Preparatory School Students' Perceptions of Learning English for Specific Purposes (ESP) for International Relations

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Abstract

English for Specific Purpose (ESP) is based on the idea that a group of people studying English together will have similar requirements and expectations. ESP has been shown to be particularly effective at elevating general language learning motivation among university students, especially among adult learners. Analysis of a student's needs in a foreign language classroom focuses on such factors as the kind of linguistic genres and vocabulary that will be most useful in class, as well as the most effective means of imparting this kind of knowledge. All International Relations courses are taught in English; hence it is mandatory that incoming freshmen take an English language course for a full year before beginning their major. In this study, however, students have received only introductory English classes, the same as students in all other departments excluding ELT. Therefore, the purpose of this research was to uncover the extent to which International Relations students require ESP. The data were collected through a questionnaire developed by Khan (2007) for learning-centered needs analysis, semi-structured interview, and document analysis as parts of a need analysis survey, and the resulting data were analyzed using descriptive statistics and content analysis. According to the findings, the curriculum does not adequately address the students' linguistic requirements for success in school. Instead, in addition to the standard English classes that are currently offered, they need a specialized ESP course linked to their prospective career, which should include especially speaking and writing skills.

Keywords: ESP, needs analysis, speaking, writing

Hazırlık Okulu Öğrencilerinin Uluslararası İlişkiler Alanında Özel Amaçlı İngilizce (ESP) Öğrenme Algıları
Öz

Özel amaçlı İngilizce (ESP), birlikte İngilizce öğrenen bir grup insanın benzer gereksinimlere ve beklentilere sahip olacağı fikrine dayanmaktadır. ESP'nin özellikle yetişkin öğrenciler olmak üzere üniversite öğrencileri arasında genel dil öğrenme motivasyonunu yükseltmede etkili olduğu gösterilmiştir. Bir öğrencinin yabancı dil sınıfındaki ihtiyaçlarının analizi, sınıfta en yararlı olacak dilsel türler ve kelime dağarcığı gibi faktörlere ve bu tür bilgileri aktarmanın en etkili yollarına odaklanır. Yüzde Yüz İngilizce olan bölümlerde, tüm fakülte dersleri İngilizce olarak verilmektedir; bu nedenle, gelen birinci sınıf öğrencilerinin ana dallarına başlamadan önce tam bir yıl boyunca İngilizce dil kursu almaları zorunludur. Ancak bu çalışmada öğrenciler, İngilizce öğretmenliği hariç diğer tüm bölümlerdeki öğrencilerle aynı şekilde, yalnızca genel İngilizce dersleri almaktadırlar. Bu nedenle, bu araştırmanın amacı, Uluslararası İlişkiler öğrencilerinin ne ölçüde özel amaçlı İngilizce 'ye ihtiyaç duyduklarını ortaya çıkarmaktır. Veriler, Khan (2007) tarafından geliştirilen öğrenme merkezli ihtiyaç analizi anketi, yarı yapılandırılmış görüşme ve ihtiyaç analizi anketinin bir parçası olarak doküman analizi yoluyla toplanmış ve ortaya çıkan veriler, tanımlayıcı istatistikler ve içerik analizi kullanılarak analiz edilmiştir. Bulgulara göre, müfredat, öğrencilerin okul başarısı için dilsel gereksinimlerine yeterince hitap etmemektedir. Bunun yerine, şu anda sunulan standart İngilizce derslerine ek olarak, özellikle konuşma ve yazma becerilerini içermesi gereken, gelecekteki kariyerleriyle bağlantılı özel bir ESP dersine ihtiyaçları vardır.

Anahtar kelimeler: ESP, ihtiyaç analizi, konuşma, yazma

INTRODUCTION

English for General Purposes (EGP) is central to the curricula of many Turkish institutions, which adhere to the more conventional approach to language instruction. Though proficiency levels of the courses provided for the students are defined according to the Common European Framework of References for Languages (CEFR), the content of the preparatory level English courses suffer from the lack of specificity for field related language learning and future departments of the students. This might be acceptable to some extent for students who choose to receive preparatory class selectively since EGP might serve for their purposes of learning General English (GE). However, for those getting compulsory preparatory education because of the English medium courses at their future departments, English for Specific Purposes (ESP) is more suitable than EGP to increase the possibility of success in the following years at the department. ESP is basically defined as "teaching and learning English as a second or foreign language for the purpose of using it in a particular domain" (Otilia, 2015, pp.54). Similarly, Dudley-Evans and John (1998) stated that ESP is based on meeting the specific needs of the students by using the essential methodologies and activities of the discipline, and by putting the language in the center regarding the suitable grammar, lexis, register, study skills, discourse and genre. In a broader sense, the needs of learners can be classified into various domains resulting from their use of English in different professions. For instance, an accountant, a hotel receptionist and a secretary learn English with different purposes depending on their professions. An accountant uses English to understand accounting concepts whereas a receptionist needs to communicate effectively to welcome foreign customers (Asrifan et al., 2020).

The notion of needs analysis pertains to the methods utilized to gather information about the necessities of a particular group of individuals in the fields of business or education. Within the domain of educational programs, the central emphasis of needs analyses pertains to the educational necessities of learners. After the identification of these needs, they are converted into learning objectives that form the fundamental basis for the creation of teaching materials, learning activities, tests, program evaluation strategies, and other related components. Undertaking a needs analysis is widely regarded as the primary phase in the curriculum development process (Brown, 2016). Needs analysis/assessment plays a crucial role in designing and performing a language course to meet the actual language learning demands of the learners (Hutchinson and Waters, 1987; Berwick, 1989; Seedhouse, 1995; Hamp-Lyons, 2001; Finney, 2002). Recognizing the linguistic and the professional requirements is crucial for students since it fosters an encouraging classroom climate that leads students to take initiative in pursuit of their own personal goals (Bowers, 1980; Pinot dos Santos, 1994). Therefore, needs analysis is one of the most essential parts of any language course regardless of planning the course as GE or ESP. Since needs analysis is the first step of course design process, consequent design activities are directly related to the results of needs analysis process which provides validity and relevancy for the subsequent steps (Johns, 1991). Indeed, determining the needs of the learners sheds a light on the process of course designs by clarifying the features and purposes of the learners, and preparatory class English courses are not an exception. Therefore, this research utilized learning-centered approach to needs analysis developed by Hutchinson and Waters (1987, p.54) who defined target needs as "what the learners need to do in the target situation". Target needs consist of three categories as necessities, lacks, and wants. Necessities indicate what students need to learn to fulfil their responsibilities whereas lacks signify the gap between the learners' knowledge and necessities. As the last category, wants focus on learners' own perception of what they need to know. The reason for choosing learning-centered approach is due to its advantages to assess learners' needs systematically through various data collection instruments such as questionnaires, interviews, and observation. Moreover, this approach suggests the use of authentic materials to encourage learners to deal with the original texts in the process of constant needs analysis (Alsamadani, 2017).

In the context of this research, students of International Relations Department learn GE at compulsory prep-class in the first year of their university education. Though EGP is undeniably necessary for the holistic improvement of learners' language skills, inclusion of ESP into prep-class curriculum might be appropriate to enhance students' field-based specific language abilities. After all, starting from the second year of primary school, students in Turkey take GE courses. Therefore, preparing students for their completely English-medium faculty though additional ESP coursers might be more convenient to accomplish their educational objectives. To inquire into above mentioned issues, this research aimed to answer these research questions:

1.What are the institutional language learning objectives of prep-class education for the students of International Relations?

2.What are the necessities, lacks and wants of these students according to learning-centered needs analysis approach?

3.What are students' perception of ESP for their future education in the department of International Relations?

The first research question aims to comprehend the institutional language learning objectives of the preparatory course education program. This entails an analysis of the curriculum with respect to the English courses offered, with the aim of identifying the precise language acquisition objectives established for the students. The second question pertains to the educational requirements of the students, with a focus on their learning-centered necessities. This question requires the collection of data from students in order to discern their necessities, lacks, and wants through the utilization of a needs analysis methodology in relation to their language learning process. The data collected might be utilized to develop a language curriculum that is customized to meet the specific requirements of the learners. The third question seeks to investigate the perspective of students regarding English for Specific Purposes (ESP) in connection to their forthcoming education in the department of International Relations. This question aims to examine the perspectives of students regarding English for Specific Purposes (ESP) and their comprehension of the potential academic and vocational advantages of the language competencies they acquire through the program. Through the investigation of these three research questions, the study aims to offer valuable perspectives that can guide the creation of efficacious language curricula and initiatives tailored to this particular demographic of learners.

Review of Literature

Many people study English for a variety of reasons related to their future plans for using the language. While many individuals study English for the sole purpose of using it in a particular setting, others may find it useful simply as a means of expanding their linguistic horizons. To distinguish between these two types of English language learning, the terms GE and ESP are used. Far (2008) stated that GE relates to a situation, such as a school, where needs and interests cannot be determined. In order to achieve objectives such as ESP, it is more important to provide a diversity of foundations than to provide exhaustive and selected specifications. The English for Specific Purposes curriculum is tailored to meet the diverse requirements and demands of learners. Due to the proper feedback of choice in language instruction in ESP context, learners' requirement will play a crucial part in lesson preparation. In addition, ESP focuses more on teaching meaning than grammar, and its primary objective is to connect students' learning to the actual world (Ünal, 2014). Consequently, according to Hutchinson and Waters (1987), ESP is an approach to language instruction in which the content and techniques strongly rely on the requirements and interests of the learners. Moreover, the examination of words and phrases distinguishes ESP from GE, and the subject matter is all pertinent to a certain field. In this section, recent ESP studies concentrating on the needs analysis of students from various disciplines are provided.

In their research on tourism department, Asrifan et al. (2020) investigated the content that should be included in SMKN 1 Pangsid Kabupaten Sidenreng Rappang (the name of the school) in order to produce English language materials based on a requirements analysis of the Tourism Department, and to determine how instructors reacted to the production of English content for the Tourism Program. According to the findings of the research, the English language material for the tourism program at SMKN 1 Pangsid Kabupaten Sidereng Rappang should focus on these areas: speaking and pronunciation for language skills and components; media videos and pictures; and questioning teaching methods. Creation of English language resources includes various speaking practice presentations, several films to practice listening, speaking, and reading, reading sections and papers, as well as certain information that Tourism Program students need.

In a similar vein, Pranoto and Suprayogi (2020) set out to address the scarcity of high-quality English-language resources for Physical Education (PE) students who are exposed to a Standard-English curriculum, prompting the authors to conduct research demonstrating the importance of ESP in resolving modern issues. Interviews and questionnaires filled out by students and teachers were used to compile the data for this study. According to the qualitative data, there are many different areas in which PE students might benefit from ESP training. Professional athletes, referees, and coaches, as well as journalists who specialize in covering sports, have a high need for fluency in English. Teachers also believe that students' oral and written communication skills need significant development before they can succeed on a global scale in fields such as professional sports coaching, journalism, and others. Based on the results of this research, ESP is a skill that should not be overlooked in a Physical Education curriculum.

As can be seen from the aforementioned studies, ESP has been investigated from many different angles. For instance, in order to identify the English language requirements of engineering students (N= 200) in the disciplines of civil engineering and industrial engineering, Alsamadani (2017) conducted a research during the 2015–2016 academic year. This research used a variety of methods to gather information from ESP and subject-matter instructors (SM) at Umm Al-Qura University. These methods included a classroom observation protocol, questionnaire, and semi-structured interview. The data analysis yielded useful insights about how to improve the instruction of ESP classes. According to the findings, receptive skills (i.e., reading and listening) were the primary areas of concentration in ESP courses. Skills in reading and writing, in addition to fluency in both spoken and written English, have been cited as being particularly desirable. The examination of the data provided insight into the most crucial language-related academic assignments for engineering majors. Finally, both ESP and SM professors issued a plea to improve the quality of the ESP course delivered to engineering students by providing pertinent recommendations.

In order to highlight the efficacy and prevalence of prior research on needs analysis, several ESP studies looked into the studies connected to needs analysis rather than focused on a single area. For instance, Sönmez (2019) conducted a research to examine the approaches used by researchers, the instruments used to gather data, and the techniques used to evaluate that data in previous needs analysis studies related to language teaching and learning. Based on the inspection of the documents, the data gathered in line with the general screening model were reviewed using the content analysis approach. These research' methodologies, data collecting instruments, and data processing techniques were examined. The frequency of usage, effectiveness, and functioning of the research technique, data collecting tool, and data analysis methodologies were assessed in line with the findings from the review process. The categorization revealed that researchers focus on four models: mixed, survey, descriptive, and experimental. It is accepted that several methods of data collecting are used in the preliminary investigations.

Iwai et al. (1999) define needs analysis as the process of gathering data to guide the design of a curriculum tailored to the specific learning objectives of a target population. Introducing ESP into College English instruction is vital because it serves as a bridge curriculum between GE and the English, which helps fulfill the real requirements of students (Hui, 2017). To rephrase, ESP is better tailored to the expectations of the learners. The current research used a needs analysis approach to examine the need for ESP among IR majors in their chosen fields by administering a questionnaire, conducting interviews, and analyzing relevant documents. As such, this study set out to determine whether or not ESP is a necessary skill for those majoring in International Relations.

METHOD

This section provides an overview of the current study by outlining its research methodology, participants, its data collecting and analysis procedures, and data collection instruments.

Research Methodology

The present research employed a mix-method approach including both qualitative and quantitative data and utilized a needs analysis questionnaire that was originally designed by Khan (2007). The questionnaire was derived and adapted in accordance with the elements of exploring the requirements of English for Specific Purposes (ESP) as stipulated by Dudley-Evans and St John, as cited in Rahman (2015). In addition, the researcher made revisions to the language utilized in the questionnaire in order to enhance its comprehensibility and readability for the participants. The needs analysis process was carried out through this adapted questionnaire based on Hutchinson and Waters' (1987) learning-centered approach consisting of three main areas: necessities, lacks and wants. This model was employed since the research aimed to explore ESP needs of the students at preparation class and would study at the department of International Relations in the following years. Needs analysis is a noteworthy process for language teachers to identify the leaners' requirements and determine the complicated areas they need to improve (Alsamadani, 2017). Moreover, as the nature of the research calls for, this research mainly focused on systematically describing the results of needs analysis carried out with a specific group of learners rather than explaining the reasons for a problem. The participants were also involved in semi-structured interview process to reach a deeper understanding of the learners' needs for ESP. As for the ESP courses available in the program, the curriculum applied in the department of International Relations was analyzed through document analysis.

Participants

The participants in this study were 20 prep class students attending prep school language classes at a state university in Turkey. The learners consisted of 6 males and 14 females, and their age ranged from 18 to 21. Average English proficiency levels of the participants were B1 and B1+ according to their results in final exams conducted

at the end of the semester. Since this research focused on a relatively limited groups of learners, convenient sampling method was used to choose the participants. Convenient sampling method is preferred when the participants are easily accessible to the researcher (Dornyei, 2007). All the students (N: 20) of the department of International Relations attending language courses at prep class were included in the research to prevent researcher bias while choosing the participants. Moreover, the participants volunteered to contribute to the study and stated their consent at the beginning of the data collection process. They were also informed that their participation would not influence their scores at the institute.

Data Collection and Instruments

In order to collect and triangulate the data regarding the needs analysis of prep class students in the Department of International Relations, this study made use of three distinct but interrelated instruments: an adapted version of questionnaire developed by Khan (2007) for learning-centered needs analysis, a formal interview, and document analysis. Following approval from the institution's ethical board to conduct the study at the school of foreign languages, data collecting procedures were commenced. The adapted questionnaire was tested on representative samples of students from various academic disciplines (N: 60) as a pilot application. Cronbach's Alpha revealed that the instrument's reliability was 0.811, indicating that the questionnaire was trustworthy to an acceptable degree (Pallant, 2020). Following the administration of the questionnaire, semi-structured interviews were undertaken. During the interview sessions, participants were told that their personal information would be kept confidential and solely used for scientific reasons. During the data collecting procedure, all participants (N = 20) responded to the questionnaire and attended the interview sessions. The curriculum documents for the Department of International Relations were retrieved from the university's open-access website for the purpose of document analysis. The interview questions used in the research are listed below:

1. What do you think about general English courses provided by the School of Foreign Languages?
2. Do you think general English would be suitable for your education in your faculty?
3. What problems do you expect during your faculty education in terms of English?
4. Can you give details about your expectations from your faculty and the School of Foreign Languages in terms of English courses?
5. Which language skills do you think will be more necessary for your future profession and your faculty education?
6. How do you think the language courses be planned at prep-class level?
7. How proficient do you feel in general English and English related to your department?

Data Analysis

The findings of this research were multidimensional due to the use of a learning-centered methodology to assess necessities, lacks, and wants. The term 'necessities' refers to the subjects that students must learn in order to fulfill their responsibilities, while 'lacks' refers to the knowledge gap between learners and their requirements. As the last category, 'wants' highlight students' impressions of what they need to know (Hutchinson and Waters, 1987). The learning-centered technique was selected because of its capacity to analyze learners' needs systematically utilizing questionnaires, interviews, and observation, among other data collection instruments. The findings of the questionnaire were examined using basic descriptive statistics, while the interviews were transcribed and coded using content analysis to identify common themes from qualitative data. During the analysis of the data from interview, the researchers utilized selective coding which entails integrating the gathered information into a cohesive structure or conceptual framework that is firmly grounded in the data. In the study setting, document analysis was also used to investigate the existing curriculum of the Department of International Relations. Because each set of data analysis was critical to triangulate the others, the examination of multiple data offered multidimensional and objective outcomes.

Research Ethics

In this research, all the ethical concerns are considered by the researchers. The participants of the research were informed about the scientific procedure before data collection step, and they were stated that the data they provided would be used only for the purpose of this research by keeping all the personal information confidential. Moreover, required permission was obtained from the ethical board of a state university in Turkey.

FINDINGS

This part presents the results of the data analysis, organized around the key concepts of necessities, lacks, and wants. The examination of data acquired through questionnaires, interviews, and document analysis is classified and presented in a triangulated manner.

Necessities and Curriculum Analysis

The tasks that learners must complete in order to meet their objectives are the basis for identifying needs. After determining the skills required and the tasks in which students will participate, it is necessary to perform a more in-depth examination of the genres and language used in these tasks and skills (Dudley-Evans, 1998). Therefore, this research utilized the data from questionnaire, interview sessions, and official curricular document to identify participants' needs, lacks, and wants. In order to determine the program-based needs of learners, the curriculum of the Department of International Relations was investigated thoroughly. The course package available on the website includes common lessons such as Turkish language and foreign language which are compulsory at all universities in Turkey. Other than the compulsory GE Course, the curriculum includes only academic writing courses in 3rd and 4th semesters whereas most of the courses are departmental ones such as concepts of law, economics, political sciences, constitutional law, political history, theories of international relations, geopolitics and many others. The analysis of curricular document indicated that students are expected to understand all the departmental courses presented in English. Since the curriculum of the department excluded any kind of ESP during 4 years of Bachelor's program, it is sensible to conclude that the Department of International Relations assumes ESP courses to be presented at prep class. However, these students are presented only GE during one year of prep class education. Indeed, the students are taught only GE at prep class but expected to understand all the departmental courses which are presented totally in English. Necessities are driven by demand (West, 1994), and this finding revealed that the 'necessities', namely what students need to learn to fulfil their responsibilities, are not determined but neglected by the institutions before starting the program. However, target needs analysis (TSA) would be employed to determine the language needs in a specific situation since it lays out the steps that the student must do in order to complete the course (Richards, 1984).

Lacks

A learner's lacks represent where their knowledge and resources fall short. Indeed, lacks refer to the gap between the program requirements and students' existing knowledge. The questionnaire applied in this research aimed to reveal details about this gap from the perspectives of the learners. Actually, all the participants involved in this research failed or did not attend the proficiency exam given at the beginning of the academic year to be excluded from prep class. Therefore, the participants were not eligible to skip prep class education. Table 1 below indicates the distribution of participants' responses to how they perceive their proficiency in GE at the end of the academic year regardless of their average exam scores.

Table 1. Number of students according to their proficiency perceptions for General English

Skills	A1-A2	B1-B2	C1-C2
Listening	7	12	1
Speaking	10	10	-
Reading	9	10	1
Writing	13	7	-
Grammar	5	14	1
Vocabulary	7	13	-

As can be seen in Table 1, most of the participants assumed that their proficiency in productive skills (speaking and writing) was lower than receptive skills (listening and reading). The participants also stated that their success in grammar and vocabulary was higher than in other skills. The questionnaire also gathered data about the participants' perception of proficiency in English for International Relations, which is presented in Table 2.

Table 2. Number of students according to their proficiency perception for ESP

Skills Related to International Relations	A1-A2	B1-B2	C1-C2
Listening and Speaking	19	1	-
Reading and Writing	19	1	-
Terminology	20	-	-

These results demonstrated that GE competence is considerably greater than field-related English proficiency, meaning ESP, which is not accessible in present prep class instruction. Related to lacks, students also stated their ideas during the semi-structured interviews. The following are examples of direct quotations from certain student statements.

"I chose the Department of International Relations, but I know nothing about the English vocabulary related to this field." (PT1, PT 8, PT14, PT20)

"Listening and Speaking are rather difficult and I guess they will be even harder in our future department." (PT2, PT7, PT8, PT15)

"I think language will be a barrier while learning our subject area in the department because all the courses will be presented in English and I am not familiar with English for International Relations." (PT3, PT6, PT11, PT14, PT17)

Since evidenced by these remarks, students had broad concerns about the courses in their prospective faculties, as they would be taught only in English. International Relations-related courses were identified as a second deficiency in the preparatory class curriculum. The curriculum does not include any reading, writing, speaking, or listening courses relevant to the students' intended majors. Upon being asked about the possible lacks of both the school of foreign languages and the International Relations, participants especially stressed "the assessment policy in university entrance exam (N= 8), the criteria to pass the prep class (N= 8), the failure of English teachers in understanding and presenting topics related to the International Relations (N= 11), the lack of cooperation between their faculty and the school of foreign languages."

Wants

Depending on Hutchinson and Waters' (1987) definition of wants, questionnaire and interview sessions were aimed to reveal what students want to learn, what their expectation from both the school of foreign languages and the Department of International Relations are, and how important English is for their daily life and professions in the future. In this vein, the participants were asked what their English-learning objectives are in two sections. In the first section, the questions were related to GE whereas the second section included questions about learning ESP specifically. When the reasons to learn GE were considered, getting high grades from the exams was stated by 18 participants out of 20. Participants also cited the need for being able to write papers, read and comprehend professional and everyday publications, present in English, and listen to and comprehend speeches as major motivators for learning English. Understanding the serials, movies, articles or other materials in English was another reason chosen by 18 participants as well. 16 participants specified that they want to continue their education through post graduate programs. 7 participants expressed their desires to live abroad after graduating from their department. However, all the participants cited that improving their ability to follow lectures in English as their top academic priority at the moment.

As for the second section, the participants were asked about their reasons to desire ESP by comparing it with the currently applied prep class education. Majority of the participants complained about the text books prepared for GE learners. The content was requested to satisfy the needs, preferences, and demands of the students. Related to this finding, 15 participants expressed their wishes to learn field-specific vocabulary and master in reading text related to courses such as law, economics, political sciences, constitutional law, political history, theories of international relations, and geopolitics since these are some of the courses in the curriculum of the Department of International Relations. 13 participants favored the idea of a regular visiting scholar from their department during the prep class to introduce field-specific texts, terminology, and concepts. The importance of this step as a pre-departmental orientation for the students was also emphasized to facilitate the transition to their respective departments. Moreover, students also expressed displeasure with the required course books for GE and other materials. Accordingly, lecturers were expected to look for alternative sources that would encourage students

to participate actively in class and provide each student a meaningful opportunity. The instances below are exact citations from participants' statements regarding this heading.

"As a student, my first aim is to get high marks in the exam and follow the lectures in English, but more practically I would like to read and understand original books and magazines written in English." (PT4, PT6, PT19, PT20)

"As a further aim I would like to do MA and Ph.D. and I need English for this. However, for today, I learn English to follow the lectures and prepare/ present in English in my department." (PT3, PT5, PT8, PT11, PT12, PT17, PT20)

"I want to move abroad after graduation, and I will have to use English in my profession. Therefore, I want to learn the vocabulary related to my job. I do not prefer being confined to a course book." (PT6, PT9, PT12, PT16)

"I think our teachers from the department should teach us some basics during our prep-class year. Then, our courses at prep-class will be more meaningful." (PT1, PT3, PT7, PT12, PT19, PT20)

The students were also asked about their plans in case they failed to pass the prep class. Only 6 of them stated that they were sure to pass depending on their average scores from the previous exams. However, 9 of the rest of 14 students said that they were planning to change their departments from English to Turkish by applying with their previous university entrance exam in case of failure in prep class. Undergraduate students in Turkey have the opportunity to switch majors within their institution under the rule of undergraduate student transfer, as mandated by YÖK (Higher Education Council), the governing body responsible for higher education policy overall in the country. Therefore, respondents in this study indicated that if they did poorly in the prep class courses, they would consider changing majors. The following are examples of direct quotations from participant remarks about this issue.

"I am planning to transfer to the International Relations in Turkish language. Even if I could pass the prep class, I would think about doing this. Why? Because even my successful friends who can pass the prep class are anxious to study at this department in English."

DISCUSSION, CONCLUSION & RECOMMENDATIONS

Needs analysis is a crucial concept in all language teaching contexts (Arias-Contreras & Moore 2022). Johns (1991) argues that doing a needs analysis is the first stage in designing a course since it ensures that the following steps of design process are legitimate and relevant. Though numerous studies have employed needs analysis for a range of disciplines, each study's findings may have universally relevant aspects applicable to all fields or there might be some subject-specific variations between the needs of different fields. For instance, Alsamadani (2017) performed a study to determine the English language needs of engineering students. This study collected data from ESP and subject-matter teachers using a number of methodologies such as observation, a questionnaire, and a semi-structured interview similar to the current study. However, Alsamadani (2017) revealed receptive skills (reading and listening) as the major focus of ESP classes. This contradicts with the findings of the current research because the results of our study indicated that productive skills were assumed to be the weakness in the self-evaluation of the students. The difference in needs analysis might stem from the distinctive requirements of departments and students' attitudes from different programs towards using English in their professions. While technical professionals prioritize reading and listening, specialists in International Relations may value writing and public speaking as their careers require.

Using a needs analysis of the Tourism Program, Asrifan et al. (2020) studied the responses of teachers to the creation of English-language materials for the Tourism Program and looked into what kind of content should be included in the school's tourism curriculum. The study's results suggest the following priorities for the English language content used in the tourism curriculum at their school: phonological awareness, media literacy, and critical thinking. The development of English language materials involves the production of a number of presentation to improve speaking, many videos for students to use as listening, speaking, and reading exercises. Regarding the results of the current research, it is evident that students majoring in either tourism or international relations see fluency in oral communication as an essential talent for success in their chosen fields. Similarly, for Physical Education (PE) students who were immersed in a Standard English curriculum, Pranoto and Suprayogi (2020) conducted a research to offer suggestions for little number of English material problems. The ability to communicate effectively in English is very important for those who work in the sports industry, such as

professional players, referees, coaches, and journalists who focus on sports. Accordingly, the findings of this study are in line with the existing body of research by placing a premium on clear and concise expression of ideas.

The term "necessities" refers to the topics that must be covered in school if pupils are to meet their obligations, and demands are the main criteria to specify necessities as West (1994) suggested. The current study indicated that disregarding the demands, in this case wants, of the learners might result in the demotivation and negative attitudes towards the program. Despite giving several reasons for wanting to study English, students only emphasized completing courses with the assistance of ESP rather than learning English efficiently. As deduced from the findings of this research, students that meet the requirements for undergraduate transfer are demonstrated to strongly favor lateral transfers from English to Turkish as the language of instruction. As a result, many students may not pursue International Relations (English), a field that often demands higher test scores for admission to university than Turkish as the language of instruction, due to their anxiety stemming from the lack of ESP. These students might be encouraged to stay with their existing departments due to the collaboration between the relevant departments, which appears conceivable by making up for the programs' shortcomings through the implementation of ESP.

As an additional significant conclusion of this study, the students desired that a scholar from the Department of International Relations attend the school of foreign languages to offer field-specific terminology and reading material. Students have remarked that they need this since they would be exposed to English mostly through departmental experts. This conclusion suggests that a researcher from the Department of International Relations may construct a regular course for the students in the prep class. If the students' competence is insufficient to grasp such a course, it may be scheduled for the second semester, when the students' proficiency has reached the required level. With the language instructor present in the classroom, even team teaching may be used in such a scenario. It is possible that these classes will be a part of the assessment and evaluation process, with the goal of providing students with at least some external motivation to participate. In case this is not relevant, the Department of International Relations might add an ESP course in the first and second semesters of the first year curriculum. Students might attend this course alongside their regular departmental courses, yet still benefit from it to improve their competence in vocational English.

Statements of Publication Ethics

We hereby declare that we obey the principles of publication ethics. This research was approved by the Ethical Board of the researchers' university with the decision number of 2021.12.439 in the official meeting on 28.12.2021.

Researchers' Contribution Rate

The contribution rate of each author in this research is equally divided between the two authors. All the research was conducted with 50% share of responsibilities.

Conflict of Interest

This study has no conflict of interest.

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