



English Language Needs of Vocational and Technical Anatolian High School Students

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Abstract: Studies on English for Specific Purposes (ESP) have demonstrated that learners have different needs towards learning a language in terms of their professional fields. Needs analysis is a necessary procedure in order to fulfil these needs. The studies of needs analysis and ESP have been usually conducted to determine the language needs of university students. However, little attention has been given to the language needs of high school students. Therefore, the purpose of this study was to determine the English language needs of Vocational and Technical Anatolian High School students. Thus, 5 English teachers and 189 students were considered as data sources. Quantitative and qualitative methods were used for triangulation. First, students completed the questionnaires to state their language needs. Since the data was not normally distributed, nonparametric tests were employed. Then, 5 teachers and 30 students were interviewed. Content analysis applied to qualitative data. The results showed that students need to learn English especially for speaking to the authorities in foreign companies. Also, there were significant differences both gender and the departments of the students in terms of language needs. They claimed that in all four skills, writing was the least necessary and speaking was the most necessary for their future workplace. Finally, they stated that they need a vocational English course to improve their vocational English knowledge. This study could be a step in the direction of Vocational High School students becoming qualified workers in their future career.

Keywords: *Language needs, needs analysis, English for General Purposes (EGP), curriculum development, English for Specific Purposes (ESP)*

INTRODUCTION

Along with the ongoing developments in trade, economy, and technology the need for language has begun to take a different path through time. Language is no longer just for academic purposes, but also for professional purposes such as using it in a specific workplace. In order for language to be used effectively for professional purposes, it is necessary to identify language needs first. These professional purposes and needs are the major subjects of ESP. It deals with specific course contents, materials and curriculum in a specific area taking into account learners' language needs (Hutchinson & Waters, 1987). Robinson (1991) underlined the basic notions of ESP as the professional needs and the purposes of the learners. That is why English for General Purposes which is called EGP differs from ESP in terms of curriculum being implemented, syllabus, course materials and course requirements. Therefore, ESP courses center upon particular skills, vocabulary, grammar, and genres in a particular domain. Learners whose language needs based on particular field choose the language including specific words and structures related to their field (Mackay & Mountford, 1978; Northcott & Brown, 2006). According to Chan (2001), specific vocabulary terminology related with the specific department should be taught in order to reach practical results. In that way, ESP gives learners opportunities to expertise in a specific area.

Recently, the topic of needs analysis and ESP has become an important research area in language education across different disciplines in the tertiary setting such as in the domain of medicine, law, and engineering. What has been done in recent years is conducting research about university students' language needs; however, language needs of high school students are rarely

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studied. The purpose of this study is to determine the English language needs of Vocational and Technical Anatolian High School students in Erzurum by applying both qualitative and quantitative methods. This study could be a step in the direction of vocational high school students becoming qualified workers in their future career by taking into consideration their language needs.

THEORETICAL FRAMEWORK

The needs and demands of people towards learning a language have changed over time along with the ongoing developments in trade, economy, politics and technology. This language has become English due to having a quality of being a lingua franca. These days, one does not have a chance to even travel faraway places without knowing and using English (Northrup, 2013). It is an international language for communication all over the world. For this reason, people have different demands and needs for learning English. Some of them want to learn it for their academic purposes such as conducting a research while others want to learn it for their own specific purposes such as using it in their workplace. According to Belcher (2009), these kinds of classifications in English have given rise to emerging subcategories such as English for Academic Purposes (EAP), English for Specific Purposes (ESP), English for Medical Purposes (EMP), English for General Purposes (EGP), English for Business Purposes (EBP), and English for Legal Purposes (ELP).

ESP is discussed through the literature review. Within this scope, firstly definitions and characteristics of ESP, then differences between ESP and EGP are given based on the opinions of previous researchers. Next, definitions of needs and needs analysis are discussed. Related studies with ESP are included in the literature review. Lastly, curriculum development approach in ESP is introduced as a theory of this study.

English for Specific Purposes (ESP)

Various definitions of ESP exist in the related literature. Widdowson (1983) defined it as “ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence to cope with this particular area.” (p. 10). The particular area determines the learners’ needs and demands. Therefore, ESP courses have specific course acquisitions tailored to the particular needs of the learners. The basic questions in the field of ESP are that “why learners need to learn English, what kinds of genres they need to deal with, and which language skills learners need to improve” (Dudley-Evans, 2001, p. 131). The focus is on the learner himself in these questions. Learners should be aware of their needs and purposes related to their learning process and take responsibility. They should have a sense of language learning autonomy related to a specific area. Chan (2001) found out that students and their teachers were conscious and autonomous about their language needs for their future career.

In short, ESP is an approach to language learning and teaching based on particular needs, particular demands, particular situations, particular vocabulary and genres, particular activities, particular methodology, particular curriculum, and particular characteristics. Therefore, ESP is very different from EGP. In order to understand the differences between them, their definitions first should be made clear enough. EGP draws attention to learning English by integrating basic language skills and components into general language activities and situations (Long, 2005) whereas ESP is “An approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p. 19). The basic differences between EGP and ESP are due to sharing different curriculum, different course materials and different syllabus. As it can be understood from definitions, needs and demands of learners are very different from each other. EGP draws attention to learning English by integrating basic language skills and components into general language activities and tasks. These language skills, components, activities and tasks play equally important roles in determining language needs. It does not concentrate on specific needs or demands of learners. On the contrary, ESP has particular needs within themselves. Learners have expectations towards language for meeting their specific needs related to a specific area. For example, engineering students want to learn English related to their future workplace, specific vocabularies,



forms and registers. ESP learners learn English in the classroom but apply it in their future workplace whereas EGP learners learn English in the classroom but apply it in their real life (McDonough, 1984). ESP focuses on specific functions, forms, genres, language components and language skills related to specific field therefore learners' language needs should be identified first. In order to meet these needs, needs analysis is highly important procedure. The first step in ESP is conducting needs analysis for determining the needs and purposes.

Needs Analysis

The key definition in ESP and needs analysis is need. There are dozens of definitions of need in the relevant literature. Berwick (1989) described need as "a gap or measurable discrepancy between a current state of affairs and a desired future state" (p.52). For example, an engineer should be able to design and use specific machines and devices according to operating manuals on them. That is why he should know English related to his field because operating manuals generally are written in English. According to Witkin and Altschuld (1995, p.9), need was "the gap or discrepancy between a present state (what is) and a desired end state, future state, or condition (what should be)". This definition indicates that a need belongs to neither present situation nor future situation but it has a place somewhere between them.

According to needs analysis definition of Nunan (1999), it is "rather than fitting students to courses, courses should be designed to fit students" (p.148). Learners' need should be the immediate focus while designing course and materials instead of the course itself. Brown describes needs analysis as "the gathering of information to find out how much the students already know and what they still need to learn" (1995: p.35). Needs analysis is like identifying a gap between learners' current level and desired level and gathering necessary data in order to fill this gap. It is the process of gathering data in order to identify the language needs of learners. Therefore, needs analysis (NA) plays highly crucial role in ESP.

There has been a plethora of research about needs analysis in the field of ESP from different point of views in the tertiary setting (Balint, 2004; Chan, 2001; Karimkhanlouei, 2012; Lee, 2016; Mihaleche, 2015; Peters & Fernández, 2013). In the lights of ESP and needs analysis studies, some skills can be at forefront according the views of both learners and teachers. According to university students' views who were the subjects of these studies, speaking and listening have been seen as the most important two skills that need to be developed for their future job (Güleç, 2013; Chan, 2001; Huang, 2014). Karimkhanlouei (2012) also found the same results in medicine context. On the contrary, Alagözlü (1994) stated that reading skill was seen as the most needed skill for their future career by the medical students. Learners of Science and Technology University ranked listening and writing skills as the most needed skills in their department for their future workplace (Lee, 2016). Besides, Yılmaz (2003) conducted her research at an Anatolian Hotel Management and Tourism Vocational High School in order to evaluate the ESP programme in general. The study revealed that listening and speaking skills were perceived as the most important skills for their future career whereas reading and writing skills were considered as the least important skills according to students' perceptions. She also found out that specific structures and vocabularies should be taught vocational high school students in order to be good at particular area. Peters and Fernández (2013) surveyed the students who were attending architecture department in Spain by giving assignments of dictionary tests. The results of this study demonstrated that students could recognise the vocabulary that they need for their future job. As a suggestion of this study, multiple dictionaries could be used in ESP courses for more effective learning of vocabulary. Different study done by Bölükbaş (2016) revealed that young Syrian refugees needed to learn Turkish for attending a university in Turkey. Another study conducted in Bosnia-Herzegovina by Çalışkan and Çangal (2013) stated that learners who were learning Turkish as a foreign language wanted to learn Turkish in order for trade, education, job opportunities, individual interests and needs.

Curriculum and Material Development in ESP

While investigating the language needs of learners, McDonough (1984) pointed out that determining the language needs of the learners provides a great opportunity for the development and progress of the course in terms of ESP. Mihalache (2015) conducted a study with 124 students from an Agriculture faculty to find out an answer to the question whether ESP courses and materials were sufficient in engineering programmes or not. According to the results of the study, courses and materials were not sufficient and enough for students to master their professional knowledge in their own departments. So, new curriculum and materials for ESP courses should be designed. Because activities, tasks, registers, vocabularies and structures are different in ESP, methodology and syllabus change according to these criteria. ESP syllabus should include just specific functions or skills related to specific field. In the Iranian context, high school English textbook were evaluated based on the learners' needs and perceptions (Rasihidi & Kehtarfard, 2014). However, the results showed that the needs of the learners were not satisfied at all. Boroujeni and Ketabi (2012) demonstrated in their study that learners' language needs could be a guide for creating and shaping course materials and curriculum in Genetics. Learners' needs and purposes should match each other in the direction of the program being implemented. In order for developing curriculum in the field of medicine, Taşçı (2007) investigated medicine learners' and teachers' perspectives of language needs for medical purposes. Kocer (2013) studied with the learners who were learning Turkish as a foreign language and stated that their curriculum should be designed by taking into consideration their Turkish language needs. In short, curriculum, course content, and course materials should be planned according to learners' needs and interests (Ballint, 2004).

METHODOLOGY

Both quantitative and qualitative methods were used to collect the data from the participants of the study. By applying quantitative method, students were asked to complete the questionnaires to state their language needs. SPSS 23 was used to analyze the questionnaires. After all the questionnaires were filled, 5 English teachers and 30 students were interviewed to get the right picture and to make an in-depth analysis about the language needs. In order to analyse the qualitative data content analysis which was defined as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" was applied (Hsieh & Shannon, 2005, p.1278). Designed as a mixed-method research the study gathered both qualitative and quantitative data to find answers to the following research questions;

Research Questions

1. What are the language needs of Vocational and Technical Anatolian High School students?
2. To what extent do English language needs show differences in terms of their departments, genders, ages, and grades?
3. Which English language skill or skills do they want to improve for their future workplace?
4. Are English language courses satisfactory enough for Vocational and Technical Anatolian High School students to use the language in their future workplace effectively?

The Participants

The study comprised 189 students (158 males and 31 females) who are attending Vocational and Technical Anatolian High School in Palandöken, Erzurum and 5 English teachers working in that school in 2016-2017 academic years. Their ages ranged from 15 to 18. The participants of the study consisted of four groups: 10th grade students, 11th grade students, 12th grade students, and 5 English teachers. In total, the number of 10th grade students was 66, the number of 11th grade students was 64 and the number of 12th grade students was 59. All of the students chose their department while they were in 10th grade. There are totally nine departments in that high school. These are; Information



technologies department, Biomedical technologies department, Electrical and electronics technologies department, Map technologies department, Construction technologies department, Machine technologies department, Furniture and indoor design technologies department, and Motor vehicles technologies department. Their departments, numbers of the students, and percentages were presented in table 1.

Table 1. Departments of the students

Department	N	Percent
Information technologies department	31	16,4
Biomedical technologies department	27	14,3
Electrical and electronics technologies department	25	13,2
Map technologies department	22	11,6
Construction technologies department	15	7,9
Machine technologies department	18	9,5
Metal technologies department	17	9,0
Furniture and indoor design technologies department	16	8,5
Motor vehicles technologies department	18	9,5
Total	189	100,0

N: Number of the students

Five English teachers were female whose ages ranged from 23 to 29. They were included in the study in order to express their opinions about determining the language needs of their students. Purposive sampling was applied in this study to select participants. It is a nonrandom sampling technique where participants are chosen according to a certain purpose (Dörnyei, Z., 2007). Inclusive students were excluded from the study for reaching more reliable and valid data. The participants were informed that making contributions to this study would be helpful for their own English language education for their specific purposes and for future conditions of the other students. Lastly, they were told that their answers to items on the questionnaire would be confidential and would be used purely for scientific purposes at the end of the study.

The Instruments

While conducting needs analysis, the basic research instruments for collecting data can be questionnaires, discussions, interviews, observations and assessments (Dudley-Evans and St. John, 2001). Therefore, questionnaires and interviews were applied to the students in the study to gather the data. The questionnaire was adapted from an unpublished thesis written by Ermiş (2008). She formed it by searching the related literature and creating an item pool. Before piloting, there were 52 items in her questionnaire. The reliability was .79 in the pilot study. In order to increase reliability 7 items were taken out the questionnaire and the reliability became .81 in her main application.

Along with her questionnaire, students' views about their language needs were included to the item pool for this study and the most frequent and important ones were added to the questionnaire. Afterwards, it was sent to 7 experts to analyze for its content validity. According to their views, cultural awareness and language learning problems parts were excluded from the questionnaire because of being irrelevant items for the study. For the construct validity, the means of each item were calculated as shown in table 2. The last version of the questionnaire including two sections consisted of 22 items. In the first section, demographic information questions were answered by the students. In the second section, Likert-scale items were placed for determining their thoughts and opinions related to their English needs. Items were ranged from strongly disagree (1) to strongly agree (5) according to their agreement. Cronbach's Alpha value of the questionnaire was calculated as .89. after the main study. The original questionnaire was prepared in English. It was translated into Turkish because students' English levels were not good enough to understand the items clearly (see appendices 1 and

2). The translation was checked by 6 English teachers. Also, English teachers did not want to be interviewed in English.

The Procedures

The pilot study was done with 42 students from 10th, 11th, and 12th grade who are attending Vocational and Technical Anatolian High School in Palandöken, Erzurum on November, 8 in the afternoon. 12 of them were female and 30 of them were male students. Cronbach's Alpha value of the questionnaire was calculated as .84. There was no addition or subtraction of items in the questionnaire. Afterwards, it was distributed to all the students except from students who participated in the pilot study and they completed it for the main study. All the participants including participated in the pilot study were requested to fill the questionnaire during their English lessons. 15 minutes were given to the students to complete the questionnaires. The researcher was ready in the class to avoid any misunderstanding caused by students. In the part of qualitative data procedure, all the interviews were audio recorded and some notes were taken during the interview. 5 teachers were interviewed in the library one by one and 5 questions about learners' language needs were asked (Appendix 3). 30 participants were interviewed in the library one by one and 5 questions about language needs were asked (Appendix 4). Purposefully, 10 participants were chosen from 10th grade students (6 males and 4 females), 10 participants were chosen from 11th grade students (7 males and 3 female) and 10 participants were chosen from 12th grade students (2 males and 2 females).

The Data Analysis

Quantitative and qualitative data analysis methods were employed in this study for triangulation. Statistical Package for the Social Sciences SPSS, 22 was used to analyze the items in the questionnaire. Because the data was not normally distributed, nonparametric tests were applied in order to analyze the data. Kruskal-Wallis test for making multiple comparisons and Mann-Whitney U test for making dual comparisons were used to analyze the data. Descriptive statistics was made on the quantitative data by taking into consideration mean scores, frequencies, standard deviations, and percentages. To be able to analyze the qualitative data interviews were conducted after gathering quantitative data. Content analysis were applied and excel spreadsheet was used to code the data.

Contextualization

Vocational High School first grade students have 5 hours of English language classes in a week. The second, the third and the fourth grade students have 4 hours of English language classes in a week. However, vocational English lesson is not given to this high school. The students take only general English course during their high school education. Therefore, they do not have neither a specific curriculum for English language teaching for their occupational needs nor teachers of specific English. The same curriculum with other high schools which is determined by Ministry of National Education is used in that school. Since lots of students are employed as workers in different workplaces after graduating from Vocational and Technical Anatolian High School, they need to have a good knowledge of English in order that they can be qualified employee. For instance, they need to be able to read and understand the operating manuals on the specific devices and materials. Furthermore, they need to be able to communicate with English speaking co-partners since these devices and materials are made in abroad. Vocational and Technical Anatolian High School students are thought to have a specific purpose to use English language in a specific field.

FINDINGS

The results of this study have been given under two sections. Quantitative results collected from the students via a questionnaire have been mentioned in the first section and qualitative results collected from both students and the teachers via interviews have been mentioned in the second section.



Quantitative Results

The language needs of the students

To answer the first research question (What are the language needs of Vocational and Technical Anatolian High School students?) descriptive statistics were used. The overall mean of the questionnaire was computed as $M= 3,61$. Table 2 gives the frequencies and the means for each item. In order to make interpretations more comprehensible, 5 Likert items were changed into 3 groups as Strongly disagree + Disagree, Undecided, and Agree + Strongly agree.

Table 2. The Language Needs of Vocational and Technical Anatolian High School Students (Percentages)

Items	SD+D	U	A+SA	Mean
1. I need to learn English to communicate with tourists.	11,1	37,6	51,4	3,44
2. I need to learn English because it is a compulsory subject.	16,4	17,5	66,1	3,81
3. I need to learn English to be able to follow series and TV programmes in English.	46	18	36	2,99
4. I need to learn English to be able to follow newspapers and magazines in English.	57,6	24,3	18	2,48
5. I need to learn English to be able to read and understand sources in English related to my field.	18	24,9	57,1	3,48
6. I need to learn English to have a chance to work abroad.	9,5	23,8	66,7	3,71
7. I need to learn English for professional development.	1,6	16,9	81,5	4,16
8. I need to learn English to have a good occupation.	4,8	11,1	84,1	4,24
9. I need to learn English to travel abroad.	8,4	7,4	84,2	3,94
10. I need to learn English to use my listening skills in my job.	13,2	31,2	55,6	3,52
11. I need to learn English to use my speaking skills in my job.	17,4	12,2	70,4	3,89
12. I need to learn English to use my reading skills in my job.	29,6	42,9	27,5	2,84
13. I need to learn English to use my writing skills in my job.	50,8	30,7	18,5	2,51
14. I need to learn English to speak to the authorities in foreign companies.	2,6	11,6	85,7	4,33
15. I need to learn English words related to my field so that I can talk to the authorities in foreign companies.	7,4	2,6	90	4,20
16. I need to learn English structures related to my field so that I can talk to the authorities in foreign companies.	12,1	46,0	41,8	3,37
17. I need to learn English to pronounce the words correctly while speaking to the authorities in foreign companies.	4,8	27,5	66,7	3,79
18. I need to learn English to do translation related to my field.	12,1	30,7	57,2	3,45
19. I need a vocational English course to improve my vocational English knowledge.	7,4	21,7	70,9	4,01
20. I need to learn daily English language to improve my vocational English knowledge.	41,8	30,7	27,6	2,76
21. I need to learn vocational English language to improve my vocational English knowledge.	8,9	3,2	87,9	4,17
22. I need to learn English to understand the operating manuals on the devices related to my field.	6,9	3,2	90	4,26

According to the results, 12 items (2, 6, 7, 8, 9, 11, 14, 15, 17, 19, 21 and 22) had higher means than the overall mean of the questionnaire. Accordingly, the highest item's mean was computed as 4,33 which was students needed to learn English to speak to the authorities in foreign companies. Most of the students (85,7 %) wanted to communicate with the authorities in foreign companies. Students (90,0%) claimed that they needed to learn English to understand the operating manuals on the devices related to their field. The third most agreed item was that students needed to learn English so that they could find a good occupation and its mean was computed as 4.24. On the other hand, the lowest item's mean was 2,48 which was they needed to learn English to be able to follow newspaper and magazines in English. In other words, they felt that they did not have a need to learn English to follow newspaper and magazines in English. 50,8% of the participants stated that they did not feel a

need to learn English to use their writing skills in their job. As a last, 41,8% of the participants indicated that they did not have a need to learn daily English language to improve their vocational English knowledge.

The relationship between gender, age, grade, department and students' language needs

To be able to find an answer to the second research question (Do language needs show differences in terms of their departments, genders, ages, and grades?), Kruskal-Wallis test for comparing departments, grade and age and Mann-Whitney U test for comparing gender were used to analyze the data. The aim was to find out any possible age, gender, grade or department effect on the language needs of the students. There was no significant difference between age and grade and language needs but significant differences were found between departments and gender and language needs.

Table 3. Students' English language needs regarding their gender

What is your gender?	N	Mean Rank	Sum of Ranks	p.
English needs of students	Male	133	84,69	.000
	Female	56	119,48	
Total	189			

According to the table 3, there was meaningful difference between gender and their language needs ($p < 0,05$). Female students felt need more for learning English than the males.

Table 4. Students' English language needs regarding their departments

What is your department?	N	Mean Rank	p.	
English needs of students	Information technologies dept.	31	113,44	.000
	Biomedical technologies dept.	27	108,41	
	Electrical and electronics technologies dept.	25	129,12	
	Map technologies dept.	22	112,32	
	Construction technologies dept.	15	53,37	
	Machine technologies dept.	18	70,94	
	Metal technologies dept.	17	59,59	
	Furniture and indoor design technologies dept.	16	83,13	
	Motor vehicles technologies dept.	18	77,33	
Total	189			

Thirteen items (1,4,5,6,7,9,11,14,15,16,19,21, and 22) which proved that there were statistically significant differences between departments in terms of language needs. According to the all mean ranks, it can be said that electrical and electronics technologies department students, information technologies department students and biomedical technologies department students thought that they needed a vocational English course to improve their vocational English knowledge for their future career compared to other departments. The least mean ranks belonged to metal technologies department, construction technologies department, and metal technologies department in terms of language needs.

The language skills perceptions of the students

Descriptive statistics were used in order to answer the third question (Which English language skill or skills do they want to improve for their future workplace?). As it can be seen from the table 5,



they claimed that they felt a need to improve their speaking and listening skills rather than reading and writing skills for their future career. As a result of the quantitative data analysis, the questionnaire revealed that Vocational and Technical Anatolian High School students had different kinds of needs to learn vocational English for their future job during their high school education. A great majority of the students were aware of that they needed English for their future workplace.

Table 5. The Language Skills Perceptions of the Students

	I need to learn English to use my listening skills in my job.	I need to learn English to use my speaking skills in my job.	I need to learn English to use my reading skills in my job.	I need to learn English to use my writing skills in my job.
Mean	3,5291	3,8995	2,8413	2,5132
Std. Deviation	,90827	1,24005	1,06000	1,02422
N	189	189	189	189

Qualitative Results

After all the questionnaires were completed by the students, 5 English teachers and 30 students were interviewed to get the right picture and to make an in-depth analysis about the language needs. The data was analyzed and coded in order to find an answer the fourth question (Are English language courses satisfactory enough for Vocational and Technical Anatolian High School students to use the language in their future workplace effectively?).

3 of 30 students who were interviewed mentioned that they were satisfied with their current English level. F(12) stated that [I am pleased with my current English level]. However M(7) said, [I don't even think that I have an English level also courses are so boring] or M(26) said that [I do not have an English level so I don't think that I can use my English in my future job]. Half of the students stated that teachers do not smile in the lessons so they get bored easily. Most of the students thought that their teachers do not give enough effort because of burnout syndrome. Also, 24 students claimed that teachers are always giving information about grammar rules therefore they do not have a chance to use the language. Interestingly, they were aware of the difference between use of the language and usage of the language. That is why a great majority of the students did not have any expectations to use English for their job because of current situation and their teachers' attitudes and methods which they used. 27 students revealed that they needed a vocational English course and specific materials and course books to improve their vocational English knowledge. They perceived vocational English course as a must for mastering their area.

According to their perceptions, they wanted learn vocational English to earn more money (n=23), to work abroad (n=9), and to find a job easily (n=12). Although, M(7), M(15), and F(22) indicated that [I won't get any benefit from Vocational English, so I don't want to do this job]. On the other hand, teachers' interviews revealed that they were not satisfied with students' level and students themselves. Except from T4, the others were so pessimistic. The reason behind it could be that other teacher (T1, T2, T3, and T5) were substitute teachers who did not graduate from ELT department but international relations department. They do not have pedagogical knowledge enough to practice this sacred profession. Teachers also were not pleased students' current English levels. Moreover, they thought that they had negative attitudes towards English lesson. Four English teachers stated that they can't use English for future workplace because they don't have background knowledge about it. On the other hand, 2 English teachers wanted to be put the Vocational English course into the curriculum.

DISCUSSION

The aim of the study was to investigate the language needs of Vocational and Technical Anatolian High School students in Erzurum. The results showed that students need to learn English especially for speaking to the authorities in foreign companies. They stated that they wanted to learn English in order to have a good occupation. Moreover, they claimed that in all four skills, speaking skill was regarded as the most necessary skill for their future workplace and listening skill was perceived as the most second necessary skill. However, reading skill was rated as the third and writing skill was seen as the least necessary skill. Kaur and Khan (2010), Güleç (2013), Chan (2001), Karimkhanlouei (2012), and Huang (2014) found similar results about language skills in terms of learners' language needs. They stated in their studies that speaking was the most necessary skill whereas writing was the least necessary skill for learners' future workplace according to their perceptions. On the other hand, another study revealed that reading skill was seen as the most needed skill for learners' future career by the medical students (Alagözlü, 1994). Besides, Learners of Science and Technology University perceived listening and writing skills as the most needed skills in their department (Lee, 2016).

Specific technical vocabulary needs to be given to the learners for using it in their workplace (Northcott & Brown, 2006). The current study explained that they needed to learn English to understand the operating manuals on the devices related to their field. The third most agreed item in the questionnaire was that students needed to learn English words related to their field so that they can talk to the authorities in foreign companies and its mean was computed as ($M = 4,20$). In other words, they had a desire to use technical terminology related to their fields while communicating with the co-partners or authorities in foreign companies. Yılmaz (2003) also found out that specific structures and vocabularies should be given to vocational high school students in order to be good at particular area.

Also, there were significant differences on the departments of the students in terms of language needs. There was no significant difference between gender, age and grade and language needs but significant differences were found only between departments and language needs. According to the statistical results, it can be seen that electrical and electronics technologies dept. students, information technologies department students and biomedical technologies department students' perceptions on language needs for their future career were more positive when compared to other departments. On the other hand, the least mean ranks belonged to metal technologies department, construction technologies department, and motor technologies department in terms of language needs. In these departments most of the students thought that they would not need English in the future for their job.

The fourth question's purpose was to find out English language courses were satisfactory enough for Vocational and Technical Anatolian High School students to use the language in their future workplace effectively or not. Interviews were used a data collection method from students and teachers. The interviews revealed that both students and teachers were not satisfied with the courses and their current English levels. Mihalache (2015) revealed that courses and materials did not meet learners' need to master their professional knowledge in their own departments. Similarly, this study shared the same destiny. 3 of 30 students who were interviewed mentioned that they were satisfied with their current English level. However S(7) said, [I don't even think that I have an English level also courses are so boring] or S(26) said that [I do not have an English level so I don't think that I can use my English in my future job]. Half of the students stated that teachers do not smile in the lessons so they get bored easily. 24 students claimed that teachers are always giving information about grammar rules therefore they do not have a chance to use the language. Interestingly, they were aware of the difference between use of the language and usage of the language. That is why a great majority of the students did not have any expectations to use English for their job because of current situation and their teachers' attitudes and methods which they used. 27 students revealed that they needed a vocational English course and specific materials and course books to improve their vocational English knowledge. They perceived vocational English course as a must for mastering their area. Learners'



language needs could be a guide for creating and shaping course materials and curriculum (Ballint, 2004).

CONCLUSION AND SUGGESTIONS

In this research, language needs of Vocational and Technical Anatolian High School students in Erzurum were investigated. The findings of the study revealed that students were aware that they needed English for their future job but these needs might vary. Their departments played a highly crucial role in terms of these differences. Information technologies department students and biomedical technologies department students' perceptions on language needs for their future career were more positive compared to motor technologies department and furniture technologies. Another important result was that speaking and listening were considered as the most necessary two skills for their future job while reading and writing were perceived as the least necessary two skills. Students wanted to practice the language not just learn or memorise it. According to their perceptions, they needed to have vocational English course for speaking to the authorities in foreign companies and to have a good occupation in future. However, both students and teachers were so pessimistic that they did not believe in themselves according the results of qualitative data. Both sides were not satisfied with the current English level of students.

Investigating Vocational High School students' language needs is a topic worth studying as this could be reflected in their future career. These students will be the people who will form the working part of our country. As with most studies, the present research has some limitations. When interpreting the results, it should be kept in mind that the data was collected from only one high school, thus the generalizability of the findings is limited to this context. Further studies are needed to delve more into for determining the language needs of high school students. To do so, other Vocational High School students' language needs can be compared for generalizing the results to a wider population. Findings of this study revealed several pedagogical implications for curriculum developers and teachers. Very first step is that vocational English course should be implemented to the curriculum. Student can improve their vocational knowledge including specific vocational terminology and structures by the help of this course.

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