

**SPOR BİLİMLERİ FAKÜLTESİ ÖĞRENCİLERİNİN YABANCI DİL
İHTİYAÇLARINA YÖNELİK TANIMLAYICI ANALİTİK BİR YAKLAŞIM**

**A DESCRIPTIVE ANALYTICAL APPROACH TO STUDENTS'
STUDYING AT FACULTY OF SPORT SCIENCES FOREIGN
LANGUAGE NEEDS**

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Spor Bilimleri Fakültesi Öğrencilerinin Yabancı Dil İhtiyaçlarına Yönelik Tanımlayıcı Analitik Bir Yaklaşım

ÖZ

Bu çalışmanın temel amacı, Niğde Ömer Halisdemir üniversitesinde Spor Bilimleri Fakültesi'nde öğrenim gören öğrencilerin dil ihtiyaçlarını belirlemek ve buna uygun bir öğretim programı tasarlamaktır. Öğrencilerin dil ihtiyaçlarını belirlemek için ihtiyaç analizi anketi uygulanmıştır. Nicel veri analizi SPSS 22 istatistik programı ile, nitel veri analizi ise MaxQda yazılım analiz programı ile yapılmıştır. Sonuçlara göre öğrencilerin dil ihtiyaçlarına göre tasarlanmış bir müfredat dil öğretiminde daha etkili olabilir. Buna göre bu çalışma İngilizce öğretmenlere ışık tutabileceği gibi öğretim materyallerinin hazırlanması ve dil öğretim uygulamaları açısından da faydalı olacaktır.

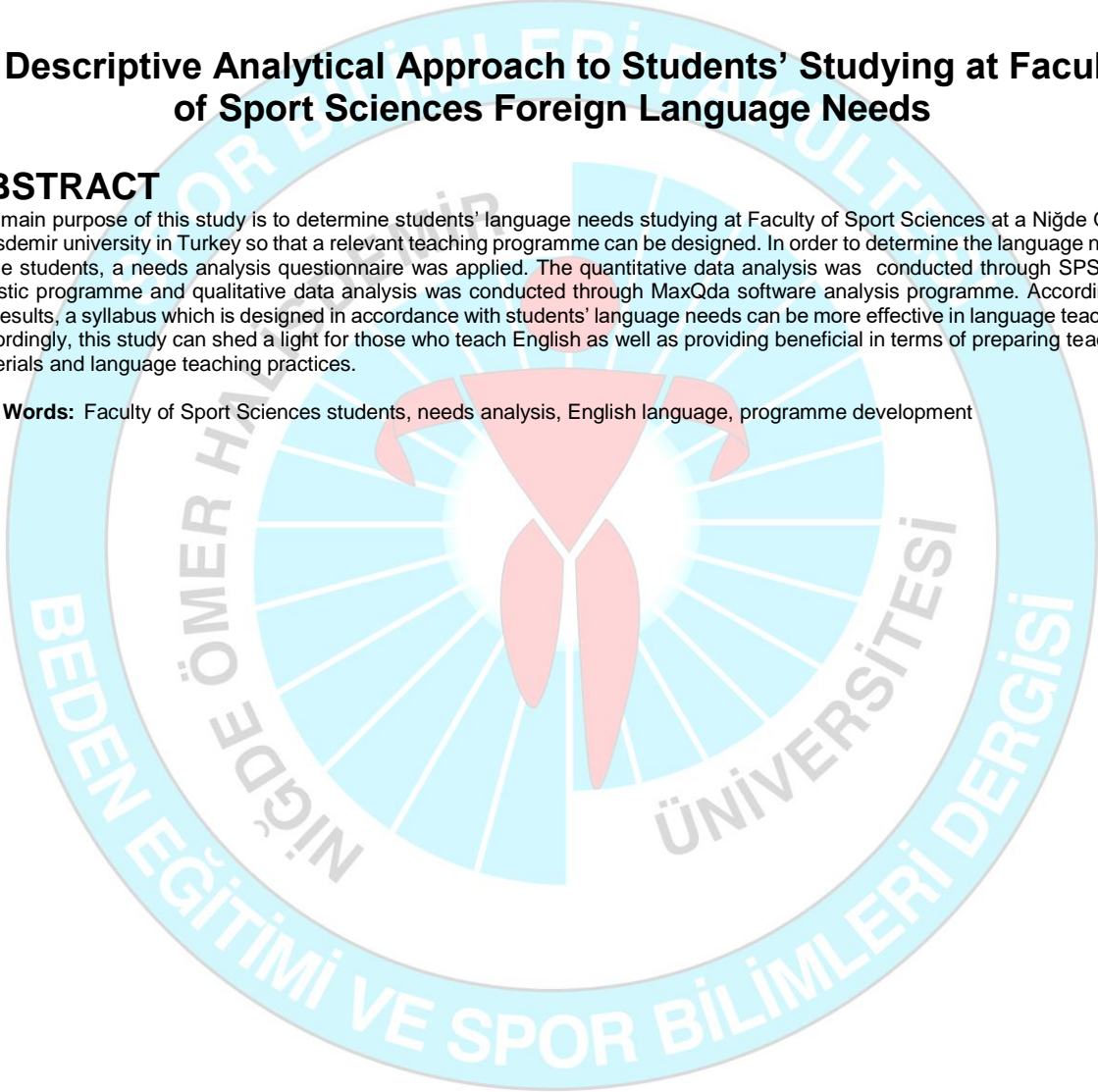
Anahtar Kelimeler: Spor Bilimleri Fakültesi öğrencileri, ihtiyaç analizi, İngiliz dili, program geliştirme

A Descriptive Analytical Approach to Students' Studying at Faculty of Sport Sciences Foreign Language Needs

ABSTRACT

The main purpose of this study is to determine students' language needs studying at Faculty of Sport Sciences at a Niğde Ömer Halisdemir university in Turkey so that a relevant teaching programme can be designed. In order to determine the language needs of the students, a needs analysis questionnaire was applied. The quantitative data analysis was conducted through SPSS 22 statistic programme and qualitative data analysis was conducted through MaxQda software analysis programme. According to the results, a syllabus which is designed in accordance with students' language needs can be more effective in language teaching. Accordingly, this study can shed a light for those who teach English as well as providing beneficial in terms of preparing teaching materials and language teaching practices.

Key Words: Faculty of Sport Sciences students, needs analysis, English language, programme development



INTRODUCTION

The initial idea of students' needs analysis began by means of Richterich's (1971)¹ pioneering work for the Council of Europe. However, Michael West started to use 'analysis of needs' as early as the 1920s during the educational processes of Indian civil servants. As views on language and communicative competence have changed, approaches to needs analysis have changed. Therefore, the first basic movement, 'Target Situation Analysis', developed alongside the functional/notional work of Wilkins (1976)². Wilkins' work led to a search to find those situations in which students would need language and subsequently an attempt to define the language needed in those situations.

According to Dudley and Evans (1998)³ "a needs analysis includes all the activities used to collect information about students' learning needs, wants, wishes, desires, etc." Moreover, Hutchinson and Waters (1987)⁴ believed that "target needs" and "learning needs" should be handled in a different way since the target needs refer to what the learners needs to do in the target situation and the learning needs refer to what the learner needs to do in order to learn. Besides, the target needs are categorized as "(1) necessities; what the learner has to know in order to function effectively in the target situation, (2) lacks; the discrepancy between necessities and what the learner already knows (3) wants; what the learner actually wants to learn or what they feel they need. The learner's "wants" might conform whatever is perceived by the teachers or course designers." All in all, the learning need is equated to the guide for learning.

A detailed analysis of the students' English needs in Turkey reveals that English syllabi underestimate students' needs in several aspects Çalışkan and Çangal (2013)⁵. A needs analysis is applied for various purposes, such as Target Situation Analysis, Lacks analysis (deficiency analysis), Learning needs analysis (strategy analysis), Wants analysis (subjective needs analysis) and so on. First of all in order to provide a guide for the researcher, some of the analysis should be performed. These are, what language to teach, participants' background knowledge in English, what language they lack and what the participants think they want to learn. Some of resources for conducting a needs analysis may include surveys and questionnaires, test scores, and interviews⁶⁻⁸.

In the current study, the researcher decided to use questionnaire to determine participants' needs before preparing a syllable specially designed for students studying at Faculty of Sport Sciences. According to Hutchinson and Waters (1987)⁴, there are a good number of crucial elements that should be taken into consideration so that a language program can succeed, and it is a given that one of these elements is students' needs. The main aim of teaching English should be to assist students to gain the necessary language skills required as the workforce in the future Ekibi (2013)⁹. Nowadays, the main problem encountered in Turkey is that English teachers fail to formulate learners' needs, which results in determining improper goals. The purpose of the current study is to determine students' professional needs in English in terms of skills and tasks.

Review of Literature

The main purpose of this study is to determine students' language needs studying at Faculty of Sport Sciences. According to Brown (2009)¹⁰, needs analysis constitutes the

initial phase of programme development since the determination of the needs serves as the basis for development of the materials used for teaching, activities for learning, assessment strategies and a program to evaluate these strategies. To be more precise, the requirements for needs analysis are associated with simply learners in modern language education. Therefore, a language teaching program is expected to meet the learners' needs¹⁰.

Nunan (1999)¹¹ identifies needs analysis as “sets of tools, techniques and procedures for determining the language content and learning process for specified group of learners. According to Brown (1995)¹², “...needs analysis is conducted by gathering both subjective and objective information for the purpose of determining and formalizing ‘defensible curriculum purposes’ which achieve learners’ language needs in an educational context”.

Several researchers have a consensus that needs analysis has a significant role in ESP or general English programme design^{4,10,12-17}. According to Hutchinson and Waters (1987)⁴, learners’ needs differentiate between ESP and general English course. That’s why, the main feature of ESP course design to the extent that Belcher (2009)¹⁸ suggests that needs analysis should be taken into consideration as something which teachers can apply as a part of their teaching.

MATERIALS AND METHODS

The current study was conducted at Niğde Ömer Halisdemir University with the students studying at Faculty of Sport Sciences during 2021-2022 scholar year.

The participants of the current study were randomly selected from the students studying at Faculty of Sport Sciences at Niğde Ömer Halisdemir University in Turkey. There were two groups of students at the department; group one including 25 students who studied during the day time and the other group including 25 students who took lessons during the evening. In order to avoid the manipulations of the students’ current level on the results of the experiment, the researcher decided to apply a diagnostic test. The test was taken from the course books ‘Touch Stone’ published by Cambridge University press. The test itself contains 100 questions aimed to determine the level of the students from the beginning (A1) through the intermediate (B2) levels of proficiency.

The main aim of the empirical part of the thesis was to determine the needs of students who are taking an ESP course as part of their curriculum in the first year of their university education. In other words, the research represented the first stage of an ESP syllabus design process, the outcomes of which could subsequently be used when making any important decisions considering the course contents and its execution, such as the selection of items to be included in the syllabus or the choice of materials to be employed.

The questionnaire was developed by the researcher to investigate the needs of the participants. The developed questionnaire consisted of two main sections and eight parts; these were:

1. Demographic Information (Open-ended questions)
2. General Opinions on ESP and ESP courses

Expectations of an ESP course (Likert-scale questions)

Advantages of an ESP course (An Open-ended question)

Time spent extensive on English (A multiple choice question)

Opinions on a useful and enjoyable English course (An Open-ended question)

Students' language level –before beginning the ESP course- (Likert-scale questions)

Students' language improvements –after taking the ESP course- (Likert-scale questions)

Students' expectations to use English in different context (Likert-scale questions)

As for the qualitative data of the study, students were asked two questions: As follows:

1- What are the areas of language difficulties?

2- What are students thoughts and opinions regarding the ESP course?

The needs analysis procedure was based on Hutchinson and Waters (1987)⁴ needs analysis framework and consisted of two parts; an objective needs analysis and a subjective needs analysis. The aim of the former was to establish the requirements of the language use in the target situation, while the latter was concerned with the examination of the characteristics of the learners. Both the objective and subjective analyses started with identifying the reason why the students register for the course. In the current situation students do not have much choice; they take English for Specific Purposes (ESP) as it is a compulsory subject in their curriculum. Thus, it might seem that there is no apparent need for the course at the time it occurs; yet it is widely acknowledged that in order to meet the demands of the current fiercely competitive workforce market, technology professionals should possess versatile skills with a very high priority of the language skills. Consequently, the first task for the empirical part of the thesis was to look at the objective reasons for conducting an ESP course at the Faculty of Sports Sciences at Niğde Ömer Halisdemir University.

When it comes to the interviews with students, out of 50 students, 15 students participated in the interviews voluntarily. The participants were selected randomly. The students were exposed to the same questions asked to their content teachers. The data was analysed through MaxQda qualitative analysis programme.

As already discussed in review of literature, the researcher constructed a questionnaire with different types of questions; the questions that attempt to measure on an interval level, one of the commonest of such type of questions is the traditional 1-to-5 rating referred to as a Likert response scale.

Another type of question to measure as to how much time they spend studying English outside the classroom is a nominal question, another type of question is ordinal type of question and the other types of questions are open-ended ones in order to reach a deeper understanding of the group members' opinions and ideas in an objective fashion. The questions are; the students' expectations of the Technical English course, the amount of time they spend studying on English outside classes, their current level for the at the time of the application of the questionnaire and finally their opinions as to how much they expect to English in the specified contexts.

The ethical permission of the implementation of the study was obtained from 'The Ethical Commission' at Niğde Ömer Halisdemir University.

FINDINGS

In order to learn more about participants' ideas and opinions as to what they consider when it comes to a technical English course, there are four items in the questionnaire, which provides the researcher with more concrete and objective data; and thus enabling the researcher to reach deeper understanding of the participants reasons. As a result, the researcher will be able to prepare a more efficient syllable along with classroom environment specially designed for the students.

Table 1. Students' Expectations of a Technical English Course

Items	Frequencies and Percentages									
	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
a. To learn more vocabulary	3	6	1	4	2	4	14	28	30	60
b. To understand written texts in course books more efficiently	3	6	2	4	1	2	22	44	22	44
c. To understand spoken English more efficiently	2	4	3	6	5	10	13	26	26	52
d. To speak more fluently	2	4	3	6	5	10	13	26	26	52
e. To write more efficiently	3	6	2	4	5	10	19	38	21	42

As it can be seen above in Table 1, students were asked to grade their expectations from 1 to 5. There are obvious differences students' expectations. 30 students with the percentage of 60 graded item #a as 5. 22 (44%) students graded as 4. 1 students graded as 2 with the percentage of 2. 2 students with the percentage of 4 graded as 2 and 3 students graded as 1 with the percentage of 6.

As for #b, 22 (44%) graded as 5. 22 students with percentage of 44 graded as 4. 1 (2%) graded as 3. 2 students with the percentage of 4 graded as 2. As for the rest of the students, they graded as 3 with 5 (6%)

Another item is #c, 26 (52%) graded as 5. 13 (26%) students graded as 4. 5 students with the percentage of 10 graded as 3. 3(6%) graded as 3. And finally, to the next grade was favored by 2 students with the percentage of 4.

Next comes item #d, 26 (52%) graded as 5. 13 (26%) students graded as 4. 5 students with the percentage of 10 graded as 3. 3(6%) graded as 3. And finally, 2 students with the percentage of 4 grades as 1.

The final item is #e, 3 students graded as 1 with 6%. 2 students with the percentage of 4 graded as 2. 5(10%) students graded as 3. 19 students with the percentage of 38 graded as 4. And finally, 21 students with the percentage of 42 graded as 4.

According to the results of item 2 in the questionnaire, which tries to find out students' opinions about advantages of a vocabulary based Technical English course; out of 50 participants of the needs analysis, only 5 of them said no, which means they do not see the importance of a technical English course. Besides, only 2 of them commented on the reason why they were against such a course these are; a technical English

course is simply based on memorization, one of whom said “*I found my own way of learning; therefore I do not need a specially designed course.*” and the other one commented as “*I had enough vocabulary items to support my technical English.*” Yes responses of the participants to the open ended questions are given in Table 2 below:

Table 2. The Advantages of a Vocabulary Based Technical English Course

Items	Numbers
Improve technical English vocabulary	11
Read the text related to my profession	15
Write about my profession effectively	1
Speak about my profession effectively	15
Understand spoken English related to my profession	8

Most of the participants gave more than one response to the items. The participants of the questionnaire gave different responses to this item; 11 of them stated that they needed to improve their technical English vocabulary, 15 of them said that they needed to read the text related to their profession, only 1 of them find it important to write in English related to their profession. 15 participants believed that they needed to speak about the subjects within their profession and finally 8 participants thought that they needed English in order to understand the spoken English related to their profession.

Table 3. Time Spent By the Students Outside Classes

Items	f	%
1. 1 hour per week	6	12
2. more than 2 hours per week	7	14
3. 1 hour a day	6	12
4. more than 1 hour a day	4	8
5. never	25	50
6. more than 1 hour a day during holidays	1	2
7. 3-4 hours a year	1	2

As it is clearly seen above in Table 3, there are seven items. It is clear that there are various amount of time spent by the students outside classes. Item #1, 6 students with the percentage of 12 chose. Similarly, the following item #2 was chosen by 7 students with the percentage of 14. The next item #3 was chosen by 6 students with the percentage of 12 as was item#1. Another item #4 was chosen by 4 students with 8%. On the other hand item #5 was chosen by 25 students with the percentage of 50. Finally, item #6 and #7 were chosen by the same number of students as 1 (2%).

Table 4. Think Back To Useful and Enjoyable English Course You Attended. What Made That Course So Good For You?

Activities	n	%
Reading activities	8	16
Listening activities	6	12
Speaking activities	13	26
Vocabulary activities	12	24
Grammar activities	8	19
Writing activities	3	6

There are also various responses to this question; 8 of the participants of the belief that that reading activities made the lessons enjoyable, 6 of them support the opinion that they enjoy listening activities, 13 of them thought that speaking activities were encouraging, 12 of them believed that vocabulary activities made the lesson so enjoyable, 8 of them had the idea that grammar activities made the lesson so good for them, and finally 3 of them believed that writing activities were helpful.

Table 5. Students' Expectations Regarding Using English in Different Contexts

	Never f %	Rarely f %	Sometimes f %	Frequently f %	Always f %
a. Reading written texts in general English	9-18	20-40	9-18	5-10	6-12
b. Reading written texts in my profession	10-20	17-34	10-20	6-12	7-14
c. Speaking English on the phone	21-42	9-18	9-18	4-8	7-14
d. Speaking English in informal situations	20-40	8-16	10-20	6-12	6-12
e. Speaking English to individuals in formal situations	16-32	7-14	11-22	7-14	7-14
f. Speaking English to a group in formal situations	20-40	10-20	10-20	3-6	7-14
g. Corresponding in English	16-32	10-20	11-22	7-14	6-12
h. Understanding general English conversations	9-18	13-26	11-22	8-16	8-16
i. Translating from English into Turkish vice versa.	6-12	10-20	16-32	11-22	11-22
j. Speaking English about my profession	15-30	6-12	14-28	8-16	7-14
k. Writing English regarding my profession	18-36	7-14	16-32	3-6	5-10
l. Reading English texts about my profession	12-24	8-16	16-32	5-10	9-18
m. Improving vocabulary specific to my profession	11-22	12-24	13-26	6-12	8-16

As it can be seen in Table 5 above, there are ten items in the table, which are related to the students' expectations of using English in different contexts; as for item #a, 9 students with the percentage of 18 said 'never'. 20 students with (40%) said 'rarely'. 9 students with (18%) said 'sometimes'. 5 students with the percentage of 10 said 'frequently' and 6 students with the percentage of 12 said 'always'.

Another one in the table is item #b, which is related to reading written texts in English. 10 students with (20%) said 'never'. 17 students' responses were 'rarely' with (34%). 10 students with the percentage of 20 said 'sometimes'. 6 students with the percentage of 12 said 'frequently'. And finally, 7 students with the percentage of 14 said 'always'.

Item #c is related to using English during telephone conversations. 21 students with (41%) said 'never'. 9 students with the percentage of 18 said 'rarely'. 9 students with

(18%) said 'sometimes'. 4 students with the percentage of 8 said 'frequently'. And 7 students with 14 said 'always'.

Next comes item #d, which is regarding students' using English during informal situations. 20 students with the percentage of 40 said 'never'. 8 students with (16%) said 'rarely'. 10 students with (20%) said 'sometimes'. 6 students with (12%) said 'frequently'. And finally, 6 students with the percentage of 12 said 'always'.

Item #e is about students' using English while speaking individuals in formal situations. 16 of the population with (32%) said 'never'. 7 students with the percentage of 14 said 'rarely'. 11 students with (22%) said 'sometimes'. 7 students with (14%) said 'frequently'. At last 7 students with the percentage of 14 said 'always'.

The next item #f is related to students' using English while speaking to a group in formal situations. 20 students with (40%) said 'never'. 10 students with the percentage of 20 said 'rarely'. 3 students with (6%) said 'sometimes'. 3 students with the percentage of 6 said 'frequently'. 7 students with (14%) said 'always'.

Item #g is related to corresponding in English. 16 students with the percentage of 32 said 'never'. 10 students with the percentage of 20 said 'rarely'. 11 students with the percentage of 22 said 'sometimes'. 7 students with (14%) said 'frequently'. And finally, 6 student with (12%) said 'always'.

When it comes to the next one; item #h, which is about understanding general English conversations; 9 students with the percentage of 18 said 'never'. 13 students with (26%) said 'rarely'. 11 students with (22%) said 'sometimes'. 8 of them with (16%) said 'frequently'. And as the last one, 8 of them with (16%) said 'always'.

The next one is Item #i, which is related to translation. 6 students with the percentage of 12 said 'never'. 10 students with the percentage of 20 said 'rarely'. 16 of them with (32%) said 'sometimes'. 11 of them with (22) said 'frequently'. And finally, 11 of them with (22%) said 'always'.

As for item #j, which is regarding speaking about the profession, 15 students with the percentage of 30 said 'never'. 6 students with the percentage of 12 said 'rarely'. 14 students with the percentage of 28 said 'sometimes'. 8 students with the percentage of 16 said 'frequently'. And finally, 7 of them with (17) said 'always'.

When it comes to item #k, which is regarding writing about profession, 18 students with the percentage of 36 said 'never'. 7 students with the percentage of 14 said 'rarely'. 16 students with the percentage of 32 said 'sometimes'. 3 students with the percentage of 6 said 'frequently'. And finally, 5 of them with the percentage of 10 said 'always'.

As for item #l, which is reading texts written professionally, 12 students with the percentage of 24 said 'never'. 8 students with the percentage of 16 said 'rarely'. 16 students with the percentage of 32 said 'sometimes'. 5 students with the percentage of 10 said 'frequently'. And finally, 9 of them with the percentage of 18 said 'always'.

When it comes to item #m, which improving vocabulary specific to the profession, 11 students with the percentage of 22 said 'never'. 12 students with the percentage of 24

said 'rarely'. 13 students with the percentage of 26 said 'sometimes'. 6 students with the percentage of 12 said 'frequently'. And finally, 8 of them with the percentage of 16 said 'always'.

Table 6. Students' Language Level Before The Technical Course Now

	Insufficient f %	Not good f %	OK f %	Good f %	Excellent f %
1. Your range of vocabulary	19-38	12-24	13-26	6-12	0-0.00
2. Your comprehension level when reading technical texts	6-12	16-32	21-32	2-4	4-8
3. Your comprehension level during listening	12-24	15-30	16-32	3-6	4-8
4. Your competency level of speaking English	14-28	21-42	12-24	1-2	1-2
5. Your competency level of English grammar	14-28	16-32	15-30	4-8	1-2

As it is clearly given in Table 5 above, there are 5 items. To item #1, out of 50 students, 19 student with a percentage of 38 responded as "insufficient". 12 (24%) students gave an answer as "not good". 13 students gave a response as "ok" which was equivalent to 26%, and the last fraction of the students gave an answer as "good" with a frequency of 6 and a percentage of 12. No students responded as "excellent".

As for item #2, 12% of the students with a frequency of 6 said "insufficient". On the other hand, 16 students with a percentage of 32 thought as "not good". 21 students gave a response as "ok" which was equivalent to 32%. 2 (4%) students reacted as "good", and the remaining 4 student which represents 8% of the sample size responded as "excellent".

Next comes item #3. To this item, 12 students with a percentage of 24% responded as "insufficient". 15 (30%) students gave a response as "not good". The following response was "ok" with a frequency of 16 and a percentage of 32, and the following fraction of students occurring under the response "good" had a frequency of 3 and a percentage of 6. As the remaining 4 student with the percentage of 8 said "excellent". Next comes item #4. 14 of the students with the percentage of 28 said "insufficient". On the other hand, 21 students with the percentage of 42 responded as "not good". 12 students with the percentage of 24 responded as "ok". 1 student with 2% gave a response as "good". And finally, the remaining 1 student with 2% gave the same response.

As for the last one 'item#5', 14 students with the percentage of 28 said "insufficient". 16 students with 32% said "not good". 15 students with the percentage of 30 responded as "ok". The next response was "good" with a frequency of 4 and a percentage of 4 and the last answer was "excellent" with 1 students with the percentage of 2.

Findings from Students' Interviews

There were two questions which were asked to the students during the interview:

- 1- What are the factors affecting your learning English?
- 2- What are your thoughts and opinions regarding the current ESP course?

As for the answers students gave to question 1, there are seven matters. The detailed analysis is given in Table 7.

Table 7. Qualitative Analysis of Students' Interviews Regarding Factors Affecting Their Learning English

Items	f
Technical vocabulary and abbreviations	20
Overall understanding of technical texts	10
Find it funny to speak English during the lectures	8
Pronunciation of vocabulary during note taking	5
Responding in exams	3
Difficulty in translation	3
Difficulty in understanding instructions in exams	2

As it is seen in table 7, there are seven matters mentioned by the students during the interview. As for the first matter, 20 students found it hard to understand technical vocabulary and abbreviation used in the written texts. Another item was favored by 10 students, which was about the problem they face as to overall understanding of technical texts. Eight of the students found it funny to speak English during the lectures. Five of the students thought that they had difficulty in both pronouncing of vocabulary and acquiring the pronunciation of vocabulary items during note taking. Only three of them had difficulty in responding in exams through English. The number of the following response was the same as the previous one. On the other hand, only two responses favored the idea that it was difficult to understand the instruction in exams.

As for the answers to question 2 given during the interview, they were asked to make their recommendations regarding the technical English course they were taken in the first year of their education. There are five categorized matters as given in the table.

Table 8. Students' Thoughts and Opinions Regarding the Course

Items	f
There should be more related texts to the field	25
Lack of competency of the English teacher regarding the field	9
Inadequacy in the number of lesson hours	8
There should be less grammar	5
There should be more visual aids such as videos, posters...etc.	3

The expressions made the most were about the inadequacy of the related texts to their fields with 25. Another item was about the lack of competency of the English teacher regarding the field and 9 students favored that. 8 students complained about the inadequacy in the number of lesson hours. 5 students claimed that there should be less grammar. On the other hand only 3 of the students found it necessary to increase the number of visual aids and ask for more videos, posters and so on.

DISCUSSION

The data from the students' questionnaire and interview have illustrated a number of issues which require being considered since they offer significant implications in order to introduce a change in the syllabus that the instructors currently use.

The analysis showed that students expect various things from a technical English course. They focus on using English in terms of two skills; reading and writing rather than using it in listening and speaking. Besides this, they expect to learn more vocabulary, which is also parallel with the aims and objectives of an ESP course.

In terms of the advantages of the vocabulary-based technical English course, the majority of the students believe that they should improve technical English via learning more technical vocabulary. Moreover, again a significant number of students claim that they do not have adequate vocabulary to understand technical English efficiently. A significant number of students' responses concentrated on the necessity of reading skills as well as technical vocabulary in English. Only a few students favor speaking as they think that they will mostly encounter written materials in their situation.

Half the students never spend time on English out of the classroom environment, which means that they simply do not find it necessary to spend time dealing with English. Moreover, such responses also suggest that they mostly encounter English within the classroom environment. Therefore, in order for students to spend more time dealing with English, there should be some points in the application of the syllabus focusing on attracting students to participate in online activities provided by the researcher which complement those given in the classroom. As a result, students should be encouraged to expose themselves to English extensively.

To see what students' thoughts are as to their level prior to the course, the majority of them claim that their range of vocabulary was good, yet none of them claim that it was excellent. As for the comprehension of technical texts, their responses vary but none of them rank their own comprehension as excellent. It is evident from students' responses that they are all aware of the fact that they are all aware of the fact that they lack some English reading skills as well as lacking necessary vocabulary knowledge in English.

To see what students' expect from the technical English course they are taking, they mostly have the opinion that they should improve their vocabulary, thus enabling them to understand English better in terms of four skills. All in all, students' ideas and opinions help the researcher to further understand the expectations of students and to make use of this knowledge during the preparation and the application of the syllabus.

As a final point the majority of students responded that their greatest reading difficulties were caused by lack of enough vocabulary. Since they mostly encounter vocabulary while reading technical texts, they do not have the chance to reinforce or practice these words.

In the students' interviews, they complain about having difficulties in understanding technical vocabulary and their abbreviations, as they mostly encounter them for the first time in their educational process. Some students complain about not being allocated enough time for participation in the lectures, while others claim that they are afraid of making mistakes during participation. Again, a significant number of students find it funny to speak to a person in English whose mother tongue is Turkish in English.

In addition, students believe that there should be more texts related to their specialized area, which suggests that they wish to deal with authentic materials selected out of

their content courses. Another striking point students emphasized is that the teacher should be competent enough regarding their field. Furthermore, they think that their English lessons are boring and should be supported by some visual aids, such as real pictures and videos and so on.

As a result, a syllabus which is designed in accordance with students' language needs can be more effective in language teaching. Accordingly, this study can shed a light for those who teach English as well as providing beneficial in terms of preparing teaching materials and language teaching practices.

LIMITATIONS AND RECOMMENDATIONS

The current study was conducted with 50 students studying at Faculty of Sports Sciences at Niğde Ömer Halisdemir University in Turkey. Similar studies should be performed with different participants studying at various faculties.

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