

A Survey Study: Needs Analysis of English Preparatory School Students in a State University

Münire ERDEN¹

¹*Prof. Dr, Yeditepe University, erdenmunire@gmail.com*

Ayşe YILMAZ-VIRLAN²

²*Instructor, Marmara University, ayse.virlan@marmara.edu.tr*

Bahadır TANYOLAÇ³

³*Instructor, Özyeğin University, bahadirtanyolac@gmail.com*

Emel KARAKUŞ⁴

⁴*English Teacher, Şair Zihni Secondary School, emel18200@yahoo.com*

Eray SEVINGİL⁵

⁵*Instructor, Özyeğin University, eraysevingil@yahoo.com*

Görkem SATAK⁶

⁶*Instructor, Sabancı University, gsatak@sabanciuniv.edu*

Hüseyin TÜRKOĞLU⁷

⁷*English Teacher, Ataşehir Private Denizati Schools, hht976@gmail.com*

Meltem İPEK-ÖNER⁸

⁸*Instructor, Yeditepe University, moner.yeditepe@gmail.com*

ABSTRACT

The present study aimed to investigate the needs of the students in the departments of a state university in Istanbul in terms of English medium instruction (EMI) scrutinizing the variety in the amount of EMI, differences regarding the faculties, and department-prep school differences. 380 participants from prep school (N= 380), 65 students studying at the departments (N= 65) completed an online questionnaire developed by a group of Ph.D. students who tried to analyze the possible English language needs of the students at this university. The results of the one-way ANOVA showed that differences regarding the departments of the students were not important in their needs of EMI. Also, items in the questionnaire were almost equally important for the students who received different amount of EMI. On the other hand, there was a significant difference between the prep school students and students in the departments in terms of language needs. The results call for more attention to identify the differences and similarities between the needs of students in prep schools and the departments while designing a curriculum for the prep schools.

Keywords: Needs assessment, prep school, English medium instruction

ÖZ

Bu çalışma, bir devlet üniversitesindeki öğrencilerin İngilizce eğitim ihtiyaçlarını belirlemeyi ve çeşitli miktarda sunulan İngilizce eğitimi fakülteler ile bölüm-hazırlık okulu arasındaki farklılıklar açısından irdelemeyi hedeflemiştir. Bu üniversitedeki öğrencilerin olası İngilizce dil ihtiyaçlarını analiz etmeye çalışan bir grup doktora öğrencisi tarafından geliştirilen bir anket, hazırlık okulunda (N = 380) ve bölümde okuyan (N = 65) öğrenci tarafından tamamlanmıştır. Tek yönlü ANOVA sonuçları, öğrencilerin bölümleri ile ilgili farklılıkların İngilizceye dayalı eğitim-öğretim gereksinimlerinde önemli olmadığını göstermiştir. Ayrıca, anketteki maddeler farklı miktarda İngilizce eğitim gören öğrenciler için neredeyse eşit derecede önemlidir. Öte yandan, hazırlık sınıfı öğrencileri ile bölüm öğrencileri arasında dil gereksinimleri açısından önemli bir fark vardır. Sonuçlar, hazırlık okulları için bir eğitim programı tasarlarken, hazırlık okullarındaki öğrencilerin ihtiyaçları arasındaki farklılıkları ve benzerlikleri belirlemenin önemine dikkat çekmektedir.

Anahtar Kelimeler: İhtiyaç tespiti, hazırlık okulu, İngiliz dilinde eğitim

1. INTRODUCTION

Globalization has boosted the world scientifically and culturally and it has also many implications for education especially in language learning. Hence, the spread of English can be attached to globalization (Hüppauf, 2004). As a dominantly used and taught language and with its Lingua Franca status, English has come to the fore as a common language used in several disciplines and contexts (Crystal, 2003; Graddol, 1999). English as a language caters not only to the needs of the world for professional issues, but also academic studies and commercial matters (Alptekin, 2002; Bernardo & Gaerlan, 2012; Coleman, 2006; Yal, 2011).

With respect to Turkey, Sariçoban & Sariçoban (2012) underline that the strategic location of Turkey requires learning English for global communication, business, technology and science. Turkish academics are to publish in English for academic promotion and for international journals. They are to take English tests in terms of their English language proficiency level in Turkey. Also, Turkish government has been paying attention to English language learning and teaching to make learners contribute to their society in this changing world (Kirkgoz, 2007). In Turkey, there is no doubt that learners with proficient English are demanded by institutions and favored in business world with more benefits and better career opportunities (Kirkgoz, 2009, Sert, 2008, Şenses, 2007, Ulum, 2015). Doğançay-Aktuna's (1998) survey which yielded 419 advertisements for 773 openings in various sectors revealed that 21.7 % (91 ads) of job advertisements appeared in the two of popular Turkish newspapers were printed in English.

In higher education, the demand for the EMI is on the rise as the most prestigious and high-ranking universities have long been instructing in English. According to Doğançay-Aktuna (1998) "In Turkey, English carries the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish" (p.37).

While it is being regarded as essential for pursuing an academic career and building up professional business relations, some problems related to EMI have come up so far. Therefore, many studies have been carried out to examine the effectiveness of EMI and learning outcomes regarding students' academic needs in their departmental studies. (Coşaner, 2013; Çetinavcı &

Topkaya, 2012; Gerede, 2005; Özkanal & Hakan, 2010). Some of these studies have shared the same findings that preparatory curriculum of universities does not meet the academic requirements of students' for their departmental studies (Gerede, 2005; Karataş & Fer, 2009; Kırkgöz, 2009; Örs, 2006; Özkanal & Hakan, 2010). Since EMI programs focus mainly on general English skills such as listening, reading, writing, speaking, grammar and vocabulary (Çetinavcı & Topkaya, 2012), the academic English needs of university preparatory students are generally neglected (Kırkgöz, 2009; Hyland, 2006). As a result, students are becoming academically inadequate while carrying on their departmental studies. According to a study carried out in a state university by Gerede (2005), students emphasized that the preparatory curriculum should be designed according to the language needs regarding English for Academic Purposes (EAP).

Many other studies reveal that English Preparatory Programs are stated to be inadequate about technical English (Kınsız, M., 2005). For example, a study conducted at a state university to assess the effectiveness of the English preparatory program indicated that the students were pleased with the given English education and their instructors whereas they were dissatisfied with the physical conditions, and they agreed on the need for English for Specific Purposes (ESP) in terms of technical English (Özkanal & Hakan, 2010). Therefore, English preparatory programs should certainly include technical English support for students of engineering faculties to learn English for both general and specific purposes in order to keep up with the latest technological and scientific developments, and technical English is a requisite (Mirici, İ.H. & Saka, Ö., 2004).

Another limitation for EMI programs in Turkey can be linked to "poor motivation of students" (West, et al., 2015). Learners' attitudes and expectations are vitally important in language learning. As Al-Jamal & Al-Jamal (2014) states that learners generally bring their own beliefs of language learning into classes. When students value their learning, they may be motivated intrinsically. The more motivated the students are, the more effort they may dedicate to their learning.

Besides some specific problems mentioned above, a large scale research revealing that despite the high potential of the teachers and a positive classroom environment, the competence of English of the most students across Turkey was basic level – even after 1,000+ hours of English classes (West, et al., 2015). Research clearly states that the major factor of the deficiency in English Medium Instruction (EMI) at universities is weak high school students but the important thing is to take the students from the level where they are at and elevate it to a successful level. It is necessary to examine the curriculums in this respect.

From this point forth, it is necessary to conduct a need analysis to examine the preparatory program in terms of students' academic needs and expectations for their departmental studies. Need analysis is simply defined as collecting information with regard to the needs of a particular group of learners to meet their expectations on learning a language (Akbulut, 2016; Akyel & Ozek, 2010; Chegeni & Chegeni, 2013; Guerid, 2014). In a more broad manner, Basturkmen (1998) described it as the "identification of difficulties and standard situations by

observation of participants functioning in a target situation in conjunction with interviews and questionnaire” particularly underlying the appropriate data collection methods (p. 1).

It is important to understand why there is a need for needs assessment studies in language teaching and what advantages it gives the people who are interested in it. First, it is underlined in the relevant literature that student motivation can be enhanced when they are asked about their preferences and perceived needs regarding their learning a language. It is so obvious that a program will not only motivate students but also produce very successful outcomes as long as it aims to address actual student needs (Chegeni & Chegeni, 2013). However, in the same manner, a kind of disappointment or dissatisfaction will be detected if they find no connection between language programs and their very specific learning goals and needs (Akbulut, 2016; Akyel & Ozek, 2010; Atai & Shoja, 2011; Corporation, 2008; Guerid, 2014).

Another common theme found in the literature is that the first priority should be given to assessing the needs of students in order to define goals and objectives clearly before continuing with other steps in curriculum development (Akyel & Ozek, 2010; Akbulut, 2016; Atai & Shoja, 2011; Ayas & Kırkgöz, 2013; CAELA; Chegeni & Chegeni, 2013; Jordan, 2006, p.22; Randow, 2010; Soruc, 2012; Tavil, 2006; Ulum, 2015; Veena.P, 2016; Wang & Bakken, 2004). This kind of analysis provides curriculum developers with specifications with regard to students’ profile, background, current and future qualifications, expectations, etc. to develop programs to teach them English effectively.

Soruc (2012) addressed the benefit of analysing student needs in his study emphasizing that it would help researchers or program developers understand the underlying ideas leading to successful and successful language programs of preparatory schools. Assessing the needs of learners does not only contribute the development of the program in terms of conceptual issues, but also enhance resource allocation. Data collected with detailed needs assessment study will help schools how to decide upon the type of resources within their limited capacities in accordance with the necessity to utilize firstly and the importance they hold for the implementation of programs (Corporation, 2008).

Information about learners can be collected through various instruments such as questionnaires, group discussions, focus groups, working groups, inventories of language and literacy use, personal or dialogue journal, timelines to express learners’ short-term and long-term goals, observations, self-assessment, a general English proficiency test, semi-structured interviews, and non-participant observations in order to obtain the relevant data on learner needs (CAELA; Corporation, 2008; McCawley, 2009; Tavil, 2006).

In the present study, it is aimed to find out the following academic English language needs of students after the preparatory school and develop the objectives of a new program and propose to the administrations. For this purpose, quantitative research method using a survey questionnaire to answer the following research question is employed:

“What are the needs of students at Preparatory School of Foreign Languages of this state university with regard to learning English and benefiting from it at their particular departments?”

2. METHODOLOGY

2.1. Participants

This study was carried out at Foreign Languages School of a state university in the spring semester of 2016-2017 academic year. The participants of the study were regular English preparatory school students, from the departments of Engineering and Sciences, Health Sciences, and Social Sciences and freshman students of these departments. The sample consisted of university preparatory school 70 group A students, 190 group B students, and 55 group C students, and 65 students studying at the departments. Within the whole sample, there were 152 participants from the department of Engineering and Sciences, 75 participants from Health Sciences, and 153 from Social Sciences. Also, 140 participants were taking 30% of the courses in English as the language of instruction while 280 participants were enrolled in programs that would require 100% of the courses to be given in English as the medium of instruction.

The participants of the current study were chosen using the convenience sampling and they all consented to participate in this study voluntarily.

Preparatory school students start language programs either as 100 % or 30 % that indicates the level of English instruction at their departments. They are placed at groups of A, B, and C according to their individual proficiency results taken at the very beginning of the semester. Students in program A are exposed to 25 hours of English while group B students are receiving 22 hours of instruction and students of group C are expected to attend actively to 20 hours of classes. They are instructed with a special focus on four main skills- reading, writing, speaking, and listening as well as vocabulary development and language use. They are expected to cover one course book, one skills book, two readers, and various supplementary materials in accordance with the needs of each session. They have to continue with the English language preparation program until they pass all the other proficiency examinations and reach C level which they are expected to complete successfully as well in order that they can start studying at their particular departments.

2.2. Instrumentation

A descriptive research design was adopted in the present study. With this design, a needs assessment questionnaire was employed as a quantitative data collection instrument in order to analyse the needs of students studying at the School of Foreign Languages. Students of the preparatory school, and students of the departments were provided with the same questionnaire without any differing parts so that a consistency related to the answers can be observed.

The questionnaire as a data collection tool was developed by the seven researchers of the present study under the guidance of an instructor who has been an authority in Curriculum and Instruction discipline for a long time in Turkey. Firstly, students of the three departments were asked to give answers to two open-ended questions so that questionnaire items could best investigate students' needs in the final. These questions were about if there were any kind of

difficulties they had to face with following the courses at their particular departments or not and their suggestions for overcoming the problems. Second, the exit level objectives of the school of foreign languages in question were examined closely before final forms of the items were written. The aim was to observe to what extent the school of foreign languages could meet the needs and their specific objectives which they decided upon before the language preparation programs were developed and then launched. Third, the researchers reviewed the relevant literature on the analysis of preparatory school students' needs at universities in order to find out what was done before in close relation to the present study. Then, the draft of the questionnaire was submitted for the review from the head of the school of foreign languages who was coordinating the programs when the study was conducted. He made some necessary adjustments appropriate to the research setting, present preparatory program's objectives, and the participating students. Finally, the items in the questionnaire were treated on an individual basis and they were painstakingly edited and revised by the researchers under the guidance of their instructor as a professional program developer.

The questionnaire was divided into two main parts. The first part gathered information about the current situation of the participants as being a student of preparatory group A, B, C, and any one of the departments. Also, the participants were asked which department they were studying. Lastly, they were expected to state the level of English instruction at their particular departments as either 30% or 100%. On the other hand, in the second part, the participants were asked to provide their individual answers to 20 items written in the form of objectives in a five-level Likert scale differing from "strongly disagree", "disagree", "undecided", "agree" to "strongly agree" in order to draw out the perceptions of students about the necessity of the issues mentioned in the related items with regard to teaching and learning English at preparatory schools before continuing with particular subjects at departments.

2.3.Procedures

An online questionnaire was created using the Google Forms and as soon as the research instrument was finalized, the study was conducted. Since the questionnaire targeted a large group of students from preparatory program and different disciplines, it was shared by the respondents via e-mail. Also, a letter which briefly informed both groups about the aim of the study, the expected length of the questionnaire, and emphasized that their responses were confidential and they would not be shared in any kind of platform was attached.

2.4. Data Analysis

The independent samples *t*-test and one-way ANOVA were employed to analyse the data. The statistical analysis of the data was also done using descriptive statistics such as number of the respondents to the items in the relevant instrument, mean, standard deviation, and standard error mean, and reliability analysis.

3. RESULTS

The results of the study and the findings are described according to the data obtained from the participants by means of the instrument. They are described based on the related research questions as well. The data were analyzed in two parts; in the first part, descriptive statistics were conducted regarding the background of the participants. In the second part, the data were analyzed through a one-way ANOVA in order to identify if there is a significant difference regarding the departments of the students who come from three different faculties. In addition, independent sample t-test was conducted to see if there is a difference between the prep school students and students in the departments included in the current study; and between 100% EMI and 30% EMI students. The reliability coefficient for the questionnaire items was highly acceptable with $\alpha=.965$.

3.1. Results for the Background of the Participants

As illustrated in Table 1, students doing their departmental studies, and students from Preparatory A, B, C Programs participated in this study. Most of the students are from Preparatory B Program (50,0 %), while the number of students from Preparatory A Program is 70 (18,4 %) and students from Preparatory C is 55 (14,5 %).

Table 1: Demographic characteristics of the participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Student in the Department	65	17,1	17,1	16,3
Prep School Program A student	70	18,4	18,4	34,7
Prep School Program B student	190	50,0	50,0	84,7
Prep School Program C student	55	14,5	14,5	99,2
Total	380	100,0	100,0	

According to the data, out of 380 participants of the study, most of them are either from the Faculty of Social Sciences (40,3 %) or Faculty of Engineering and Science (40,0 %) (See Table 2). There are 75 students from the Faculty of Medicine (19,7%). The rationale behind asking the participants' department is that it is assumed that students from different departments might have different language needs.

Table 2: Types of departments in which students are studying

	Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Engineering and Science	152	40,0	40,0	40,0
Faculty of Medicine	75	19,7	19,7	59,7
Faculty of Social Sciences	153	40,3	40,3	100,0
Total	380	100,0	100,0	

As shown in Table 3, most of the students are enrolled at (100% English) medium of instruction (63,2 %), while 36,8% of the students are enrolled at (30% English) medium of instruction.

Table 3: Distribution of students according to medium of instruction

	Frequency	Percent	Valid Percent	Cumulative percent
%100 medium of instruction	240	63,2	63,2	63,2
%30 medium of English	140	36,8	36,8	100,0
Total	380	100,0	100,0	

Another analysis was conducted according to the average scores the items in the needs analysis questionnaire received. As Table 4 indicates, all reported means were on the positive side of the Likert-type scale. Items 3, 6 and 15 received the highest means ($M = 3.71$, $SD = 1.12$), ($M = 3.74$, $SD = 1.08$) and ($M = 3.68$, $SD = 1.15$) respectively, while the lowest means belonged to item 10 ($M = 3.20$, $SD = 1.23$), item 13 ($M = 3.23$, $SD = 1.20$), item 19 ($M = 3.15$, $SD = 1.21$), and item 20 ($M = 3.18$, $SD = 1.12$).

Table 4: Descriptive statistics for the questionnaire items

	N		Mean	Std. Deviation
	Valid	Missing		
3. communicate in English with foreigners when needed	380	0	3,71	1,12
6. understand field-related texts in written English	380	0	3,74	1,08
15. follow social media in English	380	0	3,68	1,15
10. make logical inferences using the information in a text in a field-related listening text	380	0	3,20	1,23
13. use field-related academic vocabulary and concepts	380	0	3,23	1,20
19. recognize grammatical structures while listening	380	0	3,15	1,21
20. use grammatical structures while speaking	380	0	3,18	1,12

3.2. Results for Inferential Statistics

A one-way ANOVA test was conducted to compare students from social sciences faculty and students from medical sciences and engineering faculties. According to the results, there wasn't a significant difference in any of the scores received from the items at the $p < 0.05$. Therefore, a post hoc test was not conducted as a further analysis.

An independent-samples t-test was conducted to see if there is an effect of amount of English used in the departments of 100% EMI students and 30% EMI students. There was a significant difference in the scores of most of the items for 100% EMI students and 30% EMI students at the $p < 0.05$ level (See Appendix B). On the other hand, as indicated in Table 5, there wasn't a significant difference in the scores of item 15 for 100% EMI students ($M = 3.75$, $SD = 1.13$), $t = 1.66$, $p = 0.096$ and 30% EMI students ($M = 3.55$, $SD = 1.18$), $t = 1.64$, $p = 0.10$ and item 16 for 100% EMI students ($M = 3.61$, $SD = 1.21$), $t = 0.95$, $p = 0.342$ and 30% EMI students ($M = 3.49$,

SD=1.21); $t = 0.95$, $p = 0.342$.

Table 5: Independent samples *t*-test for the amount of English

		T	Df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	95% Confidence Interval of the Difference		
						Lower	Upper		
15. follow social media in English	Equal variances assumed	1,667	378,000	,096	,204	,122	-,037	,445	
	Equal variances not assumed	1,648	280,603	,100	,204	,124	-,040	,448	
16. learn English to improve their intellectual skills	Equal variances assumed	,952	378,000	,342	,123	,129	-,131	,376	
	Equal variances not assumed	,951	289,802	,342	,123	,129	-,131	,376	

An independent-samples *t*-test was conducted to compare prep students (N= 315), students from departments (N= 65), There was a significant difference in the scores of most of the items for students in prep school, students from departments at the $p < .05$ level (See Appendix C). On the other hand, there wasn't a significant difference in the scores of item 4, students from prep school for (M= 3.31, SD= 1,25), and for students from departments (M=3.63, SD=1.22); $t = -1.86$, $p = 0.06$. Also, the scores of item 5 revealed that there wasn't a significant difference between the students from prep school (M= 3.46, SD= 1.17); and the students from departments (M=3.69, SD=1.13); $t = -1.46$, $p = 0.14$ (Table 6).

Table 6: Independent Samples *t*-Test for the difference between prep-department

		t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	95% Confidence Interval of the Difference		
						Lower	Upper		
4. participate in class discussions in English	Equal variances assumed	-1,86	378,00	0,06	-0,32	0,17	-0,65	0,02	
	Equal variances not assumed	-1,90	93,95	0,06	-0,32	0,17	-0,65	0,01	
5. express their own ideas in classroom discussions	Equal variances assumed	-1,46	378,00	0,14	-0,23	0,16	-0,54	0,08	
	Equal variances not assumed	-1,50	94,49	0,14	-0,23	0,15	-0,54	0,08	

4. DISCUSSION

English has a pivotal role regarding academic studies and disciplines in several world contexts, and it is far beyond catering to academic needs of learners anymore. English has extended its boundaries as a sole school subject, and English has a place in several aspects of life.

(Crystal, 2003; Graddol, 1999; Alptekin, 2002; Bernardo & Gaerlan, 2012; Coleman, 2006; Yal, 2011). In parallel to this, the current study takes university students into consideration. These learners attend a particular state university in Istanbul-Turkey that offers English medium of instruction for some departments while some departments only require 30% of English medium of instruction whose regulations are specified by Higher Education Council in Turkey. These learners mentioned are the ones who are either being instructed at a preparatory class in English to study in varying departments in the prospective academic years. The other group consists of learners carrying out their departmental studies as freshman learners. In short, English has been a part of their academic and personal life in varying degrees for all these groups.

As mentioned, the current study includes three groups of learners who are prep school learners, learners who go on with their academic studies at their departments. Preparatory school at the university offers three different instructional programs called Prep A, B and C. Prep A learners are exposed to 25 hours of instruction weekly consisting of reading, listening, writing, vocabulary and language use unlike Prep B that follows 22 hours of instruction and Prep C with 20 hours of instruction. Additionally, the group of learners who are going on with their academic studies at departments and preparatory school learners are students of departments including social sciences, health sciences and engineering.

According to the study, 63.2 % of these learners are registered at departments whose medium of instruction is English. While the rest is exposed to 30 % of English instruction program as suggested by Higher Education Council in Turkey. These preferences indicate that English medium programs are popular in Turkey. It can be said that English as a medium of instruction preferred by learners in Turkey. If one is to consider departments discussed above, these departments are the ones that require English for further progress in Turkey and in international contexts as in line with Doğançay-Aktuna (1998) who asserts that English Medium Instruction has been an ongoing trend for Turkish learners since English still carries its prominence as the widely recognized language in academia and varying contexts. When engineering and social sciences are taken into account, it is clearly visible that most publications are in English and English seems to be the language of science.

Based on the results that the study offers, regarding all groups in prep school in the study consisting of 315 learners, it can be asserted that they attach importance to communicating in English with all parties whose native language is not Turkish, which shows how English is of great importance to be recognized globally. In addition, these learners also want to follow what is going on in their field of studies to keep up with the world. That could be explained with the fact that the language of science and academia has been English for many years due to the globalization and Lingua Franca status of English (Alptekin, 2002). Most articles and resources are published in English in varying disciplines. As a result, English has extended its boundaries, and the learners in the study feel the urge to learn and make use of English to improve themselves on their academic fields.

Social media has been vital for learners in the study in that they want to learn English to follow news, events and other people in differing world contexts. Social media has been a thing

of recent years mostly preferred by young professionals as in line with the result suggested in this study. Thus, it is assumed that the integration of social media into classes as an instructional tool would encourage learners to engage with information in English, build their confidence and increase interest in the topic and build a bridge to facilitate communication inside and outside classroom setting. As Benson (2008) concluded the integration of social networks has positive results in language learning and teaching process.

English medium instruction generally focuses on listening, reading, writing, speaking, grammar and vocabulary as in line with the current program discussed at this university (Çetinavcı & Topkaya, 2012). However, in programs that offer these skills, academic English needs of university preparatory students are overlooked as stated by Kırkgöz (2009) and Hyland (2006). It can be witnessed in the study in the light of the survey results that learners express that they do not pay much attention to language skills. For example, with respect to language skills, learners do pay that much attention to guessing the meaning of a content of the listening based on what they are offered in terms of listening. Apart from this, being able to use academic words and phrases was not attractive enough for them either. Also, noticing grammatical structures in listening and speaking, respectively were not attained importance as well as other items. These results indicate that although most learners are enrolled at English medium departments and want to communicate in English, in-class or academic requirements needed to learn a language is neglected on the part of current learners. Learners are in need of practical solutions to keep up with real life contexts rather than paying attention to language skills or official exams solely. As Cloud & Genesse & Hamayan (2000) reports language competence occurs the best when accompanied with meaningful and authentic communication.

Moreover, in the study, participants come from three departments. Based on their departments, it can be said that when social science learners are compared with engineering and health learners, it is shown that they have almost the same reasons to learn and they are able to use English like others. Their results were not significantly different from each other.

Another comparison was between 100% English medium instruction learners and learners who are exposed to 30% English medium of instruction. Both groups of learners have differing points of views with respect to their aims to learn and use English except for these two items in the survey, which are following social media and improving oneself intellectually with the help of English. For instance, learners who are fully instructed in English need to express themselves more in English and make presentations in English in class compared to others. The former group is in need of listening to English and understanding it better than the latter group while carrying out lessons in their academic life. Although fully English instructed group want to be involved more in English and skills that comprise it, the level they want to reach or required from them is mostly a basic level in Turkey (West, et al., 2015).

Also, preparatory school learners, and learners from departments were compared. Preparatory school students' answers were significantly different than the learners at three departments. This could be linked to the fact that preparatory level learners are to devote their time and energy to English. Most learners from preparatory classes are learners of 100% English

medium departments; hence, they know how crucial it is for them to finish language preparation year successfully and follow courses in the prospective years in English during their whole higher education and also for their future career.

5. CONCLUSION

Globalization has paved the way for all learners in different world contexts to recognize English as the main language of science and academia. English with its never-ending status has dominated the world through media, social media and instruction as well as global affairs. (Andrade, 2006). It has become a major part in young people's lives as also suggested by the present study.

If learners attach more positive images and feelings to learning English and realizing it fully in their lives, then positive feelings may prolong during their education. It is of great importance to impose positive feelings and encourage positive learning environments for learners. This has implications for learner training, teacher understanding, teacher action, and teacher training. (Peacock, 2010, Sariçoban, 2012).

Academic achievement is one aspect of life. The aim to learn English has long extended beyond viewing English as a school subject. Social needs, goals and successful academic achievement in the classroom are all a must to achieve more through English. (Sevilla-Troike, 1984). Hence, both instructors and program developers need to pay attention to learner needs and keep up with the world. Globally, international students do not only lack English skills, but they also have to gain more socio-cultural knowledge and be exposed to strategy training. That's why; it is vital for professionals to be given more autonomy to adjust and modify their courses according to learner needs in this face-paced world. Learner needs should be prioritized at any case regarding English skills.

It should be restated that this study was primarily concerned with exploring the needs of students studying English at a language preparatory school through a survey designed by the researchers of this study. The results were restricted to Istanbul Province, and a particular state university, and its 315 English language preparatory school students, and 65 department students in various courses in the departments. Despite a sound ground achieved through a large sample and ample amount of related literature about language learning needs of preparatory school students, this study has several limitations. First, the reliability and validity of the survey questionnaire utilized in the present study were not verified. In future studies, researchers need to enhance reliability and validity issues carefully if they want to use the survey questionnaire developed by the researchers of this study. Second, this study's descriptive research design was only based on a needs assessment questionnaire with quantitative descriptive data. However, qualitative aspect is recommended to be included in quantitative and descriptive survey studies in order to obtain more meaningful results incorporating thoughts and feelings of students as well. Third, the sampling was limited to one state university and its students. Future researchers need to take more private and state universities into consideration to make their studies represent the whole population properly and generalize

their findings. Lastly, the participants were not randomly selected; rather convenience sampling was more applicable to the present study's scope at the time of conducting the survey by the researchers. However, other researchers for their future studies are recommended reaching randomly-selected participants with large numbers to increase the validity of their studies.

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