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A NEEDS ANALYSIS FOR
ANADOLU UNIVERSITY CIVIL
AVIATION STUDENTS' ESP COURSES

(Yüksek Lisans Tezi)
Hülya PİŞİREN

ANADOLU ÜNİVERSİTESİ
TEZİ

T.C. ANADOLU ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ,

A NEEDS ANALYSIS FOR
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(ANADOLU ÜNİVERSİTESİ
SİVİL HAVACILIK YÜKSEKOKULU
ÖĞRENCİLERİNİN MESLEKİ İNGİLİZCE'DE
DİL İHTİYAÇ ANALİZİ)

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ANADOLU ÜNİVERSİTESİ
MÜHÜR

To my family ...

ABSTRACT

This study is devoted to analysing the linguistic needs of the students in terms of Aviation English in the Civil Aviation School of Anadolu University.

In Chapter I, background to the problem is given briefly. In this chapter, the problem, the purpose of the study, its assumptions and its scope and limitations are also explained.

In Chapter II, language teaching for ESP are reviewed and the concept of needs analysis is explained. Syllabus design in ESP and different syllabus types used in ESP are also reviewed.

Chapter III is concerned with the research design, selection of subjects, data collection and data analysis.

In Chapter IV, statistical analysis which derived from the data is presented and interpreted.

Chapter V includes the short summary of the study with discussion and suggestions.

ÖZET

Bu çalışma Anadolu Üniversitesi, Sivil Havacılık Yüksek Okulu öğrencilerinin havacılık İngilizcesi 'nde dil ihtiyaçlarını belirlemek üzere yapılmıştır.

Birinci bölümde konuya giriş yapılarak, sorun, çalışmanın amacı, varsayımları ve araştırmanın genişliği ve sınırlamaları verilmiştir.

İkinci bölümde, özel amaçlı dil eğitimi üzerinde durularak dil ihtiyaç analizi kavramı açıklanmıştır. Ayrıca özel amaçlı dil eğitiminde program düzenleme ve değişik program tiplerine de değinilmiştir.

Üçüncü bölüm araştırmanın düzenlenmesi, deneklerin seçimi, çalışmayla ilgili verilerin derlenmesi ve bu verilerin analizi konularını kapsamaktadır.

Dördüncü bölümde, verilerin istatistiksel çalışmaları yapılarak incelenmiştir.

Beşinci ve son bölüm çalışmanın kısa bir özetiyle birlikte değerlendirilmesi ve ileriki çalışmalara yönelik önerileri kapsamaktadır.

SYMBOLS AND ABBREVIATIONS

a	: Students' data analysis
b	: Lecturers' data analysis
A	: Department of Aircraft Powerplant and Frame Maintenance
B	: Department of Electrics and Electronics Maintenance
C	: Department of Civil Air Transportation and Business Administration
D	: Department of Pilot Training
E	: Department of Air Traffic Control
ELT	: English Language Teaching
EFL	: English as a Foreign Language
ESL	: English as a Second Language
ESP	: English for Specific Purposes
EAP	: English for Academic Purposes
EVP	: English for Vocational Purposes



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CHAPTER I

INTRODUCTION

1.1. Background to the Problem

By the late 1960's a need of teaching English for Specific Purposes began to gain importance and in a short time English has become the worldwide lingua franca of science, technology, commerce, diplomacy, tourism, aviation and so on. "The field has grown very quickly and fashionable in the language teaching world" (Mc Donough 1984:1), and it created large groups of learners who are aware of the importance of language learning for their professional life.

Many professionals have to read books, reports, manuals, periodicals, contracts, letters and other written documents in English and should have the ability to write most of them. Communication in the working world also depends on spoken language which is faster and mostly more convenient than written communication. Additively, since technical disciplines are fundamentally problem solving ones, working professionals should learn to define problems, to explore, various solutions, to make trade-offs, and to prioritize and optimize. (Huckin 1988: 61-69).

In other words, the concept of "meeting communicative needs of professionals" has gained importance. This has led to the notion of "needs analysis" in language teaching methodology. The process of needs analysis has

become a fundamental pre-component of syllabus design.

Before attempting to design an effective and efficient syllabus the linguistic characteristics of the learners' specialized area of work or study should be analysed and identified in order to meet the specific needs of those learners. In Hutchinson and Waters's words "tell me what you need English for and I will tell you the English that you need" became the guiding principle of ESP (1987:8). Due to this, needs analysis should be done with bearing in mind the idea that ESP course can differ from another with its selection of skills, topics, situations, functions and language. While Richards (1990) sees the needs analysis as fundamental to the planning of general language courses, Robinson (1980) also States that the needs analysis has been greatest in the area of special-purposes program design. A needs analysis considers the needs expressed by the learners themselves, by the teaching establishment, by the institution, or by all three (Mountford, 1988: 80-81). Gathered data by needs analysis includes information about the context of the language program, the learners, the teachers and the administrative factors that affect the program.

1.2. Problem

The Civil Aviation School students are required to study English for one year in the preparatory class. In the following year they are given Aviation English courses, three class hours a week. In the Civil Aviation School there are six different departments; Aircraft Powerplant Maintenance, Aircraft Frame Maintenance, Aircraft Electrics and Electronics Maintenance, Civil Air Transportation and Business Administration, Pilot Training and Air Traffic Control. The departments can differ in terms of their linguistic needs according to their professional areas. Therefore course syllabuses used in different departments may differ from one department to another. Therefore; in the design of an Aviation English course, students' different needs and expectations and the subject specialist lecturers' opinions can be taken into

consideration.

Starting from the above information this study will try to answer the following questions:

Are the students' linguistic needs being met adequately and efficiently in the syllabuses? Will a needs analysis be helpful in determining the purpose of these courses?

1.3. The Purpose of the Study

The study aims to analyse the linguistic needs of the students in terms of Aviation English by giving questionnaires to the students and to the subject specialist lecturers. Approaches to syllabus design and types of syllabuses in ESP will be overviewed by examining the reasons, advantages and disadvantages of each. This study is also expected to help those who teach Aviation English courses.

The study aims to answer the following questions as well:

1. Is there an agreement between the students and the lecturers about the students' linguistic needs in terms of English?
2. What are the difficulties and deficiencies of the Aviation School students in Aviation English?
3. What aspects of foreign language are considered most important by the subject specialist lecturers and the students in each department of the Civil Aviation School?

1.4. Methodological Assumptions

Throughout the study it was assumed that:

1. All the students are exposed to English language under the same conditions before the study.

2. In the departments of Pilot Training and Air Traffic Control, speaking and listening skills, among the four language skills, are generally more prior to the other two; reading and writing. In the departments of Aircraft Electrics and Electronics Maintenance, Aircraft Powerplant and Frame Maintenance, and Civil Air Transportation and Business Administration, reading and writing skills are more prior to speaking and listening.

1.5. Scope and the Limitations of the Study

1. This study was limited to the six departments of the Civil Aviation School of Anadolu University which are Aircraft Powerplant Maintenance, Aircraft Frame Maintenance, Aircraft Electrics and Electronics Maintenance, Civil Air Transportation and Business Administration, Pilot Training, and Air Traffic Control.
2. This study was carried out with 78 first year students and 40 subject specialist lecturers in the Civil Aviation School.
3. The study included only suggestions for designing Aviation English course syllabuses.
4. The questionnaires were developed by the researcher by searching the related sources and getting the supervisor's views.

CHAPTER II

REVIEW OF LITEATURE

2.1. ESP And Language Teaching

In very simple terms, Hutchinson and Waters (1987) define that ESP is an approach to language teaching which aims to meet the needs of particular learners. This means for various groups of learners, different courses should be designed.

The following paragraph defines an ESP course in more detail:

An ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students' needs and should be "tailor-made". An ESP course may differ from another in its selection of skills, topics, situations and functions and also language.

(Robinson, 1980:13-14)

Huctchinson and Waters (1987:17) draw a tree of ELT to explain ESP. They claim that specific purpose does not mean to teach a special form of the language, it is not different from any other form of language teaching. ESP is just one branch of EFL/ESL which are the main branches of ELT. ESP is not a particular language

product but an approach to language teaching which has specific reasons.

Mc Donough (1984) confirms them and states that ESP is not a separate branch of language teaching but takes from applied linguistics research into those aspects of the teaching/learning process which are relevant to any particular context.

Similarly Kennedy (1980) states that ESP is not a distinct discipline. It is that area of English language teaching which focuses on preparing learners "for chosen communicative environments" (Mohan 1986:15).

Bajmgardner and Kennedy (1991:40) point out in their article, one of the distinguishing characteristics of ESP was that it should respond to the language needs of the learner, so each language-learning situation is unique and should be thoroughly studied.

The purpose of ESP, for Wiriyachitra (1986:122), is to increase and develop in a short period of time, the linguistic potentialities of either tertiary students who need the language to acquire or update knowledge in their specialities (English for Academic Purposes) or adults who need the language for job-related activities (English for Vocational Purposes).

As can be understood in accordance with the purpose of the course, ESP lessons could be divided into groups as:

EAP (English for Academic Purposes)

EVP (English for Vocational Purposes)

This study takes EVP into account which focuses on students' vocational needs that are necessary during their education and their jobs. The term ESP is used in this study to indicate EVP.

2.2. Needs Analysis

In order to learn a set of professional skills and to perform particular job-related functions, ESP teaching is directed to satisfying the needs of specific groups of students.

Alan (1983:299) points out that no-one is able to learn a language totally. Even native speakers use only a small part of their language. With the help of needs-analysis we should concentrate on what the learner will need to use the language for when he/she finishes the course.

Harmer (1991) mentions that the following factors must be identified: the description of students, what they bring to class and what skills they should acquire in the target language. Since a syllabus depends, to a large extent, on the needs of the students who are going to be taught, depending on the students' needs, the syllabus could be restricted. What skills should have greater emphasis? Is there a need for oral activities or should the emphasis be on writing? With the help of needs analysis one can answer such questions and provide a basis for the syllabus.

Schleppegrell (1991:19-22) states that the purpose of a needs analysis is fourfold:

1. The teacher must become acquainted with the sponsoring institution and its requirements.
2. The needs analysis identifies how learners will use English in their technical fields.
3. The needs analysis gives the teacher initial insights about the prospective students' current level of performance in English.
4. The needs analysis provides an opportunity to collect samples of authentic texts, spoken and written, that are used by the students in their jobs or professions.

In Adams-Smith's view (1986:64), needs analysis answer this question: "What does the language learner need to know in order to function in the target situation?" The answers could be taken from subject teachers, institution, English language teacher and learners themselves; additively learners' wants and specific local features of the environments, i.e. means; should be taken into consideration."

Needs and wants in terms of English are not the same and the job of the course designer or lesson planner is to reach a compromise between the two. While teachers' views are undeniably important, Mountford (1988) suggests that learners' views must also be considered since 'needs' is a very ambiguous term, and needs as felt by the learner, i.e. their wants and wishes, may be in conflict with teachers'. However, here the thing that should not be forgotten is that needs are not static but developing and changing. Therefore McDonough (1984) suggests that identification of them should be carried out on a continuous basis. There are two types of needs analysis: In Richterich's terms (cited in Johnson, 1989:65) 'objective' and 'subjective' needs analysis. Objective needs, which are also described as perceived needs by Berwick (1989), refer to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties. Subjective needs refer to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidences, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies (Brindley, 1989).

The last question is how can information be collected for needs assessment. There are different ways to elicit information concerning the needs of learners in terms of English. The questionnaire and structured interviews are the ones which are widely used. In this study questionnaires have been used since a questionnaire is the easiest way of reaching the students and lecturers and getting their views.

2.2.1. Munby Model for Analysing Needs

The procedures of analysing needs set out by Munby in his 'Communicative Syllabus Design' (1978) stand out as a major landmark in the development of ESP. Although it is mostly based on theoretical assumptions, the techniques proposed in

the model have been extensively used.

The model is termed the 'Communication Needs Processor' (C.N.P.). Information about the learner (with Munby's term 'participant') is fed into the CNP. After this, a profile of needs comes out.

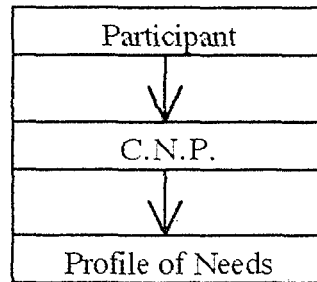


Figure 2.1. Munby's Model for Analysing Needs

The model contains nine elements. According to Munby, it is important for the syllabus designer to collect information on each of these components:

1. Participant:

Information relating to the learner's identity and language skills which include sex, age, nationality, mother tongue, command of target language, etc.

2. Purposive Domain:

Purposes for which the target language is required.

3. Setting:

The time and place in which the job or study is carried out.

4. Interaction:

The people with whom the participant will be interacting.

5. Instrumentality:

It refers to the medium whether the language is spoken or written, the mode whether the communication is monologue or dialogue and the channel whether the communication is direct or indirect.

6. Dialect:

The varieties of English used in the target situation.

7. Target Level:

The level of linguistic proficiency.

8. Communicative Event:

The productive and receptive skills the learner will need to master.

9. Communicative Key:

Interpersonal attitudes and tones the learner will need to master.

The Munby approach has received some criticisms, since it offers a procedure for defining an individual's needs, which are then extrapolated to a group, but the justification for doing this is tenuous (Alan 1983:299). It is also pointed out that any description of needs is static, not dynamic. Nunan (1988:20) criticises him for being too mechanistic and for paying too little attention to the perceptions of the learner. Mason (1994:19) points out that Munby's C.N.P. has its limitations and Ramani (1988:50) offers to move to a more user-based approach to needs analysis, which would be in tune with an ethnographic concept of the learner.

2.2.2. Hutchinson and Waters Model for Analysing Needs

Hutchinson and Waters (1987:54) criticize that Munby's C.N.P. produces a list of the linguistic features of the target situation but does not consider the target needs from different standpoints; like the teachers, learners and sponsors. It makes no distinction between necessities, lacks and wants, and it does not mention what the learner needs to do in order to learn.

From their point of view ESP and communicative approach are closely related and they reject the view that communicative approach is learner-centred, which have become popular. Bhatia (1986:10-11) mentions, the purpose of learner-centred approach is to restrict and focus the syllabus on a selective range of language

elements and a particular set of language uses. However for Hutchinson and Waters communicative approach is learning centred which implies taking into account the needs and expectations of all the parties involved in the learning process when designing courses and selecting methodology (1984:108). Because learning is an active and interpersonal process. At the same time it is a process of negotiation between individuals and society. For them it involves making decisions, it is not systematic and learning needs should be considered at every state of the learning process (1988:71-75).

They see the needs analysis as a compass in telling us where we want to go, but in determining our route to that target we must be guided by principles of learning (1988:75). In other words, both target situation needs and learning needs should be considered. Target needs consist of necessities, i.e. what the learner has to know in order to function effectively in the target situation; lacks, i.e. the necessities the learners lacks; and wants, i.e. the learner's felt needs (1987:55-58). They (1987) claim that analysis of target situation needs is concerned with language use but one also needs to know about language learning.

Hutchinson and Waters provide a framework for analysing the target situation and learning needs. The following questions are given in the framework (1987:59-63):

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learner use the language with?
- Where will the language be used?
- When will the language be used?
- 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?

To sum up, they propose a learning-centered approach to needs analysis which should be based on analysis of target situation needs, i.e. that learners needs to do in the target situation and learning needs, i.e. what the learners need to do in order to learn.

2.3. Syllabus Design in ESP

The purpose of this study is to find out the linguistic needs of the students in regard to Aviation English, and in the light of the needs observed, a syllabus design can be suggested for those courses. Thus it appears to be necessary to review the studies on syllabus design and syllabus types.

A syllabus is broadly a document of what is to be taught. A foreign language syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks. As Widdowson (1984:26) states, "the syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning".

Yalden (1987:86) defines the syllabus in more details as "an instrument by which the teacher, with the help of the syllabus designer, can achieve a certain coincidence between the needs and aims of the learner, and the activities that will take place in the classroom".

There seems to be some confusion over the terms 'syllabus' and 'curriculum' in literature. Thus here it may be necessary to make a distinction between curriculum and syllabus. Dubin and Olshtain (1986:40) differ these concepts and give the following definitions: "a curriculum deals with abstract, general goals while a syllabus, or the instructional plans, guides teachers and learners in everyday

concerns”.

Also Allen (cited in Nunan 1988:6) states the differentiation as:

“... curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught.”

While designing a foreign language syllabus there are various syllabus components to be considered. Van Ek (1988:8-9) states the components of syllabus as in the following:

1. the situation in which the foreign language will be used, including the topics which will be dealt with;
2. the language activities in which the learners will engage;
3. the language functions which the learner will fulfill;
4. what the learner will be able to do with respect to each topic;
5. the general notions which the learner will be able to handle;
6. the specific (topic-related) notions which the learner will be able to handle;
7. the language forms which the learner will be able to use;
8. the degree of skill with which the learner will be able to perform.

2.3.1. Different Syllabus Types

Approaches to syllabus design are closely related to the view of language and second language learning. Under the effects of grammar-based views of the language, syllabuses were traditionally expressed in terms of grammar, sentence patterns and vocabulary. During the 1970s, communicative views of language learning and teaching and syllabuses began to appear in which content was specified

and the learners would need to master functional skills in order to communicate successfully. Communicative approach to syllabus design restructures the presentation of the target language to coincide with the communicative functions or use to which language will be put (Salimbene 1986:50).

The starting point of the communicative approach to syllabus design is what is being expressed and what communicative purpose the utterance fulfills. The primary goal of it is to build language competence through use.

Different authorities named these approaches under different titles. For example Wilkins (1976) labels them as 'synthetic' and 'analytic'. He describes the synthetic approach in the following terms:

Different parts of language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up.

(Wilkins 1976:2)

There is a tendency to equate synthetic approaches with grammatical syllabuses. But as Nunan (1988:28) mentions, some applied linguists see synthetic approach to be applied to any syllabus in which the content is product-oriented. For example in Long's and Crookes' (1992:28) and Nunan's (1988:37) view, structural, notional and functional syllabuses are synthetic, although Wilkins (1976:2) classifies notional, functional and situational syllabuses as analytic.

In contrast with synthetic syllabuses, analytic syllabuses:

"... are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes."

(Wilkins 1976:13)

“The starting point in analytic approach is linguistic and extralinguistic behaviours needed to achieve the goal of communicative competence” (Graham and Beardsley 1986:231)

However, recently in practice, as Richards (1990:9) mentions a combination of approaches is often used. Considering different approaches to syllabus design course designers arrive at the conclusion that a number of different syllabuses are needed. They can be combined in an eclectic manner in order to get more positive results. For example Dubin and Olshtain (1986:38) suggest a structural and situational syllabus for the first years of language study, then functional-notional and skill combination and finally a fully communicative design.

In the following sub-titles different types of syllabuses utilized in ESP will be explained and discussed.

Structural (Grammatical) Syllabus

The most common syllabus type was structural syllabus in which its input is selected and graded according to grammatical notions of simplicity and complexity. Hutchinson and Waters (1987:26) mention that, “the structural syllabus provides the learner with a systematic description of the generative core of the language”. Language consists of a finite set of rules which can be combined in various ways to make meaning. These rules can be learned one by one, each item being mastered on its own before being incorporated into the learner’s pre-existing stock of knowledge (Nunan 1988:29).

Additively, once learners have internalized the formal aspects of a given piece of language, they will automatically be able to use it in communication outside the classroom (Nunan 1988:29-30).

In the structural syllabus both lessons and materials are teacher-centered and the teacher is the knower.

Teaching methods associated with the structural syllabus are based on the concept of language acquisition as habit formation so repetitions and manipulations have a great role.

The criticism about the structural syllabus is that the structural language descriptions entails large areas of language use but it fails to provide the learner with an understanding of the communicative use of the structures. The structural syllabus does not represent the nature of the complex language so the focus is on only one aspect of language, that is formal grammar.

Also Nunan (1988:31) mentions that matters are complicated and language fulfills a variety of communicative functions, but there is no one-to-one relationship between form and function. A single grammatical form may semantically and functionally be quite complex. A single form cannot realize more than one function, but a given function can be realized by more than one form.

Situational Syllabus

After it was proved that the language acquired with a syllabus was not adequate for situational needs, the situational syllabus replaced the structural syllabus by taking situational needs as the starting point.

Since language is always used in a social context, in this type of syllabus the situations in which the learner needs the language are predicted and the language that is necessary in those situations is taught. It includes only what is relevant to the learner and it is learner-centred rather than subject-centred. Units in the syllabus have situational labels, like "At the post office", "Asking the way" and so on, instead of grammatical labels.

The contents of the syllabus consist of language situations and the description of the linguistic content of each of these situations.

However there is criticism about the situational syllabus, that is the situations in which certain intentions are regularly expressed, certain linguistic transactions

regularly carried out do not mean that it is typical of the language use. In Wilkins words (1976:17) "there are probably no situations where we typically express possibility, probability, certainty, doubt or conviction and yet the need to do is demonstrated by the frequency with which they are expressed in our speech."

The situational syllabus can only be useful in certain circumstances, therefore if the situational syllabus is used for any learner whose needs could not be identified in situational terms, it can be a failure to provide him significant language needs.

Functional-Notional Syllabus

During the 1970 s functional and situational aspects of language use were systematically incorporated into the language syllabus. This became known as functional-notional syllabus design.

This type of syllabus takes the desired communicative capacity as the starting-point. Wilkins, originator of the functional notional syllabus, describes the process of designing such a syllabus as follows:

Instead of asking how speakers of the language express themselves or when and where they use the language, we ask what it is they communicate through language. We are then able to organize language teaching in terms of the content rather than the form of the language (1976:18).

Again Wilkins (1976:19) mentions

... the process of deciding what to teach is based on consideration of what the learners should most usefully be able to communicate in the foreign language. When this is established, we can decide what are the most appropriate forms for each type of communication.

He (1976) provides the following three categories of language use:

- a. semantico-grammatical categories
- b. categories of modal meaning
- c. categories of communicative function

The semantico-grammatical categories express time, quantity, space, and case. The categories of modal meaning express attitudes of the speaker such as evaluation, suasion and mood. The categories of communicative function cover the social purposes of an utterance which are provided with six general types as:

- a. judgement and evaluation (approving, forgiving, etc.)
- b. suasion (persuading, commanding, etc.)
- c. argument (agreeing, denying, etc.)
- d. rational inquiry and exposition (inferring, comparing, etc.)
- e. personal emotions (enjoyment, sorrow, etc.)
- f. emotional relations (greeting, gratitude, etc.)

Finocchiaro and Brumfit list the following benefits of adopting a functional-notional syllabus:

1. It sets realistic learning tasks.
2. It provides for the teaching of everyday, real world language.
3. It leads us to emphasize receptive (listening/reading) activities before rushing learners into premature performance.
4. It recognises that the speaker must have a real purpose for speaking, and something to talk about.
5. Communication will be intrinsically motivating because it expresses basic communicative functions.
6. It enables teachers to exploit sound psycholinguistic, sociolinguistic, linguistic and educational principles.
7. It can develop naturally from existing teaching methodology.

8. It enables a spiral curriculum to be used which reintroduces grammatical, topical and cultural material.
9. It allows for the development of flexible, modular courses.
10. It provides for the widespread promotion of foreign language courses.

(Finocchiaro and Brimfit, 1983:17)

On the other hand, it has been criticized that the selection and grading of items provided by Wilkins, become much more complex. They fail to provide an adequate model of language functions and they are based on subjective decisions on the part of the designer.

Nunan (1988:37) points out that designers also need to look beyond linguistic notions of simplicity and difficulty when it comes to grading items. The grading of functional items are very difficult for example 'apologizing' is either simpler or more difficult than another item such as 'requesting'.

Skills-Based Syllabus

The skills-based syllabus is organized around skills, such as listening for gist, listening for specific information and the aim of this syllabus is to provide opportunities for learners to employ and evaluate the skills and strategies considered necessary in the target situation.

Hutchinson and Waters (1987:69) mention that the skills-based syllabus is found on two fundamental principles, one is theoretical that any language behaviour are certain skills and strategies, which the learner uses in order to produce or comprehend discourse, and the other is pragmatic, which derives from a distinction between goal-oriented courses and process-oriented courses.

Candlin et al (cited in Mc Donough 1984:62) point out skills set out on three levels; mode, which is concerned with the study situation such as lecture, seminar, private study; skills, which are macro-skills like reading comprehension, listening

comprehension; and sub-skills, which are micro-skills such as extensive reading, skimming and so on.

The skills-based syllabus both establishes criteria for the ordering and adaptation of texts and also selects them.

On the other hand Hutchinson and Waters (1987:70) criticize that the skills-based syllabus approaches the learner as a user of language rather than as a learner of language. The processes it is concerned with are the processes of language use not of the language learning.

Topic Syllabus

The topic syllabus is organized around themes or topics such as health, food, clothing. It allows for a wide range of language and activities. For example within the topic of health, students can talk about the body, illnesses, danger to health, etc.

The topic syllabus becomes popular especially for ESP courses. Because “this will produce a special range of lexis relating to the specialization in question and also a special emphasis on certain particularly useful structural items” (Hubbard et al 1983:248).

Since the topic syllabus is suitable for vocabulary material, it may be more useful for advanced level students. It is difficult to sustain a topic over a length of time with limited language.

The problem with topic syllabus as Harmer (1991:27) mentions that it demands the students’ continuing interest in the topic. But if the syllabus is organized attractively both for students and teachers, it can achieve its purpose since the language is not taught for its own sake but for use in the service of interesting subjects.

Task-Based Syllabus

The task-based syllabus organized around activities and content, and instructional processes are selected with reference to the communicative tasks which learners will use outside the classroom.

In Long and Crookes' view (1992:29) task based syllabus is affected from analytic approach to syllabus design. Long defines task as "a piece of work undertaken for oneself or for others, freely or for some reward. ... In other words, by "task" is meant the hundred and one things people do in everyday life" (Long and Crookes 1992:44). Examples of tasks include taking a driving test, filling out a form, making an airline reservation. Eventhough most early ESP program designers were working within a notional-functional framework, this syllabus type has been offered for ESP programs (for example Swales 1990, Yalden 1987).

Nunan (1991:279) gives the characteristics of the task-based syllabus as follows:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.
4. An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

According to Shavelson and Stern (cited in Nunan, 1988:47) when planning instructional tasks, teachers should consider:

1. the subject matter to be taught
2. materials, i.e. those things the learner will observe/manipulate
3. the activities the teacher and learners will be carrying out
4. the goals for the task
5. the abilities, needs and interests of the students
6. the social and cultural context of instruction.

Long (cited in Nunan 1988:47) offers the following procedure for developing a task-based syllabus:

1. Conduct a needs analysis to obtain an inventory of target tasks.
2. Classify the target tasks into task types.
3. From the task types, derive pedagogical tasks.
4. Select and sequence the pedagogical tasks to form a task syllabus.

Bartu (1992:53-56) mentions that in the task-based syllabus focus is on meaning rather than form. It is the duty of the teacher to manage the learning environment, although he/she can not actually manage the learning itself. The teacher is the facilitator or helper, so this type of teaching exerts the highest demand on the part of the teachers.

Similarly Prabhu (cited in Johnson 1982:136) derives two important consequences from this type of syllabus. The first involves the abolition of any kind of linguistic syllabus. He argues if we let student and teacher say what they need and want to say in the performance of a communicative task, then their language will not follow any semantic or structural syllabus. The second consequence is that primary attention would be focused on "form" rather than "meaning". In the task-based syllabus through activities the student will extend his repertoire; he will acquire language not previously known.

However, the task-based syllabus is not without problems of its own. One problem for the task based syllabus designer is that a variety of factors will interact to

determine task difficulty. Since items are presented to learners according to their degree of difficulty. Another problem is finiteness of task and task types. Where one task ends and the next begins or the relationship between one level and another can cause difficulty. The topic and situation for their vagueness can overlap. For example doing the shopping can involve others like choosing purchases, paying for purchases and so on.

Content-Based Syllabus

The content-based syllabus was derived from a well-defined subject area and has been widely applied in courses and materials for ESP such as mechanical engineering, medicine, etc. Students who already have a background in a context area and who have already developed English proficiency can need such a syllabus in which they use English to solve problems and develop concepts and skills related with their subjects. In the content-based syllabus language learning and subject-matter learning are not separate and unrelated operations.

Mohan (1986:36-7) develops a framework for organizing knowledge and learning activities which consists of specific, practical aspects and general theoretical aspects:

A) Specific practical aspects

(Particular examples, specific cases within the topic)

1. Description : Who, what, where? What persons, materials, equipment, items, settings?
2. Sequence: What happens? What happens next? What is the pilot? What are the processes, procedures, or routines?
3. Choice: What are the choices, conflicts, alternatives, dilemmas, decisions?

B) General theoretical aspects

(What are the general concepts, principles, and values in the topic material?)

1. Classification: What concepts apply? How are they related to each other?
2. Principles: What principles are there? (cause-effect, means-end, methods and techniques, rules, norms, strategies?)
3. Evaluation: What values and standards are appropriate? What counts as good or bad?

This framework is used in the classroom through activities and educational tools.

However this syllabus has had its difficulties. The student can be frustrated because he has extensive knowledge in the content domain.

CHAPTER III

THE METHOD

3.1. Research Design

The purpose of this study is to analyse the linguistic needs of the students in terms of Aviation English. The research used in this study is a comparative survey model. The questionnaires were given to the students and to the subject specialist lecturers in order to analyze the language needs of the students. The questionnaires are different from each other, however sixteen mutual questions exist in both of the questionnaires.

3.2. Selection of Subjects

The study was carried out with seventy-eight (78) students who were attending their first year after preparatory class and forty (40) subject specialist lecturers in the Civil Aviation School of Anadolu University. The Civil Aviation School started its four year education program in the 1992-1993 academic year. After preparatory class the students started to attend their first year in the school in the 1993-1994 academic year. Thus the study was carried out with those first year students, since there were not second, third and fourth year students. The students

were between 17 and 25 years old and they were nearly all males. A majority of them studied English in high school, during six or seven years. The distribution of students according to the departments is as in the following:

Department	Number of The Students
Aircraft Powerplant and Frame Maintenance	21
Aircraft Electrics and Electronics Maintenance	23
Civil Air Transportation Business Administration	13
Pilot Training	13
Air Traffic Control	8

The distribution of subject specialist lecturers according to the departments is as in the following:

Department	Number of The Subject Spealist Instructors
Aircraft Powerplant and Frame Maintenance	7
Aircraft Electrics and Electronics Maintenance	10
Civil Air Transportation Business Administration	5
Pilot Training	8
Air Traffic Control	10

Although Aircraft Powerplant Maintenance and Aircraft Frame Maintenance departments are seperate departments, in this study they were combined and considered as one, since the students of these two departments take their courses together.

3.3. Data Collection

Data for the study was gathered through the questionnaires. The questionnaires were given to both students and subject specialist lecturers because, the learners' perceived needs and wants and subject specialists' views about the

learners' needs in terms of learning English are both undeniably important. As Wiriyachitra (1986:123) states, the subject specialist instructor is a very important resource person during all phases of the course development. The design of the syllabus from the needs profile, with the help of the subject specialist, makes the language program more meaningful and useful to the learners.

On the other hand learners' perceived needs and wants are also important in analysing linguistic needs of the learners. Because they may be in conflict with the subject specialists. Thus both learners' and subject specialists' views must be taken into consideration (e.g. Adams-Smith 1986, Wiriyachitra 1986, Hutchinson and Waters 1987, Mountford 1988, Harmer 1991).

The questionnaires contain three types of questions:

1. Closed type questions - selecting only one appropriate answer from the given choices.
2. Ranking type questions - listing different choices by ranking in order of importance, difficulty, necessity or frequency.
3. Open - ended type questions - getting free answers from respondents which show their opinions, feelings and expectations.

The questions in the questionnaires were prepared in the way that their results could be used to determine about English language needs, difficulties and deficiencies of the students.

The questionnaires consists of three parts In the first part, 'personal information' about the applicants was gathered such as age, sex, educational background, career, etc. However while analysing data, personal information about the lecturers wasn't taken into consideration since it wasn't used in the evaluation of student's linguistic needs.

The second part contains 'general information' which gives information about the present situation of the courses offered in the Civil Aviation School, the students'

English language level, the students' and the lecturers' views about English related to the specific subjects.

The third part consists of 'language skills' which are titled under reading skill, writing skills, listening skills, note taking and speaking skills.

3.4. Data Analysis

In order to achieve the goal of this study the results of the analysis were expressed in percentage system. Both for closed and ranking type questions the responses of each students and lecturers were tallied and the percentages of each questions were calculated for every department separately. Then the percentages of ranking type questions were shown in separate tables and both the percentages of ranking type and closed type questions were interpreted in the analysis of results chapter. Finally the results were discussed after every departments' data analysis and an overall evaluation was done by comparing the students' and the lecturers' data analysis results.

In ranking type questions, the respondents were required to put the items in order from most to least important, difficult, necessary or frequent by starting with number "1" and on. In ranking type questions the number of items to be listed can be four, five or six, therefore number "1" was considered as the starting number to rank the items in order to avoid any confusion while answering the questions.

Since the open-ended type questions in the lecturers' questionnaire were not answered by any lecturers, it was not taken into consideration in the analysis by the researcher.

On the other hand some numbers and letters were used to indicate and clarify the tables. The letter "a" was used in the tables in order to indicate students's data analysis, while the letter "b" was used in the tables in order to indicate the lecturers' data analysis.

For different departments, different letters were used in order to make the tables clear. The letter 'A' symbolizes the department of Aircraft Powerplant and Frame Maintenance. The letter 'B' symbolizes the department of Aircraft Electrics and Electronics Maintenance. The letter 'C' symbolizes the department of Civil Air Transportation and Business Administration. The letter 'D' symbolizes the department of Pilot Training. The letter 'E' symbolizes the department of Air Traffic Control.

CHAPTER IV

ANALYSIS OF QUESTIONNAIRE RESULTS

The general purpose of this study is to find out the students' linguistic needs in terms of Aviation English courses within each department in the Civil Aviation School of Anadolu University.

To achieve this goal, questionnaires were given to the students and to the subject specialist lecturers of each department in the Civil Aviation School. The results of the analysis were presented in percentage. For each department, firstly the analysis of students' questionnaire results were interpreted and the comments on students' data analysis were given. Secondly the analysis of lecturers' questionnaire results were interpreted and comments on lecturers' data analysis were given. Then an overall evaluation was done by comparing the results of students' and lecturers' data analysis. Finally the tables of students' and lecturers' data analysis were given.

4.1. DEPARTMENT OF AIRCRAFT POWERPLANT AND FRAME MAINTENANCE

4.1.1. THE ANALYSIS OF STUDENTS' QUESTIONNAIRE RESULTS

A) Personal Information Part.

The questionnaire has been answered by 21 students in the department of Aircraft Powerplant and Frame Maintenance. 95 % of students are male and 5 % are female. 19 % are between 17-20 and 81 % are between 21-25 years old. 52 % finished high school, 33 % finished technical high school and 14 % finished Anadolu High School. 95 % have stated that they studied English and 5 % have stated that they studied German as their foreign language in high school.

B) General Information Part

Out of 21 students, 19.05 % have stated that general English is more important for them to be successful in their classes; 9.53 % have stated that Aviation English is more important and 71.43 % have stated that both General and Aviation English are equally important.

90.48 % have stated that to know Aviation English is necessary but 9.52 % do not agree. 19.05 % believe that the number of hours of Aviation English Courses -3 hour per week- is enough. Whereas 79.19 % believe that it is not. 4.76 % do not have any comment.

On the other hand, all the students agree that they will use English in the future in their job. 57.14 % expect to be using English with colleagues and 42.86 % expect to be using English with foreigners.

14.29 % have stated that they need English to talk to colleagues and foreigners, 9.52 % to write reports and business letters in their job, 47.62 % to read different sources in English related to their job and finally 28.57 % have stated all the above as the reasons why English is necessary in their career.

As it is seen in table 1Aa, reading skill is accepted as the best one they have got by 33.33 % of the students. The same skill is accepted as second in the ranking with 38.10 %. On the other hand, speaking seems to be the second skill they are good at with 28.57 % in the first ranking and 28.57 % in the second ranking. The third one is writing skill in the ranking with 38.10 %.

When table 2Aa is studied, it is seen that 38.10 % of the students believe that they have difficulty in understanding and participating spoken language most in class. The same activity is admitted second most difficult one in the ranking by 38.10 % of the students. The percentage of the students who put the same activity in the third ranking is 19.05 %, and in the fourth ranking is 9.52 %. Reading and understanding the content of the materials in their field and using unknown terminology are accepted third most difficult activities in the ranking with the percentages of 33.33 and 33.33.

C) Language Skills Part

It is seen that reading and speaking skills are accepted as the most important skills with the same percentages (47.62 %) by the students. Reading skill is also accepted as the second most important one with 33.33 % while speaking skill's percentage is 23.81 in the second ranking. On the other hand, the third important skill is listening with 47.62 % (see table 3Aa).

Reading Skills

As can be seen in table 4Aa, 52.38 % have stated that reading books about aviation in general is the most important reading skill. Reading books about their specific field is the second most important one with 38.10 % and reading journals, handouts, notes, etc in their specific field is the third most important one with 33.33 %. Reading books in English is in the fourth order with 57.15 %.

On the other hand, 38.10 % think that they are able to read quickly and efficiently enough in their field, however 61.90 % are not (closed type question 16).

61.90 % of the students have stated that they can guess the meanings of unknown words from the context while 38.10 % can not. 38.46 % "often", 53.85 % "sometimes" and 7.69 % "seldom" guess (closed type questions 17-18). 4.76 % have stated that they "always" use a dictionary for unknown words. 47.62 % "often" and 47.62 % "sometimes" use a dictionary (closed type question 19).

52.38 % think difficult sentence structure cause difficulty most while reading, 42.86 % think unknown vocabulary is the second most difficult item and 71.43 % think the content of reading materials is the least difficult one (see table 5Aa).

As can be seen in table 6Aa, the most appropriate reading material chosen by the students is textbooks in their subject area with the percentage of 33.33. While 28.57 % put the same item second in the ranking, 28.57 % find authentic materials second most appropriate ones. The third most appropriate one is the texts from different English coursebooks with 33.33 %.

Writing Skills

38.10 % of the students have stated that writing lab reports is the most important writing skill in their future career. On the other hand, 33.33 % think writing notes is the most important one. Taking notes comes second in the ranking with 38.10 %. The least important writing skill is writing letters with 33.33 % (see table 7Aa).

33.33 % have stated that they are able to write correctly and efficiently while 66.67 % are not (see closed type question 23). 47.61 % believe selecting appropriate vocabulary items and expressions is the most difficult skill in writing. Formulating the introduction and conclusion paragraphs comes second in the ranking with 28.57 %, and organizing the composition third in the ranking with 38.10 %. The least important item was writing in English fluently with 33.33 % (see table 8Aa).

Listening Skills

47.62 % of the students have stated that understanding conversations about aviation is the most necessary listening skill for them. 47.62 % think understanding lectures and taking notes is the second most necessary and 42.86 % think understanding recorded materials and videotexts about aviation is the third most necessary skills (see table 9Aa).

When table 10Aa is studied, it is seen that 38.10 % think understanding English used by different native speakers is the most difficult item while listening. 38.10 % think understanding specific vocabulary items is the second most difficult and 38.10 % think understanding complex grammatical structures is the least difficult one.

In terms of listening 4.76 % of the students need repetition of the spoken language always, 23.81 % need "often", 61.91 % need "sometimes" and 9.52 % need "never"(closed type question 27).

Note Taking

As it is seen in table 11Aa, 47.62 % of the students take notes in class discussions most frequently. 66.67 % put taking notes in lectures second in the ranking . Taking notes in seminars and in class discussions are put third in the ranking with the percentages of 42.86 and 42.86. Additionally 33.33 % of the

students take notes in Turkish, 14.29 % take notes in English and 52.38 % take notes in both languages (closed type question 29).

In terms of note taking, 42.86 % of the students believe trying to write down everything they heard is the most difficult item and 33.33 % believe it is the second most difficult item. The same item is thought third and fourth most difficult ones with the percentages of 19.05 and 4.76. Students have stated that finding appropriate abbreviations and recognizing the important things while noting them down are the second most difficult items with the percentages of 38.10 and 28.57 (see table 12Aa).

Speaking Skills

As can be seen in table 13Aa, 47.62 % of the students have stated that speaking to native and foreign colleagues is the most important speaking skill for them in their field. 52.38 % think pronouncing words correctly is the second most important skill and 42.86 % think organizing and presenting oral reports is the least important one.

It is also seen that 28.58 % think choosing and remembering the right word while speaking is the most difficult skill for them. Expressing themselves fluently comes second in the ranking with 28.58 %. The third most difficult skill is presenting oral reports with 38.09 %. The fourth and fifth most difficult skills are asking and answering questions with the percentages of 23.80 and 28.57 respectively (see table 14Aa).

47.62 % think talking to foreign people is the most important activity to improve their speaking skill and it is chosen as third in the ranking by 28.57 % of the students. The second most important item is making oral discussions in class with 33.33 % (see table 15Aa).

4.1.2. COMMENTS ON STUDENTS' DATA ANALYSIS

According to the analysis of the students' questionnaire results, it is obvious that all the students in the department of aircraft powerplant and frame maintenance believe that English is necessary in aviation and they will use it for their career. A majority of the students believe the necessity and importance of both general and aviation English and especially Aviation English. On account of this, a high percentage of the students think that the number of hours of Aviation English courses per week is not enough.

The students expect to use English with colleagues and foreigners in their future career. Furthermore, most of the students think that they need English for their career to read different sources in English related to their specific field. The students believe that they are more proficient in reading skills rather than other skills and the activity of understanding and participating the spoken language in class is accepted as the most difficult activity by most of the students (see tables 1Aa-2Aa).

When quered about which language skill will be the most important for their future career, the students do not agree on any definite skill (see table 3Aa). According to the results, both reading and speaking skills are equally important.

In terms of reading skills most of the students think that they are not able to read quickly and efficiently enough mostly due to the lack of grammatical knowledge (see table 5Aa). However there is a conflict in this point, since in table 1Aa most of them state that they are better in reading skills. Therefore the ranking of language skills which they are proficient in may not be reliable, since there is not an agreement between the students' answers.

Most of the students think, that they have difficulty in guessing the meanings of unknown words from the context while reading. Depending on this fact, the students have a habit of using dictionary since most of the students have stated that they use dictionary frequently.

According to the results shown in table 4Aa, the students believe that in their department the most important reading activity is reading general aviation books. This shows that the students want to be knowledgeable about every field of aviation in order to be successful in their own field. Additively, it is seen that the students can read more easily when the reading materials are related to their subject area (see table 6Aa).

In terms of writing skills, as can be observed from the table 7Aa, the students do not agree on the most important writing activity for their future occupation. From their point of view both writing lab reports and writing notes are important. On the other hand, most of the students are not proficient in writing correctly and efficiently. They state that the reason for this is their lack of vocabulary knowledge. Additively, they think that they are also not good enough at formulating the paragraphs and organizing the composition (see table 8Aa).

Although complex grammatical structures cause difficulty to the students while reading, in terms of listening, most of the students do not have such a difficulty, since in spoken language there are some other factors which makes understanding easier, like, gestures, mimics. However the problem is the different usages of English by native speakers like dialect, style, speed (see table 10Aa). Additionally, it is observed that (see table 9Aa) most of the students think understanding conversations on aviation is the most necessary skill for them.

The necessity of repetition shows the degree of undestanding while listening, it is seen that most of the students' understanding is high. Because most of them have stated that they sometimes need repetition. However there is a conflict in this point, since they have stated in question 11 that they are not proficient enough in listening skills.

In terms of note taking, it is observed that the students take notes mostly in class discussions and lectures and they take notes in both Turkish and English. Most of the students have difficulty in trying to write down everything they hear (see tables 11Aa-12Aa).

As in reading and writing, in speaking too, the students have difficulty in terms of vocabulary (see table 14Aa). Due to this reason they cannot speak fluently. On the other hand, most of the students agree on the importance of speaking to native and foreign colleagues in their future occupation. Thus, for most of them talking to foreign people can be a good activity to improve their speaking skills (see tables 13Aa-15Aa).

4.1.3. THE ANALYSIS OF LECTURERS' QUESTIONNAIRE RESULTS

A) General Information Part

Out of 7 lecturers, 71.43 % give handouts but 28.57 % do not. 20 % of the lecturers, who give handouts, have stated that their handouts are written in English and 80 % have stated that they are in Turkish (closed type questions 7-8).

Similarly 71.43 % of the lecturers use coursebook and 28.57 % do not. 40 % of the lecturers who use course books, have stated that their course books are in English, 20 % have stated that they are in Turkish and 40 % have stated that they use course books written in both English and Turkish (closed type questions 9-10).

71.43 % of the lecturers give their lectures in Turkish and 28.57 % give them in both English and Turkish (closed type question 11). As can be seen in table 1Ab, in order to make the lecture more understandable, all the lecturers who give lectures in English summarize the lecture in Turkish. In order of frequency, giving the unknown words before the lecture and repeating the lecture with simpler sentence structures come second in the ranking with the percentages of 50 and 50.

85.71 % of the lecturers find students good at reading in terms of language skills. Writing is accepted as second in the ranking with 57.14 % and speaking is accepted as third in the ranking with 57.14 % (see table 2Ab).

71.43 % of the lecturers think students have problems in reading and understanding the content of materials in their field. 57.14 % admit that using grammatical structures is the second most problematic activity. The third most difficult one in the ranking is using unknown terminology with the percentage of 57.14 and the fourth one is understanding spoken language and participating speeches during class with 42.85 % (see table 4Ab).

As can be seen in table 3Ab, 57.14 % think students need English mostly in reading and understanding their textbooks. In the second order 71.42 % think students need English in listening to foreigners. Presenting oral reports is in the third and fourth orders with the percentages of 57.14 and 71.42.

14.29 % of the lecturers have stated that aviation English is more beneficial for the students and 87.71 % have stated that both general and aviation English are equally beneficial (closed type question 16).

All the lecturers have stated that specific lessons to teach the language and terminology related to the subject area are necessary. 42.86 % think that such kind of lessons should be given by subject specialists and 57.14 % think they should be given by both subject specialists and English teaching staff 14.29 % of the lecturers believe that the number of hours of Aviation English Courses -3 hours per week- is enough and 87.71 % believe it is not (closed type questions 17-18-19).

B) Language Skills Part

All the lecturers agree that reading skills are the most important skills in their field. The next most important skill is speaking with 42.86 %. The third most important skill ranked by the lecturers is listening with 71.43 % and the least important one is writing with 71.43 % (see table 5Ab).

Reading Skills

57.14 % of the lecturers have stated that reading books about students' specific field is the most important reading activity. Reading books about aviation in general and reading journals, handouts, notes, etc. in students' specific field come second with the percentages of 42.86 and 42.86. Reading books about aviation in general is accepted as the third most important activity with 57.14 % (see table 6Ab).

On the other hand 14.29 % think the students are not able to read quickly and efficiently enough in their field, but 85.71 % do not believe that (closed type question 22).

71.43 % of the lecturers have stated that reading is necessary in aviation mostly for specific information. 42.86 % think reading for general information is the second most important reason. 71.43 % think reading for writing reports is the third important reason in the ranking (see table 7Ab).

As can be seen in table 8Ab, 57.14 % believe the most difficult item for students while reading is the content of materials. The second most difficult one in the ranking is difficult sentence structure with 71.43 % and the least difficult one is unknown vocabulary with 57.14 %.

57.14 % of the lecturers think the most necessary reading material found to be best in an Aviation English course is textbooks in students' specific field. 42.85 % put texts related to general subjects second in the ranking and 57.14 % put authentic materials third in the ranking. The least necessary reading material seen by 85.71 % of the lecturers is texts from different English coursebooks (see table 9Ab).

Writing Skills

As it is seen in table 10Ab, 71.42 % of the lecturers think writing lab reports is the most important writing skill. Taking notes comes second in the ranking with 71.43 %. 57.14 % think writing notes is the third most important writing skill and 100 % think writing letters is the least important one.

On the other hand, all the lecturers agree that the students are not able to write correctly and efficiently (closed type question 27). 57.13 % of the lecturers think students have difficulty in selecting appropriate vocabulary items and expressions mostly. 71.43 % think making up grammatically correct sentences is the second most difficult writing skill. 57.13 % think the third most difficult one is writing in English fluently. Organizing the composition is the fourth most difficult one with 71.43 % and formulating the introduction and conclusion paragraphs is the least difficult writing skills with the percentage of 57.14 (see table 11 Ab).

Listening Skills

57.14 % of the lecturers, as can be seen in table 12Ab, have stated that understanding conversations on aviation is the most necessary listening skill. 57.14 % think understanding recorded materials and videotexts about aviation is the third necessary and 42.86 % think understanding lectures and taking notes are the least necessary skills.

42.86 % of the lecturers think complex grammatical structures and similarly 42.86 % of the lecturers think English used by different native speakers affects students' understanding mostly in terms of listening. Again 42.86 % think complex grammatical structures is the second most important item in the ranking. On the other hand specific vocabulary items come second and third in the ranking with the percentages of 42.86 and 42.86 (see table 13Ab).

Note Taking

In terms of note taking, 85.71 % of the lecturers think students need more training to learn how to take notes and 14.29 % think they do not (closed type question 31).

Speaking Skills

As can be seen in table 14Ab, 85.71 % of the lecturers think organizing and presenting oral reports are the most important speaking skill for the students in their field. 57.14 % think speaking to native and foreign colleagues is the second most important skill and 57.14 % think pronouncing words correctly is the least important one.

Giving oral presentations in the language lab and talking to foreign people are the most important activities to improve the students' speaking skills with the percentages of 28.58 and 28.58. Providing opportunity for oral discussions in class comes second in the ranking with 57.14 % (see table 15Ab).

4.1.4. COMMENTS ON LECTURERS' DATA ANALYSIS

According to the analysis of the lecturers' questionnaire results, it is clearly seen that a majority of the lecturers give handouts in their courses which are mostly in Turkish and most of them use course books which are written in both English and Turkish. Additionally, a large number of the lecturers give their lectures in Turkish. The lecturers who give their lectures in English summarize the lecture in Turkish in order to make the lecture more understandable (see table 1Ab)

As can be observed in tables 2Ab and 4Ab most lecturers think that the students are more proficient in reading and yet have problems in reading and understanding the content of materials in their field. As it is seen there is a conflict between these two answers.

On the other hand, most of the lecturers have stated that the students need English mostly in reading and understanding their textbooks (see table 3Ab) and in order to be successful, both general and aviation English are beneficial for the students. All the lecturers think that specific lessons should be provided to teach the

language and terminology related to their subject area and the English teaching staff and the subject specialists need to coordinate their subject areas. They also think that three hours of Aviation English courses per week is not enough.

When the most important language skill in their field is investigated, it is obviously seen that all the lecturers agree on the importance of reading skills most (see table 5Ab). For them reading is necessary in order to get specific information (see table 7Ab). Thus for most lecturers, as seen in table 6Ab, reading books about the students' specific field becomes the most important skill and they suggest to use reading materials taken from the textbooks in students' specific field in Aviation English Courses (see table 9Ab).

A majority of the lecturers think that the students are not able to read quickly and efficiently enough, mostly because of the difficulty of the content of reading materials (see table 8Ab). As it is obviously seen there is a conflict in the answers of questions 13 and 22. Since they have stated that the students are proficient in reading (see table 2Ab). Thus it can be said that the answers of those questions may not be reliable.

In terms of writing skills, a high percentage of the lecturers think that writing lab reports is the most important writing skill for the students (see table 10Ab). On the other hand, all the lecturers agree that the students are not able to write correctly and efficiently enough due to the lack of vocabulary mostly. Because most of them believe that the students have difficulty in selecting appropriate vocabulary items and expressions (see table 11Ab).

From the the lecturers' point of view the most important listening skill for their career is understanding conversations on aviation in terms of listening skills (see table 12Ab). On the other hand the lecturers do not have an obvious opinion about the effects on students' understanding while listening (see table 13Ab).

In terms of note taking a majority of the lecturers think that it is necessary for the students to have more training in order to learn how to take notes.

In terms of speaking skills, a majority of the lecturers agree on the importance of organizing and presenting oral reports in their specific field (see table 14Ab). However the lecturers do not have a definite idea about the activities to improve the students' speaking skills. From their point of view both giving oral presentations in the language lab and talking with foreign people are important activities to improve the students' speaking skills (see table 15Ab).

4.1.5. OVERALL EVALUATION

When the students' and the lecturers' questionnaire results are compared it is seen that there are some agreements and disagreements between them.

A large number of students and the lecturers believe in the necessity and importance of both general and aviation English in order to be successful in the students' classes. They agree that the hours of Aviation English Courses are not enough.

As can be seen in tables 1Aa and 2Ab, the students and the lecturers agree that the students are more proficient in reading skills rather than other language skills. On the other hand, while the lecturers think that reading and understanding the content of materials in their field is the most difficult activity, the students think that they have difficulty in understanding and participating in spoken language (see tables 2Aa-4Ab).

The lecturers have stated that in aircraft powerplant and frame maintenance department reading skills are more important than the other three skills (see table 5Ab). However the students do not have a clear decision between reading and speaking skills (see table 3Aa).

In terms of reading skills, according to the results shown in tables 4Aa and 6Ab, the most important reading activity changes from the students to the lecturers. The students think that reading books about general aviation is the most important one whereas the lecturers think that reading books about students' specific field is

very important. The lecturers and the students agree on the appropriateness of reading materials taken from the textbooks in students' specific field in an Aviation English course (see tables 6Aa, 9Ab).

Both the students and the lecturers agree that the students are not able to read related specific field materials quickly and efficiently enough. However, it is obvious there is a conflict between the students and the lecturers, as can be seen in tables 1Aa and 2Ab, because they have stated that the students are proficient in reading.

However they do not have an agreement about the difficulties for the students in reading. The students believe that they have problems in difficult sentence structures while the lecturers think that they have difficulty in the content of reading materials (see tables 5Aa, 8Ab).

In terms of writing skills, while the lecturers believe the importance of writing lab reports in their job, the students think both writing lab reports and writing notes will be important for their career (see tables 7Aa, 10Ab). As can be observed in tables 8Aa and 11Ab, both the lecturers and the students agree on the reason of their failure in writing, that is unknown vocabulary.

The students and the lecturers have both similar and different views in terms of listening skills, too. As can be seen in tables 9Aa and 12Ab, both the students and the lecturers think that understanding conversations on aviation is the most necessary skill in their specific field. On the other hand, while the students believe that their problem while listening is the different usages of English by native speakers, the lecturers do not have an exact opinion about the effects on students' understanding while listening (see tables 10Aa-13Ab).

As can be seen in tables 13Aa and 14Ab, although the students think speaking to native and foreign colleagues is the most important skill in terms of speaking skills, the lecturers believe organizing and presenting oral reports are more important. In order to improve the students' speaking skills, the lecturers believe that it is better giving oral presentations in the language lab and talking to foreign people. On the other hand, the students think that the activity of talking to foreign people is enough to achieve their goal (see tables 15Aa-15Ab).

TABLES OF STUDENTS' DATA ANALYSIS

Department of Aircraft Powerplant and Frame Maintenance

Table 1Aa

Question Number 11

The Ranking of Language Skills The Students Are Proficient in

		%			
Ranking	Choices	Reading	Writing	Speaking	Listening
	1		33.33	19.05	28.57
2		38.1	19.04	28.57	14.29
3		28.57	14.29	19.04	38.1
4		0	47.62	23.81	28.57

Table 2Aa

Question Number 12

The Ranking of Activities The Students Have Difficulties in

		%				
Ranking	Choices	Grammatical structures	Reading and understanding	Using unknown terminology	Understanding spoken language	Other
	1		9.52	23.81	28.57	38.1
2		23.81	14.28	23.81	38.1	0
3		19.29	33.33	33.33	19.05	0
4		52.38	28.58	9.52	9.52	0
5		0	0	0	0	100

Table 3Aa

Question Number 14

The Ranking of Language Skills According to Their Importance

		%			
Ranking	Choices	Reading	Writing	Speaking	Listening
	1		47.62	0	47.62
2		33.33	28.57	23.81	14.29
3		14.28	23.81	14.29	47.62
4		9.52	42.86	14.29	33.33

Table 4Aa

Question Number 15

The Ranking of Reading Skills According to Their Importance.

		%				
Ranking	Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, handouts, etc.	Other
	1		0	52.38	28.57	19.05
2		23.8	19.05	38.1	19.05	0
3		19.05	23.81	23.81	33.33	0
4		57.5	4.76	9.52	28.57	0
5		0	0	0	0	100

Table 5Aa

Question Number 20

The Ranking of Difficulties for Students While Reading

		%			
Ranking	Choices	Difficult sentence structure	Unknown vocabulary	The content of reading materials	Others
	1		52.38	38.1	9.52
2		38.09	42.86	19.05	0
3		9.52	19.05	71.43	0
4		0	0	0	100

Table 6Aa

Question Number 21

The Ranking of Reading Materials According to Their Appropriateness in the Aviation English Courses to Enable the Students to Read More Efficiently

		%			
Ranking	Choices	Authentic Materials	Textbooks in their area	Texts related to general subjects	Texts from different English coursebooks
	1		28.57	33.33	28.57
2		28.57	28.57	19.05	23.81
3		9.53	28.57	28.57	33.33
4		33.33	9.53	23.81	33.33

Table 7Aa

Question Number 22

The Ranking of Writing Skills According to Their Importance

		%				
Choices	Ranking	Writing lab reports	Writing letters	Writing notes	Taking notes	Other
	1	38.1	0	33.33	23.81	4.76
	2	9.52	28.57	23.81	38.1	0
	3	19.05	33.33	23.81	23.81	0
	4	33.33	42.86	4.76	19.05	0
	5	0	0	4.76	0	95.24

Table 8Aa

Question Number 24

The Ranking of Difficulties For Students While Writing

		%					
Choices	Ranking	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
	1	23.8	47.61	9.53	9.53	9.53	0
	2	23.81	19.05	19.05	28.57	9.57	0
	3	9.52	9.52	38.1	19.05	23.81	0
	4	23.81	9.52	9.52	38.1	19.05	0
	5	19.05	14.29	23.81	9.52	33.33	0
	6	0	0	0	0	0	100

Table 9Aa

Question Number 25

The Ranking of Listening Skills According to Their Necessities

		%			
Choices	Ranking	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
	1	47.62	28.57	23.81	0
	2	23.81	47.62	28.57	0
	3	28.57	28.57	42.86	0
	4	0	0	0	100

TABLES OF LECTURERS' DATA ANALYSIS

Department of Aircraft Powerplant and Frame Maintenance

Table 1Ab

Question Number 12

The Ranking of Activities to Make The Lecture More Understandable According to Their Frequencies

		%				
Ranking \ Choices	Summarizing in Turkish	Translating	Giving the unknown words	Repeating with simpler sentences	Others	
1	100	0	0	0	0	
2	0	0	50	50	0	
3	0	50	50	0	0	
4	0	50	0	50	0	
5	0	0	0	0	100	

Table 2Ab

Question Number 13

The Ranking of Language Skills The Students Are Proficient in

		%			
Ranking \ Choices	Reading	Writing	Speaking	Listening	
1	87.71	14.29	0	0	
2	14.29	57.14	0	28.57	
3	0	14.29	57.14	28.57	
4	0	14.28	42.86	42.86	

Table 3Ab

Question Number 14

The Ranking of Situations in Which The Students Need English Most

		%				
Ranking \ Choices	Listening to foreigners	Speaking to foreigners	Presenting oral reports	Written exams	Reading the textbooks	
1	0	28.57	0	14.29	57.14	
2	71.42	14.29	0	0	14.29	
3	0	14.29	57.14	0	0	
4	0	0	71.42	14.29	14.29	
5	14.29	0	0	71.42	14.29	

Table 4Ab

Question Number 15

The Ranking of Activities The Students Have Problems in

		%			
Choices	Using grammatical structures	Understanding the contents of texts	Using unknown terminology	Understanding spoken language	Other
Ranking					
1	0	71.43	28.5	0	0
2	57.14	14.29	0	28.57	0
3	14.29	0	57.14	28.57	0
4	28.57	14.29	14.29	42.85	0
5	0	0	0	0	100

Table 5Ab

Question Number 20

The Ranking of Language Skills According to Their Importance

		%			
Choices	Reading	Writing	Speaking	Listening	
Ranking					
1	100	0	0	0	
2	0	28.57	42.86	28.57	
3	0	0	28.57	71.43	
4	0	71.43	28.57	0	

Table 6Ab

Question Number 21

The Ranking of Reading Skills According to Their Importance

		%			
Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, notes, etc.	Other
Ranking					
1	28.57	0	57.14	14.29	0
2	0	42.86	14.28	42.86	0
3	28.57	57.14	0	14.29	0
4	42.86	0	28.57	28.57	0
5	0	0	0	0	100

Table 7Ab

Question Number 23

The Ranking of Reasons of Reading in Aviation

		%			
Choices	Ranking	Reading for general knowledge	Reading for specific information	Reading for writing reports	Reading for preparation to exams
	1	28.57	71.43	0	0
	2	42.86	28.57	28.57	0
	3	28.57	0	71.49	0
	4	0	0	0	100

Table 8Ab

Question Number 24

The Ranking of Difficulties For Students While Reading

		%			
Choices	Ranking	Difficult sentences	Unknown vocabulary	The content of texts	Other
	1	28.57	14.29	57.14	0
	2	71.43	28.57	0	0
	3	0	57.14	42.86	0
	4	0	0	0	100

Table 9Ab

Question Number 25

The Ranking of Reading Materials Found to be The Most Beneficial in an Aviation English Course

		%			
Choices	Ranking	Authentic materials	Textbooks in their area	Texts related to general subjects	Text from different English course books
	1	28.57	57.14	14.29	0
	2	14.29	28.57	42.85	14.29
	3	57.14	14.29	28.57	0
	4	0	0	14.29	85.71

Table 10Ab

Question Number 26

The Ranking of Writing Skills According to Their Importance

		%				
Choices	Ranking	Writing lab reports	Writing letters	Writing notes	Taking notes	Other
1		71.42	0	14.29	14.29	0
2		0	0	28.57	71.43	0
3		28.57	0	57.14	14.29	0
4		0	100	0	0	0
5		0	0	0	0	100

Table 11Ab

Question Number 28

The Ranking of Difficulties For Students While Writing

		%					
Choices	Ranking	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
1		14.29	57.13	14.29	14.29	0	0
2		71.43	28.57	0	0	0	0
3		14.29	14.29	14.29	0	57.13	0
4		0	0	71.43	28.57	0	0
5		0	0	0	57.14	42.86	0
6		0	0	0	0	0	100

Table 12Ab

Question Number 29

The Ranking of Listening Skills According to Their Necessities

		%			
Choices	Ranking	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
1		57.14	42.86	0	0
2		28.57	14.29	57.14	0
3		28.57	28.57	42.86	0
4		0	0	0	100

Table 13Ab

Question Number 30

The Ranking of Effects on Students' Understanding While Listening

		%			
Ranking	Choices	Specific vocabulary items	Complex grammatical structures	English used by different speakers	Other
	1		14.28	42.86	42.86
2		42.86	42.86	14.28	0
3		42.86	14.28	42.86	0
4		0	0	0	100

Table 14Ab

Question Number 32

The Ranking of Speaking Skills According to Their Importance

		%			
Ranking	Choices	Speaking to native and foreign colleagues	Organizing and presenting oral reports	Pronouncing words correctly	Other
	1		14.29	85.71	0
2		57.14	0	42.86	0
3		28.57	14.29	57.14	0
4		0	0	0	100

Table 15Ab

Question Number 33

The Ranking of Activities, According to Their Importance, to Improve The Students' Speaking Skills.

		%				
Ranking	Choices	Oral discussions	Oral presentations	Role-plays	Talking to foreign people	Other
	1		14.28	28.58	14.28	28.58
2		57.14	0	14.29	28.57	0
3		28.57	28.57	14.29	28.57	0
4		0	42.86	42.86	14.28	0
5		0	0	14.29	0	87.71

4.2. DEPARTMENT OF AIRCRAFT ELECTRICS AND ELECTRONICS MAINTENANCE

4.2.1. THE ANALYSIS OF STUDENTS' QUESTIONNAIRE RESULTS

A) Personal Information Part.

The questionnaire has been answered by 23 students in the department of Aircraft Electrics and Electronics Maintenance. 87 % of the students are male and 13 % are female. 48 % of the students are between 17-20 and 52 % are between 21-25 years old. 48 % finished high school, 35 % finished technical high school and 13 % finished Anadolu High school. 91 % have stated that they studied English and 9 % have stated that they studied German as their foreign language in high school.

B) General Information Part

Out of 23 students, 13.04 % have stated that General English is more important for them to be successful in their classes; 13.04 % have stated that Aviation English is more important and 73.92 % have stated that both General English and Aviation English are equally important.

All the students have stated that to know Aviation English is necessary. 13.04 % believe that the number of hours of Aviation English courses, -3 hour perweek- is

enough. Whereas 82.61 % believe that it is not .435 % do not have any comment.

On the other hand, 91.30 % think that they will use English in the future in their job. 8.70 % do not have any comment. 47.62 % expect to be using English with colleagues and 52.38 % expect to be using English with foreigners.

4.76 % have stated that they need English to talk to colleagues and foreigners, 57.14 % to read different sources in English related to their job and finally 38.10 % have stated that all the above as the reasons why English is necessary in their career.

As it is seen in table 1Ba, reading skill is accepted the best one they have got by 43.48 % of the students. The same skill is accepted as second in the ranking with 30.44 %. On the other hand, speaking seems to be the second skill they are good at with 34.78 %. Writing and speaking come third in the ranking with 30.44 and 30.44 %.

When table 2Ba is studied, it is seen that 34.78 % of the students believe that they have difficulty in using unknown vocabulary most. The same activity is admitted second most difficult one in the ranking by 43.48 % of the students. The second difficult activity thought by students is understanding and participating speeches in class in the first and second ranking with the percentages of 26.09 and 26.09. Difficulty in grammatical structures comes third in the ranking with 38.78 %.

C) Language Skills Part

It is seen that reading is accepted the most important skill by 52.17 % of the students. Speaking is also accepted as the most important one by 47.83 %. 52.17 % have stated that listening is the second most important skill. Writing is the least important one with the percentages of 43.48 in the third ranking and 47.83 in the fourth ranking (see table 3Ba).

Reading Skills :

As can be seen in table 4Ba, 65.22 % have stated that reading books about general aviation is the most important reading skill. Reading books about their specific field is the second most important one with 52.18 % and the third most important one is reading journals, handouts, notes, etc. in their specific field with 43.48 %. Reading books in English is in the fourth order with 65.22 %.

On the other hand, 26.09 % think that they are able to read quickly and efficiently enough in their field, however 73.91 % are not (closed type question 16).

47.83 % of the students have stated that they can guess the meanings of unknown words while 52.17 % can not. 45.45 % "often", 54.54 % "sometimes" guess (closed type questions 17-18). 17.39 % have stated that they "always" use a dictionary for unknown words. 39.13 % "often" and 30.44 % "sometimes" 13.04 % "never" use a dictionary (closed type question 19).

69.57 % think unknown vocabulary cause difficulty most while reading, 52.17 % think difficult sentence structure is the second most difficult item and 78.26 % think the content of reading materials is the least difficult one (see table 5Ba).

As can be seen in table 6Ba, the most appropriate reading material chosen by the students is authentic materials taken from periodicals, newspapers, magazines, etc. with the percentage of 34.78. 43.48 % find texts related to general subjects are the second most appropriate ones. It is also selected the third most appropriate one in the ranking by 47.83 % of the students.

Writing Skills

39.13 % of the students have stated that writing lab reports is the most important writing skill in their future career. 30.43 % think writing notes is the second most important one. The same item is accepted the third most important one by 39.13 %. The least important writing skill is writing letters with 39.13 %.

39.14 % have stated that they are able to write correctly and efficiently while 60.86 % are not (closed type question 23). 57.17 % believe selecting appropriate vocabulary items and expressions is the most difficult skill in writing. 26.08 % put the same item second in the ranking. Making up grammatically correct sentences is put third in the ranking by 30.44 % of the students (see table 8Ba).

Listening Skills

43.48 % of the students have stated that understanding recorded materials and videotexts about aviation is the most necessary listening skill for them. 43.48 % think understanding conversations about aviation is the second most necessary and 65.22 % think understanding the lectures and taking notes is the least necessary skills (see table 9Ba).

When table 10Ba is studied, it is seen that 60.87 % think understanding English used by different native speakers is the most difficult item while listening. 43.48 % think understanding specific vocabulary items is the second most difficult and 73.91 % think understanding complex grammatical structures is the least difficult one.

In terms of listening, 43.83 % of the students need repetition of the spoken language often and 52.17 % need "sometimes" (closed type question 27).

Note Taking

As it is seen in table 11Ba, 56.52 % of the students take notes in class discussions most frequently. Taking notes both in lectures and seminars are put second in the ranking with the percentages of 43.48 and 43.48. Taking notes is also put third in the ranking with 39.14 %. Additionally 17.39 % take notes in Turkish, 4.35 % take notes in English and 78.26 % take notes in both languages (closed type question 29).

Students accept that not writing fast enough is the most difficult item with 43.48 % . 39.13 % believe that finding appropriate abbreviations is the second most difficult item while taking notes. The same item is thought the third most difficult one by 39.13 % . Trying to write down everything is also thought second and third in the ranking with 34.79 and 30.43 % respectively (see table 12Ba).

Speaking Skills

As can be seen in table 13Ba, 56.52 % of the students have stated that speaking to native and foreign colleagues is the most important speaking skill for them in their field. 43.48 % think pronouncing words correctly is the second most important skill and 52.17 % think organizing and presenting oral reports is the least important one.

It is also seen that 39.13 % think choosing and remembering the right word while speaking is the most difficult skill for them. The same skill is also put second in the ranking by 34.78 % . Making up grammatically correct sentences is put third in the ranking with 26.09 % . The third most difficult skill is asking and answering questions with 39.13 % (see table 14Ba).

73.91 % think talking to foreign people is the most important activity to improve their speaking skills. The second most important activity is giving oral presentations in the language lab with 39.13 % . The same item is put third in the ranking with 34.78 % . Making role-play activities is the least important one with 52.17 % (see table 15Ba).

4.2.2. COMMENTS ON STUDENTS' DATA ANALYSIS

When the students' questionnaire results are investigated, it is clearly seen that the students of the aircraft electrics and electronics maintenance department are conscious about the necessity of English. They believe that they will use it for their career. Most of the students believe the necessity and importance of both general and aviation English and on account of this, most of them think that the number of hours of Aviation English courses per week are not enough.

The students expect to use English with colleagues and foreigners in their future career. Moreover, a majority of the students think they need English for their career to read different sources in English related to their specific field. The students believe that they are better in reading skill rather than the other skills and the activity of using unknown terminology is accepted as the most difficult activity by most of the students (see tables 1Ba- 2Ba).

When quered about which language skill will be the most important for their future career the students do not agree on any definite skill (see table 3Ba). According to the results, both reading and speaking skills are equally important.

In terms of reading skills, most of the students think that they are not able to read quickly and efficiently enough mostly because of unknown vocabulary (see table 5Ba). However there is a conflict in this point, since in table 1Ba, most of them state that they are better in reading skills. Therefore the order of language skills according to their importance are not reliable, since no agreement is seen between the answers of students.

A majority of the students have difficulty in guessing the meanings of unknown words from the context. Depending on this fact, the students have a habit of using dictionary.

According to the results shown in table 4Ba, the students believe that in their department the most important reading activity is reading general aviation books. This shows that the students want to be knowledgable about every field of aviation in

order to be successful in their own field. Additively, most students think reading authentic materials are more appropriate and beneficial in Aviation English Courses in their department (see table 6Ba).

In terms of writing skills, as can be observed from the table 7Ba, most of the students think writing lab reports is the most important writing activity for their future career. On the other hand, most of the students are not proficient in writing correctly and efficiently. One of the reasons of their failure they think is their lack of vocabulary knowledge. Additively they are also not good enough at grammar to make up correct sentence, (see table 8Ba).

In terms of listening skills, as can be seen in table 9Ba, the most necessary skill is understanding recorded materials and videotexts about aviation for most of the students. Therefore they have problems in understanding the different usages of English used by native speakers like dialect, style, speed (see table 10 Ba)

The necessity of repetition shows the degree of understanding while listening. It is seen that the students understand only a half of the spoken language because most of them think they need repetition often and sometimes.

In terms of note taking, it is observed that the students take notes mostly in class discussions and they take notes in both Turkish and English. Most of the students have difficulty in not being able to write fast enough while taking notes since they probably attempt to write everything they heard or do not use abbreviations or do not recognize the important things (see tables 11Ba-12Ba).

As in reading, writing and speaking skills, the students have difficulty in terms of vocabulary. It is also seen that they have difficulty in making up grammatically correct sentences (see table 14Ba). For those reasons they can not speak fluently. On the other hand, most students agree on the importance of speaking to native and foreign colleagues in their future occupation, so for most of them talking to foreign people can be a good activity to improve their speaking skills (see tables 13Ba-15Ba).

4.2.3. THE ANALYSIS OF LECTURERS' QUESTIONNAIRE RESULTS

A) General Information Part

Out of 10 lecturers, 90 % give handouts and 10 % do not. 33.33 % of the lecturers, who give lecture handouts, use handouts written in English, 44.45 % give handouts in Turkish and 22.22 % give handouts written in both languages (closed type questions 7.8).

Similarly 60 % of the lecturers use coursebooks and 40 % do not. 83.33 % of the lecturers who use coursebooks, have stated that their coursebooks are in English and 16.67 % have stated that they are in Turkish (closed type questions 9-10).

90 % of the lecturers give their lectures in Turkish and 10 % give in both English and Turkish (closed type question 11). Therefore twelfth question which shows the activities to make the lecture more understandable is not answered by any of the lecturers.

90 % of the lecturers find students good at reading in terms of language skills. 70 % think students are good at writing in the second ranking. Speaking is accepted as third with 60 % and listening is accepted fourth in the ranking with 50 % (see table 1Bb).

50 % of the lecturers think students have problems in understanding and participating spoken language in class. 50 % admit that reading and understanding the content of materials in their field is the second most problematic activity. The third most difficult one in the ranking is using grammatical structures with the percentage of 80 (see table 3Bb).

As can be seen in table 2 Bb, 80 % think the students need English mostly in reading and understanding textbooks. In the second order 60 % think students need English in presenting oral reports. Speaking to foreigners is in the third order with 60 % and listening to foreigners is in the fourth order with 60 %.

10 % of the lecturers have stated that Aviation English is more beneficial for the students and 90 % have stated that both General and Aviation English are equally beneficial (closed type question 16).

90 % of the lecturers have stated that specific lessons to teach the language and terminology related to the subject area are necessary. However 10 % do not think so. 88.89 % think that such kind of lessons should be given by subject specialists and 11.11 % think they should be given by both English teaching staff and subject specialists. 40 % of the lecturers believe that the number of hours of Aviation English courses -3 hours per week- is enough, 40 % believe it is not and 20 % have not any comment (closed type questions 17-18-19).

B) Language Skills Part

All the lecturers agree that reading skills are the most important skills in their field. The next most important skill is writing with 70 %. The third most important skill ranked by the lecturers is listening with 70 % and the least important one is speaking with 100 % (see table 4Bb).

Reading Skills

50 % of the lecturers have stated that reading books about students' specific field is the most important reading skill. Reading journals, handouts, notes, etc. in students' specific field comes second in the ranking with 40 %. Reading books about general aviation is accepted as the third most important one with 50 %. Reading books in English is the least important one with 80 %.

On the other hand, 10 % think that students are able to read quickly and efficiently enough in their field while 90 % do not believe this (closed type question 22).

80 % of the lecturers have stated that reading is necessary in aviation mostly for specific information. 60 % think reading for writing reports is the second most important reason. 50 % think reading for general knowledge is the third important reason in the ranking (see table Bb).

As can be seen in table 7Bb, 60 % believe the most difficult item for students while reading is difficult sentence structures. The second most difficult one in the ranking is unknown vocabulary with 50 %. The least difficult one is the content of reading materials with 70 %.

80 % of the lecturers think the most necessary reading material found to be best in an Aviation English Course is textbooks in students' specific field. 60 % put authentic materials second in the ranking and 40 % put text from different English coursebooks third in the ranking. The least necessary reading material seen by 60 % of the lecturers is texts related to general subjects (see table 8Bb).

Writing Skills

As it is seen in table 9Bb, 50 % of the lecturers think taking notes is the most important writing skill. The same skill is thought to be the third most important one by 40 % of the lecturers. Writing notes comes second in the ranking with 50 %.

On the other hand, all the lecturers agree that the students are not able to write correctly and efficiently (closed type question 27) 60 % of the lecturers think students have difficulty in making up grammatically correct sentences mostly. 50 % think the second most difficult writing skill is selecting appropriate vocabulary items and expressions. 50 % think organizing the composition is the third most difficult one (see table 10Bb).

Listening Skills

80 % of the lecturers, as can be seen in table 11Bb, have stated that understanding conversations about aviation is the most necessary listening skill. 60 % think understanding recorded materials and videotexts about aviation is the second most necessary skill and 60 % think understanding lectures and taking notes is the least necessary skills.

70 % of the lecturers think complex grammatical structures affect students' understanding mostly in terms of listening. 90 % of them think specific vocabulary items is the second important effect in the ranking. 80 % think English used by different native speakers is the least important effect on students' understanding (see table 12Bb).

Note Taking

In terms of note taking, 80 % of the lecturers think students need more training to learn how to take notes and 20 % think they do not (closed type question 31).

Speaking Skills

As can be seen in table 13Bb, 70 % of the lecturers think speaking to native and foreign colleagues is the most important speaking skill for the students in their specific field. 80 % think organizing and presenting oral reports is the second most important skill and 80 % think pronouncing words correctly is the least important one.

60 % of the lecturers put the item "providing opportunity for oral discussions in class" in the first order to improve the students' speaking skills. 40 % think giving oral presentations in the language lab is the second most important and 70 % think

talking to foreign people is the third most important activities. The least important one was giving role-play activities in the ranking with 70 % (see table 14Bb).

4.2.4. COMMENTS ON LECTURERS' DATA ANALYSIS

According to the lecturers' questionnaire results, it is obvious that a majority of the lecturers' give handouts in their courses which are mostly in Turkish and most of them use coursebooks which are written mostly in English. Additively, a high percentage of the lectures give their lectures in Turkish.

As can be observed in table 1Bb, most of lecturers think that the students are more proficient in reading and the students have problems in understanding and participating in discussions in class (see table 3Bb). For most of them the students need English mostly in reading and understanding their textbooks (see table 2Bb) and in order to be successful, both general and aviation English are beneficial for the students.

Most lecturers agree that specific lessons should be provided to teach the language and terminology related to their subject area and they should be given by both English teaching staff and the subject specialists. However, they do not have a certain opinion about the hours of these courses.

When the most important language skill in their field is investigated, it is obviously seen that all of them agree on the importance of reading skills most. (see table 4Bb).For them reading is necessary in order to get specific information (see table 6Bb). Thus for most lecturers, as is seen in table 5Bb, reading books about the students' specific field becomes the most important skill and they suggest to use reading materials taken from the textbooks in students' specific field in Aviation English courses (see table 8Bb).

In terms of reading skills, a majority of the lecturers think that the students are not able to read quickly and efficiently enough, mostly because of difficult sentence

structures (see table 7Bb). As it is obviously seen, there is a conflict in the answers of questions 13 and 21, since they have stated that the students are better in reading in table 1Bb. Therefore it can be said the answers of those questions may not be reliable.

In terms of writing skills, most of the lecturers think that taking notes is the most important writing skill for the students (see table 9Bb). On the other hand, all the lecturers agree that the students are not able to write correctly and efficiently enough due to insufficient grammatical knowledge. Most of the lecturers believe that the students have difficulty in making up grammatically correct sentences (see table 10Bb).

In terms of listening skills, from the lecturers' point of view, the most necessary listening skill for their career is understanding conversations about aviation (see table 11Bb). Complex grammatical structures are problematic for the students and affect their understanding in terms of listening (see table 12Bb).

In regard to note taking a high percentage of the lecturers think that the students need more training to learn how to take notes.

In terms of speaking skills, most lectures think that speaking to native and foreign colleagues was the most important speaking skill in their field (see table 13Bb). On the other hand, they think that the activity of talking with foreign people do not have a very important role in improving the students' speaking skills, instead they believe that providing opportunity for oral discussions in the class can be the most important activity for the students (see table 14Bb).

4.2.5. OVERALL EVALUATION

When the students' and the lecturers' questionnaire results are compared it is seen that there are some agreements and disagreements between them.

Most of the students and lecturers believe in the necessity and importance of both general and aviation English in order to be successful in the students' classes.

However while the students believe that three hours of Aviation English courses are not enough, the lecturers do not have a common agreement on this subject.

As can be seen in tables 1Ba and 1Bb, they agree that the students are better in reading skills rather than others. On the other hand, while the lecturers think understanding and participating in spoken language in class is the most difficult activity for the students (see table 3Bb), the students think it is the second most difficult one for them. However they claim that they have more difficulty in unknown vocabulary (table 2Ba).

The lecturers have stated that in aircraft electrics and electronics maintenance department reading skills are more important than the others (see table 4Bb). However the students do not have a clear decision between reading and listening skills (see table 3Ba).

In terms of reading skills, according to the results shown in tables 4Ba and 5Bb, the most important reading activity changes from the students to the lecturers. The students think that reading books about general aviation is the most important one whereas the lecturers think that reading books about the students' specific field is very important. Similarly they do not agree on the appropriateness of reading materials. While the students think authentic materials are more appropriate and useful in their field, the lecturers emphasize the importance of reading materials taken from the textbooks in students' specific field (see tables 6Ba, 8Bb).

Both the students and the lecturers agree that the students are not able to read related specific field materials quickly and efficiently enough. In this question both parties have contradiction since they have stated before that the students are proficient in reading (see tables 1Ba, 1Bb).

However they do not have an agreement about the difficulties for the students in reading. The students believe that they have difficulty in unknown vocabulary, however the lecturers think that difficult sentence structures cause difficulty for the students while reading (see tables 5Ba, 7Ba).

In terms of writing skills, while the lecturers believe the importance of taking notes in their occupation the students think writing lab reports will be important for their future career (see tables 7Ba, 9Bb). Similarly, as can be observed in tables 8Ba and 10Bb, while the students think they have problems with vocabulary in writing, the lecturers think making up grammatically correct sentence is more problematic for the students. However they agree that students are enable to write correctly and efficiently.

The students and the lecturers have different opinions in terms of listening, too. As can be seen in tables 9Ba and 11Bb, the students think understanding recorded materials and videotexts about aviation is the most necessary skill in their future occupation, however the lecturers think understanding conversations on aviation is the most necessary skill. Similarly, although the students believe that their problem in listening is the different usages of English by native speakers, the lecturers think the students have difficulty in understanding complex grammatical structures (see tables 10Ba, 12Bb).

As can be seen in tables 13Ba and 13Bb, speaking to native and foreign colleagues is the most important skill in terms of speaking skills from both the students' and the lecturers' point of view. However in improving students speaking skills, they both have different priorities. While the students think that talking to foreign people is a good activity, the lecturers think that providing oral discussions in class is the best (see tables 15Ba-14Bb).

TABLES OF STUDENTS' DATA ANALYSIS

Department of Aircraft Electrics and Electronics Maintenance

Table 1Ba

Question Number 11

The Ranking of Language Skills The Students Are Proficient in

		%			
Ranking \ Choices		Reading	Writing	Speaking	Listening
1		43.48	13.04	26.09	17.39
2		30.44	17.39	17.39	34.78
3		13.04	30.44	30.44	26.08
4		13.04	39.13	30.44	17.39

Table 2Ba

Question Number 12

The Ranking of Activities The Students Have Difficulties in

		%				
Ranking \ Choices		Grammatical structures	Reading and understanding	Using unknown terminology	Understanding spoken language	Other
1		21.74	17.39	34.78	26.09	0
2		4.34	26.09	43.48	26.09	0
3		34.78	26.07	21.74	17.39	0
4		39.14	30.43	0	30.43	0
5		0	0	0	0	100

Table 3Ba

Question Number 14

The Ranking of Language Skills According to Their Importance

		%			
Ranking \ Choices		Reading	Writing	Speaking	Listening
1		52.17	0	47.83	0
2		8.7	8.7	30.43	52.17
3		21.71	43.48	13.04	21.74
4		17.39	47.83	8.7	26.08

Table 4Ba

Question Number 15

The Ranking of Reading Skills According to Their Importance.

		%			
Ranking \ Choices	Reading books	Reading books	Reading books	Reading	
	in English	about general aviation	about specific field	journals, handouts, etc.	Other
1	0	65.22	21.74	13.04	0
2	13.04	21.74	52.18	13.04	0
3	21.74	13.04	21.74	43.48	0
4	65.22	0	4.35	30.43	0
5	0	0	0	0	100

Table 5Ba

Question Number 20

The Ranking of Difficulties for Students While Reading

		%		
Ranking \ Choices	Difficult	Unknown	The content	
	sentence structure	vocabulary	of reading materials	Others
1	30.43	69.57	0	0
2	52.17	21.74	26.09	0
3	13.04	8.7	78.26	0
4	0	0	0	100

Table 6Ba

Question Number 21

The Ranking of Reading Materials According to Their Appropriateness in the Aviation English Courses to Enable the Students to Read More Efficiently

		%		
Ranking \ Choices	Authentic	Textbooks	Texts related	Texts from
	Materials	in their area	to general subjects	different English coursebooks
1	34.78	30.44	31.74	13.04
2	43.48	21.74	30.43	4.35
3	13.04	26.09	47.83	13.04
4	8.7	21.74	4.35	65.21

Table 7Ba

Question Number 22

The Ranking of Writing Skills According to Their Importance

		%				
Ranking	Choices	Writing lab reports	Writing letters	Writing notes	Taking notes	Other
	1		39.13	17.39	13.04	30.44
2		17.39	26.09	30.43	26.09	0
3		21.74	17.39	39.13	21.74	0
4		21.74	39.13	17.39	21.74	0
5		0	0	0	0	100

Table 8Ba

Question Number 24

The Ranking of Difficulties For Students While Writing

		%					
Ranking	Choices	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
	1		21.74	57.17	17.39	4.35	4.35
2		21.74	26.08	8.7	21.74	21.74	0
3		30.44	13.04	13.04	21.74	21.74	0
4		4.35	8.7	30.43	26.09	30.43	0
5		21.73	0	30.44	30.44	17.39	0
6		0	0	0	0	0	0

Table 9Ba

Question Number 25

The Ranking of Listening Skills According to Their Necessities

		%			
Ranking	Choices	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
	1		39.13	17.39	43.48
2		43.48	17.39	39.13	0
3		17.39	65.22	17.39	0
4		0	0	0	100

Table 10Ba

Question Number 26

The Ranking of Difficulties For Students While Listening

		%			
Ranking	Choices	Specific vocabulary items	Complex grammatical structures	English used by different speakers	Other
	1		34.78	4.35	60.87
2		43.48	26.09	30.43	0
3		21.74	73.91	4.35	0
4		0	0	0	100

Table 11Ba

Question Number 28

The Ranking of Activities in Which The Students Take Notes According to Their Frequencies

		%			
Ranking	Choices	Lectures	Seminars	Class discussions	Other
	1		17.39	26.09	56.52
2		43.48	43.48	13.04	0
3		39.14	30.43	30.43	0
4		0	0	0	100

Table 12Ba

Question Number 30

The Ranking of Problems, According to Their Difficulties, For Students While Taking Notes

		%				
Ranking	Choices	Recognizing the important things	Finding appropriate abbreviations	Writing down everything you heard	Not writing fast enough	Other
	1		30.43	8.7	17.39	43.48
2		13.04	39.13	34.79	13.04	0
3		21.74	39.13	30.43	8.7	0
4		34.78	13.04	17.4	34.78	0
5		0	0	0	0	100

Table 13Ba

Question Number 31

The Ranking of Speaking Skills According to Their Importance

		%			
Ranking	Choices	Speaking to native and foreign colleagues	Organizing and presenting oral reports	Pronouncing words correctly	Other
	1		56.52	13.04	30.44
2		21.74	34.78	43.48	0
3		21.74	52.17	26.09	0
4		0	0	0	100

Table 14Ba

Question Number 32

The Ranking of Speaking Skills According to Their Difficulties For Students

		%						
Ranking	Choices	Expressing myself fluently	Asking and answering questions	Presenting oral reports	Choosing the right word	Making up correct sentences	Pronouncing the words correctly	Other
	1		8.7	8.7	4.34	39.13	30.43	8.7
2		8.7	8.7	13.04	34.78	17.39	17.39	0
3		21.74	17.39	13.04	4.35	26.09	17.39	0
4		17.39	39.13	13.04	7.39	4.35	8.7	0
5		30.43	8.9	30.43	4.35	8.7	17.39	0
6		13.04	17.39	21.74	4.35	13.04	30.44	0
7		0	0	0	0	0	0	100

Table 15Ba

Question Number 33

The Ranking of Activities, According to Their Importance, to Improve The Students' Speaking Skills.

		%				
Ranking	Choices	Oral discussions	Oral presentations	Role-plays	Talking to foreign people	Other
	1		13.04	8.7	4.35	73.91
2		30.44	39.13	17.39	13.04	0
3		30.43	34.78	26.09	8.7	0
4		26.09	21.74	52.17	0	0
5		0	0	0	0	100

TABLES OF LECTURERS' DATA ANALYSIS

Department of Aircraft Electrics and Electronics Maintenance

Table 1Bb

Question Number 13

The Ranking of Language Skills The Students Are Proficient in

		%			
Choices					
Ranking	Ranking	Reading	Writing	Speaking	Listening
1	1	90	0	10	0
2	2	10	70	0	20
3	3	0	20	60	20
4	4	0	10	40	50

Table 2Bb

Question Number 14

The Ranking of Situations in Which The Students Need English Most

		%				
Choices						
Ranking	Ranking	Listening to foreigners	Speaking to foreigners	Presenting oral reports	Written exams	Reading the textbooks
1	1	0	20	0	0	80
2	2	20	0	60	20	0
3	3	0	60	20	10	10
4	4	60	10	0	20	10
5	5	20	10	20	50	0

Table 3Bb

Question Number 15

The Ranking of Activities The Students Have Problems in

		%				
Choices						
Ranking	Ranking	Using grammatical structures	Understanding the contents of texts	Using unknown terminology	Understanding spoken language	Other
1	1	0	20	20	50	0
2	2	20	50	30	0	0
3	3	80	10	10	0	0
4	4	0	20	30	50	0
5	5	0	0	0	0	100

Table 4Bb

Question Number 20

The Ranking of Language Skills According to Their Importance

		%			
Ranking	Choices	Reading	Writing	Speaking	Listening
	1		100	0	0
2		0	70	0	30
3		0	30	0	70
4		0	0	100	0

Table 5Bb

Question Number 21

The Ranking of Reading Skills According to Their Importance

		%				
Ranking	Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, notes, etc.	Other
	1		0	20	50	30
2		0	30	30	40	0
3		20	50	20	10	0
4		80	0	0	20	0
5		0	0	0	0	100

Table 6Bb

Question Number 23

The Ranking of Reasons of Reading in Aviation

		%			
Ranking	Choices	Reading for general knowledge	Reading for specific information	Reading for writing reports	Reading for preparation to exams
	1		10	80	10
2		30	10	60	0
3		50	10	20	20
4		10	0	10	80

Table 7Bb

Question Number 24

The Ranking of Difficulties For Students While Reading

		%			
Ranking	Choices	Difficult sentences	Unknown vocabulary	The content of texts	Other
	1		60	30	10
2		30	50	20	0
3		10	20	70	0
4		0	0	0	100

Table 8Bb

Question Number 25

The Ranking of Reading Materials Found to be The Most Beneficial in an Aviation English Course

		%			
Ranking	Choices	Authentic materials	Textbooks in their area	Texts related to general subjects	Text from different English course books
	1		10	80	0
2		60	10	20	10
3		30	10	20	40
4		0	0	60	40

Table 9Bb

Question Number 26

The Ranking of Writing Skills According to Their Importance

		%				
Ranking	Choices	Writing lab reports	Writing letters	Writing notes	Taking notes	Other
	1		30	0	20	50
2		30	20	50	0	0
3		20	10	30	40	0
4		20	70	0	10	0
5		0	0	0	0	100

Table 10Bb

Question Number 28

The Ranking of Difficulties For Students While Writin

		%					
Ranking	Choices	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
	1		60	10	10	0	20
2		10	50	10	10	20	0
3		20	10	50	10	10	0
4		10	30	20	10	30	0
5		0	0	10	70	20	0
6		0	0	0	0	0	100

Table 11Bb

Question Number 29

The Ranking of Listening Skills According to Their Necessities

		%			
Ranking	Choices	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
	1		80	20	0
2		20	20	60	0
3		0	60	40	0
4		0	0	0	100

Table 12Bb

Question Number 30

The Ranking of Effects on Students' Understanding While Listening

		%			
Ranking	Choices	Specific vocabulary items	Complex grammatical structures	English used by different speakers	Other
	1		10	70	20
2		90	10	0	0
3		0	20	80	0
4		0	0	0	100

4.3. DEPARTMENT OF CIVIL AIR TRANSPORTATION AND BUSINESS ADMINISTRATION

4.3.1. THE ANALYSIS OF STUDENTS' QUESTIONNAIRE RESULTS

A) Personal Information Part

The questionnaire has been answered by 23 students in the department of Civil Air Transportation and Business Administration. 69 % of the students are male and 31 % are female 46 % of the students are between 17-20 and 54 % are between 21-25 years old. 54 % finished high school, 23 % finished technical high school and 23 % finished Anadolu High school. 85 % have stated that they studied English and 15 % have stated that they studied German as their foreign language in high school.

B) General Information Part

Out of 13 students, 7.7 % have stated that General English is more important for them to be successful in their classes, while 92.30 % have stated that both General and Aviation English are equally important.

84.62 % have stated that to know Aviation English is necessary but 15.38 % do not agree. 92.3 % believe that the number of hours of Aviation English courses -3 hours perweek- is not enough while 7.7 % do not have any comment.

On the other hand, all the students agree that they will use English in the future in their job. 7.7 % expect to be using English with colleagues and 92.3 % expect to be using English with foreigners.

35.85 % have stated that they need English to talk to colleagues and foreigners, 15.38 % to write reports and business letters in their job, 23.07 % to read different sources in English related to their career and finally 7.7 % have stated

that above as the reasons why English is necessary for their career.

As it is seen in table 1Ca, 46.15 % of them find themselves good at reading. 30.76 % think listening is the second skill they are good at. The same skill is accepted as fourth in the ranking by 53.84 %. The third one is writing skill in the ranking with 46.16 %.

When table 2Ca is studied, it is seen that 46.15 % of the students believe that they have difficulty in using unknown vocabulary most. The same activity is admitted second most difficult one in the ranking by 38.46 % of the students. The second most difficult activities thought by students are grammatical structures, reading and understanding the content of materials in their field and understanding and participating spoken language with the percentages of 30.77, 30.77 and 30.77 respectively.

C) Language Skills Part

It is seen that all the students agree that speaking skills are the most important skills in their field. The next most important skill is writing with 38.46 %. The same skill is also accepted third most important by 46.15 %. The least important one is listening with 53.85 % (see table 3Ca).

Reading Skills

As can be seen in table 4Ca, 53.85 % have stated that reading books about their specific field is the most important reading skill. The same item is accepted as the second most important one by 38.46 % of the students. Reading books about general aviation is in the third order with 61.53 %.

On the other hand, 38.46 % think that they are able to read quickly and efficiently enough in their field, but 61.54 % are not (closed type question 16).

84.62 % of the students have stated that they guess the meanings of unknown words from the content while 15.38 % do not. 36.36 % "often", 54.55 % "sometimes" and 9.09 % "seldom" guess (closed type questions 17-18). 61.54 % have stated that they "often" use dictionary for unknown words. 38.46 % "sometimes" use dictionary (closed type question 19).

69.23 % think difficult sentence structure cause difficulty most while reading, 38.46 % think unknown vocabulary is the second most difficult item and 69.23 % think the content of reading materials is the least difficult one (see table 5Ca).

As can be seen in table 6Ca, there are three kinds of appropriate reading materials chosen by the students with the equal distribution. Those are authentic materials, textbooks in their area and texts related to general subjects and the percentages are 30.77.

Writing Skills

53.85 % of the students have stated that writing letters is the most important writing skill in their future job. 61.53 % think writing notes is the second most important one. In the third order both writing lab reports and taking notes have the same percentages that is 30.77 (see table 7Ca).

38.46 % have stated that they are able to write correctly and efficiently while 61.54 % are not (closed type question 23). 30.77 % believe making up grammatically correct sentences is the most difficult skill in writing and similarly 30.77 % believe selecting appropriate vocabulary items and expressions is the most difficult one. Organizing the composition is the second difficult skill with 46.15 % (see table 8Ca).

Listening Skills

53.85 % of the students have stated that understanding conversations about aviation is the most necessary listening skill for them. The same item is selected as second most necessary skill by 38.46 %. Similarly understanding recorded materials and videotexts about aviation have the same percentage in the second ranking (see table 9Ca).

When table 10Ca is studied, it is seen that 69.23 % think understanding English used by different native speakers is the most difficult item while listening. Understanding specific vocabulary items and understanding complex grammatical structures are the second most difficult items in the ranking with the percentages of 46.15 and 46.15.

In terms of listening, 38.46 % of them need repetition of the spoken language “often”, 54.84 % need “sometimes” and 7.70% need never.

Note Taking

As it is seen in table 11Ca, 61.54 % of the students take notes in lectures most frequently. 46.15 % put taking notes in seminars second in the ranking and 53.85 % put the same item third in the ranking. Additionally 15.38 % take notes in Turkish, 15.38 % take notes in English and 69.24 % take notes in both language (closed type question 29).

38.47 % of the students accept the item “trying to write down everything they heard” as the most difficult one. The same item is selected second in the ranking with 46.16 %. Difficulty in finding appropriate abbreviations is third in the ranking with 61.53 % (see table 12Ca).

Speaking Skills

As can be seen in table 13Ca, 76.92 % of the students have stated that speaking to native and foreign colleagues is the most important speaking skill for them in their field. 61.53 % think organizing and presenting oral reports is the second most important skill and 53.85 % think pronouncing words correctly is the least important one.

It is also seen that 38.46 % think presenting oral reports is the most difficult speaking skill for them. Choosing and remembering the right word while speaking comes second in the ranking with 46.16 %. The third most difficult skill is pronouncing words correctly with 30.77 %. 30.77 % think expressing themselves fluently is the fourth difficult one (see table 14Ca).

84.60 % put the item 'talking to foreign people' to improve their speaking skills' in the first order. 61.53 % think making oral discussions in class wis the second most important activity. 46.16 % think giving oral presentations in the language lab is the third most important and 69.23 % think making role-play activities is the fourth most difficult activity (see table 15Ca).

4.3.2. COMMENTS ON STUDENTS' DATA ANALYSIS

According to the students' questionnaire results, it is clearly seen that all the students in the department of civil air transportation and business administration believe that English is very necessary in aviation and they will use it in their future occupation. The students expect to use English with foreigners and colleagues in their future career. A majority of the students believe the necessity and importance of both General and Aviation English and especially Aviation English. On account of this, a high percentage of the students think that the number of hours of Aviation English courses perweek is not enough.

The students believe that they are more proficient in reading skills rather than others and the activity of using unknown vocabulary is accepted as the most difficult activity by most of the students (see tables 1Ca-2Ca).

When quiered about which language skill will be the most important for the students' future career, all the students agree on the importance and necessity of speaking skills (see table 3Ca).

In terms of reading skills most of the students think that they are not able to read quickly and efficiently enough mostly due to the lack of grammatical knowledge (see table 5Ca). On the other hand although a majority of the students think that they do not have much difficulty in guessing the meanings of unknown words from the context while reading, the frequency of guessing shows that actually they have difficulty since most of the student guess the unknown words from the context sometimes. Consequently the students use dictionary very often.

According to the results shown in table 4Ca, the students believe that in their department the most important reading activity is reading books about their specific field. This shows that the students want to be knowledgable about their specific field. However the students do not have a definite idea about the kinds of reading materials to be read in Aviation English courses (see table 6Ca).

In terms of writing skills, as can be observed from the table 7Ca, the students think writing letters is the most important writing activity for their future career. On the other hand, most of the students are not proficient in writing correctly and efficiently. They stated that the reason for this is the lack of vocabulary and insufficient grammar knowledge (see table 8Ca).

It is observed that most of the students think understanding conversations about aviation is the most necessary skill for them in their occupation in terms of listening skills. Additionally the students' problem while listening is understanding English used by different native speakers, like dialect, style, speed (see tables 9Ca-10Ca).

Since the necessity of repetition shows the degree of understanding it is seen that the students understand only a half of the spoken language because most of them need repetition often and sometimes.

In terms of note taking, it is observed that the students take notes mostly in lectures and in both English and Turkish languages. Most of the students have difficulty in trying to write down everything they heard (see tables 11Ca-12Ca).

In terms of speaking skills, most students have difficulty in presenting oral reports. A majority of the students agree on the importance of speaking to native and foreign colleagues in their department. Thus they think that talking to foreign people can be a good activity to improve their speaking skills (see table 13Ca-15Ca).

4.3.3. THE ANALYSIS OF LECTURERS' QUESTIONNAIRE RESULTS

A) General Information Part

All the lecturers give handouts and 20 % give their lecture handouts in English, 20 % give in Turkish and 60 % in both languages (closed type questions 7-8). 80 % of the lecturers use coursebook and 20 % do not. 25 % of the lecturers who use coursebooks, have stated that their coursebooks are written in English, 25 % have stated that they are in Turkish and 50 % have stated that they use coursebooks written in both English and Turkish (closed type questions 9-10).

40 % of the lecturers give their lectures in Turkish and 60 % give in both English and Turkish (closed type question 11). As can be seen in table 1Cb, in order to make the lecture more understandable, 66.67 % of the lectures who give lectures in English, summarize the lecture in Turkish. In order of frequency, repeating the lecture with simple sentence structures comes second in the ranking with 66.67 %.

100 % of the lecturers find students good at reading in terms of language skills. Again 100 % think students are good at writing in the second ranking.

Speaking is accepted as third with 80 % and listening is accepted as fourth in the ranking with 80 % (see table 2Cb).

80 % of the lecturers think students have problems in understanding spoken language and participating in speeches during class. 60 % admit that reading and understanding the content of materials in their field is the second most problematic activity. The third most difficult one in the ranking is using grammatical structures with the percentage of 80 and the fourth one is using unknown terminology with 80 % (see table 4Cb).

As can be seen in table 3Cb, 100 % think students need English mostly in reading and understanding textbooks. In the second order 60 % think students need English in speaking to foreigners. The same item is put third in the ranking by 40 %.

20 % of the lecturers have stated that General English is more beneficial for the students and 80 % have stated that both General and Aviation English are equally beneficial (closed type question 16).

40 % of the lecturers have stated that specific lessons to teach the language and terminology related to the subject area are necessary, but 60 % think they are not. All the lecturers who believe that such kind of lessons are necessary, think they should be given by both subject specialists and English teaching staff. 40 % of the lecturers believe that the number of hours of Aviation English courses -3 hours per week- is enough, 20 % believe it is not and 40 % have no any comment (closed type questions 17-18-19).

B) Language Skills Part

80 % of the lecturers believe that reading skills are the most important skills in their field. The next most important skill is listening with 60 %. The third most important skill ranked by the lecturers is speaking with 60 % and the least important one is writing with 80 % (see table 5Cb).

Reading Skills

60 % of the lecturers have stated that reading journals, handouts, notes, etc. in students' specific field is the most important reading skill. The same skill comes second in the ranking with 40 %. Similarly 40 % of the lecturers think reading books about students' specific field is the second most important reading skill. The lecturers agree that reading books about aviation in general is the third most important one with 100 %. The least important one is reading books in English with 60 % (see table 6Cb).

On the other hand, 100 % agree that the students are not able to read quickly and efficiently enough in their field (closed type question 22).

80 % of the lecturers have stated that reading is necessary in aviation mostly for specific information. 80 % think reading for writing reports is the second most important reason. 80 % think reading for general knowledge is the third and 100 % think reading for preparation for examinations is the least important reasons in the ranking (see table 7Cb).

As can be seen in table 8Cb, 80 % believe the most difficult item for students while reading is unknown vocabulary and the second most difficult one in the ranking is difficult sentence structure with 80 %. The least difficult one is the content of reading materials with 100 %.

80 % of the lecturers think the most necessary reading material found to be best in an Aviation English course is authentic materials. 60 % put text related to general subjects second in the ranking and 80 % put textbooks in students' special field in the third ranking. The least necessary reading material seen by all the lecturers is texts from different English coursebooks (see table 9Cb).

Writing Skills

As it is seen in table 10Cb, 60 % of the lecturers think taking notes is the most important writing skill. Writing notes comes second in the ranking with the percentage of 40. Similarly 40 % of the lecturers think that writing lab reports is the second most important skill. Again writing lab reports and writing notes come third in the ranking with the percentages of 40 and 40.

On the other hand, all the lecturers agree that the students are not able to write correctly and efficiently (closed type question 27). 40 % of the lecturers think students have difficulty in writing in English fluently mostly. 60 % think the second most difficult writing skill is making up grammatically correct sentences. 60 % think selecting appropriate vocabulary items and expressions is the third most difficult one. Organizing the composition is the fourth most difficult and formulating the introduction and conclusion paragraphs is the least difficult writing skills in the ranking with the percentages of 60 and 60 (see table 11Cb).

Listening Skills

80 % of the lecturers, as can be seen in table 12Cb, have stated that understanding conversations on aviation is the most necessary skill. 100 % think understanding lectures and taking notes is the second necessary, 80 % think understanding recorded materials and videotexts about aviation is the least necessary skills.

60 % of the lecturers think specific vocabulary items affect students' understanding mostly in terms of listening. The same item is put in the second order with 40 %. Similarly 40 % also believe complex grammatical structures affect students' understanding in the second ranking (see table 13Cb).

Note Taking

In terms of note taking, 80 % of the lecturers think students need more training to learn how to take notes and 20 % think they do not (closed type question 31).

Speaking Skills

As can be seen in table 14Cb, 60 % of the lecturers think speaking to native and foreign colleagues is the most important speaking skill for the students in their field. 60 % think organizing and presenting oral reports is the second most important skill and 100 % think pronouncing words correctly is the least important one.

80 % of the lecturers put the item "providing opportunity for oral discussions in class" in the first order to improve the students' speaking skills. 60 % think talking to foreign people is the second most important and 100 % think giving oral presentations in the language lab is the third most important activities.

4.3.4. COMMENTS ON LECTURERS' DATA ANALYSIS

According to the lecturers' questionnaire results, it is seen that all the lecturers' give handouts in their courses which are both in English and Turkish and a majority of them use coursebooks which are written in both English and Turkish. Additionally, most of the lecturers give their lectures in both English and Turkish. The lecturers summarize their lectures in Turkish mostly in order to make the lecture more understandable (see table 1Cb)

As can be observed in table 2Cb, all the lecturers think that the students are more proficient in reading skills and the students have problems in understanding and participating spoken language in class (see table 4Cb). All the lecturers believe that the students' need English mostly in reading and understanding their textbooks

(see table 3Cb) and in order to be successful both General and Aviation English are beneficial for the students.

The lecturers agree that specific lessons should be provided to teach the language and terminology related to their subject area and they should be given by both the English teaching staff and the subject specialist lecturers. However they do not have a certain opinion about whether the hours of these courses are enough.

When the most important language skill in their field is investigated, it is obviously seen that a high percentage of the lecturers agree that reading is the most important skill (see table 5Cb).

For them reading is necessary in order to get specific information (see table 7Cb). Thus from the most lecturers' point of view, reading journals, handouts, notes, etc. in students specific field become the most important reading skill and they suggest to use authentic materials taken from periodicals, newspapers, magazines, etc. in an Aviation English course (see tables 6Cb-9Cb).

All the lecturers agree that the students are not able to read quickly and efficiently enough, mostly because of the unknown vocabulary (see table 8Cb). As it is obviously seen there is a conflict in the answers of questions 13 and 22. Since they have stated that the students are proficient in reading (see table 2Cb). Thus it can be said that the answers of those questions may not be reliable.

In terms of writing skills, most of the lecturers think that taking notes is the most important writing skill for the students (see table 10Cb). On the other hand, all the lecturers agree that the students are not able to write correctly and efficiently enough. Most of them think that the students have difficulty in writing fluently in English (see table 11Cb).

From the the lecturers' point of view the most important listening skill for their career is understanding conversations about aviation in terms of listening skills (see table 12Cb). Specific vocabulary items affect the students' understanding while listening (see table 13Cb).

In terms of note taking a majority of the lecturers think that it is not necessary for the students to have more training in order to learn how to take notes.

In terms of speaking skills, most of the lecturers agree on the the importance of speaking to native and foreign colleagues in their specific field (see table 14Cb). On the other hand, they think that the activity of talking to foreign people is not very important to improve the students' speaking skills., instead they believe that providing opportunity for oral discussions in the class can be the most important activity for the students (see table 15Cb).

4.3.5 OVERALL EVALUATION

When the students' and the lecturers' questionnaire results are compared it is seen that there are some agreements and disagreements between them.

According to the results of analysis, all the students and the lecturers believe the necessity and importance of both General and Aviation English in order to be successful in the students' classes. However while the students believe that three hours of Aviation English courses are not enough, the lecturers do not have a certain opinion about this subject.

As can be seen in tables 1Ca and 2Cb, the students and the lecturers agree that the students are more proficient in reading skills rather than other language skills. On the other hand, while the lecturers think that understanding and participating in spoken language in class is the most difficult activity, the students think that they have difficulty in using unknown vocabulary (see tables 2Ca-4Cb).

The lecturers have stated that in civil air transportation and business administration department reading skills are more important than the others. However the students agree that speaking skills are the most important skills (see tables 3Ca5Cb).

In terms of reading skills, according to the results shown in tables 4Ca and 6Cb, the most important reading activity changes from the students to the lecturers.

The students think that reading books about their specific field is the most important one and the lecturers think that reading journals, handouts, notes, etc. in students' specific field is very important. Consequently, the lecturers suggest to use authentic materials taken from periodicals, newspapers, magazines, etc. in an Aviation English course (see table 9Cb). Whereas the students do not have a definite idea about the appropriate kinds of materials (see table 6Ca).

Both the students and the lecturers agree that the students are not able to read related specific field materials quickly and efficiently enough. However it is seen that both the students and the lecturers have conflict since they have stated before that the students are proficient in reading (see tables 1Ca, 2Cb).

However they do not have an agreement about the difficulties for the students in reading. The students believe that they have problems in difficult sentence structures while the lecturers think that they have difficulty in unknown vocabulary (see tables 5Ca, 8Cb).

In terms of writing skills, while the lecturers believe in the importance of taking notes in their job, the students think writing letters is the most important writing activity for their career (see tables 7Ca, 10Cb). However they agree that the students are not able to write correctly and efficiently. From the lecturers' point of view they have difficulty in writing English fluently and the students think they have difficulty in unknown vocabulary and insufficient grammatical knowledge (see tables 8Ca and 11Cb).

The students and the lecturers have both similar and different views in terms of listening skills, too. As can be seen in table 9Ca and 12Cb, both the students and the lecturers think that understanding conversations about aviation is the most necessary skill in their specific field. On the other hand, while the students believe that their problem in terms of listening is the different usages of English by native speakers, the lecturers think specific vocabulary items affect the students' understanding mostly (see tables, 10Ca-13Cb).

As can be seen in tables 13Ca and 14Cb, the students and the lecturers agree that speaking to native and foreign colleagues is the most important skill in terms of speaking skills. In order to improve the students' speaking skills, the lecturers believe that it is better to provide opportunity for oral discussions in the class. On the other hand, the students think that talking to foreign people can be a good activity (see tables 15Ca-15Cb).

TABLES OF STUDENTS' DATA ANALYSIS

Department of Civil Air Transportation and Business Administration

Table 1Ca

Question Number 11

The Ranking of Language Skills The Students Are Proficient in

		%			
Choices					
Ranking		Reading	Writing	Speaking	Listening
1		46.15	23.08	30.77	0
2		23.08	23.08	23.08	30.76
3		23.08	46.16	15.38	15.38
4		7.7	7.7	30.76	53.84

Table 2Ca

Question Number 12

The Ranking of Activities The Students Have Difficulties in

		%				
Choices						
Ranking		Grammatical structures	Reading and understanding	Using unknown terminology	Understanding spoken language	Other
1		7.7	30.77	14.15	15.38	0
2		15.38	23.08	38.46	23.08	0
3		30.77	30.77	7.69	30.77	0
4		46.15	15.38	7.7	30.77	0
5		0	0	0	0	100

Table 3Ca

Question Number 14

The Ranking of Language Skills According to Their Importance

		%			
Choices					
Ranking		Reading	Writing	Speaking	Listening
1		0	0	100	0
2		30.77	38.46	0	30.77
3		38.46	46.15	0	15.39
4		30.77	15.38	0	53.85

Table 4Ca

Question Number 15

The Ranking of Reading Skills According to Their Importance.

		%				
Ranking	Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, handouts, etc.	Other
	1		7.7	15.38	53.85	23.07
2		15.38	23.08	38.46	23.08	0
3		23.07	61.53	7.7	7.7	0
4		53.85	0	0	46.15	0
5		0	0	0	0	100

Table 5Ca

Question Number 20

The Ranking of Difficulties for Students While Reading

		%			
Ranking	Choices	Difficult sentence structure	Unknown vocabulary	The content of reading materials	Others
	1		69.23	30.77	0
2		30.77	38.46	30.77	0
3		7.7	23.07	69.23	0
4		0	0	0	100

Table 6Ca

Question Number 21

The Ranking of Reading Materials According to Their Appropriateness in the Aviation English Courses to Enable the Students to Read More Efficiently

		%			
Ranking	Choices	Authentic Materials	Textbooks in their area	Texts related to general subjects	Texts from different English coursebooks
	1		30.77	30.77	30.77
2		38.47	15.38	30.77	15.38
3		23.08	23.08	23.08	30.76
4		7.7	30.77	15.38	46.15

Table 7Ca

Question Number 22

The Ranking of Writing Skills According to Their Importance

		%				
Choices	Writing lab reports	Writing letters	Writing notes	Taking notes	Other	
Ranking						
1	7.7	53.85	15.38	23.07	0	
2	0	7.7	61.53	30.77	0	
3	30.77	23.08	15.38	30.77	0	
4	61.54	15.38	7.7	15.38	0	
5	0	0	0	0	100	

Table 8Ca

Question Number 24

The Ranking of Difficulties For Students While Writing

		%				
Choices	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
Ranking						
1	30.77	30.77	15.38	23.08	0	0
2	7.7	7.7	46.15	15.38	23.07	0
3	15.38	23.08	23.08	7.7	30.76	0
4	23.08	7.7	23.08	15.38	30.76	0
5	23.08	30.77	0	30.77	15.38	0
6	0	0	0	0	0	100

Table 9Ca

Question Number 25

The Ranking of Listening Skills According to Their Necessities

		%		
Choices	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
Ranking				
1	53.85	30.77	15.38	0
2	38.46	23.08	38.46	0
3	7.7	46.15	46.15	0
4	0	0	0	100

Table 10Ca

Question Number 26

The Ranking of Difficulties For Students While Listening

		%			
Ranking	Choices	Specific vocabulary items	Complex grammatical structures	English used by different speakers	Other
	1		23.07	7.7	69.23
2		46.15	46.15	7.7	0
3		30.77	46.15	23.08	0
4		0	0	0	100

Table 11Ca

Question Number 28

The Ranking of Activities in Which The Students Take Notes According to Their Frequencies

		%			
Ranking	Choices	Lectures	Seminars	Class discussions	Other
	1		61.54	23.08	15.38
2		23.08	46.15	30.77	0
3		15.38	30.77	53.85	0
4		0	0	0	100

Table 12Ca

Question Number 30

The Ranking of Problems, According to Their Difficulties, For Students While Taking Notes

		%				
Ranking	Choices	Recognizing the important things	Finding appropriate abbreviations	Writing down everything you heard	Not writing fast enough	Other
	1		30.77	15.38	38.47	15.38
2		23.07	7.7	46.16	23.07	0
3		0	61.53	7.7	30.77	0
4		46.15	15.38	7.7	30.77	0
5		0	0	0	0	100

Table 13Ca

Question Number 31

The Ranking of Speaking Skills According to Their Importance

		%			
Ranking	Choices	Speaking to native and foreign colleagues	Organizing and presenting oral reports	Pronouncing words correctly	Other
	1		76.92	7.7	15.38
2		7.7	61.53	30.77	0
3		15.38	30.77	53.85	0
4		0	0	0	100

Table 14Ca

Question Number 32

The Ranking of Speaking Skills According to Their Difficulties For Students

		%						
Ranking	Choices	Expressing myself fluently	Asking and answering questions	Presenting oral reports	Choosing the right word	Making up correct sentences	Pronouncing the words correctly	Other
	1		0	7.7	38.46	23.07	23.07	7.7
2		0	15.38	7.7	46.16	15.38	15.38	0
3		7.7	15.38	15.38	7.7	23.07	30.77	0
4		30.77	7.7	7.7	23.07	15.38	15.38	0
5		23.07	23.07	7.69	0	23.07	23.07	0
6		38.46	30.76	15.38	7.7	0	7.7	0
7		0	0	0	0	0	0	100

Table 15Ca

Question Number 33

The Ranking of Activities, According to Their Importance, to Improve The Students' Speaking Skills.

		%				
Ranking	Choices	Oral discussions	Oral presentations	Role-plays	Talking to foreign people	Other
	1		7.7	7.7	0	84.6
2		61.53	23.07	7.7	7.7	0
3		23.07	46.16	23.07	7.7	0
4		7.7	23.07	69.23	0	0
5		0	0	0	0	100

TABLES OF LECTURERS' DATA ANALYSIS

Department of Civil Air Transportation and Business Administration

Table 1Cb

Question Number 12

The Ranking of Activities to Make The Lecture More Understandable According to
Their Frequencies

		%			
Ranking \ Choices	Summarizing in Turkish	Translating	Giving the unknown words	Repeating with simpler sentences	Others
1	66.67	0	33.33	0	0
2	0	33.33	0	66.67	0
3	0	0	33.33	33.33	33.33
4	33.33	33.33	33.33	0	0
5	0	33.33	0	0	66.67

Table 2Cb

Question Number 13

The Ranking of Language Skills The Students Are Proficient in

		%			
Ranking \ Choices	Reading	Writing	Speaking	Listening	
1	100	0	0	0	
2	0	100	0	0	
3	0	0	80	20	
4	0	0	20	80	

Table 3Cb

Question Number 14

The Ranking of Situations in which The Students Need English Most

		%			
Ranking \ Choices	Listening to foreigners	Speaking to foreigners	Presenting oral reports	Written exams	Reading the textbooks
1	0	0	0	0	100
2	20	60	20	0	0
3	40	40	20	0	0
4	40	0	60	0	0
5	0	0	0	100	0

Table 4Cb

Question Number 15

The Ranking of Activities The Students Have Problems in

		%				
Ranking	Choices	Using grammatical structures	Understanding the contents of texts	Using unknown terminology	Understanding spoken language	Other
	1		0	20	0	80
2		20	60	20	0	0
3		80	20	0	0	0
4		0	0	80	20	0
5		0	0	0	0	100

Table 5Cb

Question Number 20

The Ranking of Language Skills According to Their Importance

		%			
Ranking	Choices	Reading	Writing	Speaking	Listening
	1		80	0	20
2		0	20	20	60
3		20	0	60	20
4		0	80	0	20

Table 6Cb

Question Number 21

The Ranking of Reading Skills According to Their Importance

		%				
Ranking	Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, notes, etc.	Other
	1		20	0	20	60
2		20	0	40	40	0
3		0	100	0	0	0
4		60	0	40	0	0
5		0	0	0	0	100

Table 7Cb

Question Number 23

The Ranking of Reasons of Reading in Aviation

		%			
Ranking	Choices	Reading for general knowledge	Reading for specific information	Reading for writing reports	Reading for preparation to exams
	1		20	80	0
2		0	20	80	0
3		80	0	20	0
4		0	0	0	100

Table 8Cb

Question Number 24

The Ranking of Difficulties For Students While Reading

		%			
Ranking	Choices	Difficult sentences	Unknown vocabulary	The content of texts	Other
	1		20	80	0
2		80	20	0	0
3		0	0	100	0
4		0	0	0	100

Table 9Cb

Question Number 25

The Ranking of Reading Materials Found to be the Most Beneficial in an Aviation English Course

		%			
Ranking	Choices	Authentic materials	Textbooks in their area	Texts related to general subjects	Text from different English course books
	1		80	0	20
2		20	20	60	0
3		0	80	20	0
4		0	0	0	100

Table 10Cb

Question Number 26

The Ranking of Writing Skills According to Their Importance

		%				
Ranking	Choices	Writing lab reports	Writing letters	Writing notes	Taking notes	Other
	1		20	0	20	60
2		40	0	20	20	0
3		40	0	40	20	0
4		0	100	0	0	0
5		0	0	0	0	100

Table 11Cb

Question Number 28

The Ranking of Difficulties For Students While Writing

		%					
Ranking	Choices	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
	1		20	20	20	0	40
2		60	20	0	0	20	0
3		0	60	0	40	0	0
4		20	0	60	0	20	0
5		0	0	20	60	20	0
6		0	0	0	0	0	100

Table 12Cb

Question Number 29

The Ranking of Listening Skills According to Their Necessities

		%			
Ranking	Choices	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
	1		80	0	20
2		0	100	0	0
3		20	0	80	0
4		0	0	0	100

Table 13Cb

Question Number 30

The Ranking of Effects on Students' Understanding While Listening

		%			
Ranking \ Choices	Specific	Complex	English used		
	vocabulary	grammatical	by different	Other	
	items	structures	speakers		
1	60	20	20	0	
2	40	40	20	0	
3	0	40	60	0	
4	0	0	0	100	

Table 14Cb

Question Number 32

The Ranking of Speaking Skills According to Their Importance

		%			
Ranking \ Choices	Speaking to	Organizing and	Pronouncing		
	native and foreign	presenting oral	words	Other	
	foreign colleagues	reports	correctly		
1	60	40	0	0	
2	40	60	0	0	
3	0	0	100	0	
4	0	0	0	100	

Table 15Cb

Question Number 33

The Ranking of Activities, According to Their Importance, to Improve The Students' Speaking Skills.

		%				
Ranking \ Choices	Oral	Oral		Talking to		
	discussions	presentations	Role-plays	foreign people	Other	
1	80	0	20	0	0	
2	20	0	20	60	0	
3	0	100	0	0	0	
4	0	0	60	40	0	
5	0	0	0	0	100	

4.4. DEPARTMENT OF PILOT TRAINING

4.4.1. THE ANALYSIS OF STUDENTS' QUESTIONNAIRE RESULTS

A) Personal Information Part.

The questionnaire has been answered by 13 students in the department of Pilot Training. 85 % of the students are male and 15 % are female 61 % are between 17-20 and 31 % are between 21-25 years old and 8 % are above 25. 46 % finished high school, 15 % finished technical high school and 39 % finished Anadolu high school. 92 % have stated that they studied English and 8 % have stated that they studied German as their foreign language in high school.

B) General Information Part

All the students in the department of Pilot Training have stated that both General English and Aviation English are equally important for them to be successful in their classes. All the students agree that to know Aviation English is necessary 15.38 % have stated that the number of hours of aviation English courses is enough whereas, 76.92 % believe that it is not. 7.7 % do not have any comment..

On the other hand, all the students agree that they will use English in the future in their job. 69.23 % expect to be using English with colleagues and 30.77 % expect to be using English with foreigners.

15.38 % have stated that they need English to talk to colleagues and foreigners, 15.38 % to read different sources in English related to their career and 69.24 % have stated all the choices given in the questionnaire are the reasons why English is necessary in their career.

As it is seen in table 1Da, speaking skill is accepted as the best one they have got by 46.15 % of the students. 53.86 % think reading is the second skill they are good at. 38.46 % put listening in the third order. 53.84 % think writing is the worst skill they have got.

When table 2Da is studied, it is seen that 46.14 % of the students believe that they have difficulty in grammatical structures most. Using unknown vocabulary is the second most difficult activity with 38.46 %. The third most difficult activity is reading and understanding the content of materials in their field with 38.46 %. The least important one is understanding and participating spoken language with 53.85 %.

C) Language Skills Part

It is seen that speaking is the most important language skill in their field with 76.92 %. 76.92 % of the students think listening is the second most important skill and 69.23 % think reading is the third most important one. Writing is the least important one with 76.92 % (see table 3Da).

Reading Skills

As can be seen in table 4Da, reading books about general aviation is accepted as the most and second most important reading skill with the percentages of 46.15 and 53.85 respectively. 61.54 % of the students put reading books about their specific field in the third ranking. 69.23 % think reading books in English is the least important reading skill.

On the other hand, 69.23 % think that they are able to read quickly and efficiently enough in their field but 30.77 % are not (closed type question 16).

69.23 % of the students have stated that they can guess the meanings of unknown words from the context while 30.77 % can not. 22.22 % "always", 55.56

% “often” and 22.22 % “sometimes” guess (see closed type questions 17-18).

30.77 % have stated that they often use “dictionary” for unknown words. 69.23 % sometimes use a dictionary (closed type question 19).

53.84 % think unknown vocabulary cause difficulty most while reading, 53.85 % think difficult sentence structure is the second most difficult item and 76.92 % think the content of reading materials is the least difficult one (see table 5Da).

As can be seen in table 6Da, the most appropriate reading material chosen by the students is authentic materials with 46.15 %. The second most appropriate material is texts related to general subjects with 46.16 %. 53.85 % think textbooks in their area is the third most appropriate one. The least appropriate one is texts from different English coursebooks with 33.33 %.

Writing Skills

46.14 % of the students have stated that taking notes was the most important writing skill in their future job. 53.85 % think writing notes is the second most important, 38.47 % think writing lab reports is the third most important and 53.85 % think writing letters is the least important writing skills (see table 7Da).

92.30 % have stated that they are able to write correctly and efficiently but 7.7 % think they are not. 38.46 % believe making up grammatically correct sentences is the most difficult skill in writing. Organizing the composition comes second in the ranking with 46.16 %. 38.46 % put the item “writing in English fluently” in the third ranking. The fourth most important one is selecting appropriate vocabulary items and expressions with 46.15 % (see table 8Da).

Listening Skills

61.53 % of the students have stated that understanding conversations about aviation is the most necessary listening skill for them. 38.46 % think understanding recorded materials and videotexts about aviation is the second most necessary and 61.53 % think understanding the lectures and taking notes is the third most necessary skills.

When table 10Da is studied, it is seen that 69.24 % of the students think that understanding English used by different native speakers is the most difficult item while listening. 61.53 % think that understanding specific vocabulary items is the second most difficult item and 53.84 % think understanding complex grammatical structures is the least difficult one.

In terms of listening, 15.28 % of the students need repetition often, 76.92 % need sometimes and 7.70 % need never (see closed type question 27).

Note Taking

As it is seen in table 11Da, 46.15 % of the students take notes in class discussions most frequently. 46.15 % put taking notes in lectures second in the ranking. Taking notes in seminars is put third in the ranking with the percentage of 38.46. Additionally 15.38 % take notes in Turkish, 15.38 % take notes in English and 69.24 % take notes in both languages (closed type question 29).

In terms of note taking 46.15 % of the students believe trying to write down everything they heard is the most difficult item. Difficulty in finding appropriate abbreviations is thought the second most difficult item by 53.84 % and the third most difficult item by 38.46 %. The least difficult one is recognizing the important things while noting them down with 38.46 %.

Speaking Skills

As can be seen in table 13Da, 53.84 % of the students have stated that speaking to native and foreign colleagues is the most important speaking skill for them in their field. 46.15 % think pronouncing words correctly is the second most important skill and 46.15 % think organizing and presenting oral reports is the least important one.

It is also seen that 46.15 % think making up grammatically correct sentences while speaking is the most difficult skill for them. Presenting oral reports comes second in the ranking with 30.76 % and fifth in the ranking with 30.77 %. The third most difficult skill is choosing and remembering the right word while speaking with 53.84 %. The fourth most difficult one is asking and answering questions with 30.77 % and the least difficult one is pronouncing the words correctly with 46.15 % (see table 14Da).

84.60 % think talking to foreign people is the most important activity to improve their speaking skills. 61.53 % think making oral discussions in class is the second most important one. Giving oral presentations in the language lab is in the third ranking with 69.23 % and making role-play activities is in the fourth ranking with 69.23 % (see table 15Da).

4.4.2. COMMENTS ON STUDENTS' DATA ANALYSIS

According to the analysis of the students' questionnaire results, it is obvious that all the students in the department of pilot training believe that English necessary in aviation and they will use it in their future occupation. All the students believe the necessity and importance of both general and aviation English and especially Aviation English. The students expect to use English with colleagues and foreigners in their future career. On account of this, a majority of the students think that the number of hours of Aviation English courses per week is not enough.

The students believe that they are more proficient in speaking skills rather than others skills and they have difficulty in grammatical structures most (see tables 1Da-2Da).

When queired about which language skill will be the most important for the students' future career, a majority of the students think that speaking is the most important language skill in their field and listening is the second most important one.

In terms of reading skills, most of the students think that they are able read quickly and efficiently enough. For them the most difficult thing while reading is unknown vocabulary (see table 5Da). Furthermore many of the students think that they do not have much difficulty in guessing the meanings of unknown words from the context while reading. Most of the students claim that they often guess the meanings of unknown words. Consequently the frequency of applying for a dictionary is not so high.

According to the results shown in table 4Da, the students believe that in their department the most important reading activity is reading general aviation books. Furthermore, the most appropriate reading material in their specific field they think, is authentic materials taken from periodicals, newspapers, magazines, etc (see table 6Da).

In terms of writing skills, as can be observed from the table 7Da, the students think taking notes is the most necessary writing activity in their future career. A majority of the students think that they are proficient in writing correctly and efficiently. Most of them think the most difficult writing skill is making up grammatically correct sentences (see table 8Da).

As is observed from the table 9Da, most of the students think that understanding conversations about aviation is the most necessary skill for them in their occupation in terms of listening skills. Additionally the students' problem while listening is undestanding English used by different native speakers, like dialect, style, speed (see table 10Da). Furthermore, the students' understanding while

listening can be said high, because a high percentage of them have stated that they need repetition sometimes.

In terms of note taking, it is observed that the students take notes mostly in class discussions and in both English and Turkish. Most of the students have difficulty in trying to write down everything they heard (see tables 11Da-12Da).

As in writing, in speaking too, the students have difficulty in grammatical structures (see table 14Da). On the other hand, most of the students agree on the importance of speaking to native and foreign colleagues in their future occupation. Thus, for most of them talking to foreign people can be a good activity to improve their speaking skills (see table 13Da-15Da).

4.4.3. THE ANALYSIS OF LECTURERS' QUESTIONNAIRE RESULTS

A) General Information Part

Out of 8 lecturers 62.5 % give handouts and 37.5 % do not. 20 % of the lecturers, who give handouts, use handouts written in English and 80 % give handouts written in both languages (closed type questions 7-8).

Similarly 37.5 % of the lecturers use coursebook and 62.5 % do not. All the lecturers who use coursebooks, have stated that their coursebooks are written in English.

37.5 % of the lecturers give their lectures in Turkish and 62.5 % give in both English and Turkish (closed type question 11). As can be seen in table 1Db, in order to make the lecture more understandable, 60 % of the lecturers who give lectures in English, give the unknown words before the lecture. In the second ranking in order of frequency, summarizing the lecture in Turkish comes with 80 %.

62.5 % find students good at reading in terms of language skills. 75 % think students are good at writing in the second ranking. On the other hand reading and

listening skills are accepted as third with 37.5 % and 37.5 %. 50 % of the lecturers think speaking is the skill the students are not so good at (see table 2Db).

75 % of the lecturers think the students have problems in understanding and participating in spoken language in class. 62.5 % admit that using unknown terminology is the second most problematic activity. The third most difficult one in the ranking is using grammatical structures with the percentage of 87.5 and the fourth one is reading and understanding the content of materials in their field with 87.5 % (see table 4Db).

As can be seen in table 3Db, 50 % think the students need English most while speaking to foreigners. In the second order 50 % think students need English in listening to foreigners. Speaking to foreigners and reading and understanding their textbooks are put third in the ranking with the same percentages, 37.5 and 37.5.

50 % of the lecturers have stated that Aviation English is more beneficial for the students and 50 % have stated that both general and aviation English are equally beneficial (closed type question 16).

87.5 % of them have stated that specific lessons to teach the language and terminology related to the subject area are necessary, but 12.5 % do not think so. 28.57 % who believe that such kind of lessons are necessary, think they should be given by subject specialists and 71.43 % of them think they should be given by both English staff and subject specialists. 25 % of the lecturers believe the number of hours of Aviation English courses -3 hours per week- is enough and 37.5 % believe it is not. 37.5 % do not have any comment (closed type questions 17-18-19).

B) Language Skills Part

75 % of the lecturers believe that speaking is the most important skill in their field. The next most important skill is listening with 37.5 % and the third most important skill ranked by the lecturers is reading with 75 % and the least important one is writing with 87.5 % (see table 5Db).

Reading Skills

62.5 % of the lecturers have stated that reading books about general aviation is the most important reading skill. Reading journals, handouts, notes, etc. in the students' specific field comes second with the percentage of 75. Reading books in English and reading books about general aviation comes third with the percentages of 37.5 and 37.5 (see table 6Db).

On the other hand, 37.5 % think that the students are able to read quickly and efficiently enough in their field but 62.5 % of them do not believe it (closed type question 22).

87.5 % of the lecturers have stated that reading is necessary in aviation mostly for specific information. 50 % think reading for writing reports is the second most important reason. The same reason is accepted third in the ranking with 37.5 %. Similarly reading for general knowledge comes third in the ranking with 37.5 % (see table 7Db).

As can be seen in table 8Db, 75 % believe the most difficult item for the students while reading is unknown vocabulary and the second most difficult one in the ranking is difficult sentence structure with 75 %. The least difficult one thought by 87.5 % is the content of reading materials.

87.5 % of the lecturers think the most necessary reading material found to be best in an Aviation English Course is textbooks in students' special field. 62.5 % put authentic materials second in the ranking and 37.5 % put text related to general subjects in the third ranking. The least necessary reading material seen by 75 % of lecturers is texts from different English coursebooks (see table 9Db).

Writing Skills

As it is seen in table 10Db, 75 % of the lecturers think taking notes is the most important writing skill. Writing notes is accepted as the second most important one by 75 %. Writing lab reports comes third and writing letters comes fourth in the ranking with the percentages of 75 and 75.

On the other hand 25 % think that the students are able to write correctly and efficiently but 75 % think they are not (closed type question 27).

62.5 % of them think students have difficulty in making up grammatically correct sentences is the most difficult one. The second most difficult skill is writing in English fluently with 50 %. The same item is put third in the ranking by 37.5 % (see table 11Db).

Listening Skills

As can be seen in table 12Db, understanding conversations on aviation and understanding recorded materials and videotexts about aviation are the most necessary listening skills for the lecturers with the percentages of 50 and 50. The second most necessary skill thought by 50 % of the lecturers is taking notes.

50 % of the lecturers think English used by different native speakers affect students' understanding mostly in terms of listening. Similarly 50 % also think specific vocabulary items affect students' understanding in the second ranking (see table 13Db).

Note Taking

In terms of note taking, 62.5 % of the lecturers think the students need more training to learn how to take notes but 37.5 % think they do not (closed type question 31).

Speaking Skills

As can be seen in table 14Db, 62.5 % of the lecturers think speaking to native and foreign colleagues is the most important speaking skill for the students in their field. 50 % think organizing and presenting oral reports is the second most important skill and 50 % think pronouncing words correctly is the least important one.

50 % of the lecturers put the item "giving role play activities" in the first order to improve the students' speaking skills. 50 % of them think providing opportunity for oral discussions in class is the second most important activity.

4.4.4. COMMENTS ON LECTURERS' DATA ANALYSIS

According to the lecturers' questionnaire results, it is seen that most of the lecturers' give handouts in their courses which are in both Turkish and English. Only a few of the lecturers use coursebooks which are written only in English. Additionally, most of the lecturers give their lectures in both English and Turkish. The lecturers who give their lectures in English, give the unknown words before the lecture in order to make the lecture more understandable (see table 1Db).

As can be observed in table 2Db, most lecturers think that the students are more proficient in reading skills and yet have problems in understanding and participating spoken language (see table 4Db). Most of the lecturers believe that the students need English mostly in speaking to foreigners (see table 3Db) and in order to be successful, Aviation English is more beneficial for the students.

A majority of the lecturers agree that specific lessons should be provided to teach the language and terminology related to their subject area and the English teaching staff and the subject specialists need to coordinate their subject areas. However they do not agree about whether the hours of these courses are enough.

When the most important language skill in their field is investigated, it is obviously seen that most of the lecturers agree that speaking is the most important

skill and listening is the second most important skill (see table 5Db).

For them reading is necessary in order to get specific information. Most of them think reading books about general aviation is the most important reading skill. Most of the lecturers think that using reading materials taken from the students specific field is more beneficial in an Aviation English course (see tables 6Db-9Db).

Most of the lecturers think that the students are not able to read quickly and efficiently enough, mostly because of the unknown vocabulary (see table 8Db). As it is clearly seen, there is a conflict in the answers of questions 13 and 22. Since they have stated that the students are proficient in reading (see table 2Db). Thus it can be said that the answers of those questions may not be reliable.

In terms of writing skills, a majority of the lecturers think that taking notes is the most important writing skill for the students (see table 10Db). On the other hand, most of the lecturers agree that the students are not able to write correctly and efficiently. They think that the students have difficulty in making up grammatically correct sentences (see table 11Db).

From the the lecturers' point of view, the most necessary listening skill for their career is understanding conversations about aviation in terms of listening skills (see table 12Db). Most of them think that English used by different native speakers, like dialect, style, speed, affect the students understanding most (see table 13Db).

In terms of note taking most of the lecturers think that it is necessary for the students to have more training in order to learn how to take notes.

In terms of speaking skills, most of the lecturers agree on the the importance of speaking to native and foreign colleagues in their specific field. On the other hand, they think that giving role play activities, instead of the activity of talking to foreign people which can be thought more appropriate related to their previous opinion, can be the most important activity for the students to improve their speaking skills (see table 15Db).

4.4.5 OVERALL EVALUATION

All the students and the lecturers believe in the necessity and importance of both General and Aviation English in order to be successful in the students' classes. However while the students believe that three hours of Aviation English courses are not enough, the lecturers do not have a certain opinion about this subject.

As can be seen in tables 1Da and 2Db, while the lecturers think that the students are more proficient in reading skills, the students believe they are better in speaking skills rather than others. On the other hand, although the lecturers think that understanding and participating spoken language in class is the most difficult activity, the students think that they have difficulty in grammatical structures most (see tables 2Da-4Db).

Both the lecturers and the students believe that in pilot training department speaking skills are the most important skills and listening skills are the second most important skills (see tables 3Da-5Db).

In terms of reading skills, according to the results shown in tables 4Da and 6Db, the most important reading activity accepted by both the lecturers and the students, is reading general aviation books. Thus the lecturers suggest to use reading materials taken from the students' specific field in an Aviation English course (see table 9Db). However the students suggest to use authentic materials (see table 6Da).

The lecturers think that the students are not able to read quickly and efficiently enough in their field, however, the students claim that they are able to read quickly and efficiently. At this point the lecturers have conflict since they have stated before that the students are proficient in reading (see table 2Db).

However they have agreement about the difficulties for the students in reading skills. They think that they have difficulty in unknown vocabulary (see tables 5Da, 8Db).

In terms of writing skills, both the lecturers and the students have the same opinions about the most important writing activity in their field, that is taking notes.

(see tables 7Da, 10Db). However while the lecturers think that the students are not able to write correctly and efficiently, the students believe that they are. On the other hand they agree that the most difficult writing skill is making up grammatically correct sentences (see tables 8Da and 11Db).

The students and the lecturers have similar views in terms of listening skills, too. As can be seen in table 9Da and 12Db, both the students and the lecturers think that understanding conversations on aviation is the most necessary skill in their specific field. Similarly both of them think that the students' problem while listening is understanding English used by different native speakers, like dialect, style, speed (see tables, 10Da-13Db).

As can be seen in tables 13Da and 14Db, the students and the lecturers agree that speaking to native and foreign colleagues is the most important skill in terms of speaking skills. In order to improve the students' speaking skills, the lecturers believe that it will be better to give role play activities. On the other hand, the students think that talking to foreign people can be a good activity (see tables 15Da-15Db).

TABLES OF STUDENTS' DATA ANALYSIS

Department of Pilot Training

Table 1Da

Question Number 11

The Ranking of Language Skills The Students Are Proficient in

		%			
Ranking	Choices	Reading	Writing	Speaking	Listening
1		23.07	15.38	46.15	15.39
2		53.86	15.38	15.38	15.38
3		23.08	15.38	23.08	38.46
4		0	53.84	15.38	30.77

Table 2Da

Question Number 12

The Ranking of Activities The Students Have Difficulties in

		%				
Ranking	Choices	Grammatical structures	Reading and understanding	Using unknown terminology	Understanding spoken language	Other
1		46.14	7.7	38.46	7.7	0
2		23.08	23.08	38.46	15.38	0
3		15.38	38.46	23.08	23.08	0
4		15.38	30.77	0	53.85	0
5		0	0	0	0	100

Table 3Da

Question Number 14

The Ranking of Language Skills According to Their Importance

		%			
Ranking	Choices	Reading	Writing	Speaking	Listening
1		7.7	0	76.92	15.38
2		0	0	23.08	76.92
3		69.23	23.07	0	7.7
4		23.08	76.92	0	0

Table 4Da

Question Number 15

The Ranking of Reading Skills According to Their Importance.

		%				
Ranking	Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, handouts, etc.	Other
	1		7.7	46.15	30.77	15.38
2		7.7	53.85	7.7	30.76	0
3		15.38	0	61.54	23.08	0
4		69.23	0	0	30.77	0
5		0	0	0	0	100

Table 5Da

Question Number 20

The Ranking of Difficulties for Students While Reading

		%			
Ranking	Choices	Difficult sentence structure	Unknown vocabulary	The content of reading materials	Others
	1		38.46	53.84	7.7
2		53.85	30.77	15.38	0
3		7.7	15.38	76.92	0
4		0	0	0	100

Table 6Da

Question Number 21

The Ranking of Reading Materials According to Their Appropriateness in the Aviation English Courses to Enable the Students to Read More Efficiently

		%			
Ranking	Choices	Authentic Materials	Textbooks in their area	Texts related to general subjects	Texts from different English coursebooks
	1		46.15	7.7	30.77
2		23.07	23.07	46.16	7.7
3		15.38	53.85	23.07	7.7
4		15.38	15.38	0	69.24

Table 7Da

Question Number 22

The Ranking of Writing Skills According to Their Importance

		%			
Ranking	Choices	Authentic Materials	Textbooks in their area	Texts related to general subjects	Texts from different English coursebooks
	1		46.15	7.7	30.77
2		23.07	23.07	46.16	7.7
3		15.38	53.85	23.07	7.7
4		15.38	15.38	0	69.24

Table 8Da

Question Number 24

The Ranking of Difficulties For Students While Writing

		%					
Ranking	Choices	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
	1		38.46	0	23.07	30.77	7.7
2		7.7	23.07	46.16	23.07	0	0
3		23.08	7.7	15.38	15.38	38.46	0
4		30.77	46.15	0	15.38	7.7	0
5		15.38	15.38	7.7	15.38	46.16	0
6		0	0	0	0	0	100

Table 9Da

Question Number 25

The Ranking of Listening Skills According to Their Necessities

		%			
Ranking	Choices	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
	1		61.53	7.7	30.77
2		30.77	30.77	38.46	0
3		7.7	61.53	30.77	0
4		0	0	0	100

Table 10Da

Question Number 26

The Ranking of Difficulties For Students While Listening

		%			
Ranking	Choices	Specific vocabulary items	Complex grammatical structures	English used by different speakers	Other
	1		15.38	15.38	69.24
2		61.53	30.77	7.7	0
3		23.08	53.84	23.08	0
4		0	0	0	100

Table 11Da

Question Number 28

The Ranking of Activities in Which The Students Take Notes According to Their Frequencies

		%			
Ranking	Choices	Lectures	Seminars	Class discussions	Other
	1		23.08	30.77	46.15
2		46.15	30.77	23.08	0
3		30.77	38.46	30.77	0
4		0	0	0	100

Table 12Da

Question Number 30

The Ranking of Problems, According to Their Difficulties, For Students While Taking Notes

		%				
Ranking	Choices	Recognizing the important things	Finding appropriate abbreviations	Writing down everything you heard	Not writing fast enough	Other
	1		15.38	7.7	46.15	30.77
2		30.76	53.84	7.7	7.7	0
3		7.7	38.46	23.07	30.77	0
4		38.46	7.7	23.07	30.77	0
5		0	0	0	0	100

Table 13Da
Question Number 31

The Ranking of Speaking Skills According to Their Importance

		%			
Ranking \ Choices	Speaking to native and foreign colleagues	Organizing and presenting oral reports	Pronouncing words correctly	Other	
	1	53.84	23.08	23.08	0
2	23.08	30.77	46.15	0	
3	23.08	46.15	30.77	0	
4	0	0	0	100	

Table 14Da
Question Number 32

The Ranking of Speaking Skills According to Their Difficulties For Students

		%					
Ranking \ Choices	Expressing myself fluently	Asking and answering questions	Presenting oral reports	Choosing the right word	Making up correct sentences	Pronouncing the words correctly	Other
	1	7.7	15.37	15.38	7.7	46.15	7.7
2	15.39	0	30.76	15.39	23.07	15.39	0
3	7.7	15.38	15.38	53.84	0	7.7	0
4	23.07	30.77	7.7	15.38	15.38	7.7	0
5	23.07	23.07	30.77	7.7	0	15.39	0
6	23.07	15.39	0	0	15.39	46.15	0
7	0	0	0	0	0	0	100

Table 15Da
Question Number 33

The Ranking of Activities, According to Their Importance, to Improve The Students' Speaking Skills.

		%			
Ranking \ Choices	Oral discussions	Oral presentations	Role-plays	Talking to foreign people	Other
	1	7.7	0	7.7	84.6
2	61.53	7.7	23.07	7.7	0
3	23.07	69.23	0	7.7	0
4	7.7	23.07	69.23	0	0
5	0	0	0	0	100

TABLES OF LECTURERS' DATA ANALYSIS

Department of Pilot Training

Table 1Db

Question Number 12

The Ranking of Activities to Make The Lecture More Understandable According to Their Frequencies

		%			
Ranking \ Choices	Summarizing in Turkish	Translating	Giving the unknown words	Repeating with simpler sentences	Others
1	20	0	60	20	0
2	80	0	20	0	0
3	0	100	0	0	0
4	0	0	20	80	0
5	0	0	0	0	100

Table 2Db

Question Number 13

The Ranking of Language Skills The Students Are Proficient in

		%			
Ranking \ Choices	Reading	Writing	Speaking	Listening	
1	62.5	0	25	12.5	
2	0	75	0	25	
3	37.5	0	25	37.5	
4	0	25	50	25	

Table 3Db

Question Number 14

The Ranking of Situations in which The Students Need English Most

		%			
Ranking \ Choices	Listening to foreigners	Speaking to foreigners	Presenting oral reports	Written exams	Reading the textbooks
1	0	50	37.5	0	12.5
2	50	0	12.5	12.5	25
3	12.5	37.5	12.5	0	37.5
4	37.5	12.5	12.5	12.5	25
5	0	0	25	75	0

Table 4Db

Question Number 15

The Ranking of Activities The Students Have Problems in

		%				
Ranking	Choices	Using grammatical structures	Understanding the contents of texts	Using unknown terminology	Understanding spoken language	Other
	1		0	0	25	75
2		12.5	0	62.5	25	0
3		87.5	12.5	0	0	0
4		0	87.5	12.5	0	0
5		0	0	0	0	100

Table 5Db

Question Number 20

The Ranking of Language Skills According to Their Importance

		%			
Ranking	Choices	Reading	Writing	Speaking	Listening
	1		0	0	75
2		25	12.5	25	37.5
3		75	0	0	25
4		0	87.5	0	12.5

Table 6Db

Question Number 21

The Ranking of Reading Skills According to Their Importance

		%				
Ranking	Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, notes, etc.	Other
	1		0	62.5	37.5	0
2		0	0	25	75	0
3		37.5	37.5	25	0	0
4		62.5	0	12.5	25	0
5		0	0	0	0	100

Table 7Db

Question Number 23

The Ranking of Reasons of Reading in Aviation

		%			
Ranking	Choices	Reading for general knowledge	Reading for specific information	Reading for writing reports	Reading for preparation to exams
	1		0	87.5	12.5
2		37.5	12.5	50	0
3		37.5	0	37.5	25
4		25	0	0	75

Table 8Db

Question Number 24

The Ranking of Difficulties For Students While Reading

		%			
Ranking	Choices	Difficult sentences	Unknown vocabulary	The content of texts	Other
	1		12.5	75	12.5
2		75	25	0	0
3		12.5	0	87.5	0
4		0	0	0	100

Table 9Db

Question Number 25

The Ranking of Reading Materials Found to be the Most Beneficial in an Aviation
English Course

		%			
Ranking	Choices	Authentic materials	Textbooks in their area	Texts related to general subjects	Text from different English course books
	1		12.5	87.5	0
2		62.5	12.5	25	0
3		12.5	0	37.5	12.5
4		12.5	0	12.5	75

Table 10Db

Question Number 26

The Ranking of Writing Skills According to Their Importance

		%				
Ranking	Choices	Writing lab reports	Writing letters	Writing notes	Taking notes	Other
	1		0	0	25	75
2		0	0	75	25	0
3		75	25	0	0	0
4		25	75	0	0	0
5		0	0	0	0	100

Table 11Db

Question Number 28

The Ranking of Difficulties For Students While Writing

		%					
Ranking	Choices	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
	1		62.5	25	0	0	12.5
2		25	25	0	0	50	0
3		12.5	25	25	0	37.5	0
4		0	0	25	75	0	0
5		0	25	50	25	0	0
6		0	0	0	0	0	100

Table 12Db

Question Number 29

The Ranking of Listening Skills According to Their Necessities

		%			
Ranking	Choices	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
	1		50	0	50
2		25	50	25	0
3		25	50	25	0
4		0	0	0	100

Table 13Db

Question Number 30

The Ranking of Effects on Students' Understanding While Listening

		%			
Ranking	Choices	Specific vocabulary items	Complex grammatical structures	English used by different speakers	Other
	1		12.5	37.5	50
2		50	37.5	12.5	0
3		37.5	25	37.5	0
4		0	0	0	100

Table 14Db

Question Number 32

The Ranking of Speaking Skills According to Their Importance

		%			
Ranking	Choices	Speaking to native and foreign foreign colleagues	Organizing and presenting oral reports	Pronouncing words correctly	Other
	1		62.5	25	12.5
2		12.5	50	37.5	0
3		25	25	50	0
4		0	0	0	100

Table 15Db

Question Number 33

The Ranking of Activities, According to Their Importance, to Improve The Students' Speaking Skills.

		%				
Ranking	Choices	Oral discussions	Oral presentations	Role-plays	Talking to foreign people	Other
	1		12.5	12.5	50	25
2		50	0	25	25	0
3		12.5	25	12.5	50	0
4		25	62.5	12.5	0	0
5		0	0	0	0	100

4.5. DEPARTMENT OF AIR TRAFFIC CONTROL

4.5.1. THE ANALYSIS OF STUDENTS' QUESTIONNAIRE RESULTS

A) Personal Information Part.

The questionnaire has been answered by 8 students in the department of Air Traffic Control . 25 % are between 17-20 and 75 % are between 21-25 years old, and they are all males 62.5 % finished high school, 12.5 % finished technical high school and 25 % finished Anadolu high school. All the students have stated that they studied English as their foreign language in high school.

B) General Information Part

Out of eight students, 12.5 % have stated that Aviation English is more important for them to be successful in their classes; while 87.5 % have stated that both General English and Aviation English are important. All the students agree that to know Aviation English is necessary. On the other hand, 12.5 % believe that the number of hours of Aviation English courses -3 hour per week- is enough, 62.5 % believe that it is not. 25 % do not have any comment.

On the other hand, all the students agree that they will use English in the future in their job and all the students expect to be using English with colleagues.

87.5 % have stated that they need English to talk to colleagues and foreigners, and 12.5 % need to read different sources in English related to their career.

As it is seen in table 1Ea, speaking skills are accepted as the best skill they have got by 62.5 % of the students. 62.5 % think that listening is the second skill they are good at. Reading comes third in the ranking with 50 % and the fourth one is writing skill in the ranking with 50 %.

When table 2Ea is studied, it is seen that 37.5 % of the students believe that they have difficulty in using unknown terminology most. The same activity is also admitted second most difficult one in the ranking by 50 %. The third most difficult one is using grammatical structures with 62.5 % and the least difficult one is reading and understanding the content of materials in their field with 50 %.

C) Language Skills Part

It is seen that speaking is the most important skill with 87.5 %. 75 % of the students think listening skills are the second most important and 75 % think reading skills are the third most important ones. The least important skill is writing with 87.5 % (see table 3Ea).

Reading Skills

As can be seen in table 4Ea, 50 % have stated that reading books about general aviation is the most important reading skill. Reading books about their specific field is the second and third most important one with the percentages of 37.5 and 37.5. Similarly reading journals, handouts, notes, etc. in their specific field is also third most important one with 37.5 %. The least important is reading books in English with 50 %.

On the other hand 50 % think that they are able to read quickly and efficiently enough in their field while 50 % are not (closed type question 16).

62.5 % of them have stated that they can guess the meanings of unknown words from the content while 37.5 % can not. 60 % "often" and 40 % "sometimes" guess (closed type questions 17-18). 25 % have stated that they "always" use dictionary for unknown words. 37.5 % "often" and 37.5 % "sometimes use a dictionary (closed type question 19).

Both difficult sentence structures and unknown vocabulary cause difficulty most with the percentages of 50 and 50. Unknown vocabulary is also the second most difficult item with 50 %. 75 % think the content of reading materials is the least difficult one while reading (see table 5Ea).

As can be seen in table 6Ea, the most appropriate reading materials chosen by the students are both authentic materials and textbooks in their subject area with the percentages of 50 and 50. Textbooks in their subject area is also the third most appropriate ones in the ranking with 37.5 %. 75 % of the students think texts related to general subjects is the second most important ones. The least appropriate one is texts from different English coursebooks with 75 %.

Writing Skills

75 % of the students have stated that writing lab reports is the most important writing skill in their future job. 62.5 % think taking notes is the second most important writing skill. Writing letters is thought to be third and fourth most important skill in the ranking with the percentages of 62.5 and 37.5 respectively (see table 7Ea).

50 % have stated that they are able to write correctly and efficiently while 50 % are not (closed type question 23). 62.5 % believe selecting appropriate vocabulary items and expressions is the most difficult skill in writing. Making up grammatically correct sentences comes second in the ranking with 50 %. 62.5 % put the item "writing in English fluently" in the third ranking. The fourth most difficult skill is organizing the composition with 62.5 % and the least difficult one is formulating the introduction and conclusion paragraphs with 50 % (see table 8Ea).

Listening Skills

75 % of the students have stated that understanding conversations about aviation is the most necessary skill for them. Understanding the lectures and taking notes and understanding recorded materials and videotexts about aviation have the same percentage (37.5 %) in the second ranking. Also the same items comes third in the ranking with the percentages of 62.5 and 37.5 respectively (see table 9Ea).

When table 10Ea is studied, it is seen that both specific vocabulary items and complex grammatical items affect students understanding most while listening with the same percentage (37.5 %). On the other hand, specific vocabulary items comes second in the ranking with 50 % and complex grammatical items comes third in the ranking with 50 %.

In terms of listening 25 % of the students need often and 75 % need sometimes repetition of the spoken language (closed type question 27).

Note Taking

As it is seen in table 11Ea, the students take notes both in lectures and seminars most frequently with the same percentage (37.5 %). Also taking notes in lectures comes second in the ranking with 50 %. 50 % take notes in class discussions least frequently. Additionally 50 % take notes in Turkish, 12.5 % take notes in English and 37.5 % take notes in both languages (closed type question 29).

Students accepted that finding appropriate abbreviations and not writing fast enough are the most difficult items with the percentages of 37.5 and 37.5. Students think that recognizing the important things while noting down is the second most difficult item with 75 %. The third most difficult item is trying to write down everything they heard with 50 % (see table 12Ea).

Speaking Skills

As can be seen in table 13Ea, 50 % of the students have stated that speaking to native and foreign colleagues is the most important speaking skill for them in their field. 50 % think organizing and presenting oral reports is the second most important skill. The same item is put in the third ranking with 37.5 % and similarly pronouncing words correctly is also the third most important skill with 37.5 %.

It is also seen that choosing and remembering the right word while speaking is the most and second most difficult skill for the students with the percentages of 37.5 and 37.5. The third most important skill is presenting oral reports with 37.5 %. The same item is also in the fourth ranking with 25 % (see table 14Ea).

75 % think talking to foreign people is the most important activity to improve their speaking skills. The second most important item is making oral discussions in class with 37.5 % and the third most important one is making role-play activities with 37.5 %.

4.5.2. COMMENTS ON STUDENTS' DATA ANALYSIS

When the students' questionnaire results are investigated, it is clear that the students of the air traffic control department are conscious about the necessity of English. They believe that they will use it in their occupation. All the students believe the necessity and importance of both General and Aviation English and especially Aviation English. The students expect to use English with foreigners and colleagues in their future career. On account of this, most of them think that the number of hours of Aviation English courses per week is not enough.

The students believe that they are more proficient in speaking skills rather than other skills and the activity of using unknown terminology is accepted as the most difficult activity by most of the students (see tables 1Ea-2Ea).

When quired about which language skill will be the most important for the students' future career, a majority of the students think that speaking is the most important language skill in their field and listening is the second most important one (see table 3Ea).

In terms of reading skills, while the half of the students think that they are able to read quickly and efficiently enough the other half of them think that they are not, mostly owing to difficult sentence structures and unknown vocabulary (see table 5Ea). However many of the students think that they do not have much difficulty in guessing the meanings of unknown words from the context while reading. Most of the students claim that they often guess the meanings of unknown words. However, they also have the habit of using a dictionary.

According to the results shown in table 4Ea, most students believe that in their department the most important reading activity is reading books about general aviation. Additively, most students think reading authentic materials and textbooks in their area are more appropriate and beneficial in Aviation English courses in their department (see table 6Ea).

In terms of writing skills, as can be observed from the table 7Ea, the students think writing lab reports is the most necessary writing activity for their future career. On the other hand, half of the students think that they are able to write correctly and efficiently while the other half think that they are not. Additively, they think that they are not good enough at selecting appropriate vocabulary items and expressions (see table 8Ea).

As it is observed from the table 9Ea, most of the students think that understanding conversations about aviation is the most necessary skill for them in their occupation in terms of listening skills. Therefore their problems while listening are specific vocabulary items and complex grammatical items (see table 10Ea). Furthermore, the students' understanding while listening is not sufficient, because a high percentage of them said they need repetition often.

In terms of note taking, it is observed that the students take notes mostly in lectures and seminars and in Turkish. Most of the students have difficulty in both finding appropriate abbreviations and not being able to write fast enough (see tables 11Ea, 12Ea).

As in reading, writing and listening skills in speaking skills too, the students have difficulty in vocabulary (see table 14Ea). On the other hand, most of the students agree on the importance of speaking to native and foreign colleagues in their future occupation. Thus, a large number of students think that talking to foreign people can be a good activity to improve their speaking skills (see table 13Ea-15Ea).

4.5.3. THE ANALYSIS OF LECTURERS' QUESTIONNAIRE RESULTS

A) General Information Part

Out of 10 lecturers, 90 % give handouts and 10 % do not. 33.33 % give their lecture handouts in English and 66.67 % give them in both English and Turkish (closed type questions 7-8).

Similarly 70 % of the lecturers use coursebook and 30 % do not. 14.29 % of the lecturers who use course books, have stated that their coursebooks are written in English, 14.29 % have stated that they are in Turkish and 71.42 % have stated that they use coursebooks written in both English and Turkish. On the other hand all the lecturers give their lectures in Turkish (closed type questions 9-10-11).

40 % of them find students good at reading in terms of language skills. Similarly 40 % think they are better in listening. Speaking is accepted second in the ranking by 70 % of the lecturers (see table 1Eb). On the other hand the lecturers do not state anything for the language problems of the students

As can be seen in table 2Eb, 80 % think the students need English mostly in speaking to foreigners. In the second order 40 % think the students need English in

listening to foreigners. The same item is put third in the ranking by 50 %.

40 % of the lecturers have stated that Aviation English is more beneficial and 60 % have stated that both General and Aviation English are equally beneficial.

All the lecturers have stated that specific lessons to teach the language and terminology related to the subject area are necessary. 10 % think those kind of lessons should be given by subject specialists and 90 % think they should be given by both English staff and subject specialists. 80 % of the lecturers believe that the number of hours of Aviation English courses -3 hours per week- is enough and 10 % believe it is not (closed type questions 17-18-19).

B) Language Skills Part

80 % of the lecturers believe that listening skills are the most important skills in their field. 80 % believe speaking is the second most important skill. The third most important skill ranked by the lecturers is reading with 80 % and the least important one is writing with 80 % (see table 3Eb).

Reading Skills

70 % of the lecturers have stated that reading books about general aviation is the most important reading skill. Reading books about students' specific field is the second most important one with 80 %. The third most important reading skill is reading journals, handouts, notes with 60 % and the least important one is reading books in English with 90 % (see table 4Eb).

On the other hand 40 % think the students are able to read quickly and efficiently enough in their field but 60 % of them do not believe this (closed type question 22).

90 % of the lecturers have stated that reading is necessary in aviation mostly for getting specific information. 90 % think reading for general information is the

second most necessary reason. Both reading for writing reports and reading for preparation for examinations are the third most necessary reasons with the percentages of 50 and 50 (see table 5Eb).

As can be seen in table 6Eb, 80 % believe the most difficult item for the students while reading is unknown vocabulary. Difficult sentence structure and the content of reading materials are thought to be the second most difficult items by the lecturers with the percentages of 40 and 40.

90 % of the lecturers think the most necessary reading material found to be best in an Aviation English course is textbooks in students' special field. 50 % of them put authentic materials second in the ranking and 80 % of them put texts of general subjects in the third ranking.

Writing Skills

As it is seen in table 8Eb, 60 % of the lecturers think taking notes is the most important writing activity. Writing lab reports comes second in the ranking with 70 %. 60 % think writing notes is the third most important and 80 % think writing letters is the least important writing skill in the ranking.

On the other hand, while 30 % of the lecturers believe that students are able to write correctly and efficiently, 70 % of them believe they are not (closed type question 27). 60 % think students have difficulty in selecting appropriate vocabulary items and expressions most. 60 % think the second most difficult writing skill is making up grammatically correct sentences. 50 % think writing in English fluently is the third most difficult one. Organizing the composition is the fourth most difficult with 60 % and formulating the introduction and conclusion paragraphs is the least difficult writing skills in the ranking with 80 % (see table 9Eb).

Listening Skills

It is seen in table 10Eb that all the lecturers agree on the necessity of understanding conversations about aviation. 80 % believe that the second most necessary skill is understanding the lectures and taking notes. 80 % think understanding recorded materials and videotexts about aviation is the least necessary skill.

60 % think English used by different native speakers affect students' understanding mostly in terms of listening. 70 % think specific vocabulary items are the second most effective and 70 % think complex grammatical structures are the third most effective items on students' understanding (see table 11Eb).

Note Taking

In terms of note taking, all the lecturers agree that students need more training to learn how to take notes (closed type question 31).

Speaking Skills

As can be seen in table 12Eb, 90 % of the lecturers think pronouncing words correctly is the most important speaking skill for their students in their field. 90 % think speaking to native and foreign colleagues is the second most important and 90 % think organizing and presenting oral reports is the least important one.

80 % of the lecturers put the item "providing opportunity for oral discussions in class" in the first order. 80 % think giving oral presentations in the language lab is the second most important, 80 % think giving role play activities is the third most important and 80 % think talking to foreign people is the least important activities.

4.5.4. COMMENTS ON LECTURERS' DATA ANALYSIS

According to the lecturers' questionnaire results, it is clearly seen that a majority of the lecturers give handouts in their courses which are mostly in both Turkish and English. Most of them use coursebooks which are written in both English and Turkish. Additively, all the lecturers give their lectures in Turkish.

As can be observed in table 1Eb, in both reading and listening skills the students are proficient from the lecturers point of view. However they do not have any opinion about the activities the students have problems in. A majority of them think the students need English mostly in speaking to foreigners (see table 2Eb) and in order to be successful, both General and Aviation English are beneficial for the students.

All the lecturers agree that specific lessons should be provided to teach the language and terminology related to their subject area and they should be given by both English teaching staff and the subject specialist lecturers. They also think that the hours of Aviation English Courses are enough.

When the most important language skill in their field is investigated, it is obviously seen that many of the lecturers agree that listening skills are the most important, speaking skills are the second most important skills (see table 3Eb).

For them reading is necessary in order to get specific information (see table 5Eb). However most of them think reading books about general aviation is the most important reading skill. Thus a majority of the lecturers suggest to use reading materials taken from textbooks in students' specific field in Aviation English Courses (see tables 4Eb, 7Eb).

In terms of reading skills, most of the lecturers think that the students are not able to read quickly and efficiently enough, mostly because of unknown vocabulary (see table 6Eb). As it is clearly seen, there is a conflict in the answers of questions 13 and 21, since they stated that the students are proficient in reading as it is seen in table 1Eb. Therefore it can be said that the answers of those questions may not be reliable.

In terms of writing skills, most of the lecturers think that taking notes is the most important writing skill for the students (see table 8Eb). On the other hand, all the lecturers agree that the students are not able to write correctly and efficiently enough. Most of the lecturers believe that the students have difficulty in selecting appropriate vocabulary items and expressions (see table 9Eb).

From the the lecturers' point of view, the most necessary listening skill for their career is understanding conversations about aviation. Most of them think that English used by different native speakers affect the students' understanding most (see tables 10E-11Eb).

In terms of note taking, all the lecturers think that it is necessary for the students to have more training in order to learn how to take notes.

In terms of speaking skills, a majority of the lecturers think that pronouncing words correctly is the most important speaking skill in their field (see table 12Eb). On the other hand, they think that providing opportunity for oral discussions in the class can be the most important activity for the students to improve their speaking skills (see table 13Eb).

4.5.5. OVERALL EVALUATION

When the students' and the lecturers' questionnaire results are compared it is seen that there are some agreements and disagreements between them.

Most of the students and the lecturers believe the necessity and importance of both General and Aviation English in order to be successful in the students' classes. However while the students believe that three hours of Aviation English courses are not enough, the lecturers think that they are enough.

As can be seen in tables 1Ea and 1Eb, the students and the lecturers did not agree on the language skills which the students are proficient in. While the students claim that they are better in speaking skills, the lecturers think that they are better in both reading and listening. On the other hand while the students think using

unknown terminology is the most difficult activity for the students (see table 2Ea), the lecturers do not have any opinion about this subject.

The lecturers and the students believe that in air traffic control department listening skills and speaking skills are more important than the others (see tables 3Ea-3Eb).

In terms of reading skills, according to the results shown in tables 4Ea and 4Eb, the most important reading activity accepted by both the lecturers and the students is reading books about general aviation and both of them agree on the importance of reading materials taken from textbooks in students' specific field (see tables 6Ea, 7Eb).

On the other hand, while the lecturers think that the students are not able to read quickly and efficiently enough in their field only the half of the students think they are. At this point there is a conflict since the lecturers have stated before that the students are proficient in reading (see table 1Eb). However they have agreement about the difficulties for the students in reading skills that is unknown vocabulary (see tables 5Ea, 6Eb).

In terms of writing skills, although the lecturers believe the importance of taking notes in their career, the students think writing letters and lab reports will be important in their future career (see tables 7Ea, 8Eb). Similarly, while the lecturers think that the students are not able to write correctly and efficiently, only the half of the students believe they are. On the other hand, they agree that the most difficult writing skill is selecting appropriate vocabulary items and expressions (see tables 8Ea and 9Eb).

The students and the lecturers have both similar and different opinions in terms of listening skills too. As can be seen in tables 9Ea and 10Eb, both the students and the lecturers think understanding conversations about aviation is the most necessary skill for their career. On the other hand, although the lecturers believe that the students' problem while listening is understanding English used by different native speakers, the students believe that their problems are specific vocabulary items

TABLES OF STUDENTS' DATA ANALYSIS

Department of Air Traffic Control

Table 1Ea

Question Number 11

The Ranking of Language Skills The Students Are Proficient in

		%			
Choices					
Ranking		Reading	Writing	Speaking	Listening
1		0	12.5	62.5	25
2		25	0	12.5	62.5
3		50	37.5	0	12.5
4		25	50	25	0

Table 2Ea

Question Number 12

The Ranking of Activities The Students Have Difficulties in

		%				
Choices						
Ranking		Grammatical structures	Reading and understanding	Using unknown terminology	Understanding spoken language	Other
1		12.5	25	37.5	25	0
2		25	12.5	50	12.5	0
3		62.5	12.5	12.5	12.5	0
4		12.5	50	0	37.5	0
5		0	0	0	0	100

Table 3Ea

Question Number 14

The Ranking of Language Skills According to Their Importance

		%			
Choices					
Ranking		Reading	Writing	Speaking	Listening
1		0	0	87.5	12.5
2		12.5	0	12.5	75
3		75	12.5	0	12.5
4		12.5	87.5	0	0

Table 4Ea

Question Number 15

The Ranking of Reading Skills According to Their Importance.

		%				
Ranking	Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, handouts, etc.	Other
	1		25	50	12.5	12.5
2		25	25	37.5	12.5	0
3		0	25	37.5	37.5	0
4		50	0	12.5	37.5	0
5		0	0	0	0	100

Table 5Ea

Question Number 20

The Ranking of Difficulties for Students While Reading

		%			
Ranking	Choices	Difficult sentence structure	Unknown vocabulary	The content of reading materials	Others
	1		50	50	0
2		25	50	25	0
3		25	0	75	0
4		0	0	0	100

Table 6Ea

Question Number 21

The Ranking of Reading Materials According to Their Appropriateness in the Aviation English Courses to Enable the Students to Read More Efficiently

		%			
Ranking	Choices	Authentic Materials	Textbooks in their area	Texts related to general subjects	Texts from different English coursebooks
	1		50	50	0
2		12.5	0	75	12.5
3		25	37.5	25	12.5
4		12.5	12.5	0	75

Table 7Ea

Question Number 22

The Ranking of Writing Skills According to Their Importance

		%				
Choices	Ranking	Writing lab reports	Writing letters	Writing notes	Taking notes	Other
	1	75	0	0	25	0
	2	12.5	0	37.5	62.5	0
	3	0	62.5	37.5	0	0
	4	12.5	37.5	25	25	0
	5	0	0	0	0	100

Table 8Ea

Question Number 24

The Ranking of Difficulties For Students While Writing

		%					
Choices	Ranking	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
	1	25	62.5	0	12.5	0	0
	2	50	25	12.5	0	12.5	0
	3	0	12.5	0	25	62.5	0
	4	0	0	62.5	12.5	25	0
	5	25	0	25	50	0	0
	6	0	0	0	0	0	100

Table 9Ea

Question Number 25

The Ranking of Listening Skills According to Their Necessities

		%			
Choices	Ranking	Understanding conversations about aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
	1	75	0	25	0
	2	25	37.5	37.5	0
	3	0	62.5	37.5	0
	4	0	0	0	100

Table 13Ea
Question Number 31
The Ranking of Speaking Skills According to Their Importance

		%			
Choices Ranking	Speaking to native and foreign colleagues	Organizing and presenting oral reports	Pronouncing words correctly	Other	
1	50	12.5	37.5	0	
2	25	50	25	0	
3	25	37.5	37.5	0	
4	0	0	0	100	

Table 14Ea
Question Number 32
The Ranking of Speaking Skills According to Their Difficulties For Students

		%					
Choices Ranking	Expressing myself fluently	Asking and answering questions	Presenting oral reports	Choosing the right word	Making up correct sentences	Pronouncing the words correctly	Other
1	25	0	12.5	37.5	25	0	0
2	12.5	12.5	0	37.5	12.5	25	0
3	25	0	37.5	0	25	12.5	0
4	25	25	25	12.5	0	12.5	0
5	12.5	37.5	12.5	0	25	12.5	0
6	0	25	12.5	12.5	12.5	37.5	0
7	0	0	0	0	0	0	100

Table 15Ea
Question Number 33
The Ranking of Activities, According to Their Importance, to Improve The Students' Speaking Skills.

		%			
Choices Ranking	Oral discussions	Oral presentations	Role-plays	Talking to foreign people	Other
1	0	12.5	12.5	75	0
2	37.5	25	25	12.5	0
3	25	37.5	25	12.5	0
4	37.5	25	37.5	0	0
5	0	0	0	0	100

Table 4Eb

Question Number 21

The Ranking of Reading Skills According to Their Importance

		%			
Ranking \ Choices	Reading books in English	Reading books about general aviation	Reading books about specific field	Reading journals, notes, etc.	Other
	1	0	70	20	10
2	0	0	80	20	0
3	10	30	0	60	0
4	90	0	0	10	0
5	0	0	0	0	100

Table 5Eb

Question Number 23

The Ranking of Reasons of Reading in Aviation

		%			
Ranking \ Choices	Reading for general knowledge	Reading for specific information	Reading for writing reports	Reading for preparation to exams	
	1	0	90	10	0
2	90	10	0	0	
3	0	0	50	0	
4	10	0	40	100	

Table 6Eb

Question Number 24

The Ranking of Difficulties For Students While Reading

		%			
Ranking \ Choices	Difficult sentences	Unknown vocabulary	The content of texts	Other	
	1	0	80	20	0
2	40	20	40	0	
3	60	0	40	0	
4	0	0	0	100	

Table 7Eb

Question Number 25

The Ranking of Reading Materials Found to be the Most Beneficial in an Aviation English Course

		%			
Ranking	Choices	Authentic materials	Textbooks in their area	Texts related to general subjects	Text from different English course books
	1		10	90	0
2		50	10	10	30
3		0	0	80	20
4		40	0	10	50

Table 8Eb

Question Number 26

The Ranking of Writing Skills According to Their Importance

		%				
Ranking	Choices	Writing lab reports	Writing letters	Writing notes	Taking notes	Other
	1		10	10	20	60
2		70	0	20	10	0
3		10	10	60	20	0
4		10	80	0	10	0
5		0	0	0	0	100

Table 9Eb

Question Number 28

The Ranking of Difficulties For Students While Writing

		%					
Ranking	Choices	Making up correct sentences	Selecting appropriate vocabulary	Organizing the composition	Formulating the paragraphs	Writing in English fluently	Other
	1		20	60	0	0	20
2		60	20	10	0	10	0
3		10	20	20	0	50	0
4		10	0	60	20	10	0
5		0	0	10	80	10	0
6		0	0	0	0	0	100

Table 10Eb

Question Number 29

The Ranking of Listening Skills According to Their Necessities

		%			
Ranking	Choices	Understanding conversations on aviation	Understanding the lectures and taking notes	Understanding recorded materials	Other
	1		100	0	0
2		0	80	20	0
3		0	20	80	0
4		0	0	0	100

Table 11Eb

Question Number 30

The Ranking of Effects on Students' Understanding While Listening

		%			
Ranking	Choices	Specific vocabulary items	Complex grammatical structures	English used by different speakers	Other
	1		10	30	60
2		70	0	30	0
3		20	70	10	0
4		0	0	0	100

Table 12Eb

Question Number 32

The Ranking of Speaking Skills According to Their Importance

		%			
Ranking	Choices	Speaking to native and foreign foreign colleagues	Organizing and presenting oral reports	Pronouncing words correctly	Other
	1		10	0	90
2		90	0	10	0
3		10	90	0	0
4		0	0	0	100

CHAPTER V

CONCLUSION

5.1. Summary and Discussion

The purpose of this study is to identify the current linguistic needs of the students in Aviation English courses in the Civil Aviation School of Anadolu University. The study is a comparative one by giving questionnaires to the students of each department and the subject specialist instructors in the Civil Aviation School. The study aims to get an overall picture of the students' needs, to see how each of the five departments differ from one another and to find out the similarities and discrepancies between the students' and the lecturers' views with regard to Aviation English needs.

Data for the study was gathered through the questionnaires. The questionnaires were given to both students and subject specialist lecturers. The results of the analysis were expressed in a percentage system.

The results of the data have revealed similar and different needs from one department to another. These can be summarized as follows:

The students need to know both General English and Aviation English to follow their courses, studies and for their future career. Since, it has been observed that, the students need to read and understand their coursebooks, handouts and

related sources, which are mostly written in English; they need to take notes during listening or reading; and they need to write letters, lab reports, etc.

The students need to read texts in order to get specific information from their specific field, thus they need to read texts selected from authentic materials and textbooks in students' specific field to comprehend Aviation English.

Students' difficulties and proficiencies in English showed similarities in all departments. For example unknown vocabulary items and grammatical structures affect the students negatively while using English. It has been also observed that the students need to practice listening to different foreign speakers, since understanding conversations about aviation is accepted as very important and since English used by different native speakers affects the students' understanding much. Speaking to native and foreign colleagues and organizing and presenting oral reports are accepted as important in the students' specific field, thus the students need talking to foreign people, presenting oral reports and making discussions.

The students also need to have more training in reading, writing, taking notes, guessing unknown words from the context and using dictionary for different purposes.

The hours of Aviation English Courses were regarded as insufficient to meet the needs of the students. The lecturers agreed that the English teaching staff and the subject specialist lecturers should be in cooperation while designing the syllabuses and preparing the lessons.

The results have also revealed that the language skills requirements differ from one department to another. In the departments of Aircraft Powerplant-Frame Maintenance and Aircraft Electrics-Electronics Maintenance reading skills were emphasized, in the department of Civil Air Transportation and Business Administration reading and speaking skills were emphasized, in the departments of Pilot Training and Air Traffic Control speaking and listening skills were emphasized.

5.2. Suggestions

a) After analysing the linguistic needs of the students, course syllabuses can be developed. For the selection of syllabus types there may be various possibilities. According to the results of this study a combination of task-based, content-based, skills-based and notional-functional syllabuses can be used in Aviation English courses. Task-based and content-based syllabuses can be emphasized heavily, skill-based and notional-functional syllabuses can be included but not emphasized.

b) The results of the data have revealed that the subject specialist lecturers and English teachers can work together to prepare a language course specific to the needs of the students. Thus, in preparation of the lesson materials the subject specialist can give the lists of vocabulary items to be taught to the English Teaching Unit and they can also provide a list of reading material and suggest topics that are related to the content area. The subject specialists can also be asked to check the appropriateness and correctness of the exercises. Further they can be involved in correcting papers; students receive one grade for English and one for content. Finally, the subject specialists can serve as a constant resource person for the English teachers so that they can be more confident and more certain of the content they are teaching in class.

Additionally, Aviation English teachers can provide language related information. One component of the Aviation English course should be information about the pronunciation, vocabulary, grammar and language functions and forms. This can be done in the context of interesting and motivating texts.

- c) The following points can also be suggested for further studies:
- Since the needs are not static but constantly developing and changing, similar studies can be repeated in certain periods.
 - The questionnaires can also be applied to second, third and fourth year students in the following years by getting samples from each group.

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APPENDICES

APPENDIX A

QUESTIONNAIRE GIVEN TO STUDENTS

PART 1

Personal Information

1. Age:
 - a) from 17 to 20
 - b) from 21 to 25
 - c) 25 and above
2. Sex:
 - a) Male
 - b) Female
3. Department:
4. Educational background:
 - a) High school
 - b) Technical high school (includes Endüstri Meslek, Motor Meslek, Anadolu Teknik, Teknik Liseler)
 - c) Anadolu high school
 - d) Other (Please specify) _____.
5. Foreign language in high school:
 - a) English
 - b) Other (Please specify) _____.

Part II

General Information

6. Which one is more important for you to be successful in your classes?
 - a) General English
 - b) Aviation English
 - c) Both
7. In your opinion is it necessary to know Aviation English well?
 - a) Yes
 - b) No
8. Do you believe you will use your English in the future in your job?
 - a) Yes
 - b) No
 - c) No idea

If your answer is 'yes' to question 8, please answer questions 9 and 10.

9. With whom do you expect to be using English?
 - a) Colleagues
 - b) Foreigners
 - c) Others (please specify) _____.
10. Why do you think you need English in your job?
 - a) to talk to colleagues and foreigners
 - b) to write reports and business letters in your job.
 - c) to read different sources in English related to your job.
 - d) Other (please specify) _____.

11. At which of the following do you think you are best?
(Please rank starting with 1 is the best)
- a) Reading
 - b) Writing
 - c) Speaking
 - d) Listening
12. Do you have any difficulty in the following activities?
(Please put them in order of difficulty as 1 is the most, 5 is the least difficult)
- a) Grammatical structures
 - b) Reading and understanding the content of materials in your field
 - c) Using unknown terminology
 - d) Understanding spoken language and participating speeches in class
 - e) Other (Please specify) _____.
13. Do you think the hours of Aviation English courses are enough?
- a) Yes
 - b) No
 - c) No idea

PART III

Language Skills

14. Which of the language skills is important in your field do you think?
(Please put them in order of importance; 1 most, 4 least important)
- a) Reading
 - b) Writing
 - c) Speaking
 - d) Listening

Reading Skill:

15. Which of the following are more important in your department in terms of reading?

(Please put them in order of importance; 1 most, 5 least important)

- a) Reading books in English
 - b) Reading books about general aviation
 - c) Reading books about your specific field.
 - d) Reading journals, handouts, notes, etc. in your specific field.
 - e) Other (Please specify) _____.
16. Are you able to read quickly and efficiently enough in your field?
- a) Yes
 - b) No
17. Do you easily guess the meaning of unknown words from the context?
- a) Yes
 - b) No
18. If you say 'yes' to question 17, how often do you guess the meaning of unknown words from the context?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Seldom
19. How often do you use a dictionary for unknown words?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never

20. Which of the following cause difficulty for you in reading?
(Please put them in order of difficulty starting with 1)
- a) Difficult sentence structure
 - b) Unknown vocabulary
 - c) The content of reading materials
 - d) Others (Please specify) _____.
21. What kind of reading materials are appropriate to enable you to read more efficiently?
(Please rank them starting with 1)
- a) Authentic materials taken from periodicals, newspapers, magazines, etc.
 - b) Textbooks in your area.
 - c) Texts related to general subjects. e.g. politics, sports, economics.
 - d) Texts from different English coursebooks, e.g. Cambridge English Course, Developing Reading Skills.

Writing Skill:

22. Which of the following do you think are more important for you to write in your future job?
(Please rank them by importance starting with 1 is the most)
- a) Writing lab reports
 - b) Writing letters
 - c) Writing notes
 - d) Taking notes
 - e) Other (Please specify) _____.
23. Are you able to write correctly and efficiently?
- a) Yes
 - b) No

24. Which of the following writing skills are problematic while you are writing?
(Please put them according to its frequency from 1 on)
- a) Making up grammatically correct sentences
 - b) Selecting appropriate vocabulary items and expressions
 - c) Organizing the composition
 - d) Formulating the introduction and conclusion paragraphs
 - e) Writing in English fluently
 - f) Other (Please specify) _____.

Listening Skill:

25. Which of the skills are more necessary for you?
(Please rank 1 to most necessary)
- a) Understanding conversations about aviation
 - b) Understanding the lectures and taking notes
 - c) Understanding recorded materials and videotext about aviation
 - d) Other (Please specify) _____.
26. Which of the following are more difficult to understand during listening?
(Put them in order of difficulty; 1 most, 4 least difficult)
- a) Specific vocabulary items
 - b) Complex grammatical structures
 - c) English used by different native speakers (dialect, style, speed, etc.)
 - d) Other (Please specify) _____.
27. When listening, how often do you need repetition of the spoken language?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never

Note Taking:

28. In which of the following activities do you often take notes?

(Rank them according to their frequency from 1 on)

- a) Lectures
- b) Seminars
- c) Class discussion
- d) Other (Please specify) _____.

29. In which language do you take notes?

- a) Turkish
- b) English
- c) Both

30. Please rank the following according to their difficulty for you while taking notes?

(Start with 1 as the most difficult)

- a) Recognizing the important things while noting down
- b) Difficulty in finding appropriate abbreviations
- c) Trying to write down everything you heard
- d) Not writing fast enough
- e) Other (Please specify) _____.

Speaking Skill:

31. Which of the speaking skills are more important for you?

(Please put them in order of importance starting with 1)

- a) Speaking to native and foreign colleagues
- b) Organizing and presenting oral reports
- c) Pronouncing words correctly
- d) Other (Please specify) _____.

32. Which of the following speaking skills are more difficult for you?

(Please rank 1 to most difficult)

- a) Expressing myself fluently
- b) Asking and answering questions
- c) Presenting oral reports
- d) Choosing and remembering the right word while speaking
- e) Making up grammatically correct sentences while speaking
- f) Pronouncing the words correctly
- g) Other (Please specify) _____.

33. What can be done to improve your speaking skill?

(Please rank starting with 1)

- a) Making oral discussions in class
- b) Giving oral presentations in the language lab
- c) Making role-play activities
- d) Talking to foreign people
- e) Other (Please specify) _____.

APPENDIX B

QUESTIONNAIRE GIVEN TO SUBJECT SPECIALIST LECTURERS

PART 1

Personal Information

1. Career :
2. Subject:
3. Sex:
 - a) Male
 - b) Female
4. Age:
 - a) Lower than 30
 - b) From 31 to 50
 - c) 51 and above
5. Where did you learn English? (Please specify).
 - a) In Turkey _____.
 - b) Abroad _____.
6. Do you know any other languages?
 - a) French
 - b) German
 - c) Other (Please specify) _____.

Part II

General Information

7. In your classes do you give any lecture handout?
 - a) Yes
 - b) No
8. If you give lecture handouts, in which language are they?
 - a) English
 - b) Turkish
 - c) Both
9. Do you use any coursebook in your classes?
 - a) Yes
 - b) No
10. If you use coursebook in which language is/are it/they written?
 - a) English
 - b) Turkish
 - c) Both
11. In which language do you give your lectures?
 - a) English
 - b) Turkish
 - c) Both
12. If you give your lectures in English which of the following do you make in order to make the lecture more understandable?
(Please order them of frequency starting with 1)
 - a) Summarizing the lecture in Turkish
 - b) Translating
 - c) Giving the unknown words before the lecture
 - d) Repeating the lecture with simpler sentence structures
 - e) Other (Please specify) _____.

13. Which of the following language skills do you believe your students are better?

(Please rank them starting with 1 is the best).

- a) Reading
- b) Writing
- c) Speaking
- d) Listening

14. In which of the following situations do you think the students need English most?

(Please rank them starting with 1 is the best).

- a) Listening to foreigners
- b) Speaking to foreigners
- c) Presenting oral reports
- d) Written examinations
- e) Reading and understanding their textbooks

15. Do you think your students face any problems in the following activities?

(Please rank them from most to least difficult starting with 1).

- a) Using grammatical structures
- b) Reading and understanding the content of materials in their field.
- c) Using unknown terminology
- d) Understanding spoken language and participating speeches in class.
- e) Others (please specify) _____.

16. What kind of English do you think is more beneficial for your students?

- a) General English
- b) Aviation English
- c) Both

17. Do you think specific lessons should be provided to teach the language and terminology, related to the subject area, needed for your students?
- a) Yes
 - b) No
18. If your answer to question 17 is "yes", who should be the lesson given by?
- a) By the English teaching staff.
 - b) By the subject specialist
 - c) Both
19. The students take three hours Aviation English Courses in a week. Do you think the hours of Aviation English courses are enough?
- a) Yes
 - b) No
 - c) No idea

PART III

Language Skills

20. Which of the language skills is important in your field?
(Please put them in order of importance; 1 most, 4 least important)
- a) Reading
 - b) Writing
 - c) Speaking
 - d) Listening

Reading Skill:

21. Which reading skills are more important for your students?
(Please put them in order of importance starting with 1)
- a) Reading books in English
 - b) Reading books about general aviation
 - c) Reading books about students' specific field.
 - d) Reading journals, handouts, notes, etc. in students' specific field.
 - e) Other (Please specify) _____.
22. Are the students able to read quickly and efficiently enough in their field?
- a) Yes
 - b) No
23. For what reasons is reading necessary in aviation?
(Please rank them as 1 is the most necessary)
- a) Reading for general knowledge
 - b) Reading for specific information
 - c) Reading for writing reports
 - d) Reading for preparation to examinations.
24. Which of the following do you think cause difficulty for students while reading?
(Please put them in order of difficulty starting with 1)
- a) Difficult sentence structure
 - b) Unknown vocabulary
 - c) The content of reading materials
 - d) Others (Please specify) _____.

25. Which of the following reading material is found to be best in an Aviation English course?

(Please rank them starting with 1)

- a) Authentic materials taken from periodicals, newspapers, magazines, etc.
- b) Textbooks in students' special field.
- c) Texts related to general subjects, e.g. politics, sports, economics.
- d) Texts from different English coursebooks, e.g. Cambridge English Course, Developing Reading Skills.

Writing Skill:

26. Which writing skills are important for your students?

(Please put them in order of importance starting with 1 is the most)

- a) Writing lab reports
 - b) Writing letters
 - c) Writing notes
 - d) Taking notes
 - e) Other (Please specify) _____.
27. Are the students able to write correctly and efficiently?
- a) Yes
 - b) No
28. Which of the following writing skills they have difficulty in writing do you think?
- (Please put them according to its frequency from 1 on)
- a) Making up grammatically correct sentences
 - b) Selecting appropriate vocabulary items and expressions
 - c) Organizing the composition
 - d) Formulating the introduction and conclusion paragraphs
 - e) Writing in English fluently
 - f) Other (Please specify) _____.