the third. The teachers' rank order was the same as that of the students.

Table 12

The Necessity to teach Reading Strategies (I14 TQ).

Responses	Teachers(<u>n</u> =10)	
	<u>f</u>	%
Yes	6	60
No	4	40

Note. TQ= Teachers' Questionnaire

As students are having difficulty in reading (Item 12), Item 14 asked teachers whether reading strategies ought to be taught. Although the majority of teachers agreed that reading strategies should be taught, they ranked not trained to read effectively as the least important source of reading difficulties in Item 13.

Table 13

Use of Dictionaries When Exposed to Unknown Words(I14 SQ)

Responses	Students (<u>n</u> =50)	
	<u>f</u>	%
Yes	30	60
No	20	40

Note. SQ= Students' Questionnaire

Item 14 asked the students whether they used a dictionary when they came across unknown words while reading. Sixty percent (60%) of the students used dictionaries to look up unknown words.

Table 14

Need for Translation In the Study of Medicine (I21).

Responses	Groups			
	Students (n=50)		Teachers (n=10)	
	<u>f</u>	%	<u>f</u>	%
Yes	48	96	10	100
No	--	--	--	--
No response	2	4	--	--

The similar percentages reported for both groups' answers to Item 21 shows they shared the same point of view with respect to emphasis given to translation. That is, both groups thought that medical students should be taught translation.

Category 3: Instructional Materials for Medical Students

In this section, the first item about instructional materials is concerned with the type of English reading materials important for medical students. Table 15 presents the subjects' ranking of these materials. The second item asks about the source of the coursebooks, and the third is about the appropriateness of the language level of the texts. Table 16 and 17 display the results of those two items. The fourth item asks whether teachers hand out supplementary materials that can be used in English classes (Table 18). Finally, subjects are asked about the kinds of homework assignments given.

Table 18 demonstrates the results of that item.

Table 15

Reading Materials In Order of Importance (I10).

	Groups		
	Ss (<u>n</u> =50)	Ts (<u>n</u> =10)	
Reading Materials	MS	Reading Materials	MS
Journals, papers articles	1.35	Graphs, charts tables	1.90
Multiple choice questions on exams	1.40	Reference books	2.45
Textbooks, books	2.40	Journals, papers articles	2.60
Reference books	2.54	Multiple choice questions on exams	3.25
Graphs, charts tables	3.56	Textbooks, books	3.60

Note. 1-most important, 5-least important; Ss= Students, Ts= Teachers; MS=Mean scores.

Table 15 shows how students and teachers ranked the various reading materials. Students' and teachers' ratings indicate some big differences. Teachers ranked graphs, charts, and tables as most important, whereas students ranked that item as the least important. This may be because students figure out the information from graphs, charts and tables without reading the text related to the graphs or charts. Multiple choice questions were considered to be the second most important by the students. This may again be due to the T.U.S.S.

exam they have to take at the end of their medical education. While students ranked journals, papers, and articles first, language teachers ranked it third. Interestingly, in Item 11 (Table 9), students and teachers both ranked show information in diagrams or charts equally low in terms of reading subskills, whereas in this table teachers regard graphs, charts, and tables as the most important reading materials.

Table 16

Textbooks Written by the Foreign Language Department (I17).

Responses	Groups			
	Students (n=50)		Teachers (n=10)	
	f	%	f	%
Yes	46	92	10	100
No	4	8	--	--
No response	--	--	--	--

One hundred percent of the instructors and 92% of the students responded that textbooks prepared by the Foreign Language Department were being used for the English courses (see Table 16).

Table 17

Appropriateness of Textbooks to the Students' Language Levels (I18).

Responses	Groups			
	Students (n=50)		Teachers (n=10)	
	f	%	f	%
Yes	13	26	7	70
No	37	74	3	30
No response	--	--	--	--

Whereas 70% of the instructors thought the level of the textbooks was appropriate for the students, 74% of the students said that the level of the textbooks was not appropriate to their level of English (see Table 17).

Responses of teachers and students do not agree.

Table 18

Handouts Given by the Instructors (I19).

Responses	Groups			
	Students (n=50)		Teachers (n=10)	
	f	%	f	%
Yes	22	44	--	--
No	28	56	8	80
No response	--	--	2	20

In Table 18, 80% of the language teachers and 56% of students claim that the teachers do not bring handouts.

This may suggest that supplementary materials were not found worthy of interest by the teachers. However, the large percentage of students who claimed that their language teachers give handouts may indicate that what was meant by handouts was not understood by some students and this ambiguous result emerged.

Table 19

Frequency of Homework Types (I20).

Types of Homework	Groups		
	Ss (n=50)	Ts (n=10)	
	MS	Types of Homework	MS
Take home exams	2.30	Write short essays on specific topics	1.80
Write papers on specific topics	2.50	Write summaries or critiques	2.10
Write short essays on specific topics	3.00	Write summaries from textbooks	2.40
Writing summaries or critiques	3.10	Take home exams	2.90
Write summaries from textbooks	3.20	Read from journals papers	3.50
Read from journals, Papers	3.30	Write papers on specific topics	4.00

Note. 1-most important, 6-least important; Ss= Students, Ts= Teachers; MS=Mean scores.

When students were asked to arrange the type of homework given from the most important to the least

important, they marked take home exams as the most frequent homework (see Table 19). Language teachers' responses are not consistent with students' answers to the same question. Teachers believe they most frequently give short essays to students to write. Teachers ranked take home exams as the fourth most frequent homework assignment. A big discrepancy between teachers' and students' responses is observed in the ranking attributed to write papers on specific topics. Students considered this the second most common type of homework, whereas teachers ranked it sixth and last.

Category 4: Focus in Classes

This section of the analysis attempts to reveal the discrepancy between what is being taught and what should be taught in English language classes. It aims at a comparison between what elements of language respondents considered necessary or emphasized (Tables 20 and Figure 4) and what exists in the present curriculum (Table 19 and Figure 5).

Table 20

Current Instruction of Necessary Terminology and Content to Medical Students (I9).

Responses	Groups			
	Students (n=50)		Teachers(n=10)	
	f	%	f	%
Yes	--	--	7	70
No	39	78	--	--
No response	11	22	3	30

Table 20 indicates that students thought they are not taught necessary terminology and content in English. Most of them explained the reason for this in spontaneous informal interviews after the completion of the questionnaires. As English is given only in the first year of the faculty, students do not take intensive medical classes at the same time as their English classes. At the time of their English classes, in the first year, they do not demand special terminology and content as they are not obliged to read complicated texts. Afterwards, in the advanced classes in their second year and later, they realize they need a thorough knowledge of English. Language teachers, as opposed to students, seem to believe that students are being taught necessary content and terminology in English. Thus, teachers' and students' responses show a big disagreement with respect to whether students learn necessary content and terminology in English for medicine.

Table 21

The Necessity to teach Medical Terminology (I15).

Responses	Groups			
	Students (n=50)		Teachers (n=10)	
	f	%	f	%
Yes	27	54	10	100
No	20	40	--	--
No response	3	6	--	--

Table 21 shows that all teachers, as well as 54% of the students, believe it is necessary for medical vocabulary to be taught. This was quite an interesting outcome. The percentage of students (40%) who believe it is not necessary to teach medical terminology may indicate that technical vocabulary does not seem to cause much difficulty for them.

In response to the question about what was most emphasized in English classes (Item 16), students said they were taught either general English grammar or none of the items stated in the question. English language teachers' responses were completely different. Their responses concentrated on two of the options: general English grammar and the grammar and structures mostly used in medical texts. Students indicated that, in class, general English grammar was more emphasized than the other options. Figure 4 displays an extreme mismatch of students' and teachers' perceptions.

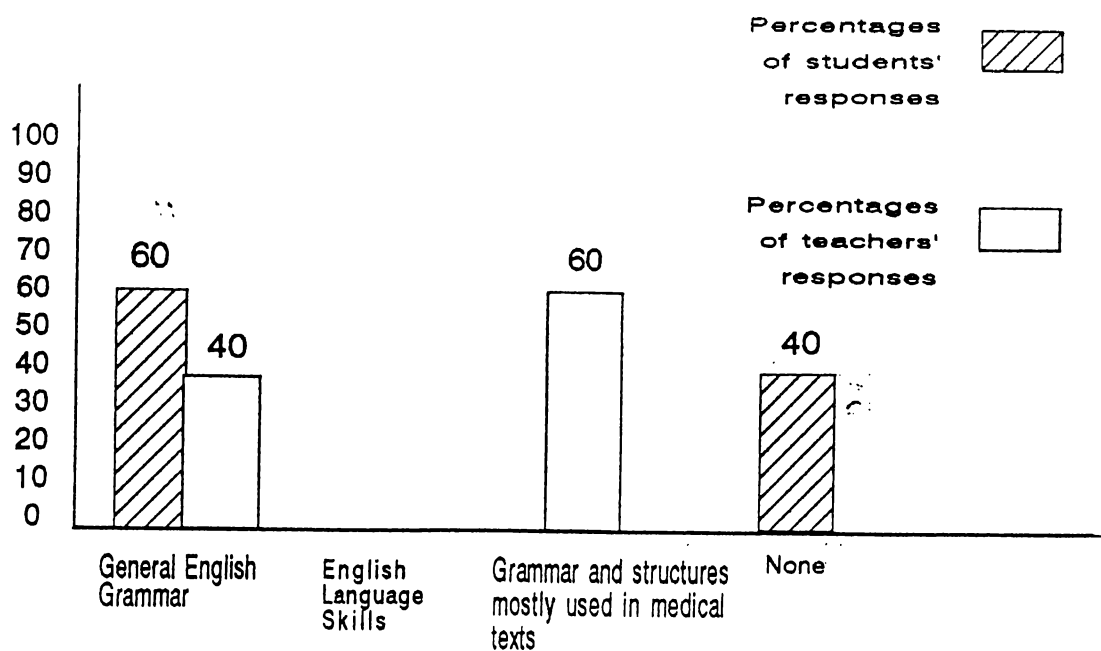


Figure 4. Emphasis in English classes (I16).

Items 22 and 23 were open-ended questions. Respondents were asked to list the most commonly used English structures, words and phrases that were important for them to know. Most of the students stated that they had to know medical terminology and the structures commonly used in medicine-specific texts. However, they said that what they additionally needed was general grammatical knowledge (e.g. tenses, conjunctions, direct-indirect speech, active and passive use of language). The majority of the students said they wanted to improve themselves in reading through learning medical terminology and content but they did not want other language skills deemphasized. Most students gave much emphasis to speaking and listening for social interaction.

In Item 24, students were asked which of the structures and phrases they had stated in Items 22 and 23 had been taught. Eighty percent of the students reported that none of the items they had written had been taught. Seventy percents of the teachers believed that all structures and vocabulary they considered necessary had been taught. There is a large difference between their perceptions. Medical students do not believe all necessary linguistic elements are being taught, unlike teachers. It seems that both groups agree on what should be taught but they have widely differing perceptions regarding which of them are being taught.

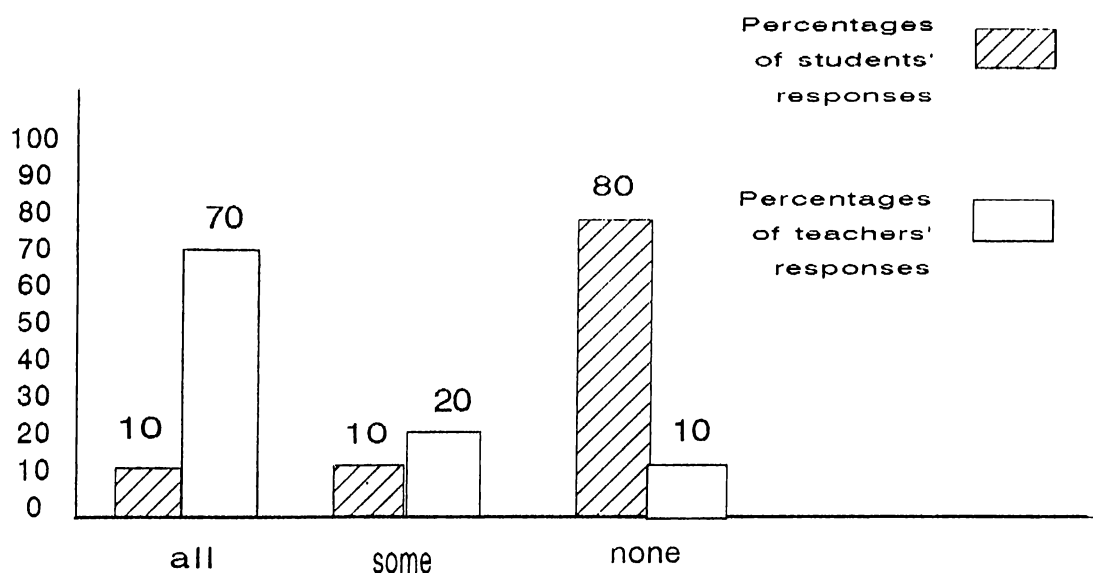


Figure 5. Which of the commonly used structures and phrases had been taught (I24).

Category 5: Inservice Training for Language Teachers

This part of the analysis deals with the data concerning students' and language teachers' impression about the language teachers' English knowledge. This section implies the need for inservice training for language teachers who teach ESP.

Table 22

Areas in which Language Teachers Demonstrate Mastery (I7).

Responses	Groups			
	Students ($n=50$)		Teachers ($n=10$)	
	f	%	f	%
General English	27	54	8	80
Medical English	13	26	1	10
Both	10	20	1	10

The seventh item of the questionnaires asked students' impressions of their language teachers' English. As can be seen in Table 22, 54% of the students found their English language teachers knowledgeable in general English, whereas only 26% regarded their teachers competent in medical English. Language teachers also considered themselves much more competent in general English than in medical English. Teachers were more confident of their general English competence (80%) than their students were of their teachers' general English competence (54%), whereas they did not recognize themselves knowledgeable enough in medical English.

In response to Item 25, none of the students had participated in the pilot questionnaire but three of the language teachers had.

From the responses to the questionnaire items we can draw the conclusion that there is a wide range of differences in the perceptions of the medical students and the language teachers. However, it should be cautioned that there is also much agreement.

Analysis of Interviews

In order to reveal what administrators perceived the medical students' needs to be, interviews were carried out with the dean of the medical faculty and the head of the Foreign Language Department. First, responses were analyzed. Then they were grouped into three general categories: (a) English language needs of medical

students; (b) deficiencies of the existing English language courses at medical faculty; (c) suggestions for eliminating the deficiencies.

English Language Needs of Medical Students

Both the dean of the faculty and the head of the Foreign Language Department specified that medical students need medical terminology, medical content, and basic knowledge of English. They both said that students must have basic English on which they construct their specific language requirements.

Deficiencies of the Existing English Language Courses at Medical Faculty

The two administrators both pointed to the time allotted to the existing language program as one of the handicaps of the present program. In addition, they agreed that the weak English language background of the students formed another handicap in the language program because most of the students come from Turkish medium high schools and do not take English courses in high school. When they attend the faculty they form heterogeneous classes with respect to their levels of English.

Suggestions for Eliminating the Deficiencies

As the head of Foreign Language Department is more knowledgeable in the field of English, teaches medical students, and is aware of some flaws in the present curriculum, he expressed more specific comments than the dean. He presented several suggestions for eliminating

deficiencies in the present language program, including placement tests to more accurately place the students, teacher training, and the establishment of a preparatory school. He suggested that two types of communication are necessary within the university: horizontal communication (intercommunication between teachers and teachers or administrators and administrators) and vertical communication (intercommunication between teachers and administrators or teachers and learners). The dean pointed out that Foreign Language Department should work in co-operation with the faculty of medicine in order to determine the language needs of students and start teaching medical terminology and content from the first year through to the higher classes. He also stated that he believes medical students should take some of their medical classes in English after a preparatory school has been established.

Both administrators promised that if the results of this study indicate there are some deficiencies in the instruction, they will try their best to make changes.

CHAPTER 5 CONCLUSION

Summary of the study

The purpose of this study was to show how medical students, English language teachers, and administrators at Cumhuriyet University perceive medical students' English language needs. As one group alone would provide information about the needs of medical students from only one point of view, perceived needs from three viewpoints were investigated. Mismatches between the existing curriculum and the perceived needs of medical students according to the subjects in these groups would indicate that the expectations of those people are not being met by the curriculum.

Pedagogical Implications and Recommendations

The results of this study are presented in the five categories given in Chapter 4.

Need for English

The results indicated that medical students need English in order to read English medical texts. Both groups reported that a great number of recommended readings are written in English and that medical students are frequently obliged to read those readings.

Skills and Subskills Medical Students Need In Order to Complete Assignments

Both groups, students and teachers, agreed that students need to be taught reading and translation. The two groups also indicated that vocabulary and structure used in medical texts should be taught.

Understanding reading passages in detail and interpreting reading texts were determined as the two most important reading subskills by both groups.

This implies that medical students need to be taught reading strategies accompanied by specific vocabulary, grammar used in medical texts, and general English knowledge.

Instructional Materials for Medical Students

Students regarded journals, papers, and articles as the most important reading materials, whereas language teachers did not agree. The teachers indicated graphs, charts, and tables as the most important reading materials for medical students. However, they agreed that the language level of coursebooks is not appropriate to the level of the students.

Focus in Classes

Results demonstrate that there is an inconsistency between what exists in the curriculum and what the needs of students are. For example, whereas students and teachers agreed that most of the readings in medicine are in English (Item 1), that the students mostly need English in order to read the materials related to medicine (Items 5 and 6), and that medical students have serious problems in reading (Item 12), none of the English language skills seems to be emphasized in English classes (Item 16). Second, although students and teachers regard insufficient teaching of grammar and structure mostly used in medical

texts as the main reason for students' difficulties in reading (Item 13), grammar and structure mostly used in medical texts are not stressed in the existing curriculum, either (Item 16). Finally, whereas students consider journals, papers, and articles as the most important reading materials (Item 10), language teachers do not provide students with handouts such as journal segments or medical readings in English (Item 19), which might help prepare students to better cope with their required readings later on. All these imply that the present curriculum is not based on the expectations and needs of medical students.

Need for Inservice Training

Most of the students found the language teachers in the Foreign Language Department inadequate in teaching ESP, although they were considered satisfactory in teaching general English. The language teachers agreed.

Based on the above-expressed needs for grammar and structure, vocabulary, translation, reading and reading subskills, materials, and teacher training, suggestions can be made in three areas.

Skills and Subskills

The content of the English language courses should be organized so as to improve these two language skills: reading (including understanding details and interpreting the texts) and translation.

A special reading course could be established as an extension of the present English courses for the benefit of advanced classes. Reading strategies and study skills would be emphasized in such a course because it seems impossible for medical students to perform reading subskills without being taught reading strategies. In those courses, medical students could be taught grammar and structure commonly used in medical texts as well as terminology specific to their field. However, most importantly, they could be taught how to use their previous medical knowledge (Lombardo, 1984) because, as was indicated in a review of the literature, ESP learners use their own knowledge of the world and their own reasoning ability. Thus, medical students should be taught to predict the content of reading texts by using their previous medical knowledge. The researcher believes that these suggestions could help medical students develop their own independent reading tactics even though they would not have perfect knowledge of structures and vocabulary in English.

In addition to reading courses, translation classes could be required for medical students as it seems to be considered one of the most needed language skills.

Instructional Materials

Textbook selection should be made more meticulously. The level of the textbooks used and the students' level should match. Item 18 indicates that the textbooks in use

may not be appropriate to students' levels. This may be due to students' weak English language background. Criteria for textbook selection should be based on the real needs of students. Additionally, students should be provided with the necessary reading materials such as journals, articles, and papers along with their textbooks by their language teachers. The objectives of the students should match those of the course and course books.

Need for Inservice Training

A great number of students claim that language teachers are not knowledgeable in medical English, and most of the teachers confirmed this (Item 7). Inservice training courses can be organized in collaboration with the medical faculty in order to keep the teachers who teach medical English informed about the features of medical English. Effective ways to teach English for specific purposes can be presented in these inservice training courses.

As a final remark, although the questionnaires did not include any questions about preparatory school, the indications of students' informal reports that they can not handle the ESP course as well as comments from the administrators revealed the need for a preparatory school. There, students could develop their basic English knowledge before entering the Faculty of Medicine.

The researcher believes that if these recommendations were put into practice, this would give students more ability to cope with the requirements of the Medical Faculty and they would probably become more qualified professionals in their study field.

Implications for Further Research

A needs assessment in ESP should collect data from all possible sources of information to achieve sound information about the learners' needs. Although the sources of information made use of in this study depicted a pattern of student needs, information from professors at the medical faculty might be taken into consideration, and a greater number of subjects could be included in a further needs assessment.

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Appendix A

Questionnaire for Medical Students

1-In your opinion, what proportion of the required reading in medicine is available in Turkish? (please circle your answer).

a) All b) Half c) None

2-Are texts in a language other than Turkish recommended reading material related to medicine? (please circle your answer).

a) Yes a) No

3-If yes, in what language is the recommended reading material published? (please write).

.....
.....

4- Do you consider it necessary to know English in order to graduate in medicine? (please circle your answer).

a) Yes a) No

5-Why do you need English? (please put the following in order of importance assigning number 1 to the most important).

- () To understand lectures given.
- () To participate in the discussions.
- () To read the related literature in medicine.
- () To write reports and answer exam questions.
- () To have a chance to be sent abroad.
- () To know people from other backgrounds and cultures.

6-Which language skills do you consider necessary? (Put them in order of importance assigning number 1 to the most important).

- () Reading
- () Listening
- () Writing
- () Speaking
- () Translation

7-In your opinion, does your English teacher have a good mastery of..... (please circle your answer).

a) General English b) Medical English c) Both

8-How is the mastery of English related to the mastery of subject-matter in medicine? They are .. (please circle your answer).

- a) Very closely related.
- b) Related to a little extent.
- c) Not related at all.

9-Do you think that you learn necessary terminology and content in English for your subject? (please circle your answer).

- a) Yes
- a) No

10-Which is most important for you to manage in English? (please put them in order of importance marking number 1 as the most important).

- () Textbooks, books.
- () Reference books.
- () Multiple choice questions on exams.
- () Journals, articles, papers.
- () Graphs, charts, tables.

11-In your opinion, which of the following reading skills are necessary for you? (put them in order of importance marking the most important as number 1).

- () To understand the main idea of the reading passage.
- () To understand the reading passage in detail.
- () To interpret the passage (find out what is not directly given in the passage).
- () To express the information in diagrams and charts.
- () To make a summary.

12-Do you have difficulty in reading and understanding English materials in your discipline? (please circle your answer).

- a) Yes
- b) Sometimes
- c) No

13-If yes, what do you think the reasons are? (please put them in order of importance marking the most important as number 1).

- () We are not taught grammar and structure mostly used in medical texts.
- () We are not taught general English grammar and vocabulary.
- () We are not trained to read effectively.
- () We are not taught specific vocabulary related to our subject.

14- Do you often refer to a dictionary for the meaning of unfamiliar words in a reading passage? (please circle your answer).

a) Yes b) Sometimes c) No

15- Do you think you should be taught medical terminology in English courses? (please circle your answer).

a) Yes b) No

16- Do you think which of the following most emphasized in your English classes? (please circle your answer).

a) General English grammar.
b) English language skills.
c) Grammar and structures mostly used in medical texts.
d) None.

17- Are your English language coursebooks specially written by Foreign Language Department? (please circle your answer).

a) Yes a) No

18-If yes, is the level of language in them appropriate to your language level? (please circle your answer).

a) Yes a) No

19-Does your teacher give handouts in English from other sources (journals, reference books, papers)? (please circle your answer).

a) Yes b) Sometimes c) No

20-What kind of homework does your English teacher ask you to do? (please put them in order of frequency assigning the most frequent as number 1).

() Writing a summary report from textbooks.
() Writing a paper on a specific topic.
() Reading from journals,papers.
() Writing short essays on specific topic
() Writing summaries or critiques.
() Take home exams.

21-Do you need the translation in your study?

a) Yes a) No

22-Please list below any commonly used English words and phrases which are important for you to know.

.....

23-Please list below commonly used English language structures which are important for you to know.

.....

24- Which of the above were you taught in your English courses?

a) All b) Some c) None

25-Did you take part in the questionnaire on 25 March, 1994? (please circle your answer).

a) Yes b) No

Appendix B

Tip Fakültesi Öğrencileri İçin Anket

1-Size göre, alanınızda okumanız gereken kaynakları içinde ne kadarını Türkçe yayınlar oluşturur? (Lütfen cevabınızı daire içine alın)

a) Hepsini b) Yarısını c) Hicbirini

2- Tıbbi literatürü okumanız için Türkçe'den başka bir dile ihtiyacınız var mı? (Lütfen cevabınızı daire içine alın)

Evet Hayır

3- Cevabınız evet ise, literatür hangi dilde/dillerde yayınlanmıştır? (lütfen yazınız)

.....
.....

4- Tıp fakültesinden mezun olmak için İngilizce'yi gerekli buluyormusunuz? (Lütfen cevabınızı daire içine alın)

Evet Hayır

5-İngilizce'ye neden ihtiyacınız var? lütfen önem sırasına koyunuz (En önemlisine 1 yazınız).

- () Tipla ilgili konferansları anlamak için
- () Tartışmalara katılmak için
- () Tipla ilgili literatürü okumak için
- () Sınav sorularını cevaplamak veya rapor yazmak için
- () Yurtdışına gönderilmek için
- () Başka kültürlerle ve tarihe sahip insanları tanımak için

6-Hangi dil becerileri sizce gereklidir? lütfen önem sırasına koyunuz. (En önemlisine 1 yazınız)

- () Okuma
- () Dinleme
- () Yazma
- () Konuşma
- () Çeviri

7-Sizce, fakülteadaki İngilizce öğretmeniniz yeterli
.....sahipmiydi? (Lütfen cevabınızı daire içine alın)

a) Genel İngilizce.

b) Tıbbi İngilizce

c) Her ikisi de

8-Iyi İngilizce bilmekle, kendi konunuzu iyi bilmek birbiriyle nasıl alakalıdır? (Lütfen cevabınızı daire icine alın).

- a) Çok yakından alakalı
- b) Bir dereceye kadar alakalı
- c) Hiç alakalı değil

9-Fakülteadaki İngilizce derslerinde konunuzla ilgili gerekli terimleri ve içeriği öğrendiğinizi düşünüyor musunuz? (Lütfen cevabınızı daire icine alın).

Evet Hayır

10-Asağıdaki okuma türlerini önem sırasına koyunuz. (En önemlisine 1 yazınız).

- () Kitap veya ders kitabı okuma
- () Referans kitabı okuma
- () Sınavlarda çoktan seçmeli sorulara cevap verme
- () Journalleri, makaleler ve tebligleri okuma
- () Grafikler, çizelgeler, tablolar hakkındaki bilgileri okuma

11- Asağıdaki okuma becerilerinden hangisi sizin için gereklidir? lütfen önem sırasına koyunuz (En önemlisine 1 yazınız).

- () Okuma parçasındaki ana fikri anlamak
- () Okuma parçasını tümüyle anlamak
- () Parçayı tercüme etmek-acıkca ifade edilmeyen bir fikri bulmak
- () Çizelgelerdeki bilgiyi ifade etmek
- () Özet çıkarmak

12-İngilizce tıbbi makaleleri, süreli yayınları, elkitaplarını okumada zorluk çekiyormusunuz? (Lütfen cevabınızı daire icine alın).

a) Evet b) Bazen c) Hayır

13- Cevabınız evet ise; sebeplerinin ne olduğunu düşünüyorsunuz? lütfen önem sırasına koyunuz (En önemlisine 1 yazınız).

- () Genel İngilizce dil bilgisinin öğretilmemesi.
- () Tıbbi metinlerde en çok rastlanılan dilbilgisi yapılarının öğretilmemesi
- () Okuma becerisinin öğretilmemesi.
- () Yeterli derecede tıbbi kelime öğretilmemesi.

14-Bir okuma parçasındaki bilinmeyen kelimeler için sık sık sözlüğe başvururmu sunuz? (Lütfen cevabınızı daire icine alın).

a) Evet b) Bazen c) Hayır

15-Tıp Fakültesindeki İngilizce derslerinde tıbbi İngilizce öğretilmeli mi? (Lütfen cevabınızı daire icine alın).

a) Evet b) Hayır

16-İngilizce derslerinde genellikle aşağıdakilerden hangisinin üzerinde en çok durulur? (Lütfen cevabınızı daire icine alın).

a) Genel İngilizce dilbilgisi.
b) İngilizce dil becerileri.
c) Tıbbi metinlerde çoklukla kullanılan dil yapıları.
d) Hiçbiri.

17-İngilizce ders kitaplarınız Yabancı Diller Bölümü tarafından mı hazırlanıyor? (Lütfen cevabınızı daire icine alın).

a) Evet b) Hayır

18- İngilizce ders kitaplarında kullanılan dil sizin seviyenize uygun mu? (Lütfen cevabınızı daire icine alın).

a) Evet b) Hayır

19-İngilizce derslerinde, İngilizce öğretmeniniz diğer kaynaklardan örnekler (jurnaller, tebligler) getirir mi? (Lütfen cevabınızı daire icine alın).

a) Evet b) Bazen c) Hayır

20-İngilizce öğretmeniniz ne tür ev ödevleri verir, lütfen sıklık sırasına koyunuz (En sık olanına 1 yazınız)

() Ders kitaplarından özet çıkarma.
() Belirli bir başlık hakkında teblig yazma.
() Journallardan ve tebliglerden okuma.
() Belirli bir konu hakkında kısa yazma denemeleri.
() Özet çıkarma.
() Evde yapılacak ödevler.

21-Çalışmalarınız için çeviri öğrenmeniz gerekli mi?
(Lütfen cevabınızı daire içine alın)

a) Evet b) Hayır

22- Aşağıdaki boşluğa lütfen en çok öğrenmeniz gereken kelimeleri, kavramları yazın.

.....
.....

23-Aşağıdaki boşluğa lütfen en çok öğrenmeniz gereken grammar yapıları yazın.

.....
.....

24- Bu yazdıklarınızdan hangileri size öğretildi?
(Lütfen cevabınızı daire içine alın).

a) Hepsi b) Bazıları c) Hiçbiri

25-25 Mart 1994 tarihindeki pilot çalışmaya katıldınız mı? (Lütfen cevabınızı daire içine alın).

a) Evet b) Hayır

Appendix C

Questionnaire for English Language Teachers

1-In your opinion, what proportion of the required reading in medicine is available in Turkish? (please circle your answer).

a) All b) Half c) None

2-Are texts in a language other than Turkish recommended reading material related to medicine? (please circle your answer).

a) Yes b) No

3)-If yes, In what language is the recommended reading material published? (please write).

.....
.....

4- Do you consider it necessary to know English in order to graduate in medicine? (please circle your answer).

a) Yes b) No

5-Why do you think medical students need English? (please put the following in order of importance assigning the most important as number 1).

- () To understand the lectures given
- () To participate in the discussions
- () To read the related literature in medicine
- () To write reports and answer exam questions
- () To have a chance to be sent abroad
- () To know people from other backgrounds and cultures

6-Which language skills do you consider necessary for your students? (Put them in order of importance assigning number 1 to the most important).

- () Reading
- () Listening
- () Writing
- () Speaking
- () Translation

7-Which of the following do you feel most competent in teaching? (please circle your answer).

a) General English b) Medical English c) Both

8- How is the mastery of English related to the mastery of subject-matter better? They are... (please circle your answer).

- a) Very closely related
- b) Related to a very little extent.
- c) Not very related at all.

9- Do you think your students learn necessary terminology and content in English for their subject? (please circle your answer).

- a) Yes
- b) No

10- Which of the following are most important for the students to manage in English? (please put them in order of importance assigning number 1 to the most important)

- () Textbooks, books.
- () Reference books.
- () Multiple choice questions on exams.
- () Journals, papers, articles.
- () Graphs, charts, tables.

11- In your opinion, which of the following reading skills are necessary for your students? (put them in order of importance assigning number 1 to the most important).

- () To understand the main idea of the reading passage.
- () To understand the reading passage in detail.
- () To interpret the passage (find out what is not directly given in the passage).
- () To express the information in diagrams and charts.
- () To make a summary.

12- Do you think that your students have difficulties reading and understanding English materials in their discipline? (please circle your answer).

- a) Yes
- b) Sometimes
- c) No

13- If yes, what do you think the reasons are? (please put them in order of importance marking the most important as number 1).

- () They are not taught grammar and structure mostly used in medical texts.
- () They are not taught general English grammar and vocabulary.
- () They are not trained to read effectively.
- () They are not taught specific vocabulary related to their subject.

14- Do you think that your students should be taught reading strategies other than special content of language to cope with their reading problem? (please circle your answer).

a) Yes b) No

15-Do you think students should be taught medical terminology in English courses? (please circle your answer)

a) Yes b) No

16-Which is most emphasized in English language classes?

- a) General English grammar
- b) English language skills
- c) Grammar and structures mostly used in medical texts
- d) None

17- Are English language coursebooks written by the members of your department? (please circle your answer)

a) Yes b) No

18-If yes, is the level of language in them appropriate to the students' language level? (please circle your answer)

a) Yes b) No

19-Do you give supplementary materials (handouts) in English from other sources; journals, reference books, papers? (please circle your answer)

a) Yes b) Sometimes c) No

20-What kind of homework do you ask your students to do? (please put them in order of frequency assigning number 1 to the most frequent).

- () Writing a summary report from textbooks.
- () Writing a paper on a specific topic.
- () Reading from journals, papers.
- () Writing short essays on specific topic
- () Writing summaries or critiques
- () Take home exams.

21-In your opinion, do your students need translation in their study? (please circle your answer)

a) Yes b) No

22-Please list below any commonly used English words and phrases which are important for your students to know.

.....
.....

23-Please list below commonly used language structures which are important for your students to know.

.....
.....

24-Which ones have you taught your students?

a) All b) Some c) None

25-Did you take part in the questionnaire on 25 March, 1994? (please circle your answer).

a) Yes b) No

Appendix D

Questions for Interviews with the Dean of Medical Faculty
and the Head of Foreign Language Department

1. What are English language needs of medical students?
2. What are the deficiencies of the existing English language courses at Medical faculty?
3. If the result of this study indicates that there are some inconsistencies in the instruction, will you be convinced that you can make changes as an administrator.