

## **NEEDS ANALYSIS**

### **Purpose**

Within the framework of Curriculum Renewal Project at METU, a comprehensive needs analysis was held in order to investigate the current situation across the university and the industry as regards students' English language skills and the requirements of their departmental programs and of their professional life after their graduation. The data were collected from the instructors at different departments at METU, the graduates of different departments and their employers, the English instructors at the School of Foreign Languages as well as the students who had received English courses at basic English level and/or English 101 and English 102 courses at freshman level.

As part of this comprehensive needs analysis process, interviews were held with instructors from different departments at METU, with METU graduates of different departments and their employers, who work at both private and state institutions. Questionnaires were given to METU undergraduate students to find out their academic needs in their departments so that the current SFL curriculum could be improved and changes that were geared towards the students' needs could be implemented. Two separate focus group sessions were held with SFL instructors, one with the instructors from the Department of Modern Languages (DML) and the other one with the instructors from the Department of Basic English (DBE) to collect in-depth data with regards to METU undergraduate students' academic needs during their studies at the university and their professional needs after their graduation.

In the needs analysis, the needs of METU graduate students were not inquired. However, it is advised this issue be handled in the next curriculum renewal cycle.

### **A. DEPARTMENTS**

#### **Sample Selection**

18 instructors from 8 departments were interviewed. All the Faculties were included in the needs assessment interviews (Engineering, Arts & Sciences, Education, Administrative Sciences and Architecture). The departments were selected considering (a) the relevant Faculty's representation (in their student population) within the whole METU student population, and (b) the variety of departments within each Faculty. Therefore, Sociology, Physics, Architecture, Economy, Elementary Mathematics Education, Food Engineering, Electrical Engineering, and Geological Engineering Faculties were selected for the study. Then, two instructors from each department were selected randomly from among two general groups: those that mainly teach Freshman and Sophomore students, and those that mainly teach Junior and Senior students in FALL 2002 in order to identify any differences in students' performances and/or the course requirements across the grades.

#### **The Interview Questions**

The open-ended questions in the interview focused on three aspects of the phenomenon: (a) the course requirements, (b) students' performance in relation to these requirements, and (c) what should be done to overcome the flaws identified, as regards the four linguistic skills (Writing, Reading, Speaking, and Listening) and some non-linguistic skills or issues; namely, learner autonomy, critical thinking, social values, team-work, ethics, and technology.

## **Data Analysis**

The interviews in transcript form were analyzed qualitatively through a process of coding and categorizing to come up with the final themes and topics. The data from the two broad groups of informants were differentiated to better draw conclusions on similarities and differences across the levels.

## **THE RESULTS**

### **Linguistic Goals**

#### **Freshman and Sophomore Levels**

**Writing:** The results indicate that there is a significant variation across the faculties and/or departments in terms of the writing skills employed to fulfill course requirements. The Engineering Faculty, the Education Faculty, and the Physics department of the Arts & Sciences Faculty mainly include (a) guided/mechanical report writing (for lab experiments), and (b) rarely at most one-paragraph description or explanation in their exams. The assessment tools are usually test-type exams (with rarely some open-ended questions). On the other hand, the Sociology and the Architecture departments have a lot of writing tasks for different purposes and in different nature. More explicitly, in both departments, Sociology and Architecture, writing skills are practiced throughout the learning processes as part of classroom activities and course requirements, like projects, homework, and exams. The sociology students write essays and reports based on weekly reading assignments and they have to respond to open-ended questions in exams. They mainly practice reading based analysis and synthesis skills to come up with inferences, argumentations and comparisons in their essays or reports. Moreover, they have to use academic conventions/ documentation rules and procedures properly while synthesizing info from various sources. Similarly, in the Architecture department, writing skills are emphasized throughout the curriculum. However, on top of the analysis, synthesis and evaluation skills, as highlighted in the Sociology department, the Architecture students are required to do a lot of reflective thinking, description and personal writing in their courses. They write commentaries (reflective summary of the readings they do), transfer and synthesize info into the texts they produce and reveal their 'person' in reaction to or interaction with visual or written stimulus. The common problematic issue in all these departments is ineffective paraphrasing and plagiarism. The students have major difficulties rephrasing parts of a text to integrate them into their own work. This is both an issue of poor language and vocabulary, and poor synthesizing skills.

**Reading:** Similar to the results related to writing skills, there is a significant variation in text types and reading skills employed across the various departments at METU. The students at the Engineering departments, Elementary Mathematics Education department and the Physics department mainly read texts in their coursebooks. And these texts are usually short descriptive summaries or explanations of certain processes accompanied by visual representations, like charts, graphs, tables, figures or pictures. On the other hand, the students at the Architecture and Sociology departments are required to read a variety of texts extensively, like journal articles, chapters in books, and reports, on top of their coursebook texts. In these departments, the students are required to do skimming, scanning, deducing main idea, networking parts of a long text, analyzing text structure, evaluating conclusions/arguments, inferencing meaning, and synthesizing information in various sources, in order to carry out both intensive and extensive reading tasks. The Sociology students are required to read approximately 300-400 page texts per week. Similarly, reading visual information is highly emphasized in the Architecture department. The major problems raised by the informants in all the departments mentioned above are that (a) the students have difficulty relating and integrating information from different sources in different forms, and (b) poor vocabulary and language to comprehend texts.

**Listening and Speaking:** In all the departments, the dominant instructional method is 'lecturing'. The students are expected to do a lot of note-taking during the classes. Yet, there is a variation in the students' involvement in the class processes. In the Faculty of Engineering and the Physics department, the students are passive in that they are hesitant to ask questions for clarification. Class discussions are not emphasized or encouraged. On the other hand, in the Architecture, Sociology and Elementary Mathematics departments, the students are expected to do oral presentations (highly emphasized in the Architecture department) and are encouraged to participate in class discussions. However, they are reluctant to ask questions or express opinions due to their in-confidence in their language proficiency.

### **Junior and Senior Levels**

**Writing:** At these levels, we observe that writing skills are more emphasized across the curriculum in all the departments. In the Engineering departments, report writing is further elaborated with better integration of academic conventions and synthesising skills. The students analyze data and results; describe processes; justify solutions/arguments, and summarize and paraphrase information from various texts. Moreover, they are required to answer open-ended questions in exams. Similarly, in the Physics department, open-ended questions in exams, more comprehensive and demanding lab reports requiring the same writing skills prevail. Besides, the students are expected to write summaries of journal articles. The Sociology students at these levels further practice the skills emphasized in their Freshman and Sophomore curricula. Similarly, the Architecture students, on top of the skills they practiced at Freshman and Sophomore levels, write proposals or abstracts for their design projects and write term papers. Again, plagiarism and poor language are the dominant problems at these levels.

**Reading:** The only difference at these levels is that Faculty of Engineering students do significantly more reading compared to their Freshman and Sophomore years. They read journal articles, reports and long texts (chapters in books) to do literature review for their reports. They are also required to practice analyzing and synthesizing skills. The major problem emphasized here is that the students have difficulty inferring and critical reading.

**Listening and Speaking:** We observe more emphasis on speaking at these levels in all the departments. Class discussions are a significant part of the learning processes. In all the departments, the students are required to do oral presentations for different purposes (presenting their reports or term projects). However, language problems still prevail, especially at the engineering departments, at these levels, which is a problem in their speaking performance.

### **Nonlinguistic Goals**

The results of the interviews reveal that the nonlinguistic goals focused in this study are highly appreciated by the teaching staff across the Faculties at METU. In other terms, there is a high awareness of the significance of these skills, values and beliefs for our students to develop individually, social, and intellectually to function properly at university context. On the other hand, there is no explicit or purposeful emphasis on these nonlinguistic goals in departmental curricula. The students are expected to think critically, regulate their own learning processes, work in groups, comply with the academic conventions and use technology as part of their learning processes. However, except for the technology goal, the students are reported as being ineffective in all the nonlinguistic goals mentioned above.

## **B. INDUSTRY**

### **Sample Selection**

11 METU graduates working at the state sector and 13 METU graduates working at the private sector were selected and interviewed. Representative graduates from all the faculties (Engineering, Arts and Sciences, Education, Administrative Sciences and Architecture faculties) were included in the needs assessment interviews. The graduates from the departments were selected considering (a) the relevant faculty representation (in their student population) within the whole METU population, and (b) the variety of departments from each faculty, and (c) one graduate working at the state sector and one graduate working at the private sector from each specified department. Pairs of graduates from the departments of Political Science and Public Administration, Economics, Architecture, Physics, Sociology, Mathematics, Statistics, Electrical and Electronic Engineering, Civil Engineering and Computer Education & Instructional Technology and their employers were selected and interviewed.

The state institutions where interviews were held are the Ministry of Culture, General Directorate of State Hydraulic Works (DSİ), National Oil and Natural Gas Company of Turkey (TPAO), The State Planning Organization (DPT), Central Bank of the Republic of Turkey (TCMB), Turkish Treasury and The Under-Secretariat of Foreign Trade, and The State Supply Office (DMO). On the other hand, private institutions are ROCHE, EXIMBANK, TAI, MANAŞ, Türk Traktör, Tepe Construction, TED High School and METU High School.

### **The Interview Questions**

**METU Graduates:** The semi-structured and open-ended questions in the interview focused on three aspects of the phenomenon: (a) activities and tasks mostly needed and performed by them in business contexts in terms of four language skills (reading, writing, speaking and listening), (b) the activities and tasks they mostly have difficulty with, and (c) whether they perform some non-linguistic skills (self-regulation, ethics, team-work, cultural awareness and technology).

**Employers:** They were asked parallel questions related to the METU graduates' performance in business contexts. Interview questions were focused on again the three aspects of the phenomenon: (a) business tasks and activities that METU graduates were mainly supposed to perform in terms of the four language skills, (b) their level of success in these tasks and activities, and (c) whether they were aware of and used the non-linguistic skills mentioned above.

### **Data Analysis**

The interviews in transcript form were analyzed qualitatively through a process of coding and categorizing to come up with the final themes and topics. The data from the two broad groups in informants (METU graduates from state institutions and private institutions) were differentiated to better draw conclusions on similarities and differences across levels.

## **THE RESULTS**

### **State Institutions**

**METU Graduates:** The results in general indicate that the skills mostly needed by METU graduates are reading and writing, reading being prior to writing. Then, speaking occupies the third rank. The least frequently employed language skill is listening.

**Reading:** The tasks and activities in business contexts which require METU graduates to read in English are mostly all kinds of sources of information, reading e-mails, internet texts, business reports, research studies and correspondence. Then, less frequently they are required to read fax texts, catalogues and brochures. Almost half of the sample group mentioned that they had difficulties in comprehension while they were reading research studies, unfamiliar texts and correspondence mainly due to lack of a substantial level of vocabulary and language skills. On the other hand, the other half regarded themselves successful and reported no problems in terms of the reading skills.

**Writing:** The results indicate that METU graduates mostly use this skill while they are writing e-mails, business reports, research studies, correspondence, translations and sometimes fax texts. They also report that they rarely prepare bid files, legislation reports, catalogues and brochures. One of the interviewees stated that he was supposed to write standard business contracts as well. Most of the graduates have major difficulties in finding out the appropriate expressions and structures to express themselves in professional written texts in English. Due to the insufficient knowledge on specific terminology and law-specific vocabulary, they experience difficulty preparing bid files and legislation reports. On the other hand, two graduates from the sample group stated that they had no problems related to any of the writing tasks and activities mentioned above.

**Speaking and Listening:** The METU graduates at state institutions mostly employ the above mentioned skills in telephoning, socializing events, business meetings as well as conferences/seminars and delivering presentations. They rarely need them in pre/in-service training programs and marketing negotiations. However, most of the graduates state that they are reluctant to speak in English especially during the meetings or on the telephone because in these situations they have to produce language on the spot without going through a period of time to think and get prepared. In addition, they have difficulties regarding socializing due to the lack of daily conversation practice. Because of all these difficulties they lack confidence in spoken English. In terms of the listening skill, the difficulty they experience is mostly related to technical or field specific terminology and different accents the speakers in general may have. Three graduates from the sample group did not report any problems related to speaking and listening skills.

**Non-Linguistic Skills:** In terms of self-regulation, almost all graduates claim that they are trying to improve their English using some self-study strategies outside the business context. They are deliberately reading books in English, watching movies or BBC channel on TV, studying vocabulary from time to time, getting prepared for standardized tests such as KPDS and sometimes attending certain English courses. Some of them are studying to have a PhD degree in their fields at certain universities. They are aware of the ethics related to their professional field and trying to behave ethically in business contexts. They are also aware of the cultural differences between foreign businessmen and themselves in the international arenas, so they act accordingly. Team-work is an essential part of their work. Although most of them claim that they are quite successful in team-work projects, still few of them believe that success in team-work is related to personal qualities. Sometimes it is difficult for them to act harmoniously as a member of a team at work.

## **Employers**

**Reading:** Employers of METU graduates stated that graduates should be able to perform tasks and activities that require them to read all kinds of sources of information, e-mails, fax texts, internet texts, business reports, research studies, brochures, catalogues and correspondence paying almost equal attention to each one of them. Almost half of them report that METU graduates experience no problems or difficulties while they are using their reading skills in business contexts. However, the other half think that their success mostly go hand in hand with their experience in international institutions. If they are the graduates

of the high schools where the medium of instruction is English, they feel more comfortable and confident while reading in English. Terminology outside their major field poses another difficulty in reading.

**Writing:** According to employers, METU graduates are mostly required to perform tasks & activities for which they need to write e-mails, fax texts, business reports, correspondence, research studies and legislation reports. Less frequently they need to prepare bid files, catalogues, brochures and web pages. Rarely are they asked to write presentation scripts and technical contracts. They experience more difficulty in writing than they do in reading. Especially in correspondence, their texts mostly require editing. They also have difficulty in preparing technical reports, bid files, brochures & catalogues on unfamiliar subjects. Employers report that those difficulties mostly arise from lack of terminology, vocabulary and language. Graduates can't think in English, so they can't find out the appropriate patterns.

**Speaking & Listening:** Almost all the employers regard METU graduates as successful in the tasks & activities which require them to employ their listening skill. On the other hand, all the employers agree that METU graduates lack practice in everyday conversation & socializing. They are not fluent enough and mostly because they can't think in English, they are not capable of participating actively at business meetings. They are also reluctant to answer international telephone calls. Employers, nevertheless, acknowledge that personality might also play a role in this reluctant behaviour. In addition, graduates have difficulty in using the appropriate terminology in their speeches. All these problems might be related to poor vocabulary & language as well as their lack of confidence in their language proficiency. It is difficult for them to express their opinions & ask questions especially during meetings & telephone conversations.

**Non-Linguistic Skills:** Most employers assert that METU graduates are successful self-regulation skill performers. Some of them are required to hold MA/MS & PhD degrees to be promoted so they automatically study English for their studies. Few of the employers report that mostly graduates can't find time to develop their English language skills.

In terms of ethical values regarding their work, all employers are sure that graduates are aware of the ethics related to their fields and apply them when necessary in business contexts. Moreover, again most employers think that graduates are aware of the cultural differences among the business people especially in international business environment and act accordingly. However, some of the employers consider graduates unsuccessful in terms of cultural diversity and claim that they do not pay attention to this.

Almost all employers require team work skills and the results indicate that while half of the employers find them successful in team work, the other half think that they are more successful when they produce work individually. They are more on the side of individualistic performance than participating in a team work activity.

All the employers agree that METU graduates are successful in incorporating English to the technological applications required by the workplace and professional contexts.

## **Private Institutions**

**METU Graduates:** The results in general indicate that, parallel to the state sector, the most required skills for METU graduates are reading & writing, reading being prior to writing. Speaking skill comes the third and the least frequently employed one is the listening skill.

**Reading:** The tasks & activities almost all METU graduates are to perform in private institutions are mostly reading all kinds of sources of information and minutes of business meetings, in English. Although one third of the graduates does not report any difficulty reading these documents, the rest complains that they experience difficulty reading business reports and scientific research studies. They are not successful in understanding correspondence easily either due to insufficient knowledge of the terminology used in them.

**Writing:** METU graduates mostly employ this skill while they are writing e-mails, fax texts, correspondence, translations and business reports in the workplace. Then, less frequently they write research studies and catalogues/brochures. They are rarely asked to write bid files, legislation reports and design web-pages. According to them, translations from Turkish to English, correspondence, report writing and legislation reports are all difficult to prepare due to especially lack of appropriate terminology.

**Speaking & Listening:** METU graduates are mostly engaged in speaking English during business meetings, telephone conversations and socializing situations in business contexts. In addition, their listening skills gain importance while they participate in both business meetings & conferences/seminars, etc. Rarely, they need to use their speaking and listening skills while they are giving presentations, taking part in negotiations and teaching at or participating in pre/in-service education programs. According to the results, most of them experience difficulty especially in conversations that take place in socializing events meetings and on the telephone. They report that this difficulty is caused by their inability to use appropriate contextual vocabulary and lack of proficiency and practice in everyday, casual conversation in English. However, the difficulty in listening is experienced quite rarely and it is caused especially by the different types of accents the speakers have.

**Non-linguistic Skills:** Half of the METU graduates claim that they employ self regulation skill by reading newspapers, books or magazines in English. They study vocabulary from time to time and take the tests on Internet sites, watch TV channels and movies in English. Nevertheless, the other half confess that they have never been able to employ self-study skills & strategies to promote their independent learning.

In terms of ethical values and international cultural understanding they are aware of their importance in professional life and practice them as much as possible. They also find themselves successful and effective team-work practices.

#### **Employers:**

**Reading:** In professional contexts, employers mostly require METU graduates to read e-mails, fax texts, brochures & catalogues, all kinds of sources of information, internet texts. They less frequently read business reports, research studies and correspondence. Six out of eight employers find them quite successful in reading in English. The other two report that sometimes graduates find it difficult to read and understand the reports and correspondence. In addition, they sometimes lack the necessary technical terminology so they have experience difficulty in understanding texts.

**Writing:** Almost all METU graduates are supposed to write e-mails, and fax texts. They less frequently prepare catalogues & brochures, web pages, business reports, research studies, correspondence and translations. On the other hand, they rarely prepare bid files, legislation reports, project proposals (for UN, institutions, international projects, etc.) and presentation scripts. Almost all the employers indicate that METU graduates have difficulties performing tasks & activities related to writing tasks in English. These difficulties arise from their insufficiency in written discourse patterns, terminology and law specific vocabulary.

**Speaking & Listening:** According to employers, METU graduates mostly have to speak and listen to English during telephone conversations, meetings, delivering presentations and socializing events in business life.

Rarely, they speak and listen to English while they are giving lectures, participating in negotiations, trade/business fairs, tele/video conferences and pre/in-service training programs. They frequently attend conferences and seminars.

Similar to the results obtained from the state sector and the reports of METU graduates, the employees experience difficulties mostly in speaking during telephone conversations, socializing events and meetings which all require spontaneous active participation and/or reaction. Employers assert that the reasons which cause this difficulty are the graduates' lack of practice in everyday, informal conversations and their insufficiency in terminology. Due to these reasons, they are unable to articulate the appropriate discourse patterns and structures in professional contexts. In terms of the listening skill, the only difficulty the graduates have is again caused by the different accents of the speakers.

**Non-linguistic Skills:** Parallel to the reports of METU graduates, only half of the employers observe them employing self-study skills to improve themselves in English. However, almost all the graduates are aware of ethical values and international cultural differences and practice them in business contexts. In addition, employers indicate that all METU graduates are supposed to participate in team work tasks and activities and they are all successful in it. They also have leadership quality. Again, similar to the results related to state sector, all private sector employers regard METU graduates as successful performers in incorporating English to the technological applications required by the business contexts.

## **C. STUDENTS**

### **Sample Selection**

Questionnaires were given to 2735 undergraduate students across 4 years: Freshmen, Sophomore, Junior and Senior. All faculties (Engineering, Arts & Sciences, Education, Administrative Sciences and Architecture) were represented.

### **Questionnaire**

The instrument used to analyze student needs was a questionnaire consisting of 5 sections. The first 4 sections contained questions related to the 4 language skills (speaking, listening, reading and writing) that the students employed during their academic studies. The last section included questions regarding non-linguistic skills, namely study skills and cooperative learning.

For each section, students were asked to rate: a) the frequency of the various skills and subskills they were asked to use in their departments and b) their perceived effectiveness in using these particular skills and subskills. Each section of the questionnaire also included an open-ended question, where students were asked to identify the difficulties they faced regarding the particular language skill. The questionnaire also included an open-ended question at the end, which aimed to measure how students perceived the contributions of METU to their personal lives and their careers.

### **Data Analysis**

The questionnaire results were analyzed both quantitatively and qualitatively. For qualitative analysis, ANOVA results were analyzed.

## **THE RESULTS**

### **Linguistic Goals**

**Speaking:** The results indicate that there is a significant difference between the first two years and the junior and senior. The sub-skills of speaking, such as asking for clarification and class discussions are the needs of the students at freshman and sophomore level, whereas the students are expected to fully participate in classroom discussions and to make presentations at further levels. Vocabulary is a major



source of difficulty for students in this language skill. Regardless of their year and faculty, students complain from the fact that they do not have enough vocabulary to express themselves fluently in English. They frequently have to pause and search for the 'right' words, which affects their fluency, slows them down and demotivates them. Insufficient practice in speaking has also been expressed as a concern and is seen as a cause of poor speaking skills. Anxiety is another factor that interferes with students' perceived success in speaking. Students have mentioned 'thinking in Turkish' as a problem and perceived it as a hindrance to their fluency in speaking. Students have also expressed concern regarding grammatical accuracy in speaking.

**Reading:** As far as reading and its sub-skills are concerned, the results show that there is a significant difference between the freshman year and the further levels. The sub-skills for most departments are basically reading their coursebooks and some articles. From the second year on, the students are expected to read extensively on the topics assigned and also read for research purposes. In this language skill, students have the most difficulty with unknown words and phrases. A lack of knowledge of words and expressions in their academic texts hinders their comprehension of the texts and slows them down. Complex structures in reading texts also block comprehension and affect reading speed. Concentration while dealing with reading texts written in elaborate language was seen as a problem as well.

**Listening:** Similar to the results related to reading skills, there is a significant difference in terms of their needs at the freshman level and at further levels. As regards the listening skill, understanding foreign accents and pronunciation is a problem for students. They have no trouble comprehending their Turkish lecturers; however, they have difficulty following lectures/talks given by native speakers mostly due to the speakers' speed.

**Writing:** The data show a similar distribution to speaking across the levels. The freshman and sophomore students need low-level writing skills. On the other hand, students are expected to write term-papers and report for their academic research at junior and senior levels. Writing seems to be the least problematic language skill mainly because in their departments, students are required to write certain discourse types only. In writing, generating ideas and organizing them according to the expected writing conventions were listed as the main student problems. Insufficient vocabulary is an obstacle in writing as well. Students have also expressed concern regarding grammatical accuracy in writing.

## **Nonlinguistic Goals**

**Contributions of METU:** A great majority of students emphasized personal growth as a significant contribution of METU. They believed that being a student at METU helped them develop their self-confidence and grow into mature individuals who can take the responsibility of their own lives. Social development was another important contribution mentioned by students. By being members of the various social clubs at METU, students felt that they had become more social individuals, learned about life and improved their interpersonal skills. An enhancement of study skills and thinking skills were also seen as contributions of METU. Students mentioned gaining awareness regarding time management and research skills. They also felt that they had improved their critical thinking and problem solving skills. A majority of students believed that the education they were receiving at METU prepared them well for their future careers and that they would be highly respected professionals in the community after graduation. Students also highlighted the improvement in their English as a result of the instruction they were receiving at METU.

## **D. SCHOOL OF FOREIGN LANGUAGES INSTRUCTORS**

### **Sample Selection**

58 teachers from the departments of DBE and DML took active part in the focus group sessions. The selection was made in terms of their years of teaching, experiences of teaching different courses and their representing different unit in the SFL.

### **The Method of Data Collection**

The questions focused on two aspects of the phenomenon: a) what a METU graduate should be able to accomplish in the workplace and a DBE graduate should be able to accomplish during his/her studies at METU using his/her English, b) what skills and knowledge bases are necessary for him/her in order to be able to fulfill the required tasks.

### **Data Analysis**

The worksheets filled in during the sessions were analyzed qualitatively through a process of coding and categorizing to come up with the final themes and topics. The data from the two broad groups of informants were differentiated to better draw conclusions on similarities and differences across the levels.

## **THE RESULTS**

The instructors agreed on the following definitions of DBE Graduates and METU Graduates: A DBE Graduate should (be able to) read, comprehend and react to texts of varied lengths, levels and subjects and genres at upper-intermediate level; express himself/herself accurately in writing for different purposes in basic academic genre such as note-taking, summary, outline, exam writing etc.; express themselves orally as accurately as possible and get their ideas across with good pronunciation, proper register and fluency; listen to and appropriately respond to spoken discourse in academic and professional contexts; have the qualities of an independent learner and employ skills s/he has learnt to utilize his/her knowledge of English and to develop his/her self-confidence; think critically; become aware of professional ethical practices, social values, and international cultural understanding.

A METU Graduate should (be able to) comprehend texts at an advanced level of all genres, (journals, academic texts, business/career related texts) using a variety of reading skills; express himself/herself in written discourse correctly and fluently, i.e. by being aware of register, audience and purpose, for a variety of reasons; express himself/herself in oral discourse correctly and fluently i.e. by being aware of register, audience and purpose, for a variety of reasons; think critically and avoid logical fallacies; be aware of ethical concerns related to general academic work and his/her own field in particular; be aware of cultural differences; use technology appropriately to communicate in English; develop and use effective learning strategies to regulate their learning.