



English for Specific Purposes (ESP) Program Evaluation: Perspectives from Three Faculties

Özel Amaçlı İngilizce Programının Değerlendirilmesi 3 Fakülteden Görüşler

Özlem Canaran^{a*}, İlknur Bayram^b, Çisem Altuğ^a

^aUniversity of Turkish Aeronautical Association, Ankara, Turkey

^bTED University, Ankara, Turkey

Abstract

The aim of this study is to evaluate an English for Specific Purposes (ESP) program offered to the first- year undergraduate students enrolled in a foundation university in Turkey. One hundred eighty-eight students taking ESP courses in three faculties participated in the study. Data were collected through a five-point Likert type questionnaire and the results were calculated through one-way ANOVA analysis followed by post hoc comparisons. The findings indicated that the students were not satisfied with the ESP program and there was a significant difference among the perceptions of the students taking *English for Engineering* course, *English for Business Administration* and *English for Aviation Management* courses. Data analysis also revealed that the students who obtained 85-90 points on the Proficiency Test of English (PTE) were less positive about the program than those who obtained 60-70 points on the PTE. Therefore, we suggest that the ESP program needs to be redesigned in light of the findings of the study. The views and needs of all stakeholders must be thoroughly investigated with the aim of designing higher quality ESP programs in future.

Keywords: English for specific purposes, English as a foreign language, perceptions, students, program evaluation.

Öz

Bu çalışma, Türkiye’de bir vakıf üniversitesinde birinci sınıf lisans öğrencilerine sunulan Özel Amaçlı İngilizce programının değerlendirilmesini amaçlamaktadır. Çalışmaya üç fakültede Özel Amaçlı İngilizce dersi alan 188 öğrenci katılmıştır. Çalışmanın verileri öğrencilere 5’li Likert tipi anket uygulanarak toplanmış ve tek yönlü varyans analizi (ANOVA) ve ikili karşılaştırmalar yapılarak analiz edilmiştir. Araştırmanın bulguları, öğrencilerin Özel Amaçlı İngilizce programından memnun olmadıklarını ve *Mühendislik İngilizcesi* dersi alan öğrencilerle, *İşletme İngilizcesi* ve *Havacılık Yönetimi İngilizcesi* derslerini alan öğrencilerin görüşleri arasında anlamlı bir farklılık olduğunu ortaya çıkarmıştır. Bunun yanı sıra, İngilizce Yeterlilik Sınavında 85-90 aralığında puan alan öğrencilerin programla ilgili görüşlerinin, sınavdan 60-70 aralığında puan alan öğrencilere göre daha olumsuz olduğu belirlenmiştir. Sonuç olarak, araştırmanın bulguları doğrultusunda Özel Amaçlı İngilizce programının yeniden gözden geçirilmesi önerilmektedir. Gelecekte daha iyi bir program geliştirebilmek adına tüm paydaşların görüş ve ihtiyaçları derinlemesine araştırılmalıdır.

Anahtar Sözcükler: Özel Amaçlı İngilizce, Yabancı dil olarak İngilizce, görüşler, öğrenciler, program değerlendirme.

© 2020 Başkent University Press, Başkent University Journal of Education. All rights reserved.

*ADDRESS FOR CORRESPONDENCE: Assist. Prof. Dr. Özlem Canaran, Department of Foreign Languages, University of Turkish Aeronautical Association, Ankara, Turkey. E-mail address: ocanaran@thk.edu.tr ORCID ID: 0000-0003-2605-7884.

^bİlknur Bayram, Department of Center for Teaching and Learning, TED University, Ankara, Turkey. E-mail address: ilknur.bayram@tedu.edu.tr ORCID ID: 0000-0001-8109-8051.

^aÇisem Altuğ, Department of Foreign Languages, University of Turkish Aeronautical Association, Ankara, Turkey. E-mail address: caltug@thk.edu.tr ORCID ID: 0000-0002-2165-9088.

Received Date: January 31st, 2019. Acceptance Date: September 18th, 2019.

1. Introduction

As the language of science and technology, English has formed a new group of learners who have a clear aim to learn a second language (Hutchinson & Waters, 1987 cited in Laborda & Litzler, 2015) which made the English for Specific Purposes (ESP) courses “the mainstream for second language learning worldwide” (Wu, 2014, p.120). Aligned with this, there are a lot of researchers in the field who stated the importance of ESP (Ananyeva, 2014; Kavaliauskienė, 2012; Laborda & Litzler, 2015; Wozniak, 2017; Wu, 2014) highly likely to last as long as many different fields like engineering, business, medicine, and etc. are ruled by the English language (Aldohon, 2014).

Teaching and learning ESP in higher education is also significant although it is not without challenges. In non-English speaking countries, learning ESP is particularly difficult because English language proficiency is already low and the language is practiced only within school borders (Khorunnisa, Suprano & Suprayadi, 2018). Nevertheless, Hadjiconstantinou and Nikiforou (2012, p.1) state that “the current trend in tertiary education dictates the development of specialized English language courses which equip students with life-long learning skills and abilities.” As the major stakeholders involved in this process, students have also higher demands from the English language as they need it to survive in their academic life and later in the workplace. Thus, if their specific language needs are not well met, frustration occurs in terms of their language proficiency level (Alsamadani, 2017). To meet that demand and support students, Tarnapolsky (2013; cited in Wozniak, 2017) suggests that it could be a good idea to start with traditional language-focused ESP courses in the first year of the university because students do not know much about their fields, and this may pave the way for getting accustomed to the university context and the academic life.

In addition to designing and implementing ESP courses, program evaluation is essential to check improvement as well as monitoring whether the goals of the course are achieved (Hadjiconstantinou & Nikiforou, 2012; Tsou & Chen, 2014). Çelik and Topkaya (2016) draw our attention to the significance of course evaluation in ESP by stressing that receiving feedback can affect the quality of instruction, improve teaching methods, and support administration with decision-making. As reported by British Council (2015), though teachers are well-qualified with higher degree diplomas in Turkey, they need further training particularly in the field of ESP. Thus, they should be supported at institutional and national level with training programs focusing on the design and evaluation of ESP courses.

This study took place at a Turkish foundation university which is specialized in aeronautics and astronautics and admits national and international students to the faculties of Engineering, Air Transportation and Business Administration. The main objective of the ESP courses offered at the university is to provide high-quality English Language instruction based on students’ departments in their freshman year, so they are able to cope with their vocational courses in faculties. Consequently, the rationale of the present research is to survey the effectiveness of the ESP courses offered at the university from the perspectives of the students as to the course content, teaching materials, assessment tools and students’ self-assessment.

In light of this, the present study sought to answer the following research questions:

- What are the freshmen students’ perceptions of the ESP courses offered in the undergraduate program?
- Do perceptions of the students taking different courses show statistically significant difference about the ESP program?
- Do perceptions of the students with different scores on the Proficiency Test of English show statistically significant difference about the ESP courses?

2. Literature Review

Over the years, there have been many definitions and even categorizations of ESP. It is basically the specific content knowledge together with English language use. Hadjiconstantinou & Nikiforou (2012) define it as an approach in which every component is designed according to the learner’s aim of studying the language. On the other hand, Xhaferi (2010; cited in Khorunnisa et.al, 2018) makes a distinction between language context and language use and claims that ESP consists of language context rather than its use. Another definition made by Basturkmen (2010; cited in Khorunnisa et.al, 2018, p.40) highlights that ESP provides the language learner with the necessary skills to cope with “a discipline, profession, or workplace”. Moreover, Khorunnisa et.al (2018) similarly stated that ESP is a course specifically designed so that learners can meet their specific needs for their fields of study or work life.

Dudley-Evans (1998; cited in Hadjiconstantinou & Nikiforou, 2012) specified three properties for ESP; namely, meeting the specific needs of learners, using teaching methods and techniques similar to those of the related discipline, and putting the language into the center with the use of all language skills. Furthermore, an ESP course should be more intertwined with the needs of the related discipline (Laborda, 2015). With those characteristics, ESP brings about some concerns, one of which is the need to find materials for students who are already proficient in English but who need more exposure to specific language to use in their workplaces (Gass, 2012).

The components of ESP are not different from English for General Purposes (EGP) although the content and corpus should be formed with great attention. Shi (2018) suggests that as ESP should respond to specific learner needs, the first

step of preparing its program should be to carefully determine those needs. It is also noted that assessing the right construct with a balanced degree of language and subject knowledge in that program is an essential issue (Shi, 2018). Additionally, Wu (2014) claims that ESP curriculum should be designed in a way that will improve the learners' reading skills along with vocabulary knowledge.

Although there are a lot of studies carried out for needs analysis in ESP programs (Aldohon, 2014; Alsamadani, 2017; Gass, 2012; Hadjiconstantinou & Nikiforou, 2012; Shing & Sim, 2011), not many researchers conducted ESP program evaluations and studied student and teacher perceptions on ESP programs. One study was done by Khorunnisa et.al (2018) to investigate the perceptions of students and teachers about an ESP program in the field of tourism in Surakarta. The findings of the study revealed that the program focused more on improving speaking skills as it is important especially for tourism, and it also emphasized the collaboration among teachers and students.

In another study, Hsu (2014) aimed to investigate the effectiveness of ESP programs in hospitality and tourism in Taiwan by comparing students' TOEIC scores. The results showed there was a significant difference in the scores of students from the hospitality program and the ones from other disciplines. Unlike the others, students from the hospitality program showed gradual improvement.

Furthermore, Arslan and Akbarov (2012) carried out a study to learn about students' opinions regarding the ESP courses. Their findings revealed that the students were aware of the fact that they do not have the necessary language skills to help them in their field of study; nevertheless, only half of the study population thought that ESP courses should be mandatory.

Kazar and Mede (2014) studied an ESP program in the Faculty of Fine Arts in Turkey to find out the learning and target needs. They gathered students' and teachers' perceptions for the study, and the results showed that engaging students with different tasks and demonstrating all language skills were considered as the initial aim of the ESP program. Besides, subskills of all language skills should take place in the program with various tasks.

3. Method

3.1. Research Design

A quantitative research design was adopted in the study. The questionnaire, developed and piloted by the researchers, was used to gather data on the first-year students' perceptions of the ESP courses offered in the undergraduate program at the university. The students voluntarily participated in the study and their consent was taken before the questionnaire was administered.

3.2. Participants and Setting

The participants of the study were 188 first year students (108 male, 80 female) enrolled in the university. The medium of instruction at the university is English and all students must attend and successfully complete one-year English Preparation Program to be able to take courses in undergraduate programs. After passing the Proficiency Test of English (PTE) with a minimum score of 60 or becoming exempt from the English Preparatory Program by submitting a valid score obtained from a national and/or an international language proficiency exam such as Yabancı Dil Sınavı (YDS), Test of English as a Foreign Language (TOEFL), or Pearson Test of English (PTE), students can begin to study in their departments. ESP courses is one of the compulsory English courses offered for four contact hours in a week during two semesters. The university offers undergraduate programs in three faculties: Faculty of Air Transportation, Faculty of Engineering and Faculty of Business Administration. In the Faculty of Air Transportation, freshmen take *Aviation English for Pilots* course (ENG 112), in the Faculty of Engineering, they take *English for Engineering* (ENG 114) course, and in the Faculty of Business Administration, the students must take *English for Business Administration* (ENG 116), *English for Aviation Management* (ENG 118), *English for Logistics* (ENG 120) courses based on their departments. Table 1 below illustrates the distribution of the students according to the ESP courses they were taking when the study was conducted.

Table 1
Distribution of the Students in the ESP Courses

ESP Courses	Course Codes	N	%
Aviation English for Pilots	ENG 112	5	2.7
English for Engineering	ENG 114	41	21.8
English for Buss.Adm.	ENG 116	61	32.4
English for Aviat.Man.	ENG 118	30	16.0
English for Logistics	ENG 120	51	27.1
Total		188	100

As formerly mentioned, the university is an English-medium university and all registered students need to attend the English Preparatory Program for one academic year and pass the PTE held at the end of the program with a cut-off score of minimum 60 to be able to take courses from their faculties. Table 2 below displays the participant students' scores on the PTE.

Table 2
The Students' Scores on the Proficiency Test of English

PTE Scores	n	%
60-70	85	45.2
71-84	52	27.7
85-90	29	15.4
91-100	22	11.7
Total	188	100

As can be seen in Table 2, 45.2 % of the students passed the PTE receiving scores between 60 and 70 while 11,7 % of the students received scores between 91 and 100 on the test. It can be seen that almost half of the students participating the study passed the English Preparatory Program with 60 through 70 points.

3.3. Data Collection

Data were collected through a questionnaire of 25 items aiming to receive feedback from the students about the ESP courses. Designed by the researchers, the questionnaire consisted of 2 parts. The first part contained demographic questions such as gender, department, faculty, and score on the PTE while the second part involved statements about the program, content of the course, assessment methods used in the course in addition to students' self-assessment of their performance (completing assignments, attending the courses regularly, and etc.) in the course. The questionnaire was a five-point Likert scale ranging from 5 "strongly agree" to 1 "strongly disagree". To ensure the reliability of the study, the questionnaire was piloted with 19 undergraduate students and was found to be reliable with a Cronbach's alpha coefficient value of 0.94. Regarding the validity of the study, the researchers administered the questionnaire at the most appropriate time scale, end of the term, with the aim of receiving high quality feedback from the participants. We also tried to reach as many participants as possible so that data analysis could give more meaningful results. Finally, the participants were not directed to select specific choices while responding to the questionnaire. Their genuine opinions were sought.

3.4. Data Analysis

Data were analyzed using SPSS version 22, and the researchers conducted descriptive statistics to calculate the frequencies, mean scores and standard deviations obtained from the questionnaire items. For the second and third research questions, data were analyzed using one-way ANOVA to determine whether the students' perceptions of the ESP courses differed based on their faculties and PTE scores. Then, normality checks and Levene's tests were conducted, followed by post hoc comparisons through Gabriel's test to see which of these groups differed from each other.

4. Results

In this section, the findings of the study will be presented in relation to the research questions.

RQ1. What are the students' perceptions on the ESP courses conducted in the undergraduate program?

The first research question sought to reveal the opinions of the freshmen about the ESP courses they were attending. As Table 3 displays, all the items in the questionnaire except for *item 21* received a mean score below 4, indicating that the students neither agreed nor disagreed with the items.

Table 3
Students' Perceptions of the ESP Courses

Items	N	M	SD
THE PROGRAM			
1. The ESP program helps me understand other courses in the faculty.	188	3.30	1.31
2. The ESP program can add to my knowledge and skills that I need to have in the faculty.	188	3.31	1.33
3. The syllabus of the ESP program is well-planned.	188	3.24	1.41
4. The number of the contact hours in the ESP program is sufficient for me to improve my occupational English.	188	3.42	1.35
5. The ESP program can help me to improve my occupational English.	188	3.38	1.25
THE COURSE CONTENT			
1. The content of the ESP program is contemporary.	188	3.51	1.19
2. The content of the ESP program is motivating for students.	188	3.21	1.29
3. The pacing of the ESP program is appropriate to my level of English.	188	3.88	1.19
4. I think the way the ESP program is designed (activities, group work, pair work) helps me better understand the lesson.	188	3.51	1.20
5. I think we study effectively in the ESP program to improve our occupational knowledge and skills in English.	188	3.44	1.27
6. I think we study effectively in the ESP program to improve our language skills in English (reading, listening, speaking, grammar, vocabulary, writing)	188	3.53	1.20
7. The ESP course materials help me understand vocational courses in the faculty.	188	3.25	1.28
8. Vocabulary and grammar I learn in the ESP program help me understand vocational courses in the faculty.	188	3.38	1.27
9. The topics we study in the ESP program are related to the courses in the faculty.	188	3.18	1.33
10. The ESP program encourages students to actively participate in lessons.	188	2.38	1.24
ASSESSMENT OF THE COURSE			
1. I think the assignments, quizzes, tests and presentations in the program cover the topics we study in the ESP lessons.	188	3.75	1.16
2. I think the level of the assignments, quizzes, tests and presentations in the program is aligned with the level of the lessons.	188	3.79	1.13
3. I think the assignments, quizzes, tests and presentations in the program are evaluated fairly by the instructors.	188	3.85	1.26
4. I think the midterm and final exams in the ESP program cover the topics we study in the lessons.	188	3.85	1.27
5. I think the level of the midterm and final exams in the ESP program is aligned with the level of the lessons.	188	3.81	1.22
6. I think the duration of the midterm and final exams is sufficient.	188	4.02	1.13
7. I think the assessment procedures in the ESP courses (presentations, assignments, in-class tasks) help me learn occupational English.	188	3.55	1.22
SELF-ASSESSMENT			
1. I think I study hard and fulfill my responsibilities for the ESP lessons.	188	3.64	1.24
2. I think the harder I study, the more progress I show in the ESP program.	188	3.65	1.25
3. I think the English I learned in the Prep. Program helps me understand the lessons in the ESP program.	188	3.40	1.39

The findings indicated that the lowest mean score in the questionnaire was obtained from *item 15* ($M=2.38$, $SD=1.24$), revealing that the ESP program did not encourage students to participate in the lessons. The findings also showed the students scored *item 14* ($M=3.18$, $SD=1.33$) the lowest indicating that they did not find the topics studied in the ESP course relevant to the vocational courses they took in the faculty. The third lowest mean score was received from *item 7* ($M=3.21$, $SD=1.29$) which showed that the ESP program was not considered to be motivating for the students. It was also noticed in *item 3* ($M=3.24$, $SD=1.41$) that the students did not think the syllabus of the ESP program was well-prepared.

On the other hand, the highest mean score was obtained from the assessment component of the course in *item 21* ($M=4.02$, $SD= 1.13$), which means that the duration of the exams was found sufficient. In addition, the second highest mean score was given to *item 8* ($M=3.88$, $SD=1.19$). In other words, the students almost agreed that the pacing of the

ESP program was appropriate to their English level. When the findings of the questionnaire were examined, it was seen that the mean scores obtained from the *assessment of the course* were slightly higher than the other components despite being lower than the mean score of 4.

The *Item 5* (M=3.38, SD=1.25) sought to find out whether the ESP program could help students improve their occupational English. The findings revealed most of the students did not completely agree that the ESP program achieved this specific purpose. Similarly, in *item 10* (M=3.44, SD=1.25), we found that the students were not sure whether they studied effectively during the ESP program so that they could improve their occupational knowledge and skills.

When the students were asked to do self-assessment, the results indicated that the students were not thoroughly sure whether they studied hard and completed all their responsibilities for the course as indicated in the findings for *item 23* (M=3.64, SD=1.24). Similarly, for *item 24* (M=3.65, SD=1.25), the students appeared to be undecided about the progress they could have made if they had studied harder for the course. The results also revealed that the students neither agreed nor disagreed with the *item 25* (M=3.40, SD=1.39), showing the English Preparatory Program might not help students understand the lessons in the ESP program.

RQ2. Do perceptions of the students taking different courses show statistically significant difference about the ESP program?

One-way ANOVA between subjects was conducted to compare the students' perceptions as to the ESP courses they attended. Normality checks and Levene's test were performed and we found that assumptions were met. The results indicated a significant difference in students' perceptions [$F(4,183)5.439, p=0.000$] who took different courses. Since the number of the participants in each faculty varied to some degree, we preferred to conduct Post hoc comparisons using the Gabriel's (Field, 2013) test. Gabriel's test indicated that there was a significant difference between the perceptions of the students taking ENG 114 *English for Engineering* course (M=2.98, SD=0.92) and those who take ENG 116 *English for Business Administration* course (M= 3.75, SD=0.76, $p=0.000$). There was also a significant difference between the students' perceptions for ENG 114 *English for Engineering* (M=2.98, SD=0.92) and ENG 118 *English for Aviation Management* course (M= 3.72, SD=0.93, $p=0.005$). The results of the ANOVA and post hoc comparisons are displayed in Table 4 and Table 5:

Table 4

ANOVA Comparisons of Students' Perceptions from ESP Courses

ESP Courses	n	Mean	SD	Gabriel's Multiple Comparisons				
				ENG 112	ENG 114	ENG 116	ENG 118	ENG 120
ENG 112	5	3.66	.92					
ENG 114	41	2.98	.92			0.000	0.005	
ENG 116	61	3.75	.76		0.000			
ENG 118	30	3.72	.93		0.005			
ENG 120	51	3.58	.93					

Table 5

One-Way Analysis of Variance of Students' Perceptions by ESP Courses

Source	df	SS	MS	F	p
Between Groups	4	16.915	4.229	5.439	.000
Within Groups	183	142.282	.777		
Total	187	159.197			

RQ3. Do perceptions of the students with different scores on the Proficiency Test of English (PTE) show statistically significant difference about the ESP courses?

As to the third research question, one-way ANOVA was conducted with the aim of finding whether the students' perceptions on the ESP courses differed significantly according to the scores they received on the PTE. An analysis of variance showed that the students' perceptions differed significantly [$F(3,184)= 4.132, p=0.007$] when their PTE scores were taken into consideration. Post hoc analyses using the Gabriel's post hoc criterion for significance indicated that there was a significant difference between the perceptions of the students who scored between 85-90 on the PTE (M=2.99, SD=0.99) and those who scored between 60-70 (M=3.60, SD=.0.91), 71-84 (M=3.65, SD=0.84), and 91-100 (M=3.69,SD=0.82). Below Table 6 and Table 7 present the findings of the ANOVA comparisons respectively:

Table 6
ANOVA Comparisons of Students' Perceptions as to the Scores on the PTE

Scores	n	Mean	SD	Gabriel's Multiple Comparisons			
				60-70	71-84	85-90	91-100
60-70	85	3.60	1			0.009	
71-84	52	3.65	4			0.011	
85-90	29	2.99	9	0.009	0.011		0.039
91-100	22	3.69	2			0.039	

Table 7
One-way Analysis of Variance of Students' Perceptions as to the PTE

Source	df	SS	MS	F	p
Between Groups	3	10.049	3.350	4.132	.007
Within Groups	184	149.148	.811		
Total	187	159.197			

5. Discussion and Conclusion

This study aimed to reveal the students' perceptions of the ESP program implemented at a Turkish foundation university. In light of the research questions, the findings indicated that most of the students did not agree with the statements on the questionnaire. This might mean that the content, materials and assessment methods of the ESP program failed to satisfy its main stakeholder: students. The students were of the opinion that the ESP program was not motivating enough for their active participation in the lessons. However, as the learners with interests, motivation, and individual characteristics are the main focus of teaching and learning (Gündüz, 2016; Hsu, 2012), it would not be wise to expect positive feedback from learners unless they are actively involved in the process.

Moreover, the students did not agree that the topics they studied in the ESP courses were related to the vocational courses in the faculty. They also disagreed about the effectiveness of the ESP training in school to learn an occupational language. In the literature on ESP, the importance of content and material selection is underscored, and it is proposed that selection must be based on students' needs and goals of the program (Hsu, 2012; Kazar & Mede, 2014; Solak, 2012; Tevdovska, 2018). In addition, preferring authentic materials to textbooks is recommended because real resources can provide learners with more valuable exposure, which eventually develops their communicative skills. This is in contrast to the textbooks, which generally fall behind catering for those skills (Laborda & Litzler, 2015; Tevdovska, 2018). On the other hand, Laborda and Litzler (2015) point to the challenges in EFL settings where students do not have much exposure to real language. Thus, it is not likely for them to be exposed to authentic language and materials as much as expected.

When the students were asked to carry out self-evaluation, it was noticed that they did not fully admit that they were studying hard and fulfilling their responsibilities in the courses. On the other hand, they were not quite sure whether studying harder could assist them to perform better in the ESP course. Here, the students seemed to be disoriented, which might be attributed to the design of the program failing to put them, their needs and motivation into the center of the curriculum. However, motivation is the key not only in school but also in professional life. If students are demotivated, it is very hard to develop their academic success regardless of the quality of teachers, program and assessment methods (Center on Education Policy, 2012)

The results of the questionnaire for the first research question clearly indicated that the ESP program offered at the university has to be revisited paying special attention to its content, material selection, emphasis on language skills, and assessment methods. Why students have become demotivated and unsatisfied with the ESP courses needs in-depth investigation by teachers, academic coordinators and curriculum planners. Although the significance of needs assessment prior to course design is emphasized (Hadjiconstantinou & Nikiforou, 2012; Hsu, 2012; Kazar & Mede, 2014; Rahman, 2015), it could be inferred from the findings that the ESP program in this context was not planned considering the needs of students, teachers, instructors in faculties, senior students, graduates, and professionals from the sector.

The second research question aimed to reveal whether the students' views on the program showed variation depending on the ESP course they were attending. As the findings suggested, the lowest mean scores were received from the students in the Faculty of Engineering. Although the students taking Aviation English, English for Aviation Management and Business Administration, and English for Logistics courses did not fully acknowledge the effectiveness of the ESP program, engineering students were found to be the least satisfied. This can be attributed to various reasons, one of which might be the teacher factor. As claimed by Chen (2011) and Sylven (2013), teachers giving the ESP courses were generally ESL or EFL teachers with little knowledge of the profession. Therefore, teaching of the engineering terminology might have posed a challenge for the teachers who were not thoroughly confident in

teaching the specifics of the field, which, in the end, resulted in lower quality lessons, and lower student satisfaction. However, the results called for an immediate action for revising the course by conducting interviews and meetings with students, teachers and professors from the faculty to spot the root causes and solve the problem.

As to the third research question, we set out to determine whether the students' English proficiency levels might have influenced their perceptions of the ESP program. Scholars in the literature generally remark that ESP courses are considered to be more appropriate for students whose English proficiency is intermediate or advanced (Baştürkmen, 1998; Gündüz, 2016; Rahman, 2015). Therefore, we hypothesized that the students with higher proficiency in English might hold more positive opinions about the ESP courses. On the contrary, the findings indicated that the students whose PTE scores were between 85 and 90 scored the lowest on the questionnaire while the students with the scores of 60-70 held relatively more positive views about the program. Thus, we can claim that proficiency might be an important factor for the better implementation of the teaching and learning process due to the necessity for special knowledge of vocabulary in ESP courses. However, as the findings suggested, the students with higher proficiency level might have scored the lowest on the questionnaire because they might be more aware of their needs, strengths and weaknesses in the course.

Taken together, these findings imply that the ESP program was designed without identifying students' needs, teachers' competencies to teach ESP and faculty members' expectations in the course. Thus, this study might be the first step towards improving the quality of the work in the ESP program. Most importantly, the results point to the importance of needs analysis. There is a strong need for revealing the specific needs of students, teachers and faculty members and designing the curriculum with the active involvement of all stakeholders. Next, we believe that integrating both formative and summative evaluation methods can add to the development of the program for future practices. Taking feedback at regular intervals and using various assessment tools can help us to receive higher quality feedback and take preventative measures on time. The study has led us to conclude that because English Preparatory program provided courses on General English alone, the students were not able to fully agree whether a year-long intensive program prepared them for the faculty courses. Despite studying ESP requires a certain level of language proficiency, awareness-raising measures could be taken such as delivering seminars on ESP courses regarding their content, materials and evaluation, or informative meetings might be held by the instructors during the later phases of the preparatory program.

The study has some limitations. Firstly, the study took place at a foundation university with a relatively small sample size. For this reason, the findings cannot be generalized to other ESP courses in other educational contexts. Next, the perceptions about the courses were received only from the students. To be able to make sound decisions, teachers', curriculum designers' and faculty members' views need to be taken as well. Finally, the findings of the study are based only on quantitative data. To gain deeper understanding of the problem, more investigation via qualitative research methodology can be conducted.

References

- Aldohon, H. I. (2014). English for specific purposes (ESP) for Jordanian tourist police in their workplace: needs and problems. *International Education Studies*, 7(11), 56-67.
- Alsamadani, H. A. (2017). Needs analysis in ESP context: Saudi engineering students as a case study. *Advances in Language and Literary Studies*, 8(6), 58-68.
- Ananyeva, M. (2014). A learning curriculum: toward student-driven pedagogy in the context of adult English for specific purposes, English for academic purposes, and workplace English programs. *TESOL Journal*, 5(1), 8-31.
- Arslan, M.U., & Akbarov, A. (2012). EFL learners perceptions and attitudes towards English for specific purposes. *Acta Didactica Napocensia*, 5(4), 25-30.
- Baştürkmen, H. (1998). Refining Procedures: A Needs Analysis Project at Kuwait University. *Forum*, 36(4).
- British Council. (2015, November). The state of English in higher education in Turkey: A baseline study. Retrieved from: https://www.britishcouncil.org.tr/sites/default/files/he_baseline_study_book_web_-_son.pdf.
- Center on Education Policy (2012). Student Motivation - An Overlooked Piece of School Reform. The George Washington University, Washington, D.C.
- Chen, Y. (2011) The institutional turn and the crisis of ESP pedagogy in Taiwan. *Taiwan International ESP Journal*, 3(1), 17-30.
- Çelik, H., & Topkaya, E. Z. (2016). Evaluation of the methodology of an ESP reading skills course for undergraduate medical students: outsider perspective. *Procedia – Social and Behavioral Sciences* 232, 326-331.
- Field, A.P. (2013). *Discovering Statistics Using IBM SPSS statistics: And sex and drugs and rock'n'roll* (4th ed.) London: Sage
- Gass, J. (2012). Needs analysis and situational analysis: designing an ESP curriculum for Thai nurses. *English for Specific Purposes World*, 36(12), 1-21.

- Gündüz, N. (2016). The scope and use of ESP in foreign and Turkish context. *Türkiye Sosyal Araştırmalar Dergisi*, 20(3), 647-669.
- Hadjiconstantinou, S., & Nikiforou, E. (2012). ESAP courses: an innovative vista in language learning. From needs analysis to evaluation. *English for Specific Purposes World*, 36(12), 1-15.
- Hsu, L. (2014). Effectiveness of English for specific purposes courses for non-English speaking students of hospitality and tourism: a latent growth curve analysis. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 50-57.
- Kavaliauskienė, G. (2012). Challenges in ESP: teaching millennials. *English for Specific Purposes World*, 36(12), 1-10.
- Kazar, S.G., & Mede, E. (2014). Students' and instructors' perceptions of the learning and target needs in an English for specific purposes (ESP) program. *K.Ü. Kastamonu Eğitim Dergisi*, 23(2), 479-498.
- Khoirunnisa, Suprano, & Supriyadi, S. (2018). ESP teacher's and student's perceptions on teaching speaking for a tourism program. *Dinamika Ilmu*, 18(1), 37-48.
- Laborda, J.G., & Litzler, M.F. (2015). Current perspectives in teaching English for specific purposes. *Onomazein*, 31, 38-51.
- Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, 3(1), 24-31.
- Shi, W. (2018). The essential issues of the ESP classroom from a reflective view. *English Language Teaching*, 11(6), 16-22.
- Shing, S.R., & Sim, T.S. (2011). EAP needs analysis in higher education: significance and future direction. *English for Specific Purposes World*, 33(11), 1-11.
- Solak, E. (2012). A Study of Needs Analysis at Turkish Gendarmerie in Terms of English for Specific Purposes. *The Journal of Language and Linguistic Studies*, 8, 48-63.
- Sylvén, L. K. (2013). CLIL in Sweden—Why does it not work? A metaperspective on CLIL across contexts in Europe. *International Journal of Bilingual Education and Bilingualism*, 16 (3), 301-320.
- Tevdovska, E.S. (2018). Authentic material vs textbooks in ESP. *Journal of Languages for Specific Purposes*, 5(March), 57-66.
- Tsou, W. & Chen, F. (2014). ESP program evaluation framework: Description and application to a Taiwanese university ESP program. *English for Specific Purposes*, 33, 39-53.
- Wozniak, M. (2017). ESP in CLIL degree programmes. *ESP Today*, 5(2), 244-265.
- Wu, L. (2014). Motivating college students' learning English for specific purposes courses through corpus building. *English Language Teaching*, 7(6), 120-127.