

Curriculum Development Based on Students' Language Needs at a Vocational High School*

Meslek Lisesi Öğrencilerinin Yabancı Dil İhtiyaçlarına Dayalı Program Geliştirme

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Öz

Bu çalışmanın amacı, meslek lisesinde okuyan 10. sınıf öğrencilerinin İngilizce dil ihtiyaçlarını araştırmak ve şu an İngilizce dersinde kullanılan araç-gereçlerin, yöntem ve tekniklerin, içeriğin öğrencilerin dil ihtiyaçlarını karşılayıp karşılamadığını belirlemek ve bulgular doğrultusunda özel amaçlı bir dil eğitimi programı önermektir. Bu çalışmada, nicel ve nitel veri toplama yöntemleri kullanılmıştır. Çalışmanın anketi metal, motor, elektrik, bilgisayar bölümünde okuyan yirmi üç kız öğrenci ve dört yüz üç erkek öğrenciyle birlikte okulun sekiz İngilizce öğretmenine uygulandı. Uygulanan ihtiyaç belirleme anket sonuçlarına göre öğrenciler gelecekteki kariyerlerinde yabancı müşterilerle ve alanlarındaki uzman kişilerle iletişime geçmek için konuşma ve dinleme dil becerilerini geliştirmek istiyorlar. Sınıfta bu dil becerilerinin kazanımı için de çeşitli teknolojik araçların, görsel araç-gereçlerin, kendi alanlarında hazırlanmış bir teknik kitabın ve gerçek yaşamdan alınmış makale ve yazıların olmasını istiyorlar. Öğretmenlere ve öğrencilere uygulanan anketin ve mülakatların sonucu, Özel Amaçlı İngilizce Programının bu okulda uygulanması konusunda hemfikir olduklarını gösterdi. Ayrıca öğrencilerin şimdiki mevcut durumdan, ders kitabından, ders içi aktivitelerinden, ders araç-gereçlerinden memnun olmadıkları da ortaya çıktı.

Anahtar sözcükler: Özel amaçlı İngilizce dersi, ihtiyaç analizi, Brown'ın sistemli yaklaşımı, eğitim programı değerlendirme, eğitim programı geliştirme

Abstract

The main goal of the study was to investigate the English language needs of 10th grade students at a Vocational High School and evaluate the existing language program to determine whether the current curriculum, syllabus, materials, and teaching activities meet their needs. The secondary aim was to propose a new curriculum in the light of the findings. Both quantitative and qualitative research methodologies, based on questionnaires and an interview, were used in this study. Four hundred and twenty six students (23 females and 403 males) attending different specific study fields; namely motor, metal, computer, electric, and eight English language teachers at the school participated in this study. The results indicated that students would like to master their speaking and listening language skills through technological equipment, technical books, visual and authentic materials. In addition, both students and teachers agree that an ESP course should be implemented in this school because the existing curriculum does not meet the needs of the students.

Key words: ESP/English for specific purposes, needs analysis, Brown's systematic approach, curriculum evaluation, curriculum development.

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Introduction

English language programs, nowadays, give importance to students' needs in curriculum and instructional design since the goals and objectives, materials, methods, techniques and activities are directly based on the perceived needs of students. Needs analysis is "activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (Brown, 1995, p. 35). Both students and instructors of a language program can successfully pursue their goals through a well-designed curriculum with a systematic approach to designing and maintaining language curriculum as in Brown's model. It is pointed out in the model that student needs, program evaluation, course content, classroom objectives, teaching, and learning are mutually inclusive and interrelated in the core of the curriculum. This was utilized in the present study to evaluate the existing program and develop a tentative curriculum. Nunan (1999) asserts that "rather than fitting students to courses, courses should be designed to fit students" (p.148). In other words, designing and developing an appropriate curriculum requires the active participation of the students to cater their language needs.

In Turkey, students are selected to the high schools based on their standardized high school entrance exam scores after eight years of basic and compulsory education. Students with high scores have an opportunity to pursue their education in elite general high schools and Anatolian high schools. Students with low standardized test scores only have a chance to participate in vocational high schools. In fact, lower achievers are generally de-motivated and the general curriculum is not really good fit to meet these students' learning needs. The English language training provided at these vocational schools could be said to be limited with the number of hours and not a priority for these students.

The researchers intended to ask the students at a Vocational High School if they were satisfied with the ongoing programme or not. Using the results, a tentative curriculum based on students' language needs was aimed to be designed.

J. D. Brown (1995) describes curriculum development as "a series of activities that contribute to the growth of consensus among staff, faculty, administration and students." He further explains that this "series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable ... that is, a framework that helps students learn as efficiently and effectively as possible in a given situation" (p. 9).

Brown developed a systematic model to design a curriculum for students in Hawaii. The first step is conducting a need analysis to identify the wants, desires, needs of the participants and institutions, and the information sources that guide the elements of the curriculum. The second step is, converting the needs into target goals and objectives. The third stage is the testing of the objectives to identify whether the target objectives are achieved or not. Then, the materials that need to be used in the teaching process are determined. The roles of the teachers in the process of enhancing the learning capacity are also determined. Finally, the program is evaluated to decide whether present process runs well or not so that the necessary precautions could be taken.

Robson Graham (2008) believes that everyone involved in the development of the curriculum must contribute to the systematic planning of the curriculum content. Therefore, he conducted a need analysis to identify target and learning needs of the first – and second year college students in Tokyo University. In fact, the goal of this study was to redesign the curriculum by focusing on the elements of Brown's Systematic Approach. The results indicated a split in focus between the first and second years, consistent with previous theory that called for a solid skill base before adding a more specialist E.S.P. element. The results also suggested that the content of the curriculum should be communicative and geared towards students living in Japan, and travelling abroad, including use of communication strategies, functions, and topics for tourism. The results have been turned into tentative goals and objectives for first and second year students at the university.

Another study based on Brown's systematic approach was done by Tsurutani Tom (2007) who conducted needs analysis because the existing curriculum was not successful in addressing Kapi's Community College second language learners' needs. Furthermore, he emphasized that these students were not academically motivated. The results of the research demonstrated that the students were dissatisfied with duration of the course because they find it difficult to take more than two weeks of vacation at a time due to work constraints. The survey also points out that these language learners also want a high quality language training program at reasonable cost. The author developed a curriculum based on Brown's systematic approach to successfully address the students' needs.

In Turkey, it can be claimed that there is a noteworthy research gap regarding curriculum development in ESP. One significant study conducted in this respect was by Coskun in 2009. He developed a course based on the needs of second grade tourism students at a vocational school in Turkey. The results of the needs analysis indicated that most students would like to work as waiters/ waitresses or chefs, which require mostly speaking and listening skills. Furthermore, the majority of the students would like to engage in pair-work activities. Considering these findings, a fifteen week course was designed; however, there is no post study dependent on the course showing whether it worked or not.

In the light of these, the present study aims to answer the following research questions:

1. What are the specific English language needs of the students at the Vocational High School?
2. Is the current curriculum at the Vocational High School appropriate for the students? If not, what curriculum should be implemented?
3. What language skills do the students at the Vocational High School need to develop?
4. What types of content, methodology, class activities and instructional materials are appropriate for the students at the Vocational High School?
5. What factors should be considered in designing the ESP syllabi for the students at Vocational High School?

Methodology

The current study used a mixed-method research design to analyze the implementation of the current English teaching program by identifying students' needs. In this respect, the current research study used both quantitative and qualitative methods to examine the effectiveness of the curriculum.

Participants

The participants of this study were student of a Vocational High School comprising of Automotive Engine Department, Computer Technology, Metal Technology, and Electric Technologies departments. This vocational high school is considered to be one of the biggest high schools in Turkey due to its large student population. Of the 1110 10th grade students at this school in spring 2011, 426 participated in the study. The researchers examined the needs of 155 students in Automotive Engine Technology department, 105 students in Electric Technology department, 74 students in Metal Technology department, and 92 students in Computer Technology department at 10th grade. The research intended to take equal number of students from each department for this study, but the total number of students in the Metal Technology and Computer Technology departments was not enough.

Data Collection Procedure

Two types of data collection instruments were used: a needs analysis questionnaire designed in two different versions for teachers and for students and a structured interview developed for both teachers and students to reveal the students' needs in the English course and evaluate the existing program. In order to find out the general English and ESP language needs of the students, questionnaires were developed so that students would choose the type of English instruction that should be implemented in this school.

First of all, a needs analysis questionnaire was administered to students. The protocol consisted of eight parts; (a) the first part aims at responding to questions about students' age, gender, their department in order to compare students' needs in different existing departments', (b) the second part of the questionnaire includes what kind of activities the students think are most suitable in learning English, such as "group work, individual work, translation, role play...and so on", (c) the third part of questionnaire includes language skills, reading, writing, speaking, and listening priorities of the students, for instance, *taking lecture notes, speaking to foreign customers and specialists in English, listening to daily conversations, understanding reading texts in the classroom*, (d) The fourth part includes the questions pertaining to the ongoing conditions in English course, including "you feel satisfied with the number of the students in class, you feel satisfied with the present text book" etc. and explored the opinions of the students concerning language demands, their language needs, their attitudes towards language instruction, the length of the course, and the content, syllabus, and methodology of the specialized English course, (e) the fifth part includes what language skill, *speaking, listening, writing, pronunciation...*etc. the students need most, (f) the sixth part applied to answer why the English language is necessary for them (g) part seven includes what kind of materials they believe are most suitable for them in learning English, for example, *the present course book, authentic materials, visual materials...*and so on, and (h) Part 8 includes what content of English Language Programs the students would like to engage in most, like *general English, technical English*.

The teachers' questionnaire consisted of eight parts like the students' questionnaire. The items were designed pertaining to their ideas about the English language learning needs of the students. Both questionnaires used five point Likert scale ranging from 1 to 5 (strongly disagree, disagree, neutral, agree, and strongly agree).

The pilot study was conducted to examine the reliability and validity of the questionnaire with fifty students, and the researcher did necessary modifications to clarify possible ambiguity in meaning and linguistic forms and confirm the psychometric properties of the scales. The questionnaire for the students was translated into students' mother tongue, Turkish by three English language teachers. Having explained the aim of the study, the students were asked to fill out their needs analysis papers. The students returned the needs analysis questionnaires in forty minutes to the researcher. Then, the semi-structured interviews were conducted with eight students, two students per department in order to obtain detailed language needs and expectations of the students. These eight students were selected randomly by the vice-president of the school. The interview took about two hours, almost ten minutes for each student. The second group of participants for this study is the English teachers at this Vocational High School. As for the interview with English teachers working in this school, the teachers were selected according to their teaching experiences in this school. The first teacher, for example, has been working for about ten years and the last teacher has been working for two years. The other two had four and five year experience. The results of the interview with both teachers and students were coded separately by the researcher.

Data Analysis

Structured interviews with four English teachers and semi-structured interviews with eight students attending different departments were conducted to determine the language needs of the students. All the responses were transcribed by the researcher and the results were coded under

five main topics which were related to the research questions with the help of three colleagues to guarantee inter-rater reliability. Then tables were designed for teachers and students separately so that the key words could be viewed with ease.

The results of the quantitative data were analysed by using descriptive statistical method (The Statistical Packages for Social Sciences, SPSS 11.5). Percentages for all items of the questionnaires were obtained.

Findings

The responses of the students with respect to what kind of activities are the most appropriate ones in learning English show that a considerable number of students, 49% of them strongly agree, 29% agree on studying with technological devices like internet, power-point presentations. It follows with a majority of the participants, 35% strongly agree, 27, 9% agree on speaking activities. Group work and role play activities, however, are not preferred by these students, in particular, 20, 4% strongly disagree, 12, 0% disagree and 23% neutral. With a great number of the participants, 33, 6% strongly agree, 27, 2% agree that examining authentic materials in the classroom also draws their attention. Furthermore, nearly half of the participants would like to engage in question and answer technique and translation activity while learning English.

With respect to why they need to improve their speaking capacity 48, 6% of the participants strongly agree and 25, 4% agree that they would like to improve their speaking language skill in order to speak to foreign customers and specialists in English. In addition, they desire talking about general topics in daily life conversations. Asking and answering questions in class is also considered as one of the significant motives by almost 54% students. The least preferred item is the need for taking part in academic discussions and meetings, and the need for taking part in seminars as well.

As far as reading skill is concerned, the need for real technical articles which related to their own specific field are stated by vast majority of the participants. (47, 7% strongly agree, 25, 8% agree). Moreover, another important need for this skill is that students would like to follow the recent breakthroughs in their specialized field through written published materials such as articles, magazines, online news and so on.

The answers regarding listening language skill show that most of the participants, nearly 80% are in need of listening to technical conversations which enable them to interact with specialists on their own specific studies. And also, almost 77% of the participants would like to improve their listening skill so as to figure out the instructions used in the classroom; accordingly, they are of the opinion that listening is the most important skill in order to speak fluently.

With respect to writing needs of the students, it can be seen that the students would especially like to improve their writing skill in order to take lecture notes (with percentages of 34, 5% agree and 28, 5% strongly agree on this statement). Writing essays, research papers statement is the least preferred activities on account of the fact that the students of this school are not in need of academic purposes. The second preferred statement is writing e-mails, business letters in English based on communication needs which requires getting in touch with foreign customers or specialists. When it comes to the students' concerns related to the existing situation in language programme curriculum, they are not certainly satisfied with the number of students in their classroom (because of the overcrowded classes) which leads to disciplinary problems, thus, they are of the opinion that the teachers are not interested in their learning individually. In addition, they are not satisfied with the methodology used in class which are mostly based on the grammar translation method. The teachers are in centre of the teaching process and the students cannot participate in the language learning process. Specifically, the existing course book is not preferred because they are in opinion that they have lots of challenges in understanding the given tasks, vocabulary and grammar structures. And also, they are dissatisfied with the content of the course book as it doesn't include the relevant and appealing topics. As to existing course hours, the vast majority of the participants are of the opinion that the given time, two hours per week for English

course is not enough to achieve their goals and objectives such as speaking fluently, listening effectively and so on.

Based on the responses of 426 students, the most preferred language skill is speaking with a significant percentage of 62, 7% strongly agree, and 21, 8% agree. The second high percentage (52, 3% strongly agree, 28, 2% agree) of students' concerns is pertaining to listening skill. The need of learning common core vocabulary and technical vocabulary are also desired by a great number of students with %51, 6 of the respondents showing agreement which indicates obviously the students would like to engage in technical vocabulary. In addition, writing and pronunciation have virtually the same percentages. The least needed language skill is learning grammar.

With respect to why English is necessary for the students at this school, nearly 84% of them agree that they learn English to use it in their specialized studies and future careers which meant students would like to engage in an English for Specific Purposes programme. Listening effectively and understanding technical conversation statement was also preferred by a considerable percentage of the participants; 54,0% strongly agree, 26,5% agree that listening language skill should depend on technical conversation. In addition, the students are in favour of understanding technical, business reading texts which has a correlation to the specific language needs just as emphasized in speaking and listening language skills. The third preferred item is speaking to foreign customers fluently as they have been stated in previous parts. The least needed statement is chatting on the internet and writing business e-mails & letters as well. In the light of these responses it can be expressed that the vast majority of students are in need of English for their specific field in their future career. Learning technical-specific vocabulary, sentences and practicing how to use this technical vocabulary in real life situations are desired by most of the participants. Notably, the former one is stated by 49, 5% strongly agree and 29, 1% agree. Following technical advances are not preferred by these participants.

When it comes to the students' replies regarding materials to be used in the classroom, with a significant percentage of the participants (52,3% strongly agree), using technological devices (power point presentations, videos) in the classroom is the most desired item in this table. Forty-two percent strongly agree and 33% agree: which shows that visual materials draw their attention, thus, using these materials has a crucial effect on their language learning. Along with this, auditory materials are desired by majority of the participants; 35% strongly agree, 29, 1% agree that auditory materials such as cassettes, compact discs should be used in the classroom so as to master their listening skill so that they can interact with foreign customers, and specialists. Although the percentage of needs of authentic materials is not dominant in comparison to using technological devices and visual materials, most of them, (26, 1% strongly agree, 27, 2% agree) are in favour of using authentic materials. Furthermore, the students at this school would like to learn English via a technical course book; with 30, 0% strongly agree and 25, 8% agree.

Concerning what type English should be implemented in their language learning, the vast majority of the students would like to take part in a course in which the content should include general topics. Forty-two point three percent of the participants strongly agree, 29, 1% agree that English language teaching should be offered through general topics. Although all the statements related to specific English have been strongly desired by these students up till now, the percentage (36,9% strongly agree, 28,9% agree) of "the content of the course should include technical contexts and vocabulary" which requires English for Specific Purposes statement is lower in comparison with general English. English should be taught with extensive grammar exercises item is the least preferred. These students don't like to engage in an intensive grammar based course.

Teachers' Questionnaire and Interview Results

Unlike the students' responses with regard to the preferred activities to be used in the classroom, 6 of 8 English teachers agree that the most important activities are group work and pair work. Another significant disagreement between students and teachers are using projects, while all teachers are of the opinion that project activity is of importance in language learning, the students severely disagree on this activity. Both students and teachers as indicated above have consensus on studying English through technological devices and activities including speaking skill. As to the reasons why students need speaking skill, 50% agree, 37, 5% strongly agree that students are in need of talking about general topics in daily conversations. Speaking to foreign customers and specialists in English item which has the highest mean score by students is also preferred by teachers with a 75% agreement. Taking part in academic discussions and meetings as well as asking & answering questions in seminars are regarded as the least needed by English teachers. Translation is the least preferred activity among teachers. As for reading skill, the teachers consider that students give importance to reading activities for understanding real technical articles, following recent trends in their specialized field and understanding reading texts in the classroom. Based on the results of both questionnaires, teachers and students share the same concerns related to reading skills.

The most preferred item with a significant percentage of participants, 25% agree, 75% strongly agree is listening daily life conversations and followed by listening to technical conversations (25% agree, 62,5% strongly agree) and teacher's instructions (75% agree, 12,5% strongly agree) in the classroom. Both students and teachers have consensus on this part.

Although students disagree on writing e-mails, business letters in English, seven out of eight teachers agree that these activities need to be included in writing classes. Taking lecture notes item is the least preferred activity by teachers.

Similarly, most of the teachers are not content with the existing course hours and the content of the current text book. While most of the students are not satisfied with the methodology used in the classroom and the teacher's evaluation method, teachers are. All five teachers think that there are not any problems regarding methodology.

All of the participants (87,5% strongly agree, 12,5% agree) stated that students are in need of learning English for their specialized studies and future careers, and listening effectively and understanding technical conversations. They also think students are in need of practicing how to use technical vocabulary in real life situations. In this section there is no disagreement between teachers and students.

With regard to materials used in the classroom, all English teachers express that authentic materials, visual materials such as videos, flash card, auditory materials, using technological devices should be included in a language teaching program as students also emphasized. Besides, 75% strongly agree, 25, 0% agree that using a technical course book would help students to be involved in the course because of their specific needs for their future careers.

All teachers are of the opinion that the content of the course should include technical contexts and vocabulary and general topics which requires teaching general English as well.

Discussion and Implications

Based on the results obtained from both qualitative and quantitative data analysis, the English language needs of the students can be listed as follows. Accordingly, the first research question of the study will be addressed in detail.

1. What are the specific English language needs of the students at the Vocational High School?

The students attending Vocational High School would like to

1. Learn English through technological devices, and examining authentic materials in the classroom, speaking activities arranged by the teacher.
2. Use English for their specialized studies and future careers.
3. Effectively listen to and understand technical conversations.
4. Understand technical, business reading texts.
5. Speak to foreign customers fluently.
6. Learn technical-specific vocabulary, sentences.
7. Listen to daily life conversations.
8. Follow recent advances in their specialized field.
9. Understand real technical articles.
10. Use visual, auditory materials in the classroom.
11. Take part in an ESP course as well as a general English course.

The results of the interviews with both students and English teachers indicated that most of the students would like to work at famous foreign industrial associations which require effective communication skills with foreigners; that's why they would like to master their speaking and listening language skills. Moreover, the students expressed that the language used in their study field and in real life is mainly English. That is, the used catalogs, the names of devices of automotive, electric and computer and the interaction between customers are based on using English. Therefore, it can be said that all students are aware of what they need in this course and how they will reach their goals for the future careers. In order to communicate fluently, they address the importance of speaking and listening skills in English, specifically, in order to use these both language skills in their future specific careers. Similarly, the results of the quantitative data also supports these expectations of them in both language skills (with 48, 6% of strongly agreement and 25, 4% agreement "on English is necessary for speaking to foreign customers and specialists in their specific purposes"). A significant percentage of the participants have consensus on "speaking language skill is the most important" in responding to which language skill they do need the most in English language.

2. Is the present curriculum at the Vocational High School appropriate for the students? If not, what curriculum should be implemented?

The results obtained from both teachers and students through data analysis highlighted the significance of the ESP course for the learners' present and future needs. The findings indicated that there has been lots of discrepancies between the learners' language needs and ongoing language program because the expectations and needs are not taken into account while designing this course. For instance, while the main goals of the existing program is to enable students to use four main English language skills based on general contents and topics, the students would like to gain these language skills via ESP topics and contents. Actually, the goals and objectives of the existing program were found to be appropriate and comprehensive for a language program, but it should be integrated with ESP to address the needs of the students attending the Vocational High School. Accordingly, the main reason of demotivation of the students, as English teachers at this school believe, will be solved and their motivation will enhance. It can be recommended that both general English and ESP should be implemented in this language program because the results of the needs analysis indicated that students are in need of using language effectively which requires General English teaching and becoming dominant in their specialized fields in their future careers. Therefore, the following tentative curriculum is developed based on the needs of the students obtained from needs analysis by the researchers.

Proposed Curriculum

Aforementioned, the existing English course tries to teach the students General English language and teaching covers the teaching of fundamentals of grammar, phonetics and using four language skills effectively whereas, the perceived needs indicated that the students would like to figure out the documents regarding their sector without translating them into L1 because they emphasized that the teaching should be presented in meaningful, authentic articles to engage in the learning process. That is to say, the students don't want to memorize isolated vocabulary lists and structures which reminds the Grammar Translation Method. This method emphasizes a teacher-centered learning environment and the dyadic interaction between teacher and student. (Freeman, 2000). The students, however, need student-centered teaching method in order to take responsibility for their own learning. While the syllabus of the program and the goals and objectives of the program are designed according the principles of Grammar Translation Method, most of the students attending this course would like to participate in learning process so that they can be autonomous learners. In particular, teachers in charge of teaching English offer group and pair work activities for the interaction and mutual feedback loop between them has an important effect in learning English. In perceived needs analysis, although the students would not like to study in pair and group work activities the teachers disagree with them because it is widely known that the students would feel more relaxed and enhance their motivation and also with peer correction they can learn more easily.

Moreover, the existing syllabus doesn't give opportunity to students to communicate fluently because the language competency level of the students is ignored as mentioned in material evaluating section and topic based syllabus has been used which is not relevant to students' needs. Therefore, according to students' language levels, communicative atmosphere should be created through appropriate materials such as using visual and effective materials in the classroom. Based on the obtained results students would like to improve their listening, speaking, and writing and reading language skills, in particular, skills integrated with ESP in order to interact with the foreign costumers and manufacturers in the automotive sector. Interaction means "when to speak, when not ... what to talk about with whom, when, where, in what manner" (Hymes, 1972, p. 277). Therefore, the approach behind the recommended curriculum is Communicative Language Teaching method which requires the use of authentic materials in the classroom.

Accordingly, the goals and objectives of the existing English course don't match with the perceived needs as it might have been designed without taking the students' expectations into account. Instead of it, considering Brown's approach and the principles of communicative approach, the researchers suggest the following tentative goals and objectives. The following goals and objectives are designed after examining the syllabus, materials and teaching environment of the course.

Sample Goals of the proposed curriculum

By the end of the course the students attending Automotive Engine Technology, Metal Technology, Computer Technology and Electric Technology Departments in English Course will be able to

1. Speak, write, listen and read at intermediate level to work out the terms of each study fields (automotive, metal, computer, electric) department and communicate with foreigners effectively.
2. Discover the meaning of the new words related to their specialized studies through technological equipment, visual and authentic materials and have fun in learning process.
3. Work in pairs and groups in order to feel more relaxed in learning process.
4. Watch and understand talks from the related videos.
5. Carry out conversations, concerning their specialized field technology.

6. Discuss a given subject (general, business, engineering, etc.) expressing their own views without using a script.
7. Follow their progress step by step with the help of the teacher's feedback.

Sample Objectives of the proposed curriculum

By the end of the course, the students of Automotive Engine Technology, Metal Technology, Computer Technology and Electric Technology Departments' English Course will be able to perform each of the following tasks with 90 percent accuracy,

1. Compose an effective and concise business e-mail to foreigners in appropriate format in accordance with the genre given by the teacher.
2. Develop reading language skills in skimming and scanning techniques that will make them figure out the messages given in real articles, magazines and how to use a user's manual via the scaffolding questions.
3. Recall main definitions and terms of their fields via the graphics in the course book and authentic materials in their workshop so that they can follow the last scientific breakthroughs at their disciplinary sector.

In teaching process, considering the students' needs, Communicative Language Learning and Discovery Learning methods should be applied in this course because the students would like to participate in teaching process and communicate fluently with foreigners through specific vocabulary. Communicative Language Learning Method derives from the communicative competence approach which is based on cooperative learning, class discussions, using authentic materials as the students stated in needs analysis. It can be said that authentic materials draw their attention to the lesson and give a speaking opportunity to the students by interacting with each other. Through cooperative learning, students' self-confidence enhances and their speaking and performing anxiety decreases in learning process so that the students can learn better from each other. Particularly, in group work activities the students feel more relaxed and discuss how to think, how to create hypothesis, how to work out the knowledge and evaluate the ongoing problems in order to solve the problems. Indeed, the students correct each other in pair and group work activities as Spratt et al. emphasize "Peer and self-correction help learners to become independent of the teacher and more aware of their own learning needs" (Spratt et al. 2005, p. 153). With the combination of discovery learning and communicative learning the students in the specific automotive course would be engaged in learning English because they are already motivated thanks to their own context presented. Therefore, teachers should take responsibility to create enjoyable and meaningful teaching environments. Brown says "classroom activities should be designed to engage students in the pragmatic, authentic, and functional use of language for meaningful purposes. Both fluency and accuracy should be considered equally important in a second language learning classroom as they are complementary. "Students have to use their target language productively and receptively, in unrehearsed context under proper guidance, but not under the control of a teacher" (Brown, 1994, p. 245). Furthermore, all human beings with normal mental capacity have learning potential if the content is presented to them in an appropriate way. The use of this mental capacity can change from individual to individual, therefore, it can be claimed that the teacher is the most important influence on students' learning process to enable them to make full use their mental capacity. The teachers should teach students how to think, how to create hypothesis, and how to find out knowledge. That is, the main goal of the teacher should be not only to upload knowledge to the students but also to teach them how to use knowledge to think critically and analytically. Particularly, in ESP courses discovery method, which is "an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned" (Foster, 1972) will help students to combine their own specific subject with English learning easily so that they would work out

language skills clearly. And also discovery method includes eliciting knowledge from the students which helps them to become autonomous learners and they learn from each other easily and it enables them to be involved in the lesson (Candlin & Mercer, 2001). The teacher should elicit all knowledge from the students instead of giving directly to the students as they would like to take part in this process.

Instead of the existing materials vivid, attractive and more colourful materials, particularly, visual materials and technological equipment such as using computer, power- point presentation, videos related to their specific professions, a detailed dictionary including their own disciplinary components as emphasized in needs analysis can be designed for teaching process. Perhaps, it can be said that redesigning such a course book that meets students' needs can be costly, difficult and time consuming, but the existing materials can be adapted from the internet. With the help of attractive, alluring materials on the internet the students would be more engaged in the learning process "Visual materials focus the students' attention exclusively on spoken English" (Harmer, 2000). And also, Littlewood says "visual materials bring further aspects of the outside world into the classroom." (Littlewood,2000, p. 47). Moreover, based on the results of needs analysis, and concerning the proposed goals and objectives of the program, some business e-mails, letters samples, genre should be presented in the course so that the students would try to compose a well-formed business letter by modelling. Hammond (1992, as cited in Burns, 2001) stated "a wheel model of a teaching learning cycle having three phases: modelling, joint negotiation of text by learners and teacher, and independent construction of texts by learners" (Hammond, 1992, p. 202). Moreover, authentic articles and videos pertaining to students' field could be exploited in this process so that the students will figure out the meaning of the words better and be familiar with the specific vocabulary to use appropriately in their genre. Therefore, the materials used in a teaching process should be evaluated periodically given the students' needs. Brown states that teaching materials should be based on a theoretical approach, framework, syllabus, students' needs, goals and objectives of the course, and the exercises, methods to be used in the classroom as well. Different teachers have different educational philosophy, responsibilities, teaching methods, techniques and activities, and different learner profiles. That's why, it can be said that a course book cannot cater for the teachers' and learners' expectations on the ground that it was written according to another teacher's educational beliefs. It can also be claimed that it is out of question to write a course book for each learner or each teacher. Just the existing material can be adapted to the teaching situation considering the students' needs, ages, learning styles, namely, students' profiles. It is of course not an easy task to design and evaluate materials. At this point, Hutchinson and Waters (2002, p. 96) suggest three possible ways to design teaching materials:

- 1) Select from existing materials: materials evaluation.
- 2) Write your own materials: material development.
- 3) Modify existing materials: materials adaptation.

Given these possible ways to design teaching materials, the existing program just considers the last choice, materials adaptation because the instructor tries to modify the existing material according to the students' needs and goals and instructional objectives of the program. As for the first and second choices, writing their own materials is rather costly because the state schools generally lack the necessary devices for copies and computer devices, internet...and so on. Moreover, the program has a sole source; the course book which is given to the students and the teachers by the Ministry of Education. Thereby, the teachers at this course don't have an opportunity to choose or create their own teaching materials.

As for the testing, instead of the present testing applied to the students at English course, the researchers developed a diagnostic decision test including matching, open-ended questions, fill in the blanks, context checking questions in order to obtain student's actual performance so that the teacher can focus on the weaknesses of the students. A criterion- referenced test type is supported to be used in this course.

3. *What language skills do the students at the Vocational High School need to develop?*

Based on the replies of 426 students, the most preferred language skill is speaking with a significant percentage of 62, 7% strong agreement, and 21, 8% agreements. The second high percentages (52, 3% strongly agree, 28, 2% agree) of students' concerns are pertaining to listening skill because they want to listen to and understand the technical conversations. Specifically, in part three of the questionnaire, they explain why they would like to use speaking language skill. 48, 6% of the participants strongly agree and 25, 4% agree that they would like to speak to foreign customers and specialists who are in charge of their specific studies. A great number of students (51, 6%) showing agreement obviously indicates that the students would like to engage in technical vocabulary and sentences to use in real life situations. Besides, English teachers also have the same ideas with students related to speaking and listening language skills. Unlike the students, the teachers are of the opinion that reading and writing are of the same importance in learning a language. Namely, the teachers are in favour of four main language skills and that argue that all should be integrated in this program equally.

4. *What types of content, methodology, class activities and instructional materials are appropriate for the students at the Vocational High School?*

Based on the results of the teachers' interviews, content should include students' specific areas in order to draw their attention to the course. Moreover, 34,3% strongly disagree, %13,3 disagree that the content of the existing course book is not relevant to their expectancy. And also all English teachers are aware that the existing content is not appropriate for these students; this situation can lead to students being bored during the course. Therefore, concerning the perceived needs, ESP content seems more relevant and appropriate for students rather than general English content. Along with this, 27,2% strongly disagree and 13, 8% disagree that they are satisfied with the methodology used in this program which is based on teacher-centred approach because of the overcrowded classroom and lack of appropriate materials. Two of the eight English teachers taking part in the interviews are in favour of Communicative Language Teaching Method which is in accordance with the students' needs mostly based on speaking and listening language skills, using authentic materials. The other teacher offers an eclectic method based on practice. In addition, seven students taking part in the interviews are dissatisfied with the methodology used in this course. All teachers and a vast majority of the students are of the opinion that speaking and listening language skills are the most needed statement so methodology to be used in this program should include all these requirements and topics related to their specific areas. When it comes to the instructional materials, especially questions in part seven in needs analysis indicated that significant percentage of the participants, 52,3% strongly agree and 21,1% agree on using technological equipment; power point presentations, videos, internet should be used in language learning because they find these materials appealing, attractive and vivid. With the help of these attractive, alluring materials the students would be more engaged in the learning process. Experienced English language teachers taking part in the interviews suggest that visual, auditory materials and a technical course book should be designed for each department because they are of the opinion that students at this school are in need of ESP. In this case, it can be said that relevant course books may enhance students' language learning motivation as Ellis & Johnson emphasized "Success in learning can only come about if the learner is motivated. "Making the course relevant to job or study needs is usually a good way to motivate the learner" (Ellis & Johnson, 1994, p. 71). In addition, with significant percentages (30% strongly agree and 25,8% agree), students taking part in the questionnaires also share the same concerns regarding the necessity of a technical course book. Forty-two percent strongly agree and 33,1% agree that visual materials draw their attention, thus, using these materials have a crucial effect on their learning because "Visual materials focus the students' attention exclusively on spoken English" (Harmer, 2000). And also, Littlewood says "visual materials bring further aspects of the outside world into

the classroom.” (Littlewood, 2000, p.47). Similarly, both English teachers and students taking part in the interviews have consensus on using visual materials which will help them learn vocabulary and related sentences with ease.

Along with this, auditory materials are also desired by a majority of the participants (35% strongly agree, 29, 1% agree). Auditory materials such as cassettes, CDs should be used in the classroom so as to master their listening skill so that they can interact with foreign customers, specialists. As far as the researchers are concerned, the instructional materials to be used in the classroom should be based on Keller ARCS model which requires being relevant that links to learners’ needs, interests, and motives, including attention strategies for stimulating and sustaining curiosity and interest, consisting of confidence strategies that help students to develop a positive expectation for successful achievement, and the last strategy is satisfaction strategies that provide extrinsic and intrinsic reinforcement for effort (Keller, 1983). That is to say, motivational instruction draws the learner’s attention to the lesson and enables them to be engaged in the context as well. For classroom activities, both teachers and students share the same ideas (49% of them strongly agree, 29% agree) on studying with technological devices and examining authentic materials which include specific studies -such as motor, metal, electric and computer studies. A majority of the participants (35% strongly agree, 27,9% agree) acknowledge the importance of speaking activities. At this point it can be said that students address the importance of communicative Language Teaching Method. Nevertheless, these language needs of the students based on examining authentic materials and speaking activities should be applied in accordance with the language competence level of the students because the students may find the activities challenging and their learning motivation can decrease. As Csikszentmihalyi (1993) believes, the challenge of the activity perceived by the person doing it and the level of the person’s skills should be balanced with each other. Hence, the activities and materials to be used in this language course should be designed according to language level of the students.

5. What factors should be considered in designing syllabi for the students at Vocational High School?

In designing a syllabus for students at Vocational High School, there are certain crucial factors to be considered, for instance, the most important factor is to take students’ language needs into account. Students state that they would like to take part in the learning process. Gonzales y Fernandez (1999) say that “students should be asked about their opinions and preferences on English teaching.” Their views should then be incorporated in the course. The syllabus, materials, methodology and evaluation system to be used should be kept in line with the students’ external and internal needs. Teachers should be able to combine curriculum objectives with students’ demands (Gonzales y Fernandez, 1999, p. 31-32). As the students mentioned in needs analysis questionnaire part 4, they are dissatisfied with the methodology utilized in the classroom, the content of the course book, which includes a topic-based syllabus, and course hours. Therefore, it can be claimed that as Widdowson emphasized “A syllabus is an idealized schematic construct which serves as reference for teaching” (Widdowson, 1999, p. 127). It can be said that a syllabus is a mirror of a program because it gives us some clues about how the program will be effective. A topic based syllabus just including the name of the subjects to be taught in the class is used in this course. A topic type syllabus is to “break down the mass of knowledge to be learnt into manageable units” (Hutchinson & Waters, 2002, p. 85). Automotive sector has lots of topics and units such as Automotive Power Transfer Parts, Automotive Movement Control Systems, and Automotive Electric-electronic Systems which should be taught in the classroom. Nevertheless, it can be said that the existing syllabus doesn’t cater for the participants’ needs because needs analysis indicated that they need a functional or a notional syllabus which requires communicative competence. On the other hand, it can be said that the syllabus used for students in this course is not designed according to the students’ needs as all

the students emphasized the importance of the communication and student-centered education which requires a functional and notional type syllabus. As for program goals and objectives, they are designed according to the syllabus and teacher-centered learning which entitles giving knowledge explicitly to the students. However, the students need learning English in a guided environment which enables them to be involved in the learning process. Another important factor, as one English language teacher stated in the interview, is "English teachers should collaborate with technical teachers in order to master themselves in specific knowledge." In addition, the students should be equipped with general English in the previous course, at 9th grade so that they can adapt to ESP course at 10th grade. As to the existing course hours, the vast majority of the participants are of the opinion that the given time, two hours per week for English course is not enough to achieve their goals and objectives such as speaking fluently, listening effectively and so on. Therefore, the course hours should be redesigned and a four hour course may be applied consisting both ESP and general English.

Conclusion

The aim of this study was to investigate the English language needs of 10th grade students at a Vocational High School and evaluate the existing language program to determine whether the current curriculum, syllabus, materials, and teaching activities meet their needs or not.

The researchers examined the English course by following Brown's systematic approach to curriculum development (Brown, 1995). Each criterion in the curriculum was evaluated according to the students' perceived needs and goals and objectives of the course. The results of the study indicated that the existing program does not fulfil the students' needs and expectations. Accordingly, the current curriculum does not take their preferred learning activities, materials, methodology into consideration. Therefore, the students are de-motivated and unwilling to learn a second language. All in all, the current findings show that the existing course implementation has innumerable drawbacks because of the lack of ESP curriculum. Perhaps, it is more accurate to say that the course book writers, educators, material designers and teachers need to take students' needs into account and become more aware of the significance of using English in specific occupations. In the light of this study, it can be inferred that a new language program should be designed in accordance with ESP education to overcome the existing teaching and learning problems. Specifically, in syllabus design for vocational high schools, some crucial factors such as students' needs, appropriate teaching methods, and well-qualified teachers in ESP should be taken into account. It can be recommended that English teachers be trained in this area. Accordingly, seminars pertaining to the specific professions should be designed so that the teachers in charge of teaching ESP can follow the latest and the most crucial breakthroughs in this area to apply in their classrooms. Besides, it can be added that teaching materials, syllabi, curricula and teaching processes might be redesigned according to the students' needs in order to train well-qualified people for our country's future economy. Moreover, it is well-known that if the students are engaged in their own specific subjects, they can learn better English and they may be more motivated in the learning process. Therefore, it is advised that English course should be based on ESP in vocational high schools instead of teaching general English as a compulsory academic lesson. It is recommended from students' perspective that the current general English program be shifted to an ESP program which caters for the specific needs of the students and make the use of English language more meaningful and practical for their future careers.

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Geniş Özet

Meslek Lisesi Öğrencilerinin Dil İhtiyaçlarına Dayalı Program Geliştirme

Türkiye de genellikle sekiz yıllık zorunlu temel eğitimden sonra öğrenciler girdikleri sınavdan aldıkları başarı puanlarına göre liselere yerleştirilirler. Yüksek puanlı öğrenciler Anadolu liselerine, fen liselerine, düşük puan almış ve genellikle akademik not ortalamaları da düşük olan öğrenciler ise meslek liselerine kayıt yaparlar. Ama alacakları lise eğitimi süresince aynı eğitim programını görürler ve tüm okullarda genel İngilizce programı uygulanır. Öğrenciler arasındaki başarı durumu gözetilmeksizin asıl amaçları endüstriyel sektörde çalışmak olan meslek lisesi öğrencilerinin mevcut olan İngilizce dil programına ilgisiz oldukları görülmektedir. Meslek liselerindeki öğrencilerin motivasyon seviyelerini yükseltmek, derse ilgilerini artırmak için Özel Amaçlı İngilizce programının uygulanması gerekir.

Bu çalışmanın amacı, Endüstri Meslek Lisesinde okuyan 10. sınıf öğrencilerinin İngilizce dil ihtiyaçlarını araştırmak ve şu an İngilizce dersinde kullanılan araç-gereçlerin, yöntem ve tekniklerin, içeriğin öğrencilerin dil ihtiyaçlarını karşılayıp karşılamadığını belirlemektir. Bu çalışmanın anketi, bir Mesleki ve Teknik Lisesinin metal, motor, elektrik, bilgisayar bölümünde okuyan 1110 öğrenciden rastgele seçilmiş 23 kız öğrenci ve 403 erkek öğrenciyle birlikte okulun 8 İngilizce öğretmenine uygulandı.

Bu çalışmada nicel ve nitel veri toplama yöntemleri kullanılmıştır. Ayrıca okuldaki 4 İngilizce öğretmeniyle yapılandırılmış ve rastgele seçilmiş 8 öğrenciyle de yarı yapılandırılmış görüşme tekniği kullanıldı. Görüşme sonuçları kodlandı ve beş ana başlık altında temalaştırıldı. 426 öğrenciye ve 8 İngilizce öğretmenine uygulanan anket sonuçları için SPSS (11,5) kullanıldı ve yüzdeler verildi.

Uygulanan ihtiyaç belirleme anket sonuçlarına göre öğrenciler gelecekteki kariyerlerinde yabancı müşterilerle ve alanlarındaki uzman kişilerle iletişime geçmek için en çok konuşma ve dinleme dil becerilerini geliştirmek istiyorlar. Sınıfta bu dil becerilerin kazanımı için de çeşitli teknolojik araçların, görsel araç-gereçlerin, kendi alanlarında hazırlanmış bir teknik kitabın ve gerçek yaşamdan alınmış makale ve yazıların olmasını istiyorlar. Sınıf içi aktivitelerinde en çok internet kullanımı ve power-point sunumları tercih edildi. Grup çalışması ve rol oynama teknikleri öğrenciler tarafından en az tercih edilmesine rağmen öğretmenlerin en çok tercih ettiği teknikler oldu. Öğretmenlere ve öğrencilere uygulanan anket ve görüşme sonuçları Genel İngilizce Programının yanında Özel Amaçlı İngilizce Programının bu okulda uygulanması konusunda hemfikir olduklarını gösterdi. Öğretmenlerin tümü teknik alan İngilizce ders kitabının olması gerektiğini vurguladılar.

Okuldaki mevcut İngilizce öğretmenleri de tıpkı öğrencilerin belirttikleri gibi programın hem günlük konuşmalar için genel konular içermesini hem de kendi alanlarında rahat konuşup anlamalarını sağlamak için alan İngilizcenin olmasını vurguladılar.

Ayrıca öğrencilerin şu anki mevcut durumdan, özellikle şu anki ders kitabından, sınıf mevcutlarından, kullanılan ders içi aktivitelerden ve ders araç-gereçlerinden memnun olmadıkları da ortaya çıktı. Araştırmada, öğretmenlerin ve öğrencilerin kendi dil ihtiyaçlarını içeren yeni bir İngilizce dersi programı geliştirilmesi yönünde hem fikir oldukları sonucu çıktı.

Öğrencilerin İngilizce dil ihtiyaçları göz önüne alınarak deneysel bir dil öğrenme programı geliştirildi. İhtiyaç belirleme analiz sonuçlarına göre, geliştirilen programda daha çok öğrencilerin kendi alan bilgilerini içeren materyallerle birlikte İletişimsel Dil Öğrenme metodu ve keşfetme metotlarına dayalı bir öğrenme süreci tasarlandı ve önerildi.