

**DESIGNING AN ESP CURRICULUM
FOR TOURISM AND HOTEL MANAGEMENT
PROGRAM AT A VOCATIONAL SCHOOL:
A CASE STUDY OF ŞARKÖY
VOCATIONAL SCHOOL**

Doktora Tezi

Semahat AYSU

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PhD DISSERTATION

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JÜRİ VE ENSTİTÜ ONAYI

Semahat AYSU'nun "Designing An ESP Curriculum For Tourism and Hotel Management Program at A Vocational School: A Case Study of Şarköy Vocational School" başlıklı tezi 08.08.2019 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği"nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Doktora tezi olarak kabul edilmiştir.

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ABSTRACT

DESIGNING AN ESP CURRICULUM FOR TOURISM AND HOTEL MANAGEMENT PROGRAM AT A VOCATIONAL SCHOOL: A CASE STUDY OF ŞARKÖY VOCATIONAL SCHOOL

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Department of Foreign Language Education
PhD Programme in English Language Teaching
Anadolu University, Graduate School of Educational Sciences, September 2019

Advisor: Prof. Dr. Fatma Hülya ÖZCAN

The main aim of this study is to design a curriculum for Vocational English Course on the basis of English language needs of tourism students for their future profession with a full consideration of such dimensions as the views of students, graduates, content experts and employers. In order to achieve this aim, students' felt needs and other participants' perceived needs are analyzed. The data are collected through needs analysis questionnaires and semi-structured interviews. 70 students in the school where the researcher works, 112 graduates of Tourism and Hotel Management program, 9 course lecturers and English instructors teaching in Tourism and Hotel Management program and 51 employers working in tourism sector answer the questionnaire while 8 students, 11 graduates, 2 content experts and 5 employers take part in semi-structured interviews. Results of the study show that both receptive skills (reading and listening) and productive skills (speaking and writing) are necessary foreign language skills for tourism students. The importance of listening and speaking language skills are particularly emphasized by the participants. Finally, regarding these findings, a curriculum for a Vocational English Course for tourism students is suggested.

Keywords: English for specific purposes (ESP), English language needs, Needs analysis (NA), Curriculum development, Vocational course for tourism.

ÖZET

MESLEK YÜKSEKOKULU TURİZM ve OTEL İŞLETMECİLİĞİ PROGRAMI İÇİN MESLEKİ İNGİLİZCE DERSİ MÜFREDATI TASARLAMA: ŞARKÖY MESLEK YÜKSEKOKULU ÖRNEĞİ

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Bu çalışmanın temel amacı, turizm öğrencilerinin gelecekteki meslekleri için İngilizce dili ihtiyaçlarını; öğrenci, mezun, alan uzmanı ve işveren görüşleri doğrultusunda kapsamlı bir şekilde belirleyip bu ihtiyaçlara dayanarak Mesleki İngilizce dersi için müfredat geliştirmektir. Bu amacı gerçekleştirmek için öğrencilerin hissettiği ve diğer katılımcıların algıladığı ihtiyaçlar analiz edildi. Çalışmada ihtiyaç analizi anketleri ve yarı yapılandırılmış görüşmeler aracılığıyla veri toplandı. Araştırmacının çalıştığı okuldaki 70 turizm öğrencisi, Turizm ve Otelcilik program mezunu olan 112 kişi, Turizm ve Otelcilik programı öğretim elemanları ve bu programda derse giren İngilizce dersi öğretim elemanları olan 9 alan uzmanı ve turizm sektöründe bulunan 51 işveren anket sorularını cevaplarken; 8 öğrenci, 11 mezun, 2 alan uzmanı ve 5 işveren yarı yapılandırılmış görüşmelere katıldı. Çalışmanın sonuçları hem alıcı becerilerin (okuma ve dinleme) hem de üretici becerilerin (konuşma ve yazma) turizm öğrencileri için gerekli yabancı dil becerileri olduğunu gösterdi. Özellikle dinleme ve konuşma dil becerilerinin önemi katılımcılar tarafından vurgulanmaktadır. Son olarak, bu bulgular dikkate alınarak turizm öğrencileri için mesleki İngilizce dersine yönelik müfredat önerilmektedir.

Anahtar Sözcükler: Özel amaçlar için İngilizce, İngilizce dili ihtiyaçları, İhtiyaç analizi, Müfredat geliştirme, Turizm mesleki İngilizce dersi.

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Semahat AYSU

Eskiehir 2019

05//09/2019

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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1. INTRODUCTION

In this part, first of all, background to the study will be discussed. Then, statement of the problem including purpose and research questions of the study will be noted. Finally, significance of the study, definition of terms and limitations of the study will be presented.

1.1. Background to the Study

Language is known as an important tool to sustain effective communication. Due to the globalization, speaking at least one foreign language is of great benefit to people working in various industries, particularly in tourism industry. The most widely used foreign languages in this industry are listed as follows: “English, German, French, Italian, Spanish, Japanese, Russian, Persian, Arabic, Chinese etc.” (Kosar and Lazovic, 2013, p.92).

Among these, English has long become a global language, in other words, lingua franca, which is used for communication in the world. Therefore, English is not only “a means to transfer thoughts and cultures” (Prachanant, 2012, p. 117), but a tool to reach educational, scientific and technological advances (Kılıçkaya, 2009).

Its global spread across the countries is modeled by Kachru (1991). He divided the countries regarding the history, the status and the functions of English in these countries (Kılıçkaya, 2009). According to Kachru’s model, there are three circles: The inner circle represents the countries (the USA, United Kingdom), where English is learnt and spoken as a native language, the outer circle shows the colonial countries (Bangladesh, India), where English is learnt and used as a second language and in the expanding circle countries (China, Egypt, Turkey), English is learnt and used as a foreign language (Kachru, 1991).

In Turkey, English has been learnt and taught as a foreign language since World War II (Karahan, 2007). Therefore, teaching English in Turkey leads to numerous studies which investigate the history of teaching English in Turkey and the role of English on language policies of Turkey, on language policies of private or state school and on individuals’ lives (Karahan, 2007; Tomak, 2011; Sariçoban, 2012). These studies reveal the importance of English in Turkey. A comprehensive research carried

out by Özen, Alpaslan, Çağlı, Özdoğan, Sancak, Dizman, Sökman (2013, p. 10) in Turkey emphasizes the importance of English as well.

In particular, the English language is increasingly important as a means of communication and interaction among different cultures; for increasing innovation and the relative sophistication of exports; for increasing trade relations through connectivity; for key sectors such as tourism and for individual job prospects.

This fact brings the importance of English language in tourism industry since English is the only language used to communicate with the majority of tourists. This is emphasized by Luka (2007) as the staff in tourism industry must have both effective communication skills and intercultural awareness in English since they use the language with the people from various cultures.

Since English is regarded as an important language for tourism, vocational English classes (ESP) have been included in the curricula of Tourism programs around the world and they aim English proficiency for students (Gaye, 2015; Hsu, 2014). But these classes need a specific curriculum in order to address the needs of tourism specialists (Dudley-Evans and St John, 1998; Hutchinson and Waters, 1987). Therefore, identifying language needs of the staff in tourism and designing a curriculum to teach English is necessary.

1.2. Statement of the Problem

Since knowing English is important for tourism staff as it is stated above, English language teaching at Şarköy Vocational School of Tekirdağ Namık Kemal University, for which the current study is designed, will be considered here. During 2-year associate degree education of this school, there are two types of English courses for Tourism and Hotel Management Program. These courses are categorized as General English (GE) and vocational English (ESP) courses. The course content of GE course is developed and taught by Application and Research Centre for Distance Learning of university based on National Qualification Framework suggested by Council of Higher Education (YÖK). That is, GE course is taught through distance education during 2 terms in the first year of the program students. It focuses heavily on grammar of English language and students are required to reach a level of European Language Portfolio A1 General Level.

After GE courses, students take Vocational English course during 2 terms in the second year of the program students and it is taught through face-to-face instruction. They receive 4 hours of English instruction a week in their vocational English course. This course is designed and taught by the course instructor. Although vocational English course is a very important course in the tourism program of the school and it aims English language proficiency for students, there are no goals and objectives of the course. Furthermore, course content is not specified before as well. The underlying reason is that English language needs of tourism students for their future profession have not been examined comprehensively before. Therefore, vocational English course that the researcher has been teaching does not have a particular curriculum, which is based on the students' needs to follow. She is independent to decide on the content and she is responsible for her own teaching.

Furthermore, there is no particular textbook, which will be suitable to the level of students since ESP is generally taught to intermediate level students but these students are all at A1 or A2 level. The researcher teaches this course without knowing English language needs of tourism and hotel management students for their future profession. Therefore, she has difficulties to decide on the course content and to design course materials. She tries to adapt available course materials related to tourism in relation to students' language level.

Moreover, there is a problem with regard to the students' English language background. Indeed, students have studied English for approximately ten years until their ESP class in the second year at university.

Consequently, these problems lead the researcher to design a curriculum with goals and objectives and design a syllabus for vocational English course. She wants to set achievable goals and objectives for the course and design syllabus by taking their language needs into consideration.

1.3. Purpose and Research Question

The main aim of this study is to set goals and objectives of an ESP course for the program of Tourism and Hotel Management at a vocational school and to develop a suggested ESP curriculum for the program of Tourism and Hotel Management at a vocational school.

In order to design a curriculum, the first step is to identify the needs of the learners since a great number of ESP studies have showed that language needs of learners differ from one another in different context (Afzali and Fakharzadeh, 2009; Al-Khatib, 2005; Choi, 2010; Coşkun, 2009; Cutting, 2012; Diken, 2006; Gatehouse, 2001; Jasso-Aguilar, 2005; Prachanant, 2012; Sullivan and Girginer, 2002; Ulucay and Demirel, 2011; Wang, 2007; Wen, 2010). Therefore, within this framework, we ask the following research question to fulfill the main aim stated above.

1. What are the language needs of students studying Tourism and Hotel Management at a vocational school according to the views of students, graduates, content experts and employers?

1.4. Significance of the Study

The purpose of this study is to suggest a curriculum for a vocational English course by taking English language needs of tourism students into consideration. The underlying reason of this research has become obvious with the lack of appropriate vocational English course curriculum for students studying Tourism and Hotel Management in a vocational school while they are in their second (last) year at university.

As it is known, teaching ESP differs from teaching general English on the basis of the learners and their purposes to learn English. Learners in an ESP program are adults who have language background and need the language for the job-related communication purposes, professional skills or functions in their jobs. Therefore, while designing an ESP program, language needs of learners for the job should be examined. In other words, needs analysis should be conducted. Consequently, identifying language needs of learners for their future profession and offering a course, which will serve their future needs, will motivate them to learn English and ESP course will be successful (Berwick, 1989; Dudley-Evans and St. John, 1998; Hutchinson and Waters, 1987; Richards, 2001; Schleppegrell and Bowman, 1986).

As a result, students who are taking ESP course might have confidence that they might learn the language when it focuses on their needs. Furthermore, this might help them overcome their emotional resistance to learning and they might be motivated to learn English with the achievable goals and objectives.

For future implications, this study might be highly beneficial to the instructors who teach English in Tourism and Hotel Management Program since this study will provide both goals and objectives of course and a curriculum which addresses students' needs.

1.5. Definition of Key Terms

English for Specific Purposes (ESP): Teaching English as a second or a foreign language to the students who learn it for their professional and academic purposes (Basturkmen, 2006; Paltridge and Starfield, 2013).

English for Tourism: English for tourism is the important branch of ESP (Otilia-Simion, 2012) in which English is taught to tourism students in order to communicate with customers in various tourism- related workplaces (e.g. hotel, travel agency, airport, restaurant or car rental agency) (Magennis, 2002).

Needs and Needs analysis: Needs refer to the necessary English language skills and items (Hutchinson and Waters, 1987). They are classified by different researchers. According to Hutchinson and Waters (1987), needs are target needs and learning needs. Brindley (1989) categorizes them as objective and subjective needs. Finally, Berwick (1989) divides them into perceived and felt needs. While investigating these needs, this process is called as needs analysis (NA). In this process it is examined “what the learners know and can do and what they need to learn or do so that the course can bridge the gap (or some part of it)” (Graves, 1996, p. 12). That is, needs analysis focus on gathering the learners' needs and interpreting their needs in order to design an effective course and make the learners motivate.

Curriculum: Curriculum includes the philosophy, aims, design and implementation of a program (Graves, 1996).

1.6. Limitations of the Study

In this study there are two main limitations. One of them is data collection instruments. In this study, questionnaire and semi-structured interviews were employed but as Long (2005) proposes, data for needs analysis studies could be collected through different methods and sources. For example; while identifying language needs of tourism staff, participant observations by using an audio or a video recording the workplace of participants could have been used for this study. Participants might not

state exactly what language skills they need in their workplace. But due to the time and financial constraints of this study, two research tools were utilized. The researcher attempted to eliminate this limitation by reaching many participants from different sources (students, graduates, content experts and employers).

Final limitation was about the implications of this study. After needs were assessed in this study, goals and objectives were set and a suggested curriculum was designed. The same reason, time constraint of the thesis, prevented the researcher from choosing course material and implementing the curriculum. However, it will be implemented as a follow-up study after thesis defense.

2. LITERATURE REVIEW

This chapter consists of 2 main parts. In the first part, a theoretical background on English for Specific Purposes (ESP) and curriculum development, and in the second part, previous studies on curriculum development in ESP will be presented.

2. 1. Theoretical Background

2. 1. 1. English for specific purposes (ESP)

The emergence and development of ESP was affected by various reasons. First of all, Second World War and the Oil Crises in the early 1970s caused English to become an international language in technology and commerce (Hutchinson and Waters, 1987). The results of these two events affected people's wishes, needs and demands for learning English. The second reason was revolution in linguistics, which refers to the shift from traditional aim of linguistics to the aim of investigating the use of English in real communication (Ibid.). Kim (2008) describes this change as shifting from Chomsky' traditional linguistic competence focusing on language rules to Hymes (1972)' communicative competence focusing the use of English in different contexts. The last reason was the focus on the learners. Learners' needs, interest and motivation gain importance in English language learning (Hutchinson and Waters, 1987) since "the importance of English as an international language continues to increase as more and more people are wanting or being required to learn English" (Kennedy and Bolitho, 1984, p. 1). English is generally necessary for the learners who need it for "the growth of business", "occupational mobility", "communication" and "access to scientific and technical literature" (Ibid. p.1). Consequently, these reasons result in developing English classes for the people who have specific purposes (Hutchinson and Waters, 1987). Besides these three main reasons summarized by Hutchinson and Waters (1987) and the views of Kennedy and Bolitho (1984), Richards (2001) lists four practical concerns, which significantly contribute to the emergence of ESP as follows:

- the need to prepare growing numbers of non-English background students for study at American and British universities from the 1950s
- the need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment, such as non-English background doctors, nurses, engineers, and scientists
- the need for materials for people needing English for business purposes.

- the need to teach immigrants the language needed to deal with job situations

As it is stated above, the emergence and development of ESP change not only students' language learning needs, but also language courses and materials. In ESP environment students no more learn English in order to master the language or to pass an exam, but they learn English for the sake of their future profession or in order to study in an English-medium university and this accordingly leads to the changes in language courses and materials (Richards, 2001). ESP has achieved considerable success "in catering to the needs of nonnative speakers" and English is, therefore, the language of "today's worlds of science, scholarship, and business" (Swales, 2000, p. 67).

ESP class is, therefore, designed on the basis of learners' needs and purposes (Otilia- Simion, 2012). These identified needs and purposes of learners will guide the course content and in turn, this course content will cater to the interests of learners (Kennedy and Bolitho, 1984).

2. 1. 1. 2. Definitions and characteristics of ESP

The term ESP stands for English for Specific Purposes. The notion 'specific' in ESP refers to the specific purpose for learning English. This notion is characterized by Otilia- Simion (2012, p.152) as "Students approach the study of English through a field that is already known and relevant to them". This means that learners have had knowledge in the subject content before and in ESP class, they learn English in order to interact with people in their own field through English since English is more than a foreign language and it allows the people to communicate "in all walks of life" (Ibid. p. 152).

The letter "P" in this acronym refers to "professional purpose", which is the necessary English language skill for the learners' current job or their future profession (Day and Krzanowski, 2011, p. 5). Therefore, ESP is characterized with the use of English in academic and professional domains (Basturkmen, 2006; Paltridge and Starfield, 2013)

Dudley-Evans and St John (1998) discuss the characteristics of ESP, methodology of ESP, which is specific to the profession and the language taught in ESP classes.

I. Absolute characteristics:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines that it serves;
- ESP is centered on the language appropriate (grammar, lexis, register), skills, discourse and genres appropriate to the activities.

2. Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

(Dudley-Evans and St John, 1998, p. 4-5)

As it is noted above, specific needs of the learners, methodology and activities of a profession and appropriate language are three common characteristics to all ESP courses while the characteristics of variables can change. Johns and Price-Machado (2001) point out that the absolute characteristics are important and these features such as learners or course methodology make the ESP distinguishable from other types of ELT, and they should be taken into consideration by ESP practitioners. In other words, Hutchinson and Waters (1987), Dudley-Evans and St John (1998) emphasize the importance of students' needs to learn language and this type of course needs a syllabus, which is designed by means of the analysis of learners' needs. That kind of syllabus will motivate the learners since they know what they will learn.

2.1.1.3. ESP categories

As there have been many definitions about ESP, it is also categorized by different scholars. In ELT tree of Hutchinson and Waters (1987, p. 16) ESP is a type of ELT with its many individual ESP courses but it has 3 main divisions: English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social

Sciences (ESS). Each of them is also divided into 2 types: English for Academic Purposes (EAP) and English for Occupational Purposes.

Similarly, Dudley-Evans and St. John (1998) and Kennedy and Bolitho (1984) firstly divided ESP into two main divisions: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). However, regarding the discipline and professional area, Dudley-Evans and St. John (1998) provided a tree diagram for ESP, which is illustrated in Figure 2.1 below.

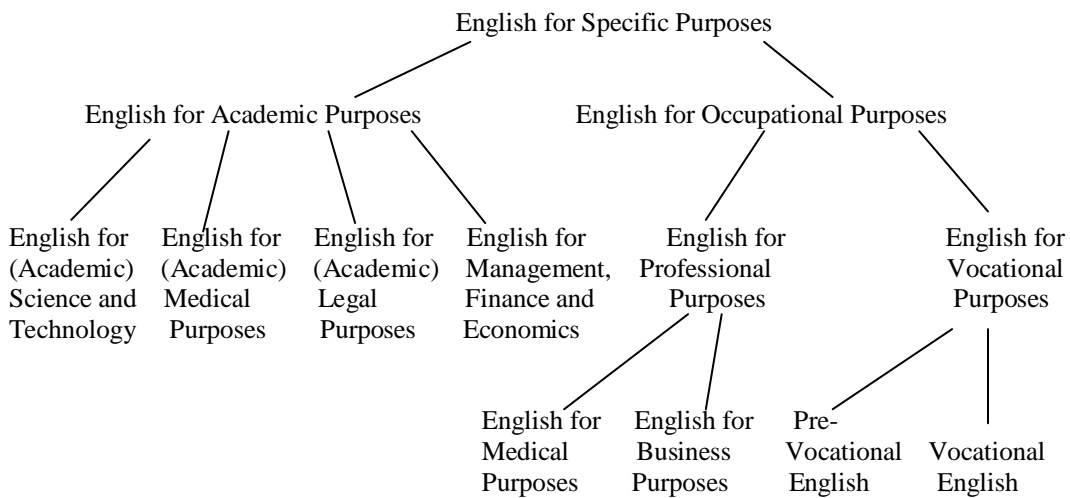


Figure 2.1. *ESP classification by professional area (Dudley-Evans and St. John, 1998, p. 6)*

As it is demonstrated above, EAP has four types: English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP) and English for Management, Finance and Economics. As Dudley-Evans (2001) points out “EAP largely speaks for itself: it relates to the English needed in an educational context, usually at a university or similar institution, and possibly also at school level” (p. 132). That is, EAP refers to English language skills which are necessary for academic studies or for conducting research. From another perspective, Hutchinson and Waters (1987) also discuss that the distinction between EAP and EOP cannot be made easily since the learners can need English for their academic studies and for their job at the same time or even if the learners are learning a language now, they can use it at a later time. Besides, Basturkmen (2010) illustrates EAP, EPP and EOP fields in the following. Table 2.1 illustrates the ESP’s teaching areas and Figure 2.2 demonstrates the timing of ESP course in the classroom and workplace of learners respectively.

Table 2.1. *Areas of ESP teaching (Basturkmen, 2010, p. 6)*

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Table 2.1 shows that English for Academic Purposes (EAP) is teaching English at a university for study-based purposes, English for Professional Purposes (EPP) means teaching English to doctors and pilots and English for Occupational Purposes (EOP) refers to teaching English to office managers (Basturkmen, 2010).

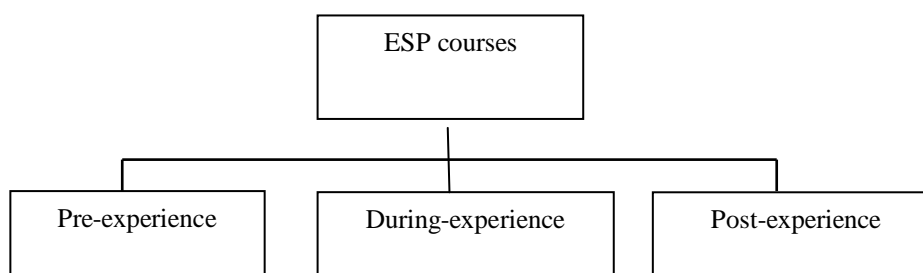


Figure 2.2. *ESP course timing in relation to work or study experience of learners (Basturkmen, 2010, p. 6)*

In Figure 2.2 it is showed that timing of ESP courses can be changed. Teaching English to the learners who haven't had work experience is pre-experience ESP, teaching English to the learners who are currently working in a workplace is during-experience ESP and if the learners have had work experience in their home countries and need English to work in the host country, this is called post-experience ESP (Basturkmen, 2010). According to Kennedy and Bolitho (1984), the timing of course will

affect the course content. In other words, the course will be different for the pre-experienced learners and post-experienced learners.

Within this framework our concern in this study is on EOP and it is defined by Kennedy and Bolitho (1984, p. 4) as “EOP is taught in a situation in which learners need to use English as a part of their work or profession” and “it includes professional purposes in administration, medicine, law and business” (Dudley-Evans and St. John, 1998, p. 7). This implies if the learners need English for their occupation, it is defined as English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language (Hutchinson and Waters, 1987). Dudley-Evans (2001) also notes that EOP is for the doctors and the engineers who work and have to use English for professional aims. In other words, they need English for professional purposes.

Belcher (2009) draws our attention to the fastest growing types of EOP, which are English for Business Purposes (EBP), English for Legal Purposes (ELP) and English for Medical Purposes (EMP) and less known ESP types such as English for Air Traffic Controller, English for Tourist Guides, English for Horse Breeders, and English for Brewers. She also emphasizes that there are “numerous hybrid permutation of EOP and EAP, combining elements of both, such as EAMP, English for Academic Medical Purposes (for health science students)” (p. 2).

English for tourism is regarded as the important branch of ESP (Otilia-Simion, 2012), ESP classes have been included in the curricula of Tourism programs around the world and they aim English proficiency for students (Gaye, 2015; Hsu, 2014). In other words, these courses aim to improve ESP competence of tourism specialists and it is defined by Luka (2007) as it follows:

ESP competence is an individual combination of gained experience, attitude and abilities developed on the basis of learning, which allows a specialist, observing different cultural traditions and peculiarities, to creatively implement the English language both receptively and productively in communication and professional work, responsibly develop tourism industry and offer the client a product in an understandable and acceptable way” (p. 8).

2.1.2. Curriculum design in ESP

Curriculum is defined by Richards (2001) as “the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching

methods, and materials, and to carry out an evaluation of the language program that results from these processes” (p.2). According to Nunan (2001), curriculum is “all of the planned learning experiences of an educational system” (p.55). These experiences include the following questions: “Who is supposed to make the decisions and who actually does? How are these people selected and what qualifications do they have? What are their terms of reference? What resources in time, money, information and expertise are available to them?” (Johnson, 1989, p. 1). That is, curriculum development is a very broad area (Rodgers, 1989) and Basturkmen (2010) proposes that it should be narrowed by focusing on course objectives and course content, developing materials, implementing course and evaluating courses and materials.

2.1.3. Steps of curriculum design

Brown (1989) and Graves (1996) divide curriculum development into processes and sub-processes.

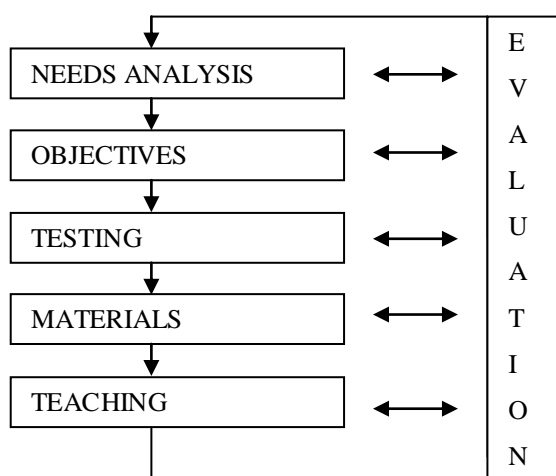


Figure 2.3. *Systematic approach for designing and maintaining language curriculum (Brown, 1989, p. 235)*

The steps of curriculum design for an ESP class are illustrated by Brown (1989) as it is seen in Figure 2.3. Curriculum design study starts with NA; goals and objectives of the course are set after the analysis of needs. As the third step, tests are developed. Materials and activities are selected or developed and then curriculum as a whole is implemented. In each step there is also an evaluation part since curriculum development is not a scientific process (Brown, 1995). For example, when the learners’ group in the course changes, needs also change or the goals and objectives which are not feasible

during the course should also be revised. Therefore, this shows “the tentative nature of needs analysis and the impermanence of curriculum” but this does not reduce the value of usefulness of curriculum development (Ibid. p. 78).

Additionally, Graves (1996, p.13) summarizes the components of a curriculum and presents questions for each step. For these steps the following questions should be asked by the program designers while developing a curriculum.

Needs Assessment: What are my students’ needs? How can I assess them so that I can address them?

Determining goals and objectives: What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?

Conceptualizing content: What will be the backbone of what I teach? What will I include in my syllabus?

Selecting and developing materials and activities: How and with what will I teach the course? What is my role? What are my students’ roles?

Organization of content and activities: How will I organize the content and activities? What systems will I develop?

Evaluation: How will I assess what students have learned? How will I assess the effectiveness of the course?

Consideration of resources and constraints: What are the givens of my situation?

Furthermore, Rodgers (1989) takes political concerns into consideration while designing a curriculum and his curriculum design is based on four considerations: knowledge factors, learner factors, instructional factors and management factors. Considering these factors, a polity planning framework is proposed and it includes the relevant scales of factors for four considerations (Ibid. p. 31).

This framework is a device to consider the educational planning in a different way, to understand what is needed, to investigate the feasibility of curriculum and to make a plan for time and resources (Rodgers, 1989).

Polity Planning Framework

<i>Knowledge factors</i>	1	2	3	4
1 Subject area	Familiar			Unfamiliar
2 Knowledge base	defined			undefined
3 Knowledge structure	Simple			Complex
4 Relevant materials	available			unavailable
5 Knowledge outcomes	Facts			Values
<i>Learner factors</i>				

6 Group size	Limited	General
7 Homogeneity	Homogeneous	Heterogeneous
8 Teachability	easy to teach	hard to teach
9 Motivation	Aspiring	non-aspiring
10 Attainment expectations	Basic	Sophisticated
<i>Instructional factors</i>		
11 Curriculum design	Simple	Complex
12 Educational plan	well-researched	Intuitive
13 Instructional media	technically simple	technically complex
14 Teacher retraining possibilities	Extensive	None
15 Target schools (system)	Coherent	Disjoint
16 Target schools (problems)	known/simple	unknown/profound
17 Competing programs	None	Many
<i>Management Factors</i>		
18 Change effort (breadth)	Local	International
19 Change effort (depth)	Partial	Complete
20 Development time	Extensive	Limited
21 Development team	Experienced	Inexperienced
22 Agency reputation	Excellent	poor/unknown
23 Agency leverage	Great	Limited
24 Development resources	Large	Small

These steps and considerations of curriculum development stated by Brown (1989), Graves (1996) and Rodgers (1989) help the curriculum developers to discuss, evaluate and solve the identified problems in the process of curriculum development. In the following part, steps of curriculum development will be discussed in detail.

2.1.3.1. Needs analysis (NA)

Needs analysis, henceforth (NA), appeared in language education with the development of Communicative Language Teaching (CLT) in the 1970s although it had been employed in other areas of education for a long time. It refers to the process of obtaining data to understand the course design process, and it consists of “observation of classroom methodology, reflecting on local conditions and resources, review of educational policy, and interviews and questionnaire surveys among teachers, students, advisory staff, and the inspectorate” (Hedge, 2000, p. 343).

Needs are discussed from different perspectives by a great number of researchers. According to Tyler (1949, p.53), need is the gap between “the present condition of the

learner and the acceptable norm”. Additionally, Brindley (1989) defines needs as “the gap between what is and what should be” (p. 65). Berwick (1989) also describes need as “a gap or measurable discrepancy between a current state of affairs and a desired future state” (p. 52). The common characteristic in the definition of need is gap (Berwick, 1989; Brindley, 1989 and Tyler, 1949). Therefore, during the process of needs analysis, gap should be interpreted correctly and what should be included in the course should be decided.

The importance of needs analysis for both General English courses and ESP courses is emphasized by different researchers (Basturkmen, 2003; Brindley, 1989; Brown, 2007; Dudley-Evans, 2001; Graves, 1996; Hamp-Lyons, 2001; Hedge, 2000; Hutchinson and Waters, 1987).

Brindley (1989) notes needs analysis is “a vital prerequisite to the specification of language learning objectives” (p. 63). It provides information about the learners such as “age, first language background, reasons for learning the language, other languages spoken, time available for learning, and so on” (Nunan, 1988; Nunan, 2001, p.57). Graves (1996) discusses the importance of learners in the process of NA and notes that NA consists of “finding out what the learners know and can do and what they need to learn or do so that the course can bridge the gap (or some part of it” (p. 12). Learners are therefore involved in the process since they are consulted and negotiated so as to reveal their needs.

In the literature needs are categorized into different groups by different researchers. Hutchinson and Waters (1987) divide needs into necessities, wants and lacks, Brindley (1989) categorizes them as objective and subjective needs, Berwick (1989) classifies them into perceived and felt needs and Dudley-Evans (1998) makes a distinction between educational needs and professional needs.

Within the framework of this study our concern is on two categories: Objective needs and subjective needs and felt language needs and perceived language needs. Therefore, these types will be explained in detail below.

2.1.3.1.1. Objective needs and subjective needs

Brindley (1989) makes a distinction between objective needs and subjective needs. According to him, objective needs are the facts about the learners such as their proficiency level and the language difficulties they have faced with and circumstances

outside the classroom where they use the language; whereas, subjective needs are individual needs, which show the individual learner's cognitive needs (such as their learning styles and strategies) and their affective needs (such as confidence, and attitudes towards language and the people who speak this language) and their wants and expectations. On the one hand, objective needs are directly relevant to the target situations where the learners use the language, and written and spoken discourses that learners need in order to understand and use.

The analysis of these needs is particularly important for the learners who learn language for specific purposes. On the other hand, the analysis of subjective needs of learners such as their strategy preferences is relevant to the foreign language context (Nunan, 2001).

Graves (1996) also discusses the assessment of objective and subjective needs. Objective needs provide information about the learners' background, learners' competency in the receptive and productive skills and their needs about English, which will be necessary in their real life while subjective needs show information about the learners' attitudes both toward language and language learning and their preferences to learn language. Nunan (1988) adds that subjective needs also include preferred activities and materials.

2.1.3.1.2. Felt needs and perceived needs

Another distinction between the needs is identified by Berwick (1989). He discusses the needs as felt needs (or expressed needs) and perceived needs. The former shows the needs of learners and their wants and desires and it is "one of unsophisticated, egocentric expressions of a desired future state which individuals can be induced to express if planners ask the right questions" (p. 55). The latter includes "judgments of certified experts about educational gaps in other people's experience" (p. 55). He adds that this distinction will lead the researcher to determine the needs as learner- centred or teacher- centred needs while planning the syllabus.

Since it is known that each student has different needs to learn a language, obtaining information and identifying their needs will help both the syllabus designers and language teachers to determine how the language will be taught (Graves, 1996).

The process of NA is not an easy one. According to Graves (1996), while conducting NA, the influence of teachers and their views with respect to the course,

constraints from institutions and students' views about the items of NA tools should be taken into consideration. Therefore, the process of NA is not "a value-free process" (p. 16). Another difficulty is that students cannot provide their exact needs and purposes since it is not familiar for many students and they might not understand the questions easily or they might interpret them differently.

Considering the purpose of this current study the categorization of Berwick (1989) is employed in order to determine students' felt language needs, which are necessary language skills for their future profession and perceived needs of graduates, content experts and employers, which show views and suggestions about to what extent the tourism specialists should be professional in terms of English language skills in order to be successful in their field. Furthermore, using Brindley's (1989) needs category students' objective needs such as their competences in English and subjective needs such as their attitudes towards learning English, wants and expectations will be examined.

2.1.3.2. Approaches to NA

The importance of NA is emphasized in the various contexts of language teaching such as for English for Specific Purposes (Dudley- Evans and St. John, 1998; Kennedy and Bolitho, 1984; Hutchinson & Water, 1987), for general language courses (Nunan, 1991) and English for Academic Purposes (Benesch, 1996). That is, curriculum design starts with NA.

However, each researcher suggests his own way for conducting NA and here is the different NA approach proposed by various researchers. The use of target situation analysis (TSA), learning situation analysis (LSA) and present situation analysis (PSA) is suggested by Dudley-Evans and St John (1998), the use of discrepancy analysis, democratic approach, analytic view and diagnostic approach is discussed by Berwick (1989), the use of these three approaches to ESP course development "language-centred, skills-centred and learning-centred" is proposed by Hutchinson and Waters (1987) and the use of narrow or product-oriented NA and broad or process-oriented NA is put forward by Brindley (1989).

Within the scope of this study, NA approach of Dudley-Evans and St John (1998) is employed in this study and it will be described in the following.

2.1.3.2.1. Dudley-Evans and St John's NA approach

Dudley-Evans and St John (1998) put forward the use of target situation analysis (TSA), learning situation analysis (LSA) and present situation analysis (PSA). Objective, perceived and product-oriented needs correspond to TSA; subjective, felt and process oriented needs correspond to LSA. What learners have already known corresponds to PSA in which students' lacks are identified. Thus, the analysis of necessities is related to TSA and the analysis of wants is in accordance with LSA (Dudley- Evans and St John, 1998). Choi (2010) and Dudley-Evans (2001) note PSA shows students' strengths and weaknesses in language skills.

Dudley-Evans (2001) exemplifies target situation analysis and learning situation analysis. When the learners' need is to understand the lecture, this is an objective need and it is called as target situation analysis. That is, this helps the curriculum developers to be aware of the target situation (Hutchinson and Waters, 1987).

Learners' views about vocabulary in order to understand the lecture and their perceptions about their own confidence in their listening skills are subjective and it is called as learning situation analysis (Dudley-Evans, 2001).

The underlying reason why this approach is used in this study is that the researcher aims to find out students' objective needs (i.e. their competences in both receptive and productive skills in English and their needs about English) and perceived language needs by graduates, content experts and employers which include their views about being competent in English for tourism industry considering the target situation analysis (TSA). Furthermore, considering learning situation analysis (LSA), it is aimed to reveal students' subjective needs (i.e. attitudes towards learning English, wants and expectations) and felt language needs which show the necessary language skills for future profession. Finally, students' lacks in language competences which is related to present situation analysis (PSA) are investigated.

2.1.3.3. Setting goals and objectives in the curriculum design

Since goals and aims often overlap with each other or they are sometimes used interchangeably while characterizing the purposes of a curriculum (Richards, 2001), goals rather than aims will be used in this study. Graves (1996) notes "goals are general statements of the overall, long-term purposes of the course whereas objectives express the specific ways in which the goals will be achieved" (p. 17). Likewise, Richards

(2001) and Brown (1995) note that goals are general statements which show the changes in the students at the end of the course while objectives are the specific statements that show the specific changes in the students. Graves (1996) also explains goals and objectives by using an analogy. Goals are destination of the course and objectives are points which lead the course to the destination and one should pass each of them in order to be in the destination. Therefore, it could be implied that goals are realizable, whereas, objectives directly pertain to the content of the course.

Setting goals and objectives is not an easy process and it is affected by students' NA, institution's policies and the teacher's views of content (Graves, 1996; Richards, 2001; Tyler, 1949). The statements of goals particularly for ESP courses result from NA whereas formulating objectives of a course is based on the analysis of goals (Brown, 1995; Graves, 1996; Nunan, 2001; Richards, 2001). Therefore, there might be a number of objectives for one goal (Nunan, 2001).

According to Tyler (1949), when the educational goals and objectives are determined, the content, materials, instructional procedures and measurement or evaluation will be shaped. Richards (2001) also draws attention to the advantages of determining goals of a course: "People are generally motivated to pursue specific goals. The use of goals in teaching improves the effectiveness of teaching and learning. A program will be effective to the extent that its goals are sound and clearly described." (p. 112). Additionally, Hedge (2000) argues the importance of stating objectives and lists them as follows: "it enables us to assess the appropriateness of course materials; to make explicit the aims of the course and how these have been determined; and to encourage students to develop their own agendas for the course" (p.345). That is, people tend to follow and achieve the specified goals and objectives, which affect the language teaching and learning environment positively. If the objectives are clear and achievable, learning and teaching will be effective. When NA is carried out, learning goals and objectives will be determined accordingly.

2.1.3.4. Deciding course content in curriculum development

Starting point of planning a course and designing a syllabus is to decide on the target learners, who will be taught, and what the course content will involve (Basturkmen, 2010; Graves, 1996). This leads to the following questions and they should be answered while deciding on an ESP course: "Who is the course for and what

will it focus on? What will the syllabus contain and what types of instruction and materials will it provide? How can the course be evaluated?” (Basturkmen, 2010, p. 52). Richards (2001) lists two more questions: “What is the course about? and What kind of teaching and learning will take place in the course?”.

NA provides answers to these questions and based on these needs of the learners, goals and objectives of the course will be set (Richards, 2001). It is accepted that learners’ language needs in a profession or in a field shape the design of ESP course. But needs differences in ESP can appear even if the ESP course is for the learners who have “either almost identical needs or only somewhat similar needs” (Basturkmen, 2003, p. 49). These differences are solved through different ESP courses. According to Basturkmen (2003; 2010) these courses are defined as *wide angled* and *narrow angled* courses.

Wide angled courses are for a general group of learners such as Business English, which caters to the students studying marketing, management or business administration while narrow angled courses are specific to only one group of learners or the learners who have similar needs. That is, some ESP courses are for broad disciplines and some are for a specific field. In the current study, ESP course is for tourism students, which is a wide angled course since students, who have graduated, cannot work in a specific place. They might work in a hotel, in a travel agency, at an airport or in a car rental agency. Therefore, course content in the curriculum design will include different workplace of tourism.

2.1.3.5. The role of materials and activities in curriculum

A great many teachers start to develop any particular course by thinking about techniques, activities and materials they will use with their students (Graves, 1996). Among them the importance of teaching materials is emphasized by Low (1989) and is stated “It is hardly controversial to note that teaching materials are one of the major determinants of what gets taught in language teaching programmes” (p.136).

Dudley-Evans and St John (1998) list four reasons to exploit materials in an ESP class “as a source of language, as a learning support, for motivation and stimulation and for reference” (p. 170-171).

Activities and materials used in the classroom are shaped by the views of the teachers; how they perceive their roles and their students’ roles. In order to make the

learners autonomous and make them aware of their own learning, students should have active roles in the classroom. This could be reached through selected or adapted activities and materials by teachers (Graves, 1996).

We all think of a course book when the teaching materials are mentioned. Graves (1996) describes the textbooks as the materials which consist of many pieces and these pieces might be cut up and rearranged by the teachers to meet students' needs and interests and make them motivated. Therefore, teachers prefer adapting the existing materials because of the fact that "developing new materials and activities for using them requires time and a clear sense of why they will be used, how, and by whom" and teachers also have time constraints (Ibid. p. 26). Particularly, in the foreign language teaching context it might be difficult for a language teacher to reach the authentic and stimulus materials (Nunan, 1991).

According to Hedge (2000), choosing a book refers to choosing the order of what will be taught for the product syllabuses such as grammatical syllabus or the situational syllabus or topic-based syllabus. Low (1989) puts forward a structural organization for a course unit and it contains four phases as follows:

1. Presentation a) of language to be learned.
b) of language description.
2. Controlled exploitation
3. Free exploitation (generalizing to areas other than those in the presentation)
4. Synthesis (pulling disparate strands together and sometimes creating an 'end-product').

Low (1989) notes that materials, which employ this traditional unit structure, start with reading or listening part as a presentation phase, second phase contains comprehension questions, text repetition and grammatical drills and the unit ends with a writing part. But in this traditional structure, problems have appeared since the stages in a unit are strictly sequenced and it is indeed hard to use in the real class environment.

This problem can be solved only by the teacher who can rearrange the activities and link them with one another in the lesson. Nunan (1991) suggests three solutions for the integration of activities: "the topic solutions, the text solution and the storyline solutions" (p. 215). Units are organized on the basis of particular topics which cater to the students' needs and interests so as to create internal and external coherence in a unit or among the units.

Another solution to provide integration between the activities is text, which is a result of genre-based teaching. Units are prepared around different types of texts such as

narratives or expositions and students are required to learn the generic and linguistic characteristics of these authentic texts. Nunan (1991) points out that topic and text solutions are used together in the materials by a teacher or a coursebook writer since topic is decided, written and spoken texts are selected accordingly and activities are designed related to topic.

2.1.3.6. Evaluation in curriculum design

Evaluation is defined as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context of the particular institutions involved” (Brown, 1989, p. 223).

Graves (1996) discusses that teachers evaluate both their students in order to understand their “proficiency, progress and achievement” and the effectiveness of the course (p. 30). That is, information for evaluation is obtained and analyzed systematically and it is conducted for the program itself, for the students and for the institutions. Although course evaluation is not directly relevant to students’ success, it gives feedback on the course. Evaluation is carried out not only for internal purposes, but also for external purposes such as policy reasons or funding (Graves, 1996).

As Brown (1989) points out, there are three dimensions of evaluation: formative versus summative evaluations, process versus product evaluations and quantitative versus qualitative evaluations. He makes a distinction between formative evaluation and summative evaluation. The former one is conducted during the curriculum implementation so as to improve the curriculum whereas the latter one is carried out after the curriculum is implemented in order to see the effectiveness and success of the curriculum. Product evaluation shows whether the goals and objectives of the curriculum are reached while process evaluation focuses on the program in order to make it achieve its goals and objectives.

As a result, summative evaluation is directly in accordance with product while formative evaluation examines the process (Brown, 1989). Therefore, each part of a course can be evaluated such as “goals and objectives, materials and activities” (Graves, 1996).

To sum up, curriculum development is presented in Figure 2.5 below.

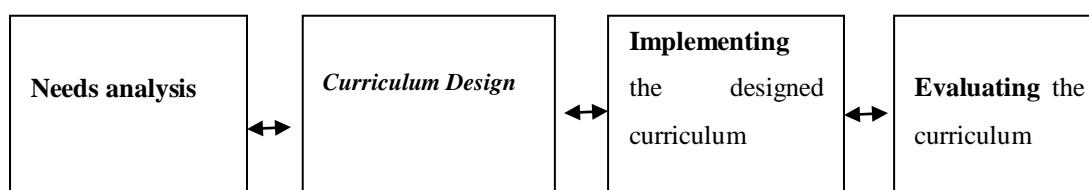


Figure 2.4. *The model of curriculum development and implementation for an ESP course in Tourism and Hotel Management Program*

As it is illustrated in Figure 2.4 above, curriculum development consists of investigation of students' needs, design of curriculum, implementation of curriculum and evaluation of curriculum. Therefore, the current study starts with NA, and based on these obtained needs, curriculum with goals and objectives and content planning will be designed. Due to time constraint, selecting or developing material, implementing designed curriculum and evaluation will not be included.

2.2. Previous Studies on Curriculum Design in ESP Classes

Curriculum design for ESP classes has been the subject of numerous studies for various disciplines so far, and they have showed the importance of English language teaching for specific purposes (Al-Khatib, 2005; Cutting, 2012; Jasso-Aguilar, 2005); Wang, 2007; Wen, 2010). Since NA is the first step of curriculum design (Basturmen, 2003; Brindley, 1989; Brown, 2007; Dudley-Evans, 2001; Hedge, 2000; Hutchinson and Waters, 1987; Nunan, 2001), the growing body of literature assessed language needs of the learners for their future profession, evaluated ESP curricula and suggested changes (Alfehaid, 2011; Kaewpet, 2009; Ulucay and Demirel, 2011). In the following, studies on curriculum development in Turkey and abroad will be summarized.

A number of studies were carried out in various disciplines to reveal the language needs of learners in order to develop a curriculum. Ulucay and Demirel (2011) identified the professionals, academicians and current and graduate students' perceptions about designing an ideal ESP curriculum for Logistics program by conducting NA. Firstly, it was revealed in their study that all respondents accepted that ideal curriculum should develop four language skills (reading, writing, listening, speaking). Another result was about the content of the curriculum. Students and professionals believed that it should be subject-specific; whereas. all of the instructors

did not agree. The third result was based on the communicative teaching techniques (role-plays or information-gap activities). Both instructors and professionals stated that the use of communicative teaching techniques was important in the class while students did not accept this view. The fourth result showed that professionals thought that A curriculum should be based on the approach of “problem- based learning” whereas instructors and students preferred traditional teaching methods. Finally, professionals put emphasis on the portfolio assessment while instructors believed that students should be assessed through exams.

In the discipline of health, Alfehaid (2011) evaluated current ESP class in Saudi Arabia through NA of learners and the views of current students, instructors, administrators, graduates, managers of hospitals and other medical staff. This study put forward that four English language skills were important for students’ academic studies and reading was the most important skill, which was followed by writing, listening and speaking; whereas, it was found out that speaking was the most important language skill in the hospital. The final result was about the strengths and weaknesses of ESP course. Most of the participants believed that ESP course was helpful for academic studies of learners while less than half of the participants (about 44%) noted that the ESP course was not useful for target careers of learners.

Besides these NA studies in the programs of logistics and health, a number of studies were carried out so as to find out English language needs of tourism staff in their workplace. Jasso-Aguilar (2005) investigated language needs of housekeepers, Sullivan and Girginer (2002) conducted a NA study in order to develop a course for pilots and air traffic controllers. Cutting (2012) analyzed English language needs of learners who planned to work as ground staff and Prachanant (2012) carried out a study for the needs of tourism employees working in international tour companies. They will be summarized below.

Jasso-Aguilar (2005) carried out a study in order to investigate the housekeepers’ tasks at a hotel, the language they need while they were working, their perceptions about their language needs and whether their performance was affected by the insufficient language skills. Data were collected via observations, unstructured interviews and questionnaires from 3 housekeepers, one human resources person, executive housekeeper, housekeeper assistants and supervisors. That is, the researcher triangulated both data collection methods and sources. She argued the use of various

sources demonstrated perceived needs and objective needs in a different way. For example, while hotel maids considered that the lack of English language skills did not affect their tasks, the administrative staff thought that the hotel housekeepers should develop their English language skills to be involved in the conversations with the guests. Another conclusion from the study was that triangulation of methods and sources helped the curriculum designers to include the learners' views.

Sullivan and Girginer (2002) conducted NA study in order to develop a course in which pilots and air traffic controllers were taught English in the Turkish context. They collected both quantitative and qualitative data through questionnaires, interviews, observation in the airport tower and recording transactions between two groups. The results showed that needs of both groups of learners would be making requests, pronouncing and comprehending numbers, listening to multiple interlocutors, understanding who is talking to whom, intervening, understanding words which are specific to aviation and participating in conversations.

In another study, Cutting (2012) investigated English language needs of learners who planned to work as ground staff (as security guards, ground handlers, catering staff and bus drivers) in European airports. The aim of the study was to collect authentic data based on real life in order to create dialogues for the multimedia course for English language learners and to show the students "examples of real interactions to sensitise them to non-native-speaker inappropriate forms and code-switching, World Englishes and spoken grammar features, such as incomplete and incoherent utterances, short pauses, longer silences, repeating and recasting" (Cutting, 2012, p. 5). In other words, field notes were collected to develop ESP materials and to design exercises. As a result, functional-situational speech events were designed for the learners who had restricted grammar but needed to know basic grammar.

A similar study was carried out by Prachanant (2012) in order to investigate the needs of tourism employees. 40 participants, who worked in international tour companies, took part in this research and they answered the questionnaire about the participants' language needs, functions and problems. According to the results, speaking skill was the most important skill for the employees in tourism industry and followed by listening skill. Needs with regard to the language functions were: giving information, providing services and offering help. Finally, the most frequent listening problem was being unable to understand foreign accents, the most frequent speaking problem was

using inappropriate words and expressions in speaking, the most frequent reading problem was having inadequate vocabulary in reading and the most frequent writing problem was lack of grammar knowledge.

Having reviewed the literature related to the language needs of tourism staff in the workplace so far, we will focus on the studies related to the needs of tourism students studying at the university.

Choi (2010) conducted a study with students whose major was tourism at a two-year college in order to investigate their needs of tourism English. Three groups of students participated in the study. The number of one group of students is 120, who attended day classes and 40 students attended night classes and the final group consisted of 40 students, who worked on days and attended class at nights. The questionnaires were answered by the participants before the term started and after the term finished. Results showed that students thought that they lacked of grammar and communicative abilities, and they wanted to develop their speaking skills and they were instrumentally motivated as they wanted to learn English for their workplace.

In the study of exploring necessary writing skills for tourism students, Afzali and Fakharzadeh (2009) obtained 591 letter topics from 4hb.com letters and websites. Then, a pilot study was conducted to shorten this long topic list and find out what difficulties people had when they were dealing with the travel agencies and hotels. Consequently, students were required to show the topics to the travel agencies and hotels in order to make them tick the most widely used topics with the customers. At the end of the pilot study, the number of topics was 103. Next, 14 travel agencies and 10 hotels were asked to what extent they used these topics in their correspondence with the customers. Finally, the frequency of the topics stated by the participants was estimated and inter rater reliability was conducted. Among these topics “reservation” was the most frequently marked topic, “thank you for your tour” and “announcement of special discount offer” were the second and third topics. They were followed by “complimentary letter to hotel, announcement of price reduction, announcement of price increase, apology after cancellation of order, bill of sale, complaint letter, congratulation for increased sale, follow-up letter to travel agency, apology for delay of refund, announcement of new discount, guarantee, reply to complaint, reply to inquiry, employment agreement, announcement of change of address, inquiry letter”. These findings can be a direct reference to the curriculum and material development studies

since learners' actual needs are the core of these studies but it focuses on only writing needs of tourism staff.

Besides NA studies conducted for the classes at universities, Wen (2010) examined motivation and language needs of learners at senior secondary vocational schools in mainland China since these two criteria are important factors in the development of curriculum. Data were obtained from 700 participants at three schools from the departments of air service, business English, cookery, hotel service and management, tourism service and management, travel service and management, pre-school education, machinery manufacturing and control, mould design and manufacturing, computer numerical control machine tools, welding, information networks and electrical technology and application. Data collection involved 20 hours of classroom observation, document analysis of current syllabus and textbooks and interviews with 6 teachers, 23 students, 2 inspectors, 6 graduates and a manager. Results of the study showed that students were not highly motivated to learn language and their language competences were poor. In terms of the comparison between the real life and school curriculum there was a great difference in that school curriculum focused on discrete linguistic competence and it was not related to workplace requirements outside the school. It was suggested that curriculum developers should take both the students' needs and the criteria of CEFR (Council of Europe, 2001) for vocational English language competences.

These various studies about the ESP curriculum development above showed that language needs of learners differ from one another in different contexts (Afzali and Fakharzadeh, 2009; Alfehaid, 2011; Al-Khatib, 2005; Choi, 2010; Coşkun, 2009; Cutting, 2012; Diken, 2006; Gatehouse, 2001; Jasso-Aguilar, 2005; Kaewpet, 2009; Prachanant, 2012; Sullivan and Girginer, 2002; Ulucay and Demirel, 2011; Wang, 2007; Wen, 2010). This conclusion leads to a need to design a curriculum for our students taking students' felt needs, graduates', content experts' and employers' perceived needs. Such a study will appeal to specific needs of a particular group of students. In fact, according to the researcher's experience in vocational English course in Tourism and Hotel Management program, students are mainly interested in front office, housekeeping and airport rather than food and beverage department of a hotel. This study, therefore, will design a curriculum which will serve main interests of this particular group.

3. METHODOLOGY

This chapter includes the research design, the steps of data collection and data analysis procedures and detailed information about the participants. Before presenting research design, the aim of the study and the research question will be reminded.

The main aim of this study is;

- to set goals and objectives of an ESP course for the program of Tourism and Hotel Management at a vocational school
- to develop a suggested ESP curriculum for the program of Tourism and Hotel Management at a vocational school

Therefore, we ask the following research question to fulfill the main aim stated above.

1. What are the language needs of students studying Tourism and Hotel Management at a vocational school according to the views of students, graduates, content experts and employers?

3.1. Research Design

In this study, a mixed methods research design was employed. There are six types of mixed methods design used in educational research: the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design and multiphase design (Cresswell, 2012: 539-547). In accordance with the purpose of the current study and data collection and analysis process, this study drew on the convergent parallel design since both quantitative and qualitative data were collected simultaneously, two data sets were analyzed separately and the results were merged and used in order to explain and explore the research problem (Creswell, 2012).

The following Figure 3.1 shows the sequence of the convergent parallel design.

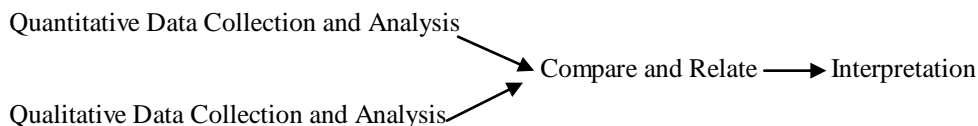


Figure 3.1. *Convergent Parallel Design*

In Figure 3.1, in this type of design, firstly both quantitative and qualitative data are collected. Then, both obtained data are analyzed separately. Next, the results are merged. Finally, the merged results are interpreted. This study in turn is an instrumental case “because it serves the purpose of illuminating a particular issue” (Creswell, 2012, p. 465). In other words, data are collected through questionnaires and semi-structured interviews to provide an in-depth understanding of English language needs of tourism students in one organization, namely Şarköy Vocational School.

3.2. Participants

In this study, there were 242 participants, who answered the questionnaire (See Appendices B1, B2, B3, B4, B5, B6, B7, B8). These were individuals from different groups since NA was conducted not only with students but with other individuals connected to the situation such as teachers, academics, employers and professionals in the area (Luka, 2007; Graves, 1996). Therefore, there were four groups of participants in this study: Students, graduates, content experts and employers. The reason why the employers participated in this study was to gather information about the qualifications they require for recruitment. Furthermore, graduates, employers and content experts provided perceived needs while students stated their felt needs with regard to the language needs for tourism. While selecting the participants for each group (students, graduates, content experts and employers), purposive sampling as one type of non-probability sampling was employed in this study. The underlying reason of purposive sampling for this study was the relevance of participants to the purpose of the research their availability and the accessibility of these groups (Aiken, 1997; Davis, 2015; Dörnyei, 2003; Flick, 2009).

The common criteria among these groups of participants were as follows:

- Their current or future job was related to tourism industry.
- They needed and used English in their job or workplace or they experienced the necessity of English for tourism industry.
- They participated in the study voluntarily.

The gender distribution of the participants is presented in this section. In total, the number of participants in this study is 242 as it is shown in Table 3.1. 54.3% of students, 65.2% of graduates, 55.6% of content experts and 54.9% of employers were

male whereas 45.7% of students, 34.8% of graduates, 44.4% of content experts and 45.1% of employers were female.

Table 3.1. *Frequency distribution of gender (N=242)*

Participants	Gender	N	%
Students	Male	38	54.3
	Female	32	45.7
	Total	70	100
Graduates	Male	73	65.2
	Female	39	34.8
	Total	112	100
Content Experts	Male	5	55.6
	Female	4	44.4
	Total	9	100
Employers	Male	28	54.9
	Female	23	45.1
	Total	51	100
Total		242	100

Participants of the semi-structured interview were selected on the basis of their voluntariness and willingness. While administering the questionnaire, they were asked whether they would like to participate in the interview. And the participants who marked the item as “yes” and wrote their contact information were interviewed. Consequently, 26 people participated in the semi-structured interviews. The list of participants, their gender and work place and job is shown in Table 3.2 below. In order to protect participants’ identity and considering the ethical issues as stated in consent form, a code was assigned to each participant.

Table 3.2. *Demographic information of participants interviewed (N=26)*

Code	Participant	Gender	Work Place-Department-Job or future job
S1	Student	Male	Hotel-Front Office-Receptionist
S2	Student	Male	Barman
S3	Student	Male	Restaurant
S4	Student	Female	Hotel-Housekeeping
S5	Student	Male	Hotel-Front Office-Receptionist
S6	Student	Female	Restaurant- Waitress
S7	Student	Female	Hotel-Food and Beverage Manager
S8	Student	Female	Travel Agency
G1	Graduate	Female	Travel Agency-Organization Department
G2	Graduate	Female	Hotel-Food and Beverage Department-Kitchen
G3	Graduate	Male	Café and Bistro-Waiter
G4	Graduate	Male	Cafe-Waiter
G5	Graduate	Male	Hotel-Front Office- Receptionist

G6	Graduate	Female	Travel Agency
G7	Graduate	Female	Hotel-Lobby Bar-Waitress
G8	Graduate	Male	Hotel-Restaurant-Waiter
G9	Graduate	Female	Hotel-Restaurant-Waitress
G10	Graduate	Male	Hotel-Bellboy
G11	Graduate	Male	Hotel-Room Service Waiter
E1	Employer	Male	Hotel and Café
E2	Employer	Female	Hotel
E3	Employer	Male	Restaurant
E4	Employer	Male	Hotel
E5	Employer	Male	Café
CE1	Content expert	Female	Lecturer
CE2	Content expert	Female	Lecturer

Table 3.3 below demonstrates the total interview span, interview spans for each group and the number of participants from each group.

Table 3.3. *Interview spans*

Participants	Total Duration (min.)	Average	N
Students	58.29	7.29	8
Graduates	104.21	9.5	11
Employers	49.31	9.9	5
Content Experts	17.48	8.74	2
Total	230.09	-	26

In the following section, each participant group will be explained in detail.

3.2.1. Students

The first group of the participants was the current students at Tekirdağ Namık Kemal University Şarköy Vocational School, who were studying Tourism and hotel management. They took a 4-hour English class a week as a YÖK course during first two terms through distance education. These students also had a 4-hour ESP class a week during two terms in the second year of the university. This group consisted of 70 students. 59 out of 70 students were second-year students and 11 of them were first-year students. Demographic information about students will be presented in the following.

Table 3.4. *Frequency distribution of students' high schools (N=70)*

High School	N	%
Others	26	37.1
Normal High School	25	35.7
Tourism Vocational High School	13	18.6

Anatolian High School	6	8.6
Total	70	100

Table 3.4 shows the students' high school and participants have different educational background as it is shown in Table 3.4. Only 18.6% of students graduated from Tourism Vocational School (n=13), 35.7% of them were from Normal High School (n=25) and 8.6% of them were from Anatolian High School (n=6). However, 37.1% of students graduated from other types of high schools which are not stated on the questionnaire (n=26) and they wrote it down as Industrial Vocational High School, Trade Vocational High School and Girls' Vocational High School.

Second demographic information is presented on Table 3.5 about how long students have been learning English.

Table 3.5. *Frequency distribution of years when English is learnt (N=70)*

Years	N	%
1-5	13	18.6
6-10	37	52.9
11-15	20	28.6
Total	70	100

As seen in Table 3.5, 52.9% of students note that they have been learning English for 6-10 years (n=37). 28.6% of students are learning for 11-15 years (n=20) whereas 18.6% of students are learning English for 1-5 years (n=13). This result is not relevant to the educational regulation, which aims teaching English at the fourth grade.

Table 3.6 shows their reasons of learning English.

Table 3.6. *Reasons to learn English (N=82)*

Reasons	N	%
Future job opportunities	31	37.8
Improving myself	12	14.6
Communication with foreigners	10	12.2
Compulsory subject at university	8	9.8
Global Language	8	9.8
Plans for going abroad	7	8.5
Enjoying studying English	4	4.9
Interest	2	2.4
Total	82	100

As seen in Table 3.6, 37.8% of students learn English because of their future job opportunities (n=31), 9.8% of them learn English since it is compulsory subject at university (n=8) and 9.8% of them think that English is a global language (n=8).

Reasons why students learn English show their motivation. Since motivation is classified as integrative motivation and instrumental motivation, students are generally instrumentally motivated with the statements of (1), (2) and (3) in the semi-structured interviews, the type of motivation is exemplified as it follows (See Appendix D1 for Original Utterances):

(1) **S1:** [I learn English] because it is necessary to speak with foreign tourists while welcoming them at the hotel.

(2) **S3:** [I learn English] because we have to communicate with the customers.

(3) **S4:** As I want to work in tourism, I think it will be very useful to respond well to the requests of foreigners and I am therefore making an effort to learn it.

As it is understood from the quotations of three students, they want to learn English for the sake of their job because they want to communicate with the foreign guests or customers. As a result, they are instrumentally motivated to learn English.

Table 3.7 illustrates where students would like to work after graduation.

Table 3.7. *The fields in which students plan to work (N=135)*

Fields	The number of students who plan to work	
	N	%
Front Office	30	22.2
Travel Agency	24	17.8
Airport	22	16.3
Restaurant	19	14.1
Bar	15	11.1
Tourist Information Center	14	10.4
Car Rental Agency	7	5.2
Housekeeping	4	3
Total	135	100

As seen in Table 3.7, 22.2% of students plan to work at the front office (n=30) and 3% of them would like to work in the department of housekeeping (n=4). 14.1% of them prefer working in the restaurant (n=19). 11.1% of students aim to work in a bar (n=15). The purpose of 17.8% of students is to work in a travel agency (n=24). Finally, 10.4% of students plan to work in a tourist information center (n=14) and 16.3% of students would like to work at the airport (n=22). The following utterance of (4) shows her reason why she would like to work in tourism industry:

(4) **S6:** I plan to work as a waitress in the sector of food and beverage. I have already had experience in this job. I have been working in this sector for three years. I like offering service.

The relation of students' future job and the importance of English for this particular field are also emphasized in the interviews. (5), (6) and (7) believe that English is really important for their future job prospects. S2 want to be a barman and he is aware of the importance of English for his job.

(5) **S2:** I want to be a barman. I think I will need English in this job as it is necessary for any job. At least even knowing several statements is very important for us.

Besides (5), (6) wants to work in food and beverage sector and she states English is important for her job.

(6) **S7:** I want to work in the department of food and beverage. Therefore, English is important, of great importance for me.

Another student wants to work in a travel agency and she accepts the importance of English for her future career.

(7) **S8:** I plan to work in a travel agency. ...I know English is absolutely necessary for this field.

Table 3.8 shows what students do to improve their English.

Table 3.8. *What students do to improve their English (N=51)*

What they do	Students	
	N	%
Studying on my own	29	56.9
Doing nothing	11	21.6
Others	8	15.7
Attending a course	3	5.9
Receiving tutoring	-	-
Total	51	100

As seen in Table 3.8, 56.9% of students study themselves (n=29) in order to improve their English while only 5.9% of them attend a course (n=3). 21.6% of them do not make an attempt to improve their English (n=11). None of them takes any private courses. But 15.7% of them mark the option *others* (n=8) and note that they watch movies and listen to music in English, they use smart phone applications and the internet.

Here are some excerpts from the semi-structured interviews with students to demonstrate what they do to improve their English.

(8) talks about a course that she took part in so as to build her English grammar and vocabulary and improve her general English knowledge.

(8) **S4:** When I was studying at university last year, I attended a course organized by a public training center since I did not have any background knowledge about English.

(9) also attended a course as (8) did. Moreover, she worked on her own as well through books and she experienced that these are not helpful to improve her English. Consequently, she wants to go abroad and learn English there.

(9) **S8:** I joined an English course but language courses are not helpful. Moreover, I bought English-Turkish books and I currently have a set of books. But these books are not useful for me as I do not know exactly what the words mean. I am thinking of attending a better course, just a course. I mean I need a setting where just English is spoken. I plan to go abroad. I think it will be better there. Face-to-face interaction is always better as we take English class in Turkey, even here. When we get out of the English class, we go on speaking Turkish. What we learn becomes useless. So, I want to learn English in a setting where English is spoken.

(10) and (11) attempt to improve their English by means of watching films or listening to music. In other words, they study themselves to build their general English and expand their vocabulary.

(10) **S6:** I improve myself by watching videos or films and listening to music. My teacher, this suits me fine, especially listening to music.

(11) **S7:** I watch films in English with subtitles in English, I mean in Turkish, I listen to foreign-language songs, especially English songs. If I do not know the meaning of words, I look them up [in the dictionary].

3.2.2. Graduates

The second group of participants was the graduates. This group consisted of 112 participants. They were reached from a closed group on a social media tool (facebook). Although 619 graduates have enrolled in this group, only 211 of them work in tourism sector. Therefore, the questionnaire was sent to these 211 graduates via social media tool (Facebook). Only 112 graduates responded to the questionnaire. Demographic information about the graduates will be presented below. Table 3.9 shows the fields where the graduates were currently working.

Table 3.9. *The fields in which the graduates are working (N=112)*

Fields	The number of students who work	
	N	%
Restaurant	32	28.6
Front Office	26	23.2
Others	20	17.9
Travel Agency	13	11.6

Bar	6	5.4
Housekeeping	5	4.5
Airport	4	3.6
Car Rental Agency	3	2.7
Tourist Information Center	3	2.7
Total	112	100

Table 3.9 illustrates that 28.6% of the graduates work in a restaurant (n=32) and another most common workplace, where 23.2% of graduates work, is front office department of a hotel (n=26). 11.6% of graduates work in a travel agency (n=13), 5.3% of them prefer working in a bar (n=6), 4.5% of them work as a housekeeper (n=5), 2.7% of graduates are officers in car rental agency (n=3) and tourist information center (n=3). 3.5% of them are airport staff (n=4). Finally, 7 of them are event directors, 4 of them work in the department of animation and organization, 2 of them work in a fitness club of a hotel, 2 of them work in a kitchen, 4 of them are in the department of sales and marketing and 1 of them works in the department of human resources management.

Graduates during the semi-structured interviews (12) and (13) reflect their opinions about the importance of English in their workplace as in the following.

(12) **G7:** I work as a waiter in a lobby bar of a hotel. There are many Arabs and Japanese tourists. So, we have to use English.

(13) **G8:** I worked in many different fields in tourism sector such as hotel, restaurant, bar, night club or café. Surely, speaking or dialogue with people is important. You are communicating with people during the whole day.

For (14) who works as a room service waiter in a hotel, English is important as he works in an international five-star hotel and he has to use it while communicating with the guests at the hotel.

(14) **G11:** The hotel in which I work is a five-star, comfortable and luxurious hotel. It accommodates international guests. While I am working here, I am making an effort to use English properly. But generally listening to the customers is much more frequent as even my language level is sometimes insufficient. So, you have to develop yourself. Since the hotel is a top quality institution, English is the mutual language in the world, we have to definitely improve ourselves.

(15) emphasizes not only the importance of English for his job but the importance of Arabic.

(15) **G5:** I work as a receptionist in the department of front office. It is necessary to speak Arabic and English fluently. Since today tourism industry is mostly comprised of Arabs and more than half of the guests in our hotel are Arabs, [it is important to know] Arabic and surely, global language, English. I think speaking these two languages is important.

Besides students, graduates were asked what they do to improve their English and their answers are demonstrated in Table 3.10.

Table 3.10. *What graduates do to improve their English (N=112)*

What they do	Graduates	
	N	%
Studying on my own	57	50.9
Doing nothing	27	24.1
Attending a course	17	15.2
Others	6	5.4
Receiving tutoring	5	4.5
Total	112	100

According to Table 3.10, 50.9% of graduates study English themselves (n=57) as students do. 24.1% of them do not try to learn English (n=27) and 4.5% of them take a private course (n=5) and 15.2% of them attend a course (n=17). Only 5.4% of them practice in English through social media tools, watch movies and listen to music in English (n=6).

What graduates do to improve their English is illustrated with their own words as in the following. (16) notes that he tried to study English on his own but he was not successful and he states he needs a tutor to learn English.

(16) **G3:** I tried to learn English via the videos on the internet but I gave up studying as I did not understand anything. I needed some help, it is not possible to study on your own since you cannot learn alone what you have not known.

(17) improves her English while doing practice with her friends. That is, she develops her speaking skill. Besides (17), (18) does speaking practice with his elder sister and he also studies English on his own through watching films or reading newspaper.

(17) **G6:** I have foreign friends in this company and the previous company I worked for and I am speaking with them in English, not definitely in Turkish. Namely, I am doing practice in this way.

(18) **G11:** [I am improving my English] through the courses at school and my elder sister. I studied English with my elder sister a lot. We did not sometimes use any Turkish word at home. We used English to improve it. Films have also affected my English. Furthermore, I like reading American newspaper columns I have improved my English in this way.

While answering the question what the graduates do to improve their English level, (19), who works as a bellboy in a hotel, notes the importance of motivation,

curiosity and interest to learn English and his statement exemplifies the other category on the questionnaire.

(19) **G10:** I am studying English through books by learning tenses and vocabulary and making sentences. I always try to learn English but if you do not have any interest [to learn English] and if you are just standing to carry the bags, you cannot learn it. For example, me, there is a bell captain, who is senior to me. He has been working for 30 years. If necessary, I am talking to him. I go near him immediately to learn something what he is talking about or what he is explaining.

Table 3.11 shows graduates' views about English that they have learnt at school.

Table 3.11. *Is English that you have learnt at school enough for your workplace? (N=112)*

Yes		No	
N	%	N	%
50	44.6	62	55.4

In Table 3.11 it is indicated that 55.4% of graduates note English that they learnt is not enough for their workplace (n=62) whereas 44.6% of graduates are satisfied with the English level that they have (n=50).

Table 3.12 presents the reasons why English language teaching in the school is not enough for their profession.

Table 3.12. *Reasons why English taught at school is not enough (N=44)*

Reasons	N	%
The lack of speaking activities in the class	13	29.5
The lack of knowledge in General English	8	18.2
The lack of vocational vocabulary	7	15.9
The lack of continuing in language teaching	6	13.6
Differences between the class and real life	3	6.8
Deficiency in correct pronunciation	2	4.5
Learning English through distance education	2	4.5
Personality and motivation	2	4.5
Deficiency in comprehension	1	2.3
Total	44	100

Table 3.12 shows the opinions of graduates about why English taught at school is not enough for their workplace. According to 29.5% of graduates, the lack of speaking activities in the class is the reason of why English language teaching in the school is not enough for their profession and the others are as follows from the most frequent reason to the least: The lack of knowledge in General English (18.2%), the lack of vocational vocabulary (15.9%), the lack of continuing in language teaching (13.6%), differences between the class and real life (6.8%), learning English through distance

education (4.5%), personality and motivation (4.5%), deficiency in correct pronunciation (4.5%) and deficiency in comprehension (2.3%).

The reasons stated by the graduates why their English language skills are not enough for their workplace is demonstrated in the following quotations. For example, (20) criticizes the distance education and it is one of the reasons for her poor language skills.

(20) **G7:** As I did not listen to my teacher well and the school did not provide sufficient education in English, [this is the reason why my language level is low. I think learning English through face-to face instruction rather than through distance education might be useful in the first year. Then, learning English (vocational English) was difficult for us in the second year.

Another student (21) is making a complaint about the insufficient language programs from primary school to the university.

(21) **G9:** I think the underlying reason [for my poor English skills] is that the language courses are insufficient from the fourth grade in primary school until today (university). Just writing on the board, high grades from the exams and things learnt by heart and anything. That is inadequate [to learn a language].

(22) gives another reason for the failure in English and states language program at schools are overloaded with each aspect of language. He also points out the first language acquisition and suggests that the acquired sequence of skills in the first language should be integrated in foreign language programs.

(22) **G8:** At school for example grammar, writing, reading and listening are taught together but teaching all of them makes language learning difficult. So, this is the reason why all these skills are in the basic level and indeed you can not build on it. I am thinking like that: Just like learning native language. I mean when we are a child, first we learn speaking. Before learning speaking, we learn listening. First we listen and we hear the sounds from our environment continuously. Then, we start to speak. After learning speaking, when we are 7 or 8 years old, we just start to learn writing in a structured way.

3.2.3. Content Experts

The third group consisted of 9 content experts from Tekirdağ Namık Kemal University. As it is seen in Table 3.13, 5 out of 9 content experts are lecturers, who teach in Tourism and Hotel Management Program and 4 of them are English instructors who had at least 4-year teaching experience in the vocational English course in tourism and hotel management program in various vocational schools of the university (see Table 3.14 below).

While teaching vocational English course to tourism students, all these English instructors have the same difficulties due to not having a curriculum to follow and they also observe the language needs of tourism students, their perceptions are of great importance for this study.

Table 3.13. *Frequency distribution of content experts (N=9)*

English Instructor		Lecturer in Tourism and Hotel Management Program	
N	%	N	%
4	44.4	5	55.6

In this study, 55.6% of the lecturers teach in the program of Tourism and Hotel Management (n=5), and 44.4% are English teachers who have experience in ESP classes (n=4).

Table 3.14 shows 66.7% of content experts have less than 10 years of teaching experience (n=6) whereas 33.3% of content experts have more than 20 years of teaching experience (n=3).

Table 3.14. *Experience of content experts (N=9)*

Years	N	%
4	1	11.1
8	2	22.3
9	3	33.3
23	1	11.1
28	1	11.1
38	1	11.1
Total	9	100

3.2.4. Employers

The fourth group consisted of employers. Employers were selected on the basis of their availability and accessibility. Therefore, travel agencies, hotels, restaurants or cafes and car rental agencies in both Şarköy and Tekirdağ are included in the sampling. All of them were visited by the researcher but only 51 out of 123 employers who were responsible for travel agencies, hotel management, front office management, restaurant management, management of food and beverage department, management of housekeeping department and car rental agencies would like to answer the questionnaire (See Appendix A7 (or A8)). The underlying reason why the questionnaire is

administered to not only current students and content experts but also employers and graduates is to gather data that reflect experiences in the workplace.

In Table 3.15, demographic information about employers is presented.

Table 3.15. *The fields in which employers are working (N=51)*

Fields	The number of employers	
	N	%
Restaurant	18	35.3
Front Office	9	17.6
Travel Agency	9	17.6
Others	8	15.7
Car Rental Agency	4	7.8
Bar	1	2
Housekeeping	2	3.9
Tourist Information Center	-	-
Airport	-	-
Total	51	100

Table 3.15 shows where the employers work. 35.3% of them work in a restaurant (n=18) whereas only 2% of employers work in a bar (n=1). 17.6% of them are responsible for the department of front office in a hotel (n=9) and 3.9% of them are looking after housekeeping department (n=2). 17.6% of employers are in charge of running a travel agency (n=9). 7.8% of employers work in car rental agency (n=4) and 15.7% of employers note their workplace or field as kitchen, hotel management, café, pastry house and winehouse (n=8).

Table 3.16 shows the employers' working experience in tourism sector.

Table 3.16. *Experience of employers (N=51)*

Years	N	%
1	5	9.8
2	4	7.8
3	10	19.6
4	4	7.8
5	5	9.8
6	1	2
7	2	3.9
8	3	5.9
10	2	3.9
15	4	7.8
18	1	2
20	3	5.9
21	1	2
40	1	2
-	5	9.8
Total	51	100

70.5% of employers have 10 or less than 10 years of work place experience (n=36), 19.7% of them have more than 10 years of experience (n=10). But 9.8% of them do not state the years of experience (n=5).

Table 3.17 presents views of content experts and employers about what students and employees do to improve their English. Table 3.17 is given to show the opinions about what students and employees do in order to improve their language. According to 22.2% of content experts (n=2) and 39.2% of employers (n=20), they do something to improve their English language skills such as watching films, listening to music, using phone applications (voscreen) and the internet and taking a course while 77.8% of content experts (n=7) and 60.8% of employers (n=31) believe that students and employers do not do anything to improve their language.

Table 3.17. *Do the students or employees try to improve their English? (N=60)*

	Yes		No	
	N	%	N	%
Content Experts	2	22.2	7	77.8
Employers	20	39.2	31	60.8

Some of the participants make comments on what students and employees try to improve their English during the semi-structured interviews as follows. (23) and (24) note some methods that their employees use to learn English while (25) and (26) state that students make no attempt to improve their English due to the lack of background knowledge in English and the lack of tourists in Tekirdağ.

(23) **E3:** Surely, they might learn something [in English] when they see something on tv programs or mobile phone by looking up its meaning or translation but I did not want them [to learn English] like this.

(24) **E4:** [Employees] need English just in the front office department. I am dealing with them by showing sample patterns such as words or sentences. But the young do not improve themselves anymore.

(25) **E5:** When we think about the location of Tekirdağ, foreigners hardly come here. If they come, they come as students here. How can we communicate with him? Even if he is not competent in the foreign language but if his level is average, we somehow can understand each other. He does not have to be a competent in language because namely, someone whose native language is not English comes here. Even if we do not know English very well, it is sufficient [to interact with the foreigners]. To what extent is it sufficient? Simply we can interact since the requests in a café are more or less same.

(26) **CE2:** Generally [students] do come to [university] with the lack of general English knowledge. Without background knowledge, it is not possible to improve their English at university.

3.3. Data Collection Instruments

3.3.1. Questionnaire

The students' needs analysis questionnaire was developed based on the literature review, researcher's own experience in language teaching and the instruments of Basturkmen (1998), Chan (2001), Coşkun (2009), Ekici (2003), Güleç (2013) and Özyel, Özdemir and Kalajahi (2012). This students' NA questionnaire was designed in Turkish as participants were all in elementary-level in English. Therefore, it was administered in Turkish and participants comprehended questionnaire items and provided answers easily as they were Turkish native speakers.

This questionnaire consisted of 2 parts (See Appendices B1, B2, B3, B4, B5, B6, B7, B8). The first part constituted 7 questions about background information of participants such as gender, type of high school, department that students plan to work, weaknesses and strengths in language skills and vocabulary knowledge and their language learning experience. The second part, which was related to students' language needs, consisted of eight questions. Six questions aimed to reveal students' English language needs, language functions and topics in a vocational English class. The four-point scale (1: unimportant, 2: slightly important, 3: important, 4: very important) was used in these questions in order to eliminate "response set to midpoints" (Tsang, 2012:127) and minimize "social desirability bias, arising from respondents' desires to please the interviewer or appear helpful or not be seen to give what they perceive to be a socially unacceptable answer" (Garland, 1991: 66). Last two questions consisted of activities in the language class and teaching materials. And three-point scale was used for the last two questions. (1: I'm not interested in at all, 2: I'm interested in, 3: I'm very interested in).

3.3.1.1. Content validity and face validity

In this study Lawshe's (1975) technique was used to quantify the content validity of the questionnaire. Since "expert validity is one form of content validity" (Hyrkas, Appelqvist-Schmidlechner and Oksa, 2003:621), experts were asked to rate the items (3: *essential*, 2: *useful but not essential* and 1: *not necessary*) for representativeness and relevance of the instrument to the purpose of the study.

The questionnaire was sent to a panel of ten experts (seven lecturers in the program of Tourism and Hotel Management and three English language instructors). A

cover letter was attached to the questionnaire, in which the purpose of the study was explained and the instructions were given. In the light of instructions, it was requested from the panel members to rate the questionnaire items as (3: *essential*, 2: *useful but not essential* and 1: *not necessary*) for representativeness and relevance of the instrument to the purpose of the study. Based on their opinions, Content Validity Ratio (CVR) was estimated through Lawshe's Formula below.

$$CVR_i = \frac{n_e - \frac{N}{2}}{\frac{N}{2}}$$

Furthermore, according to the opinions of content experts, the following changes were made:

- Wording of the item “Do you think it is necessary to know English for your future career? If yes, what are your reasons?” in the background information was changed to “Why do you want to learn English?”.
- Under the heading of “English speaking skills”, the item “Conducting telephone or face-to-face conversations with foreigners asking advice or help” was divided into 2 items as “Conducting telephone conversations with foreigners asking advice or help” and “Conducting face-to-face conversations with foreigners asking advice or help”. “Expressing what you have comprehended by using different sentences” was provided as “Expressing what you have comprehended”.
- Under the heading of “English Writing Skills” the item “Writing responses to enquiries and sending them” was worded as “Writing responses to enquiries” and the item “Summarizing what is written” was changed to “Writing summary”.
- Under the heading of “English Language Functions” “Being involved in the topic” was written as “Interrupting”.
- “The high school you have graduated” under the first part (background information) and “Mobile phone applications” under the heading of material preference (question 8) were added.

Content Validity Index (CVI) for the final version of instrument with its included items was calculated and CVI value was found as .89, which shows that the instrument has an acceptable content validity (See Appendix D for Content Validity Ratio (CVR) for each item) In addition to content validity, the instrument was also examined in terms of face validity to see whether it was apparently valid or not and it was decided through

the opinions of experts. In this study, based on the study of Oluwatayo (2012), a short questionnaire with 9 questions was formed and given to the same experts while they were evaluating the content validity of the instrument.

The following items were written in Turkish for face validity since the instrument would be assessed by the Turkish expert panel (See Table 3.18).

Table 3.18. *Items for face validity*

	Katılıyorum	Katılmıyorum
1. Ölçek format açısından iyi tasarlanmış		
2. Ölçekteki maddeler açık ve anlaşılır.		
3. Ölçekte yazım yanlışları yok.		
4. Ölçekte satırlar arası boşluk iyi ayarlanmış.		
5. Ölçekteki talimatlar yeterli.		
6. Ölçekteki talimatlar anlaşılır.		
7. Ölçek araştırma amacına hizmet ediyor.		
8. Ölçekteki yazılar okunaklı.		
9. Ölçeğe dair görüş ve önerileriniz nelerdir?		

This questionnaire consisted of 9 items. 8 of them would be marked as “*I agree*” or “*I disagree*” and the last item was an open-ended question, which pertained to the opinions and suggestions of experts about the instrument format. The results are shown in Table 3.19 below.

Table 3.19. *Expert opinions for face validity*

Items		N	%
1. The structure of instrument is designed well in terms of construction.	I agree	8	80.0
	I disagree	2	20.0
2. The items of the instrument are clear and unambiguous.	I agree	10	100.0
	I disagree	-	-
3. There are no spelling mistakes on the instrument.	I agree	7	70.0
	I disagree	3	30.0
4. The spacing of items between lines is adequate.	I agree	6	60.0
	I disagree	4	40.0
5. Instructions on the instrument are adequate.	I agree	10	100.0
	I disagree	-	-
6. Instructions on the instrument are clear.	I agree	10	100.0
	I disagree	-	-
7. The instrument is reasonable in relation to the purpose of the study.	I agree	10	100.0
	I disagree	-	-
8. The items on the instrument are legible.	I agree	10	100.0
	I disagree	-	-

As Table 3.19 demonstrates, 20 percent of the experts (n=2) stated that the format of the questionnaire should be better designed. Therefore, the format of questionnaire was reorganized. 3 of the experts (30%) stated that there were spelling mistakes on the instrument and they were corrected. 40 percent of experts (n=4) believed that spacing of items between lines should be rearranged. Thus, while the researcher was redesigning the questionnaire, spacing was taken into consideration. Finally, experts provided their opinions and suggestions about the questionnaire while answering question 9 in the pack of face validity. Considering their suggestions, the following changes were made.

- Under the item of gender “bayan” was changed with “kadın”.
- After the item “Other, please specify”, space was left for the students to write.
- Page number was added to the questionnaire.
- Ambiguity in the instruction part was corrected.

Based on the results of content validity and face validity, the questionnaire was designed for piloting.

3.3.1.2. Pilot study for questionnaire

A pilot study was used to examine the items whether they were understood by the participants easily or not, to reveal if there were any ambiguous items, to show whether the instrument was suitable for the aim of study and to reveal how long it would take to answer it.

Additionally, respondent debriefing was one of the pretesting methods to evaluate the questionnaire in the field survey since the purpose of the question written by the researcher might not be same as interpreted by the respondent. This method enables the researcher to understand the performance of the questionnaire in advance and to improve the questions (Hess and Singer, 1995; Hughes and DeMaio, 2002; Hughes, 2004).

Moreover, it provides assessment of the question sensitivity (Hess and Singer, 1995). In the pilot study, after the respondents complete the questionnaire, debriefing questions are asked for each item in order to reveal whether they comprehend or interpret the items easily or they need any clarification (Bowden, Fox-Rushby, Nyandieka and Wanjau, 2002). In this study, the pilot study was carried out with 10 students. The number of participants was decided regarding the suggestions of

Büyüköztürk (2005), who proposes that between 10 and 20 participants should take part in the pilot test.

First of all, the researcher explained the purpose of the questionnaire and asked the students to fill out the questionnaire in the researcher's office. It lasted 20 minutes to complete. Secondly, after the questionnaire was administered, the researcher asked 3 respondent debriefing questions, which were "Is the item easy to understand?", "Is there any difficult word to comprehend?" and "Is the item complex?" and the students chose "yes" or "no" for each item. Finally, the items which were answered as "no" were discussed between the students and the researcher.

After piloting, internal consistency of the questionnaire was measured firstly and Cronbach Alpha coefficient was found as .94. The data gathered from the pilot study were analyzed through SPSS 20.

Some changes were made to the items regarding the data gathered from respondent debriefing questions (See Appendix F). 40% of the students did not understand the item "Deducing the meaning of unfamiliar words or word groups", which was an item of listening skills. It was added to the questionnaire as "Guessing the meaning of unfamiliar words or word groups".

In the category of writing skills, there was one item which was complex and not easy to understand. The item "Taking notes on the phone" was complex and not easy to understand for 70% of the students. They were written as "Taking notes while talking on the phone". Finally, under the heading of language functions, there was an item "Describing a machine or a piece of equipment", which was not understood by 60% of the students and it also had a difficult word to comprehend according to 20% of the students. Therefore, it was altered as "Describing how a piece of equipment works".

As a conclusion, necessary amendments were created by means of data obtained from pilot study and respondent debriefing questions and final version of students' NA questionnaire was formed (See Appendix B1 (or B2)).

Parallel questionnaires for graduates, content experts and employers were formed by changing the wording of the questions (See Appendices B3 (or B4), B5 (or B6), B7 (or B8)).

The written forms of questionnaires were transferred to google forms for graduates and content experts since it would be easy to send them to the participants via e-mail or facebook.

3.3.2. Semi-structured Interview

In this study, interviews were conducted in order to secure the quantitative data with the detailed qualitative data and to ask the participants what they did not state on the questionnaire. The interview was designed as a semi-structured interview in order to guide the interviewee and to probe for further details. Semi-structured interview questions for four separate groups of participants (students, graduates, content experts and employers) were constructed.

In this study, interview topics were identified as follows: students' language needs for their job, difficulties they have encountered in language classes, strengths and weaknesses they have experienced in language learning and their suggestions for language learning. Open questions for each group of participants were "İngilizce'nin gelecekte çalışmayı planladığın alan için önemli olacağını düşünüyor musun? /*Do you think that English will be important for your future job?*" (for students); "Turizm sektöründe hangi alanda çalışıyorsun/ *In which field do your work?*" (for graduates); "Yabancı dil olarak İngilizce, Türkiye'deki turizm sektörü için ne kadar önemlidir? /*To what extent is English as a foreign language important for tourism industry in Turkey?*" (for content experts and employers).

Furthermore, while preparing interview questions, Seidman' s (2006:84) suggestions such as "avoiding leading questions and asking open-ended questions" and Dörnyei's (2007) rules like "avoid (a) leading questions ('It was frustrating, wasn't it...?') and (b) loaded or ambiguous words and jargon" were considered (p.138).

After the first draft of semi-structured interview questions for each group of participants, the researcher asked her supervisor to comment on them. She provided feedback on wording and sequence of the questions. Necessary amendments were made for piloting. This prepared interview schedule helped the researcher to cover the important topics and not to overlook essential issues during the interview. In other words, it was a guide for the researcher. In the literature, the importance of an interview schedule was also emphasized (Creswell, 2012; Dörnyei, 2007).

3.3.2.1. Piloting interview questions

Piloting or pretesting is necessary not only for quantitative research but also for qualitative research. Therefore, *one-on-one interview* was conducted with 2 students, 2

graduates, 1 content expert and 1 employer. Table 3.20 demonstrates the demographic information of interviewees in the piloting.

Table 3.20. *Demographic information of participants in the pilot study*

	Type of Participant	Gender	Job or future job	Age
Interviewee 1	Student	Male	Barman	18
Interviewee 2	Student	Female	Receptionist	19
Interviewee 3	Graduate	Male	Receptionist	22
Interviewee 4	Graduate	Male	Bellboy	23
Interviewee 5	Content expert	Female	Lecturer	32
Interviewee 6	Employer	Female	Hotel manager	28

Regarding ethical issues, each interviewee was asked to sign a consent form at the beginning of the interview (See Appendix C3 (or C4)). Taking their permission, she recorded the whole interview. All interviews were conducted in Turkish and they lasted between 8 and 14 minutes. Finally, she transcribed the audio-taped interviews verbatim.

The first question in the piloting interview with students was related to the importance of English as a foreign language in tourism sector: “İngilizce’nin gelecekte çalışmayı planladığın alan için önemli olacağını düşünüyor musun? /Do you think that English will be important for your future job?”. While the students were answering this question, they asked “Should I say what I am planning to do in the future?”. Therefore, before this question, “What is your future profession, where would you like to work?” would be asked.

When the second question was asked “İngilizce’de iyi ya da zayıf olduğun beceriler nelerdir? /What skills are you good at or bad at?”, the word “beceri/skill” was not understood easily by the students.

Therefore, language skills were listed after this question as “listening, speaking, reading and writing”. Moreover, this question was divided into 2 parts “İngilizce’de iyi olduğun beceriler nelerdir? /What skill/skills are you good at?” and “İngilizce’de zayıf olduğun beceriler nelerdir? /What skill/skills are you bad at?” since students tended to answer only one part and they missed the other part. The researcher had to repeat the question.

Consequently, the sequence of 3rd “Zayıf olduğun becerileri geliştirmek için bir şey yapıyorsun musun? Ne yapıyorsun? /Do you do something to improve your poor skills? What do you do?” and 4th questions “İyi olduğun yönlerini nasıl iyi olduğunu düşünüyorsun? /How did you improve them?” was also changed.

When the following questions were asked “Mesleki İngilizce dersinde ne tür aktivite/aktivitelerin kullanılmasını tercih edersin? /*What activity/activities do you prefer in vocational English class?*”and “Mesleki İngilizce dersinde ne tür material/materyallerin kullanılmasını tercih edersin? /*What material/materials do you prefer in vocational English class?*”, the interviewer had to elaborate on them to explain the words “aktivite/activity” and “material/material”. Thus, some types of activities and materials would be added after these questions. (See Appendix C1 (or C2)).

After piloting the interview questions with graduates, the question “Mesleğinde ihtiyaç duyduğun bu becerilerden hangisinde iyi ya da zayıf olduğunu düşünüyorsun? /*What skill/skills you need for your job are you good at or bad at?*” was divided into two parts as there was a tendency to skip one of two parts.

Consequently, the question “Mesleğinde ihtiyaç duyduğun bu beceri/becerilerden hangisinde iyi olduğunu düşünüyorsun? / *What skill/skills you need for your job are you good at?*” was followed by “İyi olduğunu düşündüğün bu beceri/becerilerden hangi/hangisinin okulda İngilizce derslerinde verildiğini düşünüyorsun? (Sen nasıl bu becerilere sahip oldun? /*What is/are the skill/skills you are good at taught in English classes at school? (How did you improve your good skills?)*” and the question “Zayıf olduğun beceri/becerileri geliştirmek için ne/neler yapıyorsun? /*What do you do to improve your poor skill/skills?*” came after “Mesleğinde ihtiyaç duyduğun bu beceri/becerilerden hangi/hangisinde zayıf olduğunu düşünüyorsun? /*What skill/skills you need for your job are you bad at?*”.

As a result of piloting interview with graduates, there ween’t any other changes in the sequence of questions but there were some minor changes in the wording of the questions.

Interview questions for both groups of participants (content experts and employer) started with “Yabancı dil olarak İngilizce, Türkiye’deki turizm sektörü için ne kadar önemlidir? /*To what extent is English as a foreign language important for tourism industry in Turkey?*” and there were only some changes in wording of questions such as “çalışanlarınız/*your employees*” or “öğrencileriniz/*your students*” although interview questions were prepared separately.

To be frank there were not any problems with the order or the wording of the questions during the interviews with the content expert and the employer.

3.4. Data Collection Procedures

Data for the current study were gathered during the Spring term of 2017/2018 academic year.

As stated in the research design above, Convergent Parallel Design, which is one of the mixed methods design, was employed in this study. That is, both quantitative data, through questionnaires, and qualitative data, via semi-structured interviews, were gathered from four groups of participants (students, graduates, content experts and employers) and analyzed separately.

The written form of the questionnaire was administered to current students after their English class at university whereas the written form of questionnaire which was transferred to google forms was sent to the graduates via a social media tool and the questionnaire prepared in the google forms was e-mailed to the content experts. Finally, employers as the last participant group were visited in their workplace and they were asked to fill out the questionnaire.

Participants of semi-structured interviews were chosen on the basis of their willingness. While they were participating in the quantitative part of the study, they were asked whether they would like to participate in the interview. If they marked the item as “yes”, they were interviewed. Interviews with students and content experts were conducted in the researcher’s office and graduates were interviewed through the phone and the employers participated in the interviews in their workplace. All the interviews were conducted by researcher and they were all tape recorded. Excerpts from the interviews given were translated by the researcher

Finally, as showed in the part of results, both quantitative data and qualitative data were merged and interpreted. Based on these obtained needs, goals and objectives for vocational English course in the program of Tourism and Hotel Management were set and a curriculum was designed.

3.4.1. Ethical issues

Before the data collection, the ethical approval from the Ethics Committee both in Anadolu University and Namık Kemal University, where the study was carried out with students and content experts, was obtained (See Appendix A). Furthermore, on the cover page of the questionnaire the information “Since this questionnaire will be exploited in a study of PhD program at the department of English Language Teaching

of Anadolu University, the information you provide will be regarded as strictly confidential and will be used solely for the study. Responding to this questionnaire, you declare that you participate in this study.” was provided for all participants (See Appendices B1, B2, B3, B4, B5, B6, B7, B8). Finally, the participants who took part in the semi-structured interview were asked to sign the consent form (See Appendices C3, C4).

3.5. Data Analysis

The data were analyzed in terms of both quantitative and qualitative analysis. Quantitative analysis was conducted in order to understand the language needs of tourism students regarding different groups of participants (students, graduates, content experts and employers). Qualitative analysis was carried out in order to show the reliability of quantitative data, support the quantitative data with the detailed qualitative data and to reveal the views of participants what they did not state on the questionnaire.

After the questionnaire was administered to four groups of participants, the obtained data were analyzed through SPSS 20. Descriptive Statistics (frequency and percentage) were conducted to show the profile of participants, tourism students’ needs in terms of the productive and receptive skills, language functions, course topics, course activities and course materials.

While analyzing the qualitative data, the recordings were transcribed for the analysis of data by the researcher. Then, a list of codes developed by Wen (2010) was drawn on for coding (See Appendix G). Wen’s coding system includes expectation on learners’ language attainments (general language and communicative language competences; language skills), teachers’ curriculum implementation, institutions, resources and facilities and causes underlying the discrepancies such as affective factors.

The underlying reason why Wen’s coding was used was that the current study had the same purpose which aimed to find out language needs of learners in detail and used the same NA approach which is suggested by Dudley-Evans and St John (1998). Therefore, data gathered through the semi-structured interviews were similar to Wen’s data.

After the coding process carried out by the researcher ended, another researcher, who has a teaching experience and research experience in the area, was asked to code

through the transcribed data by using the list of codes. Finally, based on this external researcher's coding, similarities and differences were discussed and a final coding was revealed. Inter-rater reliability was also calculated. Total number of ratings through the data was 284 and two researchers were in agreement in 241 ratings. When the total ratings were divided by the number in agreement ($241/284$), it was calculated as 85%. This percent was accepted agreement between the raters.

This process consisted of

- Determining the codes and themes which are relevant to the study of Wen (2010)
- Conducting the inter-rater reliability test and deciding the coefficient number
- Interpreting the result

4. RESULTS

In this part of the study results of the questionnaires and semi-structured interviews will be presented according to the views of students, graduates and employees. Perceptions of the participants about the strengths and weaknesses in English language skills and vocabulary, the needs for English speaking, reading, listening and writing sub-skills and strategies, language functions and topics and their preference for class activities and materials gathered from questionnaires will be showed.

Finally, the suggestions of participants to meet the students' needs in terms of the productive and receptive skills, course activities and course materials obtained from semi-structured interviews will be discussed.

4.1. Perceptions on Strengths and Weaknesses in English

4.1.1. Students' perceptions

Students' English language weaknesses and strengths will be presented since identifying their weaknesses and strengths before determining goals and objectives of the course will be necessary.

This will frame the question of what language strengths and weaknesses students think they have in English; and consequently, reveal students' objective needs such as their competences in English or language proficiency (See section 2.1.3.1.1 Objective needs and subjective needs).

Students give priority to grammar among the language areas and skills. 76.8% of the students state that grammar is their weak point. Speaking, pronunciation and vocational English vocabulary knowledge follow grammar knowledge. 68.6% of the students perceive their speaking skill as poor; 61.6% of the students perceive their pronunciation as poor and 51.4% of the students perceive their vocational English vocabulary knowledge as poor.

On the other hand, students perceive their reading, listening, writing and general English vocabulary knowledge as good. 60.9% of students think that their reading skill is good, 58.8% of students perceive their listening as good, 58.6% of them think their writing is good and 52.9% of students perceive their general English vocabulary knowledge as good (See Table 4.1).

Table 4.1. *Students' felt strengths and weaknesses in English (N=70)*

Strengths and Weaknesses in English	Students' Perceptions of Strengths and Weaknesses in English (n=70) %			
	Very Poor	poor/	Good/	Very good
Grammar	76.8		23.2	
General English Vocabulary Knowledge	47.1		52.9	
Vocational English Vocabulary Knowledge	51.4		48.6	
Pronunciation	61.4		38.6	
Speaking	68.6		31.4	
Listening	41.2		58.8	
Reading	39.1		60.9	
Writing	41.4		58.6	

Students expressed their strengths and weaknesses in English language skills in the semi-structured interviews as follows (1) and (2) (See Appendix C2 for Original Utterances).

(1) **S2:** I have no problem with reading, listening and writing but there might be problems in speaking and making a conversation.

(2) **S4:** I am good at and have talent for writing. While I am writing, I am able to write most of the words in a correct way. I guess this might be because of the fact that I love writing. I am able to read the texts by pronouncing most of the words correctly although I do not know the precise meaning of the words. So, I think I am good at writing and reading.

As it is interpreted from the viewpoints of students about themselves regarding their strengths and weaknesses in English language skills, their speaking skill is poor. They cannot communicate with people in English. 58.6% of the students state that they are good at writing; however, what they mean is not writing as a skill but writing the words with correct spelling (2).

Students' statements indicate that their productive skills need developing. Although students' concerns focus on productive skills, there are a number of students who express that they need to develop listening and reading skills (41.2% and 39.1%

respectively). Therefore, both productive skills and receptive skills will be considered in curriculum design.

4.1.2. Graduates' perceptions

Identifying language areas and skills that graduates perceive themselves as weak or strong is also important for curriculum development as their perceived strengths and weakness will reflect the problems students will meet in their future profession.

Graduates perceive their grammar, pronunciation, vocational English vocabulary knowledge, writing, reading and speaking as good. 79.5% of graduates think that they are good at grammar. 75.9% of them perceive their pronunciation as good; 74.1% of graduates believe their vocational English vocabulary knowledge is good; 71.4% of them state their writing is good; 69.6% and 59.8% of them perceive their reading and speaking as good respectively. However, according to 54.5% of them, they have poor general English vocabulary knowledge and 52.7% of them perceive their listening as poor (Table 4.2).

Table 4.2. *Graduates' strengths and weaknesses in English (N=112)*

Strengths and Weaknesses in English	Graduates' Perceptions of Strengths and Weaknesses in English (n=112) %	
	Very poor/ Poor	Good/ Very good
Grammar	20.5	79.5
General English Vocabulary Knowledge	54.5	45.5
Vocational English Vocabulary Knowledge	25.9	74.1
Pronunciation	24.1	75.9
Speaking	40.2	59.8
Listening	52.7	47.3
Reading	30.4	69.6
Writing	28.6	71.4

Students' and graduates' perceptions differ in terms of language skills and areas. Unlike students, graduates consider grammar, vocational English vocabulary knowledge, pronunciation and speaking as their strong areas and skills. This difference

in their strengths may result from graduates' increasing awareness of the skills needed in their professions. As a result of this awareness, graduates continue studying English through language courses or private tutoring (See demographic information Chapter 3, Table 3.8).

However, 54.5% of graduates perceive their general English vocabulary knowledge as poor while students perceive this area as good. Another skill which presents a different picture is listening. More students (58.8%) think that listening is one of their strengths; however, more graduates (52.7%) think that listening is their weakness. In the following statement (3), graduates' perceptions about listening can be seen.

(3) **G5:** I have problem with listening. When listening is difficult, comprehension is also difficult.

This statement implies that students and graduates have different concepts of listening in mind, which does not connect listening with comprehension.

4.1.3. Content experts' perceptions

As content experts observe students' strength and weaknesses in English, all of them state that students have poor grammar, general English vocabulary knowledge and speaking skill (Table 4.3).

Table 4.3. Content experts' perceptions on students' strengths and weaknesses in English (N=9)

Strengths and Weaknesses in English	Content Experts' Perceptions of Strengths and Weaknesses in English (n=9) %	
	Very poor/ Poor	Good/ Very good
Grammar	100	0
General English Vocabulary Knowledge	100	0
Vocational English Vocabulary Knowledge	77.8	22.2
Pronunciation	77.8	22.2
Speaking	100	0
Listening	66.7	33.3
Reading	77.8	22.2
Writing	88.9	11.1

In Table 4.3, 77.8% of content experts state that students' vocational English

vocabulary knowledge, pronunciation and reading are poor as well. 88.9% of content experts note that students have poor writing skill and 66.7% of them believe their listening is poor.

In the following (4), perceptions of content experts are summarized by the quotation from the interview.

(4) **CE2:** I mean students are poor in all skills listening, speaking, reading.

Content experts', students' and graduates' perceptions differ in terms of language skills and areas. Firstly, students perceive their general English vocabulary knowledge and listening as good; however, content experts, like graduates, perceive both of them as students' weaknesses. Secondly, unlike graduates and students, content experts believe that students' reading and writing skills are their weak language skills. Finally, unlike graduates, both content experts and students perceive students' grammar, vocational English vocabulary knowledge, pronunciation and speaking as poor.

4.1.4. Employers' perceptions

Majority of employers (66%) focus on pronunciation first. They think that employees' pronunciation is poor. Speaking, grammar, writing, general English vocabulary knowledge, listening and vocational English vocabulary knowledge follow pronunciation. 64.7% of employers consider employees' speaking as poor; 64% of employers perceive employees' grammar skill as poor; 62% of employers perceive their writing as poor; 54.9% of employers perceive general English vocabulary knowledge as poor. 54% and 52.9% of them think listening and vocational English vocabulary knowledge as employees' weak points respectively while 56.9% of employers think that reading skill of employees is their strong point (Table 4.4).

Table 4.4. *Employers' perceptions on employees' strengths and weaknesses in English (N=51)*

Strengths and Weaknesses in English	Employers' Perceptions of Strengths and Weaknesses in English (n=51) %	
	Very poor/ Poor	Good/ Very good
Grammar	64	36
General English Vocabulary	54.9	45.1

Knowledge Vocational English Vocabulary	52.9	47.1
Knowledge Pronunciation	66.7	33.3
Speaking	64.7	35.3
Listening	54	46
Reading	43.1	56.9
Writing	62	38

In the statement (5), the employer states that employees are not good at speaking and their vocabulary knowledge is poor as well. But they can read and comprehend the main idea.

(5) **E1:** Unfortunately, they are not able to speak fluently. They try to interact with the customers via body language or by showing the food on the menu. Reading, they can read but I cannot say that they can comprehend the whole text. They just capture the main idea. If there are not many unknown words in the text, they are able to comprehend it more or less.

Regarding language skills and areas, students', graduates', content experts' and employers' perceptions differ from each other. Employers and content experts agree on the weaknesses in language skills and areas, except reading skill. Employers think that employees' reading skill is good. When the perceptions of employers compared to the other participant groups' perceptions, like graduates, employers perceive general English vocabulary knowledge and listening as employees' weak language skill and area. But students believe both of them are good. Employers, unlike graduates and students, consider employees' writing skill is poor. Unlike graduates, both employers and students perceive grammar, vocational English vocabulary knowledge, pronunciation and speaking as poor.

4.2. Needs for speaking subskills

We have established needs to be developed in the light of the stakeholders' views. Content experts' and employers' views on students as well as students' and graduates' own views tell us that all language areas and language skills need to be developed. In addition to these general skills, there are subskills and strategies and strategies to develop in different professional areas. We, therefore, look at students', graduates', content experts' and employers' perceptions on the importance of subskills and strategies in tourism. We first start with delineating felt needs of students and continue with the perceived needs of other participant groups. Students' needs are

named felt needs because they state their future desires but graduates state their own needs and these needs are called as “perceived”. (See section 2.1.3.1.2. Felt needs and perceived needs)

4.2.1. Felt speaking needs for students

We first start with the speaking subskills, which are necessary in order to cater for the needs of tourism students. According to students, all of the speaking subskills and strategies are important for their future profession (Table 4.5).

Table 4.5. *Students’ felt speaking subskills and strategies needs (N=70)*

Speaking Skills	Students’ Perceptions of Speaking Skills (n=70)	
	%	
	Unimportant/Slightly important	Important /Very important
Expressing what you have comprehended	7.1	92.9
Expressing yourself	12.9	87.1
Conducting telephone conversations with foreigners asking advice or help	14.3	85.7
Asking questions	14.3	85.7
Answering questions	15.9	84.1
Correct pronunciation	17.1	82.9
Dealing with communication problems	17.4	82.6
Describing things when you don’t know the exact word	18.6	81.4
Conducting face-to-face conversations with foreigners asking advice or help	20	80
Summarizing	20.9	79.1
Participating discussions related to the profession	21.4	78.6
Solving problems	21.4	78.6
Dialogue	22.4	77.6
Maintaining a conversation	22.9	77.1
Wording quickly	22.9	77.1
Making presentations related to the profession	25.7	74.3
Comparing	30	70
Criticizing	34.3	65.7

The most important subskill is *Expressing what you have comprehended*, which is thought by 92.9% of students as important. Majority of students (87.1%) think that *Expression yourself* is the second most important speaking subskill. The speaking subskills and strategies *Conducting telephone conversation with foreigners asking advice or help* and *Asking questions* are marked as important by 85.7% of students;

Answering questions is regarded as important by 84.1% of students; *Correct pronunciation* is marked as important by 82.9% of students.

These speaking subskills and strategies such as expressing yourself, asking or answering questions and articulating accurately are basic speaking skills and they are regarded as important by the students. However, some higher level speaking skills such as summarizing or making presentations related to the profession are regarded not so much as important by the students. Each subskill with its percentages will be summarized in order to show to what extent they are important for the students.

Dealing with communication problems is important for 82.6% of students. *Describing things when you don't know the exact word* is important for 81.4% of students. *Conducting face-to-face conversation with foreigners asking advice or help* is regarded as important by 80% of students. *Summarizing* is marked as important by 79.1% students although it is a high level speaking skill. *Participating discussions related to the profession* and *Solving problem* are considered as important by 78.6% of students. Another subskill *Making dialogue* is regarded as an important speaking subskill by 77.6% of students. *Maintaining a conversation* and *Wording quickly* are important for 77.1 % of students. 74.3% of students note that *Making presentations related to the profession* is an important subskill. *Comparing* is considered as important by 70% of students. 65.7% of students note that *Criticizing* is important, which is the least important speaking subskill.

4.2.2. Perceived speaking needs for graduates

Graduates perceive that all of the speaking subskills and strategies are important (Table 4.6). The most important speaking subskill for graduates is *Expressing yourself* (94.6% of graduates). The speaking subskills and strategies *Conducting telephone conversation with foreigners asking advice or help* and *Answering questions* are marked as important according to 92.9% of graduates. *Expressing what you have comprehended* is ranked as the third important speaking subskill for 92% of graduates. *Maintaining a conversation* and *Dealing with communication problems* are important for 91.1% of graduates. The speaking subskills and strategies *Conducting face-to-face conversations with foreigners asking advice or help* and *Dialogue* are regarded as important by 90.2% of graduates. *Answering questions* is regarded as important by 84.1% of graduates. *Correct pronunciation* is marked as important by 82.9% of graduates. *Describing things*

when you don't know the exact word and Asking questions are accepted as important items by 89.3% of graduates. Solving problems and Correct pronunciation are considered as important by 87.5% of graduates. Summarizing is marked as important by 83% graduates. Participating discussions related to the profession is regarded as an important speaking subskill by 78.6% of graduates. 75% of graduates note that Making presentations related to the profession is an important subskill. Comparing and Wording quickly are important for 74.1% of graduates. 72.3% of graduates note that Criticizing is important, which is the least important speaking subskill (See Table 4.6).

Table 4.6. Graduates' perceived speaking subskills and strategies needs (N=112)

Speaking Skills	Graduates' Perceptions of Speaking Skills (n=112)	
	% Unimportant / Slightly important	Important /Very important
Expressing yourself	5.4	94.6
Conducting face-to-face conversations with foreigners asking advice or help	7.1	92.9
Answering questions	7.1	92.9
Expressing what you have comprehended	8	92
Maintaining a conversation	8.9	91.1
Dealing with communication problems	8.9	91.1
Conducting telephone conversations with foreigners asking advice or help	9.8	90.2
Dialogue	9.8	90.2
Describing things when you don't know the exact word	10.7	89.3
Asking questions	10.7	89.3
Solving problems	12.5	87.5
Correct pronunciation	12.5	87.5
Summarizing	17	83
Participating discussions related to the profession	21.4	78.6
Making presentations related to the profession	25	75
Comparing	25.9	74.1
Wording quickly	25.9	74.1
Criticizing	27.7	72.3

Like students, graduates think that all speaking subskills and strategies are important for their profession but there are a number of changes in the rank. For example, although "Expressing yourself" is the first important subskill according to graduates, students think that it is the second important skill. Graduates might have

difficulty in expressing themselves correctly in their workplace. So, they consider this one as important. The least important subskill is *Criticizing* for both of them since they do not need to use this skill as members of tourism staff.

4.2.3. Perceived speaking needs for content experts

All the content experts mark six speaking subskills and strategies as the most important speaking skills, which are *Answering questions*, *Expressing yourself*, *Summarizing*, *Comparing*, *Solving problems*, *Correct pronunciation* (Table 4.7)

Table 4.7. Content experts' perceived *speaking subskills and strategies needs* (N=9)

Speaking Skills	Content Experts' Perceptions Speaking Skills (n=9)	
	% Unimportant / Slightly important	Important /Very important
Answering questions	0	100
Expressing yourself	0	100
Summarizing	0	100
Comparing	0	100
Solving problems	0	100
Correct pronunciation	0	100
Describing things when you don't know the exact word	55.6	44.4
Conducting telephone conversations with foreigners asking advice or help	66.7	33.3
Conducting face-to-face conversations with foreigners asking advice or help	66.7	33.3
Maintaining a conversation	66.7	33.3
Making presentations related to the profession	88.9	11.1
Participating discussions related to the Profession	88.9	11.1
Expressing what you have comprehended	88.9	11.1
Dealing with communication problems	88.9	11.1
Dialogue	11.1	88.9
Asking questions	11.1	88.9
Criticizing	11.1	88.9
Wording quickly	11.1	88.9

According to content experts' perceptions, second most important speaking subskills and strategies for content experts are *Dialogue*, *Asking questions*, *Criticizing* and *Wording quickly* (88.9% of content experts). But, other speaking sub- skills are considered as unimportant by content experts. 88.9% of content experts note that

Dealing with communication problems, Expressing what you have comprehended, Participating discussions related to the profession and Making presentations related to the profession. Second unimportant speaking subskills and strategies are *Maintaining a conversation, Conducting face-to-face conversations with foreigners asking advice or help, Conducting telephone conversations with foreigners asking advice or help* (66.7% of content experts). The last unimportant speaking subskill is *Describing things when you don't know the exact word* (55.6% of content experts).

Unlike students and graduates, content experts state a number of speaking subskills and strategies which are unimportant for the tourism sector. They may think that these subskills and strategies such as *Dealing with communication problems, Participating discussions related to the profession and Making presentations related to the profession* should be developed after basic speaking skills improved. They, therefore, do not mark these subskills and strategies as important.

4.2.4. Perceived speaking needs for employers

Employers perceive that all speaking subskills and strategies are important (Table 4.8). The most important speaking subskills and strategies for employers are *Conducting face-to-face conversation with foreigners asking advice or help, Expressing yourself, Solving problems and Correct pronunciation* (94.1% of employers). Second most important speaking subskills and strategies are *Conducting telephone conversation with foreigners asking advice or help and Dialogue* according to 92.2% of employers. *Answering questions* is marked as important by 90.2% of employers. *Expressing what you have comprehended, Dealing with communication problems, Asking questions* are regarded as the third important speaking subskill for 88.2% of employers. *Describing things when you don't know the exact word and Maintaining a conversation* are important for 84.3% of employers. 82.4% of employers note that *Making presentations related to the profession* is an important subskill. *Participating discussions related to the profession and Summarizing* are regarded as important speaking subskills and strategies by 78.4% of employers. *Comparing* is regarded as important by 68.6% of employers. *Wording quickly* is marked as important by 66.7% of employers. 58.8% of employers note that *Criticizing* is important, which is the least important speaking subskill. Like students and graduates, employers think that all language skills are important speaking subskills and strategies while content experts emphasize the

importance of some basic speaking skills such as expressing yourself or correct pronunciation to conduct conversations. *Criticizing* is the least important speaking according to the employers, as students and graduates state.

Table 4.8. Employers' perceived *speaking subskills and strategies needs* (N=51)

Speaking Skills	Employers' Perceptions of Speaking Skills (n=51)	
	% Unimportant / Slightly important	Important /Very important
Conducting face-to-face conversations with foreigners asking advice or help	5.9	94.1
Expressing yourself	5.9	94.1
Solving problems	5.9	94.1
Correct pronunciation	5.9	94.1
Conducting telephone conversations with foreigners asking advice or help	7.8	92.2
Dialogue	7.8	92.2
Answering questions	9.8	90.2
Expressing what you have comprehended	11.8	88.2
Dealing with communication problems	11.8	88.2
Asking questions	11.8	88.2
Describing things when you don't know the exact word	15.7	84.3
Maintaining a conversation	15.7	84.3
Making presentations related to the profession	17.6	82.4
Participating discussions related to the profession	21.6	78.4
Summarizing	21.6	78.4
Comparing	31.4	68.6
Wording quickly	33.3	66.7
Criticizing	41.2	58.8

To sum up, the speaking subskills and strategies which are ranked as important by students, graduates, content experts and employers could be listed as follows “expressing yourself, expressing what you have comprehended, conducting telephone conversation with foreigners asking advice or help, conducting face-to-face conversations with foreigners asking advice or help, asking questions, answering questions, articulating accurately, staying on a topic, dealing with communication problems, dialogue, summarizing, comparing, solving problems, criticizing, wording quickly and describing things when you don't know the exact word”. These most

important skills among each participant groups will be included in the development of curriculum.

4.3. Needs for reading subskills

4.3.1. Felt reading needs for students

Majority of the participants rate each reading subskill as important (Table 4.9) although they consider their reading as their strong point as it is seen in the previous part.

The most important reading subskill is *Reading in detail and understanding the whole text* (91.4% of students). Second most important reading skill is *Reading and then translating into the native language* (84.3% of students). Third most important reading skill is *Reading booklets, brochures and catalogues* (80% of students). 78.6% of students think that *Reading legal documents and Reading instructions in the institution* are important. 77.1% of students agree on the importance of *Reading business letters, e-mail messages and fax messages. Reading application forms, reservation forms and invoices and Reading tickets and itineraries* are important for 75.7% of students. 74.3% of students consider *Guessing the meaning of unknown words from context* as an important subskill. 72.9% of students believe the importance of subskills, which are *Reading quickly for general understanding and Reading reports*. 65.8% of students note that *Reading scientific journals* is the least important.

As it is seen in Table 4.9, students give priority to reading in detail to understanding the whole text related to their field such as business letters, e-mail or fax messages, application or reservation forms rather than scientific journals. This implies that students do not have a tendency for academic reading studies.

Table 4.9. Students' felt reading subskills and strategies needs (N=70)

Reading Skills	Students' Perceptions of Reading Skills (n=70)	
	% Unimportant / Slightly important	Important /Very important
Reading in detail and understanding the whole text	8.6	91.4
Reading and then translating into the native language	15.7	84.3
Reading booklets, brochures and catalogues	20	80
Reading legal documents	21.4	78.6

Reading instructions in the institution	21.4	78.6
Reading business letters, e-mail messages and fax messages	22.9	77.1
Reading application forms, reservation forms and invoices	24.3	75.7
Reading tickets and itineraries	24.3	75.7
Guessing the meaning of unknown words from context	25.7	74.3
Reading quickly for general understanding	27.1	72.9
Reading reports	27.1	72.9
Reading scientific journals	34.3	65.7

4.3.2. Perceived reading needs for graduates

For the graduates, all reading subskills and strategies are regarded as important and the most important reading subskills and strategies are *Reading and then translating into the native language* and *Reading instructions in the institution* (81.2% of graduates). *Reading in detail and Understanding the whole text* and *Reading legal documents* are regarded as second important reading subskills and strategies by 80.4% of graduates. 79.5% of graduates consider *Guessing the meaning of unknown words from context*, *Reading booklets, brochures and catalogues*, *Reading business letters, e-mail messages and fax messages* and *Reading tickets and itineraries* as important reading subskills. *Reading application forms, reservation forms and invoices* and *Reading reports* are important for 78.6% of graduates. 64.3% of graduates note that *Reading scientific journals* is second least important. *Reading quickly for general understanding* is the least important reading-sub skill according to 59.8% of graduates (Table 4.10).

Table 4.10. Graduates' perceived reading subskills and strategies needs (N=112)

Reading Skills	Graduates' Perceptions of Reading Skills (n=112)	
	%	
	Unimportant / Slightly important	Important /Very important
Reading and then translating into the native language	18.8	81.2
Reading instructions in the institution	18.8	81.2
Reading in detail and understanding the whole text	19.6	80.4
Reading legal documents	19.6	80.4
Guessing the meaning of unknown words from context	20.5	79.5

Reading booklets, brochures and catalogues	20.5	79.5
Reading business letters, e-mail messages and fax messages	20.5	79.5
Reading tickets and itineraries	20.5	79.5
Reading application forms, reservation forms and invoices	21.4	78.6
Reading reports	21.4	78.6
Reading scientific journals	35.7	64.3
Reading quickly for general understanding	40.2	59.8

Unlike students, graduates, who work in the field actively, have to read something in English and translate it into Turkish. Furthermore, both students and graduates give importance to the following reading subskills: reading booklets, brochures and catalogues, reading business letters, e-mail messages and fax messages and reading tickets and itineraries rather than scientific journals.

4.3.3. Perceived reading needs for content experts

According to the content experts' perceptions, there are three most important reading subskills, which are *Reading in detail and understanding the whole text*, *Reading booklets, brochures and catalogues* and *Reading reports* (100% of content experts). 88.9% of content experts consider *Reading quickly for general understanding*, *Reading business letters, e-mail messages and fax messages* and *Reading tickets and itineraries* as important reading subskills. 77.8% of content experts believe that *Guessing the meaning of unknown words from context*, *Reading legal documents*, *Reading instructions in the institution* and *Reading scientific journals* are important reading skills. The least important reading subskills and strategies are *Reading and then translating into the native language* and *Reading application forms, reservation forms and invoices* (66.7% of content experts) (See Table 4.11).

Content experts think that *Reading in detail and understanding the whole text* is the most important reading subskill as students believe. But for the graduates, it is the third most important subskill. Moreover, content experts consider *Reading booklets, brochures and catalogues* and *Reading reports* as other important reading subskills and strategies like students and graduates. Unlike students and graduates, content experts think that *Reading application forms, reservation forms and invoices* is the least important. Another least important reading subskills and strategies according to content

experts is *Reading and then translating into the native language* but this is important for students and graduates.

Table 4.11. *Content experts' perceived reading subskills and strategies needs (N=9)*

Reading Skills	Content Experts' Perceptions Reading Skills (n=9)	
	%	Unimportant / Slightly important Important /Very important
Reading in detail and understanding the whole text	0	100
Reading booklets, brochures and catalogues	0	100
Reading reports	0	100
Reading quickly for general understanding	11.1	88.9
Reading business letters, e-mail messages and fax messages	11.1	88.9
Reading tickets and itineraries	11.1	88.9
Guessing the meaning of unknown words from context	22.2	77.8
Reading legal documents	22.2	77.8
Reading instructions in the institution	22.2	77.8
Reading scientific journals	22.2	77.8
Reading and then translating into the native language	33.3	66.7
Reading application forms, reservation forms and invoices	33.3	66.7

4.3.4. Perceived reading needs for employers

According to employers, the most important reading subskill is *Reading instructions in the institution* (88.2% of employers). *Reading application forms, reservation forms and invoices* is the second important reading subskill for 84% of employers. 82% of employers consider *Reading business letters, e-mail messages and fax messages* as important. *Reading legal documents* is regarded as second important reading subskills and strategies by 80.4% of employers. 76% of employers consider *Guessing the meaning of unknown words from context* as important. *Reading tickets and itineraries* is an important skill for 74.5% of employers. *The following reading subskills and strategies are listed from the most important to the least important subskills and strategies according to the perceptions of employer: Reading in detail and understanding the whole text* (72.5% of employers), (72.5% of employers), *Reading reports* (72% of employers), *Reading and then translating into the native language*

(68.6% of employers), *Reading booklets, brochures and catalogues* (64.7% of employers), *Reading quickly for general understanding* (60.8% of employers) and *Reading scientific journals* (64.7% of employers) (See Table 4.12).

Employers note that *Reading instructions in the institution* is the most important reading subskill while content experts and students regard *Reading in detail and understanding the whole text* as the most important reading subskill, but for the graduates it is the third most important subskill. Employers might think knowing about the workplace and its rules is the first thing in order to be successful there.

Consequently, students, graduates, content experts and employers perceive the following reading subskills and strategies as important: “Reading in detail and understanding the whole text, reading quickly for general understanding, reading and then translating into the native language, reading booklets, brochures and catalogues, reading legal documents, reading instructions in the institution, guessing the meaning of unknown words from context, reading business letters, e-mail messages and fax messages, reading tickets and itineraries, reading application forms, reservation forms and invoices, reading reports, reading scientific journals”. As it is understood from the reading subskills and strategies above, tourism students need to comprehend all profession-specific documents in English such as booklets, brochures or tickets, application forms. These will be included in the curriculum.

Table 4.12. *Employers’ perceived reading subskills and strategies needs (N=51)*

Reading Skills	Employers’ Perceptions of Reading Skills (n=51)	
	% Unimportant / Slightly important	% Important /Very important
Reading instructions in the institution	11.8	88.2
Reading application forms, reservation forms and invoices	16	84
Reading business letters, e-mail messages and fax messages	18	82
Reading legal documents	19.6	80.4
Guessing the meaning of unknown words from context	24	76
Reading tickets and itineraries	25.5	74.5
Reading in detail and understanding the whole text	27.5	72.5

Reading reports	28	72
Reading and then translating into the native language	31.4	68.6
Reading booklets, brochures and catalogues	35.3	64.7
Reading quickly for general understanding	39.2	60.8
Reading scientific journals	47.1	52.9

4.4. Needs for listening subskills

4.4.1. Felt listening needs for students

As it is seen in Table 4.13, 85.7% of students note that *listening for the main idea/key points* is the most important listening subskill. *Listening for specific information* and *guessing the meaning of unfamiliar words or word groups* are the second important subskills and strategies (82.9% of students). 81.4% of students state that *understanding the people from non-English and English speaking countries* is important. *Listening for translating* and *understanding conversations on the phone* are regarded as important subskills and strategies by 80% of students. The subskills and strategies *understanding complex sentences*, *listening for discriminating intonation and stress patterns* and *Listening to natural speech*, which means listening to informal conversations, are important for 78.6% of students. 77.1% of students think *recognizing the speaker's attitude* is important. The least important speaking skills are *Listening to the radio, TV, and the internet broadcast* and *recognizing speech organization patterns* (74.3% of students) (See Table 4.13).

Table 4.13. Students' felt listening subskills and strategies needs (N=70)

Listening Skills	Students' Perceptions of Listening Skills (n=70)	
	% Unimportant / Slightly important	Important /Very important
Listening for the main idea/key points	14.3	85.7
Listening for specific information	17.1	82.9
Guessing the meaning of unfamiliar words or word groups	17.1	82.9
Understanding the people from non-English and English speaking countries (Understanding different accents)	18.6	81.4
Listening for translating	20	80
Understanding conversations on the phone	20	80

Understanding complex sentences	21.4	78.6
Listening for discriminating intonation and stress patterns	21.4	78.6
Listening to natural speech	21.7	78.3
Recognizing the speaker's attitude	22.9	77.1
Listening to the radio, TV, and the internet broadcast	25.7	74.3
Recognizing speech organization patterns (e.g. lecture, announcement)	25.7	74.3

As a conclusion, all listening language subskills and strategies are important for students although they consider their listening skill as a strong point of themselves.

4.4.2. Perceived listening needs for graduates

According to 92.9% of graduates, *Listening for specific information* is the most important listening subskill. *Understanding conversations on the phone* is the second most important skill (89.3% of graduates). 88.4% of graduates note that *listening for the main idea/key points* is the third important listening subskill. 85.7% of graduates think the following skills are important: *Understanding the people from non-English and English speaking countries* and *Listening to natural speech*. Other important skills are as follows: *Guessing the meaning of unfamiliar words or word groups*, *Recognizing the speaker's attitude* and *Understanding complex sentences* (84.8% of graduates); *Listening for translating* (83.9% of graduates); *Listening for discriminating intonation and stress patterns* (83% of graduates); *Recognizing speech organization patterns* (82.1% of graduates) and *Listening to the radio, TV, and the internet broadcast* (75% of graduates) (See Table 4.14).

Table 4.14. Graduates' perceived listening subskills and strategies needs (N=112)

Listening Skills	Graduates' Perceptions of Listening Skills(n=112)	
	% Unimportant / Slightly important	Important /Very important
Listening for specific information	7.1	92.9
Understanding conversations on the phone	10.7	89.3
Listening for the main idea/key points	11.6	88.4
Understanding the people from non-English and English speaking countries (Understanding different accents)	14.3	85.7
Listening to natural speech	14.3	85.7

Understanding complex sentences	15.2	84.8
Guessing the meaning of unfamiliar words or word groups	15.2	84.8
Recognizing the speaker's attitude	15.2	84.8
Listening for translating	16.1	83.9
Listening for discriminating intonation and stress patterns	17	83
Recognizing speech organization patterns (e.g. lecture, announcement)	17.9	82.1
Listening to the radio, TV, and the internet broadcast	25	75

Graduates note that *Listening for specific information* is the most important listening subskill, which is considered as the second important subskill by the students. For students, *Listening for the main idea/key points* is the most important listening subskill, which is the third most important skill for graduates. This implies that both groups emphasize the importance of understanding what is necessary rather than comprehending the whole conversation. The least important listening subskill or strategy for graduates and students is *Listening to the radio, TV, and the internet*. This shows that they would like to focus on the language skills and areas, which are related to their profession.

4.4.3. Perceived listening needs for content experts

All of the content experts consider *Listening for translating*, *Recognizing the speaker's attitude*, *Recognizing speech organization patterns* and *Listening for discriminating intonation and stress patterns* as the most important listening subskills and strategies (100% of content experts) (Table 4.15).

Table 4.15. Content experts' perceived listening subskills and strategies needs (N=9)

Listening Skills	Content Experts' Perceptions Listening Skills(n=9)	
	% Unimportant / Slightly important	Important /Very important
Listening for translating	0	100
Recognizing the speaker's attitude	0	100
Listening for discriminating intonation and stress patterns	0	100
Recognizing speech organization patterns (e.g. lecture, announcement)	0	100
Understanding the people from non-English	11.1	88.9

and English speaking countries (Understanding different accents)		
Listening to natural speech	11.1	88.9
Listening for the main idea/key points	11.1	88.9
Listening to the radio, TV, and the internet broadcast	11.1	88.9
Listening for specific information	11.1	88.9
Understanding conversations on the phone	22.2	77.8
Guessing the meaning of unfamiliar words or word groups	33.3	66.7
Understanding complex sentences	55.6	44.4

88.9% of content experts mark the following listening subskills and strategies as important: *Understanding the people from non-English and English speaking countries*, *Listening to natural speech*, *Listening for the main idea/key points*, *Listening to the radio, TV, and the internet broadcast* and *Listening for specific information*. 77.8% of content experts believe that *Understanding conversations on the phone* is an important skill. The least important and unimportant subskills and strategies are *Guessing the meaning of unfamiliar words or word groups* (66.7% of content experts) and *Understanding complex sentences* (55.6% of content experts) respectively (See Table 4.15).

According to the perceptions of all content experts, there are four most important listening subskills and strategies as it is seen in Table 4.15. But none of them is stated as important by other participant groups. This might be that content experts give priority to sociolinguistic and strategic competences since the staff who work in tourism industry should understand the different accents or speaker's attitude and they should behave in a kind way.

4.4.4. Perceived listening needs for employers

According to perceptions of employers, all listening language skills are important and the range of percentages of subskills and strategies are 92.2-62.7. *Listening to natural speech* and *Understanding conversations on the phone* are considered by 92.2% of employers as the most important subskill.

Second most important skill is *Listening for the main idea/key points* according to 92% of employers. Listening for specific information is the third most important subskill for the 88.2% of employers. Following two subskills and strategies regarded as important by 86.3% of employers are: *Understanding the people from non-English and English speaking countries* and *Recognizing the speaker's attitude*. 82% of employers

note that *Listening for discriminating intonation and stress patterns* is also important. *Understanding complex sentences* is considered as important by 78% of employers.

According to perceptions of 78% of employers, *Recognizing speech organization patterns* is important. Last three important listening subskills and strategies for employers are listed as follows: *Listening for translating*, *Guessing the meaning of unfamiliar words or word groups* and *Listening to the radio, TV, and the internet broadcast* (See Table 4.16).

For the employers *Listening to the natural speech* is the most important listening subskill while graduates note that *Listening for specific information* is the most important listening subskill, which is considered as the second important subskill for the students. Students believe that *Listening for the main idea/key points* is the most important listening subskill, which is the third most important subskill for graduates. The most important subskills and strategies for employers are not compatible with the perceptions of content experts as both of them put emphasis on different competences.

Table 4.16. *Employers' perceived listening subskills and strategies needs (N=51)*

Listening Skills	Employers' Perceptions of Listening Skills(n=51)	
	% Unimportant / Slightly important	Important /Very important
Listening to natural speech	7.8	92.2
Understanding conversations on the phone	7.8	92.2
Listening for the main idea/key points	8	92
Listening for specific information	11.8	88.2
Understanding the people from non-English and English speaking countries (Understanding different accents)	13.7	86.3
Recognizing the speaker's attitude	13.7	86.3
Listening for discriminating intonation and stress patterns	18	82
Understanding complex sentences	22	78
Recognizing speech organization patterns (e.g. lecture, announcement)	23.5	76.5
Listening for translating	26	74
Guessing the meaning of unfamiliar words or word groups	27.5	72.5
Listening to the radio, TV, and the internet broadcast	37.3	62.7

As a result, according to the views of students, graduates, content experts and employers about the importance of listening subskills, the most important listening

subskills and strategies are “Listening for the main idea/key points, listening for specific information, deducing the meaning of unfamiliar words or word groups, understanding the people from non-English and English speaking countries, listening for translating, understanding conversations on the phone, understanding complex sentences, listening for discriminating intonation and stress patterns, listening to natural speech, recognizing the speaker’s attitude, listening to the radio, TV, and the internet broadcast and recognizing speech organization patterns”. These important listening subskills and strategies for each participant groups will be included in the development of curriculum.

4.3. Needs for writing subskills

4.3.1. Felt writing needs for students

In Table 4.17, writing sub-skills and to what extent they are important for tourism sector are indicated. Students reach consensus on all the sub-skills as they are important but the item *preparing brochures* is regarded as unimportant by 52.9% of students. *Filling in forms* is the most important writing subskill for 87.1% of students. 84.3% of students think that *Writing CV* is the second most important subskill. The third most important skill is *Adapting appropriate tone and style* for 84.1% of students. *Using appropriate vocabulary* is considered as important by 81.4% of students; *Writing responses to enquiries* is marked as important by 77.1% of students; *Spelling correctly* is important for 76.8% of students; 74.3% of students believe the importance of writing sub-skill, which is *writing summary*, and *Taking notes while talking on the phone*. *Writing e-mail messages* is rated as important by 72.9% of students. Last three writing subskills and strategies and the percentages of students, who rate them as important, are as follows: *Writing reports* (68.6% of students), *Using correct punctuation* (67.1% of students) and *Writing letters* (64.3% of students).

Table 4.17. Students’ felt writing subskills and strategies needs (N=70)

Writing Skills	Students’ Perceptions of Writing Skills(n=70)	
	% Unimportant / Slightly important	Important /Very important
Filling in forms (e.g. applications and invoices)	12.9	87.1
Writing CV	15.7	84.3

Adapting appropriate tone and style	15.9	84.1
Using appropriate vocabulary	18.6	81.4
Writing responses to enquiries	22.9	77.1
Spelling correctly	23.2	76.8
Writing summary	25.7	74.3
Taking notes while talking on the phone	25.7	74.3
Writing e-mail messages	27.1	72.9
Writing reports	31.4	68.6
Using correct punctuation	32.9	67.1
Writing letters	35.7	64.3
Preparing brochures	52.9	47.1

Although students state their writing skill is good in the previous section, they rate all subskills and strategies as important and they will need these skills in their future profession.

4.3.2. Perceived writing needs for graduates

All writing subskills and strategies are important for graduates' job as it is seen in Table 4.18. When we compare the importance of each skill, *Writing CV* is the most important writing subskill for 85.7% of graduates. 83% of them note that *Filling in forms* and *Using appropriate vocabulary* are the second most important subskill. *Taking notes while talking on the phone* and *Writing e-mail messages* is rated as important by 81.2% of graduates. *Writing responses to enquiries* is rated as important by 75.9% of graduates. *Spelling correctly* is important for 75% of graduates. *Writing reports* is considered as important by 73.2% of graduates. *Adapting appropriate tone and style* is an important subskill for 71.4% of graduates. 69.6% of them think that *Writing letters* is important.

Table 4.18. *Graduates' perceived writing subskills and strategies needs (N=112)*

Writing Skills	Graduates' Perceptions of Writing Skills(n=112)	
	%	
	Unimportant / Slightly important	Important /Very important
Writing CV	14.3	85.7
Filling in forms (e.g. applications and invoices)	17	83
Using appropriate vocabulary	17	83
Taking notes while talking on the phone	18.8	81.2

Writing e-mail messages	18.8	81.2
Writing responses to enquiries	24.1	75.9
Spelling correctly	25	75
Writing reports	26.8	73.2
Adapting appropriate tone and style	28.6	71.4
Writing letters	30.4	69.6
Using correct punctuation	31.2	68.8
Writing summary	37.5	62.5
Preparing brochures	43.8	56.2

Last three important writing subskills and strategies are as follows: *Using correct punctuation* (for 68.8% of them); *Writing summary* (for 62.5% of them); *Preparing brochures* (for 56.2% of them).

For the students, filling in forms is the most important writing subskill, which is the second important skill for graduates since these graduates have to write their own CV in order to apply for a job and they rate it as the first important subskill. After starting a job, graduates need a writing skill which is filling a form, such as application form or reservation form. This is the second important skill for graduates. Both groups consider preparing brochures as the least important writing skill. They might think this is not related to their job.

4.3.3. Perceived writing needs for content experts

Content experts state the importance of all writing subskills and strategies and the range of percentages is between 100 and 66.7 (Table 4.19). The percentage of each subskill is as follows: *Using correct punctuation* is regarded as the most important writing subskill by 100% of content experts. *Writing CV* and *Adapting appropriate tone and style* are considered as the second important subskills and strategies by 88.9% of content experts. According to 77.8% of content experts, the third most important subskills and strategies are: *Writing responses to enquiries*, *Writing reports*, *Writing summary*, *Taking notes while talking on the phone*, *Writing e-mail messages*, *Filling in forms*, *Spelling correctly*. Last important subskills and strategies are *Writing letters* and *Using appropriate vocabulary* for 66.7% of content experts.

Content experts note the most important writing subskill is using correct punctuation. They might believe that this skill will help the writing be more comprehensible.

Therefore, it should be taught first. On the other hand, for students and graduates the most important writing subskill is different. Students think that filling in forms is the

most important writing subskill and graduates consider writing their own CV as the most important writing subskill. Both students and graduates think preparing brochures is the least important writing skill while content experts state using appropriate vocabulary is the least important skill. Content experts might think conveying the message rather than using the correct words is important in writing.

Table 4.19. *Content experts' perceived writing subskills and strategies needs (N=9)*

Writing Skills	Content Experts' Perceptions Writing Skills(n=9)	
	%	
	Unimportant / Slightly important	Important /Very important
Using correct punctuation	0	100
Writing CV	11.1	88.9
Adapting appropriate tone and style	11.1	88.9
Preparing brochures	22.2	77.8
Writing responses to enquiries	22.2	77.8
Writing reports	22.2	77.8
Writing summary	22.2	77.8
Taking notes while talking on the phone	22.2	77.8
Writing e-mail messages	22.2	77.8
Filling in forms (e.g. applications and invoices)	22.2	77.8
Spelling correctly	22.2	77.8
Writing letters	33.3	66.7
Using appropriate vocabulary	33.3	66.7

4.3.4. Perceived writing needs for employers

Employers consider all writing subskills and strategies as important and the range of percentages is between 84.3 and 51 (Table 4.20). According to 84.3% of employers, *Taking notes while talking on the phone*, *Writing e-mail messages* and *Using appropriate vocabulary* are the most important writing subskills. *Filling in forms* is rated as important by 80.4% of employers. *Adapting appropriate tone and style* is considered as the third important subskills and strategies by 76.5% of content experts. *Writing responses to enquiries* is important for 74.5% of them; *Writing CV* is important for 72.5% of them; *Spelling correctly* is important for 68.6% of them; *Writing reports* is important for 62.7% of them. *Writing summary* is important for 60.8% of them. Last three important writing subskills and strategies are as follows: *Using correct*

punctuation (for 58.3% of employers), *Writing letters* (54.9% of them) and *Preparing brochures* (for 51% of them).

Employers put emphasis on different writing subskills and strategies (*Taking notes while talking on the phone, Writing e-mail messages and Using appropriate vocabulary*), which are not stated as the most important subskills and strategies by other participant groups. Moreover, content experts rate using appropriate vocabulary as the least important subskill. But, like students and graduates, employers consider preparing brochures as the least important skill. They might think that preparing brochures is not the duty of employees but the employers.

Table 4.20. *Employers’ perceived writing subskills and strategies needs (N=51)*

Writing Skills	Employers’ Perceptions of Writing Skills(n=51)	
	%	
	Unimportant / Slightly important	Important /Very important
Taking notes while talking on the phone	15.7	84.3
Writing e-mail messages	15.7	84.3
Using appropriate vocabulary	15.7	84.3
Filling in forms (e.g. applications and invoices)	19.6	80.4
Adapting appropriate tone and style	23.5	76.5
Writing responses to enquiries	25.5	74.5
Writing CV	27.5	72.5
Spelling correctly	31.4	68.6
Writing reports	37.3	62.7
Writing summary	39.2	60.8
Using correct punctuation	41.7	58.3
Writing letters	45.1	54.9
Preparing brochures	49	51

As a conclusion, the most important writing subskills and strategies regarding the views of students, graduates, content experts and employers are “Filling in forms, writing CV, adapting appropriate tone and style, using appropriate vocabulary, taking notes on the phone, writing e-mail messages, spelling correctly, using correct punctuation, preparing brochures, writing responses to enquiries, writing reports, writing summary and writing letters” are ranked as the most important writing subskills and strategies and they will be taken into consideration while developing curriculum.

4.4. Needs for Language Functions

The most important language functions are illustrated in Table 4.21. The following language functions are considered as important by students, graduates, content experts and employers. “Introducing yourself, introducing somebody to somebody, greeting a colleague/a guest/ a customer, giving information, asking for help and advice, explaining where something is, asking for information, explaining rules, apologizing, dealing with a complaint, describing how a piece of equipment works, interrupting, congratulating, giving instructions, giving orders, giving advice, making suggestions, making an official offer, asking for clarification, inviting someone to somewhere and making an offer”.

Table 4.21. *The importance of language functions according to the views of students, graduates, content experts and employers*

	Rank	Students	Graduates	Content Experts	Employers
The importance of language functions	1 st	Introducing yourself	Introducing yourself/ Giving information / Describing how a piece of equipment works	Greeting a colleague/a guest/ a customer/ Introducing somebody to somebody/ Asking for information/ Giving instructions/ Giving orders/ Giving advice/ Asking for help and advice/ Explaining rules/ Explaining where something is/ Making suggestions/ Making an official offer/ Asking for clarification/ Inviting someone to somewhere/ Making an offer/ Congratulating/ Apologizing/ Dealing with a complaint	Greeting a colleague/a guest/ a customer/ Giving information/
	2 nd	Giving information	Explaining where something is Greeting a	Giving information/ Describing how a piece of equipment works Interrupting	Explaining where something is / Apologizing/

3 rd	Introducing somebody to somebody	colleague/a guest/ a customer/ Asking for information/ Explaining rules		Introducing yourself/ Asking for information/ Explaining rules/ Congratulating
4 th	Greeting colleague/a guest/ a customer	Apologizing	Introducing yourself	Dealing with a complaint
5 th	Asking for help and advice	Dealing with a complaint		Introducing somebody to somebody

As it is understood from the important language functions, staff in tourism need not only basic language functions such as introducing yourself or greeting someone but they also need some complex functions such as dealing with a complaint or asking for clarification. These functions will be considered in the curriculum development.

4.5. Needs for Topics

In Table 4.22, the importance of topics is shown on the basis of the views of students, graduates, content experts and employers. Accordingly, the following topics will be included in the curriculum design: “Front Office, career opportunities in tourism and writing CV, airport, the ways of addressing customers/ guests, historical, cultural and geographical beauties of our country, the place of tourism and its development in the world/ in our country, restaurant, travel agency, tourist information center, housekeeping, linguistic specifications, kitchen, bar, car rental agency, different cultures and preparing advertisements, brochures or booklets”.

Table 4.22. *The importance of topics according to the views of students, graduates, content experts and employers*

Rank	Students	Graduates	Content Experts	Employers
1 st	Front Office	The ways of addressing customers/ guests	Restaurant/ Front Office/ Housekeeping	Restaurant /The ways of addressing customers/ guests
2 nd	Career opportunities in tourism and writing CV	Historical, cultural and geographical beauties of	Linguistic specifications/ Kitchen/Bar/ Travel Agency/ Car rental	Linguistic specification s/ Bar/ Historical,

		our country	Agency/ Different cultures/ The ways of addressing customers/ Preparing advertisements, brochures or booklets/ Historical, cultural and geographical beauties of our country/ The place of tourism and its development in the world / in our country/ Career opportunities in tourism and writing CV		cultural and geographical beauties of our country
3 rd	Airport	Tourist Information Center	Tourist Information Center	Tourist Information Center	
4 th	The ways of addressing customers/ guests/ Historical, cultural and geographical beauties of our country/ The place of tourism and its development in the world / in our country	Restaurant/ Career opportunities in tourism and writing CV			Front office
5 th	Restaurant/ Agency	Travel Front Office/ Travel Agency/ Airport			Travel Agency

The topics listed above emphasize that the participants in this study have a tendency to work in various fields of tourism industry and they, in turn, need different language needs in relation to their working area. Therefore, each topic should be included in the curriculum.

4.6. Needs for Language Activities

As it is seen in Table 4.23, students' primary choice is to work in pairs or in small groups. If not, they prefer working individually. Their other choices can be listed as follows: watching videos, group work, whole class work and project outside the class.

Table 4.23. *The importance of language activities according to the views of students, graduates, content experts and employers*

	Rank	Students	Graduates	Content Experts	Employers
The importance of language activities	1 st	Pair work	Online speaking practices	Group work, individual work	Pair work
	2 nd	Individual work	Pair work, group work	Watching videos, role plays, online speaking practices	Whole class work
	3 rd	Watching videos	Watching videos	Pair work, whole class work	Individual work, online speaking practices
	4 th	Group work, whole class work	Role plays	Projects outside the class	Watching videos Group work
	5 th	Projects outside the class	Projects outside the class		

Students state their views during the semi-structured interview as well.

(6) **S2:** It is important that students participate in the lesson as a group. I think it would be a better experience for him if he talks to you or to his friend and it might be a dialogue from the workplace or daily life.

(7) **S8:** I think an assignment might be given to a group, at most 2 or 3 people. They might be asked to make a dialogue or prepare projects and one of them makes a reservation and others become customers. They present it [in front of the class].

These two statements in the examples (6) and (7) show that students would like to work with a group of students or with a pair in order to create real life situations in class. This also brings up the issue of using authentic materials in the course, which draw students' interest and make them active in the class. These examples also show that students prefer role play activities although they are not stated as important activities in Table 4.23. Furthermore, students prefer watching videos in the classroom. In the example (8), the importance of using videos in the class as an authentic material is exemplified.

(8) **S5:** It could be better for me to watch more videos in class, such as subtitled videos, which would be better for me. I mean it is perpetual [learning] for me.

Like students, graduates recommend pair work activities, group work activities, role plays, watching videos, projects outside the class and online speaking practices. (9)

emphasizes the importance of group work and (10) explains why he/she prefer watching videos.

(9) **G8:** I think students can work in groups. For example, every week a certain group might make presentation of something specific or might role-play something there. Also, he might use music, sound, visual aids or slides. I believe learning English will be more permanent in that way and I think that they will be more comfortable when they work in the future.

(10) **G5:** Watching videos or watching movies all makes the speaking [skill] strengthen.

For content experts and employers, all language activities are important and they think different activities will address different students and they motivate students and help them to learn the language easily. Some quotations from interviews with the content experts and employers are as follows (11) and (12).

(11) **CE2:** By making short sketches in the classroom. For example, a customer comes to the reception desk and there is a receptionist. There is a conversation between the receptionist and the customer...

(12) **E1:** Sometimes, how can I say? Practice can be done, for example, here is the customer. By saying welcome and giving the menu to the customer, [English might be studied] through the menu, for example, “köfte” should be known as meatball in English.

In (11) and (12), the content expert and the employer emphasize the use of role play activities in the class.

4.7. Needs for Language Materials

In Table 4.24, the views of students, graduates, content experts and employers about the importance of language materials are seen. Students prefer to learn English through magazines, computers, televisions, booklets or books.

Table 4.24. *The importance of language materials according to the views of students, graduates, content experts and employers*

Rank	Students	Graduates	Content Experts	Employers
1 st	Magazines	Smart phone applications	Smart phone applications	Smart phone applications
2 nd	Computers	Computers	Books, Magazines, computers	Brochures or booklets
3 rd	Televisions	Books	Televisions	Computers
	Brochures or booklets	Brochures or booklets	Brochures or booklets	Books, televisions

In the semi-structured interviews, the importance of coursebook is stated as it is seen in (13) and (14).

(13) **S3:** If the coursebook had been used, we could have done the activities and we would have done practice.

(14) **S4:** [I attended a language school. We had a coursebook]. The coursebook could be used. The coursebook in the course was very good and it was both pleasant and fun. After the school or after class, we read it. It was useful for me. So, I improved [my English] as I like both reading and writing.

We all think of a coursebook when the teaching materials are mentioned. In the interview, the students think the use of coursebook will be useful for them although it is ranked fifth on other materials.

Graduates prefer using smart phone applications, computers, books, brochures and articles (15).

(15) **G3:** Mobile phone applications can actually be used. Everyone has a mobile phone and if there is someone who speaks English constantly, after a while, we have to understand him.

Graduates, content experts and employers give priority to smart phone applications. On the other hand, students, content experts and employers think that the use of TV in class is important. Like students, content experts note the importance of magazines while graduates and employers consider the use of articles as important.

4.8. The Suggestions of Participants to Meet the Students' Needs

We have, so far, discussed felt needs of students and the perceived needs of graduates, employers and content experts obtained through Questionnaires. In this section, the suggestions of students, graduates, content experts and employers gathered via the semi-structured interviews will be given as these suggestions, as well as the needs mentioned, will shed light while designing a curriculum and course materials for the students (Table 4.25).

We, first, listed the suggestions and then coded these suggestions under Wen's themes (2010). One more theme, "other extra curricular activities" was added by the researcher. Furthermore, it should be noted that some of the codes were derived from the data. For example, pair work, group work, differentiated learning activities, the use of films or videos, simulation/role play activities were categorized under the theme "curriculum orientation" although Wen (2010) stated "teaching styles" and "teaching

mode” under the same theme. Another example is about the theme “linguistic competence”. We included grammatical competence lexical competence and orthographic competence under linguistic competence. We, therefore, with the insights we got from the data, added teaching fixed phrases and vocabulary and writing spelling under this theme. Being fluents was also included under the theme strategic competence. We also received mentions on the lack of class hour, students exchange program, face to face instruction and categories these under the theme educational institution.

Table 4.25. *Themes and codes suggested by participants*

Themes	Codes
General Knowledge Skills	Speaking practices
Curriculum orientation	Group work Pair work Differentiated learning activities The use of films or videos Simulation/role play activities Actual use of language in real situations The use of language games Vocabulary and fixed phrases teaching Structure teaching The use of graded books The lack of general English knowledge Writing- Spelling
Linguistic competence	
Sociolinguistic competence	Different accents
Strategic competence	Being fluent
Educational institutions	The lack of class hour Student exchange program Face-to-face instruction
Resources	The use of textbook The use of extra materials
Facilities	The use of mobile phone applications
Affective factors	Attitudes towards language learning Motivation
Other extra curricular activities	Interest The use of social media tools Tours Conversation club

In Table 4.25, there are 10 themes and 27 codes including general knowledge skills (speaking practices), curriculum orientation (group work, pair work, differentiated learning activities, the use of films or videos, simulation/role play activities, actual use of language in real situations and the use of language games), linguistic competence

(vocabulary and fixed phrases teaching, structure teaching, the use of graded books, the lack of general English knowledge and writing-spelling), sociolinguistic competence (different accents), strategic competence (being fluent), educational institutions (the lack of class hour, student exchange program and face-to-face instruction), resources (the use of textbooks and the use of extra materials), facilities (the use of mobile phone applications), affective factors (attitudes towards language learning, motivation and interest) and other extra curricular activities (the use of social media tools, tours and conversation club) (See section 3.5 Data Analysis to revise how codes were defined).

As a conclusion, while developing a curriculum in this current study, speaking and communicative skills are regarded as important skills and they should be developed. Furthermore, this current study suggests the use of role-plays or information-gap activities and problem solving activities and there is also a suggestion about the use of differentiated learning activities in the classroom. Since each student can learn in a different way and his interest is also different. Therefore, he/she has problems to keep pace with others in the classroom. In order to handle this situation and to cater to the needs of learners, teachers should use this way.

There are also suggestions in regard with the number of contact hours, necessity of student Exchange programs and the importance of face-to-face instructions. However, since these are administrative issues, we have considered only educational suggestions which will meet the needs of the students while developing the curriculum.

5. DISCUSSION AND CONCLUSION

In this Chapter, the results of the study will be summarized with most important needs for each language skill, language functions and topics. Regarding these needs gathered through the questionnaires and semi-structured interviews, goals and objectives of the Vocational English Course for tourism students will be determined. Finally, a sample syllabus will be presented.

5.1. Discussion of the Results

In this study, the aim was to reveal what foreign language skills tourism students need for their future profession according to the views of students, graduates, content experts and employers in tourism sector. Moreover, based on these obtained needs, it was aimed to set goals and objectives and to design a curriculum for avocational English course.

As discussed in the literature part, curriculum development in this study, suggested by different scholars (Basturkmen, 2010; Berwick, 1989; Graves, 1996; Brown, 1989; Johnson, 1989; Nunan, 2001; Richards, 2001; Rodgers, 1989; Tyler, 1949), involves NA of learners, identifying goals and objectives of the course and designing the curriculum. That is, the procedure for curriculum development starts with NA.

For this study, tourism students' needs were obtained through both questionnaires and semi-structured interviews and considering the needs category of Brindley (1989), Nunan (1988) and Graves (1996), students' objective needs (i.e. their competences in both receptive and productive skills in English and their needs about English) were identified. Furthermore, the needs distinction of Berwick (1989) was also used in this study. That is, felt language needs by students, which show the necessary language skills for future profession and perceived language needs by graduates, content experts and employers, which include their views about being competent in English for tourism industry were revealed.

While designing a vocational English course curriculum for Tourism and Hotel Management Program in this study, steps of curriculum development stated above were taken into consideration. Particularly, learner factors such as group size, homogeneity, teachability and students' motivation are important factors and they were examined before designing the curriculum.

In the vocational school, where this vocational English course is taught, the number of students in a learner group varies every year but it is not more than 30 students. Students are generally instrumentally motivated as they want to learn English for their workplace (See demographic information Chapter 3, Table 3.6). According to Kennedy and Bolitho (1984), “if it is possible to find out a student’s motivation for learning English and match the content of the course to this motivation, the chances of successful language learning are increased” (p. 14). Thus, while designing curriculum, identifying motivation is an important factor. In this study, students, who are motivated instrumentally, want to learn English for the sake of their future job. This matches with the aims of the ESP class, where English is taught to learners for their professional and academic purposes (Basturkmen, 2006; Paltridge and Starfield, 2013).

In this study, another finding is that English language competences (grammar, vocational English vocabulary knowledge, pronunciation and speaking) of students are poor enough. In order to overcome these weaknesses and strengthen the poor sides, a curriculum in which functional situational speech events should be designed (Cutting, 2012). On the other hand, such kind of curriculum will not be enough for students who have restricted grammar.

Therefore, the curriculum should include grammar as well as receptive and productive skills (Ulucay and Demirel, 2011). The designed curriculum should cover both areas and skills since insufficient language skills affect the performance of staff in the workplace negatively (Jasso-Aguilar, 2005).

When the needs for receptive and productive language subskills and strategies are examined, the speaking sub-skills which are ranked as important by students, graduates, content experts and employers are: “expressing yourself, expressing what you have comprehended, conducting telephone conversation with foreigners asking advice or help, conducting face-to-face conversations with foreigners asking advice or help, asking questions, answering questions, correct pronunciation, maintaining a conversation, dealing with communication problems, dialogue, summarizing, comparing, solving problems, criticizing, wording quickly and describing things when you don’t know the exact word” are the most important skills among each participant groups.

These subskills and strategies show that the staff in tourism industry needs to have at least basic speaking skills. They also need high level speaking skills. Al-Khatib

(2005) reports a similar finding that tourism personnel need English for communication purposes and they consider English an important means to communicate.

For the reading subskills, participant groups consider the following as important: “Reading in detail and understanding the whole text, reading quickly for general understanding, reading and then translating into the native language, reading booklets, brochures and catalogues, reading legal documents, reading instructions in the institution, guessing the meaning of unknown words from context, reading business letters, e-mail messages and fax messages, reading tickets and itineraries, reading application forms, reservation forms and invoices, reading reports, reading scientific journals”.

Therefore, tourism students need to comprehend all profession-specific documents in English such as booklets, brochures, ticket, application forms or scientific journals. This is in an agreement with the findings of the study of Ekici (2003), in which reading e-mail and fax messages and itineraries were found as the important skills for their future profession. Furthermore, Prachanant (2012) reveals that the most frequent reading problem is having inadequate vocabulary in reading. In this current study, one of the most important reading sub-skills is “guessing the meaning of unknown words from the context”. Therefore, developing this strategy should be included in the curriculum.

The importance of following listening subskills and strategies is emphasized by students, graduates, content experts and employers: “Listening for the main idea/key points, listening for specific information, deducing the meaning of unfamiliar words or word groups, understanding the people from non-English and English speaking countries, listening for translating, understanding conversations on the phone, understanding complex sentences, listening for discriminating intonation and stress patterns, listening to natural speech, recognizing the speaker’s attitude, listening to the radio, TV, and the internet broadcast and recognizing speech organization patterns”.

These results are in accordance with the findings of the study of Ekici (2003), in which listening conversations on the phone and understanding native speakers were regarded as the most important listening skills. Moreover, the following listening sub-skill is “understanding the people from non-English and English speaking countries” is compatible with the spread of English around the world. Staff in tourism, therefore, need to understand the people speaking World Englishes rather than the people

speaking British and American English, which is similar to the findings of Cutting (2012), who identifies the needs of tourism staff and shows the tourism students some examples from real life such as non-native-speaker inappropriate forms and code-switching, World Englishes and spoken grammar features.

The most important writing sub-skills regarding the views of students, graduates, content experts and employers are as follows: “Filling in forms, writing CV, adapting appropriate tone and style, using appropriate vocabulary, taking notes on the phone, writing e-mail messages, spelling correctly, using correct punctuation, preparing brochures, writing responses to enquiries, writing reports, writing summary and writing letters” are ranked as the most important writing sub-skills. These results echo the findings of Afzali and Fakharzadeh (2009). In their study, they investigated the necessary writing skills for travel agencies and hotels. Additionally, important writing sub-skills such as writing and sending e-mail messages and faxes, making online ticketing and hotel booking are found as important in the study of Al-Khatib (2005).

The following language functions are considered to be important by students, graduates, content experts and employers: “Introducing yourself, introducing somebody to somebody, greeting a colleague/a guest/ a customer, giving information, asking for help and advice, explaining where something is, asking for information, explaining rules, apologizing, dealing with a complaint, describing how a piece of equipment works, interrupting, congratulating, giving instructions, giving orders, giving advice, making suggestions, making an official offer, asking for clarification, inviting someone to somewhere and making an offer”. Consequently, staff in tourism need not only basic language functions such as introducing yourself or greeting someone but they also need some complex functions such as dealing with a complaint or asking for clarification. These results are similar with the findings of Prachanant (2012), who notes the needs with regards to the functions such as giving information, providing services and offering help.

Important topics are revealed for the curriculum design on the basis of the views of students, graduates, content experts and employers. These topics are listed as follows: “Front office, career opportunities in tourism and writing CV, airport, the ways of addressing customers/ guests, historical, cultural and geographical beauties of our country, the place of tourism and its development in the world / in our country, restaurant, travel agency, tourist information center, housekeeping, linguistic

specifications, kitchen, bar, car rental agency, different cultures and preparing advertisements, brochures or booklets”.

These topics show that the participants in this study need different language subskills and strategies in relation to their working area. Since students in a Tourism and Hotel Management Program have various career plans, each topic should be included in the curriculum. As a result, this new curriculum will cover all these needs and topics.

5.2. Implications of the Study

5.2.1. Goals and objectives of the course

This study has been motivated and inspired by a number of previous studies. Among these, Tyler (1949) particularly informed us that curriculum design is beyond mere description of needs stated. That is, curriculum design should be evaluated in view of contemporary philosophies such as Progressivism and Reconstructionism. This can be achieved by asking the questions “What educational purposes should the school seek to attain?, What educational experiences can be provided that are likely to attain these purposes?, How can these learning experiences be effectively organized? and How can we determine whether these purposes are being attained” (p. 51) and by seeking the answers focusing on the relationship between the philosophy and one of the following criteria: “studies of learners, studies of contemporary life and suggestions from subject specialists” (Ibid. p. 53- 56).

In this study, the needs of learners, the needs for real world outside the school (the views of graduates and employers) and views of content experts were taken into consideration since we focused on the present and future needs of students and their interests. Consequently, we have attempted to create a tie between school and the real life outside the school.

When the needs are identified as the first step of curriculum development, goals for a program are determined based on these needs, and then goals are classified into objectives. These steps are summarized in the following.

1. Examine the needs of the students as discovered and presented in the needs analysis documents.
2. State the needs of the students in terms of realizable goals for the program.

3. Narrow the scope of the resulting goal statements:
 - a. By analyzing them into their smallest units
 - b. By classifying those units into logical groupings
 - c. By thinking through exactly what it is that the students need to know or be able to do to achieve the goals
4. State the smaller more specific goals as objectives with as much precision as makes sense in the context

(Brown, 1995: 78)

According to Brown (1995), goals are at the general end of the continuum but objectives are at the specific end of it. While developing a curriculum, goals and objectives of a course are set since they frame the course. The importance of determining goals and objectives is also emphasized by Graves (1996) and she notes that “Clear goals and objectives give the teacher a basis for determining which content and activities are appropriate for her course” (p.17).

Regarding the needs of learners obtained through NA, goals and objectives of Vocational English Course for tourism students are stated in the following as they are helpful to frame teaching and learning process. They cover both receptive and productive skills in English language teaching and cultural values to teach. Furthermore, they match with both what English language skills students need for their future profession in tourism industry and the necessary foreign language competence suggested by National Qualification Framework for Higher Education in Turkey for vocational school students as follows: “Monitoring the developments in the field and communicating with peers by using a foreign language at least at a level of European Language Portfolio A2 General Level” (YÖK, 2011).

Consequently, in this study the main goal of Vocational English Course is to improve and develop both the receptive and productive English language skills of tourism students, especially their listening and speaking skills for their future profession. At the end of two terms tourism students can reach A2 level in English.

In order to reach this goal, specific objectives overlapping tourism students’ identified English language needs and A2 level language qualifications described by Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe, 2001) will be stated below. While writing these specific objectives, Bloom’s Revised Cognitive Taxonomy is examined and

objectives are specified through the specific verbs. The underlying reason of using this revised taxonomy is to determine the goals of a program or a lesson from simple to complex in a hierarchical order (Forehand, 2010; Huitt, 2011).

Objectives for receptive skills (listening and reading):

By the end of the course, students will be able to;

- identify the topic of the conversation/basic text types such as e-mails, messages, enquiries and letters of confirmation)
- identify the gist of the conversations, e-mails, messages, enquiries and letters of confirmation)
- identify the specific, predictable information in conversations, e-mails, forms (reservation), confirmation letters, invoices, tickets, itineraries etc.
- identify the key points of the announcements
- recognize different accents
- recognize speaker's attitude
- translate from L1 to L2 or from L2 to L1 (basic concepts/sentences)
- guess the meaning of unfamiliar words

Objectives for productive skills (speaking and writing):

By the end of the course, students will be able to;

- produce intelligible language
- use simple techniques to start, maintain, and end a conversation.
- use simple polite forms of greeting and addressing; expressing thanks; expressing apologies; asking for satisfaction; asking for clarification.
- respond to suggestions, complaints
- give advice
- give information on basic field-related topics
- use compensation strategies
- carry out conversations in structured situations such as check-in and check-out procedures, taking orders, or carrying out housekeeping duties.
- fill in various forms such as application forms, invoices.
- produce formal, structured written texts to fulfill certain functions such as expressing thanks, apologies, asking and giving information, confirmation.
- write short, simple notes and messages.

5.2.2. The suggested curriculum for tourism students

In order to design a suggested curriculum considering the obtained needs, we used the arguments on syllabus types and reached a curriculum based on these arguments. Breen (2001) argues that four types of syllabuses are used in language teaching: Formal, functional, task-based and process syllabuses. But he adds that they have various forms used by syllabus designers, coursebook writers and teachers.

These syllabuses are noted by Ur (2009) as follows: Grammatical (structural), lexical, grammatical-lexical, situational, topic-based, notional, and functional-notional. In recent years, aforementioned syllabuses have been replaced with particularly the task-based syllabuses, content-based syllabuses or integrated approach since in syllabus design “the point of departure is not lists of linguistics or notional-functional content, but a specification of communicative and learning processes” (Nunan, 2001, p. 55).

It is not easy to examine what syllabus is the most effective to teach or learn the language (Breen, 2001) due to the small number of studies. But Van Ek (1975, cited in Graves, 1996, p. 22) states that a syllabus of a course might cover the functions such as apologizing, persuading or conveying a message, notions such as talking time, space or house and as Scrivener (2011) suggests, it might include grammar or functions or lexis or skills, or it consists of the mixture of them.

In order to finish the discussions about syllabus design, Harmer’s (2001) multi-syllabus design, Nunan’s (2001) integrated approach to syllabus design and Murphy’s (2013) eclectic framework in syllabus design propose one common solution. That is, in syllabus design; a certain combination of language skills and items from tasks, grammar, lexis, situations and topics rather than using one type of syllabus for a course is possible in order to create a real life learning with diversity.

Regarding the suggestions of Hutchinson and Waters (1987), Murphy (2013), Richards (2001) and Wilkins (1977), an eclectic syllabus is suggested, which includes both necessary situations and functions for Tourism and Hotel Management Program. In situational syllabus, language teaching consists of “real or imaginary situations in which language occurs or is used” and “a number of functions, combined into a plausible segment of discourse” (Şanal, 2016). That is, besides situations in tourism industry, functions widely needed and used in tourism such as requesting, complaining, ordering and offering will be included in the syllabus. Within this perspective, Hutchinson and

Waters' (1987) and Graves' (1996) views have been taken into consideration. According to them, what language aspects are necessary, the syllabus includes these aspects.

Consequently, in this study both situations and functions are of great importance for the students and these are integrated into curriculum design. In order to meet students' identified language needs, learning outcomes, which students will achieve at the end of the course, are written. As the findings of the study show that both receptive skills (reading and listening) and productive skills (speaking and writing) are important language skills for tourism students, these language skills are integrated into each situation. Grammar and vocabulary, which are necessary language areas, are presented under the part "language focus".

It should be noted that some important topics such as historical, cultural and geographical beauties of our country and the place of tourism and its development in the world / in our country are not included in the curriculum considering time constraint on vocational English teaching in tourism program.

5.2.3. Suggestions for further research

There are two suggestions for further studies. Firstly, two research tools (i.e. questionnaire and semi-structured interview) were developed in this study. Their validity and reliability were checked and they were used in order to identify English language needs of tourism students for their profession. Regarding these obtained needs, course goals and objectives were set and an eclectic syllabus was designed. They were all conducted by the researcher herself. Because of time and financial constraints in the thesis, it was not possible to prepare teaching materials; nor to implement the curriculum. For further studies, such a comprehensive study might be conducted and implemented by a group of researchers and feedback on the curriculum and teaching materials might be gathered in order to see to what extent they cater for students' needs.

Finally, data in this study were collected from the students, graduates and content experts from only one vocational school in a state university and the employers who were in the same city. Moreover, two research tools were employed in this study. In the further studies data might be obtained from different sources in various cities through different research instruments such as observation, field notes or document analysis in order to triangulate sources and methods.

Table 5.1. *The suggested curriculum for tourism students*

Outcomes <i>At the end of the course students will be able to</i>	Situatio <i>n</i>	Functions	Language Focus	Reading and Writing	Listening and Speaking
<p>identify language for introducing people</p> <p>list the names of the jobs and departments in a hotel</p> <p>describe job responsibilities</p> <p>use greeting expressions in face-to-face conversations</p>	<p>Greeting s &</p> <p>Introductions</p>	<p>Greeting a guest/ a customer</p> <p>Introducing yourself</p> <p>Introducing others</p>	<p>Vocabulary: <i>hotel departments, jobs/responsibilities</i></p> <p>Structure: <i>pronouns, verb “to be”, simple present tense</i></p>	<p>About daily routines of a hotel receptionist</p> <p>Visual and verbal prompts and guided writing</p>	<p>Talking about;</p> <p>- yourself</p> <p>-a colleague</p> <p>-job responsibilities</p>
<p>list days and months in English</p> <p>tell the time and the date in English</p> <p>use “can/could” to express requests</p> <p>use “will” to express willingness</p> <p>use “would you like...?” to express offers</p>	<p>Phone calls</p>	<p>Taking room reservations and restaurant reservations</p> <p>Taking notes</p> <p>Asking for clarification</p>	<p>Vocabulary: <i>numbers, dates, days, months, types of hotel rooms, location, ordinal and cardinal numbers</i></p> <p>Structure: <i>prepositions of time (in/on/at), modal verbs (requests : can/could), (willingness: will), (offers: would you like...?)</i></p>	<p>Reading description of a hotel/restaurant</p> <p>Taking short notes</p>	<p>Listening to sample dialogues on taking reservations on the phone</p> <p>Role- plays on taking reservations</p>
<p>use “can/could/would” to express requests</p> <p>use “will” to express offers and willingness</p> <p>use possessive adjectives accurately</p>	<p>Check-in procedures in a hotel</p>	<p>Asking questions about reservation/ ID card/passport</p> <p>Asking for clarification</p> <p>Giving information about check-in details</p> <p>Giving information about the facilities</p> <p>Asking questions about nationalities</p>	<p>Vocabulary: <i>hotel facilities, nationalities</i></p> <p>Structure: <i>modal verbs (requests: can/could/would), (offers and willingness: will), possessive adjectives</i></p>	<p>Reading the text about the hotel facilities</p> <p>Filling in a registration form</p>	<p>Receiving a guest/a customer at a hotel</p> <p>Giving information</p> <p>Role- plays on check-in</p>
<p>ask wh- questions</p> <p>use “could/would” to express requests</p> <p>express apologies using “I’m</p>	<p>Check-out procedures</p>	<p>Talking about forms of payment</p> <p>Asking about the ways of</p>	<p>Vocabulary: <i>forms of payment (by credit card/in cash/in euro/by debit</i></p>	<p>Short dialogues on leaving a hotel</p>	<p>Listening/Speaking about the charges on a bill</p>

<p>sorry, Excuse me” say farewell use object pronouns accurately</p>	<p>es in a hotel (Farewel ls)</p>	<p>payment Talking about the charges on a bill Farewells</p>	<p>card) Structure: <i>modal verbs (requests: could/would), object pronouns, getting information (wh-questions), expressing apologies: (I’m sorry.../Excuse me...)</i></p>	<p>Preparing a bill</p>	<p>Saying farewell to a guest Role- plays on check-out</p>
<p>identify countable and uncountable nouns express amounts using quantifiers such as some/any/a little/a few/more express offers using “would you like...?” ask for information using “what time...? and how many...?” use vocabulary related to food and beverages</p>	<p>In a restauran t</p>	<p>Giving information about the menu/prices Taking orders Asking for clarification Giving information about the dishes</p>	<p>Vocabulary: <i>food, beverages, ways of cooking</i> Structure: <i>countable/ uncountable nouns, quantifiers (some/any/a little/ a few/more),modal verbs (offers: could/ may/would you like..?),questions in simple present tense (what time do you...?/how many...?)</i></p>	<p>Reading a menu Reading a text about Turkish cuisines and their recipes Reading and writing an order form</p>	<p>Listening to dialogues on taking orders Preparing dialogues on taking orders Describing the ingredients of a food and how it is served</p>
<p>identify countable and uncountable nouns on a drink menu use the quantifiers such as (a little/ some/much) to express amounts make suggestions using “shall I...?/why don’t you...?/what about...?/how about...?/I recommend you...”</p>	<p>In a hotel bar</p>	<p>Giving information about alcoholic/non-alcoholic/domestic/ foreign drinks Making suggestions about what to drink</p>	<p>Vocabulary: <i>alcoholic/non-alcoholic/ domestic/foreign beverages</i> Structure: <i>quantifiers with uncountable nouns, making suggestions (shall I...?/why don’t you...?/what or how about...?/I recommend you...”)</i></p>	<p>A text on the descriptions of the types of bars in a hotel (lobby bar, vitamin bar, beach bar, pool bar, roof bar)</p>	<p>Dialogues and role plays on ordering drinks and suggestions</p>
<p>identify the items in a hotel room using “there is/there are” with correct prepositions</p>	<p>Houseke eping</p>	<p>Giving information about the room items/ cleaning Apologizing</p>	<p>Vocabulary: <i>room items, complaints</i> Structure:</p>	<p>Reading a short text on describing where things are</p>	<p>Listening to a dialogue on describing how things</p>

		Describing how equipment works	<i>there is/there are, prepositions of place (in/on/at), expressing apologies: (I'm sorry.../Excuse me...)</i>	Filling in a complaint form	work
Express plans using "be going to" use "wh- questions" and "yes-no questions" to get information use "should/had better/ought to" to express advice sequence events using "first/second/third/then/next" use imperatives to give instructions	In a travel agency	Planning an entertainment program Giving health advice Writing and responding letter of enquiries Giving information from a chart Taking bookings and filling in forms Asking for and confirming information Writing a letter of confirmation	Vocabulary: <i>types of accommodation, transport</i> Structure: <i>simple present tense, be going to (plans), getting information (wh- questions/yes or no questions), modal verbs (giving advice: should/had better/ought to), imperatives</i>	Reading a model text fulfilling different functions such as responding to letters of enquiries/confirmation/advice Writing conventions of a letter of confirmation through a model text Writing conventions of a formal letter through a model text	Listening to a sample dialogue on taking a booking Role- plays on taking a booking Role- plays on giving information from the chart
express comparison using comparatives and superlatives	Renting a car	Giving information about the types & features of vehicles/cost Explaining rules how to pick up and drop off the car Asking for preference Filling in a form Asking for ID	Vocabulary: <i>types of vehicles, forms of ID</i> Structure: <i>comparatives/ superlatives</i>	Reading a dialogue in a car rental agency Fill in a car hire form	An interview with a car rental agent Asking questions about types of vehicles and insurance details

read out numbers
 tell the time
 use “could/would” to express requests
 use imperatives to give instructions

At an airport
 Give information about the flight details such as boarding time or gate number
 Telling numbers
 Telling time

Vocabulary:
types of baggage
Structure:
modal verbs (requests: could/would), getting information (wh- questions/yes or no questions), imperatives

Reading a dialogue at a check-in counter

Excerpts and dialogues at a check-in counter

Role- plays on a dialogue a check-in counter

Practicing numbers and telling the time

express yourself using verb tenses
 talk about your abilities using “can/be able to”
 identify formal and informal registers

Applyin g for a job
 Writing letters of applications
 Filling in an application form
 Writing a CV

Structure:
simple present tense, present continuous tense, simple past tense, modal verbs (ability: can/be able to), using formal language

Reading a short text on job descriptions
 Reading sample texts on CVs, application forms, application letters

Listening to job interviews

Introducing yourself in a job Interview

Writing a CV
 Writing a letter of application
 Filling in a job application form

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APPENDICES

APPENDIX A: The Ethical Approval from the Ethics Committee both in Anadolu University and Namık Kemal University

APPENDIX B: QUESTIONNAIRES

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APPENDIX C4: Yarı Yapılandırılmış Görüşmeler için İzin Formu (Turkish Version)

APPENDIX D1: Interview Quotations in the Methodology Chapter (Turkish Version)

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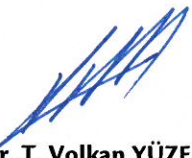




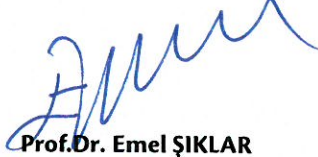
APPENDIX E: Content Validity Ratios

APPENDIX F: Results of respondent debriefing questions

APPENDIX F: Wen' s (2010) Coding System



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Doktora Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Meslek Yüksekokulu Turizm ve Otel İşletmeciliği Programı Özel Amaçlar için İngilizce Dersi Müfredatı Geliştirme, Uygulama ve Değerlendirme (Designing, Implementing and Evaluating An ESP Curriculum for Tourism and Hotel Management Program at A Vocational School)
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Fatma Hülya ÖZCAN
TEZ YAZARI:	Semahat AYSU
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu
 Prof. Dr. Coşkun BAYRAK (Başkan-Eğitim Fak.)	
 Prof. Dr. T. Volkan YÜZER (Başkan Yardımcısı-Açıköğretim Fak.)	 Prof. Dr. Esra CEYHAN (Eğitim Fak.)
 Prof. Dr. Münevver ÇAKI (Güzel Sanatlar Fak.)	 Prof. Dr. M. Erkan ÜYÜMEZ (İkt. ve İdari Bil. Fak.)
 Prof. Dr. Handan DEVECİ (Eğitim Fak.)	 Prof. Dr. Emel ŞIKLAR (İkt. ve İdari Bil. Fak.)



T.C.
NAMIK KEMAL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Bilimsel Araştırma ve Yayın Etik Kurulu Başkanlığı



Sayı : 12394611-044-E. 16728
Konu : Okt. Semahat AYSU - BAYEK
Kararı

29/03/2018

ŞARKÖY MESLEK YÜKSEKOKULU MÜDÜRLÜĞÜNE

İlgi : Şarköy Meslek Yüksekokulu Müdürlüğünün 20.03.2018 tarih ve 15159 sayılı yazısı

İlgi yazı ile Okt. Semahat AYSU'nun dilekçesi Üniversitemiz Bilimsel Araştırma ve Yayın Etik Kurulu tarafından yeniden değerlendirilmiş olup, anılan Kurul kararı ekte gönderilmiştir. Konu hakkında;

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır.
Prof. Dr. M. İhsan SOYSAL
Kurul Başkanı

EK :
BAYEK Kararı (1 sayfa)

DAĞITIM:
Şarköy Meslek Yüksekokulu Müdürlüğüne
Sayın Semahat AYSU



T.C.
Namık Kemal Üniversitesi
NKÜ BİLİMSEL ARAŞTIRMA VE YAYIN ETİK
KURULU KARARLAR

Toplantı Tarihi-Saati:2018-03-27 - 13:00

Toplantı Sayısı:T2018-3

Toplantı Yeri:Rektörlük 9. Kat Toplantı Salonu

KARAR - 1 :

"Okt. Semahat AYSU'nun "Meslek Yüksekokulu Turizm ve Otel İşletmeciliği Programı Mesleki İngilizce Dersi İçin Müfredatı Geliştirme, Uygulama ve Değerlendirme : Şarköy Meslek Yüksekokulu Örneği (Designing, Implementing and Evaluating An ESP Curriculum for Tourism and Hotel Management Program at A Vocational School: A case study of Şarköy Vocational School)" isimli doktora tez çalışmasının yeniden değerlendirilmesi" konulu gündem maddesi görüşüldü. İlgili mevzuatlara uygunluğu incelenerek mevcudun oybirliği ile uygun bulunarak onaylanmasına karar verilmiştir.

Prof. Dr. MEHMET İHSAN SOYSAL
Rektör Yardımcısı

Prof. Dr. MUSTAFA METİN
DONMA
Tıp Fakültesi

Prof. Dr. SERVET KILIÇ
Veteriner Fakültesi

Prof. Dr. HAFIZ ALİSOY
Çorlu Mühendislik Fakültesi
(Katılmadı)

Prof. Dr. SERBÜLENT
YILDIRIM
Fen Edebiyat Fakültesi

Prof. Dr. MURAT TAŞAN
Ziraat Fakültesi

Prof. Dr. MURAT ÇETİN
İktisadi ve İdari Bilimler
Fakültesi
(Katılmadı)

APPENDIX B: QUESTIONNAIRES

APPENDIX B1: Students' Questionnaire (English Version)

Student Needs Analysis Questionnaire

Dear Participant,

This questionnaire was designed to identify the needs of second-year students studying Tourism and Hotel Management about the course of vocational English and to find out what language skills they will need and use in their profession life. Since this questionnaire will be exploited in a study of PhD program at the department of English Language Teaching of Anadolu University, the information you provide will be regarded as strictly confidential and will be used solely for the study. Responding to this questionnaire, you declare that you participate in this study. Please do not forget that there is no **RIGHT** or **WRONG** answer. Therefore, it is important to respond to the questionnaire honestly and sincerely.

Thank you very much for your participation.

Researcher:

Semahat AYSU
Namık Kemal University
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Supervisor:

Prof. Dr. Fatma Hülya ÖZCAN
Anadolu University
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Following this study, an interview, is based on voluntariness, will be conducted a few weeks later. Would you like to participate? If yes, please write your name-surname and contact information.

Yes
No

PART 1: Background Information

Please answer the following questions by using (X) for the appropriate place.

1. Your gender

Female Male

2. Type of high school

Tourism Vocational High School Normal High School Anatolian High School
Other _____

3. How long have you been learning English?

1-5 years 6-10 years 11- 15 years

4. Why do you want to learn English? _____

5. In which field do you plan to work in the future? (You can mark more than one answer)

Front office Housekeeping Restaurant
Bar Travel agency Car rental agency
Tourism information center Airport Other

6. Do you try to improve your English? If yes, please mark the following item(s).

Yes
No

A- Receiving tutoring B- Attending a course C- Studying on my own D- Other _____
E- Doing nothing

7. How do you rate your English in the following categories?

	Very poor	Poor	Good	Very good
Grammar				
General English Vocabulary Knowledge				
Vocational English Vocabulary Knowledge				
Pronunciation				
Speaking				
Listening and Comprehension				
Reading				
Writing				

PART 2: Needs for Language Skills

1. To what extent are the following subskills important for your profession?

English Speaking Skills	Unimportant	Slightly important	Important	Very important
Making presentations related to the profession				
Participating discussions related to the profession				
Conducting telephone conversations with foreigners asking advice or help				
Conducting face-to-face conversations with foreigners asking advice or help				
Expressing what you have comprehended				
Describing things when you don't know the exact word				
Maintaining a conversation				
Dealing with communication problems				
Dialogue				
Asking questions				
Answering questions				
Expressing yourself				
Summarizing				
Comparing				
Solving problems				
Criticizing				
Correct pronunciation				
Wording quickly				
Other				

2. To what extent are the following subskills important for your profession?

English Reading Skills	Unimportant	Slightly important	Important	Very important
Reading quickly for general understanding				
Reading in detail and understand the whole text				
Reading and then translating into the native language				
Guessing the meaning of unknown words from context				
Reading booklets, brochures and catalogues				
Reading application forms, reservation forms and invoices				
Reading business letters, e-mail messages and fax messages				
Reading legal documents				
Reading instructions in the institution				
Reading tickets and itineraries				
Reading scientific journals				
Reading reports				
Other				

3. To what extent are the following subskills important for your profession?

English Listening Skills	Unimportant	Slightly important	Important	Very important
Understanding the people from non-English and English speaking countries (Understanding different accents)				
Listening to natural speech				
Listening for the main idea/key points				
Listening to the radio, TV, and the internet broadcast				
Listening for specific information				
Listening for translating				
Understanding complex sentences				
Guessing the meaning of unfamiliar words or word groups				
Recognizing the speaker's attitude				
Listening for discriminating intonation and stress patterns				
Recognizing speech organization patterns (e.g. lecture, announcement)				
Understanding conversations on the phone				
Other				

4. To what extent are the following subskills important for your profession?

English Writing Skills	Unimportant	Slightly important	Important	Very important
Preparing brochures				
Writing responses to enquiries				
Writing reports				
Writing summary				
Taking notes while talking on the phone				
Writing e-mail messages				
Writing letters				
Writing CV				
Filling in forms (e.g. applications and invoices)				
Using correct punctuation				
Spelling correctly				
Using appropriate vocabulary				
Adapting appropriate tone and style				
Other				

5. To what extent are the following English language functions important for your profession?

English Language Functions	Unimportant	Slightly important	Important	Very important
Greeting a colleague/a guest/ a customer				
Introducing yourself				
Introducing somebody to somebody				
Asking for information				
Giving information				
Giving instructions				
Giving orders				
Giving advice				
Asking for help and advice				
Explaining rules				
Explaining where something is				
Making suggestions				
Making an official offer				
Asking for clarification				
Interrupting				
Inviting someone to somewhere				
Making an offer				
Congratulating				
Apologizing				
Dealing with a complaint				
Describing how a piece of equipment works				
Other				

6. To what extent are the following topics covered in Vocational English class important for you?

Topics	Unimportant	Slightly important	Important	Very
Linguistic specifications (e.g. leave-taking, initiating a conversation)				
Non-linguistic specifications (e.g. body language and gestures)				
Kitchen (e.g. explaining recipes and the ways of cooking)				
Restaurant (e.g. making/ cancelling reservation, taking order, dealing with customers' requests/complaints)				
Bar (e.g. serving drinks, having knowledge about local/foreign drinks or alcoholic/non-alcoholic drinks)				
Front office (e.g. making/cancelling reservation, checking in/out, filling in registration form, carrying baggage, dealing with customers' requests/ complaints)				
Housekeeping (e.g. cleaning room, laundry and dry-cleaning services)				
Travel Agency (e.g. making/cancelling tour reservation, booking/selling bus/plane/train ticket)				
Car rental Agency (e.g. welcoming guests, giving information related to the car, filling rental form)				
Tourist Information Center (e.g. giving directions, giving information related to schedules)				
Airport (ticket and baggage control, baggage store, information)				
Different cultures (dance, music, festivals, cuisine, clothes)				
The ways of addressing customers/ guests				
Historical, cultural and geographical beauties of our country				
Preparing advertisements, brochures or booklets				
The place of tourism and its development in the world / in our country				
Career opportunities in tourism and writing CV				
Other				

7. What kind of activities interests you while you are learning Vocational English?

Activities	Not interesting	Interesting	Very interesting
Individual Work			
Pair Work			
Group Work			
Whole Class Work			
Role Plays			
Projects Outside the Class			
Watching videos			
Online Speaking Practices			
Other			

8. What kind of materials interests you while you are learning Vocational English?

Materials	Not interesting	Interesting	Very interesting
Computers			
Televisions			
Radios			
Magazines			
Books			
Articles			
Brochures or Booklets			
Smart Phone Applications			
Other			

APPENDIX B2: Students' Questionnaire (Turkish Version)

Öğrenci İhtiyaç Analizi Anketi

Sayın Katılımcı,

Bu anket, Turizm ve Otel İşletmeciliği programında okuyan 2. sınıf öğrencilerinin Mesleki İngilizce dersi ile ilgili ihtiyaçlarını belirlemek ve meslek hayatlarında hangi dil becerilerine ihtiyaç duyup, hangilerini kullanacağını saptamak için oluşturulmuştur. Bu araştırma, Anadolu Üniversitesi, İngilizce Öğretmenliği doktora programındaki çalışma için kullanılacağından verdiğiniz bilgiler gizli kalacak ve sadece araştırma amacıyla kullanılacaktır. Bu anketi yanıtlayarak bu çalışmaya katıldığınızı beyan etmiş oluyorsunuz. Unutmayınız ki bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur. Bu nedenle ankete samimi olarak cevap vermeniz çok önemlidir.

Katılımınız için çok teşekkür ederiz.

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Bu anketin devamı niteliğinde olan görüşme gönüllülük esasına dayalıdır ve birkaç hafta sonra yapılacaktır. Katılmak ister misiniz? Cevabınız evet ise adınızı-soyadınızı ve iletişim bilgilerinizi yazınız.

Evet
Hayır

1. Bölüm: Kişisel Veriler

Lütfen uygun yere bir işaret (X) koyarak aşağıdaki soruları yanıtlayınız.

1. Cinsiyetiniz

Kadın Erkek

2. Mezun olduğunuz lise türü

Turizm Meslek Lisesi Düz Lise Anadolu Lisesi
Diğer varsa belirtiniz _____

3. Ne kadar süredir İngilizce öğreniyorsunuz?

1-5 yıl 6-10 yıl 11- 15 yıl

4. Neden İngilizce öğrenmek istiyorsunuz? _____

5. Gelecekte hangi alanda çalışmayı düşünüyorsunuz? (Birden fazla cevap işaretleyebilirsiniz)

Ön Büro Kat Hizmetleri Restoran
Bar Seyahat Acentesi Araba Kiralama Şirketi
Turist Bilgilendirme Ofisi Havaalanı Diğer varsa belirtiniz

6. İngilizcenizi geliştirmek için bir şey yapıyor musunuz? Cevabınız evetse aşağıdakilerden size uygun olanı işaretleyiniz.

Evet
Hayır

A-özel ders alıyorum B-kursa gidiyorum C-kendim çalışıyorum D- diğer _____
E-hiçbir şey yapmıyorum

7. İngilizce ile ilgili aşağıdaki kategorilerde kendinizi nasıl değerlendirirsiniz?

	Çok Zayıf	Zayıf	İyi	Çok İyi
Grammer (Dil) Bilgisi				
Genel İngilizce Kelime Bilgisi				
Mesleki İngilizce Kelime Bilgisi				
Telaffuz				
Konuşma				
Dinleme ve Anlama				
Okuma				
Yazma				

2. Bölüm: Dil Becerilerine İlişkin İhtiyaçlar

1. Aşağıdaki beceriler mesleki yaşamınız için ne kadar önemlidir?

İngilizce Konuşma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Mesleği ilgili konularda sunum yapmak				
Mesleği ilgili konularda tartışmaya katılmak				
Yardım isteyen bir yabancıya telefonda yapması gerekenleri anlatmak				
Yardım isteyen bir yabancıya yüz yüze yapması gerekenleri anlatmak				
Anladığını ifade etmek				
Tam olarak kelimeyi bilmediğimde onu tarif edebilmek				
Belirlenen konu üzerine konuşabilmek				
İletişim problemlerin üstesinden gelmek				
Diyalog kurabilmek				
Soru sormak				
Soruları yanıtlamak				
Kendini ifade etmek				
Konuyu özetlemek				
Kıyaslama yapmak				
Sorunlara çözüm getirmek				
Eleştiri yapmak				
Kelimeleri doğru telaffuz etmek				
Hızlı cümle kurmak				
Diğer varsa belirtiniz				

2. Aşağıdaki beceriler mesleki yaşamınız için ne kadar önemlidir?

İngilizce Okuma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Bir metni genel hatları ile anlamak için hızlıca okumak				
Bir metni detaylı okuyup anlamak				
Bir metni okuyup ana diline çevirmek				
Bilinmeyen bir kelimenin anlamını metinden çıkarmak				
Kitapçıkları/broşürleri/katalogları okumak				
Başvuru formu/rezervasyon formu/fatura gibi belgeleri okumak				
İş mektuplarını, mailleri ve faks iletilerini okumak				
Resmi belgeleri okumak				
Kurum içindeki talimatları okumak				
Biletleri ve seyahat planlarını okumak				
Bilimsel dergileri okumak				
Raporları okumak				
Diğer varsa belirtiniz				

3. Aşağıdaki beceriler mesleki yaşamınız için ne kadar önemlidir?

İngilizce Dinleme Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Ana dili İngilizce olan ya da olmayan kişileri anlamak (farklı aksanları anlamak)				
Doğal konuşmayı dinleyip takip etmek				
Konuşmadaki önemli noktaları anlamak				
Radyo, televizyon veya internet yayınlarını dinlemek				
İhtiyaç duyulan bilgiye ulaşmak				
Ana dile çeviri yapmak				
Karmaşık cümleleri anlamak				
Bilinmeyen sözcük/sözcük öbeklerinin anlamını tahmin etmek				
Konuşmacının tavrını algılamak				
Ayırt edici vurgu biçimlerini yakalamak				
Katıldığı seminer, konferans ya da toplantıları anlamak				
Telefonda yapılan konuşmaları anlamak				
Diğer varsa belirtiniz				

4. Aşağıdaki beceriler mesleki yaşamınız için ne kadar önemlidir?

İngilizce Yazma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Broşür hazırlamak				
Sorulara cevaplar yazmak				
Rapor yazmak				
Özet yazmak				
Telefonda konuştuklarını not almak				
E-mail yazmak				
Mektup yazmak				
CV hazırlamak				
Form doldurmak (başvuru formu, fatura gibi)				
Noktalama işaretlerini doğru yerde kullanmak				
Yazım hatası yapmamak				
Uygun sözcük kullanmak				
Dili yazının çeşidine göre uygun tarzda kullanmak				
Diğer varsa belirtiniz				

5. Aşağıdaki İngilizce dil fonksiyonları mesleki yaşamınız için ne kadar önemlidir?

İngilizce Dil Fonksiyonları	Önemsiz	Az Önemli	Önemli	Çok Önemli
Bir meslektaşı/ misafiri/ müşteriye selamlamak				
Kendini tanıtmak				
Birilerini tanıştırmak				
Bilgi istemek				
Bilgi vermek				
Talimat vermek				
Emir vermek				
Tavsiye vermek				
Yardım ve tavsiye istemek				
Kuralları açıklamak				
Bir şeyin nerede olduğunu açıklamak				
Öneride bulunmak				
Resmi bir teklif sunmak				
Açıklama istemek				
Sözünü kesmek				
Birisini bir yere davet etmek				
Teklifte bulunmak				
Tebrik etmek				
Özür dilemek				
Şikayetle uğraşmak				
Bir ekipmanın nasıl çalıştığını anlatmak				
Diğer varsa belirtiniz				

6. Aşağıdaki konuların Mesleki İngilizce dersinde işlenmesi sizin için ne kadar önemlidir?

Konular	Önemli z	Az Önemli	Önemli	Çok Önemli
Dille ilgili konular (konuşmayı başlatma ya da konuşmadan ayrılma gibi)				
Dille ilgili olmayan konular (vücut dili, jest ve mimik kullanımı gibi)				
Mutfak (yemek tarifi verme ve pişirme yöntemleri gibi)				
Restoran /rezervasyon yapma/iptal etme, sipariş alma, müşteri istek/şikayetlerine cevap verme gibi)				
Bar (içecek servisinde bulunma, yerli/yabancı ya da alkollü/alkolsüz içecekler hakkında bilgi sahibi olma gibi)				
Ön büro (rezervasyon yapma/ iptal etme, otele müşteri giriş ve çıkışlarını yapma, kayıt formu doldurma, bagaj taşıma, müşteri istek/şikayetlerine cevap verme gibi)				
Kat Hizmetleri (oda temizliği, çamaşırhane ve kuru temizleme işleri gibi)				
Seyahat Acentesi (tur rezervasyonu yapma/ iptal etme, otobüs, uçak ve tren bileti rezervasyonu yapma/satma)				
Araba Kiralama Şirketi (müşteri karşılama, araç hakkında bilgi verme, kiralama formu hazırlama gibi)				
Turist Bilgilendirme Ofisi (Turiste yer/yön tarifinde bulunabilme, çizelgeler hakkında bilgi verme)				
Havaalanı (Bilet ve pasaport kontrolü, bagaj işlemleri, emanet, danışma gibi)				
Farklı kültürler (dans, müzik, festival, yemek, kıyafet gibi)				
Müşteri ya da misafirlere hitap etme yolları				
Ülkemize ait tarihi, kültürel ve coğrafi güzellikler				
Reklam, broşür ve kitapçık hazırlama				
Dünyada ve ülkemizde turizmin yeri ve gelişimi				
Turizmde kariyer fırsatları ve CV hazırlama				
Diğer varsa belirtiniz				

7. Hangi tür aktiviteler Mesleki İngilizce öğrenirken ilginizi çeker?

Aktiviteler	Hiç Çekmez	İlgimi Çeker	Çok İlgimi Çeker
Bireysel çalışma			
İkili çalışma			
Grup çalışması			
Sınıf çalışması			
Rol yapma			
Sınıf dışı proje çalışması			
Video izleme			
Online konuşma pratikleri			
Diğer varsa belirtiniz			

8. Hangi tür materyaller Mesleki İngilizce öğrenirken ilginizi çeker?

Materyal	Hiç İlgimi Çekmez	İlgimi Çeker	Çok İlgimi Çeker
Bilgisayar			
Televizyon			
Radyo			
Dergi			
Kitap			
Makale			
Broşür ya da kitapçıklar			
Cep telefonu uygulamaları			
Diğer varsa belirtiniz			

APPENDIX B3: Graduates' Questionnaire (English Version)

Graduate Needs Analysis Questionnaire

Dear Participant,

This questionnaire was designed to identify the needs of second-year students studying Tourism and Hotel Management about the course of vocational English and to find out what language skills they will need and use in their profession life. Therefore, your views as a graduate who work in the tourism industry are really important.

Since this questionnaire will be exploited in a study of PhD program at the department of English Language Teaching of Anadolu University, the information you provide will be regarded as strictly confidential and will be used solely for the study. Responding to this questionnaire, you declare that you participate in this study. Please do not forget that there is no **RIGHT** or **WRONG** answer. Therefore, it is important to respond to the questionnaire honestly and sincerely.

Thank you very much for your participation.

Researcher:

Semahat AYSU
Namik Kemal University
E-mail: semahat-aysu@hotmail.com

Supervisor:

Prof. Dr. Fatma Hülya ÖZCAN
Anadolu University
E-mail: fozcan@anadolu.edu.tr

Following this study, an interview, is based on voluntariness, will be conducted a few weeks later. Would you like to participate? If yes, please write your name-surname and contact information.

Yes
No

PART 1: Background Information

Please answer the following questions by using (X) for the appropriate place.

1. Your gender

Kadın Erkek

2. In which field are you working now?

Front office	<input type="checkbox"/>	Housekeeping	<input type="checkbox"/>	Restaurant	<input type="checkbox"/>
Bar	<input type="checkbox"/>	Travel agency	<input type="checkbox"/>	Car rental agency	<input type="checkbox"/>
Tourism information center	<input type="checkbox"/>	Airport	<input type="checkbox"/>	Other	<input type="checkbox"/>

3. Is English that you have learnt in the school enough for your workplace? If no, what are your reasons?

Yes
No

4. Do/Did you try to improve your English? If yes, please mark the following item(s).

Yes
No

A- Receiving tutoring B- Attending a course C- Studying on my own D- Other _____
E- Doing nothing

5. How do you rate your English in the following categories?

	Very poor	Poor	Good	Very good
Grammar				
General English Vocabulary Knowledge				
Vocational English Vocabulary Knowledge				
Pronunciation				
Speaking				
Listening and Comprehension				
Reading				
Writing				

PART 2: Needs for Language Skills

1. To what extent are the following subskills important for your profession?

English Speaking Skills	Unimportant	Slightly important	Important	Very important
Making presentations related to the profession				
Participating discussions related to the profession				
Conducting telephone conversations with foreigners asking advice or help				
Conducting face-to-face conversations with foreigners asking advice or help				
Expressing what you have comprehended				
Describing things when you don't know the exact word				
Maintaining a conversation				
Dealing with communication problems				
Dialogue				
Asking questions				
Answering questions				
Expressing yourself				
Summarizing				
Comparing				
Solving problems				
Criticizing				
Correct pronunciation				
Wording quickly				
Other				

2.To what extent are the following subskills important for your profession?

English Reading Skills	Unimportant	Slightly important	Important	Very important
Reading quickly for general understanding				
Reading in detail and understand the whole text				
Reading and then translating into the native language				
Guessing the meaning of unknown words from context				
Reading booklets, brochures and catalogues				
Reading application forms, reservation forms and invoices				
Reading business letters, e-mail messages and fax messages				
Reading legal documents				
Reading instructions in the institution				
Reading tickets and itineraries				
Reading scientific journals				
Reading reports				
Other				

3. To what extent are the following subskills important for your profession?

English Listening Skills	Unimportant	Slightly important	Important	Very important
Understanding the people from non-English and English speaking countries (Understanding different accents)				
Listening to natural speech				
Listening for the main idea/key points				
Listening to the radio, TV, and the internet broadcast				
Listening for specific information				
Listening for translating				
Understanding complex sentences				
Guessing the meaning of unfamiliar words or word groups				
Recognizing the speaker's attitude				
Listening for discriminating intonation and stress patterns				
Recognizing speech organization patterns (e.g. lecture, announcement)				
Understanding conversations on the phone				
Other				

4. To what extent are the following subskills important for your profession?

English Writing Skills	Unimportant	Slightly important	Important	Very important
Preparing brochures				
Writing responses to enquiries				
Writing reports				
Writing summary				
Taking notes while talking on the phone				
Writing e-mail messages				
Writing letters				
Writing CV				
Filling in forms (e.g. applications and invoices)				
Using correct punctuation				
Spelling correctly				
Using appropriate vocabulary				
Adapting appropriate tone and style				
Other				

5. To what extent are the following English language functions important for your profession?

English Language Functions	Unimportant	Slightly important	Important	Very important
Greeting a colleague/a guest/ a customer				
Introducing yourself				
Introducing somebody to somebody				
Asking for information				
Giving information				
Giving instructions				
Giving orders				
Giving advice				
Asking for help and advice				
Explaining rules				
Explaining where something is				
Making suggestions				
Making an official offer				
Asking for clarification				
Interrupting				
Inviting someone to somewhere				
Making an offer				
Congratulating				
Apologizing				
Dealing with a complaint				
Describing how a piece of equipment works				

6. To what extent are the following topics covered in Vocational English class important for you?

Topics	Unimportant	Slightly important	Important	Very important
Linguistic specifications (e.g. leave-taking, initiating a conversation)				
Non-linguistic specifications (e.g. body language and gestures)				
Kitchen (e.g. explaining recipes and the ways of cooking)				
Restaurant (e.g. making/ cancelling reservation, taking order, dealing with customers' requests/complaints)				
Bar (e.g. serving drinks, having knowledge about local/foreign drinks or alcoholic/non-alcoholic drinks)				
Front office (e.g. making/cancelling reservation, checking in/out, filling in registration form, carrying baggage, dealing with customers' requests/ complaints)				
Housekeeping (e.g. cleaning room, laundry and dry-cleaning services)				
Travel Agency (e.g. making/cancelling tour reservation, booking/selling bus/plane/train ticket)				
Car rental Agency (e.g. welcoming guests, giving information related to the car, filling rental form)				
Tourist Information Center (e.g. giving directions, giving information related to schedules)				
Airport (ticket and baggage control, baggage store, information)				
Different cultures (dance, music, festivals, cuisine, clothes)				
The ways of addressing customers/ guests				
Historical, cultural and geographical beauties of our country				
Preparing advertisements, brochures or booklets				
The place of tourism and its development in the world / in our country				
Career opportunities in tourism and writing CV				
Other _____ _____				

7. What kind of activities interests you while you are learning Vocational English?

Activities	Not interesting	Interesting	Very interesting
Individual Work			
Pair Work			
Group Work			
Whole Class Work			
Role Plays			
Projects Outside the Class			
Watching videos			
Online Speaking Practices			
Other _____			

8. What kind of materials interests you while you are learning Vocational English?

Materials	Not interesting	Interesting	Very interesting
Computers			
Televisions			
Radios			
Magazines			
Books			
Articles			
Brochures or Booklets			
Smart Phone Applications			
Other			

APPENDIX B4: Graduates' Questionnaire (Turkish Version)

Mezun Öğrenci İhtiyaç Analizi Anketi

Sayın Katılımcı,

Bu anket, Turizm ve Otel İşletmeciliği programında okuyan 2. sınıf öğrencilerinin Mesleki İngilizce dersi ile ilgili ihtiyaçlarını belirlemek ve meslek hayatlarında hangi dil becerilerine ihtiyaç duyup, hangilerini kullanacağını saptamak için oluşturulmuştur. Bu nedenle meslek hayatını sürdüren siz mezunların görüşleri bu açıdan önemlidir.

Bu araştırma, Anadolu Üniversitesi, İngilizce Öğretmenliği doktora programındaki çalışma için kullanılacağından verdiğiniz bilgiler gizli kalacak ve sadece araştırma amacıyla kullanılacaktır. Bu anketi yanıtlayarak bu çalışmaya katıldığınızı beyan etmiş oluyorsunuz. Unutmayınız ki bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur. Bu nedenle ankete samimi olarak cevap vermeniz çok önemlidir.

Katılımınız için çok teşekkür ederiz.

Araştırmacı:

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Danışman:

Prof. Dr. Fatma Hülya ÖZCAN
Anadolu Üniversitesi
E-mail: fozcan@anadolu.edu.tr

Bu anketin devamı niteliğinde olan görüşme gönüllülük esasına dayalıdır ve birkaç hafta sonra yapılacaktır. Katılmak ister misiniz? Cevabınız evet ise adınızı-soyadınızı ve iletişim bilgilerinizi yazınız.

Evet

Hayır

1. Bölüm: Kişisel Veriler

Lütfen uygun yere bir işaret (X) koyarak aşağıdaki soruları yanıtlayınız.

1. Cinsiyetiniz

Kadın Erkek

2. Hangi alanda çalışıyorsunuz?

Ön Büro Kat Hizmetleri Restoran
Bar Seyahat Acentesi Araba Kiralama Şirketi
Turist Bilgilendirme Ofisi Havaalanı Diğer varsa belirtiniz

3. Okulda öğrendiğiniz İngilizce sizce çalışma alanınızda yeterli mi? Cevabınız hayırsa bunun sebepleri nelerdir?

Evet

Hayır

4. Bu eksikliği gidermek için bir şey yaptınız mı/yapıyor musunuz? Cevabınız evetse aşağıdakilerden size uygun olanı işaretleyiniz.

Evet

Hayır

A-özel ders alıyorum B-kursa gidiyorum C-kendim çalışıyorum D- diğer _____
E-hiçbir şey yapmıyorum

5. İngilizce ile ilgili aşağıdaki kategorilerde kendinizi nasıl değerlendirirsiniz?

	Çok Zayıf	Zayıf	İyi	Çok İyi
Gramer (Dil) Bilgisi				
Genel İngilizce Kelime Bilgisi				
Mesleki İngilizce Kelime Bilgisi				
Telaffuz				
Konuşma				
Dinleme ve Anlama				
Okuma				
Yazma				

2. Bölüm: Dil Becerilerine İlişkin İhtiyaçlar

1. Aşağıdaki beceriler mesleki yaşamınız için ne kadar önemlidir?

İngilizce Konuşma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Mesleği ilgili konularda sunum yapmak				
Mesleği ilgili konularda tartışmaya katılmak				
Yardım isteyen bir yabancıya telefonda yapması gerekenleri anlatmak				
Yardım isteyen bir yabancıya yüz yüze yapması gerekenleri anlatmak				
Anladığımı ifade etmek				
Tam olarak kelimeyi bilmediğimde onu tarif edebilmek				
Belirlenen konu üzerine konuşabilmek				
İletişim problemlerin üstesinden gelmek				
Diyalog kurabilmek				
Soru sormak				
Soruları yanıtlamak				
Kendini ifade etmek				
Konuyu özetlemek				
Kıyaslama yapmak				
Sorunlara çözüm getirmek				
Eleştiri yapmak				
Kelimeleri doğru telaffuz etmek				
Hızlı cümle kurmak				
Diğer varsa belirtiniz				

2. Aşağıdaki beceriler mesleki yaşamınız için ne kadar önemlidir?

İngilizce Okuma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Bir metni genel hatları ile anlamak için hızlıca okumak				
Bir metni detaylı okuyup anlamak				
Bir metni okuyup ana diline çevirmek				

Bilinmeyen bir kelimenin anlamını metinden çıkarmak				
Kitapçıkları/broşürleri/katalogları okumak				
Başvuru formu/rezervasyon formu/fatura gibi belgeleri okumak				
İş mektuplarını, mailleri ve faks iletilerini okumak				
Resmi belgeleri okumak				
Kurum içindeki talimatları okumak				
Biletleri ve seyahat planlarını okumak				
Bilimsel dergileri okumak				
Raporları okumak				
Diğer varsa belirtiniz				

3. Aşağıdaki beceriler mesleki yaşamınız için ne kadar önemlidir?

İngilizce Dinleme Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Ana dili İngilizce olan ya da olmayan kişileri anlamak (farklı aksanları anlamak)				
Doğal konuşmayı dinleyip takip etmek				
Konuşmadaki önemli noktaları anlamak				
Radyo, televizyon veya internet yayınlarını dinlemek				
İhtiyaç duyulan bilgiye ulaşmak				
Ana dile çeviri yapmak				
Karmaşık cümleleri anlamak				
Bilinmeyen sözcük/sözcük öbeklerinin anlamını tahmin etmek				
Konuşmacının tavrını algılamak				
Ayırt edici vurgu biçimlerini yakalamak				
Katıldığı seminer, konferans ya da toplantıları anlamak				
Telefonda yapılan konuşmaları anlamak				
Diğer varsa belirtiniz				

4. Aşağıdaki beceriler mesleki yaşamınız için ne kadar önemlidir?

İngilizce Yazma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Broşür hazırlamak				
Sorulara cevaplar yazmak				
Rapor yazmak				
Özet yazmak				
Telefonda konuştuklarını not almak				
E-mail yazmak				
Mektup yazmak				
CV hazırlamak				
Form doldurmak (başvuru formu, fatura gibi)				
Noktalama işaretlerini doğru yerde kullanmak				
Yazım hatası yapmamak				
Uygun sözcük kullanmak				

Dili yazının çeşidine göre uygun tarzda kullanmak				
Diğer varsa belirtiniz				

5. Aşağıdaki İngilizce dil fonksiyonları mesleki yaşamınız için ne kadar önemlidir?

İngilizce Dil Fonksiyonları	Önemsiz	Az Önemli	Önemli	Çok Önemli
Bir meslektaşı/ misafiri/ müşteriye selamlamak				
Kendini tanıtmak				
Birilerini tanıştırmak				
Bilgi istemek				
Bilgi vermek				
Talimat vermek				
Emir vermek				
Tavsiye vermek				
Yardım ve tavsiye istemek				
Kuralları açıklamak				
Bir şeyin nerede olduğunu açıklamak				
Öneride bulunmak				
Resmi bir teklif sunmak				
Açıklama istemek				
Sözünü kesmek				
Birisini bir yere davet etmek				
Teklifte bulunmak				
Tebrik etmek				
Özür dilemek				
Şikayetle uğraşmak				
Bir ekipmanın nasıl çalıştığını anlatmak				
Diğer varsa belirtiniz				

6. Aşağıdaki konuların Mesleki İngilizce dersinde işlenmesi sizin için ne kadar önemlidir?

Konular	Önemsiz	Az Önemli	Önemli	Çok Önemli
Dille ilgili konular (konuşmayı başlatma ya da konuşmadan ayrılma gibi)				
Dille ilgili olmayan konular (vücut dili, jest ve mimik kullanımı gibi)				
Mutfak (yemek tarifi verme ve pişirme yöntemleri gibi)				
Restoran /rezervasyon yapma/iptal etme, sipariş alma, müşteri istek/şikayetlerine cevap verme gibi)				
Bar (içecek servisinde bulunma, yerli/yabancı ya da alkollü/alkolsüz içecekler hakkında bilgi sahibi olma gibi)				

Ön büro (rezervasyon yapma/ iptal etme, otele müşteri giriş ve çıkışlarını yapma, kayıt formu doldurma, bagaj taşıma, müşteri istek/şikayetlerine cevap verme gibi)				
Kat Hizmetleri (oda temizliği, çamaşırhane ve kuru temizleme işleri gibi)				
Seyahat Acentesi (tur rezervasyonu yapma/ iptal etme, otobüs, uçak ve tren bileti rezervasyonu yapma/satma)				
Araba Kiralama Şirketi (müşteri karşılama, araç hakkında bilgi verme, kiralama formu hazırlama gibi)				
Turist Bilgilendirme Ofisi (Turiste yer/yön tarifinde bulunabilme, çizelgeler hakkında bilgi verme)				
Havaalanı (Bilet ve pasaport kontrolü, bagaj işlemleri, emanet, danışma gibi)				
Farklı kültürler (dans, müzik, festival, yemek, kıyafet gibi)				
Müşteri ya da misafirlere hitap etme yolları				
Ülkemize ait tarihi, kültürel ve coğrafi güzellikler				
Reklam, broşür ve kitapçık hazırlama				
Dünyada ve ülkemizde turizmin yeri ve gelişimi				
Turizmde kariyer fırsatları ve CV hazırlama				
Diğer varsa belirtiniz				

7. Hangi tür aktiviteler Mesleki İngilizce öğrenirken ilginizi çeker?

Aktiviteler	Hiç Çekmez	İlgimi	İlgimi çeker	Çok İlgimi Çeker
Bireysel çalışma				
İkili çalışma				
Grup çalışması				
Sınıf çalışması				
Rol yapma				
Sınıf dışı proje çalışması				
Video izleme				
Online konuşma pratikleri				
Diğer varsa belirtiniz				

8. Hangi tür materyaller Mesleki İngilizce öğrenirken ilginizi çeker?

Materyal	Hiç Çekmez	İlgimi	İlgimi çeker	Çok İlgimi Çeker
Bilgisayar				
Televizyon				
Radyo				
Dergi				
Kitap				
Makale				
Broşür ya da kitapçıklar				
Cep telefonu uygulamaları				

APPENDIX B5: Content Experts' Questionnaire (English Version)

Content Expert Needs Analysis Questionnaire

Dear Participant,

This questionnaire was designed to identify the needs of second-year students studying Tourism and Hotel Management about the course of vocational English and to find out what language skills they will need and use in their profession life. Since this questionnaire will be exploited in a study of PhD program at the department of English Language Teaching of Anadolu University, the information you provide will be regarded as strictly confidential and will be used solely for the study. Responding to this questionnaire, you declare that you participate in this study. Please do not forget that there is no **RIGHT** or **WRONG** answer. Therefore, it is important to respond to the questionnaire honestly and sincerely.

Thank you very much for your participation.

Researcher:

Semahat AYSU
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Supervisor:

Prof. Dr. Fatma Hülya ÖZCAN
Anadolu University
E-mail: fozcan@anadolu.edu.tr

Following this study, an interview, is based on voluntariness, will be conducted a few weeks later. Would you like to participate? If yes, please write your name-surname and contact information.

Yes

No

PART 1: Background Information

Please answer the following questions by using (X) for the appropriate place.

1. Your gender

Female Male

2. Your job

Lecturer in Tourism and Hotel Management Program English Instructor

3. Work Experience (year)

4. Do your students try to improve their English? If yes, what do they do to improve it?

Yes

No

5. How do you rate your students' English in the following categories?

	Very poor	Poor	Good	Very good
Grammar				
General English Vocabulary Knowledge				
Vocational English Vocabulary Knowledge				
Pronunciation				
Speaking				
Listening and Comprehension				
Reading				
Writing				

PART 2: Needs for Language Skills

1. To what extent are the following subskills important for your students' profession?

English Speaking Skills	Unimportant	Slightly important	Important	Very important
Making presentations related to the profession				
Participating discussions related to the profession				
Conducting telephone conversations with foreigners asking advice or help				
Conducting face-to-face conversations with foreigners asking advice or help				
Expressing what you have comprehended				
Describing things when you don't know the exact word				
Maintaining a conversation				
Dealing with communication problems				
Dialogue				
Asking questions				
Answering questions				
Expressing yourself				
Summarizing				
Comparing				
Solving problems				
Criticizing				
Correct pronunciation				
Wording quickly				
Other _____ _____				

2. To what extent are the following subskills important for your students' profession?

English Reading Skills	Unimportant	Slightly important	Important	Very important
Reading quickly for general understanding				
Reading in detail and understand the whole text				
Reading and then translating into the native language				
Guessing the meaning of unknown words from context				
Reading booklets, brochures and catalogues				
Reading application forms, reservation forms and invoices				
Reading business letters, e-mail messages and fax messages				
Reading legal documents				
Reading instructions in the institution				
Reading tickets and itineraries				
Reading scientific journals				
Reading reports				
Other				

3. To what extent are the following subskills important for your students' profession?

English Listening Skills	Unimportant	Slightly important	Important	Very important
Understanding the people from non-English and English speaking countries (Understanding different accents)				
Listening to natural speech				
Listening for the main idea/key points				
Listening to the radio, TV, and the internet broadcast				
Listening for specific information				
Listening for translating				
Understanding complex sentences				
Guessing the meaning of unfamiliar words or word groups				
Recognizing the speaker's attitude				
Listening for discriminating intonation and stress patterns				
Recognizing speech organization patterns (e.g. lecture, announcement)				
Understanding conversations on the phone				
Other				

4. To what extent are the following subskills important for your students' profession?

English Writing Skills	Unimportant	Slightly important	Important	Very important
Preparing brochures				
Writing responses to enquiries				
Writing reports				
Writing summary				
Taking notes while talking on the phone				
Writing e-mail messages				
Writing letters				
Writing CV				
Filling in forms (e.g. applications and invoices)				
Using correct punctuation				
Spelling correctly				
Using appropriate vocabulary				
Adapting appropriate tone and style				
Other _____				

5. To what extent are the following English language functions important for your students' profession?

English Language Functions	Unimportant	Slightly important	Important	Very important
Greeting a colleague/a guest/ a customer				
Introducing yourself				
Introducing somebody to somebody				
Asking for information				
Giving information				
Giving instructions				
Giving orders				
Giving advice				
Asking for help and advice				
Explaining rules				
Explaining where something is				
Making suggestions				
Making an official offer				
Asking for clarification				
Interrupting				
Inviting someone to somewhere				
Making an offer				
Congratulating				
Apologizing				
Dealing with a complaint				
Describing how a piece of equipment works				

6. To what extent are the following topics covered in Vocational English class important for your students?

Topics	Unimportant	Slightly important	Important	Very important
Linguistic specifications (e.g. leave-taking, initiating a conversation)				
Non-linguistic specifications (e.g. body language and gestures)				
Kitchen (e.g. explaining recipes and the ways of cooking)				
Restaurant (e.g. making/ cancelling reservation, taking order, dealing with customers' requests/complaints)				
Bar (e.g. serving drinks, having knowledge about local/foreign drinks or alcoholic/non-alcoholic drinks)				
Front office (e.g. making/cancelling reservation, checking in/out, filling in registration form, carrying baggage, dealing with customers' requests/ complaints)				
Housekeeping (e.g. cleaning room, laundry and dry-cleaning services)				
Travel Agency (e.g. making/cancelling tour reservation, booking/selling bus/plane/train ticket)				
Car rental Agency (e.g. welcoming guests, giving information related to the car, filling rental form)				
Tourist Information Center (e.g. giving directions, giving information related to schedules)				
Airport (ticket and baggage control, baggage store, information)				
Different cultures (dance, music, festivals, cuisine, clothes)				
The ways of addressing customers/ guests				
Historical, cultural and geographical beauties of our country				
Preparing advertisements, brochures or booklets				
The place of tourism and its development in the world / in our country				
Career opportunities in tourism and writing CV				
Other _____ _____				

7. What kind of activities interests your students while they are learning Vocational English?

Activities	Not interesting	Interesting	Very interesting
Individual Work			
Pair Work			
Group Work			
Whole Class Work			
Role Plays			
Projects Outside the Class			
Watching videos			
Online Speaking Practices			
Other _____ _____			

8. What kind of materials interests your students while they are learning Vocational English?

Materials	Not interesting	Interesting	Very interesting
Computers			
Televisions			
Radios			
Magazines			
Books			
Articles			
Brochures or Booklets			
Smart Phone Applications			
Other _____ _____			

APPENDIX B6: Content Experts' Questionnaire (Turkish Version)

Alan Uzmanı İhtiyaç Analizi Anketi

Sayın Katılımcı,

Bu anket, Turizm ve Otel İşletmeciliği programında okuyan 2. sınıf öğrencilerinin Mesleki İngilizce dersi ile ilgili ihtiyaçlarını belirlemek ve meslek hayatlarında hangi dil becerilerine ihtiyaç duyup, hangilerini kullanacağını saptamak için oluşturulmuştur. Bu araştırma, Anadolu Üniversitesi, İngilizce Öğretmenliği doktora programındaki çalışma için kullanılacağından verdiğiniz bilgiler gizli kalacak ve sadece araştırma amacıyla kullanılacaktır. Bu anketi yanıtlayarak bu çalışmaya katıldığınızı beyan etmiş oluyorsunuz. Unutmayınız ki bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur. Bu nedenle ankete samimi olarak cevap vermeniz çok önemlidir.

Katılımınız için çok teşekkür ederiz.

Araştırmacı:

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Danışman:

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Bu anketin devamı niteliğinde olan görüşme gönüllülük esasına dayalıdır ve birkaç hafta sonra yapılacaktır. Katılmak ister misiniz? Cevabınız evet ise adınızı-soyadınızı ve iletişim bilgilerinizi yazınız.

Evet
Hayır

1. Bölüm: Kişisel Veriler

Lütfen uygun yere bir işaret (X) koyarak aşağıdaki soruları yanıtlayınız.

1. Cinsiyetiniz

Kadın Erkek

2. Mesleğiniz

Turizm ve Otel İşletmeciliği programı Öğretim Görevlisi İngilizce Okutmanı

3. Mesleki deneyiminiz (yıl)

4. Öğrencileriniz İngilizcesini geliştirmek için bir şey yapıyorlar mı? Cevabınız evetse ne yapıyorlar?

Evet
Hayır

5. İngilizce ile ilgili aşağıdaki kategorilerde öğrencilerinizi nasıl değerlendiriyorsunuz?

	Çok Zayıf	Zayıf	İyi	Çok İyi
Gramer (Dil) Bilgisi				
Genel İngilizce Kelime Bilgisi				
Mesleki İngilizce Kelime Bilgisi				
Telaffuz				
Konuşma				
Dinleme ve Anlama				
Okuma				
Yazma				

2. Bölüm: Dil Becerilerine İlişkin İhtiyaçlar

1. Aşağıdaki beceriler öğrencilerinizin mesleki yaşamı için ne kadar önemlidir?

İngilizce Konuşma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Mesleği ilgili konularda sunum yapmak				
Mesleği ilgili konularda tartışmaya katılmak				
Yardım isteyen bir yabancıya telefonda yapması gerekenleri anlatmak				
Yardım isteyen bir yabancıya yüz yüze yapması gerekenleri anlatmak				
Anladığını ifade etmek				
Tam olarak kelimeyi bilmediğimde onu tarif edebilmek				
Belirlenen konu üzerine konuşabilmek				
İletişim problemlerin üstesinden gelmek				
Diyalog kurabilmek				
Soru sormak				
Soruları yanıtlamak				
Kendini ifade etmek				
Konuyu özetlemek				
Kıyaslama yapmak				
Sorunlara çözüm getirmek				
Eleştiri yapmak				
Kelimeleri doğru telaffuz etmek				
Hızlı cümle kurmak				
Diğer varsa belirtiniz				

2. Aşağıdaki beceriler öğrencilerinizin mesleki yaşamı için ne kadar önemlidir?

İngilizce Okuma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Bir metni genel hatları ile anlamak için hızlıca okumak				
Bir metni detaylı okuyup anlamak				
Bir metni okuyup ana diline çevirmek				
Bilinmeyen bir kelimenin anlamını metinden çıkarmak				

Kıtapçıkları/broşürleri/katalogları okumak				
Başvuru formu/rezervasyon formu/fatura gibi belgeleri okumak				
İş mektuplarını, mailleri ve faks iletilerini okumak				
Resmi belgeleri okumak				
Kurum içindeki talimatları okumak				
Biletleri ve seyahat planlarını okumak				
Bilimsel dergileri okumak				
Raporları okumak				
Diğer varsa belirtiniz				

3. Aşağıdaki beceriler öğrencilerinizin mesleki yaşamı için ne kadar önemlidir?

İngilizce Dinleme Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Ana dili İngilizce olan ya da olmayan kişileri anlamak (farklı aksanları anlamak)				
Doğal konuşmayı dinleyip takip etmek				
Konuşmadaki önemli noktaları anlamak				
Radyo, televizyon veya internet yayınlarını dinlemek				
İhtiyaç duyulan bilgiye ulaşmak				
Ana dile çeviri yapmak				
Karmaşık cümleleri anlamak				
Bilinmeyen sözcük/sözcük öbeklerinin anlamını tahmin etmek				
Konuşmacının tavrını algılamak				
Ayırt edici vurgu biçimlerini yakalamak				
Katıldığı seminer, konferans ya da toplantıları anlamak				
Telefonda yapılan konuşmaları anlamak				
Diğer varsa belirtiniz				

4. Aşağıdaki beceriler öğrencilerinizin mesleki yaşamı için ne kadar önemlidir?

İngilizce Yazma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Broşür hazırlamak				
Sorulara cevaplar yazmak				
Rapor yazmak				
Özet yazmak				
Telefonda konuştuklarını not almak				
E-mail yazmak				
Mektup yazmak				
CV hazırlamak				
Form doldurmak (başvuru formu, fatura gibi)				
Noktalama işaretlerini doğru yerde kullanmak				
Yazım hatası yapmamak				

Uygun sözcük kullanmak				
Dili yazının çeşidine göre uygun tarzda kullanmak				
Diğer varsa belirtiniz				

5. Aşağıdaki İngilizce dil fonksiyonları öğrencilerinizin mesleki yaşamı için ne kadar önemlidir?

İngilizce Dil Fonksiyonları	Önemsiz	Az Önemli	Önemli	Çok Önemli
Bir meslektaşı/ misafiri/ müşteriye selamlamak				
Kendini tanıtmak				
Birilerini tanıştırmak				
Bilgi istemek				
Bilgi vermek				
Talimat vermek				
Emir vermek				
Tavsiye vermek				
Yardım ve tavsiye istemek				
Kuralları açıklamak				
Bir şeyin nerede olduğunu açıklamak				
Öneride bulunmak				
Resmi bir teklif sunmak				
Açıklama istemek				
Sözünü kesmek				
Birisini bir yere davet etmek				
Teklifte bulunmak				
Tebrik etmek				
Özür dilemek				
Şikayetle uğraşmak				
Bir ekipmanın nasıl çalıştığını anlatmak				
Diğer varsa belirtiniz				

6. Aşağıdaki konuların Mesleki İngilizce dersinde işlenmesi öğrencileriniz için ne kadar önemlidir?

Konular	Önemsiz	Az Önemli	Önemli	Çok Önemli
Dille ilgili konular (konuşmayı başlatma ya da konuşmadan ayrılma gibi)				
Dille ilgili olmayan konular (vücut dili, jest ve mimik kullanımı gibi)				
Mutfak (yemek tarifi verme ve pişirme yöntemleri gibi)				
Restoran /rezervasyon yapma/iptal etme, sipariş alma, müşteri istek/ şikayetlerine cevap verme gibi)				
Bar (içecek servisinde bulunma, yerli/yabancı ya da alkollü/alkolsüz içecekler hakkında bilgi sahibi olma gibi)				

Ön büro (rezervasyon yapma/ iptal etme, otele müşteri giriş ve çıkışlarını yapma, kayıt formu doldurma, bagaj taşıma, müşteri istek/şikayetlerine cevap verme gibi)				
Kat Hizmetleri (oda temizliği, çamaşırhane ve kuru temizleme işleri gibi)				
Seyahat Acentesi (tur rezervasyonu yapma/ iptal etme, otobüs, uçak ve tren bileti rezervasyonu yapma/satma)				
Araba Kiralama Şirketi (müşteri karşılama, araç hakkında bilgi verme, kiralama formu hazırlama gibi)				
Turist Bilgilendirme Ofisi (Turiste yer/yön tarifinde bulunabilme, çizelgeler hakkında bilgi verme)				
Havaalanı (Bilet ve pasaport kontrolü, bagaj işlemleri, emanet, danışma gibi)				
Farklı kültürler (dans, müzik, festival, yemek, kıyafet gibi)				
Müşteri ya da misafirlere hitap etme yolları				
Ülkemize ait tarihi, kültürel ve coğrafi güzellikler				
Reklam, broşür ve kitapçık hazırlama				
Dünyada ve ülkemizde turizmin yeri ve gelişimi				
Turizmde kariyer fırsatları ve CV hazırlama				
Diğer varsa belirtiniz _____ _____				

7. Hangi tür aktiviteler Mesleki İngilizce öğrenirken öğrencilerinizin ilgisini çeker?

Aktiviteler	Hiç Çekmez	Çeker	Çok Çeker
Bireysel çalışma			
İkili çalışma			
Grup çalışması			
Sınıf çalışması			
Rol yapma			
Sınıf dışı proje çalışması			
Video izleme			
Online konuşma pratikleri			
Diğer varsa belirtiniz _____ _____			

8. Hangi tür materyaller Mesleki İngilizce öğrenirken öğrencilerinizin ilgisini çeker?

Materyal	Hiç Çekmez	Çeker	Çok Çeker
Bilgisayar			
Televizyon			
Radyo			
Dergi			
Kitap			
Makale			
Broşür ya da kitapçıklar			
Cep telefonu uygulamaları			
Diğer varsa belirtiniz			

APPENDIX B7: Employers' Questionnaire (English Version)

Employer Needs Analysis Questionnaire

Dear Participant,

This questionnaire was designed to identify the needs of second-year students studying Tourism and Hotel Management about the course of vocational English and to find out what language skills they will need and use in their profession life. Since this questionnaire will be exploited in a study of PhD program at the department of English Language Teaching of Anadolu University, the information you provide will be regarded as strictly confidential and will be used solely for the study. Responding to this questionnaire, you declare that you participate in this study. Please do not forget that there is no **RIGHT** or **WRONG** answer. Therefore, it is important to respond to the questionnaire honestly and sincerely.

Thank you very much for your participation.

Researcher:

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Namik Kemal University
E-mail: semahat-aysu@hotmail.com

Supervisor:

Prof. Dr. Fatma Hülya ÖZCAN
Anadolu University
E-mail: fozcan@anadolu.edu.tr

Following this study, an interview, is based on voluntariness, will be conducted a few weeks later. Would you like to participate? If yes, please write your name-surname and contact information.

Yes
No

PART 1: Background Information

Please answer the following questions by using (X) for the appropriate place.

1. Your gender

Female Male

2. In which field are your working?

Front office	<input type="checkbox"/>	Housekeeping	<input type="checkbox"/>	Restaurant	<input type="checkbox"/>
Bar	<input type="checkbox"/>	Travel agency	<input type="checkbox"/>	Car rental agency	<input type="checkbox"/>
Tourism information center	<input type="checkbox"/>	Airport	<input type="checkbox"/>	Other	<input type="checkbox"/>

3. Work Experience (year)

4. Do your employees try to improve their English? If yes, what do they do to improve it?

Yes
No

5. How do you rate your employees' English in the following categories?

	Very poor	Poor	Good	Very good
Grammar				
General English Vocabulary Knowledge				
Vocational English Vocabulary Knowledge				
Pronunciation				
Speaking				
Listening and Comprehension				
Reading				
Writing				

PART 2: Needs for Language Skills

1. To what extent are the following subskills important for your employees' profession?

English Speaking Skills	Unimportant	Slightly important	Important	Very
Making presentations related to the profession				
Participating discussions related to the profession				
Conducting telephone conversations with foreigners asking advice or help				
Conducting face-to-face conversations with foreigners asking advice or help				
Expressing what you have comprehended				
Describing things when you don't know the exact word				
Maintaining a conversation				
Dealing with communication problems				
Dialogue				
Asking questions				
Answering questions				
Expressing yourself				
Summarizing				
Comparing				
Solving problems				
Criticizing				
Correct pronunciation				
Wording quickly				
Other				

2.To what extent are the following subskills important for your employees' profession?

English Reading Skills	Unimportant	Slightly important	Important	Very
Reading quickly for general understanding				
Reading in detail and understand the whole text				
Reading and then translating into the native language				
Guessing the meaning of unknown words from context				
Reading booklets, brochures and catalogues				
Reading application forms, reservation forms and invoices				
Reading business letters, e-mail messages and fax messages				
Reading legal documents				
Reading instructions in the institution				
Reading tickets and itineraries				
Reading scientific journals				
Reading reports				
Other				

3.To what extent are the following subskills important for your employees' profession?

English Listening Skills	Unimportant	Slightly important	Important	Very important
Understanding the people from non-English and English speaking countries (Understanding different accents)				
Listening to natural speech				
Listening for the main idea/key points				
Listening to the radio, TV, and the internet broadcast				
Listening for specific information				
Listening for translating				
Understanding complex sentences				
Guessing the meaning of unfamiliar words or word groups				
Recognizing the speaker's attitude				
Listening for discriminating intonation and stress patterns				
Recognizing speech organization patterns (e.g. lecture, announcement)				
Understanding conversations on the phone				
Other				

4. To what extent are the following subskills important for your employees' profession?

English Writing Skills	Unimportant	Slightly important	Important	Very important
Preparing brochures				
Writing responses to enquiries				
Writing reports				
Writing summary				
Taking notes while talking on the phone				
Writing e-mail messages				
Writing letters				
Writing CV				
Filling in forms (e.g. applications and invoices)				
Using correct punctuation				
Spelling correctly				
Using appropriate vocabulary				
Adapting appropriate tone and style				
Other				

5. To what extent are the following English language functions important for your employees' profession?

English Language Functions	Unimportant	Slightly important	Important	Very important
Greeting a colleague/a guest/ a customer				
Introducing yourself				
Introducing somebody to somebody				
Asking for information				
Giving information				
Giving instructions				
Giving orders				
Giving advice				
Asking for help and advice				
Explaining rules				
Explaining where something is				
Making suggestions				
Making an official offer				
Asking for clarification				
Interrupting				
Inviting someone to somewhere				
Making an offer				
Congratulating				
Apologizing				
Dealing with a complaint				
Describing how a piece of equipment works				

6. To what extent are the following topics covered in Vocational English class important for your employees?

Topics	Unimportant	Slightly important	Important	Very important
Linguistic specifications (e.g. leave-taking, initiating a conversation)				
Non-linguistic specifications (e.g. body language and gestures)				
Kitchen (e.g. explaining recipes and the ways of cooking)				
Restaurant (e.g. making/ cancelling reservation, taking order, dealing with customers' requests/complaints)				
Bar (e.g. serving drinks, having knowledge about local/foreign drinks or alcoholic/non-alcoholic drinks)				
Front office (e.g. making/cancelling reservation, checking in/out, filling in registration form, carrying baggage, dealing with customers' requests/complaints)				
Housekeeping (e.g. cleaning room, laundry and dry-cleaning services)				
Travel Agency (e.g. making/cancelling tour reservation, booking/selling bus/plane/train ticket)				
Car rental Agency (e.g. welcoming guests, giving information related to the car, filling rental form)				
Tourist Information Center (e.g. giving directions, giving information related to schedules)				
Airport (ticket and baggage control, baggage store, information)				
Different cultures (dance, music, festivals, cuisine, clothes)				
The ways of addressing customers/ guests				
Historical, cultural and geographical beauties of our country				
Preparing advertisements, brochures or booklets				
The place of tourism and its development in the world / in our country				
Career opportunities in tourism and writing CV				
Other _____ _____				

7. What kind of activities interests your employees while they are learning Vocational English?

Activities	Not interesting	Interesting	Very interesting
Individual Work			
Pair Work			
Group Work			
Whole Class Work			
Role Plays			
Projects Outside the Class			
Watching videos			
Online Speaking Practices			
Other _____ _____			

8. What kind of materials interests your employees while they are learning Vocational English?

Materials	Not interesting	Interesting	Very interesting
Computers			
Television			
Radios			
Magazines			
Books			
Articles			
Brochures or Booklets			
Smart Phone Applications			
Other			

APPENDIX B8: Employers' Questionnaire (Turkish Version)

İş Veren İhtiyaç Analizi Anketi

Sayın Katılımcı,

Bu anket, Turizm ve Otel İşletmeciliği programında okuyan 2. sınıf öğrencilerinin Mesleki İngilizce dersi ile ilgili ihtiyaçlarını belirlemek ve meslek hayatlarında hangi dil becerilerine ihtiyaç duyup, hangilerini kullanacağını saptamak için oluşturulmuştur. Bu araştırma, Anadolu Üniversitesi, İngilizce Öğretmenliği doktora programındaki çalışma için kullanılacağından verdiğiniz bilgiler gizli kalacak ve sadece araştırma amacıyla kullanılacaktır. Bu anketi yanıtlayarak bu çalışmaya katıldığınızı beyan etmiş oluyorsunuz. Unutmayınız ki bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur. Bu nedenle ankete samimi olarak cevap vermeniz çok önemlidir.

Katılımınız için çok teşekkür ederiz.

Araştırmacı:

Semahat AYSU

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Danışman:

Prof. Dr. Fatma Hülya ÖZCAN

Anadolu Üniversitesi

E-mail: fozcan@anadolu.edu.tr

Bu anketin devamı niteliğinde olan görüşme gönüllülük esasına dayalıdır ve birkaç hafta sonra yapılacaktır. Katılmak ister misiniz? Cevabınız evet ise adınızı-soyadınızı ve iletişim bilgilerinizi yazınız.

Evet

Hayır

1. Bölüm: Kişisel Veriler

Lütfen uygun yere bir işaret (X) koyarak aşağıdaki soruları yanıtlayınız.

1. Cinsiyetiniz

Kadın Erkek

2. Hangi alanda çalışıyorsunuz?

Ön Büro Kat Hizmetleri Restoran

Bar Seyahat Acentesi Araba Kiralama Şirketi

Turist Bilgilendirme Ofisi Havaalanı

Diğer varsa belirtiniz _____

3. Mesleki deneyiminiz (yıl)

4. Çalışanlarınız İngilizcesini geliştirmek için bir şey yapıyorlar mı? Cevabınız evetse ne yapıyorlar?

Evet

Hayır

5. İngilizce ile ilgili aşağıdaki kategorilerde çalışanlarınızı nasıl değerlendiriyorsunuz?

	Çok Zayıf	Zayıf	İyi	Çok İyi
Gramer (Dil) Bilgisi				
Genel İngilizce Kelime Bilgisi				
Mesleki İngilizce Kelime Bilgisi				
Telaffuz				
Konuşma				
Dinleme ve Anlama				
Okuma				
Yazma				

2. Bölüm: Dil Becerilerine İlişkin İhtiyaçlar

1. Aşağıdaki beceriler çalışanlarınızın mesleki yaşamı için ne kadar önemlidir?

İngilizce Konuşma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Mesleği ilgili konularda sunum yapmak				
Mesleği ilgili konularda tartışmaya katılmak				
Yardım isteyen bir yabancıya telefonda yapması gerekenleri anlatmak				
Yardım isteyen bir yabancıya yüz yüze yapması gerekenleri anlatmak				
Anladığını ifade etmek				
Tam olarak kelimeyi bilmediğimde onu tarif edebilmek				
Belirlenen konu üzerine konuşabilmek				
İletişim problemlerin üstesinden gelmek				
Diyalog kurabilmek				
Soru sormak				
Soruları yanıtlamak				
Kendini ifade etmek				
Konuyu özetlemek				
Kıyaslama yapmak				
Sorunlara çözüm getirmek				
Eleştiri yapmak				
Kelimeleri doğru telaffuz etmek				
Hızlı cümle kurmak				
Diğer varsa belirtiniz				

2. Aşağıdaki beceriler çalışanlarınızın mesleki yaşamı için ne kadar önemlidir?

İngilizce Okuma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Bir metni genel hatları ile anlamak için hızlıca okumak				
Bir metni detaylı okuyup anlamak				
Bir metni okuyup ana diline çevirmek				

Bilinmeyen bir kelimenin anlamını metinden çıkarmak				
Kitapçıkları/broşürleri/katalogları okumak				
Başvuru formu/rezervasyon formu/fatura gibi belgeleri okumak				
İş mektuplarını, mailleri ve faks iletilerini okumak				
Resmi belgeleri okumak				
Kurum içindeki talimatları okumak				
Biletleri ve seyahat planlarını okumak				
Bilimsel dergileri okumak				
Raporları okumak				
Diğer varsa belirtiniz				

3. Aşağıdaki beceriler çalışanlarınızın mesleki yaşamı için ne kadar önemlidir?

İngilizce Dinleme Becerisi	Önemsiz	Az Önemli	Önemli	Çok
Ana dili İngilizce olan ya da olmayan kişileri anlamak (farklı aksanları anlamak)				
Doğal konuşmayı dinleyip takip etmek				
Konuşmadaki önemli noktaları anlamak				
Radyo, televizyon veya internet yayınlarını dinlemek				
İhtiyaç duyulan bilgiye ulaşmak				
Ana dile çeviri yapmak				
Karmaşık cümleleri anlamak				
Bilinmeyen sözcük/sözcük öbeklerinin anlamını tahmin etmek				
Konuşmacının tavrını algılamak				
Ayırt edici vurgu biçimlerini yakalamak				
Katıldığı seminer, konferans ya da toplantıları anlamak				
Telefonda yapılan konuşmaları anlamak				
Diğer varsa belirtiniz				

4. Aşağıdaki beceriler çalışanlarınızın mesleki yaşamı için ne kadar önemlidir?

İngilizce Yazma Becerisi	Önemsiz	Az Önemli	Önemli	Çok Önemli
Broşür hazırlamak				
Sorulara cevaplar yazmak				
Rapor yazmak				
Özet yazmak				
Telefonda konuştuklarını not almak				
E-mail yazmak				
Mektup yazmak				
CV hazırlamak				
Form doldurmak (başvuru formu, fatura gibi)				
Noktalama işaretlerini doğru yerde kullanmak				

Yazım hatası yapmamak				
Uygun sözcük kullanmak				
Dili yazının çeşidine göre uygun tarzda kullanmak				
Diğer varsa belirtiniz				

5. Aşağıdaki İngilizce dil fonksiyonları çalışanlarınızın mesleki yaşamı için ne kadar önemlidir?

İngilizce Dil Fonksiyonları	Önemsiz	Az Önemli	Önemli	Çok Önemli
Bir meslektaşı/ misafiri/ müşteriye selamlamak				
Kendini tanıtmak				
Birilerini tanıştırmak				
Bilgi istemek				
Bilgi vermek				
Talimat vermek				
Emir vermek				
Tavsiye vermek				
Yardım ve tavsiye istemek				
Kuralları açıklamak				
Bir şeyin nerede olduğunu açıklamak				
Öneride bulunmak				
Resmi bir teklif sunmak				
Açıklama istemek				
Sözünü kesmek				
Birisini bir yere davet etmek				
Teklifte bulunmak				
Tebrik etmek				
Özür dilemek				
Şikayetle uğraşmak				
Bir ekipmanın nasıl çalıştığını anlatmak				
Diğer varsa belirtiniz				

6. Aşağıdaki konuların Mesleki İngilizce dersinde işlenmesi çalışanlarınız için ne kadar önemlidir?

Konular	Önemsiz	Az Önemli	Önemli	Çok Önemli
Dille ilgili konular (konuşmayı başlatma ya da konuşmadan ayrılma gibi)				
Dille ilgili olmayan konular (vücut dili, jest ve mimik kullanımı gibi)				
Mutfak (yemek tarifi verme ve pişirme yöntemleri gibi)				
Restoran /rezervasyon yapma/iptal etme, sipariş alma, müşteri istek/şikayetlerine cevap verme gibi)				
Bar (içecek servisinde bulunma, yerli/yabancı ya da alkollü/alkolsüz içecekler hakkında bilgi sahibi olma gibi)				

Ön büro (rezervasyon yapma/ iptal etme, otele müşteri giriş ve çıkışlarını yapma, kayıt formu doldurma, bagaj taşıma, müşteri istek/şikayetlerine cevap verme gibi)				
Kat Hizmetleri (oda temizliği, çamaşırhane ve kuru temizleme işleri gibi)				
Seyahat Acentesi (tur rezervasyonu yapma/ iptal etme, otobüs, uçak ve tren bileti rezervasyonu yapma/satma)				
Araba Kiralama Şirketi (müşteri karşılama, araç hakkında bilgi verme, kiralama formu hazırlama gibi)				
Turist Bilgilendirme Ofisi (Turiste yer/yön tarifinde bulunabilme, çizelgeler hakkında bilgi verme)				
Havaalanı (Bilet ve pasaport kontrolü, bagaj işlemleri, emanet, danışma gibi)				
Farklı kültürler (dans, müzik, festival, yemek, kıyafet gibi)				
Müşteri ya da misafirlere hitap etme yolları				
Ülkemize ait tarihi, kültürel ve coğrafi güzellikler				
Reklam, broşür ve kitapçık hazırlama				
Dünyada ve ülkemizde turizmin yeri ve gelişimi				
Turizmde kariyer fırsatları ve CV hazırlama				
Diğer varsa belirtiniz _____ _____				

7. Hangi tür aktiviteler Mesleki İngilizce öğrenirken çalışanlarınızın ilgisini çeker?

Aktiviteler	Hiç Çekmez	Çeker	Çok Çeker
Bireysel çalışma			
İkili çalışma			
Grup çalışması			
Sınıf çalışması			
Rol yapma			
Sınıf dışı proje çalışması			
Video izleme			
Online konuşma pratikleri			
Diğer varsa belirtiniz _____ _____			

8. Hangi tür materyaller Mesleki İngilizce öğrenirken çalışanlarınızın ilgisini çeker?

Materyal	Hiç Çekmez	Çeker	Çok Çeker
Bilgisayar			
Televizyon			
Radyo			
Dergi			
Kitap			
Makale			
Broşür ya da kitapçıklar			
Cep telefonu uygulamaları			

APPENDIX C: SEMI-STRUCTURED INTERVIEWS

APPENDIX C1: Semi-Structured Interview Questions for Students, Graduates, Content Experts and Employers (English Version)

Semi-Structured Interview Questions

For The Current Students

1. What job do you plan to have in the future?
2. Do you think that English will be important for this future job?
3. When you consider English language skills such as listening, speaking, reading and writing, what skill/skills are you good at?
4. How do you improve them?
5. When you consider English language skills such as listening, speaking, reading and writing, what skill/skills are you bad at?- Why are they poor?
6. Do you do something to improve your poor skill/skills?-What do you do?
7. What language skill/skills will you need for your future job?
8. What do you expect from vocational English class you take this term?
9. What activity/activities do you prefer in vocational English class? For example: Whole class work, pair work or individual work.
10. What material/materials do you prefer in vocational English class? For example: Computers, magazines or brochures
11. What is/are your suggestion/suggestions for vocational English class?

For The Graduates

1. What do you do in tourism industry?
2. What language skill/skills do you need/use for your job?
3. What skill/skills you need for your job are you good at?
4. What is/are the skill/skills you are good at taught in English classes at school? (How did you improve your these good skills?)
5. What skill/skills you need for your job are you bad at?
6. What do you do to improve your poor skill/skills?
7. What language skill/skills should be taught in vocational English class?
8. What activity/activities did you prefer in vocational English class?
9. What material/materials did you prefer in vocational English class?
10. When you consider vocational English class you took, what is/are your opinion/opinions about this course?

For The Content Experts

1. To what extent is English as a foreign language important for tourism industry in Turkey?
2. According to you, what language skill/skills are your students good at?
3. According to you, what language skill/skills are your students bad at?
4. What do your students do to improve their poor skill/skills?
5. What language skill/skills should be taught in vocational English class?
6. What activity/activities should be used in vocational English class?
7. What material/materials should be used in vocational English class?
8. What are your opinions or suggestions about vocational English class?

For The Employers

1. To what extent is English as a foreign language important for tourism industry in Turkey?
2. What English language skill/skills do your employees need/use?
3. According to you, what language skill/skills are your employees good at?
4. According to you, what language skill/skills are your employees bad at?
5. What do your employees do to improve their poor skill/skills?
6. What language skill/skills should be taught in vocational English class?
7. What are your opinions or suggestions about vocational English class?

APPENDIX C2: Semi-Structured Interview Questions for Students, Graduates, Content Experts and Employers (Turkish Version)

Yarı Yapılandırılmış Görüşme Soruları

Dersi alacak öğrenci için Yarı Yapılandırılmış Görüşme Soruları

1. Gelecekte çalışmayı planladığın alan nedir?
2. Planladığın bu alan için İngilizce'nin önemli olacağını düşünüyor musun?
3. İngilizce dinleme, konuşma, okuma veya yazma becerilerinin hangi/hangilerinde iyi olduğunu düşünüyorsun?
4. Bu düzeye nasıl ulaştın?
5. İngilizce dinleme, konuşma, okuma veya yazma becerilerinin hangi/hangilerinde zayıf olduğunu düşünüyorsun? –Sence neden zayıf?
6. Zayıf olduğun beceri/becerileri geliştirmek için bir şey yapıyorsun? Ne yapıyorsun?
7. Hangi İngilizce dil beceri/becerilerini mesleğinde kullanacağını düşünüyorsun?
8. Bu dönem alacağın Mesleki İngilizce dersi ile ilgili beklentilerin nedir/nelerdir?
9. Mesleki İngilizce dersinde ne tür aktivite/aktivitelerin kullanılmasını tercih edersin? Mesela sınıf çalışması, ikili çalışma ya da bireysel çalışma gibi.
10. Mesleki İngilizce dersinde ne tür materyal/materyallerin kullanılmasını tercih edersin? Mesela bilgisayar, dergi ya da broşür gibi.
11. Mesleki İngilizce dersi ile ilgili önerilerin nedir/nelerdir?

Mezun öğrenciler için Yarı Yapılandırılmış Görüşme Soruları

1. Turizm sektöründe hangi alanda çalışıyorsun?
2. Mesleğinde hangi dil beceri/becerilerine ihtiyaç duyuyorsun/kullanıyorsun?
3. Mesleğinde ihtiyaç duyduğun bu beceri/becerilerden hangisinde iyi olduğunu düşünüyorsun?
4. İyi olduğunu düşündüğün bu beceri/becerilerden hangi/hangisinin okulda İngilizce derslerinde verildiğini düşünüyorsun? (Sen nasıl bu becerilere sahip oldun?)
5. Mesleğinde ihtiyaç duyduğun bu beceri/becerilerden hangi/hangisinde zayıf olduğunu düşünüyorsun?
6. Zayıf olduğun beceri/becerileri geliştirmek için ne/neler yapıyorsun?
7. Mesleki İngilizce dersinde hangi dil beceri/becerilerine ağırlık verilmelidir?
8. Mesleki İngilizce dersinde ne tür aktivite/aktivitelerin kullanılmasını tercih edersin?
9. Mesleki İngilizce dersinde ne tür material/materyallerin kullanılmasını tercih edersin?
10. Almış olduğun Mesleki İngilizce dersini değerlendirirsen, bu ders ile ilgili düşüncelerin nedir/nelerdir?

Alan Uzmanları İçin Yarı Yapılandırılmış Görüşme Soruları

1. Yabancı dil olarak İngilizce, Türkiye'deki turizm sektörü için ne kadar önemlidir?
2. Öğrencilerinizin dil becerilerinden hangi/hangilerinin iyi seviyede olduğunu düşünüyorsunuz?
3. Öğrencilerinizin dil becerilerinden hangi/hangilerinin zayıf seviyede olduğunu düşünüyorsunuz?
4. Öğrencilerinizin zayıf olan dil becerilerini geliştirmek için neler yapabilirler?
5. Mesleki İngilizce dersinde hangi dil becerilerine ağırlık verilmelidir?
6. Mesleki İngilizce dersinde ne tür aktivite/aktiviteler kullanılmalıdır?
7. Mesleki İngilizce dersinde ne tür materyal/materyaller kullanılmalıdır?
8. Mesleki İngilizce dersi için görüş ve önerileriniz nelerdir?

İşveren için Yarı Yapılandırılmış Görüşme Soruları

1. Yabancı dil olarak İngilizce, Türkiye'deki turizm sektörü için ne kadar önemlidir?
2. Çalışanlarınız hangi İngilizce dil beceri/becerilerine ihtiyaç duyuyorlar/ kullanıyorlar?
3. Çalışanlarınızın dil becerilerinden hangi/hangilerinin iyi seviyede olduğunu düşünüyorsunuz?
4. Çalışanlarınızın dil becerilerinden hangi/hangilerinin zayıf seviyede olduğunu düşünüyorsunuz?
5. Çalışanlarınızın zayıf olan dil becerilerini geliştirmek için sizce ne yapılabilir?
6. Üniversitedeki Mesleki İngilizce derslerinde hangi dil becerilerine ağırlık verilmelidir?
7. Mesleki İngilizce dersi için görüş ve önerileriniz nelerdir?

APPENDIX C3: Consent Form for Semi- Structured Interviews (English Version)
CONSENT FORM (INTERVIEW)

Title of Research: Designing, Implementing and Evaluating An Esp Curriculum For Tourism And Hotel Management Program at a Vocational School: A Case Study of Şarköy Vocational School

Researcher:
Semahat AYSU, PhD student
Anadolu University
E-mail: semahat-aysu@hotmail.com

Supervisor:
Associate Professor Fatma Hülya ÖZCAN
Anadolu University
E-mail: fozcan@anadolu.edu.tr

I voluntarily participate in a research conducted by Semahat AYSU who is doing PhD at the department of English Language Teaching of Anadolu University. I know that the research is designed to identify the needs of students about the course of vocational English and to find out what language skills they will need and use in their profession life.

1. I voluntarily participate in this study. I know that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.
2. Participation involves being interviewed by the researcher from Anadolu University. The interview will last approximately 15-30 minutes. Notes will be written during the interview. An audio tape of the interview will be made. This audio tape will not be used for any other purposes and no one but the researcher will listen to it. If I don't want to be taped, I will not be able to participate in the study.
3. I know that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure.
4. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
5. I wish to receive a copy of the report from the research.

Yes () No ()

My name-surname:

Date:

My e-mail address:

Signature:

Signature of the researcher

APPENDIX C4: Yarı Yapılandırılmış Görüşmeler için İzin Formu (Turkish Version)

İZİN FORMU (GÖRÜŞME)

Araştırmanın Adı: Meslek Yüksekokulu Turizm ve Otel İşletmeciliği Programı Özel Amaçlar için İngilizce Dersi Müfredatı Geliştirme, Uygulama ve Değerlendirme: Şarköy Meslek Yüksekokulu Vaka Çalışması

Araştırmacı:
Semahat AYSU , Doktora öğrencisi
Anadolu Üniversitesi
E-mail: semahat-aysu@hotmail.com

Danışman:
Prof. Dr. Fatma Hülya ÖZCAN
Anadolu Üniversitesi
E-mail: fozcan@anadolu.edu.tr

Anadolu Üniversitesi İngilizce Öğretmenliği doktora programındaki Semahat AYSU tarafından yürütülen çalışmaya gönüllü olarak katılıyorum. Bu çalışmanın öğrencilerin Mesleki İngilizce dersi ile ilgili ihtiyaçlarını belirlemek ve meslek hayatlarında hangi dil becerilerine ihtiyaç duyup kullanacağını saptamak için hazırlandığını biliyorum.

1. Bu araştırmaya gönüllü olarak katılıyorum. Katılım için bana ücret ödenmeyeceğini biliyorum. Ceza almaksızın herhangi bir zaman cayma hakkına sahibim. Katılımdan vazgeçersem, bu konudan kimseye bahsedilmeyeceğini biliyorum.
2. Anadolu Üniversitesi'nden araştırmacının katılımıyla görüşme yapılacaktır. Görüşme 15-30 dakika sürecektir. Görüşme sırasında not alınabilir. Görüşmenin ses kaydı yapılacaktır. Bu ses kaydı araştırma dışında hiçbir amaçla kullanılmayacaktır ve araştırmacıdan başka kimse dinlemeyecektir. Ses kaydı yapılmasını istemezsem, çalışmaya katılmayabilirim.
3. Araştırmacının, görüşmeden elde edilecek bilgileri kullanıp herhangi bir yerde adımdan bahsetmeyeceğini biliyorum. Bu çalışmada katılımcı olarak mahremiyetim gizli tutulacaktır.
4. Bana yapılan açıklamaları okudum ve anladım. Tüm sorularımın cevabı beni memnun etti ve bu çalışmaya gönüllü olarak katılıyorum.
5. Araştırmadan elde edilecek raporun bir kopyasını istiyorum.

Evet () Hayır ()

Adım-Soyadım:

Tarih:

E-mail adresim:

İmza:

Araştırmacının İmzası:

APPENDIX D1: Interview Quotations in the Methodology Chapter (Turkish Version)

- (1) Çünkü otelde karşılarken yani yabancı turistler filan geldiği zaman onlarla konuşabilmek gerekiyor. (S1)
- (2) Çünkü gelen müşteri ile iletişime geçmek zorundayız. (S3)
- (3) Çünkü turizm bölgesinde çalışmak istediğim için yabancılarla birebir onların istediklerine cevap verebilmek adına çok faydalı olacağını düşünüyorum ve bunun içinde öğrenmeye çaba gösteriyorum. (S4)
- (4) Yiyecek içecek sektöründe garson olarak çalışmayı planlıyorum. Zaten bu konuda deneyimim de var. 3 yıldır bu sektördeyim, part time olarak çalışıyorum. Hizmet vermeyi seviyorum. (S6)
- (5) Düşündüğüm meslek barmanlık. Barmanlıkta de illaki her meslekte olduğu gibi İngilizceye ihtiyacım olacağını düşünüyorum. En azından hani birkaç cümle bile bizim için çok önemli. (S2)
- (6) Yiyecek içecek bölümünde çalışmayı düşünüyorum bu yüzden İngilizce çok ama çok hayati önemli benim için. (S7)
- (7) Seyahat acentasında çalışmayı düşünüyorum ben. ...İngilizce'nin de bu alan için çok gerekli olduğunu biliyorum. (S8)
- (8) Geçen sene okul ile birlikte halk eğitimin açmış olduğu İngilizce kursuna gittim çünkü hiç temelim yoktu.(S4)
- (9) İngilizce kursuna gittim fakat kurslar verimli değildi. Onun dışında İngilizce Türkçe kitapları aldım şu anda setim var ama kelimeleri tam olarak bilmediğim için bu kitaplar bana herhangi bir şekilde yardımcı olmuyorlar. Daha iyi bir kursa gitmeyi düşünüyorum ve sadece kurs hani sadece İngilizce ortamın olduğu bir yer istiyorum. Yurt dışına çıkmak gibi bir düşüncem var, orada daha iyi olacağını düşünüyorum. Yüz yüze görüşme her zaman daha iyi olacak çünkü Türkiye'de yani burada bile İngilizce dersi alıyoruz. İngilizce dersinden çıktığımız zaman yine Türkçe konuşmaya devam ediyoruz. Öğrendiklerimiz havada asılı kalıyor. O yüzden İngilizce konuşulduğu ortamda İngilizce öğrenmek istiyorum. (S8)
- (10) Kendimi daha çok video izleyerek film izleyerek ve müzik dinleyerek geliştiriyorum, hocam bu çok işime yarıyor özellikle müzik dinlemek. (S6)
- (11) İngilizce alt yazılı İngilizce yani Türkçe alt yazılı filmler izliyorum, yabancı şarkılar dinliyorum özellikle İngilizce, bazı kelimeleri bilmiyorsam bakıyorum anlamlarına bu şekilde. (S7)
- (12) Bir otelin Lobby barında servis elemanı olarak çalışıyorum. Arap ve Japon turistler çok fazla. O yüzden İngilizce kullanmak zorunda kalıyoruz. (G7)
- (13) Turizm sektöründe otel, restoran, bar, gece kulübü, cafe tarzı birçok alanda çalıştım. Tabi konuşma, diyalog insanlarla önemli. Bütün gün diyalog halindesiniz insanlarla. (G8)
- (14) Çalıştığım otel 5 yıldızlı, konforlu lüks bir otel. Uluslararası misafirleri ağırlıyor. Burada çalışırken özellikle İngilizceyi tam anlamıyla kullanmaya çalışıyorum ama genelde müşterileri dinlemek daha ağır basıyor çünkü bazen benim bile hani seviyemin yetmediği zamanlar oluyor. İster istemez kendinizi mutlaka geliştirmek zorunda kalıyorsunuz. Çünkü ciddi bir müessese olduğu için dünyada ortak dil İngilizce olduğu için mutlaka kendimizi geliştirmeye çalışacağız. (G11)
- (15) Ön büro departmanında receptionist olarak çalışıyorum. Öncelikle Arapça ve İngilizce akıcı olarak konuşmak gerekiyor. Günümüzdeki turizmde turistlerin yarısından çoğu Arap olduğu için veya

otelimizdekilerin yarısında çoğu Arap olduğu için Arapça ve tabii ki dünya dili olan İngilizce. Bu iki dili konuşuyor olmak çok önemli bence. (G5)

(16) İnternette falan anlatılan videolardan, oradan bakayım dedim ama bir şey anlamadığım için bıraktım. Bir yardımcıya ihtiyaç duydum, tek başına çalışmak olmuyor. Çünkü bilmediğin bir şeyde kendi başına öğrenemiyorsun. (G3)

(17) Hem şirkette hem de daha önceki çalıştığım şirketlerde çalıştığım yabancı arkadaşlarım var onlarla konuşuyorum. Hani direk İngilizce olarak hiçbir şekilde Türkçe değil. Yani o şekilde pratik yapıyorum. (G6)

(18) Okuldaki dersler ve ablam sayesinde. Benim ablamla çok İngilizce çalışmamız oldu bazen evde Türkçeyi yasakladığımız oldu. İngilizce konuştuğumuz oldu dili geliştirmek amacıyla. Buna filmler de etki etti aynı şekilde. Daha sonra Amerika'daki gazetelerde köşe yazılarını okumayı çok severim. O şekilde geliştirdim. (G11)

(19) Böyle kitaplar ben de işte zamanlardır, kelimelerdir, cümle kurmadır falan onlara bakıyorum. Çalışarak sürekli ama böyle dümdüz durup da sadece valizleri taşıyayım yaparsanız, merak etmeden durursanız olmuyor. Ben mesela benim üstüm var orada bell captain var orada, 30 yıldır çalışmamız bir şey olduğu zaman mesela ben onunla görüşüyorum hemen yanına gidiyorum ki acaba o ne anlatıyor ne konuşuyor ki ben de ondan kapayım biraz diye. (G10)

(20) Çünkü zamanında dersi iyi dinlemediğim için, hem de okulun yeterli derece de İngilizce vermediği için kaynaklanıyor. Çünkü 1. Yıl uzaktan eğitim olmak yerine normal İngilizce olabilirdi bence. Onun eksikliğini yaşıyoruz. 2. Yıl sonra bize artık ağır geldi İngilizce. (G7)

(21) Bana göre bunun nedeni bu güne kadar 4. Sınıftan ilköğretim 4. Sınıftan bu güne kadar üniversiteye kadar İngilizce derslerinin yetersiz olması, sadece yazısal tahtaya yazılan, sınavdaki iyi notlar ve ezberlenmiş her şey bu çok yetersiz. (G9)

(22) Okulda aslında şöyle hem gramer örneğinin hem yazma hem okuma hem dinleme hepsi bir arada ama tabii ki hepsinin bir arada olması işi güçleştiriyor. Ondan dolayı aslında hepsinde temel kalıyor aslında çok fazla üzerine inşa edemiyorsunuz. Ben şöyle düşünüyorum hani normalde dil öğrenirken de böyledir hani biz ilk çocukluğumuzda önce konuşmayı öğreniriz. Konuşmayı öğrenmeden önce dinlemeyi öğreniyoruz. Önce dinliyoruz sürekli sesleri duyuyoruz çevremizden sonra konuşmaya başlıyoruz. Konuşmayı öğrendikten sonra işte 7 yaşında 8 yaşında daha yeni yani Türkçeyi yazmayı öğreniyoruz kurallı bir şekilde. Hani bence aslında okullarda konuşma üzerinden diyalog şeklinde İngilizcenin öğrenilmesi veyahut da görsel sesli olarak. (G8)

(23) Tabii kendileri illaki bir televizyon programıdır işte ara sıra cep telefonudur orada gördükleri zaman onun çevirisine bakıp araştırıp bazı şeyleri öğreniyorlardır ama ben herhangi bir talep de bulunmadım onlardan. (E3)

(24) Bir ön büroda İngilizceye ihtiyaç duyuyorlar, onu da işte ben olabildiğince kalıplaşmış kelimeleri, cümleleri göstererek ben uğraşıyorum. Ama gençler artık üstüne bir şey koymuyorlar. (E4)

(25) Yani şöyle ki konum olarak Tekirdağ, yabancı çok nadir geliyor. Gelirse de öğrenci geliyor, onunla da nasıl anlaşıyoruz, yabancı dili çok iyi olmasa da yeterli düzeyde olduğu takdirde hani bir şekilde anlaşıyoruz. Hani çok yüksek düzeyde olmasına gerek yok yani ana dili İngilizce olmayan birileri geldiği

için. Hani sonuç da biz de hani yüksek düzey bir İngilizce bilmesek de yeterli oluyor. Hani nasıl yeterli oluyor, basitçe anlaşabiliyoruz çünkü zaten istekler belli bir cafede. (E5)

(26) Çok iyi bir alt yapı ile gelmemiş oluyorlar genel anlamda baktığımızda. Alt yapı olmadan da üniversitedeki eğitimle direkt üzerine bir şey koymaları çok mümkün olmuyor. (CE2)

APPENDIX D2: Interview Quotations in the Results Chapter (Turkish Version)

- (1) Okuma, dinleme, yazma ile sıkıntım yok ama konuşmada diyalog kurmada sıkıntı olabiliyor. (S2)
- (2) Kendimi en iyi, yetenekli gördüğüm bölüm yazma konusudur. Hani yazarken kelimelerin birçoğunu düzgün bir şekilde yazıyorum. Bu da galiba yazmayı sevdiğimden olabilir. Düz metinleri falan yine okuyabiliyorum, kelimelerin birçoğunu doğru telaffuz ederek, hani anlamlarının ne anlama geldiğini bilmesem bile. O yüzden yazma ve okuma da kendimi daha iyi görüyorum. (S4)
- (3) Dinlemek zor olunca anlamak da zor oluyor o yüzden konuşmak da zor oluyor. (G5)
- (4) Öğrencilerin tüm becerilerde dinleme, yazma, okumada kötü olduklarını kastediyorum. (CE2)
- (5) Tam böyle akıcı olarak konuşamıyorlar ne yazık ki. Onun dışında böyle beden dili ile göstererek falan menüden falan göstererek anlaşmaya çalışıyorlar. Okuma yani okuyorlar böyle ama hepsini anladıklarını söyleyemem. Hani böyle ana fikrini anlıyorlar az çok. Bilmedikleri kelimeler yoksa fazla az çok anlayabiliyorlar tabi. (E1)
- (6) Öğrencilerin grup olarak derse katıldığı şeyler önemli. İster sizle ya da sizle değil de arkadaşlarıyla karşılıklı olarak konuşa iş hayatından ya da normal bir diyalog olsa onun için daha iyi bir tecrübe olacağı düşünüyorum. (S2)
- (7) Bir grup ödevi verilip de hani en fazla 2 veya 3 kişi ve bunların bir diyalog oluşturması veya da bir proje hazırlayarak bir kişi rezervasyonu diğer ikisi müşteri olmak üzere bir karşılıklı dialog konuşması hazırlanıp bu şekilde sunulabilir diye düşünüyorum. (S8)
- (8) Derste daha çok video izleseydik benim için daha iyi olabilirdi, mesela alt yazılı videolar olsa daha iyi olabilir, yani benim için daha kalıcı olur. (S5)
- (9) Yani bence kişilerin derse katılımları hani gruplar halinde örneğin gruplandırılabilir. Her hafta belli bir grup belli bir şey sunabilir sunum yapabilir tiyatro yapabilir orda. Müzikle, sesle, görselle de destekleyebilir, slaytlarla da. O şekilde daha kalıcı olacağına inanıyorum İngilizce öğrenme açısından, ilerleyen dönemlerde mesleklerini icra ederken de rahat olacaklarını düşünüyorum. (G8)
- (10) Video izlemek veya film izlemek bütün bunlar konuşmayı güçlendirir. (G5)
- (11) Ya da sınıfta küçük skeçler yaparak. İşte müşteri diyelim ki şeye geliyor. Resepsiyona geldi. Receptionist var. Receptionist ile müşterinin karşılıklı konuşmaları. Yani burada bir öğrenci ile bir öğretmen yeterli olabilir bence. (CE2)
- (12) Bazı nasıl diyeyim şey yapılabilir pratik yapılabilir mesela işte müşteri geldi. Masaya oturdu, welcome deyip menüyü vermek işte örnek bir menu üzerinden mesela atıyorum köftenin İngilizcesinin meatball olduğunu bilmesi lazım mesela çalışılabilir. (E1)
- (13) Ders kitabı kullanılsaydı aktivite olarak daha pratiğe dökmüş olurduk. (S3)
- (14) Ders kitabı olabilir kurstaki kitap çok güzeldi hem keyif vericiydi hem eğlenceliydi hem de onları orada okuyorduk belli bir şey eğitim sonrasında ders sonrasında. Onun baya baya bir faydasını gördüm. Bu yüzden de zaten de okumayı ve yazmayı da sevdiğim için bu konuda gelişmiş oldum. (S4)
- (15) Cep telefon uygulamaları olabilir aslında. Herkesin cep telefonu var ve sürekli İngilizce konuşan birisi olursa hani bir yerden sonra onu anlamak zorunda kalabiliriz. (G3)

APPENDIX E: Content Validity Ratios

Items	Number in agreement	Content Validity Ratio (CVR)	Interpretation
Demographic Information			
Your Gender	10	1.00	Included
How long have you been studying English?	9	.800	Included
What job do you plan to have in the future?	10	1.00	Included
Do you think it is necessary to know English for your future career? If yes, what are your reasons?	8	.600	Included
Do you try to improve your English? If yes, what do you do?	9	.800	Included
How would you rate your English in terms of each of the following areas?	10	1.00	Included
English Speaking Skills			
Making presentations related to the profession	10	1.00	Included
Participating discussions related to the profession	10	1.00	Included
Conducting telephone or face-to-face conversations with foreigners asking advice or help	8	.600	Included
Expressing what you have comprehended by using different sentences	8	.600	Included
Describing things when you don't know the exact word	8	.600	Included
Maintaining a conversation	9	.800	Included
Dealing with communication problems	8	.600	Included
Dialogue	8	.600	Included
Asking questions	9	.800	Included
Answering questions	9	.800	Included
Expressing yourself	9	.800	Included
Summarizing	9	.800	Included
Comparing	8	.600	Included
Solving problems	8	.600	Included
Criticizing	10	1.00	Included
Correct pronunciation	9	.800	Included
Wording quickly	9	.800	Included
Other, please specify	10	1.00	Included
English Reading Skills			
Reading quickly for general understanding	9	.800	Included
Reading in detail and understand the whole text	10	1.00	Included
Reading and then translating into the native language	8	.600	Included
Guessing the meaning of unknown words from context	9	.800	Included
Reading booklets, brochures and catalogues	10	1.00	Included
Reading application forms, reservation forms and invoices	10	1.00	Included
Reading business letters, e-mail messages and fax messages	10	1.00	Included
Reading legal documents	10	1.00	Included
Reading instructions in the institution	10	1.00	Included
Reading tickets and itineraries	10	1.00	Included
Reading scientific journals	9	.800	Included
Reading reports	9	.800	Included
Reading the correspondence	7	.400	Excluded

Other, please specify	10	1.00	Included
English Listening Skills			
Understanding the people from non-English and English speaking countries (Understanding different accents)	10	1.00	Included
Listening to natural speech	8	.600	Included
Listening for the main idea/key points	10	1.00	Included
Listening to the radio, TV, and the internet broadcast	10	1.00	Included
Listening for specific information	8	.600	Included
Listening for translating	8	.600	Included
Understanding complex sentences	10	1.00	Included
Deducing the meaning of unfamiliar words or word groups	9	.800	Included
Recognizing the speaker's attitude	8	.600	Included
Listening for discriminating intonation and stress patterns	8	.600	Included
Recognizing speech organization patterns (e.g. lecture, announcement)	10	1.00	Included
Understanding conversations on the phone	9	.800	Included
Other, please specify	10	1.00	Included
English Writing Skills			
Preparing brochures	10	1.00	Included
Writing responses to enquiries and sending them	8	.600	Included
Writing reports	10	1.00	Included
Summarizing what is written	9	.800	Included
Taking notes on the phone	10	1.00	Included
Writing e-mail messages	10	1.00	Included
Writing letters	10	1.00	Included
Writing CV	10	1.00	Included
Filling in forms (e.g. applications and invoices)	10	1.00	Included
Using correct punctuation	8	.600	Included
Spelling correctly	9	.800	Included
Using appropriate vocabulary	10	1.00	Included
Adapting appropriate tone and style	9	.800	Included
Other, please specify	10	1.00	Included
English Language Functions			
Greeting a colleague/a guest/ a customer	10	1.00	Included
Introducing yourself	10	1.00	Included
Introducing somebody to somebody	10	1.00	Included
Asking for information	10	1.00	Included
Giving information	10	1.00	Included
Giving instructions	10	1.00	Included
Giving orders	8	.600	Included
Giving advice	10	1.00	Included
Asking for help and advice	8	.600	Included
Explaining rules	9	.800	Included
Explaining where something is	10	1.00	Included
Making suggestions	8	.600	Included
Making an official offer	10	1.00	Included
Asking for clarification	9	.800	Included
Being involved in the topic	9	.800	Included
Inviting someone to somewhere	10	1.00	Included
Making an offer	8	.600	Included
Congratulating	10	1.00	Included
Apologizing	9	.800	Included
Dealing with a complaint	10	1.00	Included

Describing a machine or a piece of equipment	9	.800	Included
Other, please specify	10	1.00	Included
Topics			
Linguistic specifications (e.g. leave-taking, initiating a conversation)	10	1.00	Included
Non-linguistic specifications (e.g. body language and gestures)	8	.600	Included
Kitchen (e.g. explaining recipes and the ways of cooking)	10	1.00	Included
Restaurant (e.g. making/ cancelling reservation, taking order, dealing with customers' requests/complaints)	10	1.00	Included
Bar (e.g. serving drinks, having knowledge about local/foreign drinks or alcoholic/non-alcoholic drinks)	10	1.00	Included
Front office (e.g. making/cancelling reservation, checking in/out, filling in registration form, carrying baggage, dealing with customers' requests/ complaints)	10	1.00	Included
Housekeeping (e.g. cleaning room, laundry and dry-cleaning services)	10	1.00	Included
Travel Agency (e.g. making/cancelling tour reservation, booking/selling bus/plane/train ticket)	10	1.00	Included
Car rental Agency (e.g. welcoming guests, giving information related to the car, filling rental form)	10	1.00	Included
Tourist Information Center (e.g. giving directions, giving information related to schedules)	10	1.00	Included
Airport (ticket and baggage control, baggage store, information)	10	1.00	Included
Different cultures (dance, music, festivals, cuisine, clothes)	10	1.00	Included
The ways of addressing customers/ guests	10	1.00	Included
Historical, cultural and geographical beauties of our country	10	1.00	Included
Preparing advertisements, brochures or booklets	10	1.00	Included
The place of tourism and its development in the world / in our country	10	1.00	Included
Career opportunities in tourism and writing CV	10	1.00	Included
Other, please specify	10	1.00	Included
Activities			
Individual work	10	1.00	Included
Pair work	10	1.00	Included
Group work	10	1.00	Included
Whole class work	10	1.00	Included
Role plays	10	1.00	Included
Projects outside the class	10	1.00	Included
Watching videos	10	1.00	Included
Online speaking practices	10	1.00	Included
Other, please specify	10	1.00	Included
Materials			
Computers	10	1.00	Included
Televisions	10	1.00	Included
Radios	10	1.00	Included
Magazines	10	1.00	Included
Books	10	1.00	Included
Articles	8	.600	Included
Brochures or booklets	10	1.00	Included

Other, please specify	10	1.00	Included
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APPENDIX F: Results of respondent debriefing questions

	Is the item understandable?		Is there any difficult word to comprehend?		Is the item loaded?
	Yes	No	Yes	No	Yes
Demographic Information					
		%		%	%
Your Gender	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
The high school you have graduated	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
How long have you been studying English?	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
Why do you want to learn English?	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
What job do you plan to have in the future?	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
Do you try to improve your English? If yes, what do you do?	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
How would you rate your English in terms of each of the following areas?	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
English Speaking Skills					
Making presentations related to the profession	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
Participating discussions related to the profession	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
Conducting telephone conversations with foreigners asking advice or help	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
Conducting face-to-face conversations with foreigners asking advice or help	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100
Expressing what you have comprehended	Yes	100	Yes	-	Yes
	No	-	No	100	-
					No
					100

Describing things when you don't know the exact word	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Maintaining a conversation	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Dealing with communication problems	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Dialogue	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Asking questions	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Answering questions	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Expressing yourself	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Summarizing	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Comparing	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Solving problems	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Criticizing	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Correct pronunciation	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Wording quickly	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Other, please specify	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
English Reading Skills					
Reading quickly for general	Yes	100	Yes	-	Yes

understanding	No	-	No	100	- No 100
Reading in detail and understand the whole text	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading and then translating into the native language	Yes No	100 -	Yes No	- 100	Yes - No 100
Guessing the meaning of unknown words from context	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading booklets, brochures and catalogues	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading application forms, reservation forms and invoices	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading business letters, e-mail messages and fax messages	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading legal documents	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading instructions in the institution	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading tickets and itineraries	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading scientific journals	Yes No	100 -	Yes No	- 100	Yes - No 100
Reading reports	Yes No	100 -	Yes No	- 100	Yes - No 100
Other, please specify	Yes No	100 -	Yes No	- 100	Yes - No 100
English Listening Skills					
Understanding the people from non-English and English speaking countries (Understanding different accents)	Yes No	100 -	Yes No	- 100	Yes - No 100
Listening to natural speech and understanding it	Yes No	100 -	Yes No	- 100	Yes -

					No 100
Listening for the main idea/key points	Yes No	100 -	Yes No	- 100	Yes - No 100
Listening to the radio, TV, and the internet broadcast	Yes No	100 -	Yes No	- 100	Yes - No 100
Listening for specific information	Yes No	100 -	Yes No	- 100	Yes - No 100
Listening for translating	Yes No	100 -	Yes No	- 100	Yes - No 100
Understanding complex sentences	Yes No	100 -	Yes No	- 100	Yes - No 100
Deducing the meaning of unfamiliar words or word groups	Yes No	60 40	Yes No	- 100	Yes - No 100
Recognizing the speaker's attitude	Yes No	100 -	Yes No	- 100	Yes - No 100
Listening for discriminating intonation and stress patterns	Yes No	100 -	Yes No	- 100	Yes - No 100
Recognizing speech organization patterns (e.g. lecture, announcement)	Yes No	100 -	Yes No	- 100	Yes - No 100
Understanding conversations on the phone	Yes No	100 -	Yes No	- 100	Yes - No 100
Other, please specify	Yes No	100 -	Yes No	- 100	Yes - No 100
English Writing Skills					
Preparing brochures	Yes No	100 -	Yes No	- 100	Yes - No 100
Writing responses to enquiries	Yes No	100 -	Yes No	- 100	Yes - No 100
Writing reports	Yes No	100 -	Yes No	- 100	Yes - No

					100
Writing summary	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Taking notes on the phone	Yes	30	Yes	-	Yes
	No	70	No	100	30 No 70
Writing e-mail messages	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Writing letters	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Writing CV	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Filling in forms (e.g. applications and invoices)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Using correct punctuation	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Spelling correctly	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Using appropriate vocabulary	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Adapting appropriate tone and style	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Other, please specify	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
English Language Functions					
Greeting a colleague/a guest/ a customer	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Introducing yourself	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Introducing somebody to somebody	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100

Asking for information	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Giving information	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Giving instructions	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Giving orders	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Giving advice	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Asking for help and advice	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Explaining rules	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Explaining where something is	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Making suggestions	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Making an official offer	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Asking for clarification	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Interrupting	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Inviting someone to somewhere	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Making an offer	Yes	100	Yes	-	Yes
	No	-	No	100	No 100
Congratulating	Yes	100	Yes	-	Yes
	No	-	No	100	-

					No 100
Apologizing	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Dealing with a complaint	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Describing a machine or a piece of equipment	Yes	40	Yes	20	Yes
	No	60	No	80	- No 100
Other, please specify	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Topics					
Linguistic specifications (e.g. leave-taking, initiating a conversation)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Non-linguistic specifications (e.g. body language and gestures)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Kitchen (e.g. explaining recipes and the ways of cooking)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Restaurant (e.g. making/ cancelling reservation, taking order, dealing with customers' requests/complaints)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Bar (e.g. serving drinks, having knowledge about local/foreign drinks or alcoholic/non-alcoholic drinks)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Front office (e.g. making/cancelling reservation, checking in/out, filling in registration form, carrying baggage, dealing with customers' requests/ complaints)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Housekeeping (e.g. cleaning room, laundry and dry-cleaning services)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Travel Agency (e.g. making/cancelling tour reservation, booking/selling bus/plane/train ticket)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Car rental Agency (e.g. welcoming guests, giving information related to the car, filling rental form)	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Tourist Information Center (e.g.	Yes	100	Yes	-	Yes

giving directions, giving information related to schedules)	No	-	No	100	- No 100
Airport (ticket and baggage control, baggage store, information)	Yes No	100 -	Yes No	- 100	Yes - No 100
Different cultures (dance, music, festivals, cuisine, clothes)	Yes No	100 -	Yes No	- 100	Yes - No 100
The ways of addressing customers/ guests	Yes No	100 -	Yes No	- 100	Yes - No 100
Historical, cultural and geographical beauties of our country	Yes No	100 -	Yes No	- 100	Yes - No 100
Preparing advertisements, brochures or booklets	Yes No	100 -	Yes No	- 100	Yes - No 100
The place of tourism and its development in the world / in our country	Yes No	100 -	Yes No	- 100	Yes - No 100
Career opportunities in tourism and writing CV	Yes No	100 -	Yes No	- 100	Yes - No 100
Other, please specify	Yes No	100 -	Yes No	- 100	Yes - No 100
Activities					
Individual work	Yes No	100 -	Yes No	- 100	Yes - No 100
Pair work	Yes No	100 -	Yes No	- 100	Yes - No 100
Group work	Yes No	100 -	Yes No	- 100	Yes - No 100
Whole class work	Yes No	100 -	Yes No	- 100	Yes - No 100
Role plays	Yes No	100 -	Yes No	- 100	Yes - No 100
Projects outside the class	Yes No	100 -	Yes No	- 100	Yes -

					No 100
Watching videos	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Online speaking practices	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Other, please specify	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Materials					
Computers	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Televisions	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Radios	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Magazines	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Books	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Articles	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Brochures or booklets	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100
Other, please specify	Yes	100	Yes	-	Yes
	No	-	No	100	- No 100

APPENDIX G: Wen's (2010) Coding System

Expectation on learners' language attainments (general language and communicative language competences; language skills)	Knowledge/Declarative knowledge	Knowledge of the world; Socio-cultural knowledge; Intercultural awareness
	Skills and know-how	Practical skills and know-how Intercultural skills and know-how
	Ability to learn	Language and communication awareness General phonetic awareness and skills Study skills Heuristic skills
	Linguistic competences	Lexical competence Grammatical competence Semantic competence Phonological competence Orthographic competence Orthoepic competence
	Sociolinguistic competences	Linguistic markers of social relations Politeness conventions Expressions of folk-wisdom Register differences Dialect and accent
	Pragmatic competences	Discourse competence Functional competence Design competence
	Strategic competences	Identifying cues/Inferring Turn-taking Cooperating Asking for clarification Planning Compensating Monitoring and repair
Expectation on teachers' curriculum implementation	Curriculum orientation	Curriculum objectives Content organization Teaching mode Teaching styles Attitudes towards learners Language learning environment Language skills
	Curriculum assessment	Formative Portfolios Projects Participation in class Presence Summative Paper-and pencil tests
Expectation on institutions, resources and facilities	Educational institutions	Formal educational institutions Informal educational institutions
	Resources	Textbooks Magazines

	Facilities	Library Language lab Multimedia classrooms TV Tape recorders Internet MP3 and MP4 Mobile phone
Causes underlying the discrepancies	Affective factors	Attitudes: Integrativeness (Integrative orientation; Interest in English; Attitudes towards English speakers) Attitudes towards the learning situation (English teacher evaluation; English course evaluation) Motivations: Motivation intensity Desires to learn English Attitudes towards learning English Instrumental orientation Language anxiety English class anxiety English use anxiety factors