

STAKEHOLDERS' PERCEPTIONS OF A MUSIC AND BALLET
ELEMENTARY SCHOOL STUDENTS' ENGLISH LANGUAGE NEEDS,
WANTS, LACKS, AND OPPORTUNITIES

A MASTER'S THESIS

BY

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İHSAN DOĞRAMACI BILKENT UNIVERSITY
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To Nisa, Sina, and Alper

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The Graduate School of Education

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GRADUATE SCHOOL OF EDUCATION

Stakeholders' perceptions of a music and ballet elementary school students'

English language needs, wants, lacks, and opportunities

Saowalak Vinijkul

September 2016

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

STAKEHOLDERS' PERCEPTIONS OF A MUSIC AND BALLET ELEMENTARY SCHOOL STUDENTS' ENGLISH LANGUAGE NEEDS, WANTS, LACKS, AND OPPORTUNITIES

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M.A., Program of Curriculum and Instruction

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September 2016

This case study analyzes the English language needs of music students at a music and ballet elementary school (MBES). The perceptions of major stakeholders of MBES, the current and former MBES students, music and English teachers and parents, are collected through questionnaires, semi-structured interviews and complete participant observations based on Brown's (1995) framework. Quantitative and qualitative analysis of data revealed that music students need English primarily to communicate with international musicians and to participate in activities such as concerts, school auditions, competitions, master classes and music courses. Speaking and listening skills are found to be needed the most followed by reading and writing. Students were found to have some deficiencies in all skills, and they lack the opportunities to practice all these skills at school.

Key words: ESP, needs analysis, music students, elementary school, language skills

ÖZET

BİR MÜZİK VE BALE OKULU PAYDAŞLARININ ÖĞRENCİLERİN İNGİLİZCE GEREKSİNİM, İSTEK, EKSİKLİK VE FIRSAT ALGILARI

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Yüksek Lisans, Eğitim Programları ve Öğretim

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Bu vaka çalışması bir müzik ve bale ilköğretim okulu'nda (MBES) müzik öğrenimi gören öğrencilerin İngilizce dili gereksinimlerini incelemektedir. MBES'in öğrenci, mezun, veli ve öğretmenlerinden oluşan ana paydaşlarının algıları Brown'un (1995) geliştirdiği çerçeve temel alınarak, anketler, yarı yapılandırılmış mülakatlar ve gözlemler yoluyla toplanmıştır. Verilerin nicel ve nitel incelenmesi sonucunda müzik öğrenimi gören öğrencilerin İngilizce'ye öncelikle uluslararası müzisyenlerle iletişim kurmak ve konser, okul seçmesi, yarışma, usta sınıfı ve müzik dersi gibi etkinliklere katılmak için ihtiyaç duydukları ortaya çıkmıştır. Konuşma ve dinleme becerilerine olan ihtiyaçların daha önemli bulunduğu ve bunları sırasıyla okuma ve yazma becerilerinin takip ettiği anlaşılmıştır. Öğrencilerin bütün becerilerde eksiklikleri olduğu ve okulda bu becerileri alıştırmak için yeterli olanaklardan yoksun oldukları belirlenmiştir.

Anahtar kelimeler: Özel amaçlı İngilizce eğitimi, müzik öğrencileri, ilköğretim, dil becerileri

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CHAPTER 1: INTRODUCTION

Introduction

Curriculum development in language teaching has been conducted since the 1960s. It derived from the field of syllabus design which started in the 1920s (Richards, 2005). While syllabus design is specific to how to teach and how to evaluate a course, language curriculum development investigates students' needs, determines course learning outcomes, and identifies what to be taught and learned. It also deals with planning syllabus, selecting course materials, delivering instructions, and assessing students and course outcomes. Steps in curriculum development may differ according to each curriculum approach. Richards (2013) proposes three approaches in designing curriculum for language teaching. While forward design approach starts with planning the syllabus and ends with assessments, backward design approach starts with defining learning outcomes. Central design approach, on the other hand, starts with teaching methodology. The systematic approach to language teaching curriculum design proposed by Brown (1995) suggests steps in developing, improving, and maintaining the curricula. Regardless of the approaches, needs analysis is one of the steps in curriculum development.

A review of literature shows that needs analyses have been conducted for all types of English language courses all around the world as a part of language curriculum development (Akyel & Ozek, 2010; Atai & Shoja, 2011; Davies, 2006; Julian & Foster, 2011; Liu, Chang, Yang, & Sun, 2011; Macalister, 2012; Wakeland, 2013; Yilmaz, 2004). The courses can range from general English courses, university English preparatory courses (Akyel & Ozek, 2010; Yilmaz, 2004), English as a foreign

language (EFL) courses (Liu et al., 2011), English as a second language (ESL) courses (Ostler, 1980), English for Specific Purposes (ESP) courses (Macalister, 2012; Prachanant, 2012), English for Academic Purposes (EAP) to English-for-specific-academic-purposes (ESAP) (Atai & Shoja, 2011; Wakeland, 2013).

This thesis is a needs analysis study conducted at a music and ballet elementary school (MBES for short) in Ankara, Turkey. To the knowledge of the researcher, a formal needs analysis for English courses at MBES has not been conducted since its foundation 13 years ago. Therefore, this study aims to explore the English language skills needs of Grades 5 to 8 students at MBES. In addition, review of the relevant literature shows that a needs analysis for English courses offered in music preparatory elementary school has not been conducted. This study will not only fill the gap in the literature regarding English language needs of elementary school level music students but it will also be useful for the English Department and English teachers at MBES when designing a new curriculum or planning their courses.

Background of the study

Needs analysis is an important element of curriculum development. It is a process where information about what learners have already known, what learners want to know, and what learners need to know is collected (Nation & Macalister, 2010). When the desired learning outcomes are known, curriculum developer can design a more effective curriculum and teachers can plan more relevant activities for their classes (McTighe, 2010). In addition, needs analysis is an instrument in prioritizing the content and the instruction of the course to fit students' needs especially in a context where students learn the foreign language for a specific purpose (Hutchinson & Waters, 1987). Both objective and subjective needs should be considered when conducting needs analysis. While objective needs are generally defined by teachers and policy

makers and are closely related to the target language learning goal, they may also include learners' demographic data and their target language level. Subjective needs are generally defined by learners and are closely related to what learners want and prefer. The subjective needs can include the preferred ways of learners to learn and practice the target language (Avermaet & Gysen, 2006; Graves, 1996; Nunan, 1988).

Brown (1995) proposed three steps in conducting a needs analysis. Step 1 involves making decisions regarding who should be in the study, what kind of information should be collected, what should be the scope of the study, and how the scope of the study and the aim of the program should relate to each other. Step 2 involves the process of collecting information. Step 3 suggests how the information can be used.

Needs analysis information can be collected through various instruments. In many cases, both quantitative and qualitative data are collected. For instance, data in the case study of Julian and Foster (2011) about Burmese adult students language needs for a general English course were collected from questionnaires, class observations, training observations, students' work samples, discussions, and interviews. Questionnaires, interviews, and observations are among the most common tools in collecting needs analysis data (Basturkmen, 2010). Questionnaires can be administered to a large group of samples and in a relatively short period of time. It is, however, not an easy task to create design questionnaires that will elicit information that the researchers look for. Test results and interviews can also be used to collect data for analysis as they show what learners already know and what they still need to learn (Graves, 1996). Often, questionnaires and interviews are used together and to complement each other. Interviews can be used to follow up or to explain data from questionnaires (Fraenkel & Wallen, 2009).

After obtaining data, an analysis must be carried out. The analysis should identify different types of difficulties learners and teachers face in learning and teaching, aspects of teaching and learning experiences that learners and teachers are satisfied with, and opinions about the program from all stakeholders and so forth. After the findings are reported, all stakeholders can use the information to develop, maintain, evaluate the current curriculum, and plan for a future curriculum (Richards, 2005).

Problem

Music and Ballet Elementary School (MBES) is a school with its unique full-time education program and student profile. Students at MBES receive both music and general education from Grades 1 to 8 (ages 5-14). With a heavy emphasis on music education at MBES, English is part of the general education curriculum. All grade levels receive six hours of English language instruction per week. For MBES students, English is not only a subject of study, but also a tool needed for their profession. During upper elementary school years (Grade 5-8), due to their age, maturity, and education, MBES students start to have their music experiences in an international context. Many MBES students need to travel overseas for school auditions, competitions, concerts, and master classes. While at home, they often need to work with international conductors, attend master classes given by international artists, take lessons from international music instructors, and work with visiting orchestras and musicians. MBES students need to put their knowledge of English in use in order to accomplish these tasks and to communicate with international musicians both at home and abroad. In addition, it is mandatory for Grade 8 students to take two standardized examinations (one per each semester) given by the Turkish Ministry of National Education. It is important to ensure that English instructions that MBES students receive align with the expectations of the National Curriculum. Due to these reasons,

Grades 5 to 8 are chosen to be the context of the study.

Although students' need to use English as a tool for communication is acknowledged by MBES students and teachers, a formal needs analysis for English classes has never been conducted in the past 13 years of its history. This study will provide MBES stakeholders and English teachers information that can be used to design a new curriculum and improve classroom learning and teaching experiences to fit the students' needs. In addition, while English language needs analyses at the tertiary level and with departments such as English Preparatory (Akyel & Ozek, 2010; Yilmaz, 2004), Computer Engineering (Atai & Shoja, 2011), English (Liu et al., 2011), Medicine (Kayaoğlu & Dağ Akbaş, 2016) and Music (Wakeland, 2013) are reported in the literature, to our knowledge there is no such needs analysis to address the needs of music students at the elementary school level. As the English language needs of music students have not been thoroughly explored, this study will add to the literature on English as a Foreign Language skills needs of elementary school music students.

Purpose

The main aim of this case study is to explore the English language needs of music students at MBES. By analyzing the perceptions of the major stakeholders of MBES, including the current MBES students, former MBES students, music teachers, English teachers and MBES parents, this study aims to identify the English language skills that music students at MBES need to develop in order to successfully work with international artists and to travel overseas for their music related activities. The secondary aim of the study is to investigate whether students believe they have enough opportunities to practice the desired language skills in class, at school, and outside school. In addition, the study also aims to identify students' preferred ways to practice the desired language skills. This information can be used to assist English teachers in

designing class activities that would be more appealing to the students.

Research questions

The study aims to answer the following research questions:

1. What are the situations where MBES students need English the most as perceived by
 - a. current MBES students,
 - b. former MBES students,
 - c. music teachers, and
 - d. MBES parents?
2. What English language skills (Speaking, Listening, Writing, and Reading) do Grades 5 to 8 students at MBES need to develop as perceived by
 - a. MBES students,
 - b. former MBES students,
 - c. music teachers,
 - d. English teachers, and
 - e. MBES parents?
3. What do students at MBES think about the opportunities available to practice the desired language skills
 - a. in class,
 - b. at school, and
 - c. outside school?
4. What are the students' preferred ways to practice the desired language skills?

Significance

Knowing what students need to learn and master is important as it can benefit students academically and professionally. The main aim of this study is to help students,

teachers, English curriculum developers, school administrators, and parents at MBES understand what the focus of English language should be in order to assist students with their music related tasks domestically and overseas. Another aim of this study is to find out whether students have enough practice of the desired language skills both inside and outside the English classes. This study also aims to explore students' preferences in activities when they practice the desired language skills. Although teachers, curriculum developers, and school administrators do not need to agree with all students' opinions about how and what they want to learn, they should try to understand them and take them into consideration when designing a course (Nunan, 1995). The information derived from this study will assist MBES English teachers, curriculum developers, and administrators in designing a more relevant curriculum and more captivating activities for Grades 5 to 8 students. This study will also act as a starting point of curriculum development process for not only all grade levels at MBES but also at a music and performing arts high school (MPHS for short) where most MBES students continue their secondary education. In addition, the study will also help fill a gap in the literature in English as a Foreign Language needs analysis of music students in upper elementary school level.

Ethical considerations

Prior to the study, MBES and MPHS principals granted a permission to conduct the research at both school sites. Since all participating students in the study were under the age of 18, before the data collection phase of the study, a parent's consent form was sent to each student's parents to seek permission for their child to participate in the study. Both MBES and MPHS students and parents were informed and ensured that students had the right to choose whether or not to participate in the study. They were also informed that their choice to participate would not affect their English grade, that

their answers to the questions would only be used for the purpose of this study and that the identity of all participants would be kept anonymous.

Definition of key terms

Master class: A master class is a music class given to students by a musical expert who interprets on how students play and gives comments on how students can improve their techniques.

Music students: Music students are students who study in a full time music education program.

Elementary School: Elementary school in Turkey applies to Grades 1 to 8 with students' age ranging from 5 to 14 years old.

Conclusion

This chapter presents general information about needs analysis and how it is conducted.

The problem, the purpose of the study, and the research questions are also presented.

This chapter also discusses the significance and the limitations of the study and explains ethical issues involved in this study. Chapter 2 presents a review of related literature on English language skills and needs analysis.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This study aims to explore English language skills needs of Grades 5 to 8 students at a music and ballet elementary school. In this chapter, literature on language syllabus design, language curriculum design, and English for Specific Purposes (ESP) is reviewed. The main differences between English for Academic Purposes and English for Occupational Purposes, the two sub-branches of ESP, are presented. Different types of learners' needs and needs analysis are also discussed. The end of the chapter provides a literature review on English language needs analysis studies.

Language syllabus design and curriculum design

Language syllabus design was one of the main components of English language teaching (Richards, 2005). A syllabus of a language course specifies the content of the course of instructions and the list of topics that will be taught and tested (Jordan, 1997; Richards, 2005). According to Jordan (1997), syllabus design for a language course should involve an investigation of needs analyses, a specification of course goals, followed by selecting the language content that will be taught and tested.

While the syllabus design is regarding only one course, curriculum development deals with a more in-depth process that includes needs analyses of a specific group of learners, a specification of goals to address those needs, development of syllabi and course structure, selecting teaching methods and materials, and a process to assess and evaluate the resulting language program (Richards, 2005). Assessment and evaluation are necessary to review teaching and learning process in the classroom and to revise

the language curriculum if necessary. Stufflebeam and Coryn (2014) suggest that during the evaluation phase of curriculum development, the evaluator should evaluate if the language program has reached its specified aims and goals and if the aims of the program were useful and beneficial to meet the needs of the stakeholders. The overall process of teaching and learning, ethical issues, practicality of the curriculum, and the significance of the curriculum should also be evaluated. While Basturkmen (2010) recommends using course evaluation questionnaires or interviews during the course and/or at the end of the course to receive feedback from students and teachers, Stufflebeam and Coryn (2014) suggest conducting a needs analysis as one of the evaluation tools to see if the course meets the expected outcomes.

English for specific purposes

The demand for learning English as an international language increased tremendously after World War II due to the new development of science, technology and economy, and the influence of the United States on the world economy (Dudley-Evans & St John, 2002). A few decades later, another wave of demand for learning English emerged from the needs of having one effective language to communicate in work context which marked the beginning of English for Specific Purposes or ESP (Hutchinson & Waters, 1987). In the 1970s, the needs of learning English for Specific Purposes expanded. Hutchinson and Waters (1987) explain that the realization that English was used differently in different contexts led to the idea that different courses should be designed for learners who needed English for special purposes.

Formally, English for Specific Purposes (ESP) can be defined as a branch in English Language Teaching (ELT) that focuses the teaching and learning of English language on what are relevant to students' fields of study and/or their occupations (Basturkmen, 2013; Dudley-Evans & St John, 2002). Hutchinson and Waters (1987) underline that

ESP is an approach of English Language Teaching that addresses the learners' needs and reasons to learn the language. According to Dudley-Evans and St John (2002), ESP courses are generally designed for adult learners with at least intermediate level English proficiency; however, ESP can occasionally be found in secondary school context and/or for learners with as low as beginner level of English proficiency.

Dudley-Evans (1998) points out that ESP courses are different from English for General Purposes (EGP) courses as ESP courses first aim to identify what specific language learners need to learn and to do with the language, then the teaching and learning experiences are designed to meet the language needs in the context of their study or professions. However, Alexander, Argent, and Spencer (2008) argue that all ELT courses are designed to meet learners' specific needs and what make EGP and ESP different are the learning context, the learners, the learners' goal, the teachers, and the teaching and learning content. Alexander et al. (2008) explain that as EGP courses aim to equip students with a communicative language they need in a wide range of context and situations, they have a wider scope of content than that of ESP courses which are highly specific. With these reasons, ESP courses can respond to learners' specific needs and interests better than EGP courses and, therefore, may be more beneficial to learners than EGP courses (Basturkmen, 2013). In addition, ESP courses can be engaging and they keep learners motivated as learners' specific needs are taken into consideration during course planning (Hutchinson & Waters, 1987). However, Dudley-Evans & St John (2002) warn that learners, especially in the English as a Foreign Language (EFL) context, do not often see the immediate benefit of ESP course content as they may or may not have been in real work/study situations. If the ESP course content is too specific for the subject of study, learners may become bored and find the ESP courses demotivating.

ESP branches

ESP can be categorized into two sub branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Dudley-Evans & St John, 2002; Hutchinson & Waters, 1987; Jordan, 1997). According to Dudley-Evans and St John (2002), the field of EAP emerged in 1974 and was mainly for Science and Technology purposes at the time. By contrast, the field of EOP emerged from the need of using English as a lingua franca due to the effects of globalization and the emergence of international corporations (Dudley-Evans & St John, 2002). EOP courses are English courses that are not taught for academic purposes. Generally, EOP courses include courses that are taught for both professional and vocational purposes, and they are designed for practicing professionals or workers who either are working or are about to start to work in the field.

In contrast to the EOP courses, EAP courses are taught in an academic context and involve different study skills such as listening and note-taking, scanning and skimming, summarizing and paraphrasing, writing in an academic style, and so forth (Jordan, 1997). According to Alexander et al. (2008), EAP courses focus on specific academic goals of the students, as a majority of EAP students continue their study in English medium institutions. In contrast to EGP, EAP content, which mainly emphasizes on reading and writing academic text, is generally restricted to academic discourse and study skills. EAP can be categorized into two sub branches: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) (Dudley-Evans & St John, 2002; Hyland, 2006). EGAP courses focus on general academic skills which learners of all disciplines need, such as reading and analyzing academic texts, writing academic papers, giving presentations, and so forth. On the other hand, ESAP courses focus on teaching learners to use their EGAP skills in their

subject-specific courses. In addition, many ESAP course tasks are closely related to the tasks that students will perform in their subject-specific courses (Dudley-Evans & St John, 2002). As Hyland (2006) points out, though learners in all disciplines need to master similar study skills such as writing academic papers and giving presentations, these skills and language can differ greatly in practice from one discipline to another. Therefore, ESAP courses can offer learners language and skills they need in their specific field of study.

Needs analysis

The process of identifying what learners need is called needs analysis. Needs analysis is a stage in the curriculum development process where information about what learners have already known and what learners want and need to know is collected (Nation & Macalister, 2010). It is a required stage before objectives or aims of the course are defined (Richards, 2013). As to the types of needs to be collected, Brown (1995) suggests that not only the academic needs but also the human needs should be taken into consideration when designing and assessing the course curriculum.

Hutchinson & Waters (1987) categorize learners' needs into two types: target needs and learning needs. While target needs are directly connected to what learners need to be able to do in the target situation, learning needs are directly connected to how learners learn. Both target needs and learning needs illustrate what learners need, want, and lack. Target needs can further be categorized into objective needs and subjective needs (Hutchinson & Waters, 1987). Whereas subjective needs are needs that derive from learners' perspectives, objective needs are needs that derive from what learner needs to know or be able to do and are generally specified by course designers, instructors, institution directors, or other stakeholders. In some cases, objective needs and subjective needs may not match. Nunan's (1995) study shows that what teachers

attempt to teach in many classrooms is often not what students aim to learn and the activities that teachers prefer to use are often not what students like to do. His study (Nunan, 1995) in the Australia Adult Migrants Education Service Program shows that teachers' teaching and students' learning preferences agree in only one out of nine class activities. One of the ways to close the gap between learning and teaching is to take learners and their opinion, if possible, into consideration when designing content, instruction, and assessment of the learning subject (Nunan, 1995).

Besides a mismatch in the needs perceived by students, teachers, and other stakeholders, Graves (1996) warns that many students are not used to being asked about their needs and may misinterpret questions asked to them during a needs analysis. Therefore, data collected for the analysis may not be as accurate as they should be.

With all types of needs that have to be considered, Brown (1995) proposes a framework in Figure 1 that needs analysts can follow when conducting information for a needs analysis.

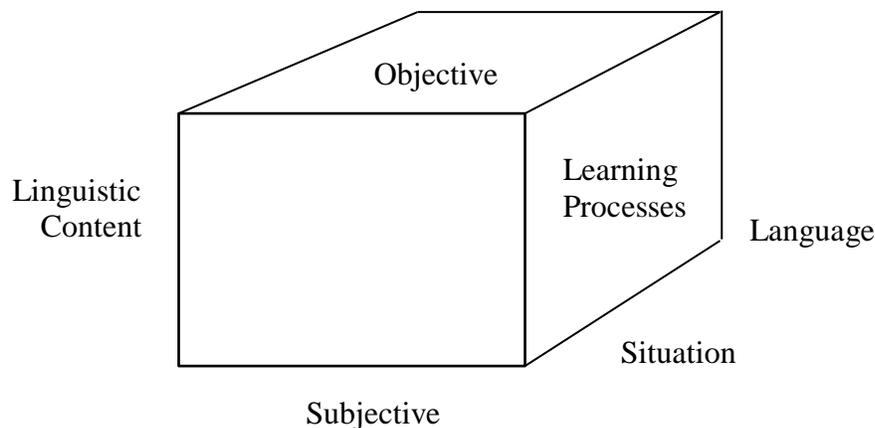


Figure 1. Brown's (1995) framework of how to shape points of view on needs analysis

According to Brown's (1995) framework in Figure 1, in addition to objective needs and subjective needs, needs analysts should consider and balance situation needs, language

needs, linguistic content, and learning process while conducting a needs analysis. In other words, needs analysts should properly balance the learning contexts (situation needs), the language content students need to master (language needs), the language content students must master (linguistic content), and the language learning motivation (learning process) with the objective needs and the subjective needs.

Needs analysis studies

Many needs analysis studies for ESP courses in both EOP and EAP contexts have been reported in the literature (Aldohon, 2014; Hueneburg, 2013; Macalister, 2012; Spence & Liu, 2013; Prachanant, 2012; Wakeland, 2013; Kayaoğlu & Akbaş, 2016; Liu, Chang, Yang, & Sun, 2011; Atai & Shoja, 2011; Nunan, 1995). One of the ESP needs analysis studies in an EOP context is Aldohon's (2014) study of the tourist police's English needs in Jordan. Due to the increasing number of international tourists to Jordan and in order to continue attracting more tourists, the Jordanian Police Department felt the need to communicate with the tourists and assist them during their stay in the country (Aldohon, 2014). The aims of the study were to investigate the language skills needs of Jordanian tourist policemen, the English language functions used, language skills problems Jordanian tourist police often faced, and general language problems in the tourist police workplace. The data of the study was collected by one set of questionnaire which was given to 46 tourist policemen, the only group of research participants, who were sampled from all tourist policemen working in the field in the North and Central parts of the country. The needs analysis questions of this study focused on both tourist policemen's skills needs and language needs. In addition, subjective needs, situation needs, language needs, and the linguistic content were also taken into consideration in the needs analysis process. The analysis was done in a descriptive manner as the researcher stated this was suitable for the study. The study

identified what the Jordanian tourist police needed and lacked, but it did not investigate what they wanted.

Another EOP needs analysis on English language use related to tourism was conducted by Prachanant (2012) in Thailand. According to Prachanant (2012), tourism revenue contributes greatly to the Thai economy and it is important for employees in the tourism sector to communicate well in English in order to welcome, host, and assist international tourists. Prachanant's (2012) study was conducted with 40 employees, the only stakeholders of the study, in Thai tourism sector to investigate their English language skills needs, functions of English language they mostly used, and problems they faced while at work. The instrument used in the study was a questionnaire which was given to all participants. The research questions focused on both language needs and skills needs of the participants. The study also investigated the employees' situation needs, subjective needs, and the linguistic content needs. The study identified what the tourism sector employees believed they needed and lacked, but it did not investigate what they wanted. The data was analyzed by using descriptive analysis.

In a technical industry context, an EOP needs analysis study was conducted by Hueneburg (2013) to investigate the English language needs of German employees in Germany. The effects of globalization and the increasing number of migrant workers to Germany have prompted the need for German employees to be able to communicate in English effectively. The study investigated the amount of English use for the German employees in their work place, how often the German employees interact with people by using English as a medium of communication, and the specific tasks these employees need to perform in English. However, the study only explored what the participants needed, not what they wanted or lacked. The instrument of the study was an online questionnaire which was administered to German employees who were

working in different positions and in different companies. In terms of needs, the study explored the employees' situation needs, along with language and linguistic content needs.

In an academic context, Atai and Shoja (2011) conducted an English for Specific Academic Purposes (ESAP) needs analysis to investigate if Academic English courses offered to Iranian students of computer engineering in Iran met the needs and the expectations of the students, the course targets, and the expectation in the industry. The study also explored whether the students and the ESP teachers had the same expectations of what was essential to study and to achieve. The study was conducted in three universities in Iran with four groups of stakeholders; 231 undergraduate students, 30 graduate students, 20 subject specific (computer) instructors, and 15 ESP instructors. Four sets of questionnaires were developed. Each group of the stakeholders was given a questionnaire corresponding to their group. In addition to the questionnaire, the undergraduate group was also given an English proficiency test and was asked to self-assess their level of English. Interviews were conducted to elicit more information. Moreover, there were also non-participant observations in both ESAP and subject specific courses. The study focused on both skills and language needs of the students. The analysis included information of the stakeholders' situation needs, linguistic content and learning process, and both objective and subjective needs. The study was able to identify what the stakeholders needed, lacked, and wanted.

Another needs analysis study in an academic context is a big scale study conducted in Taiwan by Liu, Chang, Yang, and Sun (2011) to investigate what students need, lack, and want from the ESP and EGP courses and reasons why they take the ESP and EGP courses. The study was conducted with 972 students from 4 universities in Taiwan whose major of study was not English. Questionnaire was the only instrument in the

study. Besides situation needs and language skills needs, the study also investigated subjective and objective needs of the students. In addition, the study identified what students believed they needed, wanted, and lacked from both EGP and ESP courses. The study also found that what students think they need is not necessarily what they lack. Furthermore, the study showed that the ESP courses met students' expectations in terms of what they want, need, and lack better than the EGP courses. This confirmed Basturkmen (2013) who states that ESP courses meet the needs of learners better than EGP courses. The researchers of the study, however, pointed out the limitation of their study that the data was in the quantitative form and only came from the questionnaire. Therefore, they were not able to explain some phenomena.

In a medical school context, Kayaoğlu and Akbaş (2016) conducted a study at Karadeniz Technical University in Trabzon, Turkey with 169 first year medical students to investigate their English language needs, their perceptions of the importance of learning English and the English language main skills and sub skills, their preferred ways of learning English, and their preferred ways of assessment. A questionnaire, which was the only instrument of the study, was administered to 169 students to identify what they needed, lacked, and wanted from the EAP course. Language and language skills needs of the students were pinpointed, along with the situation needs, objective and subjective needs, linguistic content, and learning processes. The data was analyzed in a descriptive manner.

The only needs analysis study in the literature for music students is a study at a tertiary level by a course developer at the University of Hong Kong (Wakeland, 2013). In order to develop an ESAP course for music students, Wakeland (2013) worked with subject specialists and EAP instructors to investigate their perceptions of students' needs and what students lacked. The data for the needs analysis derived from

consultations with subject specific teachers, students' writing compositions, existing information about writing for music purposes, a collaborative teaching project between EAP teachers and subject specific teachers. Students' perceptions, as Wakeland (2013) stated in the study, were not part of the study due to limited time and resources. The study investigated the objective needs of the course, the linguistic content, situation needs, learning processes, and language and language skills needs of the students. The findings of the study showed that music students lacked general study skills, and even though the students in the study had taken an EAP course before, the academic writing skills did not seem to be transferred when they were taking a writing course for music students. The study also found that each sub-discipline of music followed different citation styles which makes it hard to create a general writing course for music major students.

Though a review of literature reports many English language needs analyses conducted in different work and academic contexts (Aldohon, 2014; Hueneburg, 2013; Macalister, 2012; Spence & Liu, 2013; Prachanant, 2012; Wakeland, 2013; Kayaoğlu & Akbaş, 2016; Liu et al., 2011; Atai & Shoja, 2011; Nunan, 1995), existing literature related to music students' both ESL and EFL language needs is extremely limited (Wakeland, 2013). In addition, to the researcher's best knowledge, no English language needs analysis studies have been conducted for music students in Turkey. The English language needs of music students have never been thoroughly explored.

Conclusion

This chapter presented a review of literature on language syllabus design, curriculum design, English for Specific Purposes, English for Academic Purposes, and English for Occupational Purposes. It also presented a review of literature on needs analysis, learners' needs, and needs analysis studies. The next chapter will discuss the methods

of the study, the study's participants, the instrumentation, and the methods of data collection and data analysis.

CHAPTER 3: METHODOLOGY

Introduction

The main purpose of this case study is to explore the English language skills needs of students at MBES. In order to identify the needs, perceptions of major stakeholders are analyzed. The major stakeholders in the study include current MBES students, former MBES students or MPHS students, MBES parents, MBES music teachers, and MBES English teachers. The study also aims to identify the situations where MBES students need to use their English in their music related activities and to investigate if MBES students believe that they have enough opportunities to practice the desired language skills. In addition, the study investigates MBES students' preferred ways of practicing the desired language skills.

Research framework

To form the research questions and to investigate the exposure to English of MBES students, this study follows Brown's (1995) framework of how to shape points of views on needs analysis. Brown (1995) suggests needs analysts look into different types of needs which come from different stakeholders while conducting a needs analysis. According to Brown (1995), these needs not only interact with each other but they also affect each other as shown in Figure 1. In this study, objective needs and situation needs information from music teachers and English teachers and subjective needs information from current and former MBES students are collected. The language needs, such as reasons why MBES students need to know English, and the situation needs, such as MBES students having to work with international artists, are considered. Learning processes, such as how students learn and what motivates them, are also taken

into consideration while designing the research tools. However, due to the time constraint and the scope of this study, linguistic content was not one of the main exploration areas of this study.

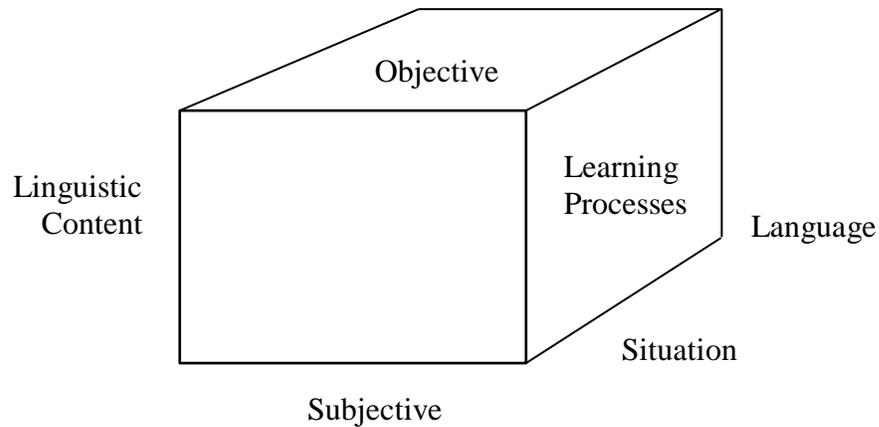


Figure 1. Brown's (1995) framework of how to shape points of view on needs analysis

In order to increase the reliability of the study, this study follows a triangulation design, in addition to Brown's (1995) framework. Triangulation is a research design where researchers collect information from two or more sources or by using different instruments for reliability of the information (Richards, 2005). Creswell and Plano Clark (2007) categorize triangulation research design as one of the four designs in the mixed methods research, in addition to the exploratory, the explanatory, and the embedded designs. In all designs of the mixed methods study, researchers collect both qualitative and quantitative data. The order of when each data type is collected and the weighting of each data type determine which mixed methods design to use. According to Creswell, Plano Clark, Gutmann, and Hanson (2003), in the triangulation design, qualitative and quantitative data are collected concurrently. Both qualitative and quantitative data can be interpreted either separately or together, but both results will be combined in the data interpretation section. Additionally, researchers can use qualitative data to explain findings and results from quantitative instruments.

For this study, qualitative and quantitative data were collected concurrently. It is important to point out that this study has limited quantitative data, described in frequencies, which makes it a mixed-methods study with an emphasis on qualitative data. Quantitative data are used to supplement qualitative data. This research design can be less time-consuming and more manageable for researchers with limited resources (Creswell & Plano Clark, 2007).

The study focuses on the following research questions:

1. What are the situations where MBES students need English the most as perceived by
 - a. current MBES students,
 - b. former MBES students,
 - c. music teachers, and
 - d. MBES parents?
2. What English language skills (Speaking, Listening, Writing, and Reading) do Grades 5 to 8 students at MBES need to develop as perceived by
 - a. MBES students,
 - b. former MBES students,
 - c. music teachers,
 - d. English teachers, and
 - e. MBES parents?
3. What do students at MBES think about the opportunities available to practice the desired language skills
 - a. in class,
 - b. at school, and
 - c. outside school?
4. What are the students' preferred ways to practice the desired language skills?

Research question 1 investigates stakeholders' perceptions of situations where MBES students need English the most in a musical context. As English teachers at MBES do not participate in students' learning experiences of music, they may not be well aware of the students' actual musical experiences and their English needs related to music. Therefore, the English teachers' perceptions are not explored and included in the first question.

Case

This study was conducted at MBES, a music conservatory for students Grades 1 to 8 in Ankara, Turkey. To understand a wider perspective of the English needs of MBES students, part of the study was conducted at MPHS where most MBES students continue their high school education. During Grades 5 to 8, MBES students start to travel overseas for musical activities such as competitions and auditions. With the students' unique needs of putting language into use and a lack of a formal needs analysis for English language courses in the past 13 years of its establishment, MBES was chosen to be the case under study.

Participants

There are six groups of participants in this study. As stated in Chapter 1, MBES and MPHS are institutions with small student populations. Therefore, all students in Grades 5 to 12 were asked to participate in the study. For ethical reasons, however, they were given the choice to participate in the study or not. The first group of the participants comprises of 31 current MBES students; seven students from Grade 5, two students from Grade 6, five students from Grade 7, and 17 students from Grade 8. At the time of the study, there were 32 students in Grades 5 to 8; 31 of these students participated in the study by completing a current student questionnaire. One of the students did not

participate due to his absence.

The second group of the participants comprises of 47 former MBES students, some of whom were MPHS students. At the time of the study, there were 46 students at MPHS; seven from Grade 9, ten from Grade 10, fourteen from Grade 11, and eleven students from Grade 12. Forty two out of 46 MPHS students participated in the study. Four students did not participate due to their absence. In addition to MPHS students, eight MBES alumni who were studying either in a high school or in a university outside of Turkey were contacted through the Internet and asked to participate in the study. These eight students were chosen for the study because they were studying in an English speaking country or outside of Turkey, and they were accessible through the Internet. A questionnaire was sent to all eight students. Five of the students returned the questionnaire.

The third group of the participants is the EFL teachers. At the time of the study, there were three English teachers, including the researcher, who taught Grades 5 to 12 at MBES and MPHS. Therefore, two EFL teachers were interviewed for their perspectives of their students' English language needs. In addition to having a teacher role, one of the EFL teachers was also the Head of the English Department. While findings from the study were presented, EFL teachers were given pseudo names; Gizem, Defne, and Sam.

The fourth group of the participants is the music teachers. The music teacher group comprises of one native English speaker music teacher, one international music teacher, and one Turkish national music teacher. Fraenkel and Wallen (2009) suggest using purposive sampling technique when a researcher believes that some participants are information rich or have specific information about the population that is essential and needed for the study. Therefore, the three music teachers were purposively sampled

to participate in the study. The first reason why they were information rich was because they either taught their students in English or they had had students who had participated in competitions outside of Turkey. Secondly, due to the limited Turkish of the researcher, the music teachers needed to be able to speak English. Information from the interviews can be triangulated to increase reliability. While findings from the study were presented, music teachers were given pseudo names; Lara, Bora, and Alex.

The fifth group of participants comprises of two MBES parents. Similarly to the music teachers, the two parents were purposively sampled because of several reasons. First of all, their child has been to either a competition or a school audition overseas. Secondly, they have accompanied their child to the competition or the audition. And lastly, they were able to speak English. The pseudo names given to the parents were Ruhan and Tuana.

The last participant is the researcher, herself, as a complete participant observer. As Brown (1995) suggests, one of the many ways to assess students' needs can be done through observations. The observer can become involved in teaching and learning experiences and gives reflections of the experiences by writing it in a journal. In this study, the researcher is a complete participant observer. As Richards (2005) points out, this has some advantages. Research participants do not often behave the way they normally do when they know that they are being observed by researchers who are total strangers. In this study, as an observer, the researcher kept a teacher's journal recording any information related to students' different needs, perceptions, and anecdotes of some related events that occurred during the course of the second semester of the 2013-2014 academic year. The information in the journal was used for triangulation of data in the analysis phase. While the data from the journal were presented, some students were given pseudo names: Irmak, Berk, Demir, Baran, Petek, Dirim, İpek, Erdem,

Emre, Balkan, Murat, Ece, Ayla, Kumsal, Seda, Ozan, Ege, Selen, Davut, Malik, Arzu, Dicle, Asena, and Oya.

Instruments

In this study, data were collected by both quantitative and qualitative instruments including questionnaires, semi-structured interviews, and complete participant observations.

Questionnaires

Two sets of questionnaires were designed for the study by the researcher; one for the current MBES students (see Appendix A) and one for the former MBES or the MPHS students (see Appendix B). The two questionnaires contain similar questions. The only different questions were questions about the learning experiences at MBES, as some MPHS students did not attend MBES. To avoid misunderstanding of the questions, the questionnaires were written in English then translated into Turkish, which is students' native language. One language expert translated the questionnaires and the translation was checked by another language expert. Two students at MBES were asked to read the questions in the questionnaires to check if there were any items in the questionnaires that was incomprehensible or could be misunderstood. Some adjustments were made to the questionnaires based on the students' feedback.

By observing Brown's (1995) framework of how to shape points of views on needs analysis, the first part of both questionnaires collects students' demographic information (see Appendix A Part I Questions 1-4 and Appendix B Part I Questions 1-5) and information regarding the language needs and the situation needs (see Appendix A Part I Questions 5-8 and Appendix B Part I Questions 6-9), such as students' exposure to English in their music related activities and students' perceptions of why

music students need to know English. Choices of students' musical experiences in these questions were based on the information of students' leave of absence requests from the school. The second part of the questionnaires collects information regarding students' subjective needs and their learning processes. It contains 35 Likert-scale items which solicit students' perception of the importance of each language skill (see Appendix A Part II Questions 1-4 and Appendix B Part II Questions 1-8), opportunities available to practice desired language skills (see Appendix A Part II Questions 5-16 and Appendix B Part II Questions 9-16) and students' preferred ways of practicing different language skills and learning English (see Appendix A Part II Questions 17-35 and Appendix B Part II Questions items 17-35). Questionnaire items 17 to 35 in both questionnaires were written based on a meeting with English teachers regarding common activities that all three English teachers frequently employ in their English lessons. The third part of both questionnaires contains three open-ended questions (see Appendix A Part III Questions 1-3 and Appendix B Part III Questions 1-3) to investigate students' learning processes that are not included in the 35 Likert-scale questionnaire items. The last part of both questionnaires (see Appendix A Part IV and Appendix B Part IV), which also explore students' learning processes, asks students to order their preferences of the activities in questionnaire items 17 to 35. Questionnaire, as a data collection tool, was chosen for these two groups of participants because it can be administered to a large group of participants at a time and it is an effective tool to gather large amount of data from participants, such as their background information, attitudes, and opinions (Brown, 1995).

Semi-structured interviews

In structured interviews, researchers ask questions that have been framed before the interview in a specific order to all interviewees, which allow researchers to have full

control over the interviews. While a structured interview can be similar to a verbal questionnaire, semi-structured interviews allow researchers to ask not only main questions, but also additional questions that emerge from the interviews for richer information (Hitchcock & Hughes, 1995).

In this study, semi-structured interview was chosen as a tool to collect data from three subject specific (music) teachers, two English teachers, and two MBES parents.

Students were not chosen for interviews due to the time constraints. Semi-structured interview was chosen because of its appropriateness for a small group of participants and its flexibility which allows interviewees flexibility in giving answers and adding additional information (Drever, 1995). All interviews were recorded by taking participants' consent and later transcribed by the researcher.

Subject specific (music) teachers semi-structured interview

A semi-structured interview was conducted with three music teachers who were from different countries of origin. Each interview was conducted separately in the teachers' office after class hours. The interviewee and the researcher were alone during each interview. The interview questions (see Appendix C) solicit information about the music teacher's perceptions of music students' objective needs, situation needs, and language needs. Some follow up questions were also asked during to interview to clarify some answers. On average, the interviews lasted about nine minutes.

English (EFL) teacher semi-structured interview

A semi-structured interview was conducted with two English teachers who taught both at MBES and MPHS. The interview questions (see Appendix D) investigate English teachers' perceptions of music students' objective needs, situation needs and language needs. Similar to the music teachers, English teachers were also asked some follow-up

questions for additional information. Each interview was conducted separately in the English teachers' office and after class hours. The interviewee and the researcher were alone during each interview. On average, the interviews lasted four minutes.

Parent semi-structured interview

Two parents were invited separately for a semi-structured interview. The interview questions (see Appendix E) solicit information about their experiences with their child when they visited abroad for a competition, a school audition, or other musical events. The interviews also investigated the parents' perceptions of what language skills they believe their children need. Information about their children's objective needs, linguistic content, language needs, and situation needs were obtained from the interviews. On average, the interviews lasted 7 minutes.

Reflective journal

One way of collecting data for a needs analysis is through observation. Brown (1995) suggests a researcher becomes involved in teaching and learning experiences and gives reflections of the experiences by writing it in a journal. As the researcher of this study is also a teacher at MBES and MPHS, she was able to observe students, keep a written record of any circumstances related to the study, and reflect on the teaching and learning experiences without students noticing that they were being observed. The journal provided information, which was used to complement the interview and questionnaire data, about students' subjective needs, objective needs, learning processes, situation needs, linguistic content, and their language needs.

Procedures

A permission to conduct a study at MBES and MPHS from the Ministry of National Education of Turkey was received on May 7th, 2014. The principal of MBES and

MPHS granted a permission to start collecting information at both school sites on May 9th, 2014. As all participants in the study at MBES and MPHS are under the age of 18, a parent's consent form (see Appendix F) was sent on May 12th, 2014 to receive parents' permission for their children to participate in the study. All parent's consent forms were signed and returned by May 16th, 2014. The questionnaires were administered at MBES and MPHS between May 20th and June 4th, 2014 during one period of the English lesson. Students spent around 25 to 35 minutes to answer the questionnaire questions. The researcher and the class English teacher were present during the administration of the questionnaires. Eight former students from overseas, who agreed to participate in the study, were contacted through the Internet. Eight questionnaires were sent to these alumni of MBES. Out of eight, five questionnaires were returned by June 15th, 2014. The two parents were interviewed between May 20th and June 4th, 2014. The three music teachers were interviewed between May 20th and June 20th, 2014. The two English teachers were interviewed separately on June 16th, 2014 at the English department office. The researcher kept a reflective journal throughout the second semester of the 2013 – 2014 academic year, which was from February 8th to June 10th, 2014.

Data analysis

Statistical Package for Social Sciences (SPSS 15.0) was used in the analysis of the questionnaire data. Demographic data in the first section of the questionnaire were obtained by using descriptive statistical analysis to find frequencies and percentages. Means for all Likert-scale items were calculated. Modes were found for students' rankings of their favorite activities in part four of the questionnaire.

The qualitative data from the open-ended questions in part 3 of the questionnaire questions 1 to 3 were analyzed by using content analysis technique. Fraenkel and Wallen (2009) suggest using content analysis with open-ended questionnaires and interviews as it can explain how data are connected to the questions asked. According to Fraenkel and Wallen (2009), researchers can use a deductive approach or an inductive approach to categorize data into categories. In a deductive approach, researchers can predetermine the categories and use them as lens to analyze the data. In an inductive approach, researchers need to read through the collected data and convert it into categories by allowing the categories or themes to emerge. Each time an important piece of information is seen, it will be counted as one frequency. The themes, then, emerge slowly and at the end the frequencies of the content being analyzed are counted. In this study, both deductive and inductive approaches were followed. The predetermined categories ([ASD], [ASLack], [ASLike], [ASW], [SiN], [SkN]) were determined based on the research questions (see Appendix G for the list of all codes and their definition). Category [PbW/] and other sub categories, such as [-Exam], [-Tech], [-L], [-W], emerged during the analysis. Figure 2 shows how some data from Questionnaire Part III Question 1 was analyzed.

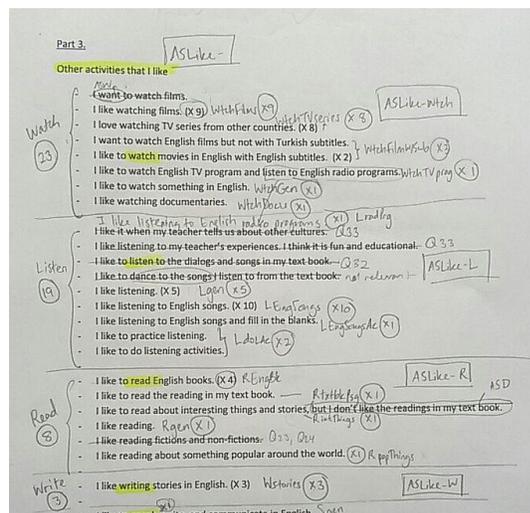


Figure 2. Sample analysis of open-ended answers

To analyze data from open-ended questions, first, all answers in this open-ended question were categorized into [ASLike-] category. Second, all answers were listed and grouped together based on their activity type such as ‘watch something’, ‘listen to something’, ‘read something’, and so forth. This is the stage where the sub-themes or sub-categories emerge. Third, data that was not relevant or applicable was eliminated. In this question, students were asked to write activities that they like doing when learning or practicing English which were not listed in Questionnaire items 17 to 35. Therefore, some statements or activities were crossed out if they were the same as the ones listed in the questionnaires. Then, the code for each activity (such as [ASLike-WtchFilms] and [ASLike-WtchTVseries]) was given and the frequency of each activity was counted (see Figure 2 for examples of codes and frequencies and Appendix G for the full code list). Once all frequencies were counted, the percentage of each theme and activity based on the number of all data entries were calculated. Finally, as shown in Figure 3, the results were presented in the order of popularity of the themes and their activities. See Appendix H for the full results of Questionnaire Part III Questions 1 to 3.

Part III Question 1	Freq. (Total=85)	%
Watching [ASLike-Wtch]	23	27.05
I like watching films. [ASLike-WtchFilms]	9	10.6
I like watching TV series from other countries. [ASLike-WtchTVseries]	8	9.4
I like watching movies in English with English subtitles. [ASLike-WtchFilmsW/Sub]	3	3.5
I like watching English TV program. [ASLike-WtchTVProg]	1	1.2
I like watching something in English. [ASLike-WtchGen]	1	1.2
I like watching documentaries. [ASLike-WtchDocu]	1	1.2

Figure 3. Sample results of Questionnaire Part III

Similar to the open-ended questionnaire items, reflective journal data (see Appendix I) was analyzed by using content analysis technique. Some categories were predetermined, such as [SiN-ex], [SiN-op], and [SkN]. Theme, such as ‘problem with’ [PbW/-], and sub-categories, such as ‘reading’ [-R], ‘reading email’ [Remail] and ‘reading for master class communication’ [-RMCcom], emerged from repetitive content. To analyze data from reflective journal, first, important information was highlighted during the first time the journal was read. During the second time that the journal was read, some words were labeled with codes according to the predetermined categories (see Appendix G for the list of all codes and their definition). Every time the code was written, the frequency was also counted. Figure 4 shows how journal data was highlighted, coded, and counted.

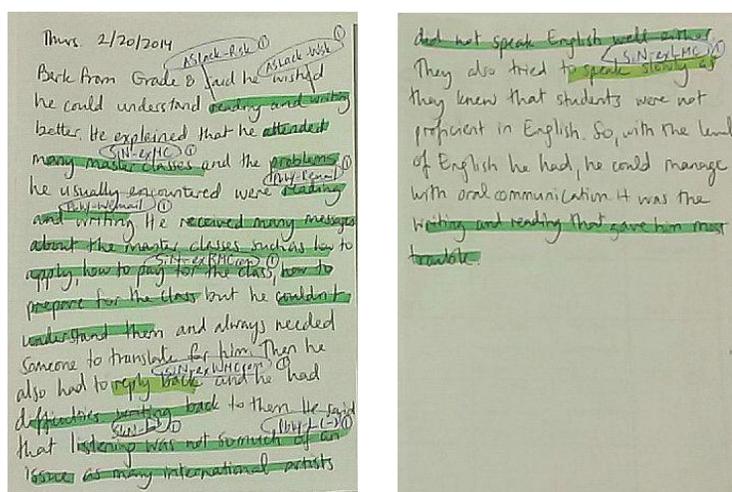


Figure 4. Sample highlighted and coded reflective journal entry

The journal entry in Figure 4 provides situation needs based on student’s actual experience where music students need English which are attending a master class, reading and writing to communicate with master class organizers before attending a master class, and listening to the master class teacher during the master class. It also provides information regarding student’s skill needs, student’s problems, and what

he/she lacks.

The reflective journal was read again several more times to ensure that all important data were categorized and counted. This was the stage when other categories and sub-categories emerged. Finally, for data presentation, the codes and their frequency were organized into different tables based on their categories. Figure 5 shows how the reflective journal results are presented.

Researcher's reflective journal results

Part I: Students' perception of situations where they need English and how often they appear in the journal

CODE based on experiences(ex)	CODE based on opinions(op)	Situation Needs	Frequencies show in the researcher's journal		
			ex	op	Total
Situation Needs					
SiN-exCom	SiN-opCom	Communicate with people who do not speak Turkish	1	3	4
SiN-exMC	SiN-opMC	Attend master classes in English	1	2	3
SiN-exComp	SiN-opComp	Join a competition overseas	2	1	3
	SiN-op LiveWork	Live and work overseas in the future	0	2	2
SiN-exPerf	SiN-opPerf	Perform in a concert overseas	1	1	2
SiN-ex ProfExams		Pass English Proficiency Exams (TOEFL, IELTS, etc.)	1	0	1
SiN-exAudit	SiN-opAudit	Audition for a school overseas	1	1	1
Situation related to Listening skill (L)					
SiN-exLMC	SiN-opLMC	Understand what is said to them in master classes	1	2	3
	SiN-opLgen	Understand what they hear in general	0	3	3

Figure 5. Sample reflective journal results

Likewise, all interviews were transcribed (see Appendix J for a sample of music teacher interview transcription) and analyzed by using the same content analysis technique that was used for the reflective journal data. First, the transcripts were read and important words and phrases were highlighted. Then, important words and phrases were labeled with predetermined category codes, such as [SkN-] and [SiN-]. Sub-categories, such as [-W] and [-Wnt] emerged from the data. (See Appendix G for the list of all codes and their definition.) Every time the data was coded, the frequency was

also counted. Figure 6 shows part of the interview transcript that was highlighted, coded, and counted.

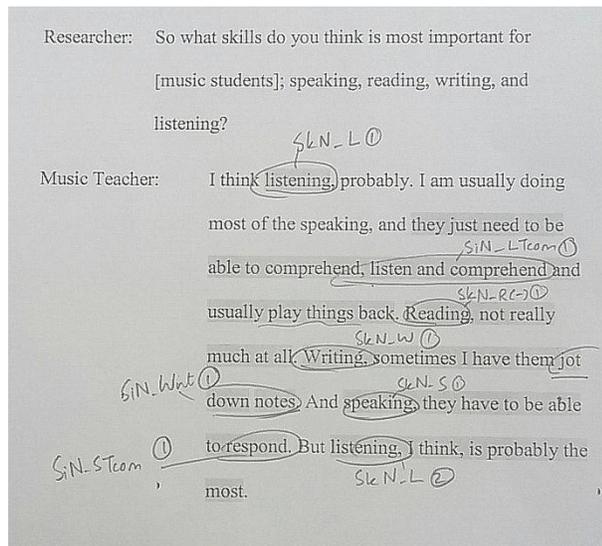


Figure 6. Sample highlighted and coded interview transcript

The interview transcripts were read again several more time to ensure that all important data were labeled, categorized, and counted. Finally, for data presentation, the codes and their frequency were organized into different tables based on their categories.

Figure 7 shows an example of how interview data are presented.

CODE	Definition and explanation	Alex	Bora	Lara
[SkN-S]	Speaking skill is needed	4	5	4
	- Express themselves	(1)	(2)	(3)
	- Communicate with intl musicians at competitions	(2)	(1)	-
	- Describe musical pieces orally	(1)	(1)	-
	- Communicate with intl musicians	-	(1)	-
	- Respond to their teacher	-	-	(1)
[SkN-L]	Listening skill is needed	2	4	4
	- Understand intl musicians (such as conductors, orchestra members, teachers)	(1)	(1)	(2)
	- Understand what they hear in general	-	-	(2)
	- Understand what they hear at competitions	(1)	(1)	-
	- Understand the teacher in master classes	-	(1)	-
	- Understand what they hear in workshops	-	(1)	-
[SkN-W]	Writing skill is needed			1

Figure 7. Sample interview results

Additionally, interview data were used to complement the reflective journal data to explain the questionnaire results when addressing the research questions.

Conclusion

In this chapter, the framework that was used in approaching needs analysis and the research design were presented. Background information about the participants was given. The research instruments and the rationale for choosing specific tools were also discussed. The research procedures and data analysis were explained. The next chapter will present the findings of the study and the results of the analysis.

CHAPTER 4: RESULTS

Introduction

This chapter aims to present the findings of the study as a result of the analysis of the data collected. First, the demographic data of the participants collected via the current MBES student and the MBES alumni/MPHS student questionnaires are presented. Second, the results of the current MBES student questionnaires, MBES alumni / MPHS student questionnaires, MBES music teacher interviews, MBES English teacher interviews, MBES parent interviews, and the researcher's journal are presented according to the research questions.

Demographic data

In this study, in total 78 students completed the questionnaires: 32 (41%) of whom were males and 46 (59%) were females. As displayed in Figure 8, 31 (39.7%) of the participants were current MBES students, 28 (36.0%) were current MPHS students who attended MBES, 14 (17.9%) were current MPHS students who did not attend MBES, and 5 (6.4%) were MBES alumni who did not attend MPHS but were studying overseas.

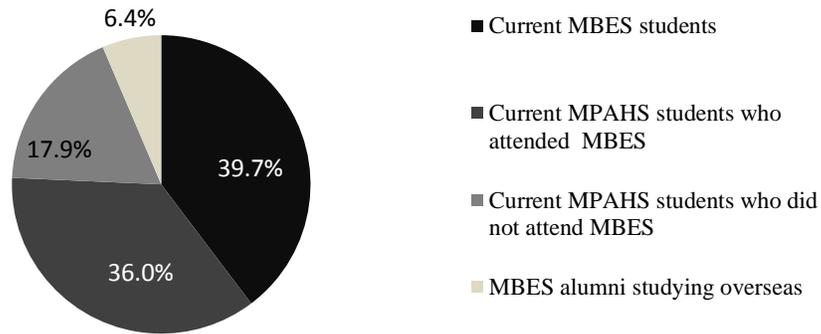


Figure 8. Questionnaire population according to school

At the time of the study (between May 20th and June 15th, 2014), the students who participated in the questionnaire were in Grade 5 (9%), Grade 6 (2.6%), Grade 7 (6.4%), Grade 8 (21.8%), Grade 9 (9%), Grade 10 (12.8%), Grade 11 (17.9%), Grade 12 (14.1%), and MBES alumni studying overseas (6.4%), as shown in Figure 9

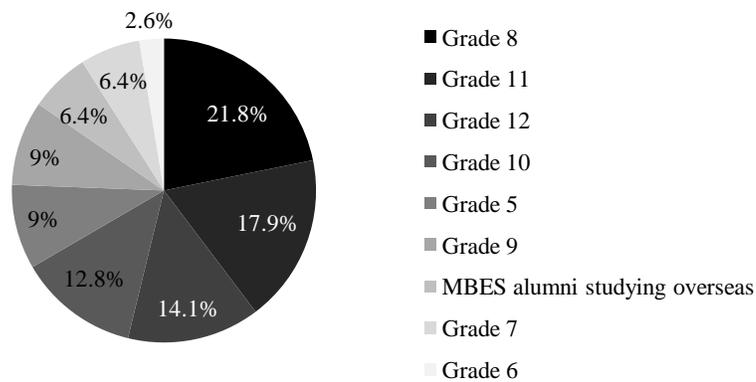


Figure 9. Questionnaire population according to grade level

Of all 78 questionnaire participants, as shown in Figure 10, 21 (26.9%) students studied at MBES for eight years, 3 (3.8%) students studied at MBES for seven years, 2 (2.6%) for six years, 4 (5.1%) for five years, 7 (9.0%) for four years, 9 (11.5%) students for three years, 12 (15.4%) for two years, 6 (7.7%) for one year, and 14 (17.9%) students have never attended MBES.

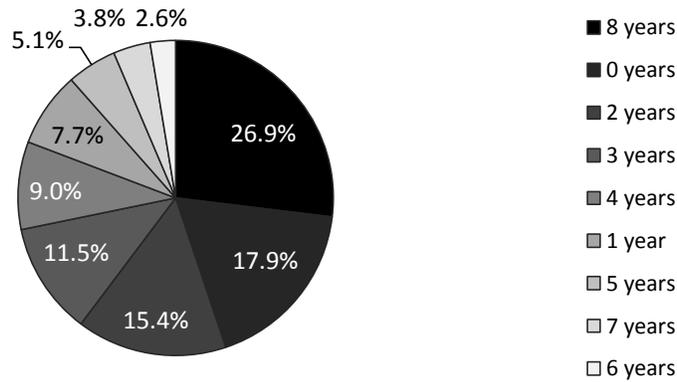


Figure 10. Questionnaire population according to years studied at MBES

At the time of the study, 11 (14.1%) students had been studying English for 9 years, 11 (14.1%) students had been studying English for 8 years, 9 (11.5%) students had been studying English for 12 years, and 9 (11.5%) students had been studying English for 6 years. Table 1 displays the number of students and the number of years they had been studying English.

Table 1
Years students had been studying English

Year(s)	Frequency (Total = 78)	%
1	1	1.3
2	1	1.3
3	3	3.8
4	6	7.7
5	8	10.3
6	9	11.5
7	5	6.4
8	11	14.1
9	11	14.1
10	5	6.4
11	6	7.7
12	9	11.5
13	2	2.6
14	1	1.3

Situation needs

Situation needs are collected from three different sources:

1. Students through the questionnaires and researcher's reflective journal
2. Music teachers through semi-structured interviews

3. Parents through semi-structured interviews

Perceptions of students, teachers, and parents regarding situation needs were based on their actual experiences and their opinions, as shown in Figure 10.

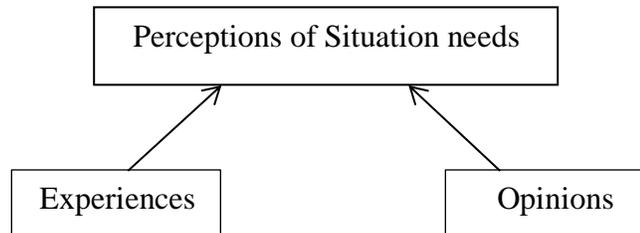


Figure 11. Perceptions of situation needs from students, teachers, and parents

Situation needs as perceived by students

Questionnaire findings

Situations needs from students were collected based on students' experiences and students' opinions through separate questions in the questionnaires. Three questions in both questionnaires (see Appendix A Part I Questions 5-7 and Appendix B Part I Questions 6-8) elicited students' experiences regarding their training with international music teachers, master classes, and other music related activities. A separate question in both questionnaires (see Appendix A Part I Question 8 and Appendix B Part I Question 9) elicited students' opinions of why they need English as a musician.

1. Situation needs based on students' experiences

According to the questionnaire (see Appendix A Part I Questions 5-7 and Appendix B Part I Questions 6-8) results, 55.1% of the students have taken master classes in English, 37.1% have travelled overseas to watch a concert, and 34.6% have travelled overseas to perform in a concert. In addition, 30.8% state that they have taken music lessons from international music teachers in English at school, 29.5% have taken a music course overseas, 24.4% have joined a competition overseas, and 21.8% have

auditioned for a school overseas. For the full list of students' experiences, see Table 2. The items with * were not listed in the questionnaires as an option but were input by the students in the open-ended part of the question (see Appendix A Part I Question 7 and Appendix B Part II Question 8). Based on students' experiences, Table 2 presents situations where students need English and the number and percentage of students who have experienced them.

Table 2
Situation needs based on students' experiences

Students' situation needs	Freq. (Total=78)	%
Take master classes in English	43	55.1
Watch a concert overseas	29	37.1
Perform in a concert overseas	27	34.6
Take lessons from int'l music teacher(s) at school in English	24	30.8
Take a music course overseas	23	29.5
Join a competition overseas	19	24.4
Audition for a school overseas	17	21.8
Attend a music camp*	2	2.6
Work with a concert organizer*	2	2.6
Attend a music festival*	1	1.3
Perform music in a play*	1	1.3

2. Situation needs based on students' opinions

According to the questionnaire (see Appendix A Part I Question 8 and Appendix B Part I Question 9) results, 97.4% of the students believe they need English to communicate with people who do not speak Turkish, 96.2% to communicate with international musicians (such as visiting artists, teachers, and orchestra members). The same number of students, 83.3%, believes that they need English to attend an English medium school and to arrange their trips and travel overseas. While 74.4% believe they need English because they need to pass English proficiency examinations (such as IELTS, TOEFL, and etc.), 48.7% believe that they need English because they need to pass the English courses at school. For the full list of students' reasons why they believe they need English, see Table 3. The items with * were not listed in the questionnaires as an option

but were input by the students in the open-ended part of the question (see Appendix A Part I Question 8 and Appendix B Part I Question 9). Based on students' opinions, Table 3 presents the situations where music students believe they need English and the number and percentage of students who believe so in each of these situations.

Table 3
Situation needs based on students' opinions

Students' situation needs	Freq. (Total=78)	%
Communicate with people who do not speak Turkish	76	97.4
Communicate with international musicians (artists, teachers, conductors)	75	96.2
Attend English medium schools	65	83.3
Arrange their trips and travel overseas	65	83.3
Pass English proficiency exams (TOEFL, IELTS, and etc)	58	74.4
Pass English courses at school	38	48.7
Live and work overseas in the future*	3	3.8
Read and write music articles in English*	2	2.6
Speak English as well as one's native language*	1	1.3
Make it easier to learn another language*	1	1.3
Learn English for fun*	1	1.3

Reflective journal findings

Situation needs based on students' actual experiences and opinions were collected through the reflective journal data. Table 4 presents situations needs as perceived by students and how often they appear in the journal.

Table 4
 Situation needs as perceived by students from the reflective journal

CODE based on experiences(ex)	CODE based on opinions(op)	Situation Needs	Frequencies show in the researcher's journal		
			ex	op	Total
Situation Needs					
SiN-exCom	SiN-opCom	1) Communicate with people who do not speak Turkish	1	3	4
SiN-exMC	SiN-opMC	2) Attend master classes in English	1	2	3
SiN-exComp	SiN-opComp	3) Join a competition overseas	2	1	3
	SiN-op LiveWork	4) Live and work overseas in the future	0	2	2
SiN-exPerf	SiN-opPerf	5) Perform in a concert overseas	1	1	2
SiN-ex ProfExams		6) Pass English Proficiency Exams (TOEFL, IELTS, etc.)	1	0	1
SiN-exAudit	SiN-opAudit	7) Audition for a school overseas	1	1	1
Situation needs related to listening skill (L)					
SiN-exLMC	SiN-opLMC	8) Understand what is said to them in master classes	1	2	3
	SiN-opLgen	9) Understand what they hear in general	0	3	3
SiN-exLcomp		10) Understand other musicians and jury in competitions	2	0	2
	SiN-op LintArts	11) Understand what is said to them by int'l conductors and musicians	0	2	2
SiN-exLaudit		12) Understand what is said to them at auditions	1	0	1
Situation needs related to speaking skill (S)					
	SiN-opSgen	13) Converse to people in general	0	3	3
	SiN-opSMC	14) Converse in master classes	0	2	2
SiN-exScomp		15) Converse with other musicians in competitions	1	0	1
SiN-exSexp		16) Express/explain themselves	1	0	1
Situation needs related to reading skill (R)					
SiN-exRTra		17) Read and understand travel information	2	0	2
	SiN-opRta	18) Read and understand musical texts and articles	0	1	1
SiN-ex RMCcom		19) Understand email messages for master class application	1	0	1
Situation needs related to writing skill (W)					
	SiN-opWdes	20) Describe their musical piece in writing	0	1	1
SiN-ex WMCcom		21) Write reply email messages for master class application	1	0	1
	SiN-opWly	22) Write song lyrics	0	1	1
SiN-exWapp		23) Fill out application forms	1	0	1

According to Table 4, some situation needs are based on either student's actual experiences or opinions, and some are based on both. Situations where students both

believe they need and have experienced are 1) communicate with people who do not speak Turkish, 2) attend master classes in English, 3) join a competition overseas, 5) perform in a concert overseas, 7) audition for a school overseas, and 8) understand what is said to them in master classes.

Tables 2, 3, and 4 show that the students' opinions are usually in line with their actual experiences regarding why they need English. For example, students state that they need English to communicate with international musicians or teachers as part of their music education as shown in Table 3. Information in Table 2 and Table 4 show that they actually participated in activities (such as lessons and master classes) that require them to communicate in English. In addition, students' opinions (Table 3) and the journal data (Table 4) were useful in revealing certain important needs that were not sought through as part of their professional musical experiences (Table 2). For instance, students particularly emphasize, in Table 3, the need to arrange their trip and travel overseas (83.3%) and to pass the English proficiency exams (74.4%).

Situation needs as perceived by music teachers

Situation needs as perceived by music teachers were collected through semi-structured interviews (see Appendix C for interview questions) with three music teachers; Alex, Bora, and Lara. Table 5 displays situation needs as perceived by the music teachers. The code for each situation is shown in square brackets and the frequency of how often the teacher mention the situation is shown in round brackets.

Table 5
 Situation needs as perceived by music teachers

Alex	Bora	Lara
-Communicate with int'l musicians at competitions [SiN-exComMus] (2)	-Communicate with int'l musicians at competitions [SiN-opComMus] (1)	-Understand what is said to them in music classes with intl music teachers at school [SiN-exLTcom] (1)
-Join a competition overseas [SiN-exComp] (1)	-Join a competition overseas [SiN-opComp] (1)	-Converse with their intl music teachers in music classes at school
-Explain themselves [SiN-exSexp] (1)	-Attend master classes overseas [SiN-opMC] (1)	[SiN-exSTcom] (1)
-Describe musical pieces [SiN-exSdes] (1)	-Understand what is said to them at master classes [SiN-opLMC] (1)	-Take notes in music classes [SiN-exWnt] (1)
	-Attend music summer camps overseas [SiN-opSC] (1)	
	-Attend summer workshops overseas [SiN-opWS] (1)	
	-Understand what is said to them at workshops [SiN-opWS] (1)	
	-Read and write texts or articles related to music in the future [SiN-opRta(?)] (2)	
	[SiN-opWta(?)] (2)	

According to Table 5, all music teachers believe that students need English to communicate with international musicians whether at school or at competitions. Based on the information in Table 5, in addition to competitions, music students also attend master classes, music summer camps, and summer workshops. While attending these activities, students need to be able to understand what is said to them and express themselves orally. According to Alex, when students participate in a music competition, they need to communicate with other competitors and the jury. In a higher level competition, students may need to explain themselves or the musical pieces in English. Moreover, Bora explained that the situation needs of musicians depend on their fields of study. According to Bora, while instrument performers do not need to read and write music articles in English, musicologists need to be able to read, understand, and write them well. For students at middle school level, Bora added that “[c]hildren at this age go abroad and they join some competitions. When they go there, if they are able to speak English, they can socialize, they can make new friends, and

they can tell, maybe, their questions or problems, their thoughts to those teachers and students in those places.” Besides competitions, Bora explained that music students also attend master classes, music summer camps, and summer workshops. He said, “[t]hey can also join master classes abroad, And some foreign teachers may interpret their playing, teach many things. If they want to go to those kinds of workshops or places, they need to understand good enough.” Lastly, Lara explained that while taking music lessons from international music teachers who speak English, students “need to be able to comprehend, listen and comprehend and usually play things back.” In addition to listening to the teacher, students sometimes need to speak to communicate with the teacher and take notes about the lessons.

Situation needs as perceived by MBES parents

Situation needs as perceived by MBES parents were collected through semi-structured interviews (see Appendix E for interview questions) with two MBES parents; Ruhan and Tuana. Situation needs based on MBES parents’ experiences and the code for each situation (shown in square brackets), and the frequency of how often the teacher mention the situation (shown in brackets) are presented in Table 6.

Table 6
Situation needs as perceived by MBES parents

Ruhan	Tuana
Audition for a school [SiN-exAudit](1)	Audition for a school [SiN-exAudit](1)
Plan their trips overseas [SiN-exPlanTr](1)	Plan their trips overseas [SiN-exPlanTr](1)
Express themselves [SiN-exSexp](1)	Join a competition overseas [SiN-exComp](1)
[SiN-opSexp](1)	Express themselves [SiN-exSexp](1)
Understand what they read in general [SiN-opRgen](1)	Describe musical pieces orally [SiN-exSexp](1)
Understand what they hear in general [SiN-opLgen](1)	Understand what is said to them at auditions [SiN-exLaudit](1)
	Converse at auditions [SiN-exSaudit](1)
	Understand email messages from schools from overseas [SiN-exRScom](1)

Overall, both parents agree that music students need English when they audition for a school overseas and when they plan their overseas trips. Tuana believes that music students also need English at international music competitions. Both Ruhan and Tuana believe that music students need to be able to express themselves orally and understand what they hear or read. Tuana also believes that students need to be able to understand emails from the school overseas. She emphasizes that it is important for students to know the differences between formal and informal language and the email register format.

Language skills needs

The second research question investigates language skills needs as perceived by MBES students, MBES alumni, MPHS students, MBES music teachers, MBES English teachers, and MBES parents.

Language skills needs as perceived by students

Data of students' perceptions of language skills needs are collected through questionnaire and researcher's reflective journal.

Questionnaire findings

Questionnaire results are compared by looking at the overall percentages of students who rate their answers as either 'agree' or 'strongly agree' as the main criteria. If the overall percentages are the same, then the mean of the answers will be considered as the second criteria.

According to the questionnaire (see Appendices A and B Part II Questions 1-4) results, all students (100% of MBES students, alumni, and MPHS students) rate the importance of speaking skill as the most important skill for musicians (see Table 7). Reading skill

was rated as the second most important skill. Though all students agree that reading is important, the mean of reading skill is less than that of speaking skill. The third and fourth most important skills rated were listening and writing, respectively.

Table 7
Language skills perceived as important by students

Group	<i>n</i>		Speaking	Reading	Listening	Writing
MBES	31	Mean	4.90	4.71	4.68	4.26
		SD	0.30	0.46	0.83	0.82
		Agree/Strongly agree (%)	100.00	100.00	93.50	83.90
MBES alumni/ MPHS	47	Mean	4.83	4.77	4.72	4.28
		SD	0.38	0.43	0.62	0.80
		Agree/Strongly agree (%)	100.00	100.00	91.50	83.00
Total	78	Mean	4.86	4.74	4.71	4.27
		SD	0.35	0.44	0.71	0.80
		Agree/Strongly agree (%)	100.00	100.00	92.30	83.40

According to Table 7, the two questionnaires show similar results in all four language skills. MBES students rank all skills with the same order as MBES alumni and MPHS students; speaking, reading, listening, and writing, respectively. The overall results of these questions are also in line with the results from each questionnaire.

The MBES alumni and MPHS students were also asked about the language skills that should be developed in middle school level (see Appendix B Part II Questions 5 to 8).

Table 8 displays their perceptions about the skills to be developed.

Table 8
Language skills to be developed in middle school as perceived by MBES alumni and MPHS students'

Group	<i>n</i>		Listening	Speaking	Reading	Writing
Alumni/ MPHS students	47	Mean	4.53	4.64	4.21	4.21
		SD	0.75	0.74	0.99	0.98
		Agree/Strongly agree (%)	97.30	93.60	85.10	80.80

According to Table 8, the MBES alumni and MPHS students believe that listening is the skill that should be developed the most in middle school level. Speaking, reading, and writing are rated as the second, third, and fourth. Moreover, though the orders of the first three skills from Tables 7 and 8 are not exactly in the same order, writing skill receives the lowest rank among the four skills in both tables.

Reflective journal findings

Data in the reflective journal show several occasions where students express their needs of different language skills. Table 9 presents skills that students believe they need, the explanation why they need them, and the frequency that the explanation is cited in the journal.

Table 9
Language skill needs as perceived by students in the reflective journal

CODE	Definition and explanation	Freq.
[SkN-S]	Speaking skill is needed -Express themselves -Communicate with intl musicians -Respond to people in conversation -Participate in English classes -Work and live overseas -Speak fluently -Travel overseas -Describe musical pieces orally	17 (3) (3) (2) (2) (2) (2) (2) (2) (1)
[SkN-L]	Listening skill is needed -Understand what they hear in general -Understand intl musicians (such as conductors, orchestra members, teachers) -Understand the teacher in master classes -Take notes in the listening part of proficiency exams	7 (3) (2) (1) (1)
[SkN-R]	Reading skill is needed -Understand what they read in general -Read email messages about master classes -Read a lot of travel information -Learn new vocabulary -Read musical texts and articles	6 (2) (1) (1) (1) (1)
[SkN-W]	Writing skill is needed -Describe musical pieces in writing -Reply email messages about master classes -Fill out applications -Write song lyrics	5 (2) (1) (1) (1)
[SkN-R(?)]	Reading skill not needed so much for now but may be needed in the future -Not so much now, maybe in the future	1 (1)
[SkN-(W?)]	Writing skill not needed so much for now but may be needed in the future -Not so much now, maybe in the future	1 (1)

According to Table 9, speaking is cited the most as the language skill that musicians need. Listening, reading, and writing are cited the second, the third, and the least, respectively. In addition, some students believe that they do not need reading and writing at the middle school level but they may need them in the future.

Findings from the reflective journals (see Table 9) can be used to complement students' perceptions of their language skill needs from the questionnaires (see Tables 7 and 8). In the speaking domain, students believe they need speaking skill because they need to be able to express themselves, explain musical pieces, communicate with international musicians in their professions, and to live, work and travel overseas. For instance, Emre from Grade 8 expressed concern that he was not able to express himself well during a school audition. Ayla, Kumsal, and Seda from Grade 12 said that while touring Europe with the orchestra, they had to speak English if they wanted to buy food or coffee.

In the listening domain, students believe that they need listening skill because they need to be able to understand international musicians and international music teachers and to pass English proficiency exams. For example, Emre from Grade 8 explained that during his school audition in England he was able to understand most of the conversation. Even though he was not able to speak English fluently and properly, being able to understand what people were saying made him feel confident. In contrast, Murat from Grade 10 explained that one of the jury members of the competition that he attended said something to him about how he played but he could not understand him. He felt that it would have benefited him more if he had understood what was said in the comments. Murat also commented that most master classes that he wanted to attend were given by international artists; therefore, he needed to be able to understand and speak English.

In the reading domain, students believe they need reading skill because they need to be able to read musical texts or articles in English, travel information while traveling overseas, and emails for information before attending master classes. Entries from the reflective journal show İpek from Grade 8 who said that she had to read a lot about city and travel information as she had to get around when she went overseas for a competition. In addition, Berk from Grade 8 added that when he applied for a master class, he had to read the master class information and many email messages regarding how to pay and prepare for the class.

In the writing domain, students believe they need writing skill because they need to be able to explain their musical pieces, write emails to communicate while applying for master classes, fill out application forms, and write lyrics (for composers). Dirim from Grade 8 explained that as she wanted to become a composer, she needed to be able to write in English well, so that she could explain her musical pieces and express herself in writing.

Language skills needs as perceived by music teachers

According to the data collected via semi-structured interviews with three music teachers (see Appendix C for interview questions), Table 10 presents music teachers' perceptions of MBES students' language skills needs, their explanations, and the amount of times the teacher mentions that explanation.

Table 10
Language skills needs as perceived by music teachers

CODE	Definition and explanation	Alex	Bora	Lara
[SkN-S]	Speaking skill is needed - Express themselves - Communicate with intl musicians at competitions -Describe musical pieces orally -Communicate with intl musicians -Respond to their teacher	4 (1) (2) (1) - -	5 (2) (1) (1) (1) -	4 (3) - - - (1)
[SkN-L]	Listening skill is needed -Understand intl musicians (such as conductors, orchestra members, teachers) -Understand what they hear in general -Understand what they hear at competitions -Understand the teacher in master classes -Understand what they hear in workshops	2 (1) - (1) - -	4 (1) - (1) (1) (1)	4 (2) (2) - - -
[SkN-W]	Writing skill is needed -Take notes in music lessons	- -	- -	1 (1)
[SkN-W(-)]	Writing skill is not needed (explicitly stated)	(1)	-	-
[SkN-W(?)]	Writing skill not needed so much for now but may be needed in the future -May need to write musical texts and articles in the future	-	1 (1)	-
[SkN-R(-)]	Reading skill is not needed (explicitly stated)	-	-	(1)
[SkN-R(?)]	Reading skill not needed so much for now but may be needed in the future - May need to write musical texts and articles in the future	-	1 (1)	-

- = not mentioned by the teacher

According to Table 10, all three music teachers agree that speaking and listening are the skills that music students at MBES need. Several reasons for why listening and speaking are important are provided. First of all, MBES students often need to take music or instrument lessons from international music teachers who cannot speak students' native language. In a situation like this, students need to be able to listen and comprehend what is said to them in order to follow the teacher's instructions, as Lara said, "I am usually doing most of the speaking, and they just need to be able to comprehend." However, Lara explained that students also need to be able to speak, "and speaking [is important], they have to be able to respond. But listening, I think, is

probably the most.” Secondly, many MBES students start going overseas to compete in international music competitions. In most competitions, English is used as a lingua franca. If students know English, they are able to socialize, make friends, explain problems, and ask questions to their teachers and other students. Finally, many MBES students attend master classes, music summer camps, and workshops given by international artists both in Turkey and overseas. Bora explained that “some foreign teachers may interpret (student’s) playing, teach many things especially in summer camps, summer workshops. If they want to go to those kinds of workshops, or places, they need to understand good enough.”

Reading and writing skills for students at MBES are not perceived as crucial as listening and speaking by the music teachers. While Alex believes that writing is not necessary for music students, Lara believes that students at this age should be able to jot down some notes from the music lessons. Lara also believes that reading is not very important for music students at this age. However, Bora believes that when students start their high school education, they may need to start reading and writing music texts in English, especially if they choose to study musicology in the future.

Language skills needs as perceived by English teachers

According to the data collected via semi-structured interviews with two English teachers (see Appendix D for interview questions), English teachers’ perceptions of MBES students’ language skills needs, their explanations, and the amount of times the teacher mentions that explanation are presented in Table 11.

Table 11
Language skills needs as perceived by English teachers

CODE	Definition and explanation	Gizem	Defne
[SkN-S]	Speaking skill is needed - Communicate with intl musicians (such as conductors, orchestra members, teachers)	2 (2)	2 (2)
[SkN-L]	Listening skill is needed -Understand intl musicians (such as conductors, orchestra members, teachers)	2 (2)	1 (1)
[SkN-R]	Reading skill is needed -Improve their vocabulary, analytical and critical thinking skills -Understand what they read in general	1 - (1)	2 (2) -
[SkN-W(?)]	Writing skill not needed so much for now but may be needed in the future -Write musical text and articles in the future -Writing skill can be developed in the future when other skills are sufficient	1 - (1)	1 (1) -

- = not mentioned by the teacher

Overall, both English teachers agree that MBES students should develop their skills in speaking, listening, and reading while studying at the middle school level. Both Gizem and Defne believe that as students need to work with international musicians and music teachers, they need to be able to communicate in English. Therefore, speaking and listening skills are important for them. Both Gizem and Defne add that, besides speaking and listening, students should develop their reading skill before they graduate from MBES. According to Gizem, she believes that most students are not proficient in reading comprehension and they do not often understand the main idea of the texts given to them. In addition, Defne believes that for MBES students to be successful in music, they should be able to understand texts or reading passages related to music in English. She said, “[t]hey should also read as much as they can, so that they can improve their vocabulary, together with analytical and critical thinking skills.”

Regarding writing skills, Gizem believes that it can be developed at the high school level when students are more confident in listening, speaking, and reading. In contrast,

Defne believes that writing, though not very crucial at MBES level, is very important if the student want to be an academic in the future.

Language skills needs as perceived by MBES parents

According to the data collected via semi-structured interviews with two MBES parents (see Appendix E for interview questions), Table 12 presents MBES parents' perceptions of MBES students' language skills needs, their explanations, and the number of times the parent mentions that explanation.

Table 12
Language skills needs as perceived by MBES parents

CODE	Definition and explanation	Ruhan	Tuana
[SkN-L]	Listening skill is needed -Understand what they hear in general -Understand questions and instructions in auditions	2 (2)	3 (1) (2)
[SkN-S]	Speaking skill is needed -Express themselves -Describe musical pieces orally -Answer questions at auditions	2 (2)	3 (1) (1) (1)
[SkN-R]	Reading skill is needed -Understand what they read in general -Read corresponding emails from school that they apply to from overseas -Read travel information	2 (2) - -	2 - (1) (1)
[SkN-W]	Writing skill is needed -Write corresponding emails with school that they apply to from overseas -Writing skill is needed though not as much as other skills	1 (1)	1 (1)

- = not mentioned by the parent

Overall, both parents believe that their children need all language skills as a musician, though they do not give the same importance to all skills. The parents perceive listening, speaking, and reading skills to be more important than writing. Tuana strongly believes that listening is the most important skill for music students because if they can understand questions or instructions given to them, then they can respond correctly and appropriately. She told an anecdote about her son's school audition,

“[t]he understanding is the main part, I think. Because when he understands, somehow he can answer the questions or react correctly.”

Both parents also believe that speaking is important. Ruhan explained that “[a]s a musician, you need to be able to express yourself. And music helps a lot, but when there is no music, you have to speak.” According to Tuana, during the main school audition, her son had to answer many questions and explain a musical piece.

For reading and writing skills, Ruhan believes that while writing is not as crucial at the middle school level, music students need to be able to properly understand what they read. In addition, Tuana believes that reading and writing skills become important when they need to correspond with schools and teachers from overseas over the internet. She explained that they need to understand important school documents and email messages, and then they need to write to reply them properly and correctly.

Learning processes

Learning processes were investigated through students’ opinions about the opportunities available to practice the desired language skills and their preferred methods to practice them.

Opportunities to practice the desired language skills

Student’s opinions about the opportunities available to practice language skills in English classes, at school, and outside school were collected through questionnaires (see Appendix A Questionnaire Part II Questions 5 to 16 and Appendix B Questionnaire Part II Questions 9 to 16) and the researcher’s reflective journal.

Questionnaire findings

1. Opportunities in English classes

Current MBES students' perceptions of opportunities available to practice different language skills in English classes at MBES were investigated through questions 5 to 8 in Part II of the current student questionnaire (see Appendix A Part II Questions 5-8). The results are shown in Table 13.

Table 13
MBES students' perceptions of opportunities to practice language skills in English classes

Group (<i>n</i> =31)		Reading	Listening	Writing	Speaking
MBES	Mean	4.58	4.52	4.42	4.32
	SD	0.62	0.81	0.77	1.01
	Agree/ Strongly agree (%)	93.50	87.10	83.90	83.90

According to Table 13, MBES students believe that they have opportunities to practice reading skill in English classes at MBES the most (93.5%). Listening is ranked the second (87.1%), writing and speaking are ranked the third and the last, respectively. Overall, MBES students believe that they have sufficient opportunities to practice all language skills in English classes.

2. Opportunities at MBES

Current MBES students and MBES alumni's perceptions of opportunities available to practice different language skills at MBES (outside English classes) were investigated through questions 9 to 12 in Part II of both questionnaires (see Appendices A and B Part II Questions 9-12). The alumni were also asked which language skills that they

wished they had had more opportunities to practice at MBES (see Appendix B Part II Questions 13-16). The results are shown in Tables 14, 15, and 16.

Table 14
MBES students' perceptions of opportunities available at MBES

Group	<i>n</i>		Listening	Speaking	Reading	Writing
MBES	31	Mean	4.06	4.16	4.00	3.94
		SD	1.12	1.27	1.10	1.15
		Agree/ Strongly agree (%)	77.50	74.20	70.90	61.30

Table 15
MBES alumni's perceptions of opportunities available at MBES

Group	<i>n</i>		Reading	Listening	Writing	Speaking
Alumni	33	Mean	3.82	3.61	3.21	3.03
		SD	1.07	1.12	1.32	1.13
		Agree/ Strongly agree (%)	75.70	60.60	45.50	30.30

Table 16
Language skills that the alumni wish they had had more chance to practice at MBES

Group	<i>n</i>		Speaking	Reading	Listening	Writing
Alumni	33	Mean	4.79	3.97	4.21	3.94
		SD	0.78	1.26	1.05	1.25
		Agree/ Strongly agree (%)	65.90	55.30	53.20	48.90

According to Table 14, current MBES students believe that they have the opportunities to practice listening skill the most. Speaking, reading, and writing are ranked as the second, the third, and the fourth, respectively. In contrast, the alumni seem to have different perceptions of the available opportunities at MBES (see Table 15). Though the alumni believe that they have sufficient opportunities to practice reading skills at school (75.7%), their perceptions of other skills are lower than those of the current students. Moreover, their perception of opportunities to practice speaking is especially low (30.3%). As shown in Table 16, the alumni wish that they had had more

opportunities to practice speaking at MBES the most, followed by reading, listening, and writing, respectively.

3. Opportunities outside MBES

Current MBES students were asked to answer questions 13 to 16 in the current student questionnaire (see Appendix A) to investigate their perceptions of opportunities available to practice the desired language skills outside MBES. The results are shown in Table 17.

Table 17
MBES students' perceptions of opportunities available to practice different language skills outside MBES

Group	<i>n</i>		Listening	Reading	Speaking	Writing
MBES	31	Mean	4.45	4.29	4.00	3.65
		SD	0.77	0.86	1.21	1.08
		Agree/Strongly agree (%)	90.40	80.60	74.20	54.80

According to Table 17, MBES students believe that outside school, they had opportunities to practice listening the most (90.4%). Reading, speaking, and writing were rated the second, the third, and the fourth, respectively.

Researcher's reflective journal findings

Opportunities available to practice the desired language skills as perceived by students and English teachers were also collected from the reflective journal data. Similar to the questionnaire, findings in this section are categorized into three categories as follows:

- (1) opportunities to practice the desired language skills in English classes,
- (2) opportunities to practice the desired language skills at MBES,
- and (3) opportunities to practice the desired language skills outside MBES.

1. Opportunities in English classes

Based on the reflective journal, students and English teachers' perceptions of opportunities to practice English skills are shown in Table 18. The number in round brackets shows the number of times the skill is cited in the journal.

Table 18
Opportunities to practice desired language skills in class as perceived by students and English teachers

Code and definition	Ss	Gizem	Defne	Sam
[OPPcl-R] Opportunities to practice reading skill in class				
[OPPcl-Rgen] - Enough opportunities to practice reading skill in class in general	(1)	(1)	(1)	(1)
[OPPcl-Rgen(-)] - Not enough opportunities to practice reading skill in class in general	(1)	-	-	-
[OPPcl-L] Opportunities to practice listening skill in class				
[OPPcl-Lgen] - Enough opportunities to practice listening skill in class in general	(1)	-	(1)	(1)
[OPPcl-Lgen(-)] - Not enough opportunities to practice listening skill in class in general	(1)	(1)	-	-
[OPPcl-Lnt(-)] - Not enough opportunities to practice listening for note taking in class	(1)	-	-	-
[OPPcl-S] Opportunities to practice speaking skill in class				
[OPPcl-Sgen] - Enough opportunities to practice speaking skill in class in general	-	-	-	(1)
[OPPcl-Sgen(-)] - Not enough opportunities to practice speaking skill in class in general	(1)	(1)	(1)	-
[OPPcl-Sdisc(-)] - Not enough opportunities to practice discussion in class	(1)	-	-	-
[OPPcl-W] Opportunities to practice writing skill in class				
[OPPcl-Wgen] - Enough opportunities to practice writing skill in class in general	-	(1)	-	-
[OPPcl-Wpara] - Enough opportunities to practice writing paragraphs in class	-	-	(1)	-
[OPPcl-Wgen(-)] - Not enough opportunities to practice writing skill in class in general	(1)	-	-	(1)

- = not mentioned

Overall, students believe that they have enough opportunities to practice reading skill, some opportunities to practice listening, and not enough opportunities to practice

speaking and writing. All English teachers believe that they provide enough opportunities for students to practice reading skill. The opinions about other skills vary from one teacher to another. For listening practice, Defne and Sam believe that they provide enough opportunities to practice listening in their class, but Gizem does not. For speaking practice, only Sam believes that she provides enough opportunities for her students to practice speaking, while Defne and Gizem believe the opposite for their own classes. Regarding writing, Gizem believes her students have enough opportunities to practice writing in general, and Defne believes that her students have enough opportunities to practice writing paragraphs. On the other hand, Sam does not believe that she provides enough opportunities for her students to practice writing.

Findings from the teacher's journal shows that while all three English teachers teach all four skills, grammar, and vocabulary in their lessons, the emphasis of the language skills being practiced in class can be different. According to the English teachers, class activities depend on the class profile and the class needs. Gizem explains that her students prefer not to speak in English in class, as everybody in class is Turkish. Therefore, most of her class activities are related to reading, writing, and grammar. Defne focuses her lessons more on writing skills as she feels that her students do not have sufficient knowledge in writing. Sam, who is an international teacher, says that her students prefer speaking activities to writing activities. Therefore, she has more speaking than writing activities in her class.

2. Opportunities at MBES

According to the data from the reflective journal, students and English teachers' perceptions of opportunities to practice English skills at MBES are shown in Table 19.

Table 19

Opportunities to practice desired language skills at MBES as perceived by students and English teachers

Code and definition	Ss	Gizem	Defne	Sam
[OPPsc-S] Opportunities to practice speaking skill at MBES				
[OPPsc-Sgen] - Enough opportunities to practice speaking skill at MBES	-	-	-	-
[OPPsc-SintArts] - Enough opportunities to practice speaking skill at MBES with intl musicians	(1)	-	-	-
[OPPsc-Sgen(-)] - Not enough opportunities to practice speaking skill at MBES	(6)	(1)	(1)	(1)
[OPPsc-SBkClb(-)] - Not enough opportunities to practice speaking skill through a book club at MBES	(2)	-	-	(1)
[OPPsc-SSs(-)] - Not enough opportunities to practice speaking skill through a speaking session at MBES	(3)	-	-	-
[OPPsc-SEngPl(-)] - Not enough opportunities to practice speaking skill through acting in an English play at MBES	(1)	-	-	(1)
[OPPsc-R] Opportunities to practice reading skill at MBES				
[OPPsc-Rgen] - Enough opportunities to practice reading skill at MBES	-	-	-	-
[OPPsc-Rgen(-)] - Not enough opportunities to practice reading skill at MBES	(2)	(1)	(1)	(1)
[OPPsc-RBkClb(-)] - Not enough opportunities to practice reading skill through a book club at MBES	(2)	-	-	(1)

- = not mentioned

In general, all English teachers and students believe that students do not have enough opportunities to practice English language skills at MBES. One of the researcher's reflective journal entries shows English teachers' discussion on the issue of students' lacking opportunities to practice English at school. The English teachers expressed their concern for their students' underexposure to English and made some suggestions for activities to remedy this problem. Table 20 presents English teachers' suggestions on how to provide more opportunities for their students to practice different language skills at school. The number in the brackets shows the frequency the activity is proposed by the teachers in the journal.

Table 20

Suggestions on how to provide more opportunities for students as proposed by English teachers

Code	Proposed activities
SUG-TalkMus	-Talks given by international musical artists (1)
SUG-TalkOther	-Talks given by experts in different fields of study (1)
SUG-Contest	-Monthly English contests (1)
SUG-BkClb	-Book club (1)
SUG-EngPl	-English play (1)

3. Opportunities outside MBES

Students' perceptions of opportunities available to practice English skills outside school as collected from the journal are shown in Table 21. The number in the brackets shows the frequency the activity is cited by students in the journal.

Table 21

Opportunities to practice desired language skills outside school as perceived by students

Code and definition	Freq.
[OPPout-L] Opportunities to practice listening skill outside school	
[OPPout-LTVseries] - Enough opportunities to practice listening skill outside school from watching TV series	(2)
[OPPout-LUTube] - Enough opportunities to practice listening skill outside school from watching YouTube videos	(2)
[OPPout-LEngSongs] - Enough opportunities to practice listening outside school from listening to English songs	(1)
[OPPout-R] Opportunities to practice reading skill outside school	
[OPPout-REngBk] - Enough opportunities to practice reading skill outside school from reading English books	(2)
[OPPout-Rgames] - Enough opportunities to practice reading skill outside school from playing online games	(1)
[OPPout-S] Opportunities to practice speaking skill outside school	
[OPPout-Sneigh] - Enough opportunities to practice speaking skill with their international neighbors at their summer house	(1)
[OPPout-W] Opportunities to practice writing skill outside school	
[OPPout-Wgames] - Enough opportunities to practice writing skill outside school while playing online games	(1)

Activities listed in Table 21 show that students are aware of some opportunities to practice their desired language skills outside school. For example, students say they watch TV series and YouTube videos and listen to English songs to practice their listening skills. They also say that they read English books to practice their reading skills. Students who play online games say that as they have to communicate with other gamers while playing the games, they can practice reading and writing skills.

Students' preferred ways to practice the desired language skills

Students' preferred ways to practice the desired language skills were collected through both questionnaires (see Questionnaire Part II Questions 17 to 35, Part III and Part IV in Appendices A and B). The findings are categorized into 8 categories: (1) students' preferred ways to practice speaking, (2) students' preferred ways to practice reading, (3) students' preferred ways to practice writing, (4) students' preferred ways to practice listening, (5) activities students like doing to practice English, (6) activities students do not like doing to practice English, (7) activities students want to do to practice English and (8) students' favorite class activities. Findings are presented in the order of total percentages of students' agreement from both questionnaires. If the percentages of two items are the same, the means will be considered.

1. Students' preferred ways to practice speaking

Students were asked to rate their preferences of four speaking activities listed in questions 17 to 20 in both questionnaires (see Appendices A and B Part II Questions 17 to 20). Table 22 presents students' perceptions of each activity.

Table 22
Student's preferences of how to practice speaking skill

Group	<i>n</i>		Q20 Speaking English with people who don't speak my native language	Q18 Having free conversation in English in class	Q19 Having a discussion in English about what we read or watch in class	Q17 Practicing dialogs in our course books
MBES	31	Mean	4.45	4.45	4.26	3.87
		SD	0.99	0.96	0.86	1.20
		Agree/Strongly agree (%)	83.90	90.30	80.70	67.70
Alumni/ MPHS	47	Mean	4.57	4.34	4.13	2.98
		SD	0.77	0.87	0.88	1.17
		Agree/Strongly agree (%)	87.20	83.00	76.60	31.90
Total	78	Mean	4.53	4.38	4.18	3.33
		SD	0.86	0.90	0.86	1.26
		Agree/Strongly agree (%)	85.90	85.90	78.20	46.20

According to Table 22, overall, students like speaking English with people who do not speak their native language the most. Having free conversation in English in class, having a discussion in English about what we read or watch in class, and practicing dialogs in their course books are ranked as the second, the third, and the fourth, respectively. The percentages of students from both groups who agree or strongly agree that they like the top three activities do not show great differences. However, the last activity (practicing dialogs in their course books) is preferred by more MBES students (67.7%) than the alumni and MPHS students (31.9%).

2. Students' preferred ways to practice reading

Students were asked to rate their preferences of five activities listed in questions 21 to 25 in both questionnaires (see Appendices A and B Part II Questions 21 to 25). Table 23 presents students' perceptions of each activity.

Table 23
Student's preferences of how to practice reading skill

Group	<i>n</i>		Q21 Reading on the internet in English	Q22 Reading articles or books related to music in English	Q25 Reading the English texts that my teachers give me in class	Q23 Reading fiction in English	Q24 Reading non-fiction in English
MBES	31	Mean	4.06	4.13	4.26	3.65	3.65
		SD	1.03	0.92	0.82	1.08	1.23
		Agree/Strongly agree (%)	74.20	71.00	83.90	54.80	54.90
Alumni/ MPHS	47	Mean	4.11	3.85	3.17	3.45	3.38
		SD	1.20	1.20	1.27	1.33	1.36
		Agree/Strongly agree (%)	80.80	61.70	44.70	51.10	46.80
Total	78	Mean	4.09	3.96	3.60	3.53	3.49
		SD	1.13	1.10	1.23	1.24	1.31
		Agree/Strongly agree (%)	78.30	65.40	60.20	52.50	50.00

According to Table 23, overall, students like reading on the internet in English the most. Reading articles or books related to music in English, reading the English texts that their teachers give to them, reading fiction in English, and reading non-fiction in English are ranked as the second, the third, the fourth, and the last respectively. In most activities, both groups of students show similar perceptions of the activities being asked. However, the third rank activity (reading the English texts that their teachers give to them) is preferred by more MBES students (89.3%) than the alumni and MPHS students (44.7%).

3. Students' preferred ways to practice writing

Students were asked to rate their preferences of five activities listed in questions 26 to 30 in both questionnaires (see Appendices A and B Part II Questions 26 to 30). Table 24 presents students' perceptions of each activity.

Table 24
Student's preferences of how to practice writing skill

Group	<i>n</i>		Q30 Writing about my opinions in English	Q28 Writing about myself in English	Q27 Writing paragraphs in English	Q29 Writing letters and emails in English	Q26 Writing the assignments in our course books
MBES	31	Mean	4.03	3.84	3.71	3.94	3.23
		SD	1.11	1.10	0.90	1.12	1.18
		Agree/ Strongly agree (%)	71.00	61.30	64.50	71.00	41.90
Alumni/ MPHS	47	Mean	3.36	3.32	3.19	3.28	2.79
		SD	1.28	1.39	1.39	1.26	1.14
		Agree/ Strongly agree (%)	53.10	59.50	46.80	53.20	29.80
Total	78	Mean	3.63	3.53	3.40	3.54	2.96
		SD	1.25	1.30	1.24	1.25	1.17
		Agree/ Strongly agree (%)	60.30	60.30	60.20	53.80	34.60

According to Table 24, overall, students like writing about their opinions in English the most. Writing about themselves in English, writing paragraphs in English, writing letters and emails in English, and writing the English writing assignments in our course books are ranked as the second, the third, the fourth, and the last respectively. All activities are preferred by more MBES students than the alumni and MPHS students. Overall, the last activity, writing the English writing assignments in our course books, receives an especially low rating (34.6%).

4. Students' preferred ways to practice listening

Students were asked to rate their preferences of five activities listed in questions 31 to 35 in both questionnaires (see Appendices A and B Part II Questions 31 to 35). Table 25 presents students' perceptions of each activity.

Table 25
Student's preferences of how to practice listening skill

Group	<i>n</i>		Q31 I like it when we listen to a song in class	Q34 I like listening to TV or radio programs in English	Q33 I like listening to stories my teacher tells in English	Q35 I like listening to my classmates speaking in English	Q32 I like the English listening activities in our text books
MBES	31	Mean	4.61	4.42	4.48	3.58	4.23
		SD	0.67	0.85	0.72	1.26	0.96
		Agree/ Strongly agree (%)	90.40	83.90	87.10	67.80	80.70
Alumni/ MPHS	47	Mean	4.30	4.34	3.89	3.85	3.00
		SD	1.12	0.89	1.17	1.12	1.29
		Agree/ Strongly agree (%)	78.70	83.00	72.40	68.00	38.30
Total	78	Mean	4.42	4.37	4.13	3.74	3.49
		SD	0.97	0.87	1.05	1.18	1.31
		Agree/ Strongly agree (%)	83.40	83.30	78.30	68.00	55.10

According to Table 25, overall, students like listening to English songs in English classes the most. Listening to TV or radio programs in English, listening to stories their teachers tell in English, listening to their classmates speaking in English, and the English listening activities in their text books are ranked as the second, the third, the fourth, and the last, respectively. In general, most activities are preferred by more MBES students than the alumni and MPHS students. The last activity, the English listening activities in their text books, receives an especially low rating from alumni and MPHS students (38.3%).

5. Activities students like doing to practice English

Activities that students like doing to practice English were elicited from Part III of both questionnaires (see Appendices A and B Part III). Students were asked to propose activities, which are not listed in Questionnaire questions 17 to 35, that they like doing while practicing English. Students' answers were categorized into six groups based on the following themes that emerged from the answers: watching [ASLike-Wtch], speaking [ASLike-S], listening [ASlike-L], others [ASLike-], reading [ASLike-R], and writing [ASLike-S] (see Appendix H Part A for the full list of activities that students like). Table 26 displays the overall percentage of each category emerged from 85 entries of activities that students like doing.

Table 26
Activities that students like doing to practice English

	Freq (Total=85)	%
Watching [ASLike-Wtch]	23	27.05
Speaking [ASlike-S]	23	27.05
Listening [ASlike-L]	19	22.4
Others [ASlike-]	9	10.6
Reading [ASlike-R]	8	9.4
Writing [ASlike-W]	3	3.5

Activities that are cited the most in the watching category are watching films in English (10.6%) and watching TV series from other countries in English (9.4%). Activities that are cited the most in the speaking category are speaking English in general (12.9%) and speaking English in English classes (4.7%). Activities that are cited the most in the listening category are listening to English songs (11.8%) and listening to anything in English (5.9%). The activity that is cited the most in the reading category is reading books in English (4.6%). See appendix H Part A for the full list of activities students like doing as proposed by students.

6. Activities students do not like doing to practice English

Activities that students do not like doing to practice English were elicited from Part III of both questionnaires (see Appendices A and B Part III). Students were asked to propose activities, which are not listed in Questionnaire questions 17 to 35, that they do not like doing to practice English. Students' answers were categorized into eight groups based on the following themes that emerged from the answers: writing [ASD-W], examination [ASD-Exam], English lesson materials [ASD-Mat], English classroom environment [ASD-Env], listening [ASD-L], reading [ASD-R], grammar [ASD-Gr], and vocabulary [ASD-Voc] (see Appendix H Part B for the full list of activities that students do not like). Table 27 displays the overall percentage of each category emerged from 65 entries of activities that students do not like doing.

Table 27
Activities that students do not like doing to practice English

	Freq (Total=65)	%
Writing [ASD-W]	15	23.1
Examination [ASD-Exam]	14	21.5
English class materials [ASD-Mat]	12	18.5
Classroom environment [ASD-Env]	7	10.8
Listening [ASD-L]	6	9.2
Reading [ASD-R]	6	9.2
Grammar [ASD-Gr]	4	6.2
Vocabulary [ASD-Voc]	1	1.5

Activities that are cited the most in the writing category are writing compositions in English (5%) and writing very long compositions in English (5%). An activity that is cited the most in the examination category is taking exams and quizzes (18.5%).

Activities that are cited the most in the class materials category are doing English homework (7.7%) and doing workbook activities (4.7%). An activity that is cited the most in the class environment category is the class time when student speak Turkish in English classes (4.7%). See Appendix H Part B for all activities that students said they do not like doing.

7. Activities students want to do to practice English

Activities that students want to do to practice English were elicited from Part III of both questionnaires (see Appendices A and B Part III). Students were asked to propose activities, which are not listed in Questionnaire questions 17 to 35, that they want to do to practice English. Students' answers were categorized into eight groups based on the following themes that emerged from the answers: speaking [ASW-S], course at school [ASW-C], extra-curricular activities [ASW-EC], listening [ASW-L], writing [ASW-W], watching [ASW-Wtch], Technology [ASW-Tech], and reading [ASW-R] (see Appendix H Part C for the full list of activities that students do not like). Table 28 displays the overall percentage of each category emerged from 82 entries of activities that students want to do.

Table 28
Activities that students want to do to practice English

Themes	Freq (Total=82)	%
Speaking [ASW-S]	22	26.8
English course [ASW-C]	17	20.7
Extra-curricular activities [ASW-EC]	10	12.2
Listening [ASW-L]	9	11.0
Writing [ASW-W]	9	11.0
Watching [ASW-Wtch]	7	8.5
Technology [ASW-Tech]	4	4.9
Reading [ASW-R]	4	4.9

Activities that are cited the most in the speaking category are having more speaking practice in English class (15.9%) and having more speaking practice in English in general (3.7%). Activities that are cited the most in the course category are having more proficiency exam preparation classes (4.9%) and having the streaming system (3.7%). Activities that are cited the most in the extra-curricular category are travelling overseas (4.9%) and acting in an English play (3.7%). Activities that are cited the most in the listening category are having more listening activities in general (4.9%) and

listening to English songs (3.7%). In addition, 8.5% of the students say that they want to have more writing activities in English in general and another 8.5 % also say that they want to watch more films in English. See Appendix H Part C for all activities that students said they want to do.

8. Students' favorite class activities

Part IV of both questionnaires (see Appendices A and B Part IV) asked students to choose five activities from Questionnaire questions 17 to 35 in Questionnaire Part IV and put them in the order of what they like the most, the second, the third, the fourth, and the fifth. Out of 78 questionnaire participants, 57 participants entered all of their top five activities, one participant entered only his/her top three activities, and 20 participants did not answer this part of the questionnaire. See Appendix K for all activities listed by students.

For the activity that students like the most, 'listening to English songs in class' is listed 13 out of 78 times (22.4% of all answers). See Appendix K Part I for all choices. Data analysis for activities in the second, the third, the fourth, and the fifth places does not show big distinction between the activities students have entered (see Appendix K Parts II, III, IV, and V). When students' choices for top five activities are combined regardless of the rank (a total of 288 choices), frequencies in Table 29 of the top five activities are obtained. See Appendix K Part VI for all activities chosen by students.

Table 29
Five activities that students like the most

Activities	Freq (Total=288)	%
Listening to English songs in class	36	12.5
Listening to television and radio programs in English	30	10.4
Listening to stories my teachers tell in English	26	9.0
Speaking English with people who do not speak my native language	25	8.7
Having free conversation in English in English classes	22	7.6

According to Table 29, students' most favorite activity is listening to English songs in class. Listening to the television and radio program in English, listening to stories their teachers tell in English, speaking English with people who do not speak their native language, and having free conversation in English in English classes are ranked as the second, the third, the fourth, and the fifth most favorite activities. These choices show that students prefer to practice their English by utilizing their listening and speaking skills.

Activities/skills that students lack

Data from the reflective journal reveal some information about what activities or skills that students lack as perceived by students and English teachers. Table 30 presents findings from the journal and how often the skill or situation is cited.

Table 30
Activities or skills that students lack as perceived by students and English teachers

Code	Definition	Frequency		
		Ss	Ts	Total
ASLack-Ssk	Ss lack speaking skill -Ss cannot speak English fluently -Ss cannot express themselves -Ss cannot form sentences while speaking -Ss cannot communicate in master classes -Ss lack opportunities to practice speaking -Ss lack opportunities to express themselves	9 3 1 3 1 1	2 2	11
ASLack-LSk	Ss lack listening skill -Ss cannot understand what they hear in general -Ss cannot understand class audio - Ss lack opportunities to practice listening	2 1 1	1 1	3
ASLack-exExamSk	Ss lack exam skills (as experienced by Ss) -Ss cannot do exam well -Ss do not know how to take notes	2 1 1		2
ASLack-RSk	Ss lack reading skill -Ss wish they could understand email messages about master classes -Ss cannot understand what they read in general	1 1	1 1	2
ASLack-WSk	Ss lack writing skill -Ss wish they could write email messages about master classes -Ss lack opportunities to practice writing	1 1	1 1	2
ASLack-Wcomposition	Ss lack writing composition skill -Ss do not know paragraph components	0	1 1	1

Based on the findings from the journal as shown in Table 30, overall, students and teachers believe that students lack speaking skills the most. According to the reflective journal data, English teachers seemed to focus their class activities according to their students' preferences. For instance, many students prefer to speak English only in a class that is taught by an international teacher. In some classes, students cannot practice speaking because their level of English is not sufficient for them to express themselves clearly and effectively. Therefore, not all classes received equal opportunities to practice speaking. Other skills that students lack as been revealed from the journal data include listening, reading, writing, and exam skills. Berk from Grade 8 highlighted the problem of not being able to write and understand corresponding emails when he had to apply for a master class. As explained by Berk, during an application process, he needed to understand information in an email regarding how to make a payment and other travel arrangements. In English classes, however, writing activities from the textbooks are mainly focus on informal emails between friends. Students have not learned how to write formal emails or master class application related emails.

Conclusion

In this chapter, analyzed data from current MBES student questionnaire, MBES alumni and/or MPHS student questionnaire, MBES music teacher interviews, MBES English teacher interviews, MBES parent interviews, and the teacher's journal data were presented according to the research questions they intended to answer. In the next chapter, findings of the study will be discussed, and implications and suggestions will be provided.

CHAPTER 5: DISCUSSION

Introduction

This chapter presents the overview and discusses the major findings of the study.

Implications of the study for practice and for further research are also presented.

Limitations of the study are provided at the end of the chapter.

Overview of the study

The study was conducted to investigate English language skills needs of Grades 5 to 8 music students at MBES. Objective needs, subjective needs, linguistic content, learning processes, language needs, and situation needs were taken into consideration in the study by following Brown's (1995) framework of how to shape points of views on needs analysis.

The study aims to answer the following research questions:

1. What are the situations where MBES students need English the most as perceived by
 - a. current MBES students,
 - b. former MBES students,
 - c. music teachers, and
 - d. MBES parents?
2. What English language skills (Speaking, Listening, Writing, and Reading) do Grades 5 to 8 students at MBES need to develop as perceived by
 - a. MBES students,
 - b. former MBES students,
 - c. music teachers,

- d. English teachers, and
 - e. MBES parents?
3. What do students at MBES think about the opportunities available to practice the desired language skills
- a. in class,
 - b. at school, and
 - c. outside school?
4. What are the students' preferred ways to practice the desired language skills?

Participants of the study include current MBES students, MBES alumni, MPHS students, music teachers, EFL teachers, MBES parents, and the researcher. While student and alumni participants completed the questionnaires in the data collection phase, music teachers, EFL teachers, and MBES parents were interviewed separately in semi-structured interviews. The researcher participated in the study as a complete participant observer. Quantitative data of the questionnaires yielded frequencies and average of students' answers to describe subjective needs, learning processes, language needs, and situation needs. Qualitative data, which were analyzed by using content analysis technique, provided findings on objective needs, subjective needs, learning processes, language needs, situation needs, and linguistic content.

Major findings

As this study is based on Brown's (1995) framework of how to shape points of views on needs analysis in Figure 1, major findings will be discussed according to the view points of the framework.

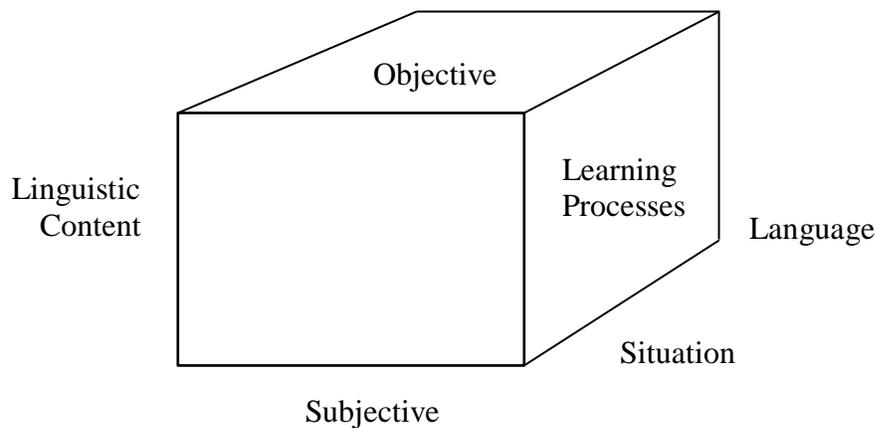


Figure 1. Brown's (1995) framework of how to shape points of view on needs analysis

Situation needs and language needs

Almost all students and all music teachers believe that music students need English to communicate with international musicians, such as music teachers, visiting artists, and conductors, and with people who do not speak the same native language as theirs. In addition, some students also take music lessons at school and master classes outside school in English. Regarding overseas experiences, some MBES students have performed in concerts and attended school auditions, competitions, master classes, and music courses. In an academic dimension of situation and language needs, about 74% of the students believe that they need to pass English proficiency examinations such as TOEFL, IELTS, and so forth. This shows that students aim to continue their music education in English medium institutions.

Objective needs and subjective needs

All MBES participants, including MPHS students and MBES alumni, find all four language skills to be important.

Speaking and listening are perceived by all stakeholders to be the most important skills at the middle school level. For music students to perform well in speaking and

listening, they are expected to be able to express themselves, explain musical pieces, communicate with and understand what is said to them by international musicians in different settings such as school, competitions, auditions, and while playing with the orchestra. According to the parents, music students are often asked to interpret and describe musical pieces during auditions and competitions.

Though reading is not rated as important for music students at this age by the music teachers, some students and both parents think that reading skill is important as students need to understand information about master classes, competitions, other musical events, their trips, and communication emails from school overseas or master classes.

Writing skill is identified as a skill that is not much needed at the middle school level. However, there are some important functions that students need to perform in writing, such as writing communication emails with schools overseas or master classes.

As the focus of this study is on the skills needs of Grades 5 to 8 music students in an EFL setting, most of the objective and subjective needs identified in this study are different from those identified in Wakeland's (2013) study for music students' ESAP writing course in a tertiary level in Hong Kong. According to findings in Wakeland's (2013) study, other objective needs include describing and interpreting performances in writing, using the right terminology and citation style, writing their own concert notes, and giving presentations related to music study in an academic style. The only objective needs that are common between Wakeland's (2013) and this study are describing and interpreting musical pieces.

What students lack

The findings show that there are several things that some students lack. First of all, some students lack the abilities to speak fluently, express themselves, and communicate orally in both musical and non-musical settings. Secondly, some students lack the abilities to understand what they hear in general while communicating in English and in musical settings, such as competitions. Thirdly, some students lack the abilities to understand what they read in general and the corresponding email messages with overseas schools and master classes. Next, some students lack the abilities to write paragraphs and email messages. In addition, some students lack the exam skills, such as how to eliminate choices, how to guess the possible answers, and how to manage their time. Finally, they lack the opportunities to practice all of these skills at school. Based on the findings from the alumni questionnaire (see Table 16) and the reflective journal, more than half of the alumni and all English teachers believe that more opportunities to practice all of these skills need to be provided.

Learning processes

Learning processes are identified through opportunities to practice the desired skills and students' preferred ways to practice them.

The current MBES students believe that they have enough opportunities to practice all desired skills in class. Both students and English teachers believe that the students have the most opportunities to practice reading skills. However, the students and the teachers do not agree about the opportunities to practice other three skills. In addition, each English teacher focuses their lessons on different skills from her colleagues. The different focuses of class activities among English teachers may have resulted from a lack of needs analysis and a written curriculum for all English classes. Students' most

favorite activities in class include listening to English songs, listening to the stories told by their teachers, playing vocabulary or grammar games, watching something in English, having free conversations, and having discussions about what they have read or watched. In addition, the study shows that none of the five writing activities in the study that all teachers employ in class are favored by more than 60.3% of students. This confirms Nunan (1995)'s findings that the activities preferred by teachers are often not the activities that students like doing.

Outside English classes at MBES, current MBES students are more positive than the alumni about the opportunities available for them to practice English in all four language skills. However, less than half of the alumni believe that the opportunities to practice writing and speaking at school were available. The disagreement of the perceptions from current MBES students and alumni may have resulted from certain English curriculum and extra-curricular activities, such as an English book club and an English play that are not provided consistently every academic year. The three activities that students have expressed their interests in joining at school are a book club, an English play, and a speaking session.

Outside school, students believe that there are many opportunities available for them to practice different language skills. Students find listening to be the skill they can practice the most through listening to English songs and watching TV series, YouTube videos, and movies in English. While reading is practiced through reading English books and reading on the internet in English, students practice speaking through communicating with the international community on school campus. Slightly more than half of the students believe there are opportunities available for them to practice writing. This is not surprising as most students and teachers do not find writing as a crucial skill for music students at this age. Additionally, students are not very

enthusiastic about practicing writing skill in general. Therefore, it could be students' lack of interest in practicing writing that make the opportunities seem not much available.

Linguistic content

Findings on linguistic content are limited due to the scope of the study and the time constraint. The findings show that students find it difficult to differentiate between formal and informal language. For example, students have difficulties in understanding the content of email messages in general and the use of unreal conditionals in the messages such as 'I wish you were' and 'I wish you had been.' Students also have difficulties in using the right register when writing a reply to the email messages they receive from schools overseas and master classes.

Implications for further research

As stated earlier, this study does not thoroughly investigate linguistic content due to time and scope limitations; therefore a follow-up study needs to be conducted to investigate the linguistic content before a full curriculum can be successfully designed.

As students are one of the major stakeholders, interviews can be conducted with them to explore their musical experiences and their English language skills needs. Findings from the students interviews may better explain some phenomena and complement the findings from the questionnaires.

This study is a single case study conducted at a music conservatory. However, there are several other music conservatories in Ankara and other cities in Turkey that the same study can be replicated. Similar studies can be conducted on other contexts to further investigate English language skills needs of music students in Turkey and in other countries.

Implications for practice

As needs analysis is a required stage before objectives and aims of the course can be defined (Richards, 2013), findings of this study, such as situation needs, objective needs and subjective needs, can be used as a guideline for the English department to plan their curriculum and to set their course aims and objectives. By keeping these needs in mind during the design stage, the course can be more beneficial to the students (Basturkmen, 2013).

The findings show that the focus of the English course can be different from one teacher to another. Hence, students from different classes do not receive the same amount of training in all language skills. For example, students in class A may not have the same opportunities to practice speaking as much as students in class B. Therefore, the English department should set a standard for class activities to equalize the amount of opportunities to practice desired language skills in different classes.

Findings regarding students' situation needs and learning processes, such as the activities students prefer, can be used in planning classroom activities to develop students' language skills. For example, based on the study findings, for students to do well in speaking, some of the things they need to be able to do are communicating with international musicians and expressing themselves. Therefore, when designing classroom activities, teachers can provide students with activities that will help them develop these skills. As students say that they like to speak about different topics in English classes, teachers can ask students to express their opinions about different texts they read from their text book.

In general, findings regarding the language skills that students need based on the activities or tasks that students need to perform as a musician are in line with the skills

that they lack. To close the gap between what students need and what students lack, more opportunities to practice different language skills should be provided for students. Suggestions made by both the English teachers and the researcher are as follows:

1) The school starting a book club or organizing an English play for students to participate.

2) The English department holding a monthly English contest.

3) The school inviting international musicians or guest speakers from other fields of study to give talks to students. Even though some students have already worked with international musicians, their interactions are restricted mainly to the musical context. By inviting the international musicians and guest speakers to give talks to all students, students' exposure to English can be increased.

4) The English teachers starting optional speaking sessions.

5) The English teachers including exam taking techniques into their lessons.

Several ways to practice different language skills outside school have been identified in the study. Many of the activities, such as watching TV series and communicating with people on online gaming platforms, are activities that can be done outside school.

English teachers can compile a list of outside resources that seem attractive to students and show students how to utilize them to practice and increase their exposure to English. In addition, as the findings show that many students enjoy speaking English with people from other countries, the English teachers can organize live chat through Skype or FaceTime for students to speak with international music students around the world.

Limitations

The first limitation of the study is the extremely limited available literature on English language needs of music students. The only relevant study was Wakeland's (2013)

study that was conducted in the university context in Hong Kong for an ESAP course for music students. With limited previous literature and no previous literature on English needs of middle school level music students, it is not possible to compare the findings of this study with previous literature.

Secondly, the study is conducted in an institution with small student and teacher bodies. Although all students were asked to participate in the study, the sample size is small. At the time the data was collected, the total numbers of Grades 5 to 8 students at MBES and Grades 9 to 12 students at MPHS were 32 and 46 respectively. In addition, to the knowledge of the researcher, this is the only case study for music students in the middle school level. With these two limitations, it is not possible to generalize the results of the study to all music students in Turkey.

Thirdly, the university where MBES is affiliated with is an English medium institution which employs many international academicians. Several music teachers who teach at the university also teach at MBES and MPHS. Therefore the profiles of the music teachers and their expectations may be different from other music conservatories in Turkey. Due to the teachers and the medium of instruction, the results of the study may not be generalizable for all music conservatories in Turkey.

In addition, as the researcher is not a native speaker of Turkish, there is a language barrier in conducting research in a Turkish setting. Student questionnaires and their data were translated from Turkish to English by two language experts who are also educators at a university where MBES is affiliated with.

Another limitation concerns the missing of interviews with students. In this study, students' perceptions were collected from questionnaires and the reflective journal. However, if student interviews had been conducted, the findings may have added more

valuable information and provided clearer explanations on some phenomena such as students' actual musical experiences overseas and their learning experiences with the international music teachers at school.

The last limitation is the lack of investigation of the linguistic content. As part of the Brown's (1995) framework of how to shape points of view on needs analysis, needs analysts are highly recommended to investigate all six types of needs that are specified in the framework, which include linguistic content. However, due to time constraints, linguistic content was explored only in a limited fashion and considered to be beyond the scope of this study. Therefore, this study can be considered as a first phase of the needs analysis. A second phase with linguistic content should be conducted before a proper curriculum can be designed.

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APPENDICES

Appendix A: Questionnaire for Current MBES Students

A. Questionnaire for current MBES students in English

QUESTIONNAIRE FOR CURRENT MBES STUDENTS

My name is Saowalak Vinijkul and I am a graduate student in the Program of Curriculum and Instruction at Bilkent University Graduate School of Education. I am conducting a study to identify desired English language skills of music students at Music and Ballet Elementary School (MBES). I am also investigating if students have enough opportunities to practice and how students prefer to practice the desired language skills. As a part of my study, I am administering a questionnaire which I request you to participate. You may choose whether or not to participate in the study. Your participation and your responses will not affect your English grades in any way. Your identity and personal data will be kept confidential. Your responses to the questionnaire will be kept anonymous. Thank you in advance for your participation.

If you have any questions, please do not hesitate to contact me at vinijkul@bilkent.edu.tr.

Saowalak VINIJKUL
MA CI Program Bilkent University/Ankara
0312 2902053

PART I: Background information

Please answer the following questions. Put a tick (✓) inside the bracket that corresponds to your answer or write your answer in the space provided.

1. Grade Level: _____
2. How many years have you studied at MBES? _____
3. How many years have you studied English? _____
4. Gender : () Male () Female
5. Have you ever had an international music teacher? () Yes () No
If yes, in what language did you communicate with your teacher?
() English () Turkish () Other, please specify _____
6. Have you ever attended a master class given by an international musician?
() Yes () No
If yes, where? () In Turkey () overseas
In what language was the master class given?
() English () Turkish () Other, please specify _____

7. Which musical events have you attended abroad? Tick all that apply.
 a competition an audition for school a music course
 a master class a concert (as a performer) a concert (in the audience)
 Other, please specify _____ none
8. Why do think you need English as a musician? Tick all that apply.
 To pass my English courses at school.
 To pass the COPE or other English proficiency exams (TOEFL, IELTS, FCE, and etc.).
 To communicate with people who do not speak my native language.
 To communicate with international music teachers, musicians, and conductors.
 For travelling purposes (applying for visa, arranging for your trips, getting around, etc.).
 To continue my education at an English medium high school and/or university.
 Other, please specify _____

PART II:

Please circle the number that best corresponds to your answer according to the scale below.

5 = strongly agree 4 = agree 3 = not sure 2 = disagree 1 = strongly disagree

1. Reading in English is very important for musicians.	5	4	3	2	1
2. Speaking English is very important for musicians.	5	4	3	2	1
3. Writing in English is very important for musicians.	5	4	3	2	1
4. Listening comprehension of English is very important for musicians.	5	4	3	2	1
In class, I have enough opportunities to practice					
5. Reading	5	4	3	2	1
6. Speaking	5	4	3	2	1
7. Writing	5	4	3	2	1
8. Listening	5	4	3	2	1
At school, I have enough opportunities to practice					
9. Reading	5	4	3	2	1
10. Speaking	5	4	3	2	1
11. Writing	5	4	3	2	1
12. Listening	5	4	3	2	1
Outside school, I have enough opportunities to practice					
13. Reading	5	4	3	2	1
14. Speaking	5	4	3	2	1
15. Writing	5	4	3	2	1
16. Listening	5	4	3	2	1
Speaking Skills					
17. I like practicing dialogs in our course book.	5	4	3	2	1
18. I like having free conversation in English in class.	5	4	3	2	1
19. I like having a discussion in English about what we read or watch in class.	5	4	3	2	1
20. I like speaking in English with people who don't speak my native language.	5	4	3	2	1

Reading Skills	5	4	3	2	1
21. I like reading on the internet in English.					
22. I like reading articles or books related to music in English.	5	4	3	2	1
23. I like reading fiction in English.	5	4	3	2	1
24. I like reading non-fiction in English.	5	4	3	2	1
25. I like reading the English texts that my teacher gives me in class.	5	4	3	2	1
Writing Skills					
26. I like the English writing assignments in our course book.	5	4	3	2	1
27. I like writing paragraphs in English.	5	4	3	2	1
28. I like writing about myself in English.	5	4	3	2	1
29. I like writing letters and emails in English.	5	4	3	2	1
30. I like writing about my opinions in English.	5	4	3	2	1
Listening Skills					
31. I like it when we listen to a song in class.	5	4	3	2	1
32. I like the English listening activities in our textbook.	5	4	3	2	1
33. I like listening to stories my teacher tells in English.	5	4	3	2	1
34. I like listening to TV or radio programs in English.	5	4	3	2	1
35. I like listening to my classmates speaking in English.	5	4	3	2	1

PART III:

Please answer the questions.

For activities not listed in statements 17- 35, are there any other activities that you

1. enjoy doing? _____

2. hate doing? _____

3. want to do? _____

PART IV:

From statements 17 to 35, please choose 5 activities that you enjoy the most and write the numbers of the statements in the order of how much you like the activities.

Activities that I like:

- The most _____
- The second _____
- The third _____
- The fourth _____
- The fifth _____

B. Questionnaire for current MBES students in Turkish

HALEN MBES'DE ÖĞRENİM GÖRMEKTE OLAN ÖĞRENCİLER İÇİN ANKET

Benim ismim Saowalak Vinijkul. Bilkent Üniversitesi Eğitim Fakültesi Eğitim Programları ve Öğretim Yüksek Lisans Programında lisansüstü eğitimimi sürdürmekteyim. Okulunuzda müzik eğitimi alan öğrencilerin istedik İngilizce dil becerilerinin belirlenmesi amacıyla bir araştırma yapıyorum. Araştırma kapsamında, öğrencilerin dil becerilerini uygulamak için yeterli fırsat bulup bulamadıkları ve bu becerilerini nasıl uygulamayı tercih ettikleri sorularına da cevap arıyorum. Bu amaçla sizin de katılımınızı rica ettiğim bir anket düzenlemekteyim. Bu ankete katılmak konusunda tamamen serbestsiniz. Katılımınız ya da ankette vereceğiniz cevaplar İngilizce dersinden alacağınız notu hiçbir şekilde etkilemeyecektir. Kimliğiniz ve kişisel bilgileriniz tamamen gizli tutulacak, vereceğiniz cevaplar da isimsiz olarak kullanılacaktır. Katılımınız için şimdiden teşekkür ederim.

Sorularınız için e-posta adresim olan vinijkul@bilkent.edu.tr aracılığıyla benim ile irtibata geçebilirsiniz.

Saowalak VINIJKUL
Eğitim Programları ve Öğretim Yüksek Lisans Programı
Bilkent Üniversitesi/Ankara
0312 2902053

I.KISIM: Temel Bilgiler

Aşağıdaki soruları cevaplayınız. Gerekli yerleri doldurunuz ya da gerektiğinde (✓) işareti kullanınız.

1. Sınıf: _____
2. Kaç yıldır MBES'de öğrencisiniz? _____
3. Kaç yıldır İngilizce öğreniyorsunuz? _____
4. Cinsiyetiniz: () Erkek () Kız
5. Yabancı bir müzik öğretmeniniz oldu mu? () Evet () Hayır
Eğer olduysa öğretmeniniz ile hangi dilde iletişim kurdunuz?
() İngilizce () Türkçe () Diğer, lütfen belirtiniz _____
6. Yabancı bir müzisyen tarafından verilen bir master dersine katıldınız mı?
() Evet () Hayır
Cevabınız evet ise, nerede? () Türkiye'de () Yurtdışında
Ders hangi dilde verilmişti?
() İngilizce () Türkçe () Diğer, lütfen belirtiniz _____
7. Yurtdışında hangi tür etkinliklere katıldınız? Uygun olan bütün seçenekleri işaretleyiniz.
() yarışma () bir okul için giriş sınavı () müzik dersi
() master dersi () konser (sanatçı olarak) () konser (dinleyici olarak)
() diğer, lütfen belirtiniz _____
() hiçbiri
8. Bir müzisyen olarak neden İngilizce'ye ihtiyacınız var? Uygun olan bütün seçenekleri işaretleyiniz.
() Okuldaki İngilizce derslerimi geçmek için.

- () COPE ve diğ er İngilizce yeterlilik sınavlarını geçmek için (TOEFL, IELTS, FCE, vb).
- () Anadilimde konuşmayan kişilerle iletişim kurabilmek için.
- () Yabancı müzik öğretmenleri, müzisyenler ve ş eflerle iletişim kurabilmek için.
- () Seyahat amacıyla (vize başvurusu, seyahat hazırlığı, kendi başına seyahat edebilmek, vb).
- () Eğitimime İngilizce eğitim veren bir lise ya da üniversitede devam edebilmek için.
- () Diğ er, lütfen belirtiniz _____

II. KISIM:

Aşağıdaki ölçeğ e göre size en uygun cevaba karş ılık gelen rakamı işaretleyiniz.

**5=kesinlikle katılıyorum 4=katılıyorum 3=emin değı lim 2=katılmıyorum
1=kesinlikle katılmıyorum**

1. Müzisyenler için İngilizce okumak çok önemlidir.	5	4	3	2	1
2. Müzisyenler için İngilizce konuşmak çok önemlidir.	5	4	3	2	1
3. Müzisyenler için İngilizce yazmak çok önemlidir.	5	4	3	2	1
4. Müzisyenler için dinlediğini anlamak çok önemlidir.	5	4	3	2	1
Derste , aşağıdaki becerileri uygulayabilmek için fırsat buluyorum					
5. Okuma	5	4	3	2	1
6. Konuşma	5	4	3	2	1
7. Yazma	5	4	3	2	1
8. Dinleme	5	4	3	2	1
Okulda , aşağıdaki becerileri uygulayabilmek için fırsat buluyorum					
9. Okuma	5	4	3	2	1
10. Konuşma	5	4	3	2	1
11. Yazma	5	4	3	2	1
12. Dinleme	5	4	3	2	1
Okul dışında , aşağıdakileri becerileri uygulayabilmek için fırsat buluyorum					
13. Okuma	5	4	3	2	1
14. Konuşma	5	4	3	2	1
15. Yazma	5	4	3	2	1
16. Dinleme	5	4	3	2	1
Konuşma Becerileri					
17. Ders kitabındaki diyalogları çalışmayı seviyorum.	5	4	3	2	1
18. Derste İngilizce olarak serbest konuşma yapmayı seviyorum.	5	4	3	2	1
19. Sınıfta okuduklarımız ya da seyrettiklerimiz hakkında İngilizce tartışmayı seviyorum.	5	4	3	2	1

20. Anadilimi konuşmayan kişilerle İngilizce konuşmayı seviyorum.	5	4	3	2	1
Okuma Becerileri					
21. İnternet'te İngilizce okumayı seviyorum.	5	4	3	2	1
22. Müzik ile ilgili İngilizce kitap ve makaleler okumayı seviyorum.	5	4	3	2	1
23. İngilizce roman ya da hikayeler okumayı seviyorum.	5	4	3	2	1
24. İngilizce gerçeğe dayalı ya da bilimsel yazılar okumayı seviyorum.	5	4	3	2	1
25. Öğretmenimin derste verdiği yazıları okumayı seviyorum.	5	4	3	2	1
Yazma Becerileri					
26. Ders kitabımdaki yazı ödevlerini yapmayı seviyorum.	5	4	3	2	1
27. İngilizce paragraflar yazmayı seviyorum.	5	4	3	2	1
28. Kendim ile ilgili İngilizce yazılar yazmayı seviyorum.	5	4	3	2	1
29. İngilizce mektup ve e-posta yazmayı seviyorum.	5	4	3	2	1
30. İngilizce görüşlerimi yazmayı seviyorum.	5	4	3	2	1
Dinleme Becerileri					
31. Derste İngilizce şarkılar dinlemeyi seviyorum.	5	4	3	2	1
32. Ders kitabımdaki İngilizce dinleme alıştırmalarını yapmayı seviyorum.	5	4	3	2	1
33. Öğretmenimin anlattığı İngilizce hikayeleri dinlemeyi seviyorum.	5	4	3	2	1
34. İngilizce televizyon ve radyo programları dinlemeyi seviyorum.	5	4	3	2	1
35. Sınıf arkadaşlarımla İngilizce konuşmalarını dinlemeyi seviyorum.	5	4	3	2	1

III. KISIM

Aşağıdaki soruları cevaplayınız.

17- 35. sorularda belirtilmemiş etkinlikler dışında

1. Yapmayı sevdiğiniz nelerdir? _____

2. Yapmayı sevmedikleriniz nelerdir? _____

3. Yapmak istedikleriniz nelerdir? _____

IV. KISIM

17-35. sorulardaki etkinliklerden en sevdiğiniz 5 tanesini seçerek en çok sevdiğinizden en az sevdiğinize göre aşağıya sıralayınız.

En çok sevdiğiniz etkinlikler:

Birinci sırada _____

İkinci sırada _____

Üçüncü sırada _____

Dördüncü sırada _____

Beşinci sırada _____

Appendix B: Questionnaire for Former MBES Students or MPHS Students

A. Questionnaire for former MBES students or MPHS students in English

QUESTIONNAIRE FOR FORMER MBES STUDENTS OR MPHS STUDENTS

My name is Saowalak Vinijkul and I am a graduate student in the Program of Curriculum and Instruction at Bilkent University Graduate School of Education. I am conducting a study to identify desired English language skills of music students at Music and Ballet Elementary School (MBES). I am also investigating if students have enough opportunities to practice and how students prefer to practice the desired language skills. As a part of my study, I am administering a questionnaire which I request you to participate. You may choose whether or not to participate in the study. If you are a student at MPHS, your participation and your responses will not affect your English grades in any way. Your identity and personal data will be kept confidential. Your responses to the questionnaire will be kept anonymous. Thank you in advance for your participation.

If you have any questions, please do not hesitate to contact me at vinijkul@bilkent.edu.tr.

Saowalak VINIJKUL
MA CI Program
Bilkent University/Ankara
0312 2902053

PART I: Background information

Please answer the following questions. Put a tick (✓) inside the bracket that corresponds to your answer or write your answer in the space provided.

1. Grade Level: _____
2. How many years did you study at MBES? _____
3. How many years have you studied English? _____
4. Where do you study now? () MPHS () Other, please specify _____
5. Gender : () Male () Female
6. Have you ever had an international music teacher? () Yes () No
If yes, in what language did you communicate with your teacher?
() English () Turkish () Other, please specify _____
7. Have you ever attended a master class given by an international musician?
() Yes () No
If yes, where? () In Turkey () overseas
In what language was the master class given?
() English () Turkish () Other, please specify _____
8. Which musical events have you attended abroad? Tick all that apply.
() a competition () an audition for school () a music course

() a master class () a concert (as a performer) () a concert (in the audience)

() Other, please specify _____

() None

9. Why do you think you need English as a musician? Tick all that apply.

() To pass my English course at school.

() To pass the COPE or other English proficiency exams (TOEFL, IELTS, FCE, and etc.).

() To communicate with people who do not speak my native language.

() To communicate with international music teachers, musicians, and conductors.

() For travelling purposes (applying for a visa, arranging for your trips, getting around, etc.).

() To continue my education at an English medium high school and/or university.

() Other, please specify _____

PART II:

Please circle the number that best corresponds to your answer according to the scale below.

5 = strongly agree 4 = agree 3 = not sure 2 = disagree 1 = strongly disagree

1. Reading in English is very important for musicians.	5	4	3	2	1
2. Speaking English is very important for musicians.	5	4	3	2	1
3. Writing in English is very important for musicians.	5	4	3	2	1
4. Listening comprehension of English is very important for musicians.	5	4	3	2	1
In middle school (grades 5 to 8), I believe music students should develop skills in					
5. Reading	5	4	3	2	1
6. Speaking	5	4	3	2	1
7. Writing	5	4	3	2	1
8. Listening	5	4	3	2	1
If you studied at MBES, please answer every question. If you did not study at MBES, please go to Question 17.					
At MBES, I had enough opportunities to practice					
9. Reading	5	4	3	2	1
10. Speaking	5	4	3	2	1
11. Writing	5	4	3	2	1
12. Listening	5	4	3	2	1
At MBES, I wish I had had more opportunities to practice					
13. Reading	5	4	3	2	1
14. Speaking	5	4	3	2	1
15. Writing	5	4	3	2	1
16. Listening	5	4	3	2	1
Speaking Skills					
17. I like practicing dialogs in our course book.	5	4	3	2	1
18. I like having free conversation in English in					

class.	5	4	3	2	1
19. I like having a discussion in English about what we read or watch in class.	5	4	3	2	1
20. I like speaking in English with people who don't speak my native language.	5	4	3	2	1
Reading Skills					
21. I like reading on the internet in English.	5	4	3	2	1
22. I like reading articles or books related to music in English.	5	4	3	2	1
23. I like reading fiction in English.	5	4	3	2	1
24. I like reading non-fiction in English.	5	4	3	2	1
25. I like reading the English texts that my teacher gives me in class.	5	4	3	2	1
Writing Skills					
26. I like the English writing assignments in our course book.	5	4	3	2	1
27. I like writing paragraphs in English.	5	4	3	2	1
28. I like writing about myself in English.	5	4	3	2	1
29. I like writing letters and emails in English.	5	4	3	2	1
30. I like writing about my opinions in English.	5	4	3	2	1
Listening Skills					
31. I like it when we listen to a song in class.	5	4	3	2	1
32. I like the English listening activities in our textbook.	5	4	3	2	1
33. I like listening to stories my teacher tells in English.	5	4	3	2	1
34. I like listening to TV or radio programs in English.	5	4	3	2	1
35. I like listening to my classmates speaking in English.	5	4	3	2	1

PART III:

Please answer the questions.

For activities not listed in statements 17- 35, are there any other activities that you

1. enjoy doing? _____

2. hate doing? _____

3. want to do? _____

PART IV:

From statements 17 to 35, please choose 5 activities that you enjoy the most and write the numbers of the statements in the order of how much you like the activities.

Activities that I like:

- The most _____
 The second _____
 The third _____
 The fourth _____
 The fifth _____

B. Questionnaire for former MBES students or MPHS students in Turkish

MBES'DEN MEZUN OLMUŞ YA DA ŞU ANDA MPHS'DE ÖĞRENİM

GÖREN ÖĞRENCİLER İÇİN ANKET

Benim ismim Saowalak Vinijkul. Bilkent Üniversitesi Eğitim Fakültesi Eğitim Programları ve Öğretim Yüksek Lisans Programında lisansüstü eğitimimi sürdürmekteyim. MBES'de müzik eğitimi alan öğrencilerin istedik İngilizce dil becerilerinin belirlenmesi amacıyla bir araştırma yapıyorum. Araştırma kapsamında, öğrencilerin dil becerilerini uygulamak için yeterli fırsat bulup bulamadıklarını ve bu becerilerini nasıl uygulamayı tercih ettikleri sorularına da cevap arıyorum. Bu amaçla sizin de katılımınızı rica ettiğim bir anket düzenlemekteyim. Bu ankete katılmak konusunda tamamen serbestsiniz. Şu anda MPHS'de öğrenci iseniz, katılımınız ya da ankette vereceğiniz cevaplar İngilizce dersinden alacağımız notu hiçbir şekilde etkilemeyecektir. Kimliğiniz ve kişisel bilgileriniz tamamen gizli tutulacak, vereceğiniz cevaplar da isimsiz olarak kullanılacaktır. Katılımınız için şimdiden teşekkür ederim.

Sorularınız için e-posta adresim olan vinijkul@bilkent.edu.tr aracılığıyla benim ile irtibata geçebilirsiniz.

Saowalak VINIJKUL
Eğitim Programları ve Öğretim Yüksek Lisans Programı
Bilkent Üniversitesi/Ankara
0312 2902053

I.KISIM: Temel Bilgiler

Aşağıdaki soruları cevaplayınız. Gerekli yerleri doldurunuz ya da gerektiğinde (✓) işareti kullanınız.

1. Sınıf: _____
2. Kaç yıldır MBES'de öğrencisiniz? _____
3. Kaç yıldır İngilizce öğreniyorsunuz? _____
4. Şu anda nerede öğrencisiniz? () MPHS () Diğer, lütfen belirtiniz _____
5. Cinsiyetiniz: () Erkek () Kız
6. Yabancı bir müzik öğretmeniniz oldu mu? () Evet () Hayır
Eğer olduysa öğretmeniniz ile hangi dilde iletişim kurdunuz?
() İngilizce () Türkçe () Diğer, lütfen belirtiniz _____
7. Yabancı bir müzisyen tarafından verilen bir master dersine katıldınız mı?
() Evet () Hayır
Cevabınız evet ise, nerede? () Türkiye'de () Yurtdışında
Ders hangi dilde verilmişti?
() İngilizce () Türkçe () Diğer, lütfen belirtiniz _____
8. Yurtdışında hangi tür etkinliklere katıldınız? Uygun olan bütün seçenekleri işaretleyiniz.
() yarışma () bir okul için giriş sınavı () müzik dersi
() master dersi () konser (sanatçı olarak) () konser (dinleyici olarak)
() diğer, lütfen belirtiniz _____
() hiçbiri

9. Bir müzisyen olarak neden İngilizce'ye ihtiyacınız var? Uygun olan bütün seçenekleri işaretleyiniz.
- () Okuldaki İngilizce derslerimi geçmek için.
- () COPE ve diğer İngilizce yeterlilik sınavlarını geçmek için (TOEFL, IELTS, FCE, vb).
- () Anadilimde konuşmayan kişilerle iletişim kurabilmek için.
- () Yabancı müzik öğretmenleri, müzisyenler ve şeflerle iletişim kurabilmek için.
- () Seyahat amacıyla (vize başvurusu, seyahat hazırlığı, kendi başına seyahat edebilmek, vb).
- () Eğitimime İngilizce eğitim veren bir lise ya da üniversitede devam edebilmek için.
- () Diğer, lütfen belirtiniz _____

II. KISIM:

Aşağıdaki ölçüğe göre size en uygun cevaba karşılık gelen rakamı işaretleyiniz.

**5=kesinlikle katılıyorum 4=katılıyorum 3=emin değilim 2=katılmıyorum
1=kesinlikle katılmıyorum**

1. Müzisyenler için İngilizce okumak çok önemlidir.	5	4	3	2	1
2. Müzisyenler için İngilizce konuşmak çok önemlidir.	5	4	3	2	1
3. Müzisyenler için İngilizce yazmak çok önemlidir.	5	4	3	2	1
4. Müzisyenler için dinlediğini anlamak çok önemlidir.	5	4	3	2	1
Ortaokulda (5-8. Sınıflar), öğrenciler aşağıdaki becerileri geliştirmelidirler.					
5. Okuma	5	4	3	2	1
6. Konuşma	5	4	3	2	1
7. Yazma	5	4	3	2	1
8. Dinleme	5	4	3	2	1
MBES'de öğrenim gördüyseniz bütün soruları cevaplayınız. Aksi takdirde, 17. Soruya geçiniz. MBES'de aşağıdaki becerileri uygulayabilmek için yeterli fırsat buldum					
9. Okuma	5	4	3	2	1
10. Konuşma	5	4	3	2	1
11. Yazma	5	4	3	2	1
12. Dinleme	5	4	3	2	1
MBES'de aşağıdakileri becerileri uygulayabilmek için daha fazla fırsatım olmasını isterdim.					
13. Okuma	5	4	3	2	1
14. Konuşma	5	4	3	2	1
15. Yazma	5	4	3	2	1
16. Dinleme	5	4	3	2	1
Konuşma Becerileri					
17. Ders kitabımdaki diyalogları çalışmayı seviyorum.	5	4	3	2	1
18. Derste İngilizce olarak serbest konuşma	5	4	3	2	1

yapmayı seviyorum. 19. Sınıfta okuduklarımız ya da seyrettiklerimiz hakkında İngilizce tartışmayı seviyorum.	5	4	3	2	1
20. Anadilimi konuşmayan kişilerle İngilizce konuşmayı seviyorum.	5	4	3	2	1
Okuma Becerileri					
21. İnternet’te İngilizce okumayı seviyorum.	5	4	3	2	1
22. Müzik ile ilgili İngilizce kitap ve makaleler okumayı seviyorum.	5	4	3	2	1
23. İngilizce roman ya da hikayeler okumayı seviyorum.	5	4	3	2	1
24. İngilizce gerçeğe dayalı ya da bilimsel yazılar okumayı seviyorum.	5	4	3	2	1
25. Öğretmenimin derste verdiği yazıları okumayı seviyorum.	5	4	3	2	1
Yazma Becerileri					
26. Ders kitabımdaki yazı ödevlerini yapmayı seviyorum.	5	4	3	2	1
27. İngilizce paragraflar yazmayı seviyorum.	5	4	3	2	1
28. Kendim ile ilgili İngilizce yazılar yazmayı seviyorum.	5	4	3	2	1
29. İngilizce mektup ve e-posta yazmayı seviyorum.	5	4	3	2	1
30. İngilizce görüşlerimi yazmayı seviyorum.	5	4	3	2	1
Dinleme Becerileri					
31. Derste İngilizce şarkılar dinlemeyi seviyorum.	5	4	3	2	1
32. Ders kitabımdaki İngilizce dinleme alıştırmalarını yapmayı seviyorum.	5	4	3	2	1
33. Öğretmenimin anlattığı İngilizce hikayeleri dinlemeyi seviyorum.	5	4	3	2	1
34. İngilizce televizyon ve radyo programları dinlemeyi seviyorum.	5	4	3	2	1
35. Sınıf arkadaşlarımla İngilizce konuşmalarını dinlemeyi seviyorum.	5	4	3	2	1

III. KISIM

Aşağıdaki soruları cevaplayınız.

17- 35. sorularda belirtilmemiş etkinlikler dışında

1. Yapmayı sevdiğiniz nelerdir? _____
2. Yapmayı sevmedikleriniz nelerdir? _____
3. Yapmak istedikleriniz nelerdir? _____

IV. KISIM

17-35. sorulardaki etkinliklerden en sevdiğiniz 5 tanesini seçerek en çok sevdiğinizden en az sevdiğinize göre aşağıya sıralayınız.

En çok sevdiğiniz etkinlikler:

Birinci sırada _____

İkinci sırada _____

Üçüncü sırada _____

Dördüncü sırada _____

Beşinci sırada _____

Appendix C: Semi-structured Interview Questions for Subject Specific

(music) Teachers

1. Where are you from?
2. What is your native language?
3. What language(s) do you speak?
4. What grade levels do you teach?
5. In what language do you teach?
6. In what language do your students communicate with you?
7. Among the four English language skills: Speaking, Reading, Writing, and Listening, what language skills, do you believe, music students need the most?
8. Before students graduate from MBES, what language skills, do you believe, students need to develop in order to be successful in working with international music teachers or artists?

Appendix D: Semi-structured Interview Questions for EFL Teachers

1. What grade levels do you teach?
2. Why, do you think, your students need English as a musician?
3. Among the 4 language skills: Speaking, Reading, Writing, and Listening, what language skills, do you believe, music students need the most?
4. Before students graduate from MBES, what language skills, do you believe, students need to develop in order to be successful in working with international music teachers or artists?

Appendix E: Semi-structured Interview Questions for Parents

1. Have you ever travelled with your child to another country for musical events?
2. What and where were the musical events?
3. Who arranged the trip?
4. How much was your child involved in arranging it?
5. At the international music event(s), how well was your child able to use English to communicate or work with musicians from other countries?
6. Among the 4 language skills: Speaking, Reading, Writing, and Listening, what language skills, do you believe, your child need the most as a musician?

Appendix F: Parent's Consent Form (in Turkish)

VELİ İZİN FORMU

Değerli Veliler,

Benim ismim Saowalak Vinijkul. Bilkent Üniversitesi Eğitim Fakültesi Eğitim Programları ve Öğretim Yüksek Lisans Programında lisansüstü eğitimimi sürdürmekteyim. Müzik ve Bale İlköğretim Okulu'nda müzik eğitimi alan öğrencilerin istenilen İngilizce dil becerilerinin belirlenmesi amacıyla bir araştırma yapıyorum. Araştırma kapsamında, öğrencilerin dil becerilerini uygulamak için yeterli fırsat bulup bulamadıkları ve bu becerilerini nasıl uygulamayı tercih ettikleri sorularına da cevap arıyorum. Bu amaçla Müzik ve Bale İlköğretim Okulu (MBES) ve Müzik ve Sahne Sanatları Lisesi (MPHS) öğrencilerinin katılımını rica ettiğim bir anket düzenlemekteyim. Bu ankete katılmak konusunda öğrenciler tamamen serbestirler. Katılımları ya da ankette verecekleri cevaplar İngilizce derslerinden alacakları notları hiçbir şekilde etkilemeyecektir. Öğrencilerin kimlikleri ve kişisel bilgileri tamamen gizli tutulacak, verecekleri cevaplar da isimsiz olarak kullanılacaktır.

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İlgili metni okudum ve anladım. Çocuğumun bu araştırmaya katılmasına izin veriyorum.

Ad- Soyad:

İmza:

Appendix G: List of Codes

General codes and symbols

CODE	Definition
L	Listening
R	Reading
S	Speaking
W	Writing
(-)	Skill or activity is not needed
(?)	Skill or activity may be needed in the future
ex	Based on actual experiences
op	Based on opinions
ASD	Activities students dislike when practicing or learning English
ASLack	ASLack: Abilities or skills that students lack as perceived by students and English teachers
ASLike	Activities students like doing when practicing or learning English
ASW	Activities students want to do when practicing or learning English
PbW/	Problems that students have as perceived by students and teachers
SiN	Situations needs where students need English as perceived by students, teachers, and parents
SkN	Skill need as perceived by students, teachers, and parents

ASD: Activities students dislike when practicing or learning English

CODE	Definition
ASD-EnvEngGen	Ss dislike doing something in English
ASD-EnvForced	Ss dislike being forced to speak in English
ASD-EnvMixed	Ss dislike being in the same class with Ss from different English level
ASD-EnvSTur	Ss dislike their classmates speaking Turkish in English lessons
ASD-ExamLg	Ss dislike taking long exams
ASD-ExamQzs	Ss dislike taking exams and quizzes
ASD-ExamRL	Ss dislike the reading and listening parts of the exams
ASD-GrGen	Ss dislike grammar in general
ASD-GrPrac	Ss dislike practicing grammar
ASD-GrRepeat	Ss dislike studying the grammar topics they have already learned again
ASD-Lgen	Ss dislike listening in English in general
ASD-LEngSongs	Ss dislike listening to English songs
ASD-LradioComp	Ss dislike listening to radio programs and answer questions about them

ASD-MatHW	Ss dislike doing homework
ASD-MatHWL	Ss dislike doing listening activities as homework
ASD-MattxtBk	Ss dislike their text books
ASD-MatWkBk	Ss dislike doing workbook activities
ASD-MatWkShts	Ss dislike doing English worksheets
ASD-Rgen	Ss dislike reading in English in general
ASD-RtxtBk	Ss dislike reading the passages in their text book
ASD-Rterm	Ss dislike reading passages with many terminologies
ASD-VocGen	Ss dislike learning vocabulary in general
ASD-W	Ss dislike writing activities in general
ASD-Wessays	Ss dislike writing essays
ASD-Wcomposition	Ss dislike writing stories or compositions in English
ASD-WcompositionLong	Ss dislike writing very long compositions in English
ASD-Wscience	Ss dislike writing about science

ASLack: Abilities or skills that students lack as perceived by students and English teachers

CODE	Definition
ASLack-exExamSk	Ss lack exam skills (as experienced by Ss)
ASLack-exSexp	Ss lack ability to express themselves (as experiences by Ss)
ASLack-LSk	Ss lack listening skill
ASLack-RSk	Ss lack reading skill
ASLack-Ssk	Ss lack speaking skill
ASLack-Wcomposition	Ss lack writing composition skill
ASLack-WSk	Ss lack writing skill

ASLike: Activities students like doing when practicing or learning English

CODE	Definition
ASLike-ComIntArts	Ss like talking to intl music teachers and artists
ASLike-ComW/gamers	Ss like communicating (in written form) with other gamers while playing online games
ASLike-EngGames	Ss like playing games in English
ASLike-EngVocGames	Ss like playing vocabulary games in English
ASLike-GrPrac	Ss like practicing English grammar.
ASLike-LdoLAc	Ss like doing listening activities
ASLike-LEngSongs	Ss like listening to English songs
ASLike-LEngSongsLy	Ss like listening to English songs and fill in the blanks to complete the lyrics.
ASLike-Lgen	Ss like listening to anything in English in general
ASLike-LradPrg	Ss like listening to radio programs in English
ASLike-REngBk	Ss like reading English books
ASLike-REngBk->T	Ss like reading English books then read the Turkish translation
ASLike-Rgen	Ss like reading in English in general

ASLike-RintThings	Ss like reading about interesting things and stories
ASLike-RpopThings	Ss like reading about popular things around the world
ASLike-RtxtBk	Ss like reading passages in their text books
ASLike-riddlesETC	Ss like learning riddles, puns, slangs, and random old English
ASLike-SinCls	Ss like speaking English in class
ASLike-Sgen	Ss like speaking in general.
ASLike-Sneighbors	Ss like speaking to their intl neighbors at their summer house
ASLike-SONlyEng	Ss like speaking only in English in English classes
ASLike-Ssing	Ss like singing English songs.
ASLike-Sw/Dad	Ss like speaking English with their father
ASLike-SwT	Ss like chatting with their English teachers
ASLike-SdiffTopics	Ss like talking about different topics in English class
ASLike-SoutsidetxtBk	Ss like speaking about somethings outside their text books
ASLike-Trans	Ss like translating things from English to their language.
ASLike-WkShts	Ss like completing English worksheets
ASLike-Wstories	Ss like writing stories in English
ASLike-WtchDocu	Ss like watching documentaries in English
ASLike-WtchFilms	Ss like watching films in English
ASLike-WtchFilmsW/Sub	Ss like watching films in English with English subtitles
ASLike-WtchGen	Ss like watching something in English in general
ASLike-WtchTVProg	Ss like watching TV programs in English
ASLike-WtchTVseries	Ss like watching TV series in English
ASLike-WtchUtube	Ss like watching YouTube videos

ASW: Activities students want to do when practicing or learning English

CODE	Definition
ASW-BkClb	Ss want to be in an English Book Club
ASW-CmrRevi	Ss want to have more revision in English lessons
ASW-CmusLesInEng	Ss want to have music lessons in English
ASW-CPr/GrWork	Ss want to work in pairs or in groups
ASW-CsameTs	Ss want to study with the same teacher for many years
ASW-CStreaming	Ss want to have the streaming system
ASW-ECintlFr	Ss want to meet intl people on the internet
ASW-ECintlP	Ss want to have intl friends who are at their age
ASW-ECTra	Ss want to travel overseas
ASW-EngPl	Ss want to act in an English play
ASW-ExamPrep	Ss want to have exam preparation sessions
ASW-LEngSongs	Ss want to listen to English songs in class
ASW-LEngSongsLy	Ss want to listen to English songs and fill in the lyrics
ASW-LintThings	Ss want to listen to interesting things around the world
ASW-LoutsideTxtBk	Ss want to listen to something this is not from their text books
ASW-mrDisc	Ss want to have more discussions in English in class

ASW-mrClsSp	Ss want to have more speaking activities in class
ASW-mrL	Ss want to have more listening activities in class
ASW-mrSEng>T	Ss want to speak more English than Turkish in English class
ASW-mrSp	Ss want to have more speaking practice in general
ASW-mrWtchFilms	Ss want to watch more films in English
ASW-mrWr	Ss want to have more writing practice in general
ASW-Perf	Ss want to go overseas to give concerts
ASW-RComm	Ss want to read more and comment about what they read
ASW-REngBk	Ss want to read English books
ASW-RintThings	Ss want to read about interesting things around the world
ASW-RpopThings	Ss want to read about popular things around the world
ASW-SBkFmDisc	Ss want to talk about films or books in English class
ASW-SEvEng	Ss want to learn to speak everyday English
ASW-SSes	Ss want to have speaking sessions
ASW-TechProj	Ss want to use a projector in English class
ASW-TechTab	Ss want to use a tablet in English class
ASW-WoutsideTxtBk	Ss want to write about something that is not in their text books

OPP-: Opportunities to practice desired language skills

CODE	Definition
OPPcl-R	Opportunities to practice reading skill in class
OPPcl-Rgen	Enough opportunities to practice reading skill in class in general
OPPcl-Rgen(-)	Not enough opportunities to practice reading skill in class in general
OPPcl-L	Opportunities to practice listening skill in class
OPPcl-Lgen	Enough opportunities to practice listening skill in class in general
OPPcl-Lgen(-)	Not enough opportunities to practice listening skill in class in general
OPPcl-Lnt(-)	Not enough opportunities to practice listening for note taking in class
OPPcl-S	Opportunities to practice speaking skill in class
OPPcl-Sgen	Enough opportunities to practice speaking skill in class in general
OPPcl-Sgen(-)	Not enough opportunities to practice speaking skill in class in general
OPPcl-Sdisc(-)	Not enough opportunities to practice discussion in class
OPPcl-W	Enough opportunities to practice writing skill in class
OPPcl-Wgen	Enough opportunities to practice writing skill in class in general
OPPcl-Wgen(-)	Not enough opportunities to practice writing skill in class in general
OPPcl-Wpara	Not enough opportunities to practice writing paragraphs in class
OPPout-L	Opportunities to practice listening skill outside school
OPPout-LTVseries	Enough opportunities to practice listening skill outside school from watching TV series
OPPout-LUTube	Enough opportunities to practice listening skill outside school from watching YouTube videos

OPPout-LEngSongs	Enough opportunities to practice listening outside school from listening to English songs
OPPout-R	Opportunities to practice reading skill outside school
OPPout-REngBk	Enough opportunities to practice reading skill outside school from reading English books
OPPout-Rgames	Enough opportunities to practice reading skill outside school from playing online games
OPPout-S	Opportunities to practice speaking skill outside school
OPPout-Sneigh	Enough opportunities to practice speaking skill with their international neighbors at their summer house
OPPout-W	Opportunities to practice writing skill outside school
OPPout-Wgames	Enough opportunities to practice writing skill outside school while playing online games
OPPsc-S	Opportunities to practice speaking skill at MBES
OPPsc-Sgen	Enough opportunities to practice speaking skill at MBES
OPPsc-SintArts	Enough opportunities to practice speaking skill at MBES with intl musicians
OPPsc-Sgen(-)	Not enough opportunities to practice speaking skill at MBES
OPPsc-SBkClb(-)	Not enough opportunities to practice speaking skill through a book club at MBES
OPPsc-SSs(-)	Not enough opportunities to practice speaking skill through a speaking session at MBES
OPPsc-SEngPI(-)	Not enough opportunities to practice speaking skill through acting in an English play at MBES
OPPsc-R	Opportunities to practice reading skill at MBES
OPPsc-Rgen	Enough opportunities to practice reading skill at MBES
OPPsc-Rgen(-)	Not enough opportunities to practice reading skill at MBES
OPPsc-RBkClb(-)	Not enough opportunities to practice reading skill through a book club at MBES

PbW/: Problems that students have as perceived by students and teachers

CODE	Definition
PbW/exam	Ss don't know how to do well in exams
Problems related to listening skill	
PbW/L	Ss have problems with listening
PbW/L-gen	Ss have problems with listening in general
PbW/L-classCD	Ss can't understand class audio
PbW/L-jury	Ss can't understand the jury at competitions
Problems related to speaking skill	
PbW/S-gen	Ss have problems with speaking in general
PbW/S-conv	Ss can't respond orally in a conversation
PbW/S-exp	Ss have problems with expressing themselves orally
PbW/S-fluency	Ss can't speak fluently
PbW/S-words	Ss can't find the right words while speaking
Problems related to reading skill	
PbW/R	Ss have problems with reading
PbW/R-app	Ss have problems filling out application forms
PbW/R-email	Ss have problems understanding email messages
Problem related to writing skill	

PbW/W	Ss have problems with writing
PbW/W-email	Ss have problems writing email messages

SiN: Situations needs where students need English as perceived by students, teachers, and parents

CODE based on actual experiences (SiN-ex)	CODE based on opinions (SiN-op)	Definition
SiN-exAudit	SiN-opAudit	Audition for a school overseas
SiN-exCom	SiN-opCom	Communicate with people who do not speak Turkish
	SiN-op ComMus	Communicate with intl musicians (artists, teachers, conductors)
SiN-exComp	SiN-opComp	Join a competition overseas
	SiN-opConcert	Play in a concert
	SiN-op LiveWork	Live and work overseas in the future
SiN-exMC	SiN-opMC	Attend master classes in English
SiN-exPerf	SiN-opPerf	Perform in a concert overseas
SiN-exPlanTr		Plan trips
SiN-ex ProfExams		Pass English Proficiency Exams (TOEFL, IELTS, etc.)
	SiN-opSC	Attend summer camps
	SiN-op SchoolOS	Attend (non-English medium) schools overseas
	SiN-opWS	Attend workshops
Situations related to Listening skill (L)		
SiN-exLaudit		Understand what is said to them at auditions
SiN-exLcomp		Understand other musicians in competitions
SiN-exLgen	SiN-opLgen	Understand what they hear in general
SiN-ex LintArts	SiN-op LintArts	Understand what is said to them by int'l conductors and musicians
	SiN-opLMC	Understand what is said to them in master classes
SiN-exLTcom		Understand what is said to them in music classes with intl music teachers at school
	SiN-opLWS	Understand what is said to them in workshops
Situations related to Speaking skill (S)		
SiN-exSaudit		Converse at the audition
SiN-exScomp		Converse with other musicians in competitions
SiN-exSdes		Describe musical pieces orally
SiN-exSexp	SiN-opSexp	Express/explain themselves
	SiN-op SintArts	Converse with international conductors and musicians
	SiN-opSMC	Converse in master classes
SiN-exSTcom		Converse with their intl music teachers in music classes at school

Situations related to Reading skill (R)		
	SiN-opRgen	Understand what they read in general
SiN-ex RMCcom		Understand email messages for master class application
SiN-exRScom		Understand email messages from schools from overseas
	SiN-opRta	Read and understand musical texts and articles
SiN-exRTra		Read and understand travel information
Situations related to Writing skill (W)		
	SiN-opWdes	Describe their musical piece in writing
SiN-ex WMCcom		Write reply email messages for master class application
	SiN-opWly	Write song lyrics
SiN-exWnt		Take notes in music classes
	SiN-opWta	Write musical texts and articles

SkN: Skill need as perceived by students, teachers, and parents

CODE	Definition
SkN	Skill need
SkN-L	Listening skill is needed
SkN-R	Reading skill is needed
SkN-R(-)	Reading skill not needed
SkN-R(?)	Reading skill not needed so much for now but may be needed in the future
SkN-S	Speaking skill is needed
SkN-W	Writing skill is needed
SkN-W(-)	Writing skill is not needed
SkN-W(?)	Writing skill not needed so much for now but may be needed in the future

SUG: Suggestions made by English teachers

Code	Definition
SUG-BkClb	To have a book club
SUG-Contest	To hold monthly English contests
SUG-EngPl	To have an English play
SUG-TalkMus	To have talks given by international musical artists
SUG-TalkOther	To have talks given by experts in different fields of study

Appendix H: Activities Students Like, Do Not Like, and Want to Do

A: Activities students like doing in learning and practicing English. [ASLike-]

Part III Question 1	Freq. (Total=85)	%
Watching [ASLike-Wtch]	23	27.05
I like watching films. [ASLike-WtchFilms]	9	10.6
I like watching TV series from other countries. [ASLike-WtchTVseries]	8	9.4
I like watching movies in English with English subtitles. [ASLike-WtchFilmsW/Sub]	3	3.5
I like watching English TV program. [ASLike- WtchTVProg]	1	1.2
I like watching something in English. [ASLike-WtchGen]	1	1.2
I like watching documentaries. [ASLike-WtchDocu]	1	1.2
Speaking [ASLike-S]	23	27.05
I like speaking English in general. [ASLike-Sgen]	11	12.9
I like speaking English in class. [ASLike-SinCls]	4	4.7
I like singing English songs. [ASLike-Ssing]	3	3.5
I like speaking English with my father. [ASLike-Sw/Dad]	2	2.3
I like speaking only in English during the English lessons. [ASLike-SonlyEng]	1	1.2
I like speaking about something that is not in my text book. [ASLike-SoutsidetxBk]	1	1.2
I like chatting with my English teachers in English. [ASLike-SwT]	1	1.2
Listening [ASLike-L]	19	22.4
I like listening to English songs. [ASLike-LEngSongs]	10	11.8
I like listening to anything in English in general. [ASLike- Lgen]	5	5.9
I like completing listening activities. [ASLike-LdoLAc]	2	2.3
I like listening to a song and fill in the blanks in the lyric. [ASLike-LEngSongsLy]	1	1.2
I like listening to radio programs in English. [ASLike- LradPrg]	1	1.2
Others [ASLike-]	9	10.6
I like translating from English to my language. [ASLike- Trans]	3	3.5
I like playing games in English. [ASLike-EngGames]	2	2.3
I like completing English worksheets. [ASLike-WkShts]	1	1.2
I like practicing English grammar. [ASLike-GrPrac]	1	1.2
I like playing English vocabulary games. [ASLike- EngVocGames]	1	1.2
I like learning riddles, puns, slangs, and random old English. [ASLike-riddlesETC]	1	1.2
Reading [ASLike-R]	8	9.4
I like reading books in English. [ASLike-REngBk]	4	4.6

I like reading in general. [ASLike-Rgen]	1	1.2
I like reading the reading passages in my course book. [ASLike-RtxtBk]	1	1.2
I like reading about interesting things and stories. [ASLike-RintThings]	1	1.2
I like reading about something popular around the world. [ASLike-RpopThings]	1	1.2
Writing [ASLike-W]	3	3.5
I like writing stories in English. [ASLike-Wstories]	3	3.5

B: Activities students dislike doing. [ASD-]

Part III Question 2	Freq. (Total=65)	%
Writing [ASD-W]	15	23.1
I don't like writing stories or compositions in English. [ASD-Wcomposition]	5	7.7
I don't like writing very long compositions in English. [ASD-WcompositionLong]	5	7.7
I don't like writing about science. [ASD-Wscience]	1	1.5
I don't like writing in general. [ASD-W]	4	6.2
Examination [ASD-Exam]	14	21.5
I don't like taking exams and quizzes. [ASD-ExamQzs]	12	18.5
I don't like long exams. [ASD-ExamLg]	1	1.5
I don't like the reading and listening parts in the exams. [ASD-Exam]	1	1.5
English lesson materials [ASD-Mat]	12	18.5
I don't like doing homework. [ASD-MatHW]	5	7.7
I don't like doing workbook activities. [ASD-MatWkBk]	3	4.7
I don't like my text books. [ASD-MattxtBk]	2	3.1
I don't like doing English worksheets. [ASD-MatWkShts]	1	1.5
I don't like doing listening activities as homework. [ASD-MatHWL]	1	1.5
English classroom environment [ASD-Env]	7	10.8
I don't like it when my classmates speak Turkish in English classes. [ASD-EnvSTur]	3	4.7
I don't like when students from different levels are in the same class. [ASD-EnvMixed]	2	3.1
I don't like to be forced to speak in English. [ASD-EnvForced]	1	1.5
I don't like to do something in English. [ASD-EnvEngGen]	1	1.5
Listening [ASD-L]	6	9.2
I don't like listening in general. [ASD-Lgen]	4	6.2
I don't like listening to songs. [ASD-LEngSongs]	1	1.5
I don't like listening to the radio and answer questions about the listening. [ASD-LradioComp]	1	1.5

Reading [ASD-R]	6	9.2
I don't like reading in general. [ASD-Rgen]	3	4.6
I don't like reading the passages in my text books. [ASD-RtxtBk]	2	3.1
I don't like reading passages with many terminologies. [ASD-Rterm]	1	1.5
Grammar [ASD-Gr]	4	6.2
I don't like grammar in general. [ASD-GrGen]	2	3.1
I don't like repeating grammar topics. [ASD-GrRepeat]	1	1.6
I don't like a lot of grammar practice. [ASD-GrPrac]	1	1.6
Vocabulary [ASD-Voc]	1	1.5
I don't like vocabulary in general [ASD-VocGen]	1	1.5

C: Activities students want to do. [ASW-]

Part III Question 3	Freq. (Total=82)	%
Speaking [ASW-S]	22	26.8
I want to do more English speaking in class. [ASW-mrClsSp]	13	15.9
I want to have more speaking practice in general. [ASW-mrSp]	3	3.7
I want to speak more English than Turkish in the English classroom. [ASW-mrSEng>T]	2	2.4
I want to have a discussion about anything in English. [ASW-mrDisc]	2	2.4
I want to practice everyday English. [ASW-SEvEng]	1	1.2
I want to talk about films or books in English. [ASW-SBkFmDisc]	1	1.2
Courses at school [ASW-C]	17	20.7
I want to have more exam preparation lessons. [ASW-ExamPrep]	4	4.9
I want to have the streaming system. [ASW-CStreaming]	3	3.7
I want to study with the same teacher for many years. [ASW-CsameTs]	2	2.45
I want to work in pairs or groups. [ASW-CPr/GrWork]	2	2.45
I want to have speaking sessions. [ASW-SSes]	1	1.2
I want to have music lessons in English. [ASW-CmusLesInEng]	1	1.2
I want to have more revision in English lessons. [ASW-CmrRevi]	1	1.2
I want the exams to be shorter. [ASW-CEexamShorter]	1	1.2
I want to play English games. [ASW-CmrEngGames]	1	1.2
I want to have less grammar practice. [ASW-GrPracLess]	1	1.2
Extra-curricular activities [ASW-EC]	10	12.2
I want to travel overseas. [ASW-ECTra]	4	4.9
I want to act in an English play. [ASW-EngPI]	3	3.7

I want to be in a book club. [ASW-BkClb]	1	1.2
I want to have intl friends who are at my age. [ASW-ECintlFr]	1	1.2
I want to meet intl people on the internet. [ASW-ECintlP]	1	1.2
Listening [ASW-L]	9	11
I want do more listening activities. [ASW-mrL]	4	4.9
I want to listen to English songs. [ASW-LEngSongs]	3	3.7
I want to listen to English songs and fill in the lyrics. [ASW-LEngSongsLy]	1	1.2
I want to listen to something that is not from my text book. [ASW-LoutsideTxtBk]	1	1.2
Writing [ASW-W]	9	11
I want to do more writing in English. [ASW-mrWr]	7	8.5
I want to write about something else that is not in my text book. [ASW-WoutsideTxtBk]	2	2.5
Watching [ASW-Wtch]	7	8.5
I want to watch more films in English. [ASW-mrWtchFilms]	7	8.5
Technology [ASW-Tech]	4	4.9
I want to use a tablet in English class. [ASW-TechTab]	2	2.45
I want to use a projector in English class. [ASW-TechProj]	2	2.45
Reading [ASW-R]	4	4.9
I want to read English book. [ASW-REngBk]	2	2.5
I want to read more and comment about what we read. [ASW-RComm]	1	1.2
I want to read about something popular around the world. [ASW-RpopThings]	1	1.2

Appendix I: Samples of Teacher's Journal Data Entries

Thursday, February 20, 2014

Berk from Grade 8 said he wished he could understand reading and writing better. He explained that he attended many master classes and the problems he usually encountered were reading and writing. He received many messages about the master classes such as how to apply, how to pay for the class, how to prepare for the class but he couldn't understand them and always needed someone to translate for him. Then he also had to reply back and he had difficulties writing back to them. He said that listening was not so much of an issue as many international artists did not speak English well either. They also tried to speak slowly as they knew that students were not proficient in English. So, with the level of English he had, he could manage with oral communication. It was the writing and reading that gave him most trouble.

Monday, Feb 24, 2014

The sixth graders said they really need to work on listening. They all agreed that listening was very important for musicians as they needed to understand the international conductors, other orchestra members, and some international teachers. They believed that at the middle school level, students should be able to understand English and listening skill need to be developed. One student said that they needed to understand what they hear; otherwise they could not really response to people who talked to them. Speaking, though important, was not as crucial as listening. They said they did not have to speak in English as much if they were in Turkey. For writing and reading, they said they did not have to use much of these two skills. They said that they may need them in the future, but for the middle school level, they said these two skills were not a big issue.

Wednesday, March 5, 2014

Emre (Grade 8) has just returned from a school audition in England. He was the 5th student in the past two years who went to school auditions. He said he was really happy that he could understand people speaking while he was there. As he could understand what was said to him during the audition, it made him feel confident even though he couldn't speak properly. He took an English test which he said the result wasn't so bad. (Though, I do not know his result.) He also said he was able to read directions, city information, and he could get around without any help from his parents while he was in England. However, he expressed some concerned about speaking as he said he couldn't express himself very well in English.

Appendix J: Sample of Music Teacher Interview Transcription

Researcher: Hello. Where are you from?

Music Teacher: Hello. I am from the United States, from Pittsburgh, Pennsylvania, originally.

Researcher: And what is your native language?

Music Teacher: English.

Researcher: Do you speak any other languages?

MT: I speak a little bit of German, a little bit of French, and I am learning Turkish.

Researcher: Here.. your students are in different grade levels.

MT: Yes.

Researcher: So, what grades are they in?

MT: Um. So, my youngest is in 6th Grade and the oldest is in 9th.

Researcher: So when you teach, which language do you use?

MT: English. Yes. Sometimes, Turkish and some German words. A little mixture.

Researcher: And your students, can they communicate with you?

MT: Yes. Yes. Erm. My Turkish students have really been picking up English, actually, quite well.

Researcher: So what skills do you think is most important for them; speaking, reading, writing, and listening?

MT: I think listening, probably. I am usually doing most of the speaking, and they just need to be able to comprehend, listen and comprehend and usually play things back. Reading, not really much at all. Writing, sometimes I have them jot down notes. And speaking, they have to be able to respond, But listening, I think, is probably the most.

Researcher: As you work with some of the students in the middle school, what skills do you think they need to develop the most, the language skills?

MT: Among those 4, probably.. they are very good across the board.. It's having the confidence to speak. I think that's the biggest thing because they know the theories of reading and writing and they can comprehend, but they are nervous about their speaking skills. So once you kinda break the ice, then the speaking comes. But that's probably the biggest one that needs work.

Researcher: For students to be successful in international arena, what do you think is more important for them? Is it still listening and speaking?

MT: I think it's the listening and speaking because, I mean, as a musician especially. Of course you will be reading and writing, but the initial ones are listening and speaking. I think that would be the biggest things because .. for some reasons, it's all about the confidence and being willing to make the mistakes. Cause as a native English

speaker, we will understand what they are saying. It is just they have to say something. And getting pass that barrier is the biggest thing. So, the confidence about making mistakes is the thing. University students too. All across the board.

Researcher: Thank you very much.

MT: You're welcome!

Appendix K: Order of Activities Students Like

Part I: Activities students like the most

Activity Number	Frequency	Percent	Valid Percent
17	2	2.6	3.4
18	9	11.5	15.5
19	2	2.6	3.4
20	8	10.3	13.8
21	3	3.8	5.2
22	1	1.3	1.7
23	2	2.6	3.4
24	1	1.3	1.7
31	13	16.7	22.4
32	1	1.3	1.7
33	6	7.7	10.3
34	10	12.8	17.2
Total	58	74.4	100.0
Missing System	20	25.6	
Total	78	100.0	

Part II: Activities students like the second

Activity Number	Frequency	Percent	Valid Percent
18	5	6.4	8.6
19	4	5.1	6.9
20	6	7.7	10.3
21	8	10.3	13.8
22	4	5.1	6.9
23	3	3.8	5.2
24	2	2.6	3.4
26	1	1.3	1.7
27	1	1.3	1.7
28	3	3.8	5.2
29	1	1.3	1.7
31	5	6.4	8.6
32	3	3.8	5.2
33	4	5.1	6.9
34	7	9.0	12.1
35	1	1.3	1.7
Total	58	74.4	100.0
Missing System	20	25.6	
Total	78	100.0	

Part III: Activities students like the third

Activity Number	Frequency	Percent	Valid Percent
17	3	3.8	5.2
18	6	7.7	10.3
19	5	6.4	8.6
20	4	5.1	6.9
21	3	3.8	5.2
22	4	5.1	6.9
23	3	3.8	5.2
24	1	1.3	1.7
25	1	1.3	1.7
27	3	3.8	5.2
28	3	3.8	5.2
29	5	6.4	8.6
30	3	3.8	5.2
31	4	5.1	6.9
32	1	1.3	1.7
33	4	5.1	6.9
34	2	2.6	3.4
35	3	3.8	5.2
Total	58	74.4	100.0
Missing System	20	25.6	
Total	78	100.0	

Part IV: Activities students like the fourth

Activity Number	Frequency	Percent	Valid Percent
17	3	3.8	5.3
18	1	1.3	1.8
19	4	5.1	7.0
20	4	5.1	7.0
21	1	1.3	1.8
22	3	3.8	5.3
23	3	3.8	5.3
25	2	2.6	3.5
26	2	2.6	3.5
27	3	3.8	5.3
28	2	2.6	3.5
29	1	1.3	1.8
30	2	2.6	3.5
31	8	10.3	14.0
32	4	5.1	7.0
33	8	10.3	14.0
34	4	5.1	7.0
35	2	2.6	3.5
Total	57	73.1	100.0
Missing System	21	26.9	
Total	78	100.0	

Part V: Activities students like the fifth

Activity Number	Frequency	Percent	Valid Percent
17	2	2.6	3.5
18	1	1.3	1.8
19	2	2.6	3.5
20	3	3.8	5.3
21	2	2.6	3.5
22	1	1.3	1.8
23	4	5.1	7.0
24	3	3.8	5.3
25	4	5.1	7.0
26	4	5.1	7.0
27	2	2.6	3.5
28	1	1.3	1.8
29	2	2.6	3.5
30	3	3.8	5.3
31	6	7.7	10.5
32	2	2.6	3.5
33	4	5.1	7.0
34	7	9.0	12.3
35	4	5.1	7.0
Total	57	73.1	100.0
Missing System	21	26.9	
Total	78	100.0	

Part VI: Activities students like the most, with all answers combined

Activity	Frequency (Total = 288)	%
17	10	3.5
18	22	7.6
19	17	5.9
20	25	8.7
21	17	5.9
22	13	4.5
23	15	5.2
24	7	2.4
25	7	2.4
26	7	2.4
27	9	3.1
28	9	3.1
29	9	3.1
30	8	2.8
31	36	12.5
32	11	3.8
33	26	9.0
34	30	10.4
35	10	3.5

Part VII: Explanation of each activity number

Activity number	Explanation
17	I like practicing dialogs in our course book
18	I like having free conversation in English in class
19	I like having a discussion in English about what we read or watch in class
20	I like speaking in English with people who don't speak my native language
21	I like reading on the internet in English
22	I like reading articles or books related to music in English
23	I like reading fictions in English
24	I like reading non-fiction in English
25	I like reading the English texts that my teacher gives me in class
26	I like the English writing assignments in our course book
27	I like writing paragraphs in English
28	I like writing about myself in English
29	I like writing letters and emails in English
30	I like writing about my opinions in English
31	I like it when we listen to a song in class
32	I like the English listening activities in our textbooks
33	I like listening to stories my teacher tells in English
34	I like listening to TV or radio program in English
35	I like listening to my classmates speaking in English
