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EFL Students' Language Needs Assessment in General English Classes

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Abstract

Undoubtedly English language has become a universal language and mastering it has become a norm and a must for all students who will embark on the labor market after graduation. Therefore, a lot of students resort to language centers to learn English language in Turkey. However, students' language needs ought to be determined to ensure the students' utmost language development. This research aims to determine students' language needs within the four macro skills (reading, listening, speaking, and writing). A quantitative descriptive approach was used to determine the students' required skills to learn and become proficient in English Language. A survey was conducted at Akin Dil language centers in Konya city in Turkey. 101 questionnaires were distributed, and 97 were considered eligible for the research. Data were analyzed through SPSS and the results showed that there is an extensive gap between the current students' language level and the level they want to achieve.

Key Words

English Language Learning • Needs Assessment • EFL

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According to [Aydoğan & Akbarov \(2014\)](#), Language educators have referred to reading, writing, listening, and speaking as “macro-skills” of language. On the other hand, spelling, vocabulary, grammar, and pronunciation are language’s “micro-skills” whereas, language’s four essential elements, i.e., micro-skills are related to each other by two elements; communication’s mode (either written or oral) and the direction of communication (either receiving or producing a message). Listening comprehension is a receptive skill within the oral mode. Reading is also a receptive language but within the written mode where it can develop independently of speaking and listening skills but very often advances along with them. On the other hand, both writing and speaking are productive skills. Speaking is a productive skill in the oral mode where it is more difficult than just pronouncing words. Writing is also a productive skill but in the written mode and sometimes perceived to be one of the hardest skills since it does not only involve language itself but also the development of ideas and a sequenced structure of thoughts.

According to [Astik \(1999\)](#) a needs assessment must be regarded as a crucial aspect of any English language curriculum design or development. Needs assessment does not only involve the students but also all the elements involved in the teaching-learning process. Needs analysis in language teaching can be performed to attain many purposes whereas it is performed to identify which language skills learners need to acquire in order to perform specific roles, to determine if an existing course or program appropriately addresses the students’ needs, to pinpoint the gap between what the students are able to do and what they need to be able to do, and finally to compile information about the problems that are being experienced ([Richards, 1998](#)).

English as a Foreign Language in Turkey

A Brief View

According to Köksal, language determines the identity and personality of a person and ensures the socialization of the individual. Language has a great effect on the increase of intellectual creativity. A transparent thought is provided with transparent language ([Köksal & Ulum, 2018](#)). The first language learned is called the mother tongue or the first language, and the languages learned after that are called foreign languages. For a person living in a bilingual or multilingual socio-cultural environment (for example, a Turkish child in Germany), the language acquired after or together with his/her mother tongue is called a second language. Second language acquisition is perceived as a social-psychological necessity while learning a foreign language is perceived as a cultural and professional necessity ([Demircan, 1990](#)). In many areas of life, people need to learn the common languages spoken in the international environment so that they can establish and use all kinds of relationships. If a nation demands to learn a foreign language, it means that it sees that language as a superior language of science and culture ([Özdemir, 2006](#)). Today, when foreign language education in Turkey is mentioned, the teaching of English, German and French languages come to mind first among the Western languages. Among these languages, the most learned language is English ([Özdemir, 2006](#)).

The Turkish education system adopts the principle of teaching a foreign language to every student. This principle could not give the expected result due to the increase in the number of students after 1960 and the insufficient number of schools opened. In other words, the quality of teaching has decreased in increasingly crowded

classrooms. The number of private schools and private tutoring schools opened in response to this has gradually increased. As a result of these developments, three different regulations have emerged in terms of foreign language teaching. 1. In public schools, 3-5 hours of foreign language teaching and learning in secondary education and 4-6 hours in higher education have been made compulsory, and a 'foreign language branch in high schools has been established. 2. In private secondary education institutions, 8-10 hours of 'predominantly' foreign language teaching per week, and 20-25 hours of 'preparatory' education in the first year in higher education institutions have started to be implemented. 3. In the Middle East Technical University, Boğaziçi University, and other [some] universities [all of the education], and some departments of some universities, one-third of the education has started to be taught in English (Demircan, 1988).

According to Sezer (1992), the reason why English teaching is given importance in Turkey can be explained by Turkey's desire to develop in the economic and technological field; Turkey, which has intensified cultural, economic, and technological relations with other countries, has to maintain these relations in English. Because of this necessity, teaching English has become a mobilization in Turkey.

General Lines of Foreign Language Education and Foreign Language Education Program in the Turkish Education System

With the 'eight-year education reform' that entered into force in 1997, primary schools with a five-year education period were transformed into primary education institutions and the duration of compulsory education was increased to eight years. According to this, the first level of primary education, which is carried out by public and private schools, is 1-4. grade students (7-11 years old), the second grade, 6-8. grade students (12-15 years old). High school education, which lasts for three years, starts after the 8th grade and is provided by general high school education or vocational education within a dual system that includes both school and workshop. As it is known, pre-school education, primary education, and high school education in the Turkish education system are carried out within the framework of the principles determined by the Ministry of National Education (Haznedar, 2004).

Foreign language teaching starts in the 4th grade and continues until the 11th grade. However, it is worth emphasizing that, unlike in public schools, foreign language teaching can start in the pre-school period in some private schools. In recent years, some private schools have included one of the languages such as French or German as a second foreign language in their education programs. After this short introduction to foreign language education in the Turkish education system, in this section, the main features of the foreign language teaching program, which was put into practice with the "Eight-year continuous education reform" in 1997 and is still in effect, will be examined. In this framework, the Primary School Foreign Language (English) Curriculum for the 4th and 5th grades, approved by the Ministry of National Education Board of Education and Discipline on 17.09.1997, will be evaluated within the framework of second language acquisition in literature (Haznedar, 2004).

Needs Assessment

Definitions

According to [Kılıç et al \(2019\)](#), a needs assessment is the process of revealing the needs that are felt to lack within a program or a course of study. During the assessment process, a need is identified by determining the difference between the current position and the one desired to happen in the future. Identifying needs when considering a method can be seen as a tool to support consensus on a subject, a tool used to determine how effective the application is, and the process of measuring gaps and inadequacies. It is very important to compare the existing situation with the desired situation, to identify the problem(s), to determine the behaviors that contribute to the existing situation and which behaviors and mechanisms should be changed to reveal the desired situation, to advance the solution methods, and to follow the processes of getting support for the activity to be done.

[Royse et al. \(2009\)](#) define need assessment as a method used to predict deficiencies, an effort to reveal the need, and a study to identify gaps and inadequacies. For this purpose, some actions have to be performed. First of all, the purpose and respective fields should be decided. Also, the basis on which needs are going to be determined should be identified as well. Afterward, appropriate planning, determination of the target audience, data collection and analysis, ordering of needs according to their degree of priority, comparison, time and financial evaluation, and reporting phase are followed. These studies can be sustained by one individual ([Gupta, 2011](#)).

According to [Matusky \(2018\)](#), a needs assessment identifies gaps that already exist between a current and future situation. The purpose of the assessment is to help the user identify which gaps exist and which need immediate attention. The prioritization of gaps is often done through a framework that focuses on several different factors, including the organization's mission, vision, and goals. On the other hand, a needs analysis is used to analyze the gaps discovered through a needs assessment. Needs analysis can be thought of as a root cause analysis for gaps. The analysis will provide the "who", "what", "where", "when" and "why" information for these gaps. It also enables training programmers to prioritize needs, thus completing the first phase of structured and well-founded program development. In short, needs analysis and needs assessment to complement each other and serve each other's purposes. Needs assessment is the study of identifying gaps in an education system, curriculum, or program while a needs analysis is the process of organizing these needs in a hierarchical order to serve the strategic and educational goals of the institution.

Needs Assessment Aim

Needs assessment does not only reveal the shortcomings of students but it also reveals the achievements by focusing on revealing the current situation of the students. Needs assessment is a continuous process throughout the curriculum. The results of the needs assessment have a great impact on the teaching practices of a curriculum. While the needs assessment process is carried out at the beginning of the program to determine what is in the content of the course, during the implementation of the program, needs assessment can be done to understand whether the demands of the students and this program are met and whether there is a need for a revision of the program. Due to the various

characteristics of individuals and groups, determining needs is a necessity in terms of both individuals and institutions in the field of education in terms of revealing the characteristics that will be gained by the individual and improving this process (Matusky, 2018).

Benefits of Needs Assessment

A needs assessment can be a systematic process that guides decision-making. This process does not only provide a step-by-step guide, but it also provides a set of key procedures that an organization can reflect upon, customize, and continually improve to enrich its decisions. In addition, needs identification can justify before decisions are made. Needs assessment proactively identifies (a) performance data that identifies the organization's needs, (b) needs prioritization, (c) performance criteria to evaluate potential interventions, and (d) information needed to justify the selection of one or take further action to improve performance. All in all needs assessment can provide a systematic perspective for decision-makers (Watkins et al., 2012).

Needs Assessment Models

Needs assessment models help professionals address and determine performance gaps in institutions and organizations. Below is a number of needs assessment models, however Hauer and Quill model was chosen since the main aim of this research is to determine, analyze and prioritize students' language needs.

Altschuld Model

Altschuld (2010) identified three main phases of large-scale needs assessment studies i.e.; Preliminary examination, examination, and final examination. Planning, data collection, analysis, and evaluation processes are carried out by integrating these stages.

Hauer and Quill Model

Hauer and Quill listed several steps in order to carry a needs assessment. First, the purpose, stakeholders, scope and resources need to be identified. Then data have to be collected, analyzed and prioritized (Kılıç et al., 2019).

Kaufman and Harsh Models

Kaufman and Harsh (1969) stated that at least three specific models can be defined for determining the need for an educational institution. They named them Type 1, Type D, and Type C. These models are again an approach to identifying their needs; It was created according to the deductive approach, the inductive approach, and the classical approach.

Kaufman and English System Process Model

The systems approach is an approach that consists of successive steps, evaluates each step, and moves on to the next step accordingly. There are two basic measures of the system approach model. These; Identifying and solving the problem. The first two steps of the model are only about uncovering and explaining the current situation, while

the other steps are about taking action and evaluating. In other words, the first two actions are to determine "what" and "how". (Kaufman and English, 1979).

Needs Analysis Process

Program development is a continuous, systematic, and cyclical process. This cycle begins with revealing needs and requirements. A new program is designed or an existing program is revised based on the information obtained as a result of the needs assessment. Then, the designed program is put into practice and the continuity and development of the program is ensured by evaluating the strength and effectiveness of the implemented program, as well as its weaknesses and shortcomings (Kılıç et al., 2019).

Needs Analysis Tools

Questionnaires, Delphi technique, focus groups, interviews, DACUM, tests, observations, and document analysis are among the needs analysis tools. However, only questionnaires will be discussed since it is the solely used tool to complete this research.

Questionnaires

A questionnaire is a data collection tool widely used in academic studies. The purpose of advancing the survey; Collecting the correct information from the respondents, putting forward a logical structure to understand the questions asked, building a standard system in which the answers can be recorded, and facilitate data entry and analysis through coding. Using the questionnaire, a structured set of questions is asked to the people, and information is obtained from the people on various subjects such as demographic information and knowledge levels. There are two types of questionnaires, depending on the type of question used. These are open-ended questionnaires and closed-ended questionnaires. There are studies in the literature that reveal that open-ended questionnaires are interview forms. Descriptive analysis methods can be used to analyze the content while using open-ended questions. In closed-ended question analysis, descriptive statistics such as the standard deviation of the mode, median and arithmetic mean can be made (Adıgüzel, 2016).

Rationale and Purpose of the Study

Although Turkish students start learning English from an early age, they still suffer from several grammatical, linguistic, and comprehension problems for years. As a result, a dilemma has been created between themselves and English language. Students want to learn this foreign language because they realize its importance nevertheless, they still feel bound and insecure when endeavoring to learn English language for they lack some language basics. Starting from this point, a language needs analysis is the first thing that should be done to determine the students' language needs before developing or changing a certain curriculum or teaching strategy, or before commencing a new language project or policy. Even though several research concerning this topic was made, this research tries to focus directly on the source of the problem which is the gap between the current students' language status and the status they want to achieve in the future, thereby this research aims to determine the students' language needs in four

skills, reading, listening, writing and speaking to help to ensure the students' language development. Therefore, the purpose of this research is to answer the following questions:

- 1- What are the English language needs of students in General English classes concerning writing, speaking, listening, and reading?
- 2- What gaps are present between the students' language program and their own language needs?

Method

Research Design

A descriptive method of quantitative approach was utilized for the implementation of this study. The purpose of doing so is to provide an understanding, analyze and prioritize the English language needs of General English students at Turkish language centers. However, since needs assessment models are comprehensive and since curriculum objectives are profoundly significant, for they establish the roadmap to a sound curriculum, it was decided to perform a needs analysis on the English language objectives in General English classes.

Research Sample/Study Group/Participants

Population: Students studying English language at English language centers in Turkey.

Sample: 101 male and female students whose ages range from 15 and 45 years old studying General English within its 4 levels, from A1 till B2 at Akin Dil Language Centers in Konya/Turkey. The participants are university or high school students, or students who have graduated before but want to improve themselves professionally. They learn English to improve themselves, to be able to travel abroad, or because they need it to improve their career. Participants learn English 10 hours per week for the duration of 2.5 months. By succeeding in the course of study they get to enroll in the next level.

Research Instruments and Processes

Questionnaire: One hundred one questionnaires were distributed where only 97 questionnaires (n=97) were fully completed and therefore considered eligible for the research. Four questionnaires were not fully answered by students as some items were left out without answering and therefore deemed ineligible for the research. The survey was a part of a study conducted in a Catholic HEI in Calamba, Laguna and Mandaluyong, NCR (Briana et al., 2019). The questionnaire was presented to the opinion of an expert in educational sciences and quantitative research. Further, the questionnaire was translated to Turkish since the students are still in the process of learning English and haven't mastered it yet. Also, the questionnaire was subjected to a language assessment by two experts. The survey consists of two parts. The first part gathers general information from the respondents about their gender, education level, age, and the reason for studying English. The second part is a Likert scale rating of several sub-skill under each macro-skill of English. The respondents are required to provide two responses for each item. If a student were to answer the survey, first they will have to rate how much the skill is needed in their studies and second how much

they think the skill is needed in their university education or career later on. The questionnaire aimed to examine the students' language needs in each language skill i.e. reading, listening, speaking, and writing. After obtaining approval from the Akin Dil language center administration, the survey was distributed amongst the students in its two branches in Zafer and Yazır regions in A1, A2, B1, and B2 General English classes.

Data Analysis

Spss v.25 was used to analyze the questionnaire results. In order to measure the internal consistency and the reliability of the scores, Cronbach Alpha test was administered and the result was 0.95 which means that the questionnaire was reliable. Upon analyzing the data from the questionnaire, the mean of each response was calculated. Also, since 4 items are used, the following formula is used to calculate the data range. $\text{Range} = (\text{number of items} - 1) \text{ divided by the item's number}$. In order to get a general view of the macro-skills, the mean of each macro-skill was computed twice, once for the current objectives and one for the target goal objectives. The scale in table 1 was used to interpret the mean responses. Besides, each item under each macro-skill was ranked based on the mean in order to identify which skills are the most important.

Table 1

Depicts the Mean Interpretation Guide That was Conducted Through the Questionnaire

Scale	Mean Range	Interpretation
4	3.25 – 4	Very Good
3	2.5 – 3.25	Good
2	1.75 – 2.5	Not Good
1	1 – 1.75	Not Sure

Findings

As mentioned before, the study aims to determine the students' English language needs within General English classes in Turkey. Under each macro-skill, the mean was calculated for each subskill. According to the mean results, the subskills were given a number and arranged in order. They were also given the importance worth based on the mean interpretation guide above.

Table 2

Questionnaire Results for the Listening Skill and Its Subsequent Subskills

Students' Level	SD	Mean	Listening Subskills	Ranking
Good	.80	3.01	Listening to lectures/ lessons	1
Good	.83	2.91	Understanding the language of daily life dialogues	2
Good	.85	2.72	Understanding verbal instructions	3
Good	.99	2.61	Taking notes	4
Good	.80	2.53	Listening to small group discussions	5
Not Good	.91	2.29	Retelling the main parts of dialogue, speech, or lesson	6
Not Good	.84	2.28	Understanding long verbal explanations	7
Not Good	.86	2.20	Listening to large group discussions or discussions	8
Not Good	.80	2.18	Extracting the main and sub-ideas in a dialogue	9
Not Good	.77	1.93	Understanding academic language	10

As can be seen, students perceive themselves as “good” in only 5 skills out of 10. This means that they have not acquired the necessary skills to achieve proficiency in listening.

Table 3

Questionnaire Results for the Reading Skill and Its Subsequent Subskills

Students' Level	SD	Mean	Reading Subskills	Ranking
Good	.83	2.73	Slowly reading a text to understand the details of the text	1
Good	.81	2.58	Understanding the main point of the text	2
Good	.85	2.50	Determining the meaning of unknown words in a text	3
Not Good	1.00	2.46	Quickly looking at a text to find specific information	4
Not Good	.77	2.45	Summarizing important information	5
Not Good	.89	2.36	Interpret charts, graphics, pictures...etc.	6
Not Good	.85	2.30	Quickly reading a text to form a general idea of the content	7
Not Good	.78	2.26	Understanding text organization	8
Not Good	.87	2.26	Reading fast	9
Not Good	.83	2.15	Determining and explaining the formal features	10
Not Good	.89	2.07	Understanding an author's attitude	11

Not Good	.77	1.86	Understanding the specialist dictionary in a text	12
Not Good	.87	1.83	Reading critically	13
Not Good	.78	1.81	Reading from the author's point of view	14

As can be seen, students perceive themselves as “good” in only 3 skills out of 14. This means that they still need to acquire the necessary skills to achieve proficiency in reading.

Table 4

Questionnaire Results for the Writing Skill and Its Subsequent Subskills

Students' Level	SD	Mean	Writing Subskills	Ranking
Not Good	.96	2.49	Lesson note-taking	1
Not Good	.94	2.47	Expressing what you want to say clearly	2
Not Good	.84	2.46	Expressing ideas correctly	3
Not Good	.92	2.37	Writing the introduction and results	4
Not Good	.90	2.36	Evaluate and review your article	5
Not Good	.95	2.31	Adopting the appropriate style and style	6
Not Good	.89	2.31	Developing ideas	7
Not Good	.83	2.30	Summarizing factual information	8
Not Good	.84	2.26	Using correct punctuation and spelling	9
Not Good	.798	2.26	Interpreting the texts	10
Not Good	.83	2.21	Creating consistent arguments	11
Not Good	.83	2.19	Using a variety of grammatical structures and extensive vocabulary	12
Not Good	.82	2.17	Composition writing	13
Not Good	.84	2.05	Editing paragraphs	14
Not Good	.90	2.04	Explaining objects or procedures	15
Not Good	.93	1.93	Creative Writing	16
Not Good	.80	1.78	Critical writing (analysis and evaluation information)	17

As can be seen, students perceive themselves as “not good” in all of the writing skills. This means that the students did not acquire any of the writing skills which is an alarming issue.

Table 5

Questionnaire Results for the Speaking Skill and Its Subsequent Subskills

Students' Level	SD	Mean	Speaking Subskills	Ranking
Not Good	.86	2.31	Pronouncing words correctly	1
Not Good	1.26	2.30	Use English fluently (for example, in the right situation, appropriately with other people)	2
Not Good	.86	2.28	Communicate effectively with peers in small group discussions, joint projects, or out-of-class study groups	3
Not Good	.97	2.27	Communicate effectively with peers in small group discussions and collaborative projects	4
Not Good	.85	2.25	Asking for explanation	5
Not Good	.79	2.18	Participate in discussions	6
Not Good	.86	2.16	Pronounce words, phrases and sentences with correct intonation and stress patterns	7
Not Good	.72	2.03	Communicate effectively with your superiors	8
Not Good	.85	2.03	Creating consistent arguments	9
Not Good	.77	2.02	Explaining objects or procedures	10
Not Good	.79	2.02	Participate in discussions effectively	11
Not Good	.86	1.90	Making official speeches/presentations	12
Not Good	.79	1.89	Making an oral presentation	13
Not Good	.87	1.86	Speaking in public	14
Not Good	.82	1.82	Participating in interviews (eg job interviews, scholarships, etc.)	15
Not Good	.84	1.81	Attending meetings	16

As can be seen, students perceive themselves as “not good” in all of the speaking skills. This means that the students did not acquire any of the speaking skills which is an another alarming issue.

Table 6.

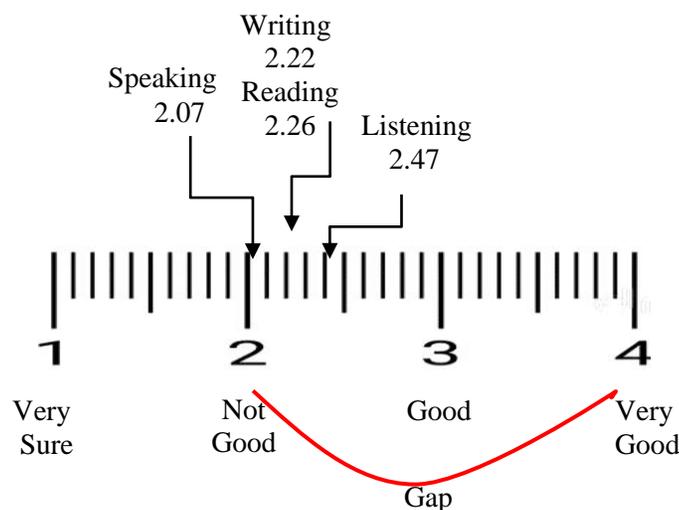
The Overall Mean and Its Interpretation

Importance Rank	Macro-skills	Overall Mean of the students' present status	Interpretation
1	Listening	2.47	Not Good
2	Reading	2.26	Not Good
3	Writing	2.22	Not Good
4	Speaking	2.07	Not Good

According to the overall mean of the students' present status and keeping in mind the level that should be achieved, it can be seen that the students' language needs are not met and they are below level in all the skills which is an alarming issue.

According to the questionnaire results, it can be seen that the students suffer a great deal when learning English where the level they have achieved so far is still not satisfactory. Based on the questionnaire, writing and speaking are the most challenging skills to learn for General English students in Turkey. Within the questionnaire, only one relatively high mean was recorded with 3.01 for "listening to lectures/lessons" within the listening macro-skill. Based on the mean interpretation guide, all other results were labeled as "not good" which proves that a greater effort is needed to be exerted on behalf of both teachers and students to achieve success in those subskills. Figure 1 illustrates a summary of the results.

Figure 1

The Students' Overall Mean Score for Every Language Macro-Skill

Discussion, Conclusion & Suggestions

Discussion

Again, the main reason for carrying out this research was to determine the students' language needs; therefore based on the questionnaire results and means interpretation, it can be seen that there is an alarming and extensive gap between the language level they want to achieve and the level they have now. Starting from this point, teachers need to attentively tackle all the subskills with a mean less than 3.25 and not neglect one skill on behalf of the other. Further, based on the overall mean of the macro-skills, it can be told that students are better in listening while speaking and writing had the lowest means which means that they are the most difficult skills for them which support (Aydoğan & Akbarov, 2014) argument that language productive skills are harder than receptive skills. Also, according to (Watkins et al., 2012) the conducted needs assessment can provide a systematic perspective for decision-makers at the institution to improve the process of language teaching and learning.

Conclusion

Generally, students pay great importance to speaking as they want to master it and speak fluently but they encounter several obstacles. Only teaching grammar or vocabulary separately is not enough to learn a language since language should be learned as a whole with all its macro and micro-skills. Also, teaching only speaking is impossible since it is a productive skill which means that there must an input that has to be delivered.

It is wistful to say, based on the questionnaire, that students do not feel that they are on-level when learning English and there is a huge gap between their level and the level they aspire to achieve. Without a doubt, students encounter a lot of hindrances when learning a new language, and identifying their needs is merely one step of a long way that has to be fulfilled by teachers, students, and curriculum writers as well.

Suggestions

Teaching and learning a language is a gradual process that needs to be firmly monitored to make sure that any mishaps are accurately addressed. General English courses must have a clear set of objectives for every language macro-skill. These objectives must be continuously evaluated to cater to the student's and society's new demands. Gaps should be addressed strategically at the proper time and during instruction, importance must be given to all macro-skills with their sub-skills, after all the input made is the output gained. Also, Speaking and writing skills have to be reinforced more in the classroom and they should be given more importance within the course of instruction as students are unable to perform them well. Also, since the overall results of the language need assessment were not satisfactory enough, curriculum elements must be examined to determine the latent flaws in the curriculum. Through addressing these flaws and evaluating all the elements, curriculum development can be accomplished.

As mentioned before, needs assessment is the cornerstone of curriculum development and in light of the research findings, language needs analysis on the students' level has been made. However, more research can be conducted and different needs assessment tools can be used to determine the teachers' points of view toward the curriculum that should be taught to achieve better results. Also, a needs assessment targeting the organization's needs can be accomplished as well.

Ethic

I declare that the research was conducted in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all individual participants included in the study.

Author Contributions

This article was written with the joint contributions of two authors.

Conflict of Interest

The authors declare that they have no conflict of interest.

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Appendix A – Questionnaire

Dear participants, this questionnaire is prepared within the scope of an article application at Necmettin Erbakan University, Institute of Educational Sciences, department of curriculum and instruction. The questionnaire consists of two columns where you are required to answer both sides, left and right. You ought to specify your current language level (left) and the level you aspire to (right). The purpose of this questionnaire is to determine the students’ language needs in General English classes in Turkey. Participants in this survey are kept anonymous. Please circle the number that matches what you perceive in both the right and left columns. **DO NOT LEAVE ANY ITEMS BLANK.** Thank you very much for participating in our research and being a stakeholder in this scientific study.

Part 1: Participants’ background information

Gender: () Female
() Male

Age: _____

Education level:() preparatory class
() BA
() Masters
() PhD
() Other _____

Part 2: Please state the reason why you are studying English _____

Part 3: Please choose a number from 1 to 4 that best suits your perception. The table below shows the meaning of each number

Your current language skill				Reading Subskills	The level you want to achieve			
1	2	3	4	1- Understanding the main idea of the text	1	2	3	4
1	2	3	4	2- Quickly reading a text to form a general idea of the content	1	2	3	4
1	2	3	4	3- Slowly read a text to understand its details	1	2	3	4
1	2	3	4	4- Skimming a text to find specific information	1	2	3	4
1	2	3	4	5- Determining the meaning of unknown words in a text	1	2	3	4
1	2	3	4	6- Understanding text organization	1	2	3	4
1	2	3	4	7- Understanding the specialist dictionary in a text	1	2	3	4
1	2	3	4	8- Understanding the author's attitude	1	2	3	4
1	2	3	4	9- Summarizing important information	1	2	3	4
1	2	3	4	10- Reading fast	1	2	3	4
1	2	3	4	11- Reading critically	1	2	3	4
1	2	3	4	12- Reading for the author's point of view	1	2	3	4

1	2	3	4	13- Determining and explaining the formal features of a text	1	2	3	4
1	2	3	4	14- Interpreting charts, graphics, pictures...etc	1	2	3	4

Your current language skill				Listening Subskills	The level you want to achieve			
1	2	3	4	1- Listening to small group discussions	1	2	3	4
1	2	3	4	2- Listening to the lectures	1	2	3	4
1	2	3	4	3- Listening to large group discussions or discussions	1	2	3	4
1	2	3	4	4- Taking notes	1	2	3	4
1	2	3	4	5- Understanding long verbal explanations	1	2	3	4
1	2	3	4	6- Understanding verbal instructions	1	2	3	4
1	2	3	4	7- Understanding the language of daily life dialogues	1	2	3	4
1	2	3	4	8- Understanding academic language	1	2	3	4
1	2	3	4	9- Extracting the main and sub-ideas in a dialogue	1	2	3	4
1	2	3	4	10- Retelling the main parts of a dialogue, speech or lesson	1	2	3	4

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Your current language skill				Writing Subskills	The level you want to achieve			
1	2	3	4	1- Using correct punctuation and spelling	1	2	3	4
1	2	3	4	2- Editing paragraphs	1	2	3	4
1	2	3	4	3- Expressing ideas correctly	1	2	3	4
1	2	3	4	4- Developing ideas	1	2	3	4
1	2	3	4	5- Expressing what you want to say clearly	1	2	3	4
1	2	3	4	6- Adopting the appropriate style	1	2	3	4
1	2	3	4	7- Evaluating and review your article	1	2	3	4
1	2	3	4	8- Interpreting texts	1	2	3	4
1	2	3	4	9- Course taking notes	1	2	3	4
1	2	3	4	10- Composition writing	1	2	3	4
1	2	3	4	11- Creative Writing	1	2	3	4
1	2	3	4	12- Critical writing (analysis and evaluation information)	1	2	3	4
1	2	3	4	13- Explaining objects or procedures	1	2	3	4
1	2	3	4	14- Writing the introduction and results	1	2	3	4
1	2	3	4	15- Creating consistent arguments	1	2	3	4
1	2	3	4	16- Summarizing factual information	1	2	3	4
1	2	3	4	17- Using a variety of grammatical structures and extensive vocabulary	1	2	3	4

Your current language skill				Speaking Subskills	The level you want to achieve			
1	2	3	4	1- Making an oral presentation	1	2	3	4
1	2	3	4	2- Pronouncing words correctly	1	2	3	4
1	2	3	4	3- Asking for explanation	1	2	3	4
1	2	3	4	4- Making official speeches / presentations	1	2	3	4
1	2	3	4	5- Participating in discussions effectively	1	2	3	4
1	2	3	4	6- Communicating effectively with peers in small group discussions, joint projects, or out-of-class study groups	1	2	3	4
1	2	3	4	7- Explaining objects or procedures	1	2	3	4
1	2	3	4	8- Creating consistent arguments	1	2	3	4
1	2	3	4	9- Pronouncing words, phrases and sentences with correct intonation and stress patterns	1	2	3	4
1	2	3	4	10- Participating in discussions	1	2	3	4
1	2	3	4	11- Communicating effectively with your superiors	1	2	3	4
1	2	3	4	12- Attending meetings	1	2	3	4
1	2	3	4	13- Speaking in public	1	2	3	4
1	2	3	4	14- Communicating effectively with peers in small group discussions and collaborative projects	1	2	3	4
1	2	3	4	15- Participating in interviews (eg job interviews, scholarships, etc.)	1	2	3	4
1	2	3	4	16- Use English fluently (for example, in the right situation, appropriately with other people)	1	2	3	4