T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM
DOCTORAL DISSERTATION

ENGLISH FOR SPECIFIC PURPOSES: ONLINE PROGRAM DESIGN, IMPLEMENTATION AND EVALUATION

ERSİN BALCI

İzmir

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Prof. Dr. H.İrem Çomoğlu

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ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Doktora tezi olarak sunduğum "English for Specific Purposes: Online Program Design, Implementation and Evaluation." adlı çalışmanın içerdiği fikri izinsiz başka bir yerden almadığımı; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında ve bölümlerinin yazımında bilimsel etik ilke ve kurallara uygun davrandığımı, tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yaptığımı ve bu kaynaklara kaynakçada yer verdiğimi, ayrıca bu çalışmanın Dokuz Eylül Üniversitesi tarafından kullanılan bilimsel intihal tespit programıyla tarandığını ve *intihal içermediğini* beyan ederim. Herhangi bir zamanda aksinin ortaya çıkması durumunda her türlü yasal sonuca razı olduğumu bildiririm.

24/04/2023

Ersin Balcı

Tarih: 04/05/2023

Tez Başlığı:

English for Specific Purposes: Online program design, Implementation and Evaluation

(Tercümesi: Özel Amaçlı İngilizce Öğretimi: Çevrimiçi Program Tasarımı, Uygulama ve Değerlendirme)

Yukarıda başlığı belirtilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 125 sayfalık kısmına ilişkin, 03/05/2023 tarihinde **tez danışmanım tarafından** Dokuz Eylül Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı'nın sağladığı İntihal Tespit Programından (**Turnitin**-Tez İntihal Analiz Programı) aşağıda belirtilen **filtreleme tiplerinden biri** (uygun olanı işaretleyiniz) uygulanarak alınmış olan orijinallik raporuna göre, tezimin **benzerlik oranı % 14 dür.**

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ACKNOWLEDGMENTS

Pursuing a Doctorate degree was a challenging and transformative experience for me, and I am grateful for the invaluable support and mentorship provided by numerous individuals who paved the way for me to make it real.

First of all, I must express my sincere appreciation to Prof. Dr. İrem Çomoğlu, my thesis advisor, for her unwavering support, guidance, and encouragement throughout the thesis writing process. Her expertise and inestimable insights greatly influenced the shaping of my research and refinement of my scholarly abilities. Additionally, I am thankful for her forbearance and understanding, which have rendered this experience a truly enlightening one.

I would also like to extend my special thanks to Prof. Dr. Feryal Çubukçu and Assoc. Prof. Dr. Aysel Şahin Kızıl, who have provided me with valuable advice and guidance in various aspects of my research. Their expertise and support have been a source of inspiration and motivation, and I am deeply grateful for their invaluable contributions.

Additionally, I would like to express my appreciation to my family and friends who have supported me in my academic journey. I am particularly grateful to my family for their unconditional love and support, which has been a source of strength and comfort throughout this process. I would also like to thank my colleagues, Nazlı Civelekoğlu and Ezgi Çetin, who have provided me with both technical and psychological support.

Last but not least, I owe special thanks to everybody who have been instrumental in enabling the completion of this thesis. I am truly grateful for their contributions, and I hope that this thesis will serve as a testament to their influence and support.

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ÖZEL AMAÇLI İNGİLİZCE: ÇEVRİMİÇİ PROGRAM TASARIMI, UYGULAMA VE DEĞERLENDİRME

Bu çalışma, çevrimiçi bir Özel Amaçlı İngilizce programının (EFE Online – English for Economics - İktisadi İngilizce), yükseköğretim düzeyinde yabancı dil olarak İngilizce öğrenenlerin disipline özgü dil yeterliliği üzerindeki etkisini araştırmayı amaçlamıştır. Bu çalışmanın ortamı, İzmir'de bir devlet üniversitesinin yabancı diller okulundaki yoğun İngilizce hazırlık programıdır. Benimsenen araştırma tasarımı, ihtiyaç analizi, uygulama ve değerlendirme olmak üzere üç aşamadan oluşan çok aşamalı, karma yöntemdir. İhtiyaç değerlendirmesi aşamasında, veri toplamak için görüşmeler ve gözlemler gibi nitel veri toplama yöntemleri ile korpus analizi kullanılmıştır. Uygulama aşaması, EFE yeterlilik sınavının ön test ve son test uygulanmaları ve informal görüşmeleri içerir. Son olarak değerlendirme aşamasında katılımcılarla yarı yapılandırılmış görüşmeler yapılmış ve EFE yeterlilik testi sonuçları istatistiksel olarak analiz edilmiştir. Veriler, tematik analiz ve betimleyici/çıkarımsal istatistikler dahil olmak üzere hem nitel hem de nicel yöntemler kullanılarak analiz edilmiştir.

Araştırmanın uygulama aşamasında, çalışma için iki öğrenci grubu seçilmiştir. Birinci grup, çevrimiçi Özel Amaçlı İngilizce programı alan 14 öğrenciden (deney grubu), ikinci grup ise geleneksel yüz yüze eğitim alan 16 öğrenciden (kontrol grubu) oluşturmuştur. Her iki gruba da EFE yeterlilik sınavı ön test ve son testi olarak uygulanmış ve programın uygulama aşamasında öğrencilerle informal görüşmeler yapılmıştır. Bu, çevrimiçi Özel Amaçlı İngilizce programının (EFE Online – İktisadi İngilizce) öğrencilerin disipline özgü dil yeterliliği üzerindeki etkisinin kapsamlı bir şekilde değerlendirilmesine sağlamıştır. EFE yeterlilik sınavının sonuçları daha sonra çevrimiçi ESP programının geleneksel yüz yüze eğitime kıyasla etkinliğini belirlemek için istatistiksel (SPSS, V20) olarak analiz edilmiştir.

Çalışmanın sonuçları, iktisat öğrencileri arasında akademik ve teknik kelime dağarcığı geliştirme, konuşma becerilerini geliştirme ve yazma becerilerini geliştirmeye dair güçlü bir ihtiyaç olduğunu göstermiştir. Öğrencilerin karşılaştığı dinlediğini anlama zorluğu, akademik kelime dağarcığı eksikliğine ve bilinmeyen kelimeleri anlama güçlüğü ile ilişkilendirilmiştir. Öğretim üyeleri ile yapılan görüşmeler, ekonominin yaşayan dilinin öğrencilerin dil becerilerinin gelişimi için önemli olduğuna dair ortak bir kanı ortaya çıkarmıştır.

Çalışmada yapılan t-test analizlerin sonuçları, İktisadi İngilizce (EFE) programının hem çevrimiçi hem de yüz yüze uygulamalarının, program hedeflerine ulaşmada etkili olduğunu ve ortalama puanlarda önemli bir artış olduğunu göstermiştir. Program değerlendirme amacıyla toplanan öğrenci görüşlerinin nitel analizi üç ana tema ortaya çıkarmıştır: geçerlilik, motivasyon ve kullanışlılık. Programın, İktisat öğrencilerinin özel ihtiyaçlarına göre iyi bir şekilde uyarlanmış olduğu belirtilmiş ve katılımcılar programla ilgili yüksek motivasyonlu ve olumlu bir deneyim yaşadıklarını bildirmişlerdir. Çevrimiçi Özel Amaçlı İngilizce programında (EFE Online – İktisadi İngilizce), öğrencilerin egzersizleri çevrimiçi olarak tamamlamalarına ve çalışmalarını çevrimiçi olarak sunmalarına olanak tanıyan kullanışlı ve pratik olduğu için öğrenciler tarafından olumlu bir yönü olarak da vurgulanmıştır.

Bu çalışmasının bulguları, üniversite düzeyinde İngilizce İktisat programları özelinde İngilizce Özel Amaçlı İngilizce (ESP) programları uygulamayı düşünen araştırmacılar ve eğitim kurumları için önemli pedagojik sonuçları vurgulamaktadır. Çalışma, Özel Amaçlı İngilizce (ESP) programları için çevrimiçi platformların kullanımının önemini vurgulayarak, dil ve alan eğitimin dengesini sağlamanın önemini vurgulamakta ve dil öğretimi stratejileri geliştirirken benzer kurumlara da bir model sunmaktadır. EFE Online programının başarısı, İngilizce öğrenmek için erişilebilir ve kaynak tasarrufu sunan bir araç sağlayarak, dil öğretmenleri ve öğrenciler için önemli sonuçları oluşturmaktadır.

Anahtar Kelimeler: Özel Amaçlı İngilizce**,** İngilizce dilinde eğitim, İktisadi İngilizce.

ABSTRACT

ENGLISH FOR SPECIFIC PURPOSES: ONLINE PROGRAM DESIGN, IMPLEMENTATION AND EVALUATION

This study aimed to investigate the impact of an online English for Specific Purposes (ESP) program - English for Economics (EFE Online) - on the discipline-specific language proficiency of English as a Foreign Language (EFL) learners at the tertiary level. The setting for this study was the intensive English preparatory program at the school of foreign languages of a public university in Izmir, Turkey. The research design adopted was multi-phased and mixed-method, comprising three stages - needs assessment, implementation, and evaluation. During the needs assessment phase, a combination of qualitative data collection methods including interviews with students and lecturers, observations, and corpus analysis were used to gather data. The implementation phase involved administering pre-test and post-test of the EFE Proficiency Test as well as informal conversations with students. Finally, semi-structured interviews were conducted with the participants in the evaluation phase and the results of the EFE Proficiency Test were statistically analysed. The data was analysed using both qualitative and quantitative methods, including thematic analysis and descriptive/inferential statistics.

In the implementation phase of the research, two groups of students were selected for the study. The first group consisted of 14 students who participated in the EFE Online, while the second group consisted of 16 students who took part in the face-to-face version of the EFE program. The pre-test and post-test of the EFE Proficiency Test were administered to both groups during the implementation phase. In addition, the researcher conducted informal conversations with the online group. This allowed for a comprehensive evaluation of the impact of the online ESP program on the discipline-specific language proficiency of the students. The results of the EFE Proficiency Test were later analysed statistically (SPSS, V20) to determine the effectiveness of the online ESP program in comparison to traditional face-to-face instruction.

The results of the study showed a strong need for academic and technical vocabulary development, speaking skills improvement, and writing skills development among the Economics students. The listening comprehension challenge faced by the students was attributed to their lack of academic vocabulary and difficulty understanding unknown words.

There was also a strong belief among the lecturers that incorporating the living language of Economics is important for the development of students' language skills.

The results of the t-tests conducted in the study showed that both the online and face-to-face versions of the English for Economics (EFE) program were effective in meeting their targeted goals, with a significant increase in mean scores between the pre-test and post-test. As for the evaluation of the program, the qualitative analysis of learner views revealed three main themes: relevance, motivation and practicality. The course was described as being well-tailored to the specific needs of Economics students and participants reported having a highly motivated and positive experience with the course. The practicality of the EFE Online program was also emphasized by students as a positive aspect, as it was found to be convenient and flexible, allowing students to complete exercises and submit their work online.

The findings of this research study highlight the significant pedagogical implications for researchers and educational institutions looking to implement ESP programs, particularly those focused on English-medium Economics programs at the tertiary level. The study emphasizes the importance of utilizing online platforms for ESP courses, providing a balance of language and subject-specific instruction, and offers a model for other institutions to consider when developing language teaching strategies. Overall, the success of the EFE Online program has important implications for both language teachers and students, providing an accessible and cost-effective means to learn English for specific purposes.

Keywords: English for specific purposes (ESP), English-medium instruction (EMI), English for Economics.

CHAPTER I

INTRODUCTION

1.1. Statement of the problem

In the era of globalisation, it does not take long to realize that life with its all domains is surrounded around a lingua franca, namely English (Crystal, 2003). Learning English has, therefore, become one of the top skills for young children, adolescents and adults. Although mathematics and science are still the most favourite subjects in secondary educational settings, languages -specifically English as a linguae franca - follow these in non-native countries (The Cambridge International Global Education Census, 2018). Tertiary education is presumably not much different. Engineering, medical sciences, business and economics have always been the most preferable programs at universities (Synder et al, 2019). However, English-medium versions of these programs have started to attract more people and these programs somewhat set quality gap – either in theory or practice - between native language versions. Thus, universities initiated the transition towards a greater number of programs delivered in the English language. (Dearden, 2016; Shohamy, 2013). Marketing strategy of private universities is admittedly one of the reasons for this move (Dewey, 2007; Turner & Robson, 2008), which is inevitably followed by state universities. Globalisation or internalisation could also easily be linked to the utilization of English as a language of instruction in many private or state funded tertiary level educational institutions of non-English dominant countries (Crystal, 2003). However, the goal of increasing the mobility among universities, especially in the European Zone (see. Bologna Declaration), the potential for enhancing a university's reputation and status as a recognizable brand through the sustained implementation of such transformation (Coleman, 2006) could be other factors fostering this trend.

Placing more English oriented facilities (e.g., exchange programs, English preparatory classes, language clubs) and English medium instruction (EMI) at universities could be seen as a way to enter the global zone of education. However, this shift has also been criticized as promoting monolingual dominance and the spread of American or English cultural influence, as described by Phillipson (2015) as "Americanisation" and by Kirkpatrick (2011) as "Englishisation." This notion pertains to the homogenization of language on a global scale and the enhancement of English as a valuable commodity. Phillipson (2010) suggests that this stance may change the perception of effective language teaching and teachers, ultimately providing economic, cultural, and political benefits to native English-speaking countries.

Strong faith in native speakers of English and the materials they produce results in the worldwide prevalence of native-speakerism (Holliday, 2015), which posits that native-speaker teachers embody Western culture and their language use and teaching methods should be considered the standard. In short, this trend has been regarded as the monolingual fallacy by some. However, the strategic benefit of Englishization is well-accepted by a great majority of learners and teachers in the world.

Similar to many non-English dominant countries, the rise of EMI programs was inevitable in Turkey. Middle East Technical University, Boğaziçi University, and Bilkent University were the leading institutions that started this transformation and their initial goal – which is in line with national policy – was to enable learners to access scientific information related to their disciplines (Kırkgöz, 2005). Although English-medium instruction is believed to serve for the goal of raising qualified human force, approaches to learn a subject in a foreign language, student motivation and language proficiency of learners have been a long-lasting debate.

While internalisation has become the prior goal of the universities in the last decade, setting up EMI programs may not solely be enough to achieve this goal. This transformation comes along with other challenges which might affect overall quality of education. (Arik&Arik, 2014). The initial concern regarding EMI programs revolves around the language proficiency of students and the way it is handled. In Turkey, students are expected to meet English language requirements to be eligible to enrol in English-medium programs. Universal standardised tests (e.g., TOEFL, PTE) or in-house tests are often used to measure students' proficiency for such programs. Those who fail to meet the requirements are taken to one-year intensive English preparatory program. In these programs, students follow skill-based General English courses for two semesters. The effectiveness of these courses and the question of whether they fit perfectly for students of EMI programs from different disciplines have been disputed. In a typical skill-based General English preparatory course, students from various disciplines with different needs follow the same curriculum. The discrepancy between the objectives of the General English course and the real needs of the students of EMI programs is one of the reasons for the strong criticism against these courses. Therefore, the efficacy of language teaching in EMI universities is perceived to be inadequate and a multi-dimensional needs assessment is required (Kirkgöz,2009).

Considering the lack of correspondence between general EFL programs and the specific needs of the students from various disciplines, English for Specific Purposes

(henceforth ESP) courses have been either embedded into the preparatory programs or added as an additional course for freshmen groups in EMI programs. ESP, the origins of which can be traced in the 1960s (Johns, 2013), has a specific scope and the selection of its content is based on an analysis of the language use in the particular contexts in which the learners will be engaged, resulting in a narrower focus. (Basturkmen, 2010). In other words, ESP programs take a specific discourse community as a model rather than a regular, average native speaker. The language they speak (in terms of jargon, vocabulary, grammar and pragmatics), the tasks they often perform and the context, in general, shape ESP programs in the light of ultimate goals.

Similar to ESP, the origins of Computer-Assisted Language Learning (CALL) date back to the 1960s (Chapelle, 2001). Since then, there has been a significant increase in the integration of technology in education. (Graham, 2006; Shea, 2007). Along with the contemporary principles of English language teaching, the goal of embedding technology into education has been to diversify the delivery options of the courses and contextualise the learning in general. Starting with CALL, - parallel to technological developments - different modes of computer and the Internet-based facilities (e.g., online, blended, hybrid) have become available to language teaching. Being online or distancing education is becoming more common as technology has started to offer more than what a single teacher does in a class hour. Rapid developments in educational technology have no doubt contributed to its spread to all levels of education. Masie (2006) argues that in the future, the forewords such as "online, blended" will possibly not be in use and it is going to be called just "learning". Thus, it is quite likely that in the close future, education will be formed around the capabilities of the new technologies, and this will enable us to design courses for any group no matter what the conditions are. In settings where diversity of levels and academic programs of the students make it almost impossible to design a course for certain groups for specific purposes, capabilities of technology and online learning could be a wondrous tool to enable teachers to reach out to many students.

ESP is not a new phenomenon. It is well-accepted and studied by many in the field of English language teaching (ELT) (e.g.; Akbaş, 2017; Alqahtani, 2015; Belcher, 2006; Brunton, 2009; Poorhadi, 2017; Simin, 2021). However, the implementation of ESP courses in Turkey at the tertiary level is rather limited. The development of an ESP course requires profound analysis and well-achieved recursive stages from planning to evaluation (Dudley-Evans & St John, 1998). Today, in many Turkish tertiary level EFL programs, academic assistance – in

terms of ESP - is generally provided only by either adding an academic vocabulary list into the curriculum or just following a typical ESP or EAP coursebook designed by a regular publisher for a general-purpose. Therefore, it is inevitable that comprehensive and formulated ESP programs are designed for the students of each EMI program.

1.2. Significance and purpose of the study

The perpetual motive of being a teacher- researcher in the field of ELT is very much in line with the actual purpose of this study. Researching should never be considered a separate, subjectively high-level educational activity compared to teaching (Jenkins &Healey, 2005). On the contrary, research and its findings embody a great value only if they touch upon classroom realities in a way or other. Thus, the purpose of this study is basically to answer the question of "how can we equip the students of EMI programs better at tertiary level?". The initial signs of this research idea lie behind the personal observation of the tertiary level General English courses during the researcher's 10-year teaching experience in a School of Foreign Languages of a state university. Additionally, related literature justifies the fact that two-semester General English courses are not sufficient for students to comprehend and produce the language in an unfamiliar field (British Council, 2015; Kirkgöz, 2009; Özkanal and Hakan, 2010). Simply put, the purpose of this doctoral research study is to develop, deliver and evaluate a whole online ESP program for the future students of an EMI Economics program.

The significance of this study could be discussed under three dimensions. In the first place, the theme – ESP– and the way it is handled in this research study come to the fore. Equipping students in their respective academic fields and providing them with the necessary preparation for real-world situations is one of the fundamental objectives of university education. Since the EMI programs are on the rise, there is a growing interest in implementing ESP programs at the tertiary level. That being said, the studies covering a full development process of a complete ESP program is comparatively rare (Akbaş, 2017; Ertaş,1998; Uluşan 1995) and there is no ESP program designed for students of Economics. Majority of the ESP-based research studies in Turkey are either on needs assessment (Kahraman, 2004; Kazar, 2013; Solak, 2012; Üstünlüoğlu, 1994) or course/materials evaluation (Altmışdört, 2009; Coşkuner, 2002; Kanik, 2002). Regarding the spread of EMI programs and the undeniable value of discipline-specific language studies, there seems to be a huge need for an ESP development study that will eventually contribute to the related literature and guide the teachers in practice at the tertiary level. Therefore, designing, delivering and evaluating an

ESP program for the students of Economics will, expectantly, fill the gap in the literature and the current study will guide the future ones in different fields.

One of the biggest challenges of developing and delivering an ESP program at the tertiary level, besides excessive workload and deliberation, is to set up homogenous groups and teacher training. In many institutions, adequate class hours and teachers and mixed-level groups are the main obstacles to developing and implementing a comprehensive ESP program. Therefore, another significant aspect of this study is the way it is delivered. In particular, the current ESP program designed for the students of Economics is delivered fully online with a unique approach in which students follow the course with the guidance of both virtual and actual teacher. This online program lifting the requirement of teacher presence partly and giving complete freedom to students enables teachers/course developers to reach out to all students practically and purposefully.

In ESP programs, the use of technology is an important component that creates contexts for different modes of discourse (Bloch,2013). The actual purpose of the ESP programs is to prepare students for real-life occupational and academic settings. Thus, the capabilities of technology enable teachers to create necessary learning modules to present targeted content material in various modes. The use of technology - in addition to its multi-model delivery benefits - is considered a must in ESP teaching as to embed skills such as developing rapport and communicating online (Crosling & Ward, 2002; Flowerdew, 2010). Hence, in today's technological world, an online ESP course will presumably meet the needs of the students of Economics fully.

Another significant dimension of the current study is the theoretical backbone of the online teaching method. Online learning facilities are common and in place in many educational environments for so many years. However, theoretically, It can be argued that they do not fully align with the contemporary teaching principles and offer a more behaviourist and cognitivist way of learning. The most common way of transferring teaching or learning - whether it is synchronous or asynchronous – is to create online workbook type of platforms where students complete exercises on a behaviouristic and cognitivist basis. Additionally, with the advance of streaming technologies, lecture-type online classroom, in which student cooperation and interaction is limited, have become almost synonyms with online learning. However, managing full classroom participation online is highly difficult compared to the physical classroom environment. While delivering the current ESP program online, to increase practicality and overcome the aforementioned challenges, the researcher has targeted to place

learner interaction, cooperation, collaboration and social construction into the current online ESP program – English for Economics. (hereafter *EFE*). Since social interaction and collaboration are the contemporary principles of today's language teaching pedagogy, *EFE* has been designed in the light of the collaborativist (aka Online Collaborative Learning) theory which refers to the ideology that technology can empower and augment human communication and collaboration. (Harasim, 2017). Augmentation of human agency is the prior goal of this theory. That is, the collaborativist theory assigns great significance to the teacher's role in facilitating student discourse and collaboration (Harasim, 2017).

1.3. Research questions

This main objective of this research study is to investigate the impact of an online ESP program on the discipline-specific language proficiency of EFL learners studying at the tertiary level. The following research questions will be addressed in different phases of the study.

1. What are the language-related needs of students enrolled in the EMI Economics program?

2. To what extent did the online and face-to-face ESP programs meet the targeted goals?

3. Is there a significant difference between face-to-face and online groups in terms of ESP goals?

4. What are the students' experiences in the online ESP program?

1.4. Limitations

The present study has certain limitations that need to be acknowledged and considered when interpreting the results. Firstly, the study was conducted within a limited setting, specifically in a school of foreign languages in a state university. This limited setting may not reflect the broader picture and could lead to a narrow generalization of the results.

Secondly, the focus of the ESP program was limited to the academic program of Economics. Thus, the results obtained may not be representative of other academic fields. Thirdly, the results of the study only demonstrate the short-term effects of the program. The

long-term effects of the program could be further explored in future studies to gain a comprehensive understanding of its effectiveness.

Finally, the sample size in the study was relatively small, which may have introduced some level of bias and reduced the generalizability of the results. Further research with larger sample sizes is necessary to establish a more robust and representative conclusion.

In conclusion, the study's limitations should be kept in mind while interpreting the results, and they must be addressed in future research to improve the validity and reliability of the outcomes.

1.5. Assumptions

The following are some possible assumptions made in the research study:

1. The need analysis data collected from students and lecturers accurately reflects what learners actually need in the academic field (Economics).
2. The development of the Online ESP program was based on the identified language needs and it was appropriately designed and structured to meet those needs.
3. The post-implementation interviews offered significant perspectives into the students' experiences and perceptions of the program's effectiveness.
4. The participants in the study were motivated to engage in the program and take the pre-test and post-test seriously.
5. The post-implementation interviews were conducted in a manner that ensured the participants' responses were honest and reliable.
6. The scoring system used in the pre-test and post-test was consistent and accurately reflected the participants' language proficiency.
7. The program was delivered in a consistent manner to all participants and did not experience any technical difficulties or interruptions during delivery.
8. The study outcomes can have applicability to comparable groups in alike academic settings.

1.6. Definitions of Terms

English Medium Instruction (EMI): A pedagogical approach characterized by the utilization of English as the primary medium of teaching, regardless of the mother tongue or linguistic background of the learners.

English for Specific Purposes (ESP): An area of English language education that centres on the development of language proficiency in a specific subject domain, such as business, law, or medicine, to meet the specific language needs of the learners.

Computer-Assisted Language Learning (CALL): The utilization of computer technology in language education, aimed at enhancing language learning through the use of multimedia resources, interactive language games, and intelligent tutoring systems, among other tools.

English as a Lingua Franca (ELF): A mode of communication in which speakers of diverse native languages interact and negotiate meaning using English as a common medium. This occurs in a multilingual context, such as in international settings where individuals from various countries collaborate for professional, academic, or social purposes.

CHAPTER II

LITERATURE REVIEW

2.1. English as a lingua franca (ELF)

The need for ESP and the spread of EMI programs all around the world take us to the single question; why English? Accordingly, another question that needs answer is how it has become a *lingua franca.* The term *lingua franca* simply refers to a language commonly used between people with different native languages (Seidlhofer, 2005). The story of how English – which is originally a language born in a small island – has become truly global is well-known (colonial history, economics, popular culture etc.) and discussion of which in this century, particularly in this study would be digressive.

The transformation of English into a *lingua franca* has brought new discussions about the sovereignty of the language and its varieties. In the 20th century, the number of English non-native speakers rocketed and there were attempts to define who these speakers are. In his iconic circle model, for example, Kachru (1985) categorised all English speakers into 3 groups. *The inner-circle* contained native speakers from the UK, the USA, Australia and etc. The countries where English is spoken widely as a second language or official language were placed in *the outer circle* and *the expanding circle* represented the countries where English is taught as a foreign language. In the light of this categorisation, inner circle speakers were deemed to be relatively superior, in other words, better speakers. Yet, in time, the number of competent speakers in outer and expanding circles outnumbered the inner circle counterparts. This led to the development of the idea that English language speakers should be categorised based on proficiency rather than the country of origin - as in Kachru's (2004) revised new circle model. That being the case, the questions of "who owns the language" and "who decides the norms" have arisen. Regarding the sovereignty of the language, Mauranen (2018) argues that ELF is not merely a language of contact spoken domestically or prominently in a particular community, but instead, it is a lingua franca that is not tied to a specific geographical location and is used as a medium of communication between individuals from around the world. He further notes that, its global importance is not limited to professional spheres such as politics, international business, and academia; it is also used by people in their daily lives over digital platforms, including tourists, migrant workers, and asylum seekers.

Globalisation and growing mobility have undoubtedly accelerated the triumph of ELF. Decentralising English and the excessive rise in the number of English speakers as a second or foreign language led to the emergence of the World Englishes (Jenkins, 2009). That is, one way of speaking, pronouncing, writing and teaching is no longer pertinent (Kumaravadivelu, 2003). However, on logical grounds, the questions; "Who owns English?" and "Where do native speakers stand in this readily heterogeneous structure?" are yet to be answered. Native speakers and native-speaker variety of English have always been the source and the reference of the English language. That being said, now more than ever, native-speaker variety is regarded as a part of this mixture of varieties (Jenkins 2007; Mauranen 2012; Seidlhofer 2004, 201).

Reading through the alterations in the perspectives towards the status of native-speaker variety and the emergence of World Englishes, one may naturally question the motive behind the whole hassle. What was wrong with the UK or the USA being the owner of the global language and the only variety? In his book, Philipson (2010) argues that this linguistic hegemony turns eventually into linguistic imperialism. In other words, the motive behind the pervasive attempts to spread British English variety is economic and political, which provides tremendous gains in turn. Additionally, such hegemony leads to the native-speaker fallacy (native-speakerism). Native-speakerism is an ideology that promotes the notion that so-called "native" speakers are superior to others because they reflect "Western culture" from which both the values of English and the techniques for teaching are taken as a model (Holliday, 2005). It is no surprise that non-native speaker teachers face prejudices specifically in non-Anglophone countries. This could be related to or result of the global language policies of Anglophone countries. With regards to employment opportunities, native-speakerism also creates barriers for non-native speaker teachers, which indirectly results in discrimination or "othering" (Holliday, 2006). Today the strong adherence to the ideology of native-speakerism seems to have weakened (Derivry-Plard, 2018).

In summary, in the long march of English on the way to be the global language, it went through various revolutions and ended up being the relatively decentralised common language of the world with many varieties. However, along with the varieties and different perspectives about its status, the English language seems to have carried its strategic benefits all the way long. Therefore, today, from finance to education, English still plays a key role in every realm of life. In the following section, the infusion of the English language into education, particularly tertiary education is going to be discussed.

2.2. English medium instruction (EMI)

English language as a means of instruction has always been of paramount tool to employ so-called educational reforms for policymakers in every educational setting. While these reform movements and the logic behind all these EMI applications are indubitably linked to the internationalization, the forms of EMI and what it actually means are arguably diverse and, contextual and institutional differences happen to be commonly seen. According to Dearden (2016), the concept of EMI involves utilizing the English language for instructing academic disciplines within environments where the predominant language spoken by the population is not English. The popularity of EMI is growing in especially non-Anglophone countries. Yet, the way these programs are constructed is far from being clear-cut as the proportions and percentages of the use of English in the instruction vary. According to Alexander (2008), the categorization of EMI programs is broadly based on the extent to which English is used: Type 1 programs use English exclusively and assume a sufficient level of proficiency (e.g., Finland and the Netherlands), while Type 2 programs gradually increase the use of English as the medium of instruction, with the expectation that English proficiency will improve concurrently. In Type 3 programs, a foreign language is utilized as an additional language by universities to aid international students in transitioning to courses offered in the local language.

In the literature, internalisation is studied hand-in-hand with EMI. Internalisation – both within its natural scope and from the educational perspective - should be evaluated in the light of various aspects (e.g., economic, social, cultural, political, and pedagogic). So, what are the major drives for this burgeoning trend in tertiary education? With regards to the power of ELF, Nunan (2003) notes that there is a widespread belief that English is an essential means of achieving progress in areas such as economics, social issues, and technology due to its status as a global language. As suggested by Troudi and Jendli (2011), proponents of EMI in education rely on notions of social advancement, technological and economic growth, international communication, and trade to support their stance. The authors further highlight that EMI policies implemented in higher education, particularly in scientific and academic fields, are deemed as inevitable, and advocates of such policies draw links between English language acquisition, economic sustainability, a competitive workforce, and active participation in the globalized era, both in terms of ideology and practice.

Switching the language of the instruction at the higher education level is ostensibly regarded as an educational move, however, it is mostly based on economic forces and related

policies of governments (Coleman, 2006). Accordingly, Wilkinson (2012) argues that EMI's increasing popularity in universities can be attributed to various factors, including economic, social, political, and educational influences. The system of ranking universities globally and the aim of being more appealing for international students and its financial benefits force universities to be more international (Wilkinson, 2012). Besides economic and political motives, "the hegemonic nature of positive and instrumental portrayal of English" (Flowerdrew et al.,1998, p.205) is also a driving force for parents who believe that EMI leads to higher English proficiency which eventually results in better career options.

Additionally, the expansion of EMI programs can be attributed to the perception that English serves as a predominant language in the domains of science and technology (Graddol, 2000). Hence, developing countries pursuing to keep up with comparatively developed countries in producing technology believe that initially tertiary education should be levelled up. In this sense, Englishization is widely considered as a means to attain a position of prominence in the global arena of science and technology, and to compete on equal footing with other dominant nations. However, Troudi (2009) asserts that scientific and technological developments are not the mere products of any language. Evidently, Japanese, Chinese, and Russian scientists constitute a good sample as they lead the newest technological innovations using their own national languages.

In short, competition among universities, increased mobility, internalisation policies of countries, and economic benefits of Englishization could be the major reasons why universities are tempted to shift the language of instruction. In particular, the most cited reasons for moving towards EMI include: increasing the competitiveness of the institutions both domestically and internationally, raising the income of universities though having tuition fees paid by foreign students, preparing domestic students for the international labour market, attracting international qualified academic staff (Wächter & Maiworm, 2014), enhancing the course curriculum by adapting international content (Altbach & Knight,2007), targeting to be in the top 100 of the ranking of the world's universities (Graddol, 2006), contributing to the efforts of modernization/westernization of the country, (Doiz, Lasagabaster & Sierra, 2011) and restraining the domestic students going abroad and preventing brain drain (Wilkinson, 2013)

Although one of the goals of the Internalisation - in other words, Englishization (Kirkpatrick, 2011) - of a non-Anglophone country/university is to empower its own citizens/students, this could also turn into a major drawback for non-native teachers as what

Phillipson (1992) calls "native-speaker fallacy". In countries where the number of EMI programs and English becomes the common language in class, the English level of the lecturers might be questioned and the idea that an English program could be best delivered by a native-speaker teacher (Holliday, 2005) will possibly be debated much loudly. A descriptive study conducted in a Danish University, in an EMI setting, revealed that students' perceptions of the adequacy of their lecturers vary according to the lecturer's language skills. That is, lecturers with high English skills were regarded as better lecturers (Jensen et al., 2013). Similarly, a large body of literature exists showing EMI students' tendency towards a native-speaker variety of English (e.g., Doiz et al., 2011; Inbar-Lourie & Donitsa-Schmidt, 2013; Suvinitty, 2007).

2.2.1 English medium instruction (EMI) in the World

The Bologna declaration and the Erasmus program are the educational moves of the European Union to increase mobility among European universities and to unify the quality and standard of tertiary education. However, the fame of EMI and the ideological shift about the prior goal of universities went beyond the borders of Europe. Today, universities from all over the world are seeking ways to attract foreign students and placing more EMI programs. As one might expect, these programs come with challenges and advantages and there is a significant and expanding collection of research which can generally be classified into two categories, namely teaching/learning (e.g., Airey & Linder, 2006; Alhassan, 2021; Ball & Lindsay, 2013; Cots, 2013; Doiz et al., 2013; Hirvensalo, 2012; Jensen et al., 2011; Tange, 2010; Thompson et al., 2019; Waluyo & Panmei, 2021) and beliefs/perceptions (Bolton & Kuteeva, 2012; Byun et al., 2010; Choi, 2008; Morell, et al., 2014; Sahan et al., 2022; Yuan et al., 2020)

With regards to the teaching and learning aspect of EMI, a study conducted in the Swedish context (Airey & Linder, 2006) revealed a contrast between what students perceive about the influence of EMI and what objective observations suggest. In the study, researchers interviewed 22 undergraduate physics students at two Swedish universities. The participants were requested to discuss and contrast their learning encounters in both EMI and courses taught only in Swedish. Additionally, these students were filmed during lectures to observe their classroom activities. What comes out from interviews is that students' attitudes towards EMI is positive and they believe that English lectures create no barriers for their learning the course content. However, in the lecture recordings, the researchers noticed that students ask

and answer less questions and they focus on note-taking more to revise and re-study after the lecture.

Another study in Korean context (Byun et al., 2010) looks into learners' perceptions on EMI program based on opinion surveys and focus group interviews. In this case study of Korea University, findings revealed that learners' perceptions for EMI are overwhelmingly positive and they believe EMI has had a beneficial impact on their English language proficiency. However, compulsory EMI regardless of language proficiency of students and lecturers lacks preparation and language support, and the way such programs dictated by the institution without having multi-stakeholder opinion sharing are considered to be the sides to be fixed.

In a comprehensive study, Choi (2008) discusses the implementation of EMI, social differentiation and identity struggles in the countries which were formerly under the colonial control of Britain, namely Malaysia, Singapore and Hong Kong. The literature suggests that EMI is favoured for the sake of its strategic benefits. On the other hand, according to Choi (2008), the use of English as the medium of instruction in education may lead to unequal opportunities for students based on their social class. Additionally, the need for proficient English skills in academic and professional settings may further perpetuate class differences. The study also suggests that while setting EMI policies – beyond its financial and educational gains - identity-related social considerations should be taken into account.

Another Swedish study on the perceptions of EMI (Bolton &Kuteeva, 2012), the results of which are very much in line with Morell, et al., (2014) revealed that both lecturers and students (668 staff, 4524 students) show positive attitudes towards the implementation of EMI programs. Additionally, with respect to the use of English in academic settings such as lectures/seminars/workshops, the research findings suggest that Science Faculty achieves this better than Law, Social Sciences and Humanities respectively.

As to the language requirements of students, Doiz et al. (2013) searched for the attitudes of students towards EMI and adequacy of language skills in Spanish context. The researchers found that local students find their language proficiency inadequate to perform in an English medium course while international students are fully confident and have no perceived language problem. Likewise, in the studies of Waluyo & Panmei (2021), Cots (2013) and Alhassan (2021), perceived poor language skills were featured remarks regarding the attitudes of students and were noted to be an effective predictor for the success in the

academic program. In addition to language proficiency, the study of Thompson et al. (2019) in Japanese context suggests that self-efficacy level of students is a great predictor for the success in the EMI program.

The stance and views of the EMI teachers are equally important and reveal a lot about how things work out in classroom. Unlike students, it may conceivably be more difficult to ask lectures to assess their language proficiency for an EMI program while they are readily teaching there. Therefore, it is quite unsurprising to have diverse responses. For instance, while the study of Jensen et al (2011) reports that teachers are content with level of their English proficiency, the studies from Tange (2010), Ball & Lindsay (2013) and Hirvensalo (2012) showed that when teachers were asked to evaluate their own language proficiency, linguistic concerns especially for productive skills were noted. In addition to the linguistic aspect of this argument, the socio-cultural reflection of EMI is noteworthy to examine. In relation to this, Sahan et al. (2022) carried out a research study to discover the positionality of EMI teachers in Thai and Vietnamese higher education settings. They found that there is a strong adherence for native-speaker teachers and native speaker teaching norms. While teachers find it effective to use L1 (native language of the students) sparingly as a pedagogical tool, students' preferences were noted to be fully in English. In a similar study carried out in Chinese context, Yuan et al (2020) reported that there is a mismatch between the beliefs and teaching methodology of the teachers and university curriculums and policies on EMI.

2.2.2 English medium instruction (EMI) in Turkey

Tertiary education in Turkey is keeping up with the world's internalisation fashion - starting in the early years of the 20th century (Kırkgöz, 2005) - at the utmost level. Today, in Turkey, there are 179 state and 74 private universities in higher education providing both Turkish and EMI programs (Council of Higher Education, 2021). The number of EMI programs are rapidly growing and Turkey is becoming an attractive academic destination for foreign students. According to the annual report of the Council of Higher Education, in 2019, 185.047 foreign students were enrolled in EMI programs. Turkish government's position on internalisation is explicitly mentioned in the annual report of the Council of Higher Education (2019), which highlights internationalization as a key component of its strategic plan and views it as a long-term investment in the students, academic staff, and institutional partners, which requires sustainable commitment.

Conversely, the body of research in this non-Anglophone EFL setting is limited. The research studies in Turkey could broadly be categorised under two themes, namely attitudes/perceptions towards EMI (e.g., Başıbek et al., 2014; Ekoc, 2020; Kılıçkaya, 2006; Kırkgöz,2009,2014; Ozer, 2020; Ölçü & Eröz-Tuğa, 2013; Şahan & Sahan, 2021) and language and course-related challenges (e.g., Altay et al., 2022; Arik & Arik, 2018; Arkın, 2013; Kırkgöz, 2005; Sert, 2008; Yüksel et al., 2021).

In particular, in terms of the language needs of the students and proficiency, Kirkgoz's (2005) research study cast partly light on the EMI facilities in Çukurova University. 203 undergraduate and graduate students from various programs (e.g., Economics, Engineering, and Business Administration) participated in the study. Findings suggest that low language proficiency for freshman groups caused detrimental effects on their academic course. Yet, it has been stated that for the following years – in the comparison of first and final year -   a significant improvement is said to be the case.

Another substantial research study conducted by Sert (2008) compared the effectiveness of three different approaches in terms of learning the language and academic course. The first approach is EMI in which the whole course is delivered in English. In the second approach - English aided instruction (EAI), Turkish is the language for the lectures and only exams and materials are in English. The third approach is Turkish medium instruction (TMI), in that students follow courses and takes the exams in fully Turkish. All students start the academic programs after having completed a one-year English preparatory program. The findings revealed that EMI programs are comparatively the most effective of all in terms of language improvement. Yet, none of the approaches was considered fully sufficient to upgrade learners' language proficiency. On the other hand, EMI is stated to be the worst in terms of delivering the course content effectively.

In a similar study, Kırkgöz (2014) compared the perceptions of engineering students in EMI and TMI settings. The study involved a total of 130 engineering students, comprising 66 TMI students and 64 EMI students. The research data was gathered using a questionnaire and focus group interviews. As regards to the impacts of EMI, reaching out English sources easily, empowering language skills, potentially higher-paid jobs were noted to be the perceived commonalities by both groups. Yet, comprehending disciplinary knowledge, long-lasting retention and learning in detail were suggested to be merits of TMI and conversely, EMI students stated the difficulty they experience in this regard. Supporting this, in a similar study, Karakas (2016) found that while institutions urge to embed English language into disciplines

by all means, lecturers support the idea that L1 could be integrated partly and purposefully to enable learners to comprehend subject matter more profoundly. In the study of Arik&Arik (2018), similar quest was undertaken and besides language-wise advantages, students in undergraduate psychology program expressed their concern about learning the subject in detail and reported that core courses should be taught in Turkish. The idea that integrating L1 into core courses can aid in better understanding of subject matter for undergraduate students aligns with the principles of translanguaging theory. According to this theory, individuals select and utilize particular language features from their linguistic repertoire to communicate, challenging traditional notions of bilingualism (Vogel & Garcia, 2017). Translanguaging pedagogy utilizes diverse language practices of students to enhance their comprehension of complex content and acknowledges the impact of socially constructed language categories and ideologies (Lewis et al., 2012). Ultimately, translanguaging theory and pedagogy have the potential to increase the status of individuals and groups who have been marginalized or considered nonstandard due to their language practices (Larsen-Freeman, (2012).

In addition, a more recent study by Ekoc (2020) aimed to investigate the perceptions and challenges of EMI students in a university context. The outcomes of the study are in line with those of Arkın (2013) in those the students' perceptions of EMI were generally positive, while linguistic difficulties were acknowledged. In relation to these, Altay at al. (2022) compared the academic achievement of students from different program and having different instruction types (EMI vs TMI). What the findings imply is that language support is needed for students to comprehend the subject better.

In summary, the aforementioned studies conducted in Turkish EMI settings provide the evidence that attitudes and perceptions of Turkish learners and lecturers towards EMI are highly positive. Having said that, linguistic challenges are common obstacles for effective course delivery and a remedial action plan should drastically be put into play.

2.2.3 English Preparatory Programs in Turkey

While the number of EMI programs are soaring all around the world, an absolute solution is yet to be provided for those having difficulty in coping with both academic course and the foreign language. This is - as the literature suggests so – the case for both Anglophone and non- Anglophone countries. In the educational settings where English is the official language, language support is commonly needed for non-native speakers in such Anglophone

EMI settings. As for the language needs of foreign students, adjunct model EMI– which consists of two coordinated (academic and language) courses – is offered (Jenkins, 2014).

In Turkey, prior to enrolment in the academic program, students are expected to meet certain language level requirement based on CEFR criteria and those who fail are offered a one-year compulsory English preparatory program. This skill-based General English program is given in two semesters and the goal is to equip learners to enable them to comprehend and produce in the target language in their academic fields. In most preparatory school General English programs, students from various disciplines are grouped into classrooms according to their proficiency levels. These programs address both receptive and productive skills and prepare students for future academic lecture environment. However, the effectiveness of these programs has been hot debate and sizably studied (British Council, 2015; Karataş & Fer, 2009; Kırkgöz, 2009; Özkanal & Hakan, 2010). The shared findings suggest that there is a mismatch between what is being taught and the future needs of the students. According to the comprehensive national study of the British Council (2015), customised needs-based language programmes should be designed.

Additionally, to maximize the effectiveness of General English programs and student motivation, British Council recommends that there should be EGAP (English for General Academic Purposes) and ESAP (English for Specific Academic Purpose). Karataş and Fer (2009) evaluated the General English program at a state university and found that, in line with Coşkun (2013) and Mirici and Saka (2004), preparatory language programs should be designed to meet the discipline-based academic needs of students.

In the light of the aforementioned research studies, one could draw the conclusion that ESP is expected to enhance the quality of English preparatory programs. The next section addresses what ESP literally means by definition, its history, design process, theoretical background, and related literature.

2.3 What is ESP (English for Specific Purposes)?

At first glance, the ESP acronym for English for Specific Purposes may seem quite obvious to understand what it refers to. However, when it is compared with other similar acronyms, namely "English for academic purposes (EAP), English for medical purposes (EMP), English for vocational purposes (EVP), English for occupational purposes (EOP), English for business purposes (EBP), English for sociocultural purposes (ESCP) , and English for legal purposes (ELP)" (Belcher, 2009 as cited in Paltridge and Starfield, 2013, p.2), it is

getting rather puzzling to place ESP onto correct branch if all these are metaphorically considered as sub-branches of an ELT tree. It simply refers to the instruction and acquisition of English as an additional language, with the aim of using it in a specific domain (Paltridge & Starfield, 2013). ESP concentrates on the specific situations and purposes in which learners require to use the language, whether it is in academic or professional settings. (Dudley-Evans and St Johns, 1998). The choices regarding the content and methodology of instruction are influenced by how language is utilized within the specific environments where the learners will be studying or working. ESP should not merely be associated with a certain language, teaching method and material, it is - beyond all of these - a complete language teaching approach (Hutchinson & Waters,1987). Similarly, Anthony (2015) asserts that the ESP methodology is designed to address the academic or occupational needs of learners, whether in the present or future. This approach is centred around the language, skills, discourses, and genres that are required to address these needs. ESP also aims to help learners meet these needs by using general and/or discipline-specific teaching and learning methods.

In this regard, ESP, by definition, cannot be squeezed into the frame that it only refers to a variation in the targeted vocabulary or supplementary terminology pack. Hence, a comprehensive ESP program requires a thorough analysis of all facets of language teaching. Defining the scope of an ESP program, therefore, goes beyond the linguistic descriptions of a specific domain and, additionally, contextual and social elements of the genre and the way it is shaped becomes of paramount importance. (Paltridge & Starfield, 2013). In ESP, language and content are harmonised in a way that it equips learners with the necessary language skills and strategies to communicate efficiently in the tasks assigned by their academic or occupational environment (Dudley-Evans & St John, 1998).

In the literature of ESP, while depicting what it really refers to, it has been frequently highlighted that need assessment, skills, language and genre are all substantial elements of this phenomenon. However, it is natural to question whether these features are exclusive to ESP. Therefore, what makes a difference when it is compared with EFL (English as a foreign language), ESL (English as a second language) or simply EGP (English for general purposes)? To clarify the distinction among ELT – ESP and other related acronyms in the field, Hutchinson and Waters (1987, p.17) metaphorically describe language teaching as a tree with sub-branches showing sub-fields (Figure 1). According to this mapping, ELT represents the trunk of the tree and ESP is pictured as a broad term, under which all other domain-specific

fields are sub-branched. Hutchinson and Waters (1996) suggest that ESP should be viewed as a subcategory of EFL/ESL, which, in turn, are considered the main components of ELT.

Considering the shared belief that ESP should cater to the specific and professional needs of learners, a pertinent inquiry arises as to whether the language related demands of a tourist guide bear resemblance to those of a graduate learner studying in Tourism faculty where English is utilised as the primary language of the program. Do the practical outcomes, teaching methodology, genre and language differ for these two different environments of a single discipline /domain?
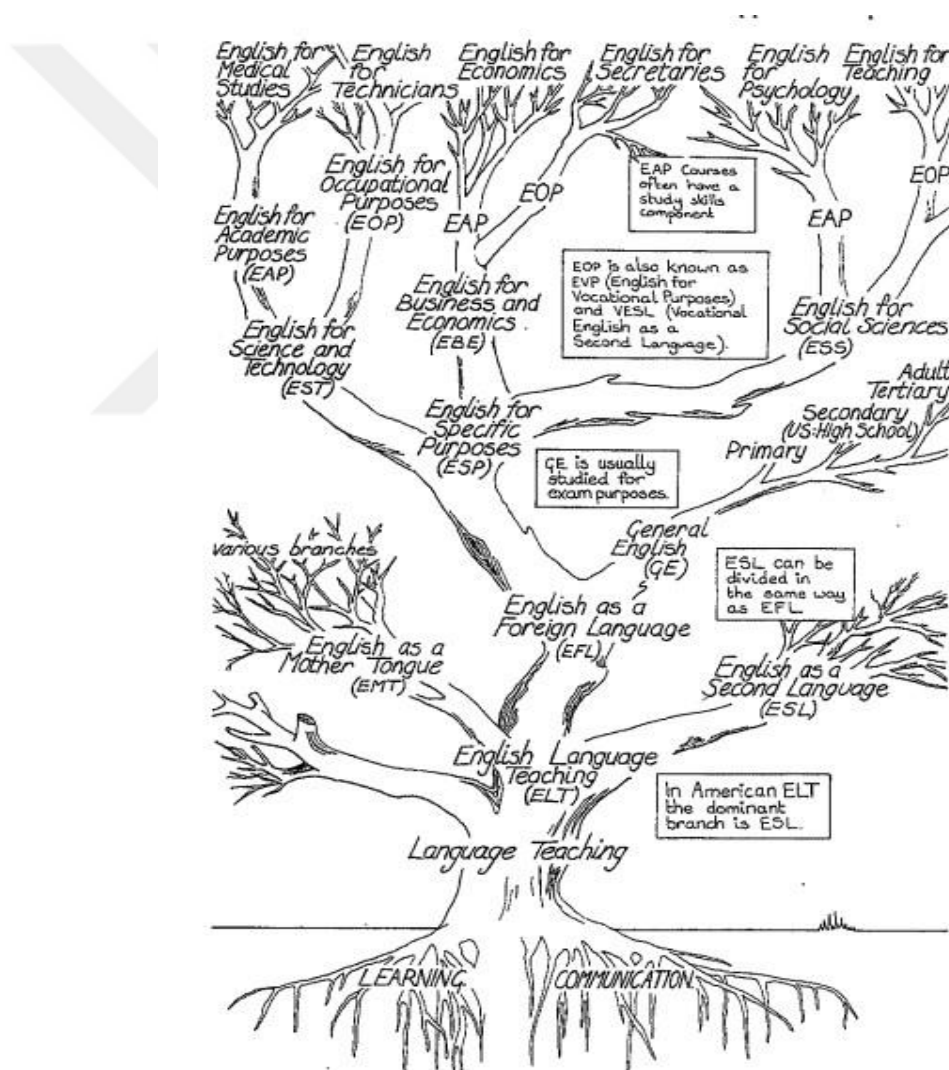
Figure 1. Branches of ELT (Hutchinson & Waters, 1987, p.17)

Similarly, the term EAP (English for Academic Purposes) might also lead to some confusion as one might think that all university-level disciplines are academic programs in the

end. As reported by Hutchinson and Waters (1987), ESP comprises two main categories, which are referred to as EAP and EOP (Anthony, 2018). However, ESP is an infinite construct, and it is possible to subdivide these two primary branches into numerous others as Anthony (2018) suggests;

> The two major branches of ESP can be divided further. EAP can be divided into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP), and EOP can be divided into English for Professional Purposes (EPP) and English for Vocational Purposes (EVP) (p.13) (Figure 2).

In particular, EAP can have sub-branches, such as EGAP and ESAP. In the former, the goal of the program is to teach the language and skills that that are shared across various academic fields, in the latter, the characteristics that set a particular discipline apart from others are the core elements of the programs (Dudley-Evans and St John, 1998). As seen in Figure 2 (Anthony, 2018, p.14) below, ESAP may either refer to a general STEM (Science, Technology, Engineering, and Mathematics) program or an academic level-specific discipline (e.g Economics, Medicine, Tourism). Likewise, an EOP could be divided into two major branches as EPP (English for Professional Purposes) and EVP (English for Vocational Purposes). Regarding the above-mentioned question about the language needs of a tourist guide and a graduate student, one could draw the conclusion that two separate language programs (ESAP and EPP) with two separate targeted outcomes should be designed for these groups.
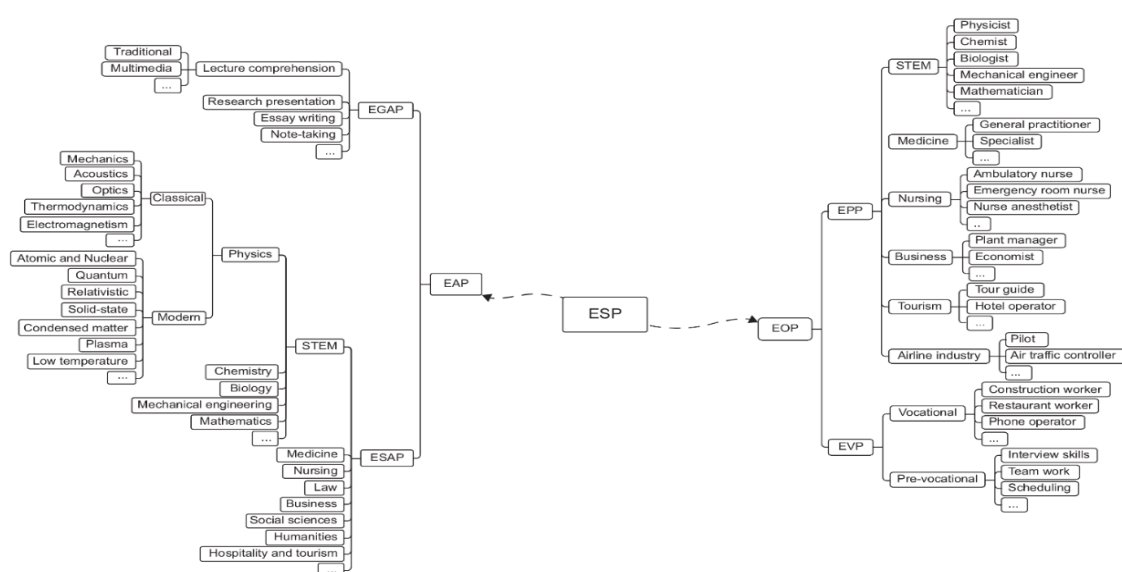
Figure 2. Sub-branches of ESP (Anthony, 2018, p.14)

Having delineating a clearer picture of the status of ESP and other 3-word acronyms, the focus will shift to addressing the core features of ESP. What are the unique characteristics coming along while making the distinction between ESP and EGP (English for general purposes)? In this regard, Dudley-Evans and St. John (1998) outline the absolute and variable characteristics of ESP – which is derived from the study of Strevens (1988). The absolute characteristics of ESP encapsulate its design to meet the specific needs of learners, the use of methodologies and activities that are appropriate to the disciplines it serves, and its focus on language, skills, and genres relevant to these disciplines. In contrast, the variable characteristics of ESP include its possible relation to specific disciplines, use of diverse methodologies compared to EGP, design for adult learners, and typically designed for intermediate or advanced learners. The characteristics of ESP highlight the importance of tailoring language education to the specific needs and contexts of learners in various disciplines, which can promote effective communication and success in academic and occupational settings. Woodrow (2018) also discusses the contrast between ESP and EGP and discloses the main characteristics of ESP and EGP in a comparative manner. EGP is designed for learners of any age, who have diverse goals and motivation levels. The course is typically long-term and may not always cater to the specific needs of individual students. In contrast, ESP is geared towards adult learners who share a common goal and have high external motivation. The course is typically short-term and is based on a needs assessment that takes into account the specific needs of the learners. Unlike EGP, ESP is tailored to the needs of the learners and focuses on specific language skills required in a particular field or profession. While EGP caters to a broader audience with diverse goals, ESP is a more focused and targeted approach to learning English. In brief, ESP - despite potentially including numerous sub-variations - is typically considered as being unique language programs that are designed based on specific needs, methodology, the language of the targeted community or field.

In the 1990s, CBI (Content-based instruction), which is often used interchangeably with ESP, led to a great deal of discussion. Similar to the ESP-EAP dichotomy, definition and mapping of the scope of both CBI and ESP were open to debate. With regards to similarities and differences, Johns (1992) argues that while there are similarities ESP and CBI differ in many ways. ESP is frequently referred to as CBI in the context of English as a second language, but CBI is mainly focused on ESP in K-12 contexts, making it more locally focused. In addition, CBI is more concerned with classroom issues like student emotions and teaching strategies rather than research and theoretical concerns. As for the claims of Johns (1992), Brinton (1993) responds that CBI and ESP have an international scope and are not restricted

to K-12 settings. However, there are fundamental differences between CBI and ESP. CBI originated from academic needs, while ESP evolved from commercial initiatives. Moreover, ESP is more focused on specific and practical goals, while CBI has a broader focus and is driven by the desire to achieve success through knowledge in general or intrinsic terms

These early works attempted to portray the boundaries between these two phenomena. However, later studies have focused more on the course-organising role of CBI. Eskey (1997), for example, suggests that the content-based syllabus is a more recent and improved effort to enhance and expand the conventional notion of the scope and content of a syllabus for a language course. This new approach involves a focus on both language structure and language use, in addition to third element—the factual and conceptual content that these courses cover. Similarly, Master and Brinton (1998) argue that CBI should be viewed as a kind of syllabus that serves as a principle that functions as the basis for structuring and designing a curriculum and it is one of the recognized syllabi, along with grammatical, notional-functional, rhetorical, and task-based syllabi. They also note that while the content or subject matter is the key element in CBI, ESP as a subcategory of ELT utilises both content-based and task-based syllabi. According to Stoller (2008), CBI is a term used to describe approaches that integrate language and content learning goals, even though there may be variations in the degree to which language and content are emphasized. Genesee and Lindholm-Leary (2013) also argue that there are different types of CBI depending on the level of education, the structure of the curriculum, and the degree to which language or content is emphasized and CBI can be implemented at any level of education.

According to the researchers, ESP and CBI have no distinct demarcation as both can function autonomously and employ any of the syllabi. To conclude, CBI - whether it is for an ESP or EGP - is recently referred to be an effective method to organise and deliver a course, rather than a replacement or substitute of ESP.

2.3 The brief history of ESP

The 1960s were the years when the term ESP popped out as a new phenomenon for researchers in the field of ELT. This emergence and acceleration in its popularity were due to the rapid developments in the post-war world. After the 2nd World War, the countries witnessed tremendous changes leading them to a more globalised world. The developments in science, technology, business, and transportation, and reverse flow of the capital to oil-rich countries and the economic and technological improvements in far-east countries led to the emergence

of ESP. Human intelligence was required to spread out and people needed to learn the global language with a narrow focus in a shorter time (Hutchinson &Waters, 1987).

Initial attempts to formulate the ESP movement was made by Swales (1988). In his ground-breaking formula, he aimed to develop a set of steps that learners of scientific English, particularly for academic writing would benefit from. Back then, EST (English for Science and Technology) was only the ESP branch and "was often regarded as synonymous" (Hutchinson & Waters, 1987, p.7). His idea which was born out of his experiences with Arab engineering students (Hyon,2018) was to show how scientific writing in English is and should be. The model for research articles which he calls this updated version "CARS (Create a Research Space)" consists of 3 steps, namely establishing a territory, establishing a niche and occupying the niche. The model was developed and updated along with the ideological reform of the said period which proposes the idea that a text is not the only mix of words and sentences per se, it is in fact a conceptual paragraph with more communicative functions (Swales, 2004).

Additionally, the evolution of ESP was categorized into a sequence of five progressive phases by Hutchinson and Waters (1987). The first phase was *register analysis* and the overarching goal was to pinpoint the linguistic components, both in terms of grammar and vocabulary, characteristic of a specific field of discourse, with a view to developing a unique syllabus focused on the most salient language structures and lexical items pertinent to scientific inquiry. In the second phase of the development process – *rhetorical and discourse analysis* – the focus shifted to how sentences are combined in meaningful discourse. The attempts for the development of the idea of the genre – that will be discussed in *2.6* – made by Henry Widdowson, Washington school of Larry Selinker, Louis Trimble, John Lockstrom and Mary Todd-Trible (as cited in Hutchinson & Waters, 1987, p.11) established a ground for the awareness of the rhetorical patterns of text organisation. Similarly, Allen and Widdowson (1975) argue that it is a general perspective that students' difficulties do not necessarily stem from a deficient understanding of the English language system. Rather, their struggles arise from a lack of familiarity with how English is used in different communicative contexts. Hence, they also suggest that a course that merely offers further sentence composition practice may not fully address their needs and, instead, an effective course must enhance learners' understanding of how sentences are employed to achieve various communicative purposes.

In the third phase of the development continuum, *target situation analysis* was regarded as the way to set ESP on a more scientific basis. The reasons why students are taking an ESP course became as important as the necessary grammar and lexis. Target situation

analysis is therefore required to precede the analysis of the linguistic features of a given domain. As for the fourth and fifth phases of the development process, s*kill- strategy analysis* and *a learner-centred approach* were, respectively, attempts to look into more of thinking and learning processes of ESP rather than surface elements. In the former, specific learning strategies are enhanced and the emphasis is laid upon the fundamental interpretive strategies that equip the learners with the ability to handle surface-level forms of language. These strategies entail techniques such as deducing the contextual meaning of words, utilizing visual layout to discern the nature of text, and making use of cognates, among others (Hutchinson & Waters, 1987). In the latter phase, along with the shift in the contemporary teaching/learning principles in the world, ESP's stance also changed in a way that description of a language – in other words, what people do with the language - cannot merely be enough to enable learners to achieve ESP goals. ESP then has been treated more of an approach than a product in which language descriptions, learner needs and learner-centred teaching constitutes the pillars of ESP.

In 1998, Dudley-Evans and St. John repack the development continuum of ESP and classified it into four main categories, namely Register Analysis, Rhetorical and Discourse Analysis, Skills-based Approaches, the Learning-Centred Approach*. As for *the Skills-based Approach,* Dudley-Evan and St. John (1998) argue – in the light of the trend of embracing Communicative Language Teaching – that language skills are substantial elements of the overall need assessment process and decisions should be made about the types of skills with respect to the target language context. T*he Learning-Centred Approach* meets with the growing tendency of differentiation in the 1990s and takes into account the fact that all students have their own way of learning.

More recently, Johns (2013, p.7) reviews the development of ESP research and divides research history into four periods, namely *The Early Years* (1962 – 1981), *The Recent Past* (1981 – 1990*), The Modern Era* (1990 – 2011)*, and Th*e Future (2011 plus). *The Early Years* witnessed the period in which research mainly focused on the surface forms of a language, counting and identifying the grammatical and lexical items. Later in this period, a shift to more rhetorical concerns led to the research. In *The Recent Past* period, the attempts of the research were to broaden the scope of ESP research. As noted by Swales and Johns (1987), this involves moving away from the self-imposed boundaries of ESP and returning to Strevens' more inclusive definition (1977), which encompasses English for academic and occupational purposes. Needs assessment, the use of rhetorical devices, the terms *genre* and *computer-*

mediated instructions were also introduced and became salient during this period. In *The Modern Era*, on the other hand, new international ESP journals (e.g. The Journal of Second Language Writing (JSLW), Journal of English for Academic Purposes (JEAP) appeared and the terms *intercultural rhetoric, genre* and *corpus* studies dominated ESP research in general. As for *The Future* of ESP research, Johns (2013) argues that international authorship, researcher roles, varied methodologies and triangulation, multimodalities, varied locales and genre will be the themes to dominate ESP research. International authorship refers to the idea that ESP has become a global phenomenon and more international scholars will pursue to publish in high quality journals. As ESP is often deemed to be the practitioner move, the roles of both researcher and teachers will merge and researchers will be taking up several other roles. John (1998) for example listed five key roles of the ESP practitioner: teacher, course - designer and materials provider, collaborator (often with a subject or vocational specialist), researcher, and evaluator (cited in Johns, 2013, p.19). Additionally, the dynamic nature of ESP and the awareness of the value of thorough needs assessment will lead to methodological variations (e.g., corpus studies, ethnographic studies, case studies etc.) to meet the needs of the targeted group. Regarding multimodalities, Johns (2013) suggests that "visual/verbal interaction in texts or on academic or non-academic visual rhetoric" (p.20) will be the domains of the future research. Though ESP is a universally accepted phenomenon, studies in local settings will contribute to ESP research a great deal as the learner identity, particularly the cultural identity of learners have become the striking social facts of the new century. In the history of ESP research, Johns (2013) suggests that genre is a timeless literary concept and has been used to provide solutions for the ESP related discussion now and then. Whether it is a descriptive analysis of a language or inquiry of the use of language in specific settings, the genre will, in the future, be there to show the right way out.

In summary, ESP has evidently come a long way through. From counting the grammatical items in the targeted text to more communicative, learner-centred, identity inclusive contemporary studies, ESP has undoubtedly kept up with the evolution of ELT and the world accordingly. By placing genre at the centre of ESP studies, it is expected that more localized, classroom-based, and learner-centred studies will be conducted.

2.5 Key aspects of ESP

2.5.1. Needs Assessment

When designing an ESP program for a specific group of students, one may encounter the dilemma of determining an appropriate starting point and curriculum to impart. The next question in mind would surely be; "whom should I ask"? Identifying the needs of learners - especially for an ESP program – is quite demanding and unlike the early methods of needs assessment, today, it requires a very sophisticated inquiry with a multi-stakeholder collaboration (Basturkmen, 2010; Flowerdew, 2013). The perspectives of different stakeholders, targets, potentials and perceived needs may expectedly vary, therefore, it is quite tenable that we encounter numerous different terms as synonymous (e.g., "wants, desires, necessities, lacks, gaps, expectations, motivations, deficiencies, requirements, requests, prerequisites, essentials, next step, and 'x + 1', where x is the current state and + 1 is the next step, depending on who you ask" (Brown, 2016, p.13). In the course-design cycle of ESP, the initial stage involves needs assessment, which is a methodical evaluation of the requirements of learners to perform effectively in the targeted communicative context (Woodrow,2018). Likewise, Brown (2016) notes that needs assessment involves the systematic collection and evaluation of all relevant data that is required to establish and confirm a justifiable curriculum. In short, needs assessment is the core of course design for English for Specific Purposes (Basturkmen, 2010; Hutchinson & Waters, 1987). The investigation of the clear and specific needs of ESP is, surely, what makes it different from general English course development (Flowerdew & Peacock, 2001).

When it comes to developing an ESP course, the answer to the question; "how to find out the needs of learners" evolved over the years. In the early day of ESP, needs assessment was solely based on the intuitions of teachers as an informal process (West, 1997) and gained importance and regarded as a formal stage only after the 1970s (Flowerdew, 2013). While, in the early days, the focus of needs assessment was mostly on the language used in the target situation, today, this method has changed greatly and genre, discourse analysis, and corpora are being incorporated into needs assessment in a more contextualised manner (Basturkmen, 2010; Tajina et al., 2005; Woodrow,2018). Put briefly, today, language-related goals (vocabulary, grammar etc) are not the only criteria to consider in designing a course. Additionally, language skills, learner perceptions, attitudes, and expectations have also become considerably important for course developers. In this vein, Hutchinson and Waters (1987) divide the needs into two and distinguishes *target needs* from *learning needs*. *Target*

needs, in their framework, refer to *necessities*, *lacks* and *wants* in terms of target situation. As for an accurate target situation analysis, Hutchinson and Waters (1987, p.59) set the following questions as a framework; "Why is the language needed? How will the language be used? What will the content areas be? Who will the learners use the language with? Where will the language be used? When will the language be used?".

Beyond the target situation needs, Hutchinson and Waters (1987), in the light of *means analysis*, argue that the environment, in other words, learning situation must be considered while conducting needs assessment. *Means analysis* is referred to journey and fills the gaps between lacks and needs. That is, while designing a course, assigning the final destination and the starting point may not be enough and the whole journey (refers metaphorically to the learning situation and the way learners learn) should necessarily be embedded into the plan (Dudley-Evans & St John,1998). Hence, Hutchinson and Waters (1987, p.63) suggest that *learning needs* should be the part of overall needs assessment and propose the following questions as a framework; "Why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the ESP course take place? When will the ESP course take place?".

Similarly, considering the abovementioned principles and changing trend, Dudley-Evans and St John (1998) redefine the concept of needs assessment and propose a framework. Their proposed framework consists of eight components. The first component is gathering professional information about the learners, which includes target situation analysis and objective needs such as the tasks and activities learners will be using English for. The second component is obtaining personal information about the learners, such as previous learning experiences, cultural information, reasons for attending the course, expectations, and attitude towards English, which affects the way they learn and determine their wants, means, and subjective needs. The third component is English language information about the learners, which involves analysing their current skills and language use (present situation analysis). The fourth component is the learners' lacks, which refers to the gap between the English language information and the professional information The fifth component is language learning information, which identifies effective ways of learning the skills and language in the learners' lacks. The sixth component is professional communication information about the target situation, which includes linguistic analysis, discourse analysis, and genre analysis. The seventh component is what is wanted from the course, and the final component is information about how the course will be run, which is means analysis. In this eight-item framework,

Dudley-Evans and St John (1998) clearly, touch upon the linguistic, humanistic, methodological and psychological facets of language teaching in general. The framework distinguishes the present situation analysis from the target situation analysis by integrating discourse/genre analysis and means analysis.

With respect to the expanding concept of needs assessment, Basturkmen (2010) similarly argues that language and skills that learners are required to use in the target situation (either professional or vocational) should be diagnosed and assessed in relation to their present situation. She also asserts that learner perceptions, idiosyncratic nature of teaching context should be prior considerations of needs assessment. Therefore, Basturkmen (2010), in her book titled "Developing Course in English for Specific Purposes", proposes several stages for conducting needs assessment in ESP courses. The first stage involves identifying the tasks, activities, and skills that learners will be using English for in the target situation, and what they ideally should know and be able to do. The second stage deals with the discourse analysis, which describes the language that learners will need to use. The third stage is the present situation analysis, which showcases what learners already know and what they need to improve regarding to the exigencies of the target situation. The fourth stage is the learner factor analysis, which considers factors such as learner motivation, learning style, and perception of their own needs. Finally, the fifth stage is the teaching context analysis, which takes into account the environmental factors that may affect the course and teacher, and what is realistically feasible for the ESP course and teacher to offer.

More recently, Brown (2016) examines the needs assessment from four different views, namely diagnostic view, discrepancy view, democratic view and analytic view. Diagnostic view refers to language-related needs (skills, genre, language etc) that are considered to be essential for success in a target situation. The discrepancy is, however, about the gap between what students can do in the present situation and what is expected in the target situation. Democratic view responds to the wants, needs and requests of various stakeholder. Though learner is placed in the centre of any course development, views from instructors, administrators, field specialists are expected to contribute a great deal in ESP program design. Lastly, the analytic view discusses the ties between needs assessment and learning theories and SLA research. That is, ESP course designers are expected to review the literature and analyse the needs accordingly.

Besides these different conceptual perspectives, the methodology for data collection to identify the language needs also varies. Needs assessment data can be collected in a number

of ways. These could be ethnography type long term studies or empirical text analysis. Woodrow (2018) suggests various data collection techniques in needs analysis, which include questionnaires and surveys for gathering information from a large group of people; text analysis to examine relevant documents related to the target situation; discussions with stakeholders to identify the skills, knowledge, and abilities required for success in the target context; interviews (structured, semi-structured, and unstructured) with learners, experts, and other relevant parties to obtain in-depth information about their needs; target situation observation, where the researcher participates or observes the target situation to collect data about what learners actually do and say; learner diaries, logs, and journals to gather information about their language use and learning experiences; and corpus analysis to identify the most frequent and important language features of the target context. These methods allow researchers to collect a range of data and perspectives that can be used to develop effective ESP courses tailored to the learners' needs. Regarding the needs assessment methods, Long (2005), suggests that these methods could be classified as deductive and inductive. While unstructured interviews and non-participant observations are some of the deductive procedures, questionnaires, surveys and structured interviews are referred to be more deductive procedures.

A growing trend in ESP needs assessment has been transforming it into a more specific and tailor-made phenomenon (Flowerdew, 2013). Depending on what your target situation is like and what type of information is required, needs assessment is and should be designed on a case-by-case basis. (Johns & Price-Machada, 2001). A more valid approach to course design is to consider each course as serving specific purposes rather than adopting a one-size-fits-all approach. The variation between courses lies in the degree of precision with which the present or future uses of foreign language can be identified (Long, 2005).

Interviews, questionnaires, and observations are the most common methods to collect data, depending on the context and target situation, however, it is best to combine more methods to enrich the data and provide validity (Basturkmen, 2010). The accurate identification of what is needed to be studied and dependable interpretation of desired needs and wants are - as this is the case for all sorts of assessment procedures - substantially important. Likewise, Hyland (2006) emphasizes the significance of ensuring data trustworthiness in the needs assessment process of course design. In order to attain validity and reliability, designers may adopt several methods. For instance, triangulation, which involves drawing conclusions from diverse data sources, research methods, or investigators

could be one of them (Fraenkel & Wallen, 2009). Another method is prolonged engagement, which entails the recurring observation and collection of ample data for an extended duration. Additionally, participant verification is recommended where the analysis is conferred with participants and verified for its reality by them.

Thus far, the ways how needs assessment is interpreted throughout the development process of ESP have been discussed and also the methods for data collection have been disclosed. Though it has been regarded as the core and initial step of ESP course design (Anthony,2018; Basturkmen, 2010; Hutchinson & Waters, 1987), it would be utterly incorrect if one describes it as a procedure of asking a few questionnaire items. On the contrary, investigation of target and present situations – either for linguistic/pragmatic or psychological/ methodological features – requires a thorough analysis. In parallel to this complex nature of needs assessment, Dudley-Evans and St John (1998) suggest that needs assessment cannot be considered a linear process, but it is rather cyclical and overlaps with back-and-forth movements (Figure 3).
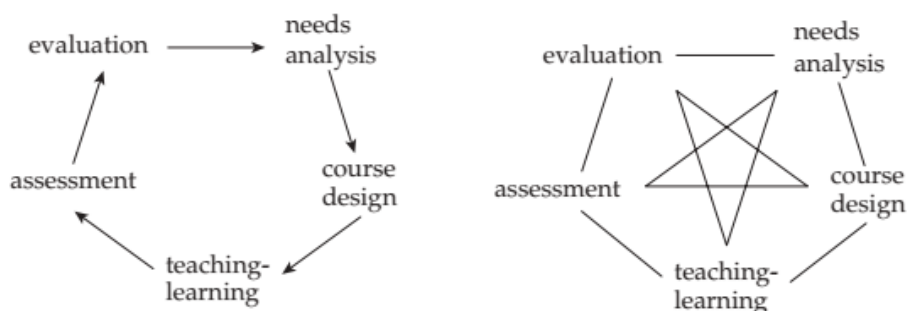
Figure 3. Linear and cyclical processes of needs assessment (p.121)

To conclude, needs assessment has evidently evolved into a more sophisticated form over the years. The analysis of objective needs, including targeted linguistic features, has been replaced by ethnographic studies that consider the perceptions, and intentions of all stakeholders and social context (Johns & Makalel, 2011). In the future, participant verification, collaboration with all stakeholders and more localised needs assessment with higher precision are, presumably, going to be indisputable tenets of the ESP course design.

2.5.2. Course Design

Having identified the needs of learners, now, it is time to ask key questions to create a plausible basis for the following stages of ESP course design, namely material development,

syllabus design, teaching methodology, testing and assessment and evaluation of the course. What sort of materials (published textbook or in-house authentic materials) should I use? In what order and how am I going to teach? What learning outcomes do I expect from them upon completion of the course and how am I going to assess? The answers to these inquiries are literally served by the process of needs assessment (Richards, 2001). Yet, raw data per se will not be enough as it must meticulously be interpreted. Before outlining these stages in detail and their manifestation in the present study (see Chapter 3), it is best to discuss the way researchers view the course design continuum and their methodological perspectives.

In the first place, Hutchinson and Waters (1987) define the course design process as the production of a comprehensive set of educational experiences that are designed to bring the learners to a specific level of knowledge and argue that there can be an infinite number of course design approaches and discloses three main types. Primarily, the language-centred course design refers to the direct connection between the target situation and the ESP course. It builds up through the following stages; "(1) identify target situation, (2) identify linguistic features, (3) create syllabus, (4) design materials to exemplify syllabus items (5) establish evaluation procedures to test the acquisition of syllabus items" (p.66). Though it is deemed to be a systematic and straightforward approach, as for the downside of it, this model ignores the fact that learners are human beings and the idiosyncratic nature of learners will not fit in such a strictly systematic learning setting. Secondly, the skills-centred approach, the basis of which is formed by two fundamental principles; theoretical and pragmatic, enhances the use of skills and strategies. The theoretical basis reflects the performance and competence related targeted behaviours of language learning. That is to say, the core of language learning is not solely the quantity of language features but how they performed and, therefore, places skills and strategies at the centre of design process. The pragmatic basis, on the other hand, rejects the idea of achieving a set of goals (specific register) in a limited ESP course and propose that an ESP course should be process-oriented. That is, as Holmes (1982, as cited in Hutchinson and Waters, 1987) notes, there is no cut-off point for learner proficiency and therefore, becoming a better processor of text as a skill should be put above the corpus of targeted register. The path for the skill-based course design is as follows; "(1) identify target situation, (2) analyse skill and strategies required to cope in target situation, (3) write syllabus, (4) select text and write exercises to focus on skill/strategies in syllabus, (5) establish evaluation procedures which require the use of skills/strategies in the syllabus" (p.71). Lastly, the learning-centred approach looks into how learners acquire the language and highlights the dynamic and collaborative nature of course design. In addition to the stages given above, the learning-

centred approach "analyse learning situation, identifies needs/potential and constraints of learning/teaching situation and evaluates overall program" (p.74) (see Figure 4).
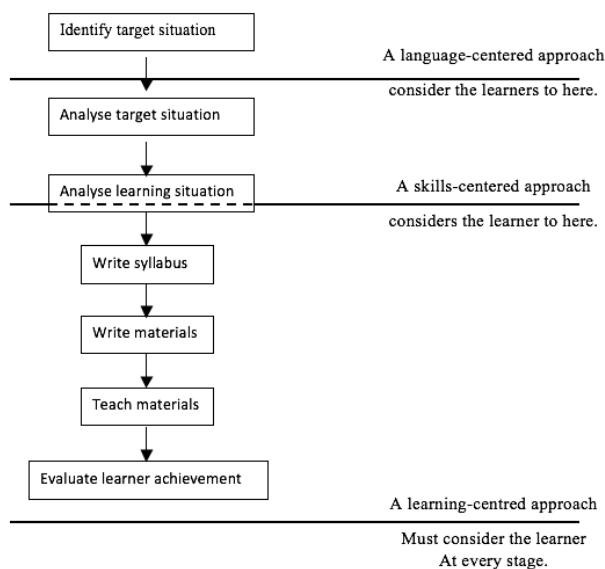
Figure 4. Course design processes (Hutchinson & Waters, 1987, p.73)

Another substantial course design framework (Basturkmen, 2010) arrays all steps of the course development process in a progressive manner (Figure 5). In this multi-level pyramid model, Level 1 (Analysing needs) and Level 2 (investigating specialist discourse) are regarded as the core of the model underpinning the overall curriculum development, and therefore named as below surface levels. Level 3, on the other hand, represents visible outcomes derived from the findings of Level 1 and 2. Basturkmen (2010) highlights the importance of below surface procedures of the pyramid and notes that only when Level 1 and 2 are achieved, Level 3 comes on the table. Additionally, there is a clear distinction about the scope of an ESP course. Depending on the extent of a course in terms of content and targeted group, an ESP course could be wide-angled or narrow-angled, as Basturkmen (2010) defines. For instance, a course designed for a general group of learners with common generic needs, such as Business English, is a typical wide-angled course. Narrow-angled courses, conversely, target a specific group of learners with more localised needs (e.g., English for accountants). However, with respect to this distinction, Hyland (2008) rejects the idea that there exists single-core vocabulary that fits for all academic field regardless of discipline and criticizes the concept of wide-angled courses. Accordingly, John and Dudley-Evans (1991) argue that courses for professionals and graduate school students cannot be classified as wide-angled courses.
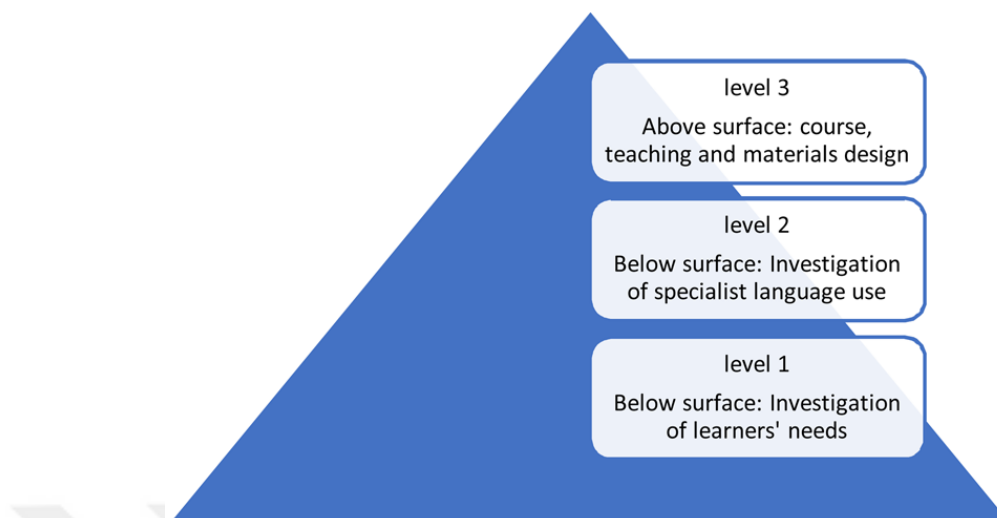
Figure 5. Course design levels (Basturkmen, 2010, p.143)

Another framework proposed by Woodrow (2018) organises the steps of course design in a linear fashion by, however, emphasising the non-static nature of the process. The model proposes that the data gathered through needs assessment should be translated into objectives, teaching aims and syllabus items and puts forward the curial role of needs assessment in general (Figure 6).
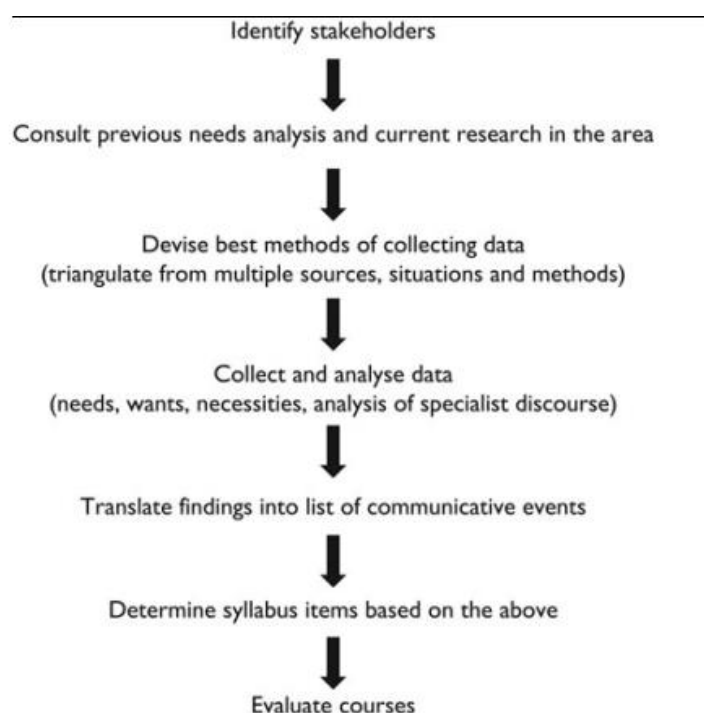
Figure 6. Course design continuum (Woodrow, 2018, p.54)

The summary of the abovementioned frameworks is outlined below and the comparative layout saliently shows that efforts identifying the target situation constitute initial steps of course design and this process is finalised with course evaluations (Figure 7).

Hutchinson and Waters (1987)	Basturkmen (2010)	Woodrow (2018)
The language-centred course design	**LEVEL 1 (Below Surface)** *Analysing needs*	
identify target situation	⬇ *Considerations* ⬇	Identify Stakeholders
⬇		
identify linguistic features	*types of the tasks to involve *Standardisation for the performance *types of the needs to investigate *difficulty of the tasks, skills and activities *types of the dificulties and challenges	⬇
⬇		
create syllabus		Consult previous needs analysis and current research in the area
⬇		
design materials to exemplify syllabus items		
⬇		
establish evaluation procedures to test the acquisition of syllabus items		⬇
The skills-centred approach	**LEVEL 2 (Below Surface)** *Investigating Specialist Discourse*	Devise best methods of collecting data (triangulate from multiple sources, situations and methods)
identify target situation	⬇ *Considerations* ⬇	
⬇		
analyse skill and strategies required to cope in target situation	* types of the linguistic forms to investigate *type of the date to collect (e.g. descriptions, corpora or relevant literature) *how to collect data - the approach *how to analyse targeted discoure and texts	⬇
⬇		
write syllabus		Collect and analyse data (needs, wants, necessities, analysis of specialist discourse)
⬇		
select text and write exercises to focus on skill/strategies in syllabus		
⬇		⬇
establish evaluation procedures which require the use of skills/strategies in the syllabus		Translate findings into list of communicative events
The learning-centred approach	**LEVEL 3 (Above Surface)** *Determining the curriculum*	
Identify learners	⬇ *Considerations* ⬇	⬇
⬇		
Analyse learning/target situation		
⬇		Detemine syllabus items based on the above
Identify need andwants of the learners, potential constraints of learning/teaching situation and skills and knowledge needed.	* the focus of the course (wide or narrow angled) *delivery mode of the course * the syllabus and the sequence of the units *materials develoment *evaluation of the learning	
⬇		⬇
Write sylabus/materials to exploit the potential of the learning situation		Evaluate courses
⬇		
Evaluate learner achievement and the overall program		

Figure 7. Summary of the course design frameworks.

2.5.3. Corpus

Mastering in any language program seems, for many, equivalent to mastering a certain set of vocabulary and in a typical ESP course, this intuitively and rightfully becomes the prior goal. This unique set of vocabulary is called corpus. A corpus is the "collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research" (Sinclair, 2004, p. 19). The goal, in fact, is to identify particular sets of phrases and creating word lists. However, Biber (2012) argues that corpus linguistics is not a model of language, it is, primarily, a research and methodological approach. He also notes that these innovative approaches enable researchers and practitioners to become aware of the systematic nature of variation in language which can be quantitatively described.

Technological developments and more reachable software, today, make corpus-based research and teaching more accessible. Some of the large-size general-purpose corpora are Corpus of Contemporary American English (COCA), British National Corpus (BNC), The Vienna–Oxford International Corpus of English (VOICE). For more specific purposes, Cambridge and Nottingham Business English Corpus (CANBEC), spoken and written academic-language corpus of TOEFL 2000 (TKSWAL), Academic Word List (AWL, Coxhead, 2000) and more recently, Corpus of Economics Textbooks (CET, Bush,2020) are few samples of small-scale corpora, the number of which is soaring day by day. So, what is the ideal size for a corpus and would be fair to say the bigger is the better? While there is not a single answer for these questions, Nesi (2013) suggests that to effectively represent a specific language variety or text type, the corpus used for analysis should be of a sufficient size. Regarding the size matter, Koester (2010) claim that the size of a corpus depends on the research purpose. Larger corpora are typically used to investigate general phenomena, while specialized corpora are designed to answer specific research questions. Similarly, according to Bowker and Pearson (2002), a corpus that is smaller but designed with care and attention to detail can yield more valuable insights than a larger corpus that is not tailored to specific research needs.

The dramatic rise in the number of corpora studies has brought the corpus into the classroom and led to the emergence of corpus-based instruction. Corpora, on the one hand, regulates materials development, assessment and syllabus design, and on the other hand enhance teacher/learner interaction with lexis data (McEnery & Xiao, 2010).

Setting the instructional function of corpora aside, if we get back the inquiry of "What content should be included in the curriculum?", here comes the corpus into the play as the backbone of ESP programs. As many published ESP textbooks are not correlated with local needs of learners in specific domains (Baştürkmen & Bocanegra-Valle, 2018) and a corpus with generic qualities is mostly irrelevant to local needs (Nelson 2000), the ESP teacher is inclined to create a unique corpus to cater for the educational requirements of learners. Developing corpus is the process of identifying target words along with the n-gram sets (e.g., the interest rate, the assumption that, capital per worker) and collocations. Today, many computer programs enable researchers/teachers to list down the frequency of recurrent words in a compiled .txt format data set. Yet, the frequency of words cannot be the only criterion to assess the speciality of a word for a certain field. Only when the word list is compared to another general-purpose corpus, useful and salient lexical items can be listed, as this is referred to be keyness and keyword list (Baker, 2006).

2.5.4. Multimodality

Assuming that an ESP approach is all about making meaning in a given text through a bunch of discipline-specific lexical items would be totally misleading. Making meaning is not standing on the pillars of the verbal system only (Kress & van Leeuwen, 1996) and multimodality has displaced the hegemony of traditional reading-writing based approaches. Though its focus mainly shifted to digital technologies/modes, multimodality, in general, refers to embracing all semiotic features of language contributing meaning-making (Prior, 2013). While the mode of ESP, in the early days, was mainly text-based, the spoken form of the language and social practice were neglected (Dudley-Evans & St. John, 1998), today, different modes of teaching and learning are embedded in course design. Besides, gestural, spatial, audio, visuals (using graphs, diagram, infographics), and all other semiotic features of the language, situated practices of the speaker, as in giving a presentation and improvised interaction in targeted setting, which can ethnographically be studied (e.g., Dressen – Hammouda, 2008; Tardy 2009) constitute an important part of the discourse for an ESP course (Prior, 2013).

Regarding the pedagogical aspect of ESP, given that the overall objective is to equip learners for real-life conditions of EAP and EOP settings, the multimodality in course design, beyond any doubt, will prepare students better for authentic situations. (Hafner & Miller, 2018). According to Guo (2004), it is important for ESP/EAP teachers and researchers to acknowledge the multimodal nature of interpretation or understanding in academic and real

professional life. Furthermore, Guo also suggests that there is a need to shift the research and teaching focus towards better preparing students for their present and future academic and professional endeavours. While, in today's digital world, multimodality is not an optional phenomenon but a rather innovative way of making meaning in ESP settings (Jakobsen & Tønnessen, 2018), Prior (2013) criticizes the fact that in the leading ESP journals, the research questions are commonly monomodal and limited in scope. It is clear that multimodality plays an important role in ESP settings, and that there is a need for it to be further explored and integrated into course design in order to better prepare students for real-life conditions. Through focusing on the various modes of language, ESP can provide an authentic learning experience for learners.

2.5.4. Teacher Roles in ESP

The reason behind calling ESP teachers practitioners (Dudley-Evans & St John, 1998) lies in the fact that the versatile nature of the job requires more than teaching. It is demanding and unfamiliar. Before discussing the load and responsibilities of the ESP practitioner, it is best to assert that the debate about who to teach (language teacher vs field specialist) has not been resolved yet (Atay, Kaşlıoğlu & Kurt, 2010; Cotter, 2006; Stewart, 2018). Language teachers, as ESP practitioners – often find themselves in a "subject knowledge dilemma" (Wu & Badger, 2009) and feel intimidated (Atay, Kaşlıoğlu & Kurt, 2010). Field specialists, on the other hand, are experts in the related field, but lack skills regarding language teaching methodology.

It is hard to define specific competencies and responsibilities of the ESP teacher as it involves more than teaching (Robinson, 1991). It requires more experience, additional training, extra effort, afresh commitment (Strevens, 1988). Jarvis (1983) also states that group size, adult learners and specialist knowledge are additional challenges of the ESP practitioner when compared to general English courses. Similarly, Cotter (2006) notes that ESP teachers encounter challenges in providing suitable examples as they are often not experts in the learners' area of expertise and may not be native speakers of the language. This situation leads to two types of difficulties: creating examples in a foreign language and producing them in a field of knowledge that they are not proficient in.

In a typical ESP course, the role of the practitioner goes beyond facilitating learning and from needs assessment to program evaluation, a number of additional and relatively new

duties arise (Dudley-Evans & St John, 1998). Therefore, Dudley-Evans & St John (1998) describe the roles of the ESP practitioner under five titles;

1.Teacher

The core skill and methodology for language teaching do not change when the group and the purpose slightly change. Facilitating and contextualising learning, motivating students, setting tasks and activities in the light of contemporary methodology are the skills expected from an ESP practitioner.

2.Collaborator

As for an ESP practitioner, the target situation and the field might be new or unfamiliar, therefore, all stakeholders must have a say in the development of an ESP program. To serve better the students' needs, the ESP practitioner should constantly collaborate with field specialists and other stakeholders.

3. Course Designer and Material Provider

As seen in the literature (Yan et. al.,2016) and the market, scarcity of ESP materials gives no option to practitioners but to develop original materials. Additionally, many published materials comprise similar generic skills (Hutchinson et al., 1987) and, thus, they become impractical for the specific needs of ESP learners (Nelson 2000).

4. Researcher

From the needs assessment to course evaluation, the ESP practitioner should act as a researcher for the constant improvement of the course. This includes gathering data from instructors, learners, teaching assistants, and other stakeholders to identify areas of improvement. The practitioner should then analyse the data and create strategies for improvement. This could include developing new materials and activities, refining existing materials and activities, or suggesting new teaching methods.

5. Evaluator

Not distinctive from general English courses, in the ESP program, the practitioner is expected to assess student achievement and the efficacy of the program in general.

2.6 Genre

A linguistically well-formed written or spoken text – as in Figures 8 and 9 - might seem a collection and cohesively organisation of lexico-grammatical features of the English language. Yet, the contextual, communicative and rhetorical qualities saliently differ, and this is what genre attempts to explain in theory. Genre is evidently an area of study that dominantly occupied the last quarter of the 20th century (Bhatia,2004, 2013; Flowerdew, 2002) and its controversial variations regarding the definition and scope have made it a relatively complicated phenomenon to understand (Hyon, 1996).

Hosted by the couple

Miss Olivia Louise Phillips
and
Mr Owen Michael Harrison
request the pleasure of your company
at their marriage
on Saturday, the fourteenth of September two thousand and twenty
at two o'clock in the afternoon
at St John's Church, Brighton
Followed by a reception at Stanhem House, Brighton
Carriages at midnight
Reception to follow at a later date when coronavirus restrictions allow

Note: Retrieved March 18, 2021, from https://www.rosemood.co.uk/wording/wedding-invitations/

Figure 8. A sample of wedding invitation

A WEEK AGO Turkey seemed poised to become this year's emerging-market success story. Foreign investors were pouring back, lured by high interest rates. The central bank sounded serious about taming inflation. The lira was outperforming most of its peers. The economy could look forward to a year of strong growth.

Unanchored by Ankara. *The Economist, (March 27, 2021)* 10

Figure 9. A sample of introduction from a magazine article

Genre is not a new term for literacy education and has, for so long, been referred to texts that are "(a) primarily literary, (b) entirely defined by textual regularities in form and content, (c) fixed and immutable, and (d) classifiable into neat and mutually exclusive categories and subcategories" (Freedman & Medway, 1994, as cited in Johns, 2002, p.3). In the 80s and onwards, the notion of genre has received increasing scrutiny to understand the relation between text and context and to interpret the communication and social functions of texts (Hyland, 2002; Hyon, 1996). Accordingly, in Bhatia's (2013) definition, genre is described as a communicative event that is identifiable by its set of communicative purposes, which are recognized and understood by the members of a particular academic or professional community in which it is regularly used.

Hyland (2002) also defines genre as "abstract, socially recognized ways of using language" and argues that language is considered to be an integral part of social realities and has a constitutive function in them (p.114). The author also explains that through the repetitive use and standardization of conventional forms of language, individuals establish relationships, form communities, and achieve their objectives. It is, by Swales (1990), defined as "a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by the expert members of the parent discourse community and thereby constitute the rationale for the genre" (p.58). There seems to be a dichotomy about the views of the way genre is described and its instructional reflections (Hyon, 1996). While some of these views emphasize the textual and linguistic focus of genre analysis, others, however, argue that social context of the text, in other words, rhetorical situation constitutes the core of genre theory (Johns, 2002). Flowerdew (2002) simply classifies such dichotomy as "linguistic and non-linguistic camps" (p.91). These diverse views were derived from different approaches to genre, namely the Systemic Functional Linguistics (SFL) (also referred to Sydney School or Australian School) (Halliday,1985), ESP and the New Rhetoric (Hyon, 1996). With respects to the aforementioned dichotomy, Flowerdew (2002) also notes that

> the ESP and Australian school. . .apply theories of functional grammar and discourse, concentrating on the lexico-grammatical and rhetorical realization of communicative purposes embodied in a genre, whereas the New Rhetoric group. . .is more focused on situational context—the purposes and functions of genres and the attitudes, beliefs, values and behaviours of the members of the discourse community in which the genres are situated (p. 91).

Prior to discussing these three influential genre approaches (SFL, ESP and the New Rhetoric), it is best to touch on another debate regarding the converse stance of genre approaches to the process-writing view. Martin et al. (1987) defines genre as a "staged, goal-

oriented, purposeful activity in which speakers engage in as members of our culture" (p. 59). Regarding this description, the proponents of process writing argue that genre pedagogy, particularly the nature of SFL, is too product-oriented and emphasizes the ultimate target model rather than the process (Hyon,1996). However, one of the motives in the emergence of the SFL was the fact that process-writing applications "promote a situation in which only the brightest, middle-class monolingual students will benefit" (Martin, 1985, as cited in Johns, 2002, p. 5) and SFL attempts to reverse this uneven situation.

In a nutshell, SFL, ESP and the New Rhetoric approaches to genre grew out to cast light on effective writing instruction and language teaching accordingly. Nonetheless, one naturally questions to what extent these approaches differ from each other. Therefore, in the next part, a comprehensive discussion of each approach will be presented in order to identify the disparities.

2.6.1. The Systemic Functional Linguistics Approach

An Australian-born approach to genre theory, the Systemic Functional Linguistics (SFL) Approach is rooted in the studies of the British-born researcher Michael Halliday (Hyon, 1996). The word systemic in the acronym of SFL simply refers to the choices in the system and the function is to represent the context in the text (Woodrow, 2018). This model, through which Halliday (1978) depicts language as a social phenomenon, proposes that the comprehensibility of language is contingent upon its usage and functions within social processes (Christie, 2017) and highlights the role of social factors in language use (Hyon, 1996; Rose, 2011)

Halliday and Hasan (1985), who adopted the term *register*, studies the way we make changes – which SFL proposes to be systemic – while developing a text in different situations and contexts. They argue that the text construction is shaped according to certain criteria formulating the realization of the language. The field of the activity (subject matter or topic), the mode (medium of communication, e.g., written) and the tenor (the nature of participants) are all involved in text construction. According to this modelling, the abovementioned elements enable us to make choices about certain textual elements to use. In this sense, Martin (2001, p.151) states "the idea of choice" is the core feature of SFL and argue that particular textual or structural elements are produced systematically in relation to context.

While the terms *genre* and *register* are commonly conflated in SFL and used interchangeably (Christie, 2017), other scholars, Martin (1993), Christie (1991), Feez (2002), and Macken-Horarik (2002) put forward a counterargument that genre and register should be evaluated separately. They argue that register level (field-mode-tenor) is different from genre level and both are systemic choices in the body of language production. Regarding this dichotomy, Christie (1991) asserts that a text's meaning is dependent on its contextualization, which operates at two levels. Firstly, at the level of register, which encompasses the social activity, interpersonal relationships, and the role of language in communication. Secondly, at the level of genre, where the social purpose of language use affects the linguistic choices made. Consequently, for each instance of language use, a genre is selected, and specific language choices are made concerning field, tenor, and mode.

In particular, Martin (1991) and his colleagues suggest that writers with the same tenor, mode and field may come up with different genres. Based on the observations of writing class of children, Martin (1991) states that "children might select from the same field (e.g., a class visit to the zoo) and select the same mode (written) and the same tenor (child to teacher) but nonetheless select different genres (e.g., narrative or observation)" (as cited in Christie, 2017, p. 32). The choices regarding both genre [context of culture] and register [field, mode, tenor] are related to the present situation and reflect in as the choices for language system.

Another significant point for SFL is that the study area of scholars in Australia, in particular, representatives of SFL, are mainly primary and secondary school setting and non-professional workplace literacy. Conversely, SFL differs greatly from other approaches, the study areas of which (ESP and the New Rhetoric) are universities and professional genre (Callaghan, Knapp, & Noble, 1993; Hammond, 1987; Martin, 1989).

2.6.2. The New Rhetoric Approach

This north American-born approach looks at the text more distinctively and arose among researchers working for compositions skills of tertiary level L1 students (Bazerman, Bonini, & Figueiredo, 2009; Paltridge, 2012). In broad terms, the New Rhetoric approach moves away from the textual analysis (or register as it was called in SFL) and explains genre in a more socio-contextual perspective (Bazerman, 1988; Miller, 1984). Miller (1984) defines genre as "typified rhetorical actions based in recurrent situations" (p.163). In Swales' (1990, p.41) definition, in the New Rhetoric Approach genre is viewed "as a means of social action situated in a wider socio-historical context". In contrast to what SFL suggests, the New

Rhetoric Approach to genres places less emphasis on genre theory's ability to teach text form and instead prioritizes its utility in aiding university students and novice professionals to comprehend the social functions or actions of genres (Bazerman, 1988; Devitt, 1993). Miller (1984) also asserts that the conceptualisation of the New Rhetoric approach is based on the socio-contextual trait of language, and it is crucial to be able to produce and comprehend language as a part of the community.

While SFL focuses on the linguistic and contextual aspects of language and writing instruction, the New Rhetoric Approach enhances the social reflections of composition in the community. Therefore, proponents of the New Rhetoric Approach, often, argue that genres are excessively broad and complicated to be given in a taught course, and therefore it is best achieved through immersion, practice and exposure in the target community and genre. (Freedman, 1994,1999; Hyland, 2004; Hyon, 1996). Similarly, Hyon (1996) notes that the New Rhetoric Approach does not, in comparison to SFL, provide a certain framework for the classroom instruction.

Supporting the impracticalities of genre instruction in the New Rhetoric Approach, Christie (2017) asserts that genre is "dynamic and responsive to social process" (p.31) and therefore it is not plausible to frame it down for classroom instruction. Likewise, Miller (1984), with regards to the dynamic nature of the New Rhetoric Approach, argues that the number of genres that exists within a society is not predetermined, but rather is determined by the level of complexity and diversity present in that society. This is because different genres emerge and evolve based on the changing social, cultural, and historical contexts in which they are situated. Therefore, it is difficult to establish a definitive and exhaustive list of genres for any given society, as the range of genres is likely to be continually expanding and changing.

To conclude, what literally the New Rhetoric Approach suggests and how it sees the text and its relation to social roles of society differ from SFL a great deal. Another influential genre approach, ESP, share more common features with SFL than the New Rhetoric Approach.

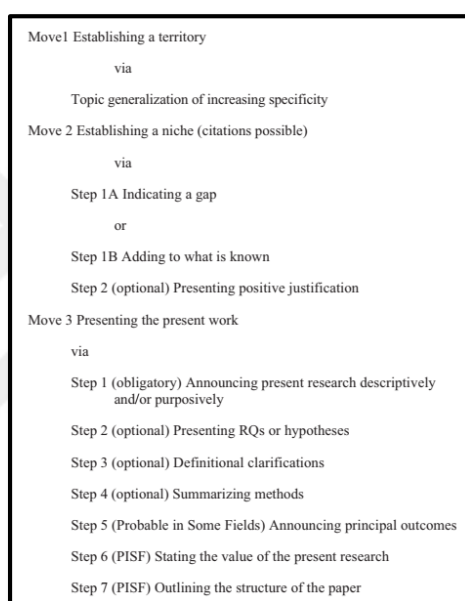## 2.6.3. English for specific purposes (ESP)

It was when the study of Tarone et. al. (1981) about the use of passive voice in astrophysics research articles and Swales' (1981) ground-breaking CARS model (Create a Research Space) identifying the moves for research article introductions broke out, the ESP genre approach sparked great interest (Hyon, 2018). Simply put, this CARS model (see Figure

10) specifies certain steps for the introduction parts of research articles and, accordingly, Swales (1990) states that each step (or move) is designed in line with the communicative goals of the discourse community. He also notes that a move "has sometimes been aligned with a grammatical unit such as a sentence, utterance, or a paragraph, it is better seen as flexible in terms of its linguistic realization" (Swales, 2004, p. 228). In a broader sense, Swales (1990) suggests that in academic discourse, a genre is characterized as a grouping of communicative events that possess a shared set of communicative objectives and these objectives are identified by the proficient members of the parent discourse community and form the foundation for the genre's underlying logic. He also proposes that this logic has a profound impact on the discourse's schematic structure and plays a significant role in shaping the selection of content and style. That is, the genre's rationale serves to shape and constrain the choices made by language users, influencing the content and form of the discourse in significant ways.

In other words, ESP genre approach is more linguistic in nature, and comparatively, enhances the textual features of discourse and conceptualizes the genre as a category of structured communicative events that are directed towards specific discourse communities, whose members share overarching social objectives (Swales, 1990). The communicative objective of a genre is acknowledged by its users, who in turn establish the limitations of what is considered appropriate in terms of the stylistic and linguistic conventions employed in its creation (Paltridge, 2013). These purposes are the main logic behind a genre and show the way the genre is constructed and styled (Hyland, 2003; Johns, 1997). Similarly, Swales (1981) introduces the concept of discourse community for ESP and highlights the importance of audience, purpose and setting concerning genre. Swales (1990) also outlines the defining characteristics of a group of individuals to be able to identify as the members of a discourse community and suggests that a discourse community is characterized by a shared set of goals and objectives. Members of such a community communicate with one another using specific mechanisms, such as feedback and information sharing. This communication is facilitated by the use of genres, which are recognized by the community as appropriate means of achieving their communicative aims. Along with the use of genres, the discourse community may also develop a specific vocabulary or lexis that is unique to their field of study or expertise. Finally, the community must have a sufficient number of members with relevant knowledge and experience to maintain a certain level of discourse expertise.

While there has been a notable focus among ESP scholars on providing a thorough analysis of the formal properties of various genres (Hyon, 1996), it would be hazardous to

describe ESP as an approach solely oriented in surface elements of language. Genres in ESP are deemed to be "oral and written text types defined by their formal properties as well as by their communicative purposes within social contexts" (Hyon, 1996, p. 695). That is, drawing on Swales' (1993) argument about the importance of considering social and contextual factors in genre analysis, ESP genre studies have also, in addition to linguistic features, regarded contextual aspects of genres as a prerequisite for genre analysis. Therefore, genre studies in ESP, along with the formal characteristics, study the way a certain genre is shaped, its audience and communicative purposes (Hyland, 2002).

Move1 Establishing a territory

      via

    Topic generalization of increasing specificity

Move 2 Establishing a niche (citations possible)

      via

    Step 1A Indicating a gap

      or

    Step 1B Adding to what is known

    Step 2 (optional) Presenting positive justification

Move 3 Presenting the present work

    via

    Step 1 (obligatory) Announcing present research descriptively and/or purposively

    Step 2 (optional) Presenting RQs or hypotheses

    Step 3 (optional) Definitional clarifications

    Step 4 (optional) Summarizing methods

    Step 5 (Probable in Some Fields) Announcing principal outcomes

    Step 6 (PISF) Stating the value of the present research

    Step 7 (PISF) Outlining the structure of the paper

Figure 10. *CARS* model for introductions in research articles. (Swales, 2004, p. 230)

According to Bhatia (2013), genres represent a form of communication that effectively achieves a specific purpose through the application of established linguistic and discursive resources. Although the majority of publication concerning genre and ESP were mainly based on academic writing practices (Hyon, 1996), genre analysis for professional context, as in CARS model, requires a thorough analysis of formal characteristics and contextual factors of the targeted discourse community.

SFL, the New Rhetoric Approach and ESP have all similar concerns and distinctive features, however, their rationale, broadly, is to explain, elaborate and define the relationship among text, context and social factors. While ESP and SFL have resembled in many aspects, the way the New Rhetoric Approach examines the role of culture and society ideologically,

the study of which should be conducted ethnographically to investigate dimensions of genres as membership of culture (Molle & Prior, 2008), makes it fairly distinctive, complex and dynamic (Hyon,1996). Despite the fact that there is no consensus on the understanding of genre, John (2002) argues that the principles summarized below are substantial and could establish a common ground.

1. Texts are the result of social construction and are heavily influenced by community and cultural norms. These norms have a significant impact in both the production and processing of texts.

2. The purpose of a text is heavily influenced by its context and the norms of the community before the writer or reader engages with it. Some genres and language registers hold higher value within communities and this hierarchy can be accepted or questioned by various stakeholders.

3. The stylistic and structural characteristics of a text are significantly shaped by the established norms and practices of the particular genre and the particular setting in which it is created. The grammar and meta-discourse of expository texts serve specific functions within the genre and context and they must be taken into account.

4. The content and argumentation of a text are often governed by the community in which it operates.

5. The creation and interpretation of texts are influenced by ideologies, signifying that values and purposes are inherent to the production process and no text can be considered value-free.

6. Language should never be taught without considering its purposeful use in the context of rhetorical considerations. Expert writers carefully choose and use language in ways that serve their goals and enhance the effectiveness of their texts.

2.7. ESP studies in Turkey

Reviewing the research history of ESP is not easy as the field by nature carries local goals and numerous research studies are published in both domestic and international scholarly journals (Johns, 2013). Similarly, in Turkey, as an EFL country, plenty of research has been conducted since the early days of ESP research. However, as the passing decades witnessed a substantial change by all means, only the studies of the last two decades considering the relevance factor for both the current study and today's conditions were listed down. The list of the studies was generated by scanning the database of Google Scholar and ERIC. "English for specific purposes" as a phrase and the acronym "ESP" were used as keywords to reach out

relevant studies. These studies can be grouped under certain research areas. The predominant area of these studies was needs assessments, which typically employs both qualitative and quantitative research methodologies to gather information regarding the ESP needs of students in a variety of fields such as tourism and engineering (e.g., Çağanağa, 2014; Diken, 2006; Ekici, 2003; Güler, 2021; Hocaoğlu, 2020; Isık, 2002; Kazar & Mede, 2014; Kaygan, 2005; Avcı & Engin-Demir, 2021; Sabuncuğlu, 2010; Savaş, 2009; Seçen,2001; Solak, 2012; Yeniçeri, 2008; Uysal & Seçilmiş, 2019; Uzun, 2018).

Apart from needs assessments, the research focus of these studies is also diverse and encompasses several areas, including program development/evaluation (Akbaş, 2017; Altmışdört, 2009; Arslan, 2020; Büyükkalay, 2016; Er & Kırkgöz. 2018**;** Kemaloglu-Er, 2021; Kural, 2019; Sandal, 2019; Sarı, 2003; Saygılı,2014; Sezgin, 2019; Türkmen, 2020; Yıldız, 2020). In these research studies, the researchers aimed to either establish efficient ESP programs and assess their efficacy in addressing the needs of students or evaluate the effectiveness of pre-existing ESP programs that are currently in operation. Through these efforts, their goal was to offer discernments and recommendations that would enhance ESP programs and elevate their ability to proficiently cater to the academic requirements of the learners.

Besides program development and evaluation, materials development and evaluation are other important areas of focus in these studies (Ali, 2021; Banlı, 2020; Coşkuner, 2002; Kanik, 2002; Tsai & Guo, 2011). The aim of these studies is to develop effective and relevant ESP materials and assess their usefulness in serving the needs of students. Accordingly; syllabus design is also a crucial area of focus in these studies (Kuşcu, 2021; Turan, 2019). The researchers in these studies aimed to design effective ESP syllabi that would accommodate the diverse needs of students across various fields.

Apart from these areas, there are also studies that focus on the other aspects related to ESP, such as teacher education, autonomy, anxiety, and perceptions (Kırkgöz, 2019; Koçdeveci, 2020; Mede et al., 2018; Özer, 2020; Sarkmaz, 2011; Saygılı, 2014; Tayar, 2003; Tupurtu, 2017; Yıldız, 2020). These studies aimed to explore the impact of different factors on ESP education and evaluate their efficacy in serving student needs. In particular, investigating the perceptions of pre-service English teachers before and after the specialised ESP course, analysing the autonomy, anxiety levels and perceptions towards readily implemented programs were the other major focus areas targeted.

Overall, these research studies show the diverse and multi-faceted nature of ESP research and the need for continued efforts to understand and address the needs of students in this field. Research inquiries that focus on needs assessment, more specifically, provide insight into the perspectives of various stakeholders, including students, lecturers, and industry representatives. For instance, the study conducted by Uysal and Seçilmiş (2019) sheds light on the perspectives of multiple stakeholders in the tourism industry. The goal of this research endeavour is to scrutinize the language related needs of students enrolled in the faculty of Tourism. The study solicited the involvement of students, lecturers from the tourism programs of 6 universities and leading sector representatives, and the data collection was conducted via questionnaires. While all participants expressed the significance of four skills and discipline-specific terminology, both lecturers and students found the existing language courses inadequate and irrelevant. They also stated how important it is to cooperate with the faculty lecturers and sector representatives. Likewise, in the study of Nevin and Engin-Demir (2021), the language needs of students in Accommodation and Travel Service department at a vocational high school were explored. 25 students, two vocational course teachers, two English teachers and three supervisors took part in the study and data collection was facilitated via questionnaires and interviews. Analysis of the results demonstrated that the students were most in need of support with respect to their listening and speaking competencies. and inappropriate curriculum, poor school-enterprise cooperation and lack of qualified teachers were the areas which need to be developed or solved. In another significant study, Banlı (2020) attempts to provide a corpus-driven syllabus for the students of Automotive Engineering. In the needs assessment phase of the study, the researcher works with students from the faculty of Automotive Engineering, language teachers (ESP), automotive engineers and lecturers from the academic program. Based on the data gathered through qualitative and quantitative tools, the researcher runs through 114 discipline-specific texts and come up with two-word separate word lists. One of these lists pertained to the lexicon of technical terms, while the other is centred on collocational arrangements.

Regarding the program development process, Akbaş's (2017) PhD study, the scope of which is comparatively wider, addresses the needs of the learners studying medicine faculty in a university. In her longitudinal study, Akbaş collaborates with medical students, English lecturers, doctors, administrative staff and program coordinators. Semi-structured interviews, focus group interviews, field notes, and structured questionnaires were the tools that the researcher used to gather data about the needs of the freshman group in the faculty of medicine. A higher portion of listening, speaking, writing tasks, medical terminology and relevant course

contents were the patterns that came out of needs assessment and guided the researcher while developing an online medical English course. (EMPonline as named by the researcher). Having implemented the course for 11 weeks, the perceived effectiveness of the course was noted to be low while the idea and overall design were rewarded by all stakeholders. Additionally, Er and Kırkgöz (2018) evaluated the perceived effectiveness of TurAFA Aviation English curriculum for the Turkish Air Force (TurAF) flight training program. The ESP program is designed for cadets who are being trained to get a pilot license. The language proficiency requirement for this program is CEFR B2 and about 40 students follow the courses per year. Interviews conducted with six graduate pilots and five course instructors. 12-item interview elicited responses regarding the relevance of the English course to TurAf program. The findings revealed that both instructors and graduate pilots are content with the course curriculum and they believe that the curriculum fulfils their needs and prepares them for workplace environments of cadets. In a similar investigation undertaken by Mede et al, the focus was directed towards discerning the perceptual attitudes of tertiary-level students, instructors, and graduates, with regard to the efficacy of the Civil Aviation Cabin Services curriculum. Both students and graduates stated that they benefit from the course a great deal. However, intense preparation for each lesson came out as a major challenge for teachers. In a relatively recent inquiry, Kemaloglu-Er (2021) endeavoured to scrutinize the impact of blog writing tasks in a tertiary level ESP course for the field of Tourism. The researcher collected the data through questionnaires and semi-structured interviews. The findings suggest that blog writing tasks boost the motivation of the students, enhance their autonomous and reflective learning and improve L2 writing skills. However, heavy workload and demanding nature of blog writing were also noted.

In short, the success of ESP programs depends on numerous factors. Considering idiosyncratic nature of each field or subject area and the setting, phases of course design process should elaborately be examined. It is also particularly important that overall course evaluation is reputed to be critical and should be undertaken by involving all stakeholders who have a say.

2.8. Technology and Foreign Language Learning

Integration of technology into language learning has undoubtedly sparked considerable interest in every level of language education. Mobility in learning, augmentation of real and virtual settings and learning enhancements are so far what course designers specifically

concentrate on. To be able to imagine what it looks like to have technology in learning, here are a few hypothetical technology-integrated language learning/teaching settings;

- A group of intermediate-level university students are working on their summer project collaboratively. Each member of this group joins this study from their home country and they are working on the same shared screen (page) and are able to write, adjust and review the document.

- In a grammar lesson, a teacher allows the students to engage in finding patterns through the use of corpus via their mobile phones. In this data-driven learning situation, students are expected to familiarize themselves with both lexis and grammar contextually.

- A teacher in an academic writing class assigns online writing tasks for his students. The students write and submit their papers online and AI-supported feedback software evaluates the given papers in terms of grammar and relevance and their papers are automatically scored.

The learning/teaching situations above were once futuristics (utopic and unrealistic for some) but today have become commonplace. Defining the new and the most effective within the domain of information technologies and technology-integrated learning would never be accurate as what seems to be up to date today could be deemed to be old-fashioned, futile and redundant in near future. Therefore, blending technology with language learning or reforming language teaching with new technologies seems unending.

With respect to the beginning of technology-integrated language teaching, Warschauer and Meskill (2000) suggest that blackboards and overhead projectors were ideal technological vehicles for teacher-dominated grammar-translation method classrooms for some time. These were followed by audio tapes which were regarded as an excellent medium of Audiolingualism and shifted the way people look at language learning. The use of computers in the classroom was conceivably a breakthrough not only for language teaching but also for various educational settings. The CALL (Computer Assisted Language Learning), therefore, could be considered to be the root of what we call today technology integrated language learning. Accordingly, one description of the field of CALL characterizes it as the pursuit and analysis of computer-based tools and techniques used in the context of language teaching and learning (Levy, 1997).

Although the late 1950s were the years when computer-assisted language instruction took place in classrooms in the USA, the term was first originally used at a TESOL conference in 1983 in Toronto (Chapelle, 2001). As the development of computer technologies and the theoretical grounds of foreign language teaching have gone hand-in-hand, more contemporary teaching principles have demanded either more versatile computer programs or altered the way they are used in language learning settings. This led the development of CALL to be aligned with the changing view of languages and paradigms. The development of CALL has been studied in three different or subsequent stages: "behaviouristic CALL, communicative CALL and integrative CALL" (Warschauer, 2004, p. 22). Each stage represents certain technology types, views of language, exercise types and overall objectives (Table 1).

2.8.1. Behaviouristic CALL

In behaviouristic CALL, though computers were involved in the learning process, the way the language was viewed and the teaching paradigm were the same. Typical behaviouristic classroom exercises were performed via computers. This linear learning process involved presenting and explaining of the target language, assessing the comprehension and providing feedback for correct answers (Kunzel, 1995). In such learning environments of the 1960s, computers simply worked as "mechanical tutors" (Warschauer & Healey, 1998) and replicated the classroom practices of the behaviourist language teaching model relying on habit formation and drilling (Richards & Rodgers, 2001). Taking over the role of language laboratories, behaviouristic CALL classrooms were based mainly on drill and practice programs and they were treated as supplementary to what was done in the classroom and never regarded as replacements for teachers (Fotos & Browne, 2004). However, in the era of the Audio-lingual method, poor results of repetition and drills called these futuristic audio lab settings and dreadful drilling practice into question (Warschauer & Meskill, 2000) and by the end of 1970 behaviourist approaches were challenged by the ones proposing the idea that language instruction should be based on meaning-focused language use, not structural formal instruction (Richards & Rodgets, 2001). The emergence of the personal computers in the 1980s and a variety of computer programs enabling learners to interact and, collective organisations (e.g., CALICO- Computer Assisted Language Instruction Consortium) accelerating the transformation of the new phase of CALL led to the emergence of communicative CALL.

2.8.2. Communicative CALL

The initial goal of the communicative CALL was to set language learning environments in which learners get the chance of implicit language learning rather than mastery of discrete language forms (Fotos & Browne, 2004). In this cognitive model, the computer programs developed served to stimulate learner motivation and creativity and, fostered thinking analytically instead of solely the accomplishment of a correct response (Warschauer, 1996). The programs such as concordances, games, word processors, and puzzles were the means for learners to be active in their own learning, creativity and interaction. According to Warschauer and Healey (1998, p.61), in communicative CALL, language learning was regarded as a "process of discovery, expression, and development".

In the 1990s, communicative CALL faced a lot of criticism. In the first place, as Bax (2002) asserted, the applications and CALL practices did not comply with the actual foundation of Communicative Language Teaching (CLT). More implicit learning and focus on fluency were not enough to achieve what the CLT methodology suggested (Warschauer, 1996). In addition, the spread of the Internet, multimedia and hypermedia capabilities of personal computers made it possible to design courses from a more integrative and sociocultural perspective.

2.8.3. Integrative CALL

In the third stage of the development of CALL, the internet, multimedia and social facets of language learning prominently became the core concentration of the ELT methodology. Contemporary educational models have moved away from traditional teacher-centred classrooms and instead emphasized more interactive and collaborative learning environments where students are the producers of digital media and they play an active role in constructing knowledge (Sue & Otto, 2017). Currently, a conventional web-based language applications could potentially enable learners to read an article online, check the dictionary definitions of the words instantly through hyperlinks, watch the related videos or short films, discuss the article with friends online, answer comprehension questions and get instant feedback.

What the integrative CALL suggests relies on the sociocultural model of language learning (Vygotsky, 1978). From interactive writing practices to multi-player role-playing games, integrative CALL offers a variety of options for learners to participate, socially interact, construct knowledge, collaborate and learn from others. Additionally, moving all

learning practices online enables students to be more flexible and have a self-paced routine (Felix, 1998; Schcolnik, 2002; Warschauer, 1999).

Table 1

*The development of CALL (*Warschauer (2004, p. 22)

Stage	1970s-1980s Structural CALL	1980s-1990s Communicative CALL	21st Century Integrative CALL
Technology	Main Frame	PCs	Multimedia and Internet
English Teaching Paradigm	Grammar-Translation & Audio-Lingual	Communicative Language Teaching	Content-based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	Fluency	Agency

2.8.4. Intelligent CALL (ICALL)

The more recent update for CALL has been derived from the power of artificial intelligence. Intelligent CALL, or ICALL, is a term that encompasses a wide range of CALL resources that utilize advanced techniques to support language learning, including Artificial Intelligence, computational linguistics, Natural Language Processing, and speech processing (Ward, 2017). ICALL resources can range from simple grammar checkers to complex language learning environments with automatic speech recognition and enhanced AI features. ICALL is a powerful technology that helps people learn a foreign language in an interactive and engaging way. This technology combines computer software and artificial intelligence to create a personalized learning experience tailored to the learner's needs. ICALL's artificial intelligence is designed to understand a learner's individual needs and adjust its content accordingly. It can also assess a learner's progress and provide feedback to further personalize the learning

experience. ICALL can be used in a variety of ways, such as providing interactive lessons, games, quizzes, and tutorials to help a learner practice and master their target language.

2.8.5. The Future of Technology Integrated Language Teaching

The question of whether computers will replace teachers is possibly what people think of when they try to foresee the future of technology in education. However, providing an exact response to this inquiry proves to be challenging. This scenario might be real sooner than we expect or new metaverse environments may lead us to have lives in which the distinction between the real and virtual gets blurred and eventually the question above may turn out to be obsolete. What is expected and planned for language learning that incorporates technology in the future is arguably to utilize the new technologies to elevate learning and align them with contemporary teaching principles.

Today's opportunities enable teachers and course designers to foster participatory culture through social media and a variety of augmented virtual and real learning environments (Kessler, 2018). Empowering students to work collaboratively and (co)construct knowledge within a community allows them to be autonomous and motivated learners (Reinders & Hubbard, 2012). Technology also gives space to learners to control what to learn and how to learn (Warschauer & Kern, 2000). With regards to the future of technology in education, specifically language education, it would be unavailing to talk about certain web applications and how they are used in the classroom. What the future will bring to the classroom is very much bound to how teachers and course designers adapt the future technologies to the demands and principles of today's learning realities. So, in short, in the future, course designers and teachers will seek the ideal tools and platforms to foster collaboration and peer learning, to create environments for learners to control their own learning, to make use of mash-ups – "combinations of media forms—for example, the mix of text and images that are used in memes or YouTube videos of popular songs that are combined with additional text or images"- (Kessler, 2018, p. 210), AI (Artificial Intelligence) and to improve language acquisition by utilizing augmented virtual reality technology. Although it is indisputable that technology or the use of technology will not be considered to be additional or supplementary means for language learning in the future, one should bear in mind that it is the methodology and the research that prescribe how languages are learnt/ taught, not the newest and trending technological platforms.

2.9. The Collaborativist (Online Collaborative Learning) Theory

Teaching and learning have never been as simple as a typical communication formula in which a sender transmits a message to a recipient and the whole cycle is completed with feedback. There are certain questions that every educator should ask before designing the course and entering the classroom; "What is knowledge? How do we know? How do we learn? What is the role of teacher and students? How should we assess?". In the event that an individual is embarking on their first year of teaching, it may not be immediately feasible for them to pose questions regarding effective instructional techniques. This situation may result in a blending of methodologies learned through university coursework and personal experiences as a student. As Mazur (2009, p.50) stated; "Discussions of education are generally predicted on the assumption that we know what education is. I did what my teachers had done—I lectured. I thought that was how one learns". Looking back to the past 100 years, there was not a single, definite answer to the question of how we learn. In that period- the 20th century- educators witnessed the emergence of various theories of learning under the light of diverse epistemological perspectives. This could be named as either progress, enlightenment or simply transformation of the view of learning. These theories should not be regarded as separate and independent of one another. The contribution of one particular theory to others is of utmost importance in the evolvement of this historical continuum (Harasim, 2017). Behaviourist learning theory, cognitivist learning theory, and constructivist learning theory were the three major learning theories through which educators have endeavoured to explain how one learns and should be taught. While behaviourist and cognitivist learning theories represent the tenets of objectivist epistemology, the constructivist epistemological perspective shapes the constructivist theory of learning. Bates and Poole (2003) suggest that teachers who adopt an objectivist perspective tend to view education as a process of imparting a fixed body of knowledge to be learned by students. In contrast, constructivist epistemology posits that knowledge is constructed through our experiences and interpretations of current conventions, with interactions with peers and knowledge communities playing a crucial role in shaping our perceptions. (Duffy & Cunningham, 1996; Harasim, 2017).

In the 21th century, with the unprecedented opportunities which the newest technologies provide, the modes of communication, socialization, and education are subject to evolution, either as a result of external influence or internal adaptation. All these technological developments have naturally increased the appetite for initiatives to create web-based tools to aid learning in all domains. What is common today is sort of online platforms which offer – in

the light of behaviouristic and cognitivist perspective – learning activities providing input and assessing learners' knowledge through multiple-choice questions and quizzes. Massive Open Online Courses (MOOC) and online lectures have emerged as a noteworthy topic of interest in the last decade, specifically during pandemic days and therefore, this way of lecturing is, for many people, considered to be a synonym for online learning. Although these appliances enable teachers and course developers to reach out to millions of students in remote areas, specifically disadvantaged ones, if it is to design language programs for the generation this century, contemporary constructivist tenets of learning and characteristics of the Net Gen (refers to group constantly exposed to computer-based technology) should be seriously taken into account. Accordingly, Tapscott and Williams (2006) state that in contrast to previous generations who spent an average of 24 hours per week watching television, contemporary youths are being raised in an environment that emphasizes interaction and engagement. The final years of the 20th century have witnessed a transformation in pedagogical paradigms towards more participatory, collaborative, and democratic learning methods, largely attributed to the impact of social and educational reforms stemming from the civil rights, feminist, and anti-war movements (Harasim, 2017).

Colloborativist (also known as Online Collaborative Learning) learning theory put down its roots in the early 1980s when computer communication and online conferencing were taking baby steps. Since then, numerous educational models were developed to give priority to group discussion and collaboration (Figure 11). According to Harasim's (2017) characterization of the Collaborativist learning theory, this pedagogical approach stresses the importance of collaborative discourse and knowledge work mediated by digital platforms and emphasizes both conceptual understanding and knowledge product generation through peer discourse guided by the instructor as a representative of the knowledge community.
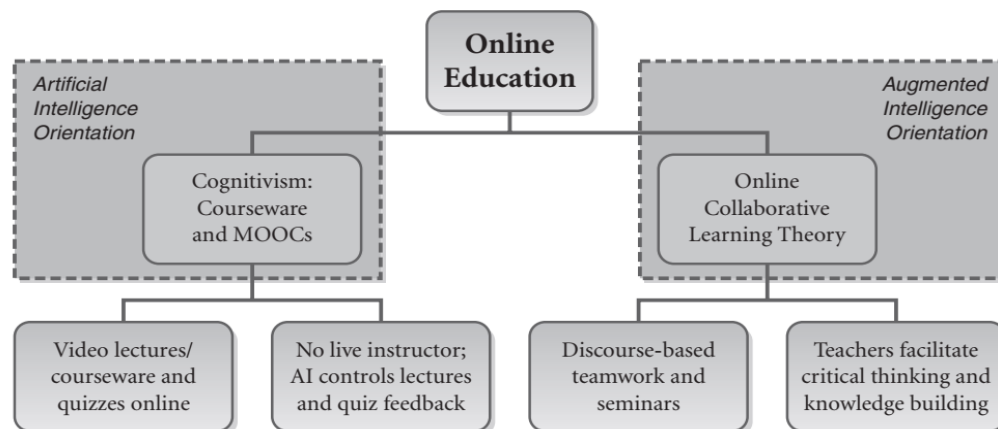
Figure 11. Learning theories and pedagogies (Harasim, 2017, p. 140)

In simple terms, Harasim (2017) argues that the core elements of the Collaborativist theory are learning by doing, active learning and intellectual convergence. Intellectual convergence here does not always mean having a consensus on a matter. It is rather to have shared understanding, build up knowledge and agree to disagree. In addition, Harasim (2017, p.118) highlights the importance of *discourse* and defines it as; "written or spoken discussion and conversation". The pedagogy of collaborative learning is founded on the premise that discourse constitutes the fundamental modality of human learning and this approach to instruction involves the collective engagement of students in a coordinated effort to attain a shared objective, be it the resolution of a problem, the generation and exploration of concepts, the testing of hypotheses, or the completion of a task or project (Harasim, 2004). Similarly, within a learning context, Scardamalia and Bereiter (2006) have articulated a framework of guidelines for discourse that supports knowledge-building. Specifically, this framework emphasizes a set of core commitments that are deemed essential to facilitate the progression of knowledge. Firstly, this involves a loyal dedication to advancing knowledge, a feature that sets it apart from casual conversations or superficial dialogues that merely involve the exchange of opinions. Secondly, it is characterized by a commitment to seeking mutual understanding rather than a mere agreement, which is often lacking in political or policy-driven discourses that are motivated by competing agendas. Finally, this framework values the expansion of factual knowledge by embracing diverse perspectives, rather than the norm of attacking the factual claims of opponents (e.g., court trials or debates). By prioritizing these commitments, knowledge-building discourse can be nurtured and sustained, leading to the collective advancement of knowledge.

In a typical learning setting guided by the collaborativist learning theory, the process on the way to knowledge building which leads to divergent thinking into Intellectual Convergence is defined by Harasim (2002) within three stages (Figure 12). In the first stage, (1) Idea Generating (IG), students individually contribute to the group with their thoughts and opinions. During the brainstorming process, students engage in a collaborative exchange of ideas, wherein students actively contribute and evaluate novel notions alongside those proposed by their peers. In the second stage, (2) Idea Organizing (IO), the learners begin to discuss the numerous ideas that have been presented and to communicate with one another. The discourse of the students is consistently enriched by the instructional materials imparted by the teacher, which facilitates their acquisition and subsequent utilization of the analytical principles inherent to the discipline. "They agree or disagree, clarify, question, critique, elaborate and reject some ideas, while identifying relationships and organizing linkages to highlight the stronger ideas" (Harasim, 2017, p.122). In the final stage, (3) Intellectual Convergence (IC), the workgroup actively participates in knowledge co-construction based on shared understanding. During group interactions, the amalgamation of individual ideas and expertise results in the formation of coherent perspectives or positions regarding the subject matter. This process brings about the emergence of collective comprehensions that indicate the group's mutual agreement, manifested through definitive assertions and/or collaborative output. (Harasim, 2017).

Figure 12. Stages of Collaborativism (Harasim, 2017, p. 123)
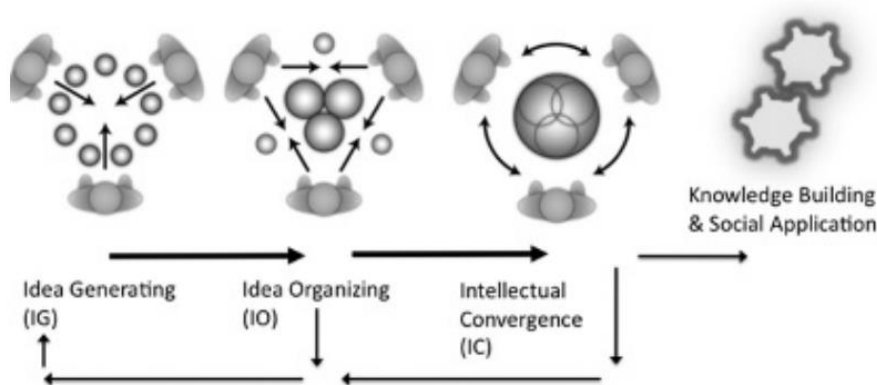
Harasim (2017) states that the role of the teacher in this discourse-based learning setting is to facilitate the acquisition of specific language or vocabulary and engage students in the activities related to the knowledge-building process of the discipline. She also notes that "the teacher's role is neither as a guide on the side nor a sage on the stage" (p.123). Students

and student discussions are, on the other hand, at the centre of the discourse and knowledge-developing process. The learners' role is to acquire the necessary skills to systematically investigate and analyse a given problem using multiple perspectives, and then collaboratively devise a resolution to the corresponding knowledge challenge (Harasim,2017).

In short, what Harasim (2012, 2017) has suggested for the last three decades is that the matter of educational quality is predicated on pedagogical techniques rather than technological advancements. From the behaviourist and cognitivist perspectives of course developers, success is described by the quantitative means and seeking ways to transmit the course content has become a primary goal. Reaching out to massive numbers of students, and creating fancy, automated, easily accessible platforms have been defined to be the future of education. Since these efforts are nothing but huge replications of 1950s behaviourist classrooms reflecting objectivist epistemology, a better understanding of technology-education integration which gives some room for critical thinking, discussion, debate, human interaction and Intellectual Convergence is needed. Colloborativism - in line with today's contemporary teaching principles – therefore, highlights the importance of augmented human intelligence not the automated fast AI responses which involve no more than 0s and 1s (0 and 1 refer to binary codes which stand for instructions and other types of data in computer programming).

The development of the EFE Online is grounded in the collaborativist learning theory, which emphasizes the importance of discourse and collaboration in knowledge-building. The program aims to facilitate the coordination of learners in the attainment of shared objectives through active and collaborative engagement. By providing a platform for learners to engage in written and spoken discussions, EFE Online seeks to foster an environment that encourages intellectual convergence and conceptual understanding. This approach is aligned with the core elements of the collaborativist theory, which emphasizes learning by doing, active learning, and intellectual convergence. Through the collaborative effort of learners, EFE Online promotes the expansion of factual knowledge by embracing diverse perspectives, rather than promoting the attack of opponents' factual claims. Ultimately, the EFE Online program provides a practical application of the collaborativist learning theory, offering learners an interactive and the collaborative approach to learning and knowledge-building.

CHAPTER III

METHODOLOGY

3.1. Introduction

This study aims to explore the impact of an online ESP program on the discipline-specific language proficiency of EFL learners studying at the tertiary level. In this multi-phased study, the following research questions were attempted to be answered:

1. What are the language-related needs of students enrolled in the English-medium Economics program?

2. To what extent did the online and face-to-face ESP programs meet the targeted goals?

3. Is there a significant difference between face-to-face and online groups in terms of ESP goals?

4. What are the students' experiences in the online ESP program?

3.2. Research Design

Every research study requires certain methodological applications to answer certain questions addressing the overall research objective. These questions could be answered through qualitative or quantitative approaches. As in our daily life, multiple ways could also be used to see, hear and solve a problem. A mixed methods research design is, therefore, intended to empower the understanding of the research, research questions and answers by combining both qualitative and quantitative data (Creswell, 2014). In this research study, there were multiple stages to be accomplished and the answers to the research questions of each stage embodied the overall structure of the whole research study and catered for the goal of the researcher. Therefore, a multi-phase mixed method research design was adopted in the present study. As Creswell and Clark (2011) state, a study combining a group of research phases with the aim of addressing a number of progressive research questions that all contribute to a single programmatic research goal is considered to be a mixed methods design. In all these separate but linked phases, "the researchers engaged in combinations of quantitative and qualitative research, some presented as concurrent and some as sequential" (Creswell, 2012, p.547).

The research plan comprises a tripartite framework, involving three distinct phases. As for the needs assessment of the intended online ESP course, the first phase involves both qualitative data collection procedures (interviews and observations) and corpus analysis. In the second phase of the study, while implementing the program, the researcher concurrently took notes derived from the informal conversations with students to reflect on ongoing learning experiences. In the final phase of the study, pre-post (quasi-experimental treatment with a non-equivalent control group) test results are descriptively analysed, and upon the completion of the program, semi-structured interviews are conducted with the participants.

Table 2

The phases of the study

Phase 1	Needs Assessment	● Needs- assessment interviews with lecturers ● Needs- assessment interviews with students of Economics (freshmen to the junior group) ● Observation of the lectures in the program of Economics (Introduction to Economics, Business, The History of Civilisations) ● Corpus Development
Phase 2	Implementation	● Administration of pre-test of EFE Proficiency Test ● Implementation of 8-week EFE Course ● Administration of post-test of EFE Proficiency Test ● Informal Conversations
Phase 3	Evaluation	● Evaluation interviews with the students taking part in the EFE online course. ● Statistical analysis of the results of the EFE Proficiency Test.

3.3. Setting and Participants

The context for this study is the intensive English preparatory program in the School of Foreign Languages, in a big state university in the west of Turkey. Students who have registered for academic programs at the university with English as the medium of instruction (e.g., Economics, Engineering) are expected to take in-house language proficiency test or prove their level of English proficiency through national or global language proficiency tests (e.g., TOEFL, PTE Academic, YDS-National Foreign Language Exam). Students are expected

to get >65 from the in-house proficiency exam or an equivalent score from other acceptable exams. Those who fail to fulfil the language related proficiency prerequisites of the university are taken into compulsory intensive general English language preparatory program. The program consists of regular classes which are based on teaching and practising four skills integratively.

The environment for this study was chosen for three major reasons. In the first place, the university offers an EMI Economics program and future Economics students studying in the English preparatory program were the targeted groups of the current study. Second, online ESP had never been practised in this institution and could give insights for future curriculum planning. Finally, the Director of the School of Foreign Languages was open to research requests and made it possible to arrange groups and teaching programs easily.

In the present study, the participants were selected through a purposeful sampling approach. This decision was based on the need to include only those students who were enrolled in the B1 (CEFR) level classes of the English preparatory program for Economics. As the population size was limited to only 47 students, a purposeful sampling approach was deemed suitable to ensure that the participants were selected based on specific criteria that were relevant to the research. All were enrolled in the EMI Economics program and studying their first year in the English preparatory program (In some cases, if students fail in the preparatory program, they are given a second chance to follow the course). All participants took in-house level diagnosis test and followed the B1(CEFR)- Intermediate level course program accordingly. In the face-to-face sessions of the EFE, 16 students followed the course and there were 14 students in the online version (Table 3). Students in both groups were following the same general English course program. EFE was placed as an additional component to their regular program.

Table 3

Participants of the EFE

Group	Number of students	Gender Ratio	Age Range
EFE Online	14	9 males – 5 females	18-19
EFE Face-to-face	16	7 males – 9 females	18-19

As for the needs assessment interviews, four lecturers (one full professor, one associate professor and two lecturers) from the Economics program volunteered to take part.

Additionally, eight students from all levels (3 freshmen, 3 sophomore and 2 junior) voluntarily joined interview sessions with the researcher. In the final phase of the study, the researcher ran another interview session for the students taking part in the implementation of the EFE Online course. Seven students volunteered and they were interviewed to reflect on the experiences they had during the course and the progress they made.

3.4. Data Collection Tools and Procedures

In this mixed methods quasi-experimental study, there were three phases in which various qualitative and quantitative data collection tools were used. Prior to data collection, there were also a number of ethical issues to be thought out. First, the participation of all respondents was entirely voluntary in the study and their consent (Appendix 3) was taken prior to the study. The institution was informed about the research with all domains. Official permission from the administration and ethical approval from the ethics board of the university were received (Appendix 2). With respect to ethical considerations, the names of the participants were not collected in the exam, all procedures were conducted anonymously, live sessions were not recorded, and students were not graded.

3.4.1. Needs Assessment

Interviews with lecturers and students

In the simplest form, interviewing is the way to get to know one's thoughts, feelings and experiences. In other words, the essence of in-depth interviewing lies in the aspiration to comprehend the lived experience of others and the significance they ascribe to that experience (Seidman, 2006). To investigate the language needs of the students of Economics in the English-medium program, the researcher conducted semi-structured interviews with both students and lecturers. Prior to the interviews, based on the literature, the researcher wrote a pool of interview questions for both students and lecturers. Having discussed the questions with three scholars who have academic and research background, the researcher made some adjustments and gave it a final shape. In the end, eight questions for the students and seven questions for the lecturers were chosen (Appendix 4 and 5). All research questions were written in English. However, all participants were interviewed in their native language so that they could express themselves freely. All interviews were carried out using the Microsoft Teams meeting application and were both recorded and transcribed. On average, each interview lasted for approximately 20 minutes.

Observations

Observations are another substantial qualitative data collection tool to gather information about people's actions at a research site as it occurs (Creswell, 2012). In the current study, the researcher prepared an observation protocol (Appendix 6). The researcher, initially, discussed the layout and sections of the protocol with three scholars who have academic and research background and conducted a pilot test of the observation protocol with a small sample to ensure that the protocol is reliable and valid. The final form of the protocol consisted of four main thematic sections (Content & Knowledge & Language, Student Engagement, Resources & Materials, Assessment Procedures). Within the scope of these sections, the researcher observed five different lectures: Introduction to Economics (3), Business 101 (1), and The History of Civilizations (1). Each lecture lasted approximately 40 minutes, and the researcher acted as a non-participant observer. In such non-participant observation settings, researchers refrain from participating in the activity being observed and instead adopt a bystander role to observe it. They do not engage directly with the situation they are observing (Fraenkel & Wallen, 2009).

Corpus Development

One of the fundamental requirements of an ESP course design is, doubtlessly, to determine the target vocabulary. It may not always be possible to find ready-made published keyword lists for a certain field or purpose or the ones available may not be relevant to the goals or outcomes of the planned ESP course. Therefore, it is not uncommon for ESP instructors to have an active role in the creation of curricula and educational materials, given that standardized resources may not sufficiently address the specific needs of their distinctive student populations (Baştürkmen & Bocanegra-Valle, 2018).

In this study, the development of corpus started with designating the materials to be analysed. Regarding this, the researcher solicited the opinions of four faculty members who teach in the Economics program and have had over 10 years of teaching experience (including one full professor, one associate professor, and two lecturers). Accordingly, the course book - *The principles of Economics*, (Case, K.E; Fair, R..C; Oster, S.M, 2012) and the articles from the well-known magazine *The Economist* were suggested to be used. 101 copies of *The Economist* magazine from the years 2019-2020-2021 were compiled. All these copies were converted into .txt format and standardised to be able to be analysed in *Antconc Corpus Analysis Program V. 3.5.8*. (Anthony, 2020). As the corpus development process is relatively

complex and constitutes a significant component of the present study, the researcher sought assistance from an academic who specializes in corpus analysis and ran the whole process with her guidance and support.

3.4.2. Course Implementation (Pre-, Post- Test)

EFE Proficiency Test

In a natural flow of the course development process, what follows the needs assessment process is to investigate specialist discourse and decide the syllabus, materials, teaching and assessment procedures (Baştürkmen, 2010). As for the goal of the current study, 8-week online and face-to-face ESP courses for the field of Economics (informed by results of needs assessment and corpus development) were designed and implemented. (Course design is described in 3.8). In order to address the inquiries of this research investigation and to be able to see the progress of the participants, a comprehensive field-specific language proficiency test was developed. As an initial step of test development, to discuss insights of needs assessment, the researcher and the team of the Testing and Assessment Unit of the institution gathered around regularly and had six online and face-to-face meetings to decide the specifications of the test. Similar to a typical exam development of the unit, the test items were recursively reviewed and proofed. The *EFE Proficiency Test* consisted of five sections namely; Listening, Vocabulary, Reading, Writing, and Speaking (See 3.9 for reliability and validity analysis). While the writing section was assessed through essay type writing tasks, the speaking test involved mini dialogue and monologue sessions to be performed live. Listening, Reading and Vocabulary sections, on the other hand, were assessed through multiple-choice test questions. (Appendix 7). Each section constituted 20% of the test graded out of 100. There were 25 questions in the multiple-choice session of the test and the time given for that part was 45 minutes. In the writing part, students were asked to write a full-scale essay or report describing a graph and the time allocated for this part was again 45 minutes. The speaking session involved two separate parts: Simple Question & Answer and Monologue. In the former, participants were asked two questions and expected to answer the questions without being given any preparation time. In the latter, the participants were given a topic and one minute preparation time and asked to talk about it for one minute. The monologue session for each student was completed with some follow-up questions. EFE Proficiency Test was administered to the same groups before and after the implementation of the EFE course.

Informal Conversations (IC)

In addition to the proficiency test, to evaluate the participants' progress, and to enrich the qualitative data to be collected through end-of-course interviews, students and the researcher engaged in weekly informal conversation – in an irregular routine- throughout the course implementation. These conversations were based on students' views and reflections on their experience and in the end, were compiled as researcher notes.

3.4.3. Evaluation – Semi-structured interviews with students

Although the development and implementation process of a new course is quite challenging and tedious, at the end of the course, it is equally important to ask the question; how did it go? Thus, besides descriptive statistics coming out of the pre-post-test settings, semi-structured interviews were conducted with the students who participated the online EFE course. Similar to preparation for the interviews conducted in the needs assessment phase, for the post-implementation interviews, the researcher wrote a pool of interview questions. Having discussed the questions with colleagues and experts in the field, six questions were selected to be asked (Appendix 8). For the interviews, Microsoft Teams meeting app was used as the platform to conduct the interviews. The utilization of technology also allowed for flexibility and convenience, as participants were able to participate in the interviews remotely. The duration of each interview was approximately 15 minutes. It is important to note that all interviews were conducted in Turkish, which is the native language of the participants. This allowed for a comfortable and efficient flow of communication, as the participants were able to express their needs and opinions in their preferred language.

3.5. Piloting

No matter what the paradigm is, piloting is surely a critical procedure for the preparation of a full-scale quantitative or qualitative study (Tashakkori & Teddlie, 2003). With respect to interviews, it helps the researchers to identify potential flaws or restraints of the process (Kvale, 2007). Writing interview questions is, metaphorically, very much like starting off a journey without making any investigation about the potential problems and obstacles or the road plan. Similarly, in research, any procedure conducted without piloting carries a high risk to jeopardise the validity, reliability and value of the study. Having this in mind, the researcher conducted pilot interview sessions with 4 students in the fall term of 2021-2022 academic year. Future Economics students from English preparatory program participated for

post-implementation course evaluation interviews and students from 1st and 3rd grades of Economics program took part in pilot interview sessions of needs assessment interviews. Each session was recorded and the researcher had the chance to reflect on the responsiveness of the interview questions and the position of the interviewer.

Likewise, the EFE Proficiency Test needed to go through a piloting process as it would not be wise to use the test without knowing the characteristics of the test items. That is, the reliability level of the test, the strength and the distinctiveness ratio of the test items should have been identified before the actual administration. As the researcher had the chance to have full-scale piloting of the online ESP course (8-week piloting with 17 students), this opportunity enabled the researcher to administer the test fully and analyse the EFE Proficiency Test statistically (see 3.8).

3.6. The role of the Researcher, Positionality and Reflexivity

In research, it is difficult to assign the stance of the researcher. On the one hand, eliminating the effect of the researcher on the research findings has been prioritized, on the other hand, the researcher is considered to be an integral part of the research. Yet, whatever the view of the researcher is, it is of the utmost importance to designate the position during the data collection and analysis process. Positionality, in theory, "reflects the position that the researcher has chosen to adopt within a given research study" (Savin-Baden & Major, 2013 p.71). In the present study, I was an insider and had been teaching in the same context for 11 years, and positioned myself as an outsider and disregarded the titles and backgrounds of the students and lecturers interviewed. In this sense, I needed to act as the inspector for all elements of the research to be examined, not the marketing manager of the *EFE Online* program.

Deciding on the position does not happen in one day and requires ongoing reflexive practices. It is a process through which I ask questions and pursues to understand my part in the research and its influence on it (Cohen et al., 2011). In the present study, to reflect on my position, I continuously asked reflexive questions similar to these; "What assumptions do I make about the participants?", "How do my feelings for the participant(s) affect the analytical process and my ability to draw valid interpretations from the data?", "To what extent do I care what is said in the interviews or my 11-year long experience will tell me what fits best?", "How do I place myself in this study, as a facilitator/ moderator or an authority?", "To what degree do I believe that this research is worth doing and I am dedicated?". Positionality is an essential part of qualitative research. Though it is an ongoing, complex and time-consuming

process, reflexive practice and designating positionality for novice researchers help them to be better researchers (Holmes, 2020). Nonetheless, articulating positionality does not guarantee the quality of the research.

3.7. Data Analysis

As in its design, the data analysis procedures of this research study fall into three separate categories and were handled in three distinctive methods. First, the interviews were transcribed and intense work started to discover solid patterns. The thematic analysis method was employed in this research study which involves going back and forth constantly between a thick data set, codes and repeated patterns (Braun & Clarke, 2019). Before diving into to data set to explore repeating patterns, the researcher read the whole data set to get familiarised with the data. Then, some aspects of the data, which are relevant to the research questions of the study, were coded. In the end, grouping and interpretation of these codes constituted major themes of the data. In addition to the qualitative data collected through interviews, the researcher also read through the notes taken during the observation sessions of the lectures. The observation protocol had already been designed under particular thematic sections and upon initial coding, outstanding points were noted.

Another substantial data collection procedure was the development of the field-specific corpus. The purpose of this analysis was to list down distinctive vocabulary that is exclusive to the field of Economics. Those who have expertise in utilizing tools for corpus analysis would be aware that word lists tend to offer limited information regarding the significance of a word within a corpus (Anthony, 2005). Therefore, the keyness factor should be taken into account and the inquiry should be done accordingly. The researcher used the multi-purpose corpus analysis tool kit AntConc V.3.5.8 (Anthony, 2020). With the Keyword List function of the AntConc (Figure 13), it is possible for researchers to identify overrepresented words in a corpus by comparing their frequency to those in a specified reference corpus (Anthony, 2005). Technically, the Keyword tools calculate the keyness of words by using "the chi-squared or log likelihood statistical measures" (Kilgariff, 2001, p. 101) and enables researchers to hide or show unusually rare words (Anthony, 2005).

Figure 13. Keyword list screenshot of AntConc V.3.5.8

In the study, the researcher initially underwent a process of cleaning and pre-processing the data. This involved removing extraneous information, such as headers, footers, advertisements texts etc., correcting errors in the text, and standardizing the format of the texts. The next step was to convert all pdf sources into txt format to make all available to be processed. Once the text data files were uploaded to the program in the format of txt, a comprehensive list of words was produced. By having British National Corpus (BNC) as the reference corpus, the researcher, then, sorted the keyword list for the course textbook (The principles of Economics, Case, K.E; Fair, R..C; Oster, S.M, 2012). The use of the British National Corpus (BNC) as a comparison resource for this research study is justified by several important considerations. Firstly, the BNC is designed to be representative of the English language as it is used in the United Kingdom, with a balanced sample of written and spoken text from a variety of sources. This characteristic provides a useful benchmark for determining the frequency and usage patterns of specific words and phrases. Secondly, the BNC includes a diverse range of text types, such as fiction, news articles, academic writing, and spoken language, which allows for a comprehensive understanding of how language is being used in different contexts. This type of analysis is particularly useful for identifying keywords that are specific to a particular field or topic, as well as for investigating changes in language usage over time. In addition to keyword analysis of the course textbook, 101 copies of *The Economist* magazine were uploaded to the program and the researcher went through the same sorting

process. In the end, two separate keyword lists, which were ranked as to their keyness level and frequency, were produced. Nonetheless, to make it more accurate and prevent overlapping cases for the target vocabulary groups of the regular English preparatory program, the researcher studied each list with both the head of the Curriculum Unit and the members of the institution and a lecturer from the program of Economics for a subject specialist judgement. Having studied both lists thoroughly, the researcher tossed out the lexical items that are anticipated to be encountered by students in their regular English preparatory program and would be futile to spare time and context for in the EFE Course (See figure 14). In the end, the top 250 ranked words were selected to be included in the final lists (See appendix 10)
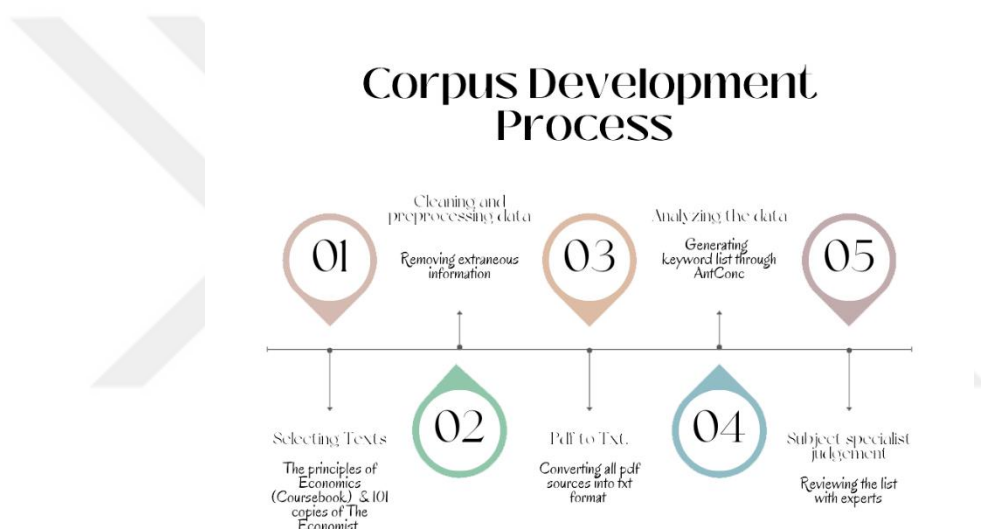
Figure 14. The diagram of corpus development process

As to research questions 2 and 3, to examine the effectiveness of the treatment and to compare the differences between groups, the detailed statistical analyses of the test results were undertaken. All these descriptive analyses were conducted with the SPSS, V20. Since the sample of the study met the requirement of normality, the paired t-test analysis was performed. Regarding the research question 3, the comparison between face-to-face and online groups was assessed through the utilization of ANCOVA. The descriptive and inferential statistics obtained were harmonised with the qualitative findings and interpreted in the next chapter.

3.8. Course Design

Designing a language course is, possibly, way more complex than it is projected. It involves multiple factors, including the outcomes of needs analysis, the instructional designers' approach to curriculum and pedagogy, and the resources that are currently available for use. (Robinson, 1991). What we call an ESP program is, in the end, a profound description of inquiries for human wants, desires, goals and reflections on a particular subject. The way the course design process is examined varies (as it was discussed in 2.5.2) and numerous approaches have been suggested (e.g. Basturkmen, 2010; Hutchinson and Waters, 1987; Woodrow, 2018). In this research study, I adopted a learning-based course design approach (Hutchinson and Waters, 1987) which is also theoretically in line with the overall learning theory of the study and the EFE online – the Collaborativism. What Hutchinson and Waters (1987) suggested with *learning-based course desig*n is that this process places the learner and the learning in the centre and, while the analysis of the target situation decides the features of materials and syllabus, it is acknowledged that course design is a dynamic process and all resources, methods and means are due to change in the long run of course implementation. The influence on the syllabus, materials, methodology, and evaluation procedures cannot be attributed to a solitary factor, as both the learning context of ESP and the learning situation play a significant role in shaping the content. (Hutchinson and Waters 1987). In addition, the learning-based approach sees learning not only as a mental process and highlights the importance of negotiation and collaboration between individuals, stakeholders and society. Another significant feature of the learning-based approach is that the course design process is not regarded as a linear order and the implementation of self-regulating feedback mechanisms is essential for facilitating the adaptive nature of the curriculum, allowing for responsiveness to emerging trends and shifts in context (Hutchinson and Waters 1987). This non-linear learning-centred recursive course design process is shown in Figure 15. Having all of these in mind, the framework suggested by Hutchinson and Waters (1987) was utilized as a basis for the design of the EFE online course and continuous evaluation was carried out throughout the implementation of the program. In addition, the English for Specific Purposes (ESP) approach to genre was the guide to the course design process, in which not only the surface elements of targeted language but also social/communicative aspects were purposefully taken into account.
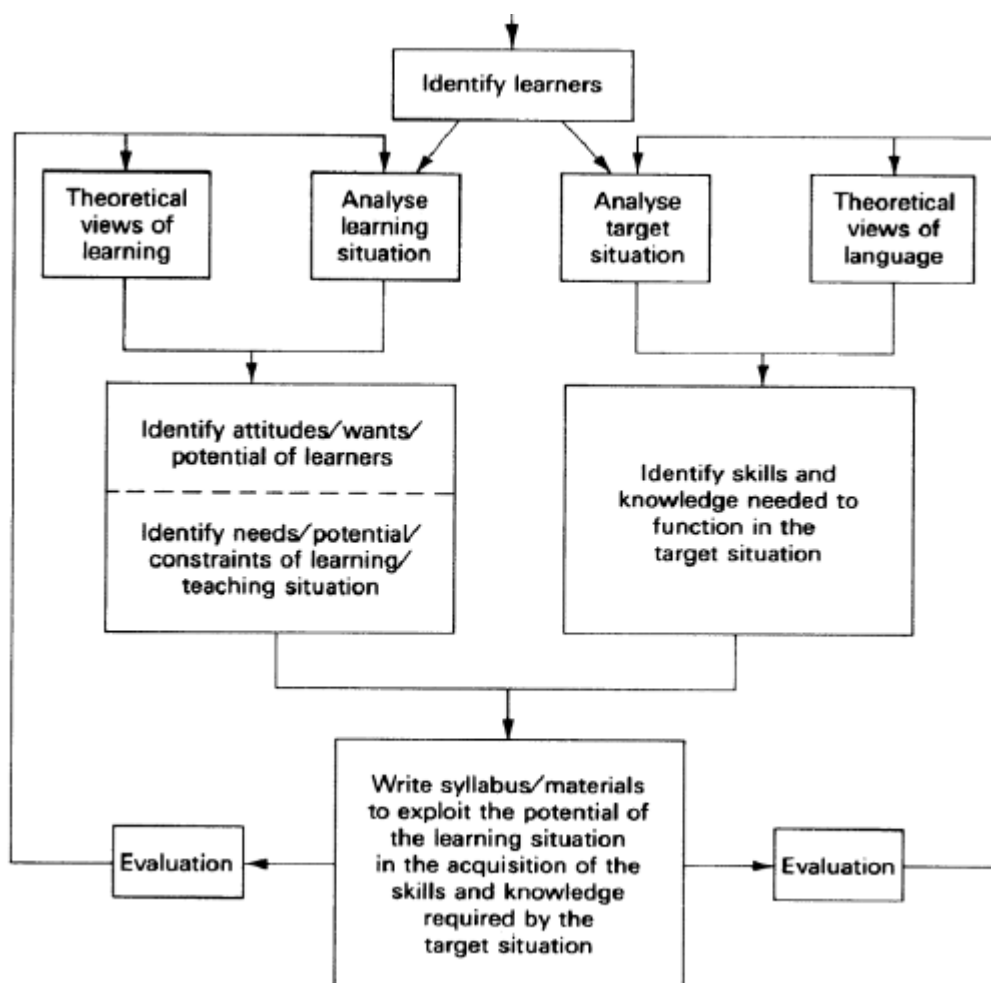
Figure 15. Recursive course design process in learning-based approach. Hutchinson and Waters (1987, p. 74)

3.8.1. Goals and Objectives

Once you analysed the target situation as a course developer and explored the needs of your students, another key question comes to the fore; What and how much do you want your students to achieve? Translating the needs and expectations of the students into solid, achievable objectives is crucially important and the way these objectives are interpreted by ESP students is equally vital as this guides their own learning (Cheng, 2011). Although the terms goals, objectives, and outcomes are used interchangeably, in this study, goals refer to the overall broad aims and objectives, on the other hand, refer to the weekly relatively minor achievable outcomes. Similarly, Richards (2001) defines goals as a general statement that describes the intended purposes of a program. Objectives are, in contrast, regarded to be a "the more specific and concrete description of purposes" (p. 120). In the light of the guidance

of the needs assessment process, the overall goals of the EFE Online program were set as follows;

- to familiarize students with the basic English concepts of Economics.

- to help students to improve writing skills that are expected to use in their academic program.

- to help students to synthesise, summarise and utilize basic comprehension skills in academic written input and video lectures.

- develop basic critical thinking skills, collaboration, and idea-generating skills through oral discussions.

3.8.2. Syllabus Design

A syllabus is a program which tells you what to teach in what order (Hutchinson and Waters,1987). A syllabus can be organised in various frameworks each of which has a different focus in theory. Some of these, as presented in the literature, could be listed as lexical syllabus, grammatical or structural syllabus, functional syllabus, task-based syllabus, situational syllabus, topical (theme-based) or content-based syllabus, skills-based syllabus, and integrated syllabus (Richards, 2001). A typical framework of a syllabus – in the light of the needs assessment process - outlines the topics, tasks, skills, functions, structures and situations in a digestible order for the projected outcomes of the course program. However, in the syllabus design framework of the learning-centred approach, what Hutchinson and Waters (1987) proposed was to lift the prescriptive intensive details of the teaching and syllabus and give some room for the learners, materials, and methodology to interact and evolve together to creatively and consistently reshape the syllabus. In other words, initial and once-for-all models for syllabus development should be replaced by more learning-centred, interactive and generative models. Taking all into account, the syllabus of *EFE* was designed according to the learning-centred approach and, at the macro level, main themes and communicative tasks were designated and at the micro level, specifically for live speaking sessions and responsive writing sessions, teaching and learning procedure were left to be more learning driven. In line with the overall and weekly objectives, the EFE course syllabi and lesson plans were designed for eight weeks (Appendix 11 and 12).

3.8.3. Materials Development

In the development of the EFE Online course, both authentic and non-authentic materials were used, and they were all processed through certain adaptation and evaluation

procedures. Does an ESP course always necessarily build on authentic-real life materials? The answer to this question is not "yes", however, Harding (2007) highlights the importance of using authentic materials and suggests the following guidelines. Firstly, teachers should leverage materials that are authentic to students' respective fields or professions, even if they diverge from conventional English language structures. Secondly, instructors should ensure that the learning activities they design based on these materials are also authentic and applicable to the students' professional contexts. By doing so, students can practice utilizing English language skills that are genuinely necessary for their future work roles.

With regard to gathering and writing course materials, the initial step was – as explained in 3.4 – to compile a comprehensive keywords list relevant to the field of Economics. As for the reading section of the program, articles from "Principle of Economics" (Greenlaw & Taylor, 2014) were adopted and genuine comprehension and vocabulary questions were written in accordance with the objectives of each week. Each article was processed through text inspector programs [The Flesch–Kincaid readability (Table 4), CVLA: CEFR-based Vocabulary Level Analyzer- Verbs per Sentence (VperSent), Average of word difficulties (AvrDiff)] to ensure that the material is appropriate for the language proficiency level of B1-intermediate students. Upon the statistical findings of the analysis, by keeping the targeted vocabulary in context, some minor changes were made and the final forms of the articles were uploaded to the program. In the writing section of the *EFE Online,* the students were instructed on the writing strategies of particular writing types – which were presented through web-based activities – adopted from various sources [e.g., "British Council Learn English, IELTS Advantage – Delta Publishing (Brown & Richards, 2011), Writing for IELTS – HarperCollins Publishing (Williams, 2011)]. Video lecture content of the program was adopted from Marginal Revolution University (https://mru.org/) which is a non-profit educational platform founded by the professors of George Mason University, Tyler Cowen and Alex Tabarrok.

Table 4

Readability Scores of the reading articles

Title	The Flesch–Kincaid Readability Score
Introduction to Economics 1	9.4
Introduction to Economics 2	8.1
Scarcity 1	8.5
Scarcity 2	9.5
Demand - Supply	9.8
Labour and Financial Markets	10.2
Elasticity	8.4
Monopoly	10.9
Size of the Economy 1	9.4
Size of the Economy 2	9.7
Economic Growth	10.4
Unemployment	8.2
Inflation	11.2
International Trade	9.1
Money	8.8
Banking	10.1

The live speaking sessions of EFE Online did not have ready-made materials in advance as each session was designed both over the themes of the week and the current economic events of the world. For instance, while learners were studying the theme of inflation in week 7, the news article about the rising inflation rates in the USA was used. Therefore, any up-to-date news articles from the sources below could be used as the material for speaking sessions. These articles were sent to students a day before the session to allow them to read and prepare for the discussions in the live sessions.

Sources;

The Economist. – https://www.economist.com/

Bloomberg - https://www.bloomberg.com

Project Syndicate - https://www.project-syndicate.org/

Foundation of Economics Education (FEE) - https://fee.org/

Econoday - https://www.econoday.com/

Business Insider - https://www.businessinsider.com/

Harvard Business Review - https://hbr.org/

3.8.4. About EFE Programs (Online and Face-to-face) and the Implementation

EFE Online is a scorm-based online language learning platform which was developed by the researcher and aims to cater for the needs of the future students of Economics. The organisation of this language program has two folds, namely self-regulated asynchronous mode and live sessions. In the self-regulated mode, which is defined in the literature as directing one's own learning (Wolters et al., 2005,), the students are engaged in vocabulary, reading, writing and listening activities with the assistance of virtual assistance. That is, the virtual teacher leads the instruction and presentation, however, students' performances adaptively shape the route of teaching. Each response of the students- whether it is correct or incorrect – follows certain paths which change according to the given responses. (Figure 16) Additionally, students do web-based activities to show their understanding of the subjects. (Figure 17). In the vocabulary sections of the week, students interact with the virtual tutor and get engaged with the targeted vocabulary. After that, the list of the words is given in an online glossary format (Figure 18) which is followed by multiple-choice, gap-filling and matching vocabulary exercises. The last lesson of each week is a video lecture section. Students are expected to watch a mini lecture of the lecturer and answer the comprehension questions coming after. Unlike typical university lecture, these video lectures are enriched with graphics and animations (Figure 19).
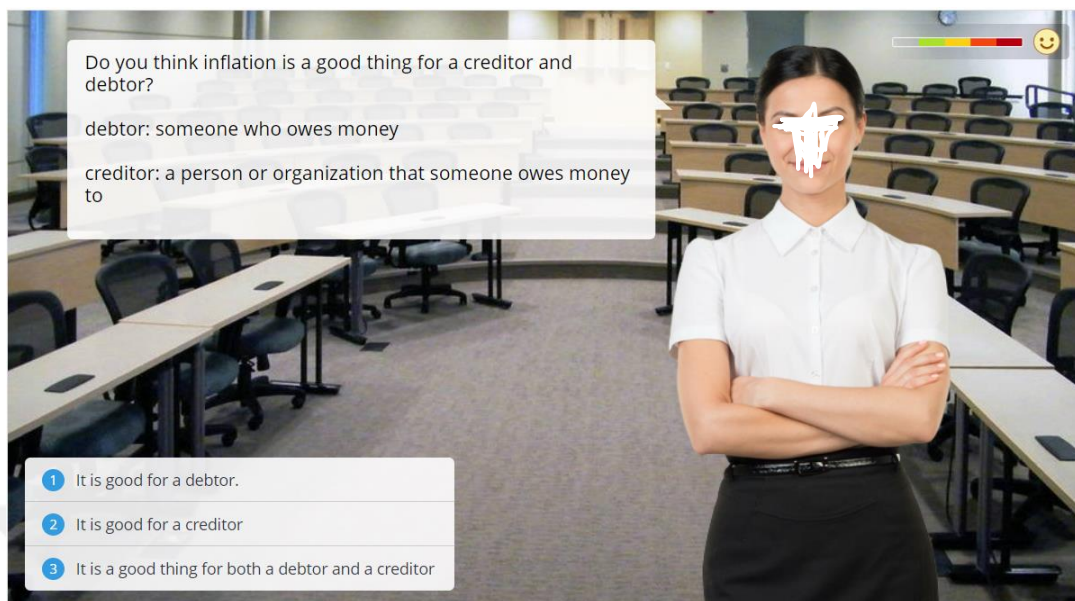
Figure 16. Sample *EFE Online* pre-reading session
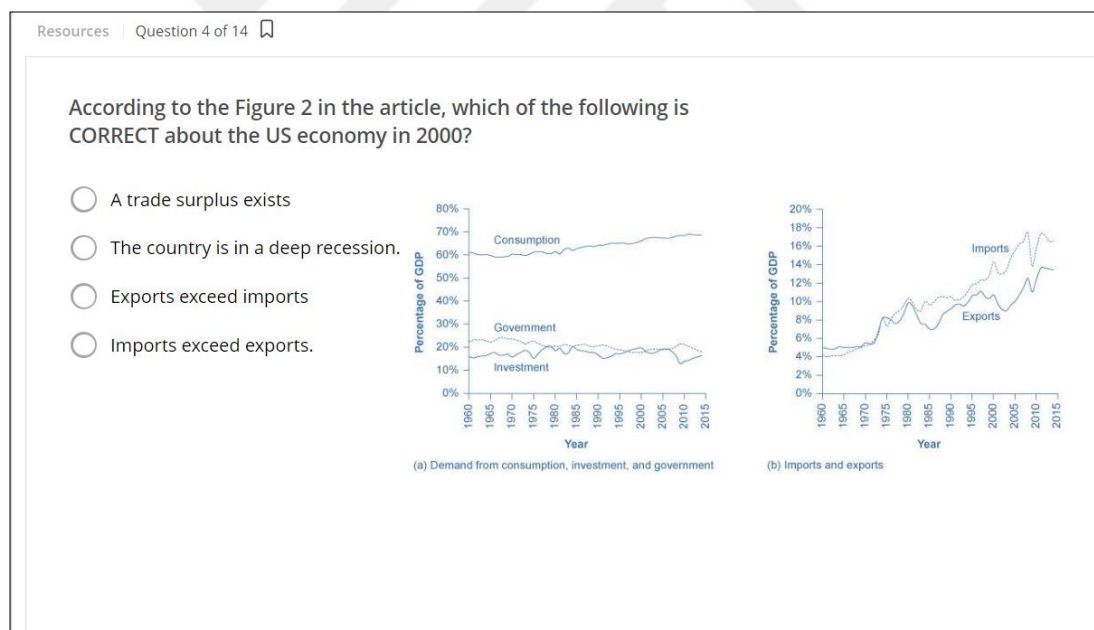
Figure 17. Sample EFE *Online* multiple-choice activity
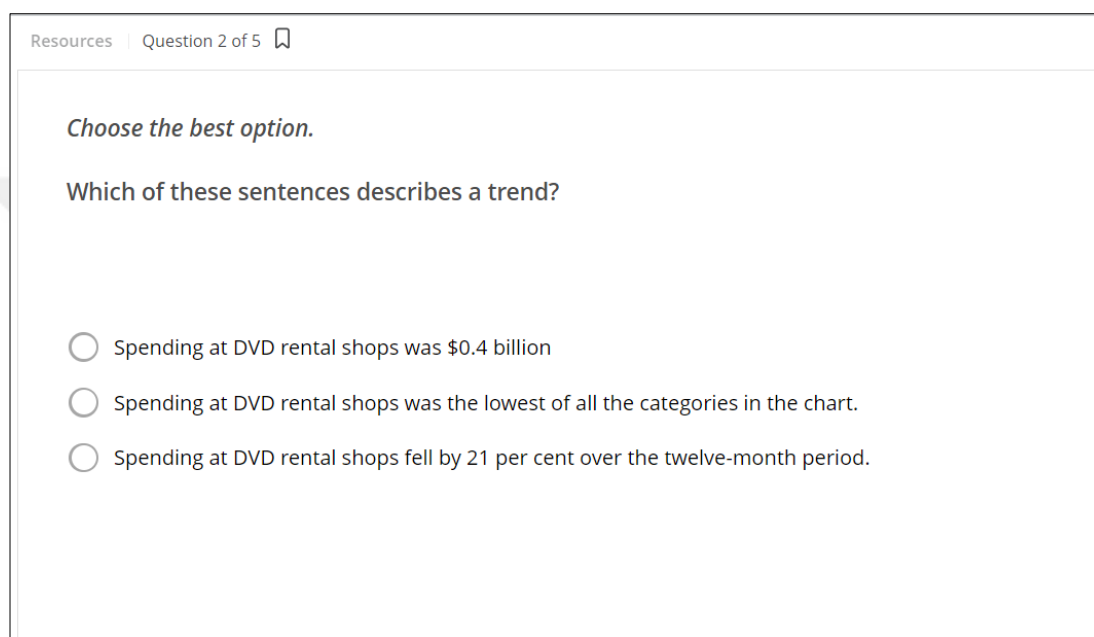
Figure 18. Sample *EFE Online* vocabulary glossary

Figure 19. Sample EFE Onlin*e* video lecture

In the writing section of the program, though it has web-based strategy teaching activities (Figure 20), the final products of the students – a report, an essay or an email here – were sent to the real instructor and feedback procedures were conducted through emailing. As for the live speaking part of the program, students and the instructor met online twice a week and had discussion sessions. In these sessions, the students reviewed the themes of the week

orally and discussed that week's given article (e.g., Appendix 9). The instructor led the sessions aligned with the objectives of each week and let the students interact, collaborate, interrogate and challenge. The instructor sent a meeting link through the WhatsApp group and students were able to participate via their computers or mobile devices. Microsoft Teams (an online conference and meeting program) was used for these live sessions and no subscriptions and paid memberships were required to join.

Resources | Question 2 of 5

Choose the best option.

Which of these sentences describes a trend?

○ Spending at DVD rental shops was $0.4 billion

○ Spending at DVD rental shops was the lowest of all the categories in the chart.

○ Spending at DVD rental shops fell by 21 per cent over the twelve-month period.

Figure 20. Sample *EFE Online* pre-writing session

The EFE Online was planned to be implemented for eight weeks. Prior to the real implementation of the program, the instructor ran full-length (eight weeks) piloting to examine potential pitfalls and reduce the risk of technical, practical and unforeseen problems.

The EFE Face-to-face was similarly an eight-week ESP program and was devised as a supplementary component to the regular English curriculum. The course comprised four weekly 45-minute lessons. On the day reserved for the EFE face-to-face program, students took part in classes that were not included in their regular schedule. This approach guaranteed that the day was exclusively dedicated to the EFE program and prevented potential issues arising from overloaded schedules or extended school days. Students were provided with materials to review and study prior to attending the four 45-minute lessons held each week. In-class sessions centre on exploring the themes introduced in the reading materials, mini video lectures, and authentic Economics journal articles, with students encouraged to engage

in collaborative discussions. The teacher functioned as a co-participant in the class, fostering an environment that allows cooperative group interactions.

The program places great emphasis on developing writing proficiency by instructing students in the principles of various essay genres such as comparative data analysis. To reinforce their learning, students were assigned writing tasks as homework and required to submit them the following week. Furthermore, the teacher introduced the weekly vocabulary list by embedding the words within relevant discussions or inquiries. This methodology ensures that the students assimilate new words in context, resulting in improved retention.

The EFE programs are meticulously structured to endow students with a dynamic, immersive learning experience that complements their regular English curriculum and to prepare them for the future English medium academic courses. Through fostering authentic, real-world discussions and collaborative activities, students are amply equipped to augment their language proficiency in a stimulating, engaging manner.

3.9. Reliability and Validity of the Research

All interviews were transcribed, read thoroughly, and coded to identify major themes for the study. To ensure the accuracy and validity of the interpretations, it is important to consider potential personal biases and opinions that may interfere with the findings. Various approaches for validating the findings in qualitative studies have been suggested in the literature, including triangulation, member checking, prolonged time, peer debriefing, and external audit (Creswell, 2014; Creswell & Creswell, 2017; Rallis & Rossman, 2009).The validity or – in the way it is pronounced in qualitative studies, trustworthiness (Lincoln & Guba, 1985) - simply refers to your findings to be credible, dependable and transferable. While a sizable group of people decry the search for ultimate accuracy in qualitative research as they believe that human interpretation and the idiosyncratic nature of human beings are inherent in qualitative inquiry (Erickson, 2011), efforts for trustworthiness have taken place in most qualitative research studies. In the present research study, to sustain trustworthiness and to increase credibility and dependability, the researcher – for the sake of triangulation - obtained the data from multiple sources, namely semi-structured interviews and observations. Additionally, during the coding and analysis process, an additional reviewer- as known in the literature "debriefer" – was involved in the study and the data was analysed separately and comparatively.

As for the quantitative aspects of the study, the descriptive statistics of the EFE Proficiency test was calculated through SPSS 24.0 and Microsoft Excel software. In these statistical analyses, the average item strength was noted to be 0.51 and the average item distinctiveness was 0.42. The number of items spread in certain value ranges were presented in Figure 21. Overall reliability level was also measured and the K20 value of the test was found to be 0.704.

Item Strength (p value)   Item Distinctiveness (r value)

Average *p* value: 0,51   Average *r* value: 0,42
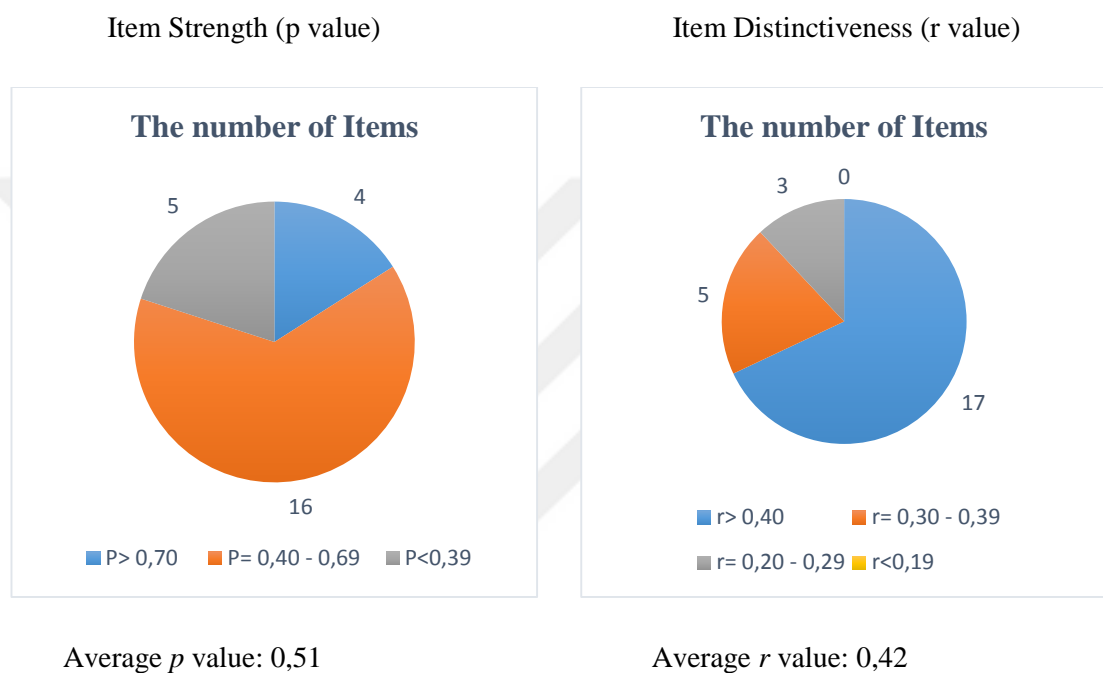
Figure 21. Distribution of item strength and distinctiveness values of EFE Proficiency Test

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, the findings of the study - aligned with the order of research questions - are presented. Initially, as for the scope of the first research question, findings obtained from needs assessment interviews and observations are to be given. Then, statistical results for the second and third questions which inquire into the effectiveness of the EFE descriptively will be demonstrated. Finally, regarding the fourth research question, findings from the post-implementation interviews and informal conversation notes are given in a thematic order.

4.2. RQ1: What are the language-related needs of students enrolled in the English-medium Economics program?

4.2.1. Findings from the qualitative data

As previously discussed in chapter 3, to find out language-related needs of the future Economics students, a series of interviews were conducted with lectures from the Economics program and students as well. Students and lecturers expressed their problems, concerns and the needs that being hoped to be met in a pre-course language program. A number of major themes came out of these interviews which eventually informed the researcher to design the EFE program to meet the needs accurately.

Need for academic/technical vocabulary

The first and most cited theme was the desperate need for the students to extend their vocabulary both technically and academically. *Technically* here refers the discipline-specific vocabulary that students are expected to have and use. Regarding this, one of the lecturers stated as follows; "Vocabulary is number one problem in our program. Students can hardly comprehend the texts and questions, let alone answer them accurately (Lecturer 2)".

Similarly, another lecturer also expressed his concerns about the lack of required vocabulary to communicate in lectures and said; "It is extremely difficult for them to follow the lectures because they cannot practically look up the unknown words they hear instantly. Therefore, they would rather stay at home and study through written documents (Lecturer 1)".

It is surely very demanding for students to follow the English-medium lectures. Dealing with both language-wise difficulties and the complexity of the subject matter places

a huge burden on their cognitive capability. This situation was also observed by one of the lecturers and she frankly explained it as below;

> In most lectures, no matter how much I simplify the language I use, I can see they look blank and at the end of the class, they literally look drained and I believe they leave the class with very little of what I told. Asking a question or giving a lengthy answer is a kind of task they can only perform in their 3rd or 4th year. Only those who study the unknown words and the course content before the lecture benefit the most (Lecturer 3).

The problem of poor vocabulary was also the top matter that student spoke with a single voice. In the interviews, students strongly argued that they were not equipped for the language they encountered in their academic program and familiarizing themselves with the new words and concepts were taking too much time. Regarding this, for example, Student 1 expressed her discomfort during her self-study as follows;

> I spend more time on the dictionary than my textbook. 60-70% percent of my study time goes to translation. I am not sure it is doable but there must be an additional component (like academic vocabulary lesson) to our regular English preparatory classes.

The vocabulary development of the students cannot be simplified to providing a list of technical words since dictionary meanings of certain verbs may not be adequate or may be misleading. Conceptual and contextual differences of a word should also be taken into account within the domain of the subject matter. Student 5 in freshman group, for example, talked about her poor performance in one of her early assignments;

> I know it was not the best paper in class but I did write very lengthy essay and I was hoping to get something between 60-70 out of 100. When the professor returned the papers, I faced the humiliating fact that I misunderstood the term and wrote a full page of irrelevant nonsense. I got 0. Then I realized dictionary may not always be helpful alone, I should do more internet search and reading.

The outcomes of the English preparatory classes are expected to fulfil the needs of students in their academic program. However, it is frequently expressed by students that there is a huge gap between what is offered in the language program and what is expected in the academic program. The following excerpts clearly shows students' worry about this;

> I passed the English preparatory class with a considerably good grade and I was quite an active student in class. When I started this Economics program, I felt like I know nothing. My first year was very much like a second preparatory year since it took me another year to familiarise myself with the new words and concepts (Student 4).

There must be an academic vocabulary lesson as an additional component to our regular classes during English preparatory program. In the Economics program, even in the basic courses like mathematics, there are plenty of new words that I don't know. In the English preparatory classes, we always talked and wrote about daily matters (Student 6).

Similar notes were also taken by the researcher during class observations. In the Economics classes that were observed, it was noted that the lecturers made efforts to modify their language in order to make the material more accessible to students. However, the use of technical vocabulary and concepts presented challenges for some students, making it difficult for them to fully understand and follow the course. This finding highlights the importance of clear and effective communication in teaching, particularly in the topics that involve specialized or complex language. It also suggests the need for additional support or resources for students who may struggle with the material, in order to ensure that all students have the opportunity to succeed in the course.

Poor speaking skill

Another substantial finding came out of interviews was the speaking incapability of students during lectures. Speaking as a skill is relatively harder to improve in a typical traditional language instruction setting. When it comes to be able to express oneself in a completely new specific field, things might get more puzzling and stress-loaded. This worrying poor speaking performance during lectures was pictured differently from the perspectives of the students and lectures. Lecturer 2, for example, described one of his dialogue trials as follows;

In one of my lectures, I asked a very simple question to one of the students. I was not sure whether he understood the questions as he was not giving me any response or signal. I modified my question and used simpler words and redirected the question. The long waiting resulted with deep silence. At the end, hopelessly, I asked one more time, and all I could get was very short response; "YES". Putting aside the fact that it was not a yes/no questions, I realised the problem of speaking is beyond language competence (Lecturer 2).

The worrying experience given above is also in parallel with what Lecturer 3 observed during his lectures. The lecturer expresses that he believes the students' overall level of English is adequate for basic communication, but they struggle to express themselves or engage in discussions related to course content during lectures.

I think their level of English is good enough to communicate in English. But when it comes to discuss the issues during the lecture – I am not talking about full length mutual discussion, even for simple course related question - they kind of get frozen and cannot even say a word. (Lecturer 3).

The way the students see their speaking problems and needs were clear in their interview responses. Anxiety and lack of vocabulary were said to be top two obstacles to speak and answer questions during lectures. In the excerpt below student 3 sincerely explains how she feels during the lectures;

> During my English preparatory classes, I was able to speak and be active in class all the time. There were only 20 students and we were all friends. Now in the faculty, it is a huge hall with 100 people that I only know a few of them, it is very scary to stand up and say something in English. I am not sure if I am going to able to get used to it (Student 7).

Not everyone explains the speaking difficulties in lectures with psychological causes. The lack of required vocabulary and language-wise uncertainties also limit them during their oral production. As stated below, deciding on the key vocabulary, grammar and pronunciation become a long cognitive explicit process, which delays their response and, in the end, let them give up.

> I understand the questions asked during lectures and I always have an answer (whether it is correct or incorrect). But I can not be sure whether I am using the appropriate words. I double check the grammar of my sentences and the pronunciation in my mind (I don't want people make fun of the way I speak). If I was given time I could give a proper answer, but in class I am not good at instant responses (Student 6).

In the Economics classes that were observed, it was noted that the lecture hall was a tense and intimidating environment for some students. This may be due to a number of factors, including the fear of speaking in a foreign language and in an unfamiliar academic field in front of a large audience, as well as the possibility of making language mistakes or feeling embarrassed about their speaking skills. This finding highlights the importance of creating a supportive and inclusive learning environment in which all students feel comfortable and confident participating in class discussions and activities. It also suggests the need for strategies to mitigate any barriers or challenges that may prevent students from fully engaging in the course material.

The impact of a fully English-speaking zone was also expressed to be curial for the learners to get motivated and feel as if they are truly in an English- medium program. When students see the native language short-cut that lecturers use, their eagerness to speak in English fade away. This could be easily seen in the response of the student 3 below;

> Sometimes the lecturers switch their language – especially when they are about to explain something complex – and keep lecturing in our native language, in Turkish. Even though they ask questions in English, they sometimes accept

answers in Turkish. In such cases, I feel like, "Why should I bother?" (Student 6).

Similarly, one of the lecturers explained the importance of a fully English-speaking classroom for the language development of the students. He believes that multi-national classroom is a precondition for a proper English-medium lecture and highlights the potential benefits of having a more diverse student body in class, including improved language skills and the ability to work with individuals from different cultural backgrounds.

> I spoke to the Dean about having more foreign students to our program. Even the students coming from Africa and Turkic republics (Kirghizstan, Kazakhstan, etc) as non-native speakers force the Turkish students to communicate in English and lecturers never refer Turkish even in the moments when students need clarification (Lecturer 2).

The inquiry into speaking skills has identified a concerning trend among students who struggle to speak during lectures in a foreign language. While some students struggle due to psychological reasons such as anxiety and lack of vocabulary, others struggle due to the cognitive process of deciding on the appropriate vocabulary, grammar, and pronunciation. These findings emphasize the need to create a supportive and inclusive learning environment for students to feel comfortable and confident while participating in class discussions and activities. Additionally, the findings highlight the importance of a fully English-speaking environment to promote language development among students and suggest the benefits of having diverse student profiles in the classroom.

Need for academic writing skills

The quest for the needs/problems of the academic writing skills of the students revealed a comparatively positive attitude and students' efforts were fairly appreciated. Unlike harsh criticism and desperate need for the speaking skill development of the students, the writing skill of the students as another productive skill was considered to be relatively sufficient. Yet, the ideal competency level of academic writing was noted be a goal to be achieved and the need for additional support was also asserted in the given excerpt by lecturers 1 and 4;

> Although they make some minor grammar mistakes, they are able to write a lengthy piece of writing in the exams or for the take-home assignments. However, the level is not satisfactory. They use very simple sentences and words. They need to upgrade their writing skill (Lecturer 4).

> In the exams I do not assess their grammatical competence unless it is unintelligible. What is important to me is to be able to answer the questions in

the exam and in most cases they do. In my opinion, their level of writing is not enough for academic writing and there must be an additional support for that (Lecturer 1).

From a student's standpoint, the writing skill was also not considered as a job mastered. She notes that she struggles with organizing their ideas and presenting information in a coherent and effective way. Setting aside the partial fulfilment of producing something concrete, a need for advancement and organisational aid was explicitly expressed as seen below;

> I think I benefited a lot from the writing classes in the English preparatory classes. For example, our professor asked us to write about export/import figures of 1980s and I wrote a pretty good introduction. However, sometimes I feel like I should write more advanced words and structures. I also do not know how to place all data, information and opinion in a good order (Student 7).

In summary, the academic writing skills of students were found to be comparatively positive, with efforts being appreciated. However, there is still a need for additional support to achieve the ideal competency level for academic writing. From a student's perspective, there is a struggle with organizing ideas and presenting information coherently and effectively. While some progress has been made through previous writing classes, a need for advancement and organizational aid has been explicitly expressed. Overall, it is clear that while the writing skills of students may not be at a critical level, additional support is still necessary to help them achieve their full potential in academic writing.

Listening dilemma

The inquiry for the needs and problems regarding the listening skill of students revealed that it was often downgraded to the lack of academic vocabulary and the unknown words were suggested to be the main cause for their failure in understanding the lectures. The level and speed of the lecturer's speaking – in other words, lecturing – were not considered to be obstacles for students. The following excerpts show how they perceive their proficiency in listening comprehension and what is needed for better understanding;

> In our lectures, it is not too difficult to follow what the professor is saying. The problem is the unknown words. If you do not know the conceptual words used in his first few sentences, you lose the track and listening to the rest becomes a pointless struggle (Student 4).

> Our lecturers speak very slowly and clearly. They do not have a very heavy accent either. Some technical words make it difficult to understand them but if you study the chapter or subject before the lecture, it gets easier to understand what they are talking about (Student 6).

From the perspective of lecturers, this situation seems to be relatively blurry and defining the lack of listening comprehension ability is not easy as they are only able to evaluate this when they ask questions. Since students' speaking performances and mutual interaction opportunities are limited, and the way listening comprehension ability of the students is assessed by the lecturers is based on conversational instances, overall view is conceivably negative. This could be seen in the following excerpts;

> Participation in the classes is very low and hardly anyone stands up and asks questions or makes comments. They follow my classes quietly. I do get some questions in Turkish at the end of lesson though. They are either in Turkish or in a basic level English (Lecturer 4).

> I don't think all students fully understand the whole lecture. It requires a certain level of language proficiency in the end and they are not all there yet. Only, a minority group, say,7-8 students, I think, can keep up with the lectures fully (Lecturer 2).

The assessment of students' listening skills shows that unfamiliar vocabulary is the primary issue affecting their comprehension. The students generally find the lecturers' speaking pace and level to be manageable, but the use of technical terms and unknown words makes it challenging to follow the lectures. On the other hand, lecturers find it difficult to evaluate students' listening skills as limited interaction opportunities mean that their comprehension can only be assessed through conversational instances. This has led to a negative overall view of students' listening skills, with many students not participating in class and struggling to fully understand the lecture. Overall, there seems to be a need for students to improve their academic vocabulary and for more opportunities for interaction in the classroom to enhance their listening skills.

Living Language of Economics

Another substantial finding came out of the interviews was the importance of embedding the living language of Economics into the course curriculum. Living language of Economics refers to the language used in actual newspapers, magazines and portals. Following the course materials solely is believed to be insufficient for the students of Economics when their future academic and non-academic careers are taken into account. Lecturer 2, for example, highlights the importance of having living language in class as follows;

> They somehow get used to the language of textbook, especially in the second and the third year of the program. However, what they need is more than that and real-life journals help them improve their English and at the same time allow them to see the reflections of theories in real cases and actions.

Lecturer 4, similarly, discloses how he designed his lesson with the articles taken from multiple sources and the effect of reading rather challenging text; "In my classes I often bring articles from Projectsyndicate.com and the Economist. I think discussing issues over these articles makes the lessons more meaningful and help them improve their English". The validity of this argument can be established through the notes obtained from the classroom observations. While the predominant mode of communication was typically unidirectional, with the lecturer being the primary source of information and input, it was noted that the students showed a greater degree of eagerness to participate in the discussions when the topics are related to current events sourced from news portals. This observation highlights the potent engagement-inducing effect of such practice.

4.3. RQ2: To what extent did the online and face-to-face ESP programs meet the targeted goals?

The purpose of this research question is to investigate the effectiveness of both face-to-face and online EFE programs. This program is designed to help students improve their English language skills as they relate to economic concepts and principles. In order to evaluate the effectiveness of the program, the researcher compared the scores of students who took a pre-test before the program with their scores on a post-test after completing the program. The t-test was used to determine whether there was a statistically significant difference between the pre-test and post-test scores. The results of the t-test for face-to-face group are summarized in Table 5 below.

Tablo 5

Descriptive statistics of EFE Face-to-Face group's pre-test and post-test score

Test	M	SD	Min.	Max.	t	df	p
Pre-Test	48.83	6.6177	41	62			
Post-Test	79.28	6.89	69	87	23,17	17	.000

Based on the findings reported, it appears that there was a significant increase in the mean score of a class on a pre-test and post-test. The mean score on the pre-test was 48.83, while the mean score on the post-test was 79.28 This represents an increase of 30.45 points. The standard deviation for both the pre-test and post-test scores was relatively consistent, at 6.6177 and 6.89, respectively. A paired-sample t-test was performed, which showed a significant (2-tailed) value of 0.000. This suggests that the

increase in mean score between the pre-test and post-test was statistically significant, and not likely due to chance. Overall, these results suggest that the class demonstrated a significant improvement in their performance on the post-test compared to the pre-test.

A comparable analysis was also conducted on the online version of the EFE program, in which pre-test and post-test scores of participating students were compared in order to evaluate the effectiveness of the online course. A paired-sample t-test was implemented in order to assess whether there was a statistically significant difference between the pre-test and post-test scores. The findings of the t-test for the online group are presented in Table 6 below.

Tablo 6

Descriptive statistics of EFE Online group's pre-test and post-test score

Test	M	SD	Min.	Max.	t	df	p
Pre-Test	49.69	10.49	31	66	35	13	.000
Post-Test	74.57	12.75	55	97			

The results of the pre-test and post-test administered to the online class indicate a significant improvement in scores. The mean of the pre-test scores was 49.69, while the mean of the post-test scores was 74.57. This represents an increase of 24.88 points, or approximately 50% of the pre-test mean.

The standard deviation for the pre-test scores was 10.49, while the standard deviation for the post-test scores was 12.75. This indicates that the scores for the pre-test were relatively consistent, with most students scoring within a range of approximately 10 points above or below the mean. However, there was greater variability in the post-test scores, with some students scoring significantly higher or lower than the mean.

A paired-sample t-test was performed to determine whether the difference in scores between the pre-test and post-test was statistically significant. The significant (2-tailed) value was 0.000, which suggests that the improvement in scores is unlikely to have occurred by chance and is likely due to the program they participated which overall is meant to influence the students' performance. In short, these results suggest that the classes made significant progress between the pre-test and post-test.

4.4 RQ3: Is there a significant difference between face-to-face and online groups in terms of ESP goals?

In this study, the researcher compared the effectiveness of face-to-face and online language instruction by analysing the results of a proficiency test taken by two groups of students. The face-to-face group received traditional in-person instruction, while the online group received instruction via a digital platform. The purpose of this analysis was to investigate whether one type of language instruction was more effective than the other in preparing students for the field-specific English proficiency test.

Table 7 presents the findings of the ANCOVA analysis, which compared the mean test scores of two groups of students who received different types of language instruction. In this analysis, the researcher sought to determine whether there were any significant differences in the performance of students who received face-to-face instruction versus those who received online instruction.

Tablo 7

Descriptive statistics of post-test score EFE Online and Face-to-face groups

Group	Sum of Squares	df	Mean Square	F	Sig.	$\eta 2$
Pre-test	2223,046	1	2223,046	105,410	,000	,808
Groups	185,555	1	185,555	8,798	,007	,260
Error	527,240	25	21,090			
Total	168610,000	28				

The ANCOVA analysis revealed a significant main effect of groups on post-test scores, $F(1, 25) = 8.798$, $p = .007$, partial $\eta 2 = .260$. This indicates that there was a significant difference in post-test scores between the two groups, after controlling for their pre-test scores. In other words, participants who received face-to-face instruction had significantly higher post-test scores compared to those who received online instruction, after controlling for their pre-test scores. The pre-test scores also showed a significant effect, $F(1, 25) = 105.410$, $p < .001$, partial $\eta 2 = .808$, indicating that pre-test scores were a strong predictor of post-test scores.

4.5. RQ4: What are the students' experiences in the EFE Online?

With respect to the post-implementation review of the online EFE program and to elicit the user experiences, a series of interviews were conducted with seven future Economics students who completed the online version of EFE. In the context of a post-implementation, students articulated their views, user experiences, and desired adjustments, which informed the researcher to evaluate of the EFE Online. The results of the interviews revealed several key themes that broadly pictured the effectiveness of the program. Relevance, motivation and practicality were the three dominant themes that emerged and they are going to be discussed below.

Relevance

As seen in the following interview excerpts below, the EFE Online appears to be a valuable resource for students who are studying Economics. The course is described as being well-tailored to the specific needs of Economics students, including covering relevant vocabulary and phrases and helping students practice using them in realistic scenarios. The material is described as being purposeful and directly relevant to future studies in Economics, and the lessons are said to be to the point and cover exactly what is needed to better understand and communicate economic concepts. Student 2, for example, reports that he has made a lot of progress in his language skills since starting the course. Student 5 and Student 7 both emphasize the advantages they derive from their experiences as follows;

> I'm not a native English speaker and I find that my English skills may hold me back in my Economics classes. Having a course that focuses on the language skills that are specific to Economics would be really beneficial for me (Student 5).

> I think the EFE Online has been really helpful for me. The material, specifically vocabulary, is directly relevant to my future studies in Economics. The lessons are always to the point and cover exactly what I need to know in order to better understand and communicate economic concepts. I feel like I've made a lot of progress in my language skills since starting this course (Student 2).

> One thing I love about the EFE Online is that it's so tailored to our needs as Economics students. It addresses the specific vocabulary and phrases we may encounter in our academic program, and it helps us practice using them in realistic scenarios (Student 7).

Within the scope of purposefulness and relevance, this program was also regarded to be well-suited for the needs of future Economics students. As seen in the following interview excerpts, the EFE Online was highly valued by the participating students, as it provided them

with the necessary language skills and foundation to succeed in their academic studies. Student 3 described the program as a "must" for anyone looking to succeed in an English-medium Economics program, while Student 6 praised the program as a specialized and focused resource for improving language skills. Student 1 highlighted the importance of having access to specialized language courses tailored to their specific needs as Economics students.

> I have always been interested in Economics, but I was worried that my language skills wouldn't be up to par. The EFE Online really helped me to build the foundation I needed to succeed in my academic program. I think this program is a must for anyone who wants to succeed in an English-medium Economics program (Student 3).

> As an Economics student, I was always looking for ways to improve my language skills and make sure I was as prepared as possible for my academic program. That's why I was so excited to find the EFE Online language program. It was exactly the kind of focused, specialized program that I was looking for, and it really helped me to build the language skills I needed to succeed in my studies. I am really glad I participated in this program (Student 6).

> I think it is fantastic that my English preparatory school offers an English for Economics language program. As someone who is preparing for an academic program in this field, I feel like it is really important to have access to specialized language courses that are tailored to my specific needs (Student 1).

Motivation

Another major theme that emerged from the interviews was motivation. The following interview excerpts show that the students who participated in the EFE Online course had a highly motivated and positive experience. Student 4, for example, found herself motivated to learn and improve her skills due to the genuine content and materials provided in the course, and student 7 chose the Economics program because it was the best option available and thanks to the EFE Online, she ended up finding it highly engaging and interesting. Additionally, student 1 expressed the changes in his feelings towards his university experience after completing the EFE Online course. Overall, these students found the course to be a valuable and rewarding learning experience.

> I found myself really motivated to learn the language and improve my skills because I knew I was dealing with genuine content and materials that I could actually use in my future career. The modules and live sessions were all fun. I enjoyed it very much. (Student 4).

> I chose this program because it was the best option that my YKS score allowed for. I had no idea what it was going to be like, but this program has sparked my interest and I am already looking forward to next year (Student 7).

> This was the first time I felt I was having a genuine university or academic experience since starting at this university. It had been more like the extension of high school. Being engaged with real academic subjects made me feel really eager to study in this program (Student 1 - IC).

Student 2 shared her experiences with participating in live sessions, which initially caused her fear but eventually became an opportunity to demonstrate what she had learnt during her self-studies. The following excerpt also highlights the importance of creating a supportive and encouraging learning environment for language learners, particularly those who may be less confident or experienced in using the language.

> The live sessions were a very scary zone for me. I couldn't even turn on my camera. But later it became an opportunity to show off what I learned in the self-study parts. I tried not to miss those sessions.

Prior to live sessions students were given a piece of article and were asked to read and prepare for live discussions. Regarding these sessions, student 5, as seen below, mentioned her enjoyment of reading articles about the Turkish economy and her willingness about discussing them with also her father.

> I did enjoy reading the articles about Turkish economy and our discussions on Teams (the name of the online meeting app). All these articles were related to today's economic issues and I sometimes discussed those articles even with my father.

Practicality

The EFE Online offers a convenient and flexible way for individuals to improve their language skills. The practical aspect of the program was frequently emphasized by students. In particular, according to the student 4, the online language program they participated in was particularly useful and practical, allowing them to complete exercises during their commute and submit their work online. Student 3 also noted that the program was engaging and easy to use, and helped them improve their reading skills and vocabulary.

> I never thought it was going to be such useful and practical course program. Even for the writing part, I was able to do the exercises during my school commute and submit online. I feel like I have learnt a lot (Student 4).

> I think it helped me improve my reading skill and vocabulary a lot. I took online courses before but never fully completed as they all become boring and repetitive after some time. This one is more engaging and easier to use (Student 3).

One issue that one student encountered with EFE online was the lack of integration between video lectures and quizzes or other interactive exercises. In some cases, these components are presented in separate tabs or windows, which can make it difficult for students to follow along with the lecture and complete the accompanying tasks at the same time. As noted by the student in the interview excerpt below, if the video lecture and quiz questions had been presented on the same page, it may have been easier for them to follow the lecture and answer the questions. This further emphasizes the importance of program design and functionality in facilitating an effective and engaging learning experience for students.

> In video section, the lectures are shown in another tab and the program doesn't allow you to see both quiz questions and the video at the same. If all had been embedded in one page, it could have been much easier to follow the lecture and answer the questions (IC).

Another aspect of the EFE Online that was particularly useful and practical for some students was the availability of live speaking sessions that could be accessed through a meeting link sent via WhatsApp. This provided an opportunity for students to practice their language skills in real-time with an instructor and other classmates, and the ability to choose between two different session times allowed students to fit the sessions into their schedules. As noted by the student in the interview excerpt below, the flexibility of the live sessions was appreciated, as it allowed them to participate in the evening sessions rather than having to attend during the afternoon when they were working. This demonstrates how online language programs can provide a convenient and flexible way for students to practice their language skills and engage with the material.

> What I did like the most was the live speaking sessions that we could only be joined through the meeting link you sent via WhatsApp. It was also great that you gave us two options. I always chose the evening sessions as I was working in the afternoon.

In conclusion, this chapter presents the findings of the study on the language-related needs of students enrolled in an English-medium Economics program and the effectiveness of the EFE Online designed to address those needs. The study included interviews with lecturers and students and observations of classes, and statistical analysis was used to evaluate the effectiveness of the EFE program. The main theme that emerged from the needs assessment interviews was the need for students to extend their academic and technical vocabulary, as they struggled to understand and follow lectures due to the complexity of the subject matter and their limited vocabulary. Lecturers expressed concern about the impact of this vocabulary gap on students' ability to participate in class discussions and complete assignments, and

students reported spending a significant portion of their study time on translation and looking up words in the dictionary. The EFE Online was designed to address these needs by providing vocabulary development activities that focused on conceptual and contextual differences within the domain of Economics, as well as opportunities for students to practice using new words in authentic contexts. The results of the statistical analysis showed that the EFE Online was effective in improving students' overall language proficiency, and the post-implementation interviews and informal conversation notes suggested that students felt more confident and motivated to participate in class after completing the program. Overall, the findings of this study highlight the importance of addressing language-related needs in order to facilitate student success in English-medium programs and the effectiveness of the EFE program in meeting those needs.

CHAPTER V

DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.1. Introduction

In this concluding chapter, a concise overview of the research and responses to the research queries are initially presented, along with an in-depth discussion of the findings. Then educational and organisational implications for teachers, course designers and learners are provided. Finally, potential avenues for future research in the field are proposed.

5.2. Summary and discussion of results

This research study aimed to investigate the impact of an online ESP program on the discipline-specific language proficiency of EFL learners at the tertiary level. The study attempted to answer the following research questions: 1) What are the language-related needs of students enrolled in the English-medium Economics program? 2) To what extent did the online and face-to-face ESP programs meet the targeted goals? 3) Is there a significant difference between face-to-face and online groups in terms of ESP goals? 4) What are the students' experiences in the online ESP program?

The research design for this study was multi-phased and mixed-method. It consisted of three phases: needs assessment, implementation, and evaluation. The needs assessment phase involved both qualitative data collection procedures (interviews and observations) and corpus analysis. During the implementation phase, a pre-test and post-test of the EFE Proficiency Test were administered, and informal conversation notes were collected from students. In the final evaluation phase, semi-structured interviews were conducted with the participants and the results of the EFE Proficiency Test were statistically analysed.

The setting for this study was the intensive English preparatory program at the School of Foreign Languages in a big state university in the west of Turkey. As for the needs analysis data collection phase, lectures and students from English-medium Economics program, including freshmen to junior groups participated in the interviews. The online ESP program was offered to a group of 14 students, while a control group of 16 students received traditional face-to-face instruction. Both groups were selected based on their scores on a proficiency test and previous English language learning experience. The data was analysed qualitatively and quantitatively, using both thematic analysis and descriptive/inferential statistics. Findings of

the study are discussed in the following section under two separate titles, namely "needs analysis" and "the effectiveness of EFE Online".

5.2.1. Needs analysis

One of the findings of the interviews with students and lecturers in the Economics program suggests that there is a strong need for academic and technical vocabulary development among students in the program. Both students and lecturers report that students struggle with understanding and using discipline-specific vocabulary, which can make it difficult for them to follow lectures and complete assignments.

One of the lecturers has noted that vocabulary is a "number one problem" in the program, and that students often have difficulty comprehending texts and answering questions accurately due to a lack of vocabulary. Another lecturer has described the challenge of students trying to follow lectures when they are unable to look up the unknown words in real time, leading some students to prefer to study written documents at home rather than attend lectures. Students have also reported spending a significant amount of time looking up words and trying to translate them, which can disrupt their ability to focus on the content of the course material.

The need for academic and technical vocabulary development is particularly important in an English-medium program, as students may not have had previous exposure to the language used in their academic courses. This lack of familiarity can make it difficult for them to understand and use the specialized vocabulary of their field, even if they have a strong foundation in English more generally. With respect to the vocabulary needs of the students, Syakur (2015), aligned with the goals of the current study, conducted a research study on the development of instructional materials for ESP courses for undergraduate students of international economic departments at a university in Indonesia. The findings of the study also indicate a need for vocabulary and register (i.e., knowledge of language use in various settings) in these courses. Similarly, Jaya & Subiyanto (2017) conducted a needs analysis of the problems faced by Islamic Economics students in learning ESP at a college in Indonesia. The findings of the study stress the need for field-related vocabulary and studies to develop students' language skills.

To address this need, the EFE Online included vocabulary development activities such as key word lists, exercises to practice using new words in context, and opportunities to work with discipline-specific texts. The sessions included in the program allowed students to share information and build knowledge through discussions and activities, which helped them gain

a deeper understanding of the concepts and technical vocabulary being taught. This process, which is referred to as Intellectual Convergence by Harasim (2002), is a key component of the Collaborativist Theory, which focuses on collaborative learning in an online environment.

In addition to vocabulary development, the interviews also revealed a need for support with reading comprehension as well as with language skills during lectures and in written assignments. These needs were related to the challenge of working with specialized vocabulary, as students may struggle to understand and analyse texts if they do not have a sufficient understanding of the vocabulary used in those texts. Regarding the contextual aspect of vocabulary need, in the study published in 2022, Stefanova examined the vocabulary needs of Economics and Political Studies students in Bulgaria with the goal of enhancing English for Specific Purposes (ESP) curriculum. The research results indicate that these students have a significant need for specialized speaking and terminology. These findings align with the results of the current study and saliently suggest the need for a learning environment in which field-specific words are embedded into knowledge construction activities to enhance vocabulary development.

In short, in line with what the findings suggested, EFE Online placed a strong emphasis on academic and technical vocabulary development, as this is an area of particular need for these students. By addressing this need and supporting students in their language learning journey, the program was expected to help them to better understand and engage with the course material, and to communicate effectively in both oral and written form.

Another key finding that emerged from the interviews with Economics students and lecturers was that the students need help to improve their speaking skills in a specialized context. The students reported anxiety and a lack of vocabulary as obstacles to speaking and answering questions during lectures, while the lecturers observed a lack of confidence and difficulty with instant responses among their students. This need is not limited to just one country or context, as it has been identified in similar studies in Morocco, France, and China. For example, Zaidoune & Chroqui (2020) conducted a needs analysis of business students in Morocco, focusing on the Faculty of Economics, Social Sciences, and Law at a university in the country. The findings suggest that the students are interested in developing all four language skills, but particularly want to improve their productive skills (i.e., speaking and writing). The results also indicate that the students expect to need English for communication. Similarly, Taillefer (2007) conducted a study on the professional language needs of Economics graduates in French context. The findings show that high levels of competence are necessary

in all four language skills for various types of communication with native and non-native speakers. The study also indicates that graduates may struggle with oral communication, and that addressing these needs is important. In the Chinese context, Shi (2018) conducted a study on the design of an ESP-based college English program for university students. The findings of the study identified the students' needs in terms of language skills.

One approach to addressing these challenges could be to provide students with opportunities to practice speaking in a more constructive and collaborative environment. This could include activities such as group discussions, presentation practice, and role-plays, where students can engage with the language and concepts in a more interactive and supportive setting. In order to support the production of the language and the development of specialized vocabulary, it may also be useful to provide students with resources such as glossaries, word lists, and language support materials that focus on the key terms and concepts in Economics. Therefore, in *EFE online*, live sessions in which students participated in communicative and constructive oral activities, were supported with materials and self-learning module to equip them with necessary language prior to activities need production. In the Collaborativist Theory, which serves as a foundation for this perspective, Harasim (2002) argues that the discussions within the course are facilitated and structured through the incorporation of readings and the guidance of the instructor. Through engaging in discussions, presenting and defending their perspectives, and possibly even abandoning them in favour of alternative viewpoints, students actively learn about the subject matter.

In addition to providing opportunities for speaking practice, it is also important to create a supportive learning environment that encourages students to participate and feel confident in class. This could involve using inclusive teaching strategies, such as scaffolding, peer support, and feedback, to help students build their skills and confidence over time. Additionally, it may be helpful to provide students with support services such as language tutoring or assistance, as well as resources such as language learning software or podcasts, to help them improve their language skills.

Overall, it is clear that there is a need for an English program that can help Economics students improve their speaking skills and feel more confident and capable in a specialized context. By providing students with opportunities to practice speaking and engage with the language and concepts in a supportive and collaborative environment, as well as supporting their overall language development, the *EFE Online* is meant to serve as a practical tool to help students overcome the challenges they face and succeed in their studies.

Another notable outcome of the interviews was the need for the development of academic writing skills. Based on findings, it seems that the students in the Economics program have a relatively positive attitude towards their writing skills, but there is still a need for improvement and additional support in order to reach the desired level of competency in academic writing. While their efforts are appreciated and they are able to produce satisfactory writing in exams and take-home assignments, there is still a need for improvement and additional support to reach the ideal level. Both lecturers and students have identified a need for more advanced vocabulary and structures, as well as better organization in their writing. In response to these needs, the EFE Online program was designed to help students improve their writing skills through specific instruction on writing organization and practice writing for field-specific tasks. This program is intended to address the identified weaknesses in the students' writing and provide the necessary support to help them reach the desired level of competency.

The interviews also revealed an additional insight into how students and lecturers see the listening skill during lectures. Based on these findings, it seems that the main issue with regards to listening comprehension for the Economics students is their lack of academic vocabulary and difficulty understanding unknown words. While the lecturers' speaking speed and level are not perceived as obstacles, the students' limited speaking opportunities and lack of participation in class may be contributing to a negative overall view of their listening comprehension ability by the lecturers. It may be helpful to consider providing additional support to help students improve their vocabulary and language skills in order to better understand lectures and participate more fully in class. This could include strategies such as pre-teaching key vocabulary before lectures, providing glossaries of technical terms, or incorporating more interactive activities and discussion into the curriculum to give students more opportunities to practice their listening and speaking skills. In this vein, EFE Online implements a pedagogical approach that utilizes authentic video lectures, supplemented by pre-watching vocabulary instruction and subsequent listening comprehension questions, in an effort to enhance the listening comprehension abilities of the learners.

In addition to previously mentioned research, including studies by Zaidoune & Chroqui (2020), Taillefer (2007) and Shi (2018), the study of Saefullah & Nugraha (2020) has also consistently demonstrated the importance of addressing all four language skills - including writing and listening - in order to establish an effective ESP program. This aligns with the view that a comprehensive approach to language instruction, encompassing both productive

and receptive skills, is necessary for optimal learning outcomes. Given that writing and listening play a central role in academic and professional contexts, it is crucial to prioritize the development of these skills in ESP programs in order to better meet the needs and goals of learners.

A further discovery that arose from the interviews was the living language of Economics. In the light of the findings, it is clear that there is a strong belief among both students and lecturers that incorporating the "living language" of Economics - that is, the language used in real-world sources such as newspapers, magazines, and online portals - is important for the development of students' language skills. This is seen as particularly important for preparing students for academic and non-academic careers, as it allows them to go beyond the language used in course materials and engage with more challenging texts. Some of the lecturers interviewed described using real-world sources in their classes as a way to make lessons more meaningful and help students improve their English. It is important to consider the role that incorporating real-world language can play in language instruction, and to find ways to incorporate authentic sources into the curriculum in order to support students' language development. Similar findings have been reported in other studies, including Chostelidou's (2010) research on the development of an ESP syllabus for accountancy students in Greek tertiary education. The findings of the study suggest that there is a need for an ESP course that addresses both the immediate needs of students as they study in the tertiary education context, as well as their long-term needs as postgraduate students or professionals in the accountancy business. In response to the identified need for incorporating real-world language into language instruction, the EFE Online program has designed live speaking sessions based on Economics articles from popular magazines/portals such as The Economist and Project Syndicate. This aligns with the belief that exposing students to authentic language sources is important for their language development and preparation for academic and non-academic careers. The incorporation of authentic language sources can also help to make lessons more meaningful and engaging for students, and support their improvement of English skills.

5.2.2. The effectiveness of EFE Online

Based on the results of the t-tests conducted in this study, it appears that both the online and face-to-face versions of the English for Economics (EFE) program were effective in meeting their targeted goals. In both cases, there was a significant increase in mean scores between the pre-test and post-test, with the online class demonstrating an increase of

approximately 50% and the face-to-face class demonstrating an increase of approximately 60%. The t-tests also showed that these differences in scores were statistically significant and not likely due to chance.

In addition, the ANCOVA analysis revealed that there is a significant difference in test scores between two groups of students - those who received face-to-face instruction and those who received online instruction. These results suggest that the students who received face-to-face instruction performed better on the test than those who received online instruction. While it may not be possible to pinpoint a single reason for this difference, there are several factors that could potentially contribute to it. One possible reason why students in the face-to-face group were more successful is the level of interaction they had with their instructor and peers. In a traditional classroom setting, students have more opportunities to ask questions, clarify doubts, and engage in discussions with their peers. This level of interaction can lead to better comprehension and retention of the material being taught. On the other hand, while the online group also had the opportunity to attend live online sessions, the level of interaction may not have been as high due to the limitations of online communication. Another factor that could have contributed to the difference in scores is the mode of delivery itself. While online instruction can offer convenience and flexibility, it may not be suitable for all students. Some learners may prefer the structure and routine of a face-to-face class, while others may struggle with the distractions that come with learning online. Additionally, students who are not self-motivated may find it more challenging to stay on track and complete assignments in an online course.

In short, it appears that the EFE programs was effective in improving the English language skills of participating students, at least as measured by the pre-test and post-test used in this study. In other words, the EFE programs has the potential to effectively aid students in enhancing their proficiency in English language with regards to economic concepts and contexts.

A similar study conducted by Ali (2021) focused on the impact of a program based on the Collaborativist Learning Theory on the development of EFL critical writing skills and interaction among language and translation students. The program was applied to an experimental and a control groups. An analysis of the results showed that the program had a significant impact on the students' critical writing skills as the students in the experimental group had higher scores than those in the control group. Additionally, the program had a positive effect on the students' interaction as the students in the experimental group showed

more confidence and increased interactivity compared to those in the control group. Overall, the results of the study suggested that the program was effective in improving the students' critical writing skills and their interactions. The study conducted by Erten et al. (2019) also investigated the effects of online collaborative learning and the use of e-portfolios on student success, attitudes and permanency. The study employed a quasi-experimental design and included a sample of 223 students from Dicle University in Diyarbakir, Turkey. The results indicated that students who used e-portfolios and completed online collaborative learning tasks had a significantly increased success rate, a more positive attitude towards the course, and were more likely to continue the course than those who did not. The results of this study suggest that online collaborative learning and the use of e-portfolios are important strategies for increasing student success, attitudes, and permanency. Although in the current study, students who received face-to-face instruction performed better than those who received online instruction, Tsai and Guo's (2011) study aimed to explore the potential of an online collaborative learning environment in comparison to traditional classroom instruction. The main findings showed that an online collaborative learning environment can be more effective than traditional classroom instruction in terms of increasing student motivation, enhancing learning outcomes, and improving learning efficiency.

With respect to qualitative analysis of learner views, the main theme that emerged from the interviews evaluating the success of EFE Online is that of relevance. The course is described as being well-tailored to the specific needs of Economics students, covering relevant vocabulary and phrases and helping students practice using them in realistic scenarios. The material is described as being purposeful and directly relevant to future studies in Economics, and the lessons are said to be to the point and cover exactly what is needed to better understand and communicate economic concepts. The students reported that the program helped them to improve their language skills, and they found the program very relevant and useful for their future studies. They also highlighted the importance of having access to specialized language courses tailored to their specific needs as Economics students. Overall, the students found the program to be a valuable resource for their studies and a must-have for anyone looking to succeed in an English-medium Economics program.

The second theme that surfaced from the interviews conducted to evaluate the effectiveness of the EFE Online program is motivation. Participants reported having a highly motivated and positive experience with the course. They found the course to be valuable, engaging and the content provided in the course was genuine, which motivated them to learn

and improve their skills. The live sessions were described as a valuable and rewarding learning experience, which offered an opportunity to demonstrate their understanding of the material. This process is depicted as Idea Generating through which students individually contribute to the group with their thoughts and opinions (Harasim, 2002). Additionally, participants found reading articles and discussing them with peers and family members to be enjoyable. In relation to learner motivation and online collaborative learning, the study by Zhu (2012) similarly aimed to examine the relationship between student satisfaction, performance, and knowledge construction in an online collaborative learning environment. The study found that students who received better grades were the ones who were more satisfied with the learning experience and were able to construct knowledge faster than their peers who received lower grades. The results suggest that the satisfaction of students can be an important factor in their performance and knowledge construction. Additionally, in a more similar setting, Korkmaz's (2013) study aimed to examine the attitudes and opinions of teacher candidates towards online collaborative learning. The study found that the majority of teacher candidates had positive attitudes towards online collaborative learning and believed that this type of learning could improve educational activities and outcomes. However, they expressed concerns about the technical infrastructure and lack of support for online collaboration. To answer the question whether online collaboration is for everyone, Frania and Correia (2022) examined the relationship between interpersonal competences and attitude towards online collaborative learning among Polish and Portuguese future pedagogues and educators. The study used a questionnaire to measure participants' interpersonal competences and attitude towards online collaborative learning. The results showed that interpersonal competences can influence the attitude towards online collaborative learning, particularly in the Portuguese sample. Additionally, the results revealed that the higher the level of interpersonal competences, the more positive the attitude towards online collaborative learning was. The study concluded that future pedagogues and educators need to develop their interpersonal competences in order to have a more positive attitude towards online collaborative learning. In short, in the current study, which was designed around the online collaborative learning theory (Harasim, 2002), the participants found the course to be a valuable and rewarding learning experience that increased their motivation to learn.

The findings from the interviews also suggest that the practicality of the EFE Online program was emphasized by students as a positive aspect of the program. They found it to be convenient and flexible, allowing them to complete exercises during their commute and submit their work online. The program was also described as engaging and easy to use, and helped

students improve their reading skills and vocabulary. However, one student noted an issue with the lack of integration between video lectures and quizzes or other interactive exercises, which made it difficult to follow along with the lecture and complete the accompanying tasks at the same time. This highlights the importance of program design and functionality in facilitating an effective and engaging learning experience. Additionally, the availability of live speaking sessions through a meeting link sent via WhatsApp was also appreciated by students as it provided an opportunity for them to practice their language skills in real-time and the flexibility to choose between two different session times allowed students to fit the sessions into their schedules. In line with the Harasim's (2002) online collaborative theory, Brindley et. al. (2009) aim to evaluate the effectiveness of collaborative learning groups in an online environment by examining four different case studies. The study highlighted the importance of online tools, such as discussion boards and chat rooms, for successful collaborative learning. The findings suggest that the use of online tools allows for the sharing of information and resources, more frequent communication, and improved group collaboration. Similarly, the study by Magen-Nagar and Shonfeld (2018) aim to explore the impact of an online collaborative learning program on students' attitude towards technology. The results show that the program significantly improved students' attitude towards technology, which was measured in terms of their self-efficacy, perceived usefulness, and perceived ease of use. All in all, besides its pedagogical positive effects, today's technology enables teachers and course designers to create practical and easy-to-use online learning environments which allow online collaboration.

5.3. Implications

The pedagogical implications of the findings of this research study are significant for researchers and educational institutions who are looking to implement ESP programs, particularly those that focus on English-medium Economics programs at the tertiary level.

Firstly, the research underscores the importance of using online platforms to deliver ESP courses. The online platform used in this case – EFE Online – appears to have been effective in this context, allowing students to progress significantly while also expressing satisfaction with the program. This suggests that online platforms are a viable option for delivering ESP courses and can be adapted to meet the needs of different educational contexts.

Secondly, the findings of this research suggest that it is necessary to provide a balance of both language and subject-specific instruction in order to ensure the most successful ESP outcomes. The EFE Online program did this by combining language instruction with subject-

specific activities, such as exercises and simulations. This balance between language and subject-specific instruction is crucial for ensuring that ESP learners are able to develop the language skills necessary to succeed in their chosen field.

Furthermore, the study could also provide a model for other educational institutions to follow when considering their language learning strategies. The success of this study in teaching English for Economics at tertiary level shows that online ESP programs can be a viable option for language learning. This has implications for both language teachers and students, as it provides an accessible and cost-effective way to learn English for specific purposes.

In conclusion, this research study suggests that the online ESP program, EFE Online, is effective for future learners of English-medium Economics programs at the tertiary level. The findings of this study could have a range of implications for other researchers and educational institutions, including the potential for online programs to supplement traditional language learning initiatives, the provision of a model for educational institutions to consider, and further research into the effectiveness of online language learning programs.

5.4. Conclusion and Suggestions for Further Research

In conclusion, this research aimed to investigate the impact of an online ESP program on the discipline-specific language proficiency of EFL learners at the tertiary level. Through a multi-phased and mixed-methods research design, the study found that the online ESP program met the targeted goals and there was a significant difference between face-to-face and online groups in terms of ESP goals. The study also found that students had positive experiences in the online ESP program.

In particular, the study's needs analysis phase provided valuable insights into the specific language-related needs of students enrolled in an English-medium Economics program. This information was used to develop EFE Online and can be used to inform future ESP program design and curriculum development in order to better meet the needs of these students. Furthermore, the study's findings suggest that online ESP programs may be a viable option for EFL learners in tertiary settings, as they can provide flexibility and convenience while still effectively meeting language-related goals. It also shows that online ESP programs can provide students with positive learning experiences that can help in their academic and professional development. Overall, this research contributes to the growing body of literature

on the effectiveness of online ESP programs and highlights the importance of addressing the specific language-related needs of EFL learners in tertiary settings.

The findings of this study hold significance for the field of language learning and teaching, and may serve as a foundation for future research. For example, researchers may explore the potential of online programs to effectively supplement traditional language learning in different contexts.

Another suggestion for further research would be to analyse the long-term impact of the online ESP program. The current study focused on the short-term effectiveness of the program and it is unclear what the impact of the program might be after several months or years. It would be beneficial to study the long-term impact of the program in order to determine if the program is as effective in the long-term as it is in the short-term.

In addition, exploring the effectiveness of an online ESP program on different types of English-medium academic programs, say, tourism, engineering and etc. would surely contribute to the research in the field. The current study focused on one type of program, so it would be interesting to see if the program is equally effective for other types of English-medium academic programs. These studies could also measure the improvement in the language proficiency of the students, as well as their overall satisfaction with the program.

Finally, it would be interesting to explore the impact of the online ESP program on student engagement and commitment to their academic program. For example, it would be beneficial to understand if the online program had any positive or negative effects on student engagement and commitment. Additionally, it would be interesting to study if the online ESP programs had any impact on student performance in other courses.

In conclusion, further research into the effectiveness of an online ESP program could provide valuable insights into the potential of this type of program for English-medium academic program learners. Such research could help to improve the current program, and guide the development of future programs. Overall, further research is needed to better understand the effectiveness of online ESP programs, and to ensure that these programs are optimized for different student populations and instructional contexts.

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APPENDICES

APPENDIX 1. Curriculum Vitae

STUDENT'S CURRICULUM VITAE

Personal Information			
Name-Surname	Ersin Balcı		
Email Address/Web Page			
Languages	English		
Specialization	English Language Teaching		
Education			
	University	Department	Year
Bachelor's Degree	Anadolu University	English Language Teaching	2008
Master's Degree	Pamukkale University	English Language Teaching	2017
M.A. Thesis Title	Perceptions On Blended Learning: A Study on Student and Instructor Experiences in An English Preparatory Program		
M.A. Thesis Supervisor	Prof. Dr. Turan Paker		

Academic Studies
ARTICLES *1. Balcı, E., & Çomoğlu, İ. (2022). Economics keyword lists: A comparative corpus study for ESP. *Focus on ELT Journal, 4(3)*, 34-45. 2. Paker, T., & Balci, E. (2020). A Study on the Experiences of Students and Instructors in Blended Instruction and Learning in an English Preparatory School. *International Online Journal of Education and Teaching*, *7*(4), 1709-1729. **PROCEEDINGS** *1. Balcı, E. & Çomoğlu, H. İ. "An Inquiry into the Language Needs of Students of Economics: Students' and Lecturers' Voices", Biruni University | 2nd International Congress on Teaching & Teacher Education, 15.04.2022, İstanbul, Turkey 2. Balcı, E. & Çetinkaya, Y. B. "Exploring the Factors in the Success of Good Writers: A Study on EFL Learners'xx Writing Competency", ULEAD 2018 Annual Congress, 09.05.2018, Manisa, Turkey
Membership to Scientific Societies
N/A
Awards
N/A

APPENDIX 2. Permissions for Research

Formal Permission of the Ethics Committee

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
HUKUK MÜŞAVİRLİĞİ

ACELE
07.02.2022

Sayı   : E-87347630-659-190886
Konu   : Etik Kurul İzni-Ersin BALCI

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 27.01.2022 tarihli ve E-67493393-302.08.01-186871 sayılı yazınız.

İlgide kayıtlı yazınıza istinaden Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulunun 01.02.2022 tarihli toplantısında alınan 13 sayılı karar ile Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ersin BALCI'nın, "English For Spesific Purposes: Online Program Design, Implementation And Evalution (Özel Amaçlı İngilizce Öğretimi: Çevrimiçi Program Tasarımı, Uygulama ve Değerlendirme" başlıklı tez çalışması kapsamında yapacağı uygulamanın etik açıdan uygun olduğuna karar verilmiş olup, alınan karar Makamımızca onaylanmıştır.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr.Uğur MALAYOĞLU
Rektör V.

Formal Permission of the University

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı   : E-70348285-929-209504   04.03.2022
Konu   : Araştırma İzni-Ersin BALCI

HUKUK MÜŞAVİRLİĞİNE

İlgi   : Dokuz Eylül Üniversitesi Rektörlüğü (Hukuk Müşavirliği)'nün 07.02.2022 tarihli ve
           E-87347630-659-190966 sayılı yazısı.

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ersin BALCI' nın, "English For Spesicific Purposes: Online Program Design, Implementation And Evalution (Özel Amaçlı İngilizce Öğretimi: Çevrimiçi Program Tasarımı, Uygulama ve Değerlendirme" başlıklı çalışması kapsamında birimimizde uygulama yapma isteği Müdürlüğümüzce uygun görülmüştür.
Bilgilerine arz ederim.

Prof.Dr. Gülmira KURUOĞLU
Yüksekokul Müdürü

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Doğrulama Kodu: B164307F-553B-4569-9375-1CA1983D39B4   Doğrulama Adresi: https://turkiye.gov.tr/dokuz-eylul-universitesi-ebys
Adres: Adatepe Mah. Doğuş Cad. No: 207-AB   Bilgi için: Şule TOPRAK
Tınaztepe Kamelisi. 35390, Buca-İZMİR   VHKİ
Telefon:
Faks: 0

APPENDIX 3. Consent Form

Tarih:....................

DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "English for Specific Purposes: Online program design, Implementation and Evaluation başlıklı araştırma "ERSİN BALCI" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu araştırmanın amacı Dokuz Eylül Üniversitesi İktisat (İngilizce) programında okuyacak öğrencilere yönelik yüzyüze ve çevrimiçi özel amaçlı İngilizce programları geliştirip, uygulayıp, değerlendirerek bu alandaki bir ihtiyacı gidermek, eğitim programları çalışmalarına ve yabancı dil eğitimi alanına katkı sağlamaktır.

Araştırmanın Nedeni: İngiliz Hazırlık programlarının öğrencileri akademik programlara mesleki anlamda hazırlamada yetersiz kalması

Süresi: 2 yıl.

Araştırmanın Yürütüleceği Yer: Dokuz Eylül Üniversitesi

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar sözlü olarak araştırmacı tarafından yapıldı. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile)-TARİH.

Adı-Soyadı:
İmzası:

Araştırmacının

Adı-Soyadı: ERSİN BALCI
e-posta:

İmzası:

APPENDIX 4. Interview Questions for Students

1.Could you please tell me about your experiences about learning English during the prep-year? (How do you describe it? Can you explain with examples?)

2.What changes would you like to see in the prep program so that it serves you more as a student of Economics? (How do you think the students of Economics can be prepared best for the English-medium lectures in your faculty?)

3.What do you think about integrating a field-specific English program for students of Economics during the prep. year?

4.Would you talk about your language-related needs as a student of Economics in terms of language skills? (*What language skills do you often use? What communicative tasks do you often perform in English?)*

5.Would you talk about your grammar and vocabulary related needs as a student of Economics? *(How would you describe the correspondence between preparatory school outcomes and your faculty's expectation from you in terms of grammar and vocabulary?* Can you talk about the corrections/feedback you get on your assignments or exam papers?*)*

6.Would you talk about language-related problems and difficulties that you encounter in your academic program? (Can you talk about communication break-downs happening during the lecture? Can you explain with examples? Can you perform the tasks properly with no language-related faults? If not, can you describe the problems)

7.Do you have any other suggestions regarding the field-specific English class?

APPENDIX 5. Interview Questions for Lecturers

1. How would you describe your teaching experiences in English-medium Economics program?

2. How do you think the students of Economics can be prepared best for the English-medium lectures in your faculty? *(What do you think about integrating a field-specific English program for students of Economics during the prep. year?)*

3. Would you talk about the language related needs of the students of Economics in terms of language skills? (*What language skills do they often use? What communicative tasks do they often perform in English?*)

4. What do you think about grammar proficiency and vocabulary knowledge of the students of Economics? (*What type of vocabulary/jargon set do you expect them to know? Do you suggest any type of material to enrich their field-specific vocabulary before they start the program?*)

5. Would you talk about problems and difficulties that you and your students encounter during the course? *(Can you talk about the communication break-downs happening during the lecture? Can you explain with examples? Can the students perform the tasks properly with no language-related faults? If not, can you describe the problems)*

6. Do you have any other suggestions regarding the field-specific English class?

APPENDIX 6. Observation Protocol

ENGLISH FOR ECONOMICS – NEED ANALYSIS

LECTURE OBSERVATION FORM

Lecturer		Course Name	
Date of observation		Course No.	
Observed by	**ERSİN BALCI**	Topics/Modules	

Content & Knowledge & Language	
Description	Notes
The types of the input and discourse (argumentative, narration, description, and exposition)	
The types of vocabulary/jargon set (difficulty, usefulness, frequency)	
The type of the language used by the lecturer (register, formality, authenticity, modification, accent and intelligibility)	

Student Engagement	
Description	Notes
The types of communication between lecturer and students	
The type of questions that lecturer asks	
The type of questions that students ask	
The types and frequency of cooperative and collaborative works during lecture or given assignments	

Resources & Materials	
Description	Notes
The types of materials used during the lecture (difficulty, authenticity, etc)	
The form of the materials used during the lecture (e.g. multimedia, animation, PPTs, simulations)	

Assessment Procedures	
Description	Notes
The types of formative assessment procedures during the lecture	
The types of the feedback provided	
The types of assignments and projects	

APPENDIX 7. EFE Proficiency Test.

ENGLISH FOR ECONOMICS (*EFE)* PROFICIENCY EXAM

LISTENING (20 pts.)

A. Listen to the lecture about the concept of Economics and circle the best alternative. Before you start listening, you will have <u>30 SECONDS</u> to read the sentences. (5x4=20 pts.)

1- Why does scarcity occur?

A) Price volatility affects trade balance.

B) Economic and political policies conflict

C) Every decision involves opportunity costs

D) Human wants exceed what is available.

2- Which of the goals are not agreed upon in macroeconomics policy?

A) High Employment

B) Equity

C) Price stability

D) Economic growth

3- Which one is not a goal in microeconomics?

A) Efficiency

B) Freedom

C) High Employment

D) Equity

4- From an economist's perspective, resources refer to anything that can be used to produce products. Which of the following cannot be one of the resources?

A) Land and machinery

B) Efficient models

C) Labour

D) Entrepreneurial ability

5- Which of the following is <u>incorrect</u> about Economics?

A) It is concerned with the production of goods and services

B) It investigates how scarce resources are allocated within the economy

C) It is concerned with the consumption of goods and services

D) It seeks to understand how expenditures are hidden subtly

B. VOCABULARY (5x2=10 pts.)

> Goods and services / National deficit / Demand / Supply / Inflation / Elasticity

Fill in the blanks using the best alternative from the list above. There is one word extra.

6. The national saving and investment identity is based on the relationship that the total quantity of .... supplied from all sources must equal the total quantity of financial capital demanded from all sources.

7. A .... means that, after taking all the flows of payments from goods, services, and income together, the country is a net borrower from the rest of the world.

8. The law of supply shows that a higher .... will lead to a higher quantity supplied

9. When ....is more elastic than demand, buyers bear most of the tax burden.

10. .... is a general and ongoing rise in the level of prices in an entire economy.

C. VOCABULARY (5x2=10 pts.)

Read the sentences below and circle the best alternative.

11. Beef demand _____ due to Americans adopting high protein diets.

A. soared   B. curved   C. intersects   D. plummeted

12. The fur industry is already seeing a major _____ in sales.

A. inverse   B. decline   C. goal   D. expense

13. The company trades worldwide, buying and selling basic _____ such as timber, coal and cement.

A. deficit   B. commodities   C. consumers   D. capital

14. The society had become so perverted by power and _____ that honest people were considered to be stupid.

A. profits   B. loan   C. revenue   D. corruption

15. Steady rates would _____ the risk that ever-more homeowners will refinance the mortgages underlying the bonds.

A. diminish   B. loan   C. property   D. welfare

D. Read the text below and answer the questions. (5x2=10 pts.)

The International Trade and Capital Flows

The balance of trade (or trade balance) is any gap between a nation's dollar value of its exports, or what its producers sell abroad, and a nation's dollar worth of imports, or the foreign made products and services that households and businesses purchase. Recall from The Macroeconomic Perspective that if exports exceed imports, the economy is said to have a trade surplus. If imports exceed exports, the economy is said to have a trade deficit. If exports and imports are equal, then trade is balanced. But what happens when trade is out of balance and large trade surpluses or deficits exist?

Germany, for example, has had substantial trade surpluses in recent decades, in which exports have greatly exceeded imports. According to the Central Intelligence Agency's The World Factbook, in 2013, Germany ran a trade surplus of $260 billion. In contrast, the U.S. economy in recent decades has experienced large trade deficits, in which imports have considerably exceeded exports. In 2014, for example, U.S. imports exceeded exports by $539 billion. A series of financial crises triggered by unbalanced trade can lead economies into deep recessions. These crises begin with large trade deficits. At some point, foreign investors become pessimistic about the economy and move their money to other countries. The economy then drops into deep **recession**, with real GDP often falling up to 10% or more in a single year. This happened to Mexico in 1995 when their GDP fell 8.1%. A number of countries in East Asia—Thailand, South Korea, Malaysia, and Indonesia—came down with the same economic illness in 1997–1998 (called the Asian Financial Crisis). In the late 1990s and into the early 2000s, Russia and Argentina had the identical experience. What are the connections between imbalances of trade in goods and services and the flows of international financial capital that set off these economic avalanches?

Measuring Trade Balances

The trade balance measures the gap between a country's exports and its imports. In most high-income economies, goods make up less than half of a country's total production, while services compose more than half. The last two decades have seen a surge in international trade in services; however, most global trade still takes the form of goods rather than services. The current account balance includes the trade in goods, services, and money flowing into and out of a country from investments and **unilateral** transfers

Based on the information given in the text select True, False.

...........16- Trade deficit occurs when imports exceed exports

...........17- According to the Central Intelligence Agency's The World Fact book, in 2013, Germany imports exceeded its exports by $260 billion.

...........18- Large trade deficits can lead to outflow of foreign capital and eventually an economic decline.

English for Economics

Circle the correct option.

19. In the article, the word **recession** refers to?

A. high commodity prices

B. economic decline

C. reduction of tariffs

D. welfare benefits

20. In the article, the word **unilateral** refers to?

A. mutual agreement

B. refund

C. bonds

D. one-sided

E. Read the text below and answer the questions. (5x2=10 pts.)

Trade Barriers: Tariffs, Export Subsidies, and Quotas

Trade barriers—also called obstacles to trade—take many forms. The three most common are tariffs, export subsidies, and quotas. All are forms of protection shielding some sector of the economy from foreign competition. A tariff is a tax on imports. The average tariff on imports into the United States is less than 5 percent. Certain protected items have much higher tariffs. For example, in 2009 President Obama imposed a tariff of 35 percent on tire imports from China.

Export subsidies are government payments made to domestic firms to encourage exports. Farm subsidies are still an important part of the international trade landscape today. Many countries continue to appease their farmers by heavily subsidizing exports of agricultural products. The political power of the farm lobby in many countries has had an important effect on recent international trade negotiations aimed at reducing trade barriers. The prevalence of farm subsidies in the developed world has become a major rallying point for less developed countries as they strive to compete in the global marketplace. Many African nations, in particular, have a comparative advantage in agricultural land. In producing agricultural goods for export to the world marketplace, however, they must compete with food produced on heavily subsidized farms in Europe and the United States. Countries such as France have particularly high farm subsidies, which, it argues, helps preserve the rural heritage of France. One side effect of these subsidies, however, is to make it more difficult for some of the poorer nations in the world to compete. Some have argued that if developed nations eliminated their farm subsidies, this would have a much larger effect on the economies of some African nations than is currently achieved by charitable aid programs.

A quota is a limit on the quantity of imports. Quotas can be mandatory or voluntary, and they may be legislated or negotiated with foreign governments. The best-known voluntary quota, or "voluntary restraint," was negotiated with the Japanese government in 1981. Japan agreed to reduce its automobile exports to the United States by 7.7 percent, from the 1980 level of 1.82 million units to 1.68 million units. Many quotas limit trade around the world today. Perhaps the best-known recent case is the textile quota

English for Economics

imposed in August 2005 by the European Union on imports of textiles from China. Because China had exceeded quotas that had been agreed to earlier in the year, the EU blocked the entry of Chinese-produced textiles into Europe; as a result, more than 100 million garments piled up in European ports.

21. Which of the following is a method to strengthen exporters in your country in foreign competition?

A. Providing subsidies for exporters

B. Additional tariff for the exporters of your country

C. Setting quotas for certain goods to be exported

D. Fostering competition domestically

22. According to the article, which of the following is the reason why less developed countries fail to compete in the global agricultural marketplace?

A. They grow non-organic products

B. They have import-driven economy

C. They cannot provide subsidies for exporters/producers

D. Europe sets quota for agricultural products

23. Which of the following is incorrect about quotas?

A. Quota can only be set by importer country

B. A country may choose to set quotas for its exports

C. In 2005, China tried to export more than they are allowed to.

D. Quota refers to limit on how much is imported

24. In the article, the word **imposed** refers to?

A. prevented

B. removed

C. enforced

D. neglected

25. In the article, the word **exceeded** refers to?

A. surpassed

B. surrender

C. expanded

D. declined

-THIS IS THE END OF THE TEXT-

English for Economics (*EFE*) – Proficiency Exam

SESSION II - Writing

Employment rates, by sector, in the UK economy, 2000–2010
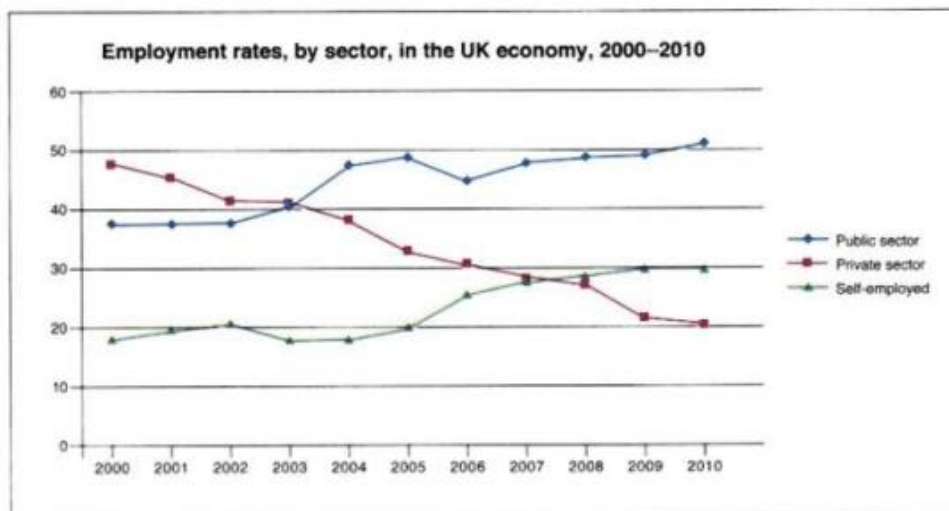
The graph above compares employment rates in three sectors of the economy, in the UK, 2000-2010.

Summarize the information by selecting and reporting the main features, make comparisons where relevant. Write between 150-170 words

English for Economics (*EFE*) – Proficiency Exam

SESSION III - Speaking

PART 1 – Warm up – Introductory Questions

Ask at least two of the questions listed below. This part is only for introduction/warm-up and students' responses shouldn't be assessed.

> How are you?
>
> Where are you from?
>
> Why did you choose to study Economics?
>
> What do you know about İzmir? Do you like İzmir? Why, why not?
>
> What is your career plan for the future?
>
> or
>
> any informal questions you might think of...

PART 2 - Simple Q&A Session

In this part, ask two questions from the list below. Students should start answering the questions right away, no preparation time is given. Students are expected to answer each question in 30 seconds.

"In this part, I am going to ask you a few questions. Please answer them. Don't worry if I stop you in the middle of your answer"

> 1. What are the common economic problems in your country? How might those problems be solved?
>
> 2. What are the biggest economic problems in the world? What are some possible solutions?
>
> 3. How is economics different in socialist and capitalist countries?
>
> 4. Do you believe economic growth can continue indefinitely, without stopping? Why or why not?
>
> 5. What are the connections between the economy and workers' abilities to find jobs?
>
> 6. How do government officials influence the economy?
>
> 7. How does the economy change over time?
>
> 8. What are some things that improve the economy?
>
> 9. What are some characteristics of a strong economy? A weak economy?
>
> 10. What are some examples of historical events that have changed the economy?

PART 3 – Monologue + Follow-up Questions

Read out the topic **(written bold in each frame)** to the student. You may repeat 2-3 times in case students don't understand due to bad connection and streaming difficulties.

Allow up to a minute for preparation, but the candidate can start earlier if s/he wants.After the monologue session, ask each follow-up question in the given order.

"In this part, I am going to give you a topic and I'd like you to talk about it for one minute. Before you talk, you will have 1 minute to think about what you are going to say. You can make some notes if you wish."

I'd like you to describe..........

Describe the function of Banking in a country and benefits for the people.

Follow-up questions;

1. Do you think the way banking system works changed over time? How?
2. Why are bank willing to give loans to individuals and private companies?

Describe the relationship between size of the economy of a country and the prosperity of citizens.

Follow-up questions;

1. What makes the USA the biggest economy in the world?
2. What is the impact of imports on a countries' economic growth?

Describe the demand and supply at work in labour markets.

Follow-up questions;

1. What is the relationship between unemployment and a country's economic performance?
2. Is it possible for a government to ban companies from firing employee for a certain period?

APPENDIX 8. Post-Implementation Interview Questions

1. What is your general opinion on the idea of an English for Economics program?

2. Could you share your experiences with EFE Online?

3. Could you talk about the positive and negative aspects of EFE Online?

4. What are your thoughts on the effectiveness of EFE Online in terms of vocabulary?

5. What do you think about the proficiency of EFE Online in practicing and improving the four language skills (speaking, writing, listening, reading)?

6. If you were to participate in a similar program again, what kind of changes would you like to see?

APPENDIX 9. Sample Article for Live Sessions

COVID-19 and the Rise of Digital Capitalism

DANIEL COHEN

*Professor of Economics at
the Paris School of Economics*

Reckonings

A TELEMEDICINE
CONSULTATION.

DURING THE LOCKDOWNS THAT MANY governments imposed, firms took steps to allow people to work online easily, purchase goods without having to enter a brick-and-mortar store, and entertain themselves without venturing outside. The big winners were companies like Amazon, Apple, and Netflix, whose market value has soared during the crisis.

As it happens, such so-called digital capitalism hinges precisely on reducing physical interactions and dispensing with the need for face-to-face meetings. COVID-19 has rendered many activities virtual; for example, health-care consultations are now often conducted remotely. The pandemic has thus allowed the dominant players in digital industries to conduct a full-scale experiment regarding the virtual world's assimilation of the physical one.

To understand why the digital economy goes hand in hand with the need to protect oneself from face-to-face interaction, it helps to read (or re-read) the French economist Jean Fourastié's seminal 1948 book *The Great Hope of the Twentieth Century*. Fourastié offered an optimistic vision of the world to come: after agrarian society, which cultivated the soil, and industrial society, which worked with matter, human beings in the service society would finally cultivate themselves. Education, health, and leisure would be central to the new world.

"The civilization of the tertiary sector will be brilliant; half or three-quarters of the population will enjoy the advantages of higher education," Fourastié wrote. "Within a few generations, initiative even in low-skill work, and the diversity of the means of transportation and of leisure activities, will favor the individualist tendencies of human beings." Therefore, he concluded,

"the time is coming when history will have advanced far enough that human beings can legitimately endeavor to elaborate the philosophy of the new age, and work in a less oppressive darkness toward a dramatic birth. In liberating humanity from the labor that inanimate matter can execute on its behalf, the machine must lead us to jobs that, of all created beings, only human beings can perform: those of intellectual culture and moral improvement."

❝❞

The pandemic has ... allowed the dominant players in digital industries to conduct a full-scale experiment regarding the virtual world's assimilation of the physical one."

APPENDIX 10. Economics Keyword List

output	profitable	investor	assume	loss
market	immigration	election	reserve	transfer
demand	commerce	prosperity	private	poverty
rate	vaccinated	chart	account	scarcity
cost	equity	emission	graph	loan
supply	capitalisation	deflation	deficit	vertical
firm	boom	republican	function	burden
curve	regime	infrastructure	interval	inventory
labour	innovation	corruption	wealth	incentive
government	funds	migrant	monetary	nominal
increase	bankruptcy	spending	shift	gross
interest	conflict	regulator	macroeconomics	diminish
goods	democracy	significant	efficient	optimal
capital	executive	datastream	housing	constraint
tax	retail	border	slope	earning
figure	indicator	stockmarket	fiscal	substitute
marginal	sanction	outbreak	wheat	elastic
production	emerge	populist	balance	diagram
aggregate	impeachment	credibility	monopoly	tangible
investment	corporate	parity	steady	gain
quantity	policymaker	start-up	employment	depreciation
equilibrium	forecast	boost	domestic	horizontal
value	roughly	prosecutor	bill	allocation
unemployment	briefly	rival	anticipate	rational
industry	estimate	coalition	surplus	exceed
policy	floating	surge	relative	equation
trade	territory	intermediary	currency	expansionary
consumption	backlash	renewables	ratio	absolute
inflation	launder	ecosystem	measure	treasury
wage	pledge	reunification	analysis	differentiation
household	benchmark	fisheries	lead	export
revenue	downturn	minority	recession	yield
exchange	volatility	entrepreneur	distribution	payment
profit	beneficiary	impose	asset	tariff
competitive	flotation	liquidity	sum	expand
utility	procurement	lucrative	efficiency	debt
stock	lender	cryptocurrency	reduce	compensation

stakeholder	forecaster	manufacturing	sector	recessionary
variable	transparency	inflow	plant	plunge
current	conservative	margin	source	downward
input	sustainable	payout	comparative	welfare
scale	supreme	shareholder	substitution	subsidy
rise	soar	commodity	axis	transaction
decrease	shrink	budget	flow	propensity
excess	disruption	available	purchase	lag
resources	oversight	percentage	inventories	payroll
consumer	accumulation	import	frontier	regulation
compliance	incumbent	elasticity	strategy	determinant
multiplier	furlough	expenditure	externalities	fluctuate
trade-off	resilience	plummet	insurance	downwardsloping

APPENDIX 11. The EFE Online Syllabus

WEEK 1		
Sections	**Theme/Subject**	**Tasks/Skills/Strategies**
Vocabulary	Introduction to Economics	Engaging with the target vocabulary through the assistance of the virtual teacher, undertaking web-based matching, gap-filling, true-false and multiple-choice activities.
Reading		
Video Lecture		
Writing	An email to professor	Writing a formal email
Speaking	Weekly current events/news/articles	Discussing basic concepts of Economics
Week 1 - Objectives		
*Students will be able to recognise and interpret and give examples of the words describing basics of Economics. *Students will be able to write a formal email to a professor on academic matters. *Students will be able to familiarise themselves with the genre and the language of the articles presented in the high-end Economics magazines (Exposure to live language of Economics) *Students will be able to discuss current economic events and news briefly.		
WEEK 2		
Sections	**Theme/Subject**	**Tasks/Skills/Strategies**
Vocabulary	Choice in a World of Scarcity, Budget constraints	Engaging with the target vocabulary through the assistance of the virtual teacher, undertaking web-based matching, gap-filling, true-false and multiple-choice activities.
Reading		
Video Lecture		
Writing	A Covering e-mail	Writing a covering email
Speaking	Weekly current events/news/articles	Commenting on the facts, opinions and figures
Week 2 - Objectives		
*Students will be able to demonstrate an understanding of the rationale behind the concept of Scarcity and choices based on budget constraints. *Students will be able to write a covering email for a potential job application. *Students will be able to familiarise themselves with the genre and the language of the articles presented in the high-end Economics magazines (Exposure to live language of Economics) *Students will be able to comment on the facts, opinions and figures briefly.		
WEEK 3		
Sections	**Theme/Subject**	**Tasks/Skills/Strategies**

Vocabulary	Supply Demand and Equilibrium, Labour and Financial Markets	Engaging with the target vocabulary though the assistance of the virtual teacher, undertaking web-based matching, gap-filling, true-false and multiple-choice activities.
Reading		
Video Lecture		
Writing	Describing charts	Writing a report describing a chart
Speaking	Weekly current events/news/articles	Debating, agreeing-disagreeing

Week 3 - Objectives
*Students will be able to explain the balances between supply and demand and recognise the key vocabulary relevant to labour and financial markets. *Students will be able to describe charts by explaining major changes in the figures. *Students will be able to familiarise themselves with the genre and the language of the articles presented in the high-end Economics magazines (Exposure to live language of Economics) *Students will be able to critically examine an idea and propose counterarguments.

WEEK 4		
Sections	**Theme/Subject**	**Tasks/Skills/Strategies**
Vocabulary	Elasticity, Monopoly	Engaging with the target vocabulary through the assistance of the virtual teacher, undertaking web-based matching, gap-filling, true-false and multiple-choice activities.
Reading		
Video Lecture		
Writing	Bar chart	Writing a report describing a bar chart
Speaking	Weekly current events/news/articles	Summarising a news article

Week 4 - Objectives
*Students will be able to recognise the keywords relevant to the concepts of elasticity and monopoly and give examples from the real-world companies. *Students will be able to describe a bar chart by presenting changes comparatively over the years. *Students will be able to familiarise themselves with the genre and the language of the articles presented in the high-end Economics magazines (Exposure to live language of Economics) *Students will be able to summarise a news article orally by highlighting major points and ending with a personal opinion.

WEEK 5		
Sections	**Theme/Subject**	**Tasks/Skills/Strategies**
Vocabulary	Size of the Economy & GDP	Engaging with the target vocabulary through the assistance of the virtual teacher, undertaking web-based matching, gap-filling, true-false and multiple-choice activities.
Reading		
Video Lecture		

| Writing | Line graph | Writing a report describing a line graph |
| Speaking | Weekly current events/news/articles | Discussing comparative figures (GDP ranking etc.) |

Week 5 - Objectives

*Students will be able to show an understating of the relation between the size of the economy and prosperity.
*Students will be able to describe numerical changes and fluctuation given in a line graph.
*Students will be able to familiarise themselves with the genre and the language of the articles presented in the high-end Economics magazines (Exposure to live language of Economics)
*Students will be able to discuss comparative figures of the sizes of the different economies and GDP ranking.

WEEK 6

Sections	Theme/Subject	Tasks/Skills/Strategies
Vocabulary	Economic Growth, Unemployment	Engaging with the target vocabulary through the assistance of the virtual teacher, undertaking web-based matching, gap-filling, true-false and multiple-choice activities.
Reading		
Video Lecture		
Writing	Comparing two charts	Writing a report based on two charts
Speaking	Weekly current events/news/articles	Discussing unemployment rates

Week 6 - Objectives

*Students will be able to explain the difference description the unemployment types and recognise the vocabulary relevant to unemployment and economic growth.
*Students will be able to describe two separate charts comparatively
*Students will be able to familiarise themselves with the genre and the language of the articles presented in the high-end Economics magazines (Exposure to live language of Economics)
*Students will be able to interpret comparative figures of the unemployment rates in the US over the years.

WEEK 7

Sections	Theme/Subject	Tasks/Skills/Strategies
Vocabulary	Inflation, International Trade	Engaging with the target vocabulary through the assistance of the virtual teacher, undertaking web-based matching, gap-filling, true-false and multiple-choice activities.
Reading		
Video Lecture		
Writing	Describing a table	Writing a report describing a table
Speaking	Weekly current events/news/articles	Reporting on the import and export volumes

Week 7 - Objectives

*Students will be able to show an understanding of the rationale for calculating inflation.
*Students will be able to recognise the keywords related to trade and inflation.
*Students will be able to summarise the information on a table by selecting and reporting the main features.
*Students will be able to familiarise themselves with the genre and the language of the articles presented in the high-end Economics magazines (Exposure to live language of Economics)
*Students will be able to report on the import and export volumes of Turkey.

WEEK 8		
Sections	**Theme/Subject**	**Tasks/Skills/Strategies**
Vocabulary	Money, Banking	Engaging with the target vocabulary through the assistance of the virtual teacher, undertaking web-based matching, gap-filling, true-false and multiple-choice activities.
Reading		
Video Lecture		
Writing	A research study	Reporting on a research study
Speaking	Economics as an umbrella term	Discussing sub-segments, areas of Economics

Week 8 - Objectives

*Students will be able to demonstrate an understanding of the basic concepts of money and banking.
*Students will be able to write a brief report on the methodology and the findings of the research.
*Students will be able to familiarise themselves with the genre and the language of the articles presented in the high-end Economics magazines (Exposure to live language of Economics)
*Students will be able to reflect on their progress and talk about their favourite area of the field Economics (Macro vs microeconomics, Economics vs Finance etc.).

APPENDIX 11. The EFE Sample Lesson Plans

LESSON PLAN

WEEK 7

EFE Face-to-face (Reading)

Theme: International Trade

Outcomes of the Lesson:

- Students will be able to identify and define key vocabulary words related to the topic of international trade.
- Students will be able to read and comprehend a text about international trade at the B1+ level.
- Students will be able to discuss the main ideas and key points of a reading text with their peers.
- Students will be able to share their thoughts and opinions on the topic of international trade in a group or class discussion.

Time: 60 minutes

Materials:

- A reading text titled 'International Trade'.
- A video clip: Toy imports from China to the UK (2.33 mins)
- Handouts of target words and exercises.
- A worksheet for reading comprehension questions.

Pre-Reading Session (15 minutes):

Introduce the topic of international trade and ask students to brainstorm any words or phrases they associate with it.

Have them watch the short video and ask them what the words "market share, tariff, surge" mean in the given context

Display the target words on the projector, elicit their knowledge by asking simple questions. In the end, provide definitions for each word and allow them to work on the exercises.

Review the words as a class and provide extra examples of how each word is used in context.

While-Reading Session (25 minutes):

Ask students to read the text silently.

Encourage students to underline or highlight any unfamiliar words or phrases.

Provide each student with a worksheet containing comprehension questions related to the reading text.

Review the answers to the comprehension questions as a class, discuss any areas of confusion or difficulty.

Post-Reading Session (20 minutes):

Ask students to work in pairs to write a short (1-2 sentence) summary of the text. At the end, listen to some of the summaries

Divide the students into groups of four and ask them to discuss the following topics: (1) Turkey's trade balance, (2) the advantages and disadvantages of international trade for Turkey. At the end, allow them to share the major points they discussed.

LESSON PLAN

WEEK 7

EFE Face-to-face (Speaking)

Theme: International Trade

Outcomes of the Lesson:

- **Improved Speaking Skills:** By participating in group discussions and a class debate, students will be able to practice expressing their opinions and ideas in a structured and coherent way. They will also have the chance to improve their ability to listen actively to their peers and respond appropriately.
- **Increased Critical Thinking:** The lesson prompts students to think critically about the topic of international trade and to consider different perspectives and arguments. By analysing the article and engaging in the debate, students will be able to develop their ability to evaluate evidence and form informed opinions.
- **Expanded Vocabulary:** The vocabulary review activity and discussion prompts provide students with the opportunity to learn and practice new words related to the topic of international trade.
- **Strengthened Collaborative Skills:** Through the group discussions and debate, students will be able to work collaboratively with their peers, to listen actively, and to respect different viewpoints.
- **Enhanced Knowledge of Economics:** By exploring the topic of international trade in-depth, students will be able to gain a deeper understanding of the economic concepts and theories related to trade.

Time: 40 minutes

Materials:

An article titled "Does International Trade Weaken or Strengthen Countries' Resilience?" (Students read and get ready before the class)

Pre-Speaking Session (15 minutes):

Warm-up: Start the lesson with a short discussion to activate students' prior knowledge about the topic of international trade. Ask questions such as: Why is international trade important? Which countries are the big players in international trade? What is the position of Turkey in the world trade market?

Vocabulary Review: Review key vocabulary words from the article with the students, such as resilience, trade balance, tariffs, imports, exports, domestically, commodities, shortage, and protectionism. Provide examples, ask questions to check their understanding.

Discussion Prompt: Introduce the main topic of the lesson by asking students to think about the question posed in the article title: 'Does International Trade Weaken or Strengthen Countries' Resilience?' Have them work in pairs to brainstorm their initial thoughts and opinions on the topic.

While-Speaking Session (20 minutes):

Debate: As a class, divide students into two teams and have them debate the following statement: 'International trade weakens countries' resilience.' Assign each team a position (for or against) and have them prepare arguments and evidence to support their stance. Encourage students to use persuasive language and to engage with their opponents' arguments respectfully.

Post-Speaking Session (5 minutes):

Reflection: Ask students to reflect on what they have learned and how their opinions may have changed or developed throughout the lesson. Have them write a short reflection (1-2 sentences) or share with class

LESSON PLAN

WEEK 7

EFE Face-to-face (Video Lecture)

Theme: International Trade

Outcomes of the Lesson:

By the end of the lesson, students will be able to:

- identify the key concepts of international trade
- practice listening comprehension skills by watching a video lecture on trade
- summarize and paraphrase information from the video, demonstrating their ability to understand and restate complex ideas in their own words.
- collaborate and discuss their ideas and opinions about international trade
- apply critical thinking skills to evaluate and assess the economic impact of international trade policies and practices, using evidence and reasoning to support their conclusions.

Time: 45 minutes

Materials:

- Video lecture on international trade (to be played in the class)
- Multiple-choice and gap-filling comprehension questions
- Discussion questions

Pre-watching Session (10 minutes):

- Begin the lesson by reviewing the main concepts of international trade that students have already learned in their readings in the previous lessons

- Encourage students to share their ideas and opinions about international trade based on what they have read so far.
- Preview the video lecture, discuss with students and elicit what they already know about "comparative advantage, division of labour and opportunity cost"
- Preview the comprehension questions with the class, and ask students to predict what information they will need to listen for in the video.

While-watching Session (25 minutes):

- Have students watch the video lecture on international trade.
- Pause the video at key points to check for understanding and provide clarification.
- After the video, allow some time for students to answer multiple-choice and gap-filling comprehension questions individually.
- Once students have completed the questions, have them work in pairs or small groups to compare their answers and discuss any questions they may have.

Post-Watching Session (10 minutes):

- Lead a class discussion about the video lecture and the comprehension questions.
- Encourage students to share their ideas and opinions about international trade based on what they learned from the video lecture.
- Provide discussion questions to guide the conversation, such as:

What does Turkey have a comparative advantage in?

What Turkey exports most?

What are some examples of how international trade impacting your country or region?

How might your future studies and career involve international trade?

LESSON PLAN

WEEK 7

EFE Face-to-face (Writing)

Subject: Describing a table

Outcomes of the Lesson:

By the end of the lesson, students will be able to:

- Identify the structure of a table and its key features
- Use appropriate language and structures to describe a table in writing

Time: 45 minutes

Materials:

Sample tables to use for activities

Matching and gap-filling activities

Sample example of a table description essay

Sample table for homework writing assignment

Pre-Writing Session (15 minutes):

Begin the lesson by displaying a sample table on the board

Ask students to look at the table and identify its key features, such as the columns and rows, headings, and numerical values.

Provide students with some matching and gap-filling activities to help them understand how to form structures to write about a table.

Once the students have completed the activities, ask them to work in pairs or small groups to compare their answers and discuss any questions they may have.

Provide students with a sample example of a table description essay, highlight key features such as appropriate vocabulary, clear and concise language, and accurate use of grammar and punctuation.

While-writing Session (25 minutes):

After completing the pre-writing activities, provide students with a new sample table to describe in writing.

Ask students to individually write a brief description of the table using appropriate structures and language.

Circulate around the room to monitor and provide feedback on students' writing.

Ask students to revise and improve their writing based on the sample example provided.

Post-Writing Session (5 minutes):

Have students exchange their papers with peers and edit each other's papers.

Provide feedback and praise for students' efforts and improvements.

Assign a homework writing assignment using a different sample table for students to practice writing about. Ask them to write a brief description of the table using appropriate structures and language, and to bring their completed assignment to the next class for discussion and feedback.

LESSON PLAN

WEEK 7

EFE Online (Speaking)

Theme: International Trade

Outcomes of the Lesson:

- Improved Speaking Skills: By participating in group discussions and a class debate, students will be able to practice expressing their opinions and ideas in a structured and coherent way. They will also have the chance to improve their ability to listen actively to their peers and respond appropriately.
- Increased Critical Thinking: The lesson prompts students to think critically about the topic of international trade and to consider different perspectives and arguments. By analysing the article and engaging in the debate, students will be able to develop their ability to evaluate evidence and form informed opinions.
- Expanded Vocabulary: The vocabulary review activity and discussion prompts provide students with the opportunity to learn and practice new words related to the topic of international trade.
- Strengthened Collaborative Skills: Through the group discussions and debate, students will be able to work collaboratively with their peers, to listen actively, and to respect different viewpoints.
- Enhanced Knowledge of Economics: By exploring the topic of international trade in-depth, students will be able to gain a deeper understanding of the economic concepts and theories related to trade.

Time: 40 minutes

Materials:

An article titled "Does International Trade Weaken or Strengthen Countries' Resilience?" (Students read and get ready before the class)

Warm-up: Start the lesson with a short discussion to activate students' prior knowledge about the topic of international trade. Ask questions such as: Why is international trade important? Which countries are the big players in international trade? What is the position of Turkey in world trade market?

Vocabulary Review: Review key vocabulary words from the article with the students, such as resilience, trade balance, tariffs, imports, exports, domestically, commodities, shortage, and protectionism. Provide examples, ask questions to check their understanding.

Discussion Prompt: Introduce the main topic of the lesson by asking students to think about the question posed in the article title: 'Does International Trade Weaken or Strengthen Countries' Resilience?' Have them work in pairs to brainstorm their initial thoughts and opinions on the topic. (Create separate breakout online discussion rooms on Teams App, allow students discuss the topics without hearing other groups.)

While-Speaking Session (20 minutes):

Debate: As a class, divide students into two teams and have them debate the following statement: 'International trade weakens countries' resilience.' Assign each team a position (for or against) and have them prepare arguments and evidence to support their stance (Create separate breakout online discussion rooms on Teams App, allow students discuss the topics without hearing other groups.). Encourage students to use persuasive language and to engage with their opponents' arguments respectfully.

Post-Speaking Session (5 minutes):

Reflection: Ask students to reflect on what they have learned and how their opinions may have changed or developed throughout the lesson. Have them write a short reflection (1-2 sentences) or share with class