A STUDY ON DETECTING THE NEEDS IN VOCATIONAL ENGLISH COURSES AND DEFINING ESP CRITERIA FOR A BETTER INSTRUCTION

Gonca ALTMIŞDÖRT [1]

Abstract

The aim of this study is to investigate the characteristics of these programs and to define very specific features of this process. In the study, under the umberella of ESP, the main items of the program are analyzed. In this analysis, the learners, the teachers, the course process, the activities, the materials, the measurement and evaluation are focused on and the basic criteria of the ESP programs are determined. This study also investigates the perceptions and needs of the students and teachers on ESP programs in order to review and develop the program in many ways. The data were collected through two different types of interviews which were with the students' and with the teachers. The students who attended to the interviews were university students taking vocational English courses. In the other interview, the thoughts and expectations of the teachers about ESP (vocational English teaching) and the ESP programs were also asked. The interview questions were prepared through literature review and important items were selected to ask in the interviews. All the interviews were implemented separately. After getting collected the data students' and teachers' answers and ideas were evaluated in two parts, and the common points were grouped in a table. To see the percentage of these answers, the percentage rations were calculated. The results were listed through percentage rations. These results show which features were at the the top of importance for the students and teachers. In addition to this, the results of the students' and teachers' interviews were compared and by this comparison some similarities and differences were detected. The results show that both the teachers and the students are aware of the importance of the learners' needs and expectations in the program. Also, the self-study

[1]Yrd.Doç.Dr., Milli Savunma Üniversitesi Kara Harp Okulu, İng.Öğ.Üyesi

and creating different opportunities to motivate students are common opinions shared by them. The results reveal that the basic language skills can be taught integratedly, or the skills can be taught as separate courses depending on the objectives and the general aim of the ESP program. In addition to this, in the study the recent studies were searched and the weak and powerful points of the ESP programs all over the world were focused on and the suggestions of the researchers were submitted. Also, in the study with a recent literature review, common points of ESP instruction and programs were searched, the problems were listed. The solutions and suggestions according to the researchers were defined. At the end of the study, with the detailed literatute review, an ESP program evaluation criteria checklist was developed.

Keywords: *English for Specific Purposes, needs analysis, language teaching programs, program evaluation*

MESLEKİ İNGİLİZCE DERSLERİNDE GEREKSİNİMLERİN BELİRLENMESİ VE DAHA İYİ BİR ÖĞRETİM İÇİN ÖZEL AMAÇLI İNGİLİZCE KRİTERLERİNİN TANIMLANMASI ÜZERİNE BİR ÇALIŞMA

Öz

Bu çalışmanın amacı Özel Amaçlı İngilizce Programlarının özelliklerinin belirlenmesi ve bu sürecin önemli özelliklerinin tanımlanmasıdır. Çalışmada Özel Amaçlı İngilizce şemsiyesi altında programın temel unsurları analiz edilmiştir. Bu analizde, öğrenciler, öğretmenler, ders süreci, etkinlikler, malzemeler, ölçme ve değerlendirme üzerine odaklanılmıştır. Çalışmada ayrıca Özel Amaçlı İngilizce Programlarının gözden geçirilmesi ve geliştirilmesi için öğrenci ve öğretmenlerin bu program hakkındaki düşünce ve gereksinimleri araştırılmıştır. Çalışmada bulgular öğrenci ve öğretmenlerle yapılan iki farklı görüşme ile elde edilmiştir. . Görüşmelerden elde edilen bulgular iki farklı grup altında incelenmiştir. Elde edilen veriler yüzdelik sırasına göre listelenmiştir. Çalışmada ayrıca alanyazın taraması yapılarak son çalışmalar incelenmiş ve dünyada Özel Amaçlı İngilizce Programlarında yaşanan sorunlar incelenmiştir. Bu çalışma ile Özel Amaçlı İngilizce Programlarında son zamanlarda var olan programın zayıf ve güçlü

noktaları saptanmaya çalışılmıştır. Araştırmacıların Özel Amaçlı İngilizce Programlarının geliştirilmesine yönelik önerileri saptanmıştır. Çalışmada ayrıca Özel Amaçlı İngilizce Programlarının eksik noktalarının saptanması ve geliştirilmesi için ayrıntılı bir alanyazın taramasından elde edilen bilgiler ışığında Özel Amaçlı İngilizce Programlarını değerlendirme kriterleri oluşturulmuştur. Çalışmanın sonunda ise yapılan araştırmaların sonucu olarak ve öğretmen ve öğrenci görüşmelerinden elde edilen bulgular ışığında araştırmacı tarafından etkin bir Özel Amaçlı İngilizce Programı için öneriler sunulmuştur.

Anahtar Kelimeler: *Özel Amaçlı İngilizce, gereksinim analizi, dil öğretim programları, program değerlendirme*

Introduction

English for Specific Purposes (ESP) is defined to meet specific purposes and needs of the learners. Both the content and the language are learned simultaneously. The content and the language depend entirely on the learners' reasons for learning English. English is taught as a tool to teach specific subject field. It is not separated from the language used in the real world. Strevens (1988) stated that ESP is "a particular case of the general category of special-purpose language teaching. As English is spoken by millions of people and also used as a second language by many millions more, it gained an international place for communication in various fields. Besides, the revolution in linguistics, a new focus on the learner also contributed to the emergence of ESP in 1960s and 1970s. English became necessary in academic and business life. The universities started to offer English courses for different specific purposes. As ESP is focused on the needs and the interests of the learners, the demand for ESP has continued to increase worldwide since 1960s (Dudley-Evans and St. John, 2001). Throughout the years, ESP has developed into international language as a result of the fast development of the world economy, technology and science. Furthermore people's needs for communication became another factor for the swift spread of the use of ESP.

In this study, the characteristics of these programs and the perceptions of teachers and students were searched. Also, in the study with a recent literature review, common points on ESP instruction in recent years

were searched, the problems and solutions were designated. In this search, with a literatute review the learners, the teachers, the course process, the activities, the materials, the measurement and evaluation were focused on in order to create a criteria list to evaluate ESP programs.

What is ESP and Vocational English?

Hutchinson and Waters (2004), defined English for Specific Purposes as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." In The Encyclopedic Dictionary of Applied Linguistic ESP is described as the language programs designed for groups of individuals who are learning with an identifiable purpose and clearly specifiable needs (1998). There are many sub-branches of ESP. Some of them are English for Science and Technology (EST), English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). These branches are all grouped under the umberalla of English for Specific Purposes(Hutchinson and Waters, 2004; Crandall, 1979). Vocational English is one aspect of English for Specific Purposes. ESP emphasizes English for professions and highly skilled occupations vocational English refers to English for semi-skilled, skilled, para-professional, or technical employment (Crandall, 1979). Vocational English courses emphasize vocabulary, language functions related to occupation (Gage, Prince, 1982).

According to Hutchinson and Waters (2004) there are some reasons for the emergence of ESP. One of the reasons is that there was a broad demand of new world needs in 1960s and 70s. These needs have emerged from the development of the world economy, the progress of science and technology, the use of English as the international language of technology, science and commerce, the economic power of the oil-rich countries and the great number of overseas students studying in the USA, UK and Australia (Hutchinson and Waters, 2004: 6-8). By the development of ESP, the focus on the language used in real communication and in specific areas have been increased. Hutchinson and Waters (2004) state that the language of specific context in which English is used varies. So, if language varies in different situations, it is possible to implement language teaching to meet the learner's needs and expectations in specific areas.

ESP is generally addressed to adults, usually at an intermediate or advanced level in English, having some basic notions of the language

system. ESP students learn English in order to achieve specific field beyond the language itself. In ESP courses, the learners are usually adults since the ESP aims to reach the needs of the students in academic, business, scientific area. The students generally know English and they learn the language in order to meet their needs in real life. They learn professional language in a specific field. As English became international language, English has turned out to be essential in many areas. Technology, science, tourism, medicine, business, military, banking, accounting are some of these areas. ESP teaches specialized vocabulary, discourse, genre, correspondence, negotiations etc. In English for Academic Purposes (EAP), the learners study English because they need to access academic texts written in English. The main aim in ESP is to achieve the required English proficiency level for the situation in which the language is going to be used. Hutchinson and Waters (2004) classified the learners' needs as target needs, what the learner needs to do in the target situation, and learning needs. Learners use different learning strategies, different skills, and are motivated by different needs and interests.

The characteristics of ESP

There are some basic characteristics of ESP. It consists of English Language Teaching which is designed to meet specified needs of the learners. It focuses on the language appropriate to a specific subject field or context. It is related in content to particular disciplines such as occupations, academics, science, technology etc. It is centred on the language in compliance with those activities, in syntax, lexis, discourse, semantics, etc. Teaching skills can vary in accordance with the objectives (Strevens, 1988). Dudley-Evans and St. John (2001), also defined some characteristics of ESP. According to them ESP is based on the language appropriate to activities in terms of grammar, lexis, register, study skills, discourse and genre. According to them ESP may be used, in specific teaching situations, a different methodology from that of general English. ESP makes use of underlying methodology and activities of the discipline it serves.

In ESP the needs of the students are more readily identified within academic, occupational, or professional settings (Johns and Price-Machado, 2001, p. 43). Learners' needs are critical to have effective teaching and learning. Cunningsworth (2002) claims that ESP is goal-oriented and based

on the awareness of learners' needs. Bloor and Bloor (1986), states that the goals of ESP courses are more likely to be achieved as long as learners' needs are satisfied. Therefore, the first goal thing in ESP courses is to reach the learners' needs. ESP is centred on the appropriate language, skills and discourse. It focuses more on language in context than on teaching grammar and language structures. It is a kind of collaboration between the subject teacher and English teacher (Cohen et al., 1979). Authentic topics are used as materials in many different ESP programs.

Evan Frendo (2008) states that a needs analysis is unique to a specific training situation. It entails exercising judgment and finding compromises to make the best use of resources in a particular teaching context. It is about working with learners to decide on the best way forward. According to these data, the methods and the techniques of the program are developed. Belcher explains that ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored-to-fit instruction. ESP specialists, therefore, are often needs assessors first and foremost, then designers and implementers of specialized curricula in response to identified needs (Belcher, D.D., 2006). The needs analysis involve defeciency analysis or assessment of the learning gap (West, 1997). The ESP specialists tap into the ongoing subjective needs of the learners such as self-knowledge, awareness of target situation, life goals and instructional expectations (Tudor, 1997). Needs analysis is an ongoing process; it continues through the end of the course. Even, as the course is finished, a general program evaluation is implied and the data are collected to identify the needs, lacks, expectations and succsess.

How to teach ESP?

There is not a definite way of teaching people to learn ESP. However, what and how to teach should be taken into consideration according to the aim of the program and the age of the students. The need which are determined by the needs analysis help to define the types of methods and techniques that will be used in the class. The teaching methods should be based on the needs of the learners, because the main goal in teaching/learning ESP is to meet the students' needs. Traditional and new teaching methods can be chosen according to the learning situation of the students. Besides, the classroom activities are chosen by the ESP teacher in

accordance with the age, needs, expectations and present or future career of the learners.

The teaching of English was centred mostly on language structure in 1960s and 1970s, English for Special Purposes was widely interpreted as teaching "special language" defined in terms of formal linguistic properties, lexical items, collocations and sentence structures (Mackay, Mountford: 1978). Today, ESP programsa re generally based on the requirements of the learners; and the methods are selected through using different kinds of authentic materials. It is important to consider and determine the right method and techniques in teaching and learning ESP. Hutchinson and Waters (2004) claimed that there is no such thing as an ESP methodology. ESP is often seen as a materials-driven rather than a methods-driven enterprise (Master, 1997). First of all needs analysis should be done in order to design a program. According to the ESP theorists, needs analysis is the starting point for any course design. Needs analysis refers to the activities carried out to gather information which will develop a curriculum for meeting the learning needs of a specific group of students (Brown, 1995).The objectives of the program can be determined by the results of the needs analysis. It constitutes the basis for developing curriculum, syllabus, materials, teaching activities etc. (Brown, 1995; Dudley-Evans & St. Johns, 2001; Richards, 2001; Hutchinson & Waters, 2004).

In ESP, the general aim of the program is to choose which skills should be taught. These skills can be integrated in the lessons. In General English teaching, the four language skills (listening, reading, speaking and writing) are often equally focused on. However, ESP teaching sometimes focus on a certain skill required depending on learner's needs. It can be said that the percentage of these skills in the courses can differ according to the learners' professions. Reading and writing are interrelated skills not only in general language but also in ESP and should be exercised together. Carson and Leki (1993) states that reading can be, and in academic setting nearly always is, the basis for writing. However, the importance of listening in language learning can not be ignored. By listening the learners get the mental messages by the help of the input subconsciously. An important factor in listening comprehension in ESP is authenticity of listening materials. Authenticity in ESP implies real language, which is used in a specific field.

The teachers should know how their students will use the ESP in real life. They should be careful about choosing the right teaching methods, materials and activities. In ESP courses, the role of the teacher is not only to teach language but also to teach different areas. Knowledge of the subject area is the main requirement of the ESP teacher. The teacher should know the specific area taught in ESP programs. Besides, they should know the language requirements in this program. In order to have knowledge of the subject area, the ESP teacher has to collaborate with specialists in the field. The teachers in ESP has many responsibilities such as determining the needs of the learners and the program, detecting the aims and objectives, selecting materials, designing syllabus, lessons, developing an interactive and motivating learners, and assessing learners' progress. The needs, aims and objectives are defined according to the learners' target situation. A close interaction between the teacher and the learners and their needs is also beneficial to the teaching process. According to Dudley-Evans (1998), the ESP teachers are language consultants, course designers and material providers, researchers, collaborators, evaluators.

The syllabus, materials, assessment and the other elements in ESP

Hutchinson and Waters (2004) state that the syllabus in the course design process has several approaches like the language-centred and skills-centered approach. To design a syllabus in ESP, first of all the target situation should be determined. In order to define the target situation, needs analysis should be done. According to these results the method, the teaching materials, activities and exercises, evaluation instruments should be determined. The selection of materials is also very important in ESP. The selection of the materials must be made according to the learners' needs, program targets and expectations. ESP courses make use of authentic materials in the specific areas and are based on the learners' needs and expectations for the general aim of the ESP program. For that reason, the choice of materials should be determined by several factors. The materials in ESP courses should meet the specific requirements of the target situation and include authentic tasks. Materials can have varying degrees of authenticity from clearly authentic materials found in the target discourse community to semi-authentic materials produced by the ESP practicioners (Belcher, 2006). Effective ESP materials enable the students to learn the language easily in a specific area.

Motivation is another key feature to be taken into consideration in setting up an ESP course. In the case of meeting the needs of the students, the course becomes much more motivational. Dudley-Evans (1997) and Robinson (1991) have suggested that, rather than deep content knowledge, the most critical qualifications to cultivate are respect for learner knowledge and perspectives, intellectual curiosity and flexibility, and enjoyment of improvisational problem-solving. In ESP course, the teaching should be flexible and should be adapted to the learners' needs. Learners are encouraged to set their own objectives and to adopt realistic goals.

Another important element in the process of teaching/learning ESP is assessment. It helps students to monitor themselves and receive feedback. In addition to this, assessment leads to making important decisions about the program. Teachers can evaluate their students' progress, knowledge and abilities. The evaluation should be done during and at the end of the course. In evaluation, the teachers have to know why, what and who is being assessed. The assessment should include what the students learn such as the knowledge, skills, and attitudes in the program.

The ESP programs have very different dimensions such as program designing, course process, selecting and adapting the materials and measurement and evaluation. Of course, all of these are very important issues in the program. However, in ESP programs there are some factors which differ ESP from the other language teaching programs. These are the needs of the learners and the role of the teachers in ESP programs. Before designing a program, these features should be considered in detail to reach success in the program. In order to create a sound program, the characteristics of the ESP should be known.

Although these are basic characteristics of an ESP program, what are the crucial features in ESP programs from the students' and the teachers'perspective? In this study, an interview was held with the teachers and the students in an ESP program in order to find out the answers of the following questions:

1. What are the needs and the expectations of students' and teachers' in an ESP program?

2. What do they suggest in order to develop ESP programs?

Methodology

The purpose of this study is to search the characteristics of ESP programs and to investigate the perceptions of the teachers and students about the specific features of ESP programs. In this study, quantitative and qualitative methods are used. Also, in the study with a recent literature review, common points of ESP instruction and programs are searched, the problems were listed and solutions and suggestions according to the researchers were defined. In addition to this, in the study with a detailed literature review very important features of ESP programs are scrutinized and an ESP program evaluation criteria checklist is developed.

Research Setting and Instruments

In the present study, ESP programs and their effectiveness were searched. This study is carried out in a university which has ESP programs in Ankara, Turkey. The data were collected through the interviews conducted with the students and instructors of the department having vocational English courses. The interview questions are focused on teachers' and students' own ideas describing the effectiveness of their programs.

Sample and Procedure

To determine the thoughts of the students and teachers about ESP and the ESP programs, the interviews were arranged. The interview was held with 43 students who were randomly selected in vocational English department in a university in Ankara. The student participants were purposively sampled from the students who took vocational ESP courses. These participants are upper intermediate English learners. The ages of all of these participants were 18 to 22. The participants were also of different classes: freshman, sophomore, junior, senior students)

The teacher interviews were held with 20 teachers who instruct ESP in the same department in this university. In fact they are English language teachers. They are experienced teachers (at least 8 to 17 year of experiences in teaching language). All data collection was implemented in L1. Although findings can not be generalised to the whole population, it may provide a general idea about the common attitudes of English teachers.

In the interview the students were asked what they thought about the ESP programs in general. As for qualitative data collection, the interview for students included questions related with their needs, expectations, success in the ESP programs. The interview lasted almost 3-5 minutes for each person. The answers of the students were noted down. The answers were grouped in different headings. The bulk of data was classified into themes. In the teachers' interview, the questions about the ESP programs were asked. In the interview, teachers' expectations, thoughts, suggestions were determined. The answers of the students and the teachers' were analyzed and the distribution of the results were listed in accordance with the percentage of the answers in two groups. The results of interviews are summarized in Table 2 and in Table 3.

Data Analysis

This qualitative and quantitative study examines the thoughts and perceptions of the students and teachers about ESP education programs. Some sample students and instructors were selected randomly from the whole group. In the study, the features of the ESP programs and the students and teachers' impacts on these programs have been searched, and variations and similarities of the perceptions are analyzed.

Drawing on a database of interviews, the study finds out the effectiveness of the ESP programs, the beliefs and the perceptions of the students' and the teachers' about ESP. In the study, the participants responded to open-ended questions developed by the researcher. The interviews were conducted face to face, and the answers were noted down on paper. Teachers and the students were asked to respond to the following questions in the interviews.

Interview Research question:

1. Do you think that your ESP (vocational English) courses are enough to be successful?
2. What are the positive sides of your courses?
3. What can you say about the lacks and negative sides of the program?
4. What do you think about the course process, materials, evaluation and measurement?

5. What do you think about the factors that must be involved in ESP programs to reach success?
6. Are there four-skills lessons? Do you think that they are enough?
7. Do you think that grammar shoul be more emphasized in the courses?
8. Do the students and teachers have enough time to prepare, to study or review the lesson?
9. What are your needs and expectations about the ESP programs?
10. Do you have any suggestions about the ESP programs and courses?

The students and the teachers were asked to describe their views on ESP and the ESP programs in general and to verbalize the needs and lacks of the courses. Thus, the similarities and differences have been systematically analyzed.

Findings

Interviews were also particularly conducted to gather qualitative data and to have a better understanding about the participants' personal opinions. The ratio of these answers were determined. The data were analyzed both quantitatively and qualitatively. The qualitative data were thematically analyzed. Then the researcher compared and contrasted the conclusions derived from the analyses of the interviews of the students and teachers. The results were listed from the highest to the lowest percentage. The results show which features should be placed at the the top of list according to their the importance in ESP programs. The results of the students' and teachers' interviews, some similarities and differences were detected. The factors that must be taken in to consideration while planning an ESP programs are listed. The distribution levels of these factors are shown in Table 1 and in Table 2.

Based on the collected data (interviews) participants have a very positive attitude towards ESP. The data derived from the open-ended questions in the interviews helped to get deeper understanding of the participants' perceptions. Most of the students described their expectations and experiences with ESP. They stated that the ESP programs are helpful. In fact, the data show that the participants have some expectations to be much

more successful in the program. The students' responses are shown in Table 1 below:

Table 1: Students' responses

		%
1	Students should have free time for self-study.	92,6
2	Teachers should guide the students how to study and learn.	91,6
3	Different opportunities should be offered to students to learn ESP.	91,6
4	Authentic materials should be used in ESP programs.	91,4
5	Some courses can be taught by native speakers.	89,3
6	Measurement and evaluation criteria should be determined.	88,6
7	s should be increased at upper levels.	84,9
8	ESP courses should include main content in accordance with the aim.	81,8
9	Grammar should not be given in detail.	73,3
10	English should be spoken throughout the lesson.	47,3
11	The program should include real future targets.	23
12	Four-skills should be given in the courses.	4,8
13	The background knowledge about content should be increased.	4,8
14	Extra-curricular supplementary materials should be given.	2,4

The teachers' responses are shown in Table 2 below:

Table 2: Teachers' responses

		%
1	The students' needs should be emphasized in ESP programs.	96
2	The students should have more free time to have self study.	77
3	The motivation of the students should be increased.	28
4	There should be rich materials in the ESP lessons.	23
5	The teachers should have enough time to make necessary preparations for the lessons.	19
6	Teachers need teacher training programs in ESP.	9
		%
7	A new syllabus should be redesigned according to the targets.	9
8	The measurement and evaluation techniques should be reviewed continuously.	9
9	A definite method should be picked according to the aim of the program.	9
10	The numbers of the studens in an ESP lesson is important.	4

In the study, also, recent ESP programs of many different countries are examined. With the comparison of these studies, the current ESP programs and their features are searched. By getting information about the programs the powerful and weak points of ESP programs are determined. In

addition to this, the suggestions of researchers are submitted. Table 3 shows the weak, powerful points which were determined in the studies. And in the table the most important suggestions of the researchers are submitted below:

Table 3: Recent Studies on ESP and their contents as a summary

Researcher	Title of the Studies	Weak Areas mentioned	Powerful Areas mentioned	Suggestions
Eik, 2017	Introducing English for Academic Purposes		interacting for social, political, pedagogical, and logistic constraints	interconnectedness with different disciplines
Antic and Milosavljevic, 2016	Some suggestions for modelling a contemporary medical English course design based on need analysis	necessity to search student's needs		determining what their future needs
Bielousova, 2016	Using Internet Reseources in ESP Teaching.		using software and internet in ESP	benefits of using Internet resources
Hoa, Mai, 2016	Difficulties in teaching ESP: Empirical Study in Vietnam Universities	not meeting English requirements of employers		determining the factors related to teaching ESP

Researcher	Title of the Studies	Weak Areas mentioned	Powerful Areas mentioned	Suggestions
Chantoem, Rattanavich, 2016	Techniques through Web Technologies for Vocational Students' Reading and Writing Abilities		achievements of vocational students, their reading and writing abilities	using web technologies
Casteneda, 2016	Methodologies for Teaching English to Adult Students in Spanish Vocational Education Programs	older adult learners face many obstacles in oral comprehension		İmplemention of real-life practice, repetition, skill-oriented tasks, and collaborative or cooperative learning in ESP

Popescu, 2015	Specificity in Teaching English for Specific Purposes,	-communicative needs of the students -lack of different course materials	increasing students' motivation with designing a qualified courses
Ciortescu,Cecal, 2015	Developing a Skills-Based Syllabus for Business English St udents.		developing a skills-based syllabus
Otilia, 2015	Needs Analysis in ESP.	today, the tasks of needs analysis is much more complex	collecting information about the learners and defining the target situation and environment
Sidorova, Bogovaya ,2015	Features and Teacher's Role at Educating ESP	problem of developing of ESP courses	the need for program evaluation

As the Table 3 indicated, the recent studies focus on the general needs of the ESP programs, new implications and suggestions of the researchers. Eik (2017), in his study titled Introducing English for Academic Purposes, focused on the English for Academic Purposes that specialization under English for Specific Purposes. It mentions that EAP teachers, students and administrators have interconnectedness with different disciplines. They interact for social, political, pedagogical, and logistic constraints.

Antic and Milosavljevic (2016), in their study focused on the linguistic needs of medical students and the most problematic areas for their future careers. In the study it is obtained that there is necessary not only to analyze the current students learning needs but also to determine what their future needs would be and that was done by including the medical doctors and the teaching staff. Bielousova (2016), investigates teachers and students benefits of using Internet resources in teaching ESP. In the study, there is an overview of how Internet resources can be used for English language teaching. Also the researcher focuses on the software that was developed at the Technical University. Hoa and Mai, (2016), defines that in recent years

teaching ESP at Vietnam universities has received a lot of attention. However, students after graduation do not meet English requirements of employers, so unemployment becomes more serious. The study includes a survey of teachers and students at universities in Hanoi by listing the factors related to teaching ESP.

Chantoem and Rattanavich, (2016), in their study Techniques through Web Technologies for Vocational Students' Reading and Writing Abilities compares the English language achievements of vocational students, their reading and writing abilities. Also, in the study it is searched that students' attitudes towards learning English and just-in-time teaching techniques through web technologies. Casteneda, (2016), explores strategies used by teachers of English in Spain. The findings indicate that older adult learners face numerous obstacles in oral comprehension and language production. These problems are related with the translation and grammatical methodologies. He suggests that special attention is paid to the methodologies used by teachers of age-diverse groups. These should include real-life practice, repetition, skill-oriented tasks, and colloborative learning.

Popescu, (2015), in the study offers guideliness in to ESP teaching.

He suggests that the methods of translation and designing a qualified courses increase students' motivation. The communicative needs of the students and different course materials can be effective in the program.

Ciortescu and Cecal, (2015), develop a skills-based syllabus for Business English Students. Otilia, (2015), mentions that needs analysis is considered to be the cornerstone of ESP. Nowadays, the tasks of needs analysis is much more complex: it aims at collecting information about the learners and at defining the target situation and environment of studying ESP. Sidorova and Bogovaya, (2015) also deals with the problem of developing of ESP courses and they suggest the importance of program evaluation and program development studies.

As it is seen in Table 3, there are some problems in ESP teaching in the World. These problems are the lack of needs analysis, obstacles in meeting expectations of the students, difficulties in oral production, limited course materials and communicative needs of the students. In addition to this, the program development studies are not enough to review the program. However, there are new implementations in ESP programs.

Especially it can be said that the technology and technological aparatus are very vital in ESP teaching today. The students have a lot of opportunities in web, internet and distant learning. Also, they can reach many different materials by usuing computers and they have chance to develop their four-skill abilities with these technological ways. The researchers suggest that first of all the importance of the needs analysis should not be forgotten. They focus on the interconnectedness with different disciplines and implementation of the real-life practice, repetition, skill-oriented tasks, and collaborative or cooperative learning in ESP. To increase motivation of the students, different types of materials should be used. Also, they focus on the importance of the program evaluation and program development studies periodically in ESP teaching.

Results

When Table 1 is scrutinized, it can be seen that the learners rate "free time for the self study" is as the highest priority. "Teacher guidance" has the second place in the list of importance. The factor which is the most important for the students is "to have opportunities" in the program. "According the students, "the authentic materials" have the fourth place in the Table. The % 89 of students think that "to have native speakers in some courses" is very important. The other results can be listed as follows: "determining the measurement and evaluation criteria is % 88.6; "increasing reading activities" is % 84.9; the role of the aim in content" is % 81.8. The % 73.3 of the students think that "grammar should not be given in detail". Other results whic are lower than % 50 are shown in Table 1.

When Table 2 is interpreted, it can be said that the teachers rate "the needs of the students" as the most important feature in the ESP programs. "Students' free time for self study" has the second place as the most important item. As the third the most important item in ESP programs according to teachers is "necessary time for teachers to have preparations for the lessons". "Having teacher training programs, designing syllabus according to the targets, reviewing the measurement and evaluation techniques and deciding on a definite method" has the same ratio.

The results reveal that the teachers and the students in ESP know the importance of the learners in the program. According to them, the the needs and the expectations of the learners are utmost importance. Similarly,

having free time for self-study is a common opinion shared by both the teachers and students. The results reveals that the motivation of the learners in ESP courses should be increased by creating different opportunities for them. Having rich real-life authentic materials in the courses provide an effective course process in ESP programs. The basic language skills can be taught integratedly, or the skills can be taught as separate courses depending on the objectives and the general aim of the ESP program. In addition to this, the students think that the reading activities can be increased the fields the ESP program offers. The students and the teachers state the importance of the compatibility of the contents and general aim of the courses in ESP programs. Both the teachers and the learners explain the importance of the defining measurement and evaluation techniques and reviewing these techniques continuously. In addition to these, the students think that speaking English throughout the lessons, having background knowledge about the content and having supplementary materials are important in ESP courses. The teachers state teacher training is very important because they should integrate language with the content area. Besides, the teachers emphasize that syllabus should be updated according to the results of the needs analysis. Also, the teachers state that other effective factors in reaching success in ESPprograms are the number of students in classrooms and the methods that are adapted.

In addition to this, as it is seen in Table 3, it can be said that the recent studies reflect the important place of ESP courses in many different areas in the world. Although there are are a lot of program development studies, still some problems have not been solved to reach aimed success in these programs. According to the researchers the first thing is to implement a detailed needs analysis which should include the administrators, teachers and students. Secondly, the common problem in ESP courses is not having real-life authentic materials or they are limited in numbers. Thirdly, the methods in the course process are not modern. The researchers suggest that to have high motivation and success there should be variable real-life authentic materials and the methods of the courses should be based on current needs of the students such as skill-based and colloborative language learning. In addition to this, using web Technologies will be more effective in this program.

Conclusion

With the increasing importance of the ESP throughout the world, it should be remembered that designing and implementing the ESP programs are not easy tasks. The people who are related with ESP in some way, should be aware of the crucial factors in this program such as needs analysis, course process, authentic materials, teacher training, students' needs and expectations, measurement and evaluation and the success of the program. In order to be successful in all these areas, some key factors about ESP should be at the forefront. This paper aimed to reveal the perceptions of the ESP students and ESP teachers about the ESP programs in general. To design and implement a successful ESP program, the perceptions of the students and the teachers can not be ignored. There should be a continuous focus on the ideas of the learners and the teachers. Of course, there are many aspects to be considered when teaching ESP as suggested by means of the criteria listed in the study. Nevertheless, one thing that shouldn't be forgatten is that the learners and the teachers are the keystones in the ESP programs. Throughout the last decades, many efforts have been made in order that the program reach its objectives. However, recently by taking the learners' needs into account the importance of the learners have started to be focused. In ESP, the teachers are also the learners. If they are language teachers, they should learn the subject area which they would teach. Therefore, the needs and the perceptions of the learners and the teachers should be identified and in light of these data, the ESP programs should be reviewed and redesigned. The success in any ESP program is inevitable when those requirements are met. In light of the data gathered via the interviews with teachers and learners, this study has revealed that what both groups share and celebrate in ESP programs are submitted as follows:

1. It should meet the specified needs of the learners.
2. The students should have free time for self-study.
3. Teachers should guide the students.
4. Different opportunities should be offered to the students.
5. Authentic materials should be used.
6. Native speakers should have some courses.
7. Measurement and evaluation criteria should be continuously reviewed.

8. There should be more reading activities.
9. A goal-directed teaching process should be implemented.
10. The emphasis on grammar should be limited.

In this study, with literature review (Frendo, 2008, Belcher, 2006; Hutchinson, Waters, 2004; Johns, Dudley-Evans, 2001; Price-Machado, 2001; Dudley-Evans, 1998; Tudor, 1997; Robinson, 1991; Strevens, 1988, Bloor, Bloor, T. 1986; Mackay, Mountford, 1978), the basic criteria of the ESP programs are determined and a criteria list is submitted. In the case of designing, developing or evaluating an ESP program, these criteria would be helpful for the practitioners. These criteria are submitted in Table 4.

Table 4: The Basic Criteria for Evaluating an ESP Program

Basic Criteria in ESP
A comprehensive needs analysis is designed to meet the specific needs of the target situation.
The syllabus meets the needs and the expectations of the learners.
A goal-directed teaching process is implemented.
Content and method are based on the learners' reasons for learning.
It meets the specified needs of the learners.
The subject is integrated with the learners' needs.
Language is taught as a subject part of the real world.
It focuses more on language in context than on teaching grammar and language structures.
The emphasis on grammar is limited.
The acquisition of specialized vocabulary is focused.
The language activities are in accordance with the syntax, lexis, discourse, semantics, grammar, register, discourse and genre.
ESP teaching sometimes focuses on a certain skill or skills required in the learners' professions.
The ESP trainers determine the learners' needs and set the aims and objectives.
Language teachers collaborate with subject teachers.

ESP trainers are interacted closely with the learners and their needs
There is team-work among trainers.
ESP practitioner gathers information via a needs analysis.
The effective interaction between all participants in the teaching is needed.
There is close collaboration between content experts and the curriculum developers.
The ESP practitioner is also a course designer.
The ESP practitioner selects and adapts relevant and authentic materials.
The teachers develop an interactive and motivating learning environment.
The ESP teacher often undertakes various types of evaluation.
ESP makes use of core activities of the discipline it serves.
The methodology differs according to the general aim.
The real-life oriented and authentic materials are used.
The use of multimedia technologies, of various educational software and of the internet are applied.
ESP materials should serve the overall goals of the program.
The materials can be used either for independent study or in the classroom.
Learners are responsible for the learning outcomes.
The learners are motivated by different needs and interests.
The learners are encouraged to set their own objectives and to adapt realistic goals.
Learners use different learning strategies and skills.
The learners' autonomy in learning is encouraged.
The students are encouraged to conduct research using a variety of different resources.
The learners' self-learning and self-evaluation skills are encouraged.
Evaluation and assessment take place before, during and after course process.
Evaluation includes what is taught in the courses.
The evaluation determines whether the objectives are reached.
Program evaluation is made in order to develop the program.

These criteria help the ESP program designer to evaluate and to develop the course process in the syllabus. For the future studies in this area, the researchers can design ESP programs by making use of the criteria mentioned above.

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Genişletilmiş Özet

MESLEKİ İNGİLİZCE DERSLERİNDE GEREKSİNİMLERİN BELİRLENMESİ VE DAHA İYİ BİR ÖĞRETİM İÇİN ÖZEL AMAÇLI İNGİLİZCE KRİTERLERİNİN TANIMLANMASI ÜZERİNE BİR ÇALIŞMA

Giriş

Bu çalışmanın amacı Özel Amaçlı İngilizce Programlarının özelliklerinin belirlenmesi ve bu sürecin çok önemli özelliklerinin tanımlanmasıdır. Çalışmada Özel Amaçlı İngilizce şemsiyesi altında programın temel unsurları analiz edilmiştir. Bu analizde, öğrenciler, öğretmenler, ders süreci, etkinlikler, malzemeler, ölçme ve değerlendirme üzerine odaklanılmıştır. Çalışmada ayrıca, Özel Amaçlı İngilizce Programlarının gözden geçirilmesi ve geliştirilmesi için öğrenci ve öğretmenlerin bu program hakkındaki düşünce ve gereksinimleri araştırılmıştır.

Çalışmanın Amacı, Yöntem ve Bulgular

Çalışmada ilk olarak Özel Amaçlı İngilizcenin anlamı, önemi, tarihsel süreci ve çeşitleri üzerinde bir durulmuştur. Özel Amaçlı Yabancı Dil belirli bir alana yönelik dil ve terminolojinin öğretilmesidir. Özel Amaçlı İngilizce, öğrencilerin belirli bir alana yönelik dil ile ilgili gereksinim ve beklentilerinin karşılanma sürecidir. Bu öğretim sürecinde dil ile konular eş zamanlı olarak öğretilir (Strevens, 1988). Günümüzde İngilizcenin milyonlarca kişi tarafından konuşulduğu ve birçok kişi tarafından yabancı dil olarak kullanıldığı gerçeğinden yola çıkılırsa küreselleşen dünyada pek çok alanda İngilizce yabancı dil bilgisi bir ihtiyaç olarak karşımıza çıkmaktadır. 1960 ve 70li yıllarda İngilizcenin akademik ve iş alanında bir gereksinim olarak ortaya çıkması ile üniversiteler farklı alanlara yönelik İngilizce öğretimine başlamıştır. Günümüze kadar devam eden bu ihtiyaç nedeni ile Özel Amaçlı İngilizce dünya üzerinde her geçen gün önemini arttırmaktadır (Dudley-Evans and St. John, 2001).

Hutchinson and Waters (2004), Özel Amaçlı İngilizceyi öğrencilerin ihtiyaçlarına yönelik konu ve dilin birlikte öğretimi olarak tanımlarlar. Özel Amaçlı İngilizce; Akademik İngilizce, İş ve Mesleki İngilizce, Bilim ve Teknoloji İngilizcesi, Turizm İngilizcesi, Tıp İngilizcesi, Askerî İngilizce gibi alt gruplara ayrılır (Hutchinson and Waters, 2004; Crandall, 1979). Mesleki İngilizce, Özel Amaçlı İngilizcenin alt grubudur ve profesyonel, yarı-profesyonel, teknik İngilizce olarak tanımlanabilir (Crandall, 1979). Mesleki İngilizce öğretiminde sözcük ve meslekle ilgili dil işlevlerine yer verilir (Gage, Prince, 1982).

Özel Amaçlı İngilizce Öğretimi, öğrencilerin gereksinimleri, beklentileri, yaşı, mesleklerine göre çeşitlilik gösterebilir. Bu öğretim programında bir izlence oluşturulması için ilk olarak ihtiyaç analizi yapılır ve sınıf içinde uygulanacak yöntem ve teknikler belirlenir. 1960 ve 70li yıllarda Özel Amaçlı İngilizce Öğretimi dilsel yapıların, sözcüksel unsurların ve cümle yapılarının ele alınması ile sağlanırdı (Mackay, Mountford: 1978). Bu öğretimde metottan ziyade malzemeye dayalı bir öğretim tercih edilir. Gereksinim analizinden elde ediler bulgular ışığında genel amaç ve hedefler belirlenir ve programın aşamaları oluşturulur (Brown, 1995; Dudley-Evans & St. Johns, 2001; Richards, 2001; Hutchinson & Waters, 2004). İzlence oluşturulurken dil-merkezli ya da beceri-merkezli iki farklı yöntemden biri kullanılabilir (Hutchinson and Waters (2004). Ders sürecinde kullanılan malzemeler özgün, gerçek yaşama dönük malzemeler olmalıdır (Belcher, 2006). Öğrencilerin motivasyonunun arttırılması ve ders sürecinde bu faktörün öncelik kazandırılması bu programın önemli unsurlarındandır. Dudley-Evans (1997) ve Robinson (1991) ders sürecinde öğrencilerin konu ile ilgili araştırmacılık ruhunun geliştirilmesinin sağlanması, entelektüel gelişim, problem-çözme ve yaratıcılık yönlerinin geliştirilmesinin önemini belirtirler. Özel Amaçlı İngilizce Öğretimi'nde bir diğer önemli nokta ölçme ve değerlendirme sürecidir. Ölçme ve değerlendirme programın tüm aşamalarında uygulanmalı; böylelikle öğrenci, öğretmen, program, malzeme tüm yönleri ile değerlendirilmelidir.

Özel Amaçlı İngilizce Programlarında yukarıda belirtilen özelliklerin dışında günümüzde değişen koşullar altında öğrenci ve öğretmenlerin bakış açısına göre programın eksik ve geliştirilmesi gereken yönleri nelerdir? Bu çalışmada Özel Amaçlı İngilizce Programı'nda yer alan öğrenci ve öğretmenlerden yararlanılarak aşağıdaki soruların yanıtları bulunmaya çalışılmıştır:

1. Özel Amaçlı İngilizce Programlarında öğrenci ve öğretmenlerin gereksinim ve beklentileri nelerdir?

2. Özel Amaçlı İngilizce Programlarının geliştirilmesi için öğretmen ve öğrenciler neler önermektedirler?

Çalışmada, bulgular öğrenci ve öğretmenlerle yapılan iki farklı görüşme ile elde edilmiştir. Çalışmada ayrıca, alanyazın taraması yapılarak son çalışmalar incelenmiş ve dünyada Özel amaçlı İngilizce Programlarında yaşanan sorunlar incelenmiştir. Bu çalışma ile Özel Amaçlı İngilizce Programlarında son zamanlarda var olan programın zayıf ve güçlü noktaları saptanmaya çalışılmıştır. Araştırmacıların Özel Amaçlı İngilizce Programlarının geliştirilmesine yönelik önerileri saptanmıştır.

Çalışmada yer alan öğrenciler ve öğretmenler Ankara'da Özel Amaçlı Mesleki İngilizce dersi verilen bir üniversiteden rastgele yöntemle seçilmiştir. Görüşmelerde sorulan sorular, ilk olarak alanyazın taraması ile belirlenen başlıklar altında belirlenmiş ve konu alanında uzman kişilerin görüşleri alınarak görüşme soruları hâline dönüştürülmüştür. Görüşmeler öğrenci ve öğretmen görüşmeleri olmak üzere farklı iki tür olarak uygulanmıştır. Görüşmelerden elde edilen bulgular iki farklı grup altında incelenmiştir. Elde edilen veriler yüzdelik sırasına göre listelenmiştir. Öğrenci ve öğretmenlerden elde edilen bulgular karşılaştırılarak öğrenci ve öğretmenlerin ortak yanıtları tespit edilmiştir.

Çalışmanın Sonucu

Görüşmelerden elde edilen sonuçlar göstermektedir ki öğrenci ve öğretmenler Özel Amaçlı İngilizce Programı'nda bazı unsurların programda daha fazla başarı sağlanması için hayati öneme sahip olduğunu düşünmektedirler. Öğrenci ve öğretmenler programın geliştirilmesi için ilk

olarak ayrıntılı bir gereksinim analizi yapılması gerekliliği husunda hemfikirdirler. Bunun yanı sıra, bireysel çalışma olanaklarının sağlanması, öğrenci motivasyonunun arttırılması ve farklı ders içi olanakların sağlanması öğrenci başarısının ve program etkinliğinin artmasına neden olacağı her iki grup tarafından belirtilmiş ortak bir kanıdır. Görüşmelerden elde edilen sonuçlara göre bütüncül, dört temel dil becerisine dayanan bir öğretim metoduyla Özel Amaçlı İngilizce Programlarında hedeflenen amaca ulaşılacaktır.

2017-2015 yılına ait yapılan alan yazın taramasında konu ile ilgili makaleler incelenmiş ve genel olarak günümüzde Özel Amaçlı İngilizce Öğretimi'nde yeterli gereksinim analizinin yapılmadığı, öğrencilerin beklentilerinin tam olarak karşılanmadığı, yetişkin öğrencilerin sözlü üretimde problem yaşadığı, farklı türde ders malzemelerinin bulunmadığı ve program geliştirme çalışmalarının yeterince yapılmadığı ortaya çıkmıştır. Bunların yanısıra günümüzde Özel Amaçlı Dil Öğretimi'nde yeni uygulammalara da yer verildiği; bunların başında da internet ve web kullanımıyla çeşitli ders içi ve ders dışı öğretim etkinliklerinin sağlandığı görülmüştür. Bilgisayar ve teknolojinin kullanılması ile öğrenciler ve öğretmenler farklı malzemelerden yararlanabilmektedir. Araştırmacılar, genelde ihtiyaç analizi eksikliğinin var olduğunu bunun Özel Amaçlı Dil Öğretimi'nde temel teşkil ettiğini vurgulamaktadırlar. Bu programda diğer disiplinlerle birlikte çalışılmasının oldukça yararlı olacağı gerçek-hayata yönelik malzeme ve etkinliklerin uygulanmasının başarıyı arttıracağı ve sürekli program değerlendirme ve geliştirme çalışmalarının yapılması gerekliliği önerilerinde bulunmuşlardır.

Çalışmada ayrıca Özel Amaçlı İngilizce Programlarının eksik noktalarının saptanması ve geliştirilmesi için ayrıntılı bir alanyazın taramasından elde edilen bilgiler ışığında Özel Amaçlı İngilizce Programlarını değerlendirme kriterleri oluşturulmuştur. Bu kriterler listelenerek bu alanda program değerlendirme sürecine katkı sağlayacak bir kontrol listesi hazırlanmıştır. (Kriter Listesi makalede yer almaktadır) Çalışmanın sonunda ise yapılan araştırmaların sonucu olarak ve öğretmen

ve öğrenci görüşmelerinden elde edilen bulgular ışığında araştırmacı tarafından etkin bir Özel Amaçlı İngilizce Programı için öneriler sunulmuştur:

Özel Amaçlı İngilizce Programlarında,

1. Öğrencilerin gereksinimlerini karşılamalıdır.
2. Öğrencilere bireysel çalışma için boş vakit ayrılmalıdır.
3. Öğretmenler öğrencileri yönlendirmelidir.
4. Öğrencilere ders sürecinde farklı fırsatlar sağlanmalıdır.
5. Özgün malzemelerden yarlanılmalıdır.
6. Doğal konuşmacılardan yararlanılmalıdır.
7. Sürekli programın her aşamasında çeşitli ölçme-değerlendirme çalışmaları yapılmalıdır.
8. Dil bilgisine fazla ağırlık verilmemelidir.
9. Daha fazla okuma etkinliklerine yer verilmelidir.
10. Amaca-yönelik öğretim süreci uygulanmalıdır.