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**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**  
**ENGLISH LANGUAGE TEACHING M.A. PROGRAM**  
**MASTER'S THESIS**

**AN INVESTIGATION OF ENGLISH LANGUAGE NEEDS OF**  
**STUDENTS AT TOURISM AND HOTEL MANAGEMENT**  
**PROGRAM: A MIXED METHOD STUDY**

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**İzmir**  
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**DOKUZ EYLÜL UNIVERSITY**  
**INSTITUTE OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION ENGLISH LANGUAGE**  
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**İzmir**  
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## ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Yüksek lisans tezi olarak sunduğum “An Investigation of English Language Needs of Students at Tourism and Hotel Management Program: A Mixed Method Study” adlı çalışmanın içerdiği fikri izinsiz başka bir yerden almadığımı; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında ve bölümlerinin yazımında bilimsel etik ilke ve kurallara uygun davrandığımı, tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yaptığımı ve bu kaynaklara kaynakçada yer verdiğimi, ayrıca bu çalışmanın Dokuz Eylül Üniversitesi tarafından kullanılan bilimsel intihal tespit programıyla tarandığını ve *intihal içermediğini* beyan ederim. Herhangi bir zamanda aksinin ortaya çıkması durumunda her türlü yasal sonuca razı olduğumu bildiririm.

22/02/2021

MELEK SÜNDÜZ ERK

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DOKUZ EYLÜL ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
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### Tez Başlığı:

AN INVESTIGATION OF ENGLISH LANGUAGE NEEDS OF STUDENTS AT TOURISM AND HOTEL  
MANAGEMENT PROGRAM: A MIXED METHOD STUDY

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## **ABSTRACT**

### **AN INVESTIGATION OF ENGLISH LANGUAGE NEEDS OF STUDENTS AT TOURISM AND HOTEL MANAGEMENT PROGRAM: A MIXED METHOD STUDY**

Tourism is a growing sector with significant income to the Turkish economy. There is a continuous need for well-educated personnel, and it is an indisputable fact that a good command of English is an indispensable requisite for tourism. To implement successful English language teaching vocationally, identifying the needs is the cornerstone of this education. Hence, this study aims to determine the English language needs and problems of the Dokuz Eylül University Tourism and Hotel Management Program students. A mixed-methods study with a questionnaire and interviews are applied to obtain an in-depth analysis. According to the data obtained, the importance of ESP for vocational English language learning is highlighted. Quantitative findings revealed that students put equal emphasis on four language skills, but qualitative findings acknowledged that the need for oral communication skills, vocabulary, and grammar has precedence amongst all. Besides, insufficient vocabulary and grammar knowledge, heterogeneity in English language proficiency of students in the same class are stated as the problems in this study. While the students are satisfied with listening and translation, and speaking techniques given in the first grade, grammar and writing techniques are stated as the least satisfactory components. Implications are discussed for teaching English for specific purposes effectively.

**Keywords:** English for specific purposes, needs analysis, mixed methods study, tourism english.

## ÖZET

### **TURİZM VE OTEL İŞLETMECİLİĞİ PROGRAMI ÖĞRENCİLERİNİN İNGİLİZCE DİL İHTİYAÇLARININ BELİRLENMESİ: BİR KARMA YÖNTEM ÇALIŞMASI**

Turizm, Türkiye ekonomisine önemli katkısı ile büyüyen bir sektördür. İyi eğitilmiş personele sürekli olarak ihtiyaç vardır ve iyi derecede İngilizce bilmenin turizm için zaruri olduğu yadsınamaz bir gerçektir. Mesleki olarak başarılı bir İngilizce öğretiminin uygulanabilmesi için, ihtiyaçların belirlenmesi esastır. Bu nedenle, bu çalışma Dokuz Eylül Üniversitesi Turizm ve Otel İşletmeciliği öğrencilerinin İngilizce dil ihtiyaçlarını ve problemlerini belirlemeyi amaçlamıştır. Derinlemesine analiz elde etmek için anket ve görüşmelerle bir karma yöntem çalışması uygulanmıştır. Elde edilen verilere göre, mesleki İngilizce için özel amaçlı İngilizcenin önemi vurgulanmıştır. Nicel veriler öğrencilerin dört dil becerisine eşit derecede önem verdiğini ortaya koymuştur, fakat nitel veriler sözlü iletişim becerileri, bilinmeyen kelimeler ve dil bilgisine olan ihtiyacın tümü arasında öne geçtiğini göstermektedir. Bilinmeyen kelime ve dil bilgisindeki yetersizlik, aynı sınıftaki öğrencilerin İngilizce dil yeterliliklerindeki farklılık bu çalışmada belirtilmiş olan problemlerdir. Öğrenciler birinci sınıfta verilen dinleme ve tercüme ve konuşma tekniklerinden memnunken dil bilgisi ve yazma teknikleri en az memnun kalan öğelerdir. Özel amaçlı İngilizce öğretiminin geliştirilmesine yönelik öneriler tartışılmıştır.

**Anahtar Kelimeler:** Özel amaçlı İngilizce, ihtiyaç analizi, karma yöntem çalışması, turizm İngilizcesi.

# CHAPTER I

## INTRODUCTION

### 1.1. Statement of Problem

English for Specific Purposes (ESP hereafter) is an umbrella concept that covers teaching the skills designed according to the needs of specific communities. ESP is defined by Hutchinson and Waters (1987) as an approach to language teaching, where both content and method choices are focused on the learners' motivations for learning. Meeting the tourism industry requirements with a mastery of English, the Lingua Franca of today's world, has a crucial position in this sector's members. For this reason, it is an indisputable requisite that students who are prospective members of this sector should have a good command of English. Like in all the subfields of English for Specific Purposes, the tourism industry also requires some special lexis, register, language skills, discourse, and genre. (Dudley-Evans & St. John, 1998).

Accordingly, determining students' needs and problems of the Tourism and Hotel Management Program of Izmir Vocational School for their English courses is necessary for establishing goal-oriented teaching. Hence, this study aims to find out the needs and problems of the students in this program.

### 1.2. Purpose and Significance of the Research

The tourism industry is based on activities of people traveling and staying in places around the world for social, cultural, religious, natural, medical, sportive, business, cuisine, and communication purposes, and interaction between people from different countries is inevitable. Therefore, using English as a medium of communication is of vital importance for those involved in this industry. Tourism is considered to be one of the fastest-growing industries in the world and has economic benefits to our country as well. (Arslantürk and Atan, 2012). Fluent and accurate use of English is an essential need in order to fulfill customers' expectations. The purpose of this study is to explore the effectiveness of English courses offered at the Tourism and Hotel Management Program of Izmir Vocational School and identify the perceived needs of students.

The findings of this study are expected to highlight the specific English language needs of students at the Tourism and Hotel Management Program of Izmir Vocational School and serve as a source for improving English language teaching practices in vocational schools all over the country.

### 1.3. Research Questions

The current study seeks to answer the following questions;

1. What are the perceived English language needs of students of Tourism and Hotel Management Program at Dokuz Eylül University?

Sub-questions

1. What macro/micro skills are considered to be necessary by these students?
2. Do the English language needs of students vary in regard to gender?
3. Do the English language needs of students vary in regard to their graduated high school?
4. Do the English language needs of students vary in regard to their grade in school?
5. Do the English language needs of students vary in regard to their age?

2. What are the perceived English language problems of students of Tourism and Hotel Management Program at Dokuz Eylül University? What do they think are the least satisfactory components of the program?

3. Does the qualitative data from the interviews help explain the results from the questionnaire?

### 1.4. Limitations

This study is limited to the data collected from the students and a lecturer of Izmir Vocational School, Tourism, and Hotel Management Program. The study reveals their perceptions about their needs, satisfactory items, and their current problems. However, a thorough analysis of their entire needs in target situation, discourse, present situation, learner factors, and context can be collected with contributions of other interlocutors in this industry, like members of the tourism industry and domain experts, in a broader scope.

### 1.5. Assumptions

It is assumed that the answers given to the tools of data collection are true and genuine.

### **1.6. Definition of Terms**

English for specific purposes (ESP): an approach to language teaching where both content and method choices are focused on the learners' motivations for learning. (Hutchinson & Waters 1987)

Needs analysis (NA): a procedure for accumulating data about learners and classroom exercises to prepare a syllabus. Nunan, Candlin and Widdowson (1998).

English medium instruction (EMI): use of English to teach academic subjects where English is not used as the first language. (Dearden, 2014).

Content and language integrated learning (CLIL): an approach in which language and content are combined; language and subject (e.g., science, mathematics, etc.) are thought in the same classroom together. (Barwell, 2005)

Task Based Language Teaching (TBLT): an approach to teaching focused on practicing communicative and interactive tasks as the principal for the medium of instruction (Richards & Schmid, 2010).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 An Overview to English for Specific Purposes**

Hutchinson and Waters (1987, p 6,7,8) propose three reasons for the introduction of ESP: “the needs of a Brave New World”, “a linguistic revolution”, and “the emphasis on the learner”. Technology and commerce became the two dominant forces globally with the growth of science, technology, and economic transactions after Second World War. These practices, however, involved a foreign language and, most importantly, with the economic influence of the U.S.A. after World War II, English became the Brave New World's Lingua Franca. English was the key to globally preferred technology and science. Learners of English grasped their particular reason to learn the language. People needed to learn English; their reason for learning was no more pleasure or prestige.

The extensive influx of capital and Western experience into the oil-rich nations after the oil crises of the beginning of the 1970s accelerated the interest to ESP. Therefore, goal-oriented courses were preferable due to time and money constraints. Concurrently, new ideas dawned in the study of language. New linguistic studies have turned their focus to figuring out how language is actually used in real conversation. Studies showed that language use varied in different contexts. It initiated the notion that different language content was required for different purposes in English. Gatehouse (2001) outlines that if language differs in various cases, it is also attainable to adapt language instruction to answer learners' needs in particular contexts. The first document of ESP, an article published in 1962 by C.L. Barber, was related to science and technology. ESP was initiated with English for science and technology, and it was considered almost synonymous at that time. The linguistic characteristics required in a specialized field of work and study could be analyzed, and learners' needs could be identified. As Hutchinson and Waters (1987) state, the guiding principle of ESP was to determine the English needed according to learners' reasons for learning.

On the other hand, researchers paid attention to the psychological aspects of language learning, and as Gatehouse (2001) states, the attention was on how the acquisition of language occurred and differences in how learners learn the language. It was noticed that learners used various learning strategies with different schemas, and their motivation was diverse for their needs and interests (Gatehouse, 2001). Consequently, the growth of ESP was related to the expansion of demands along with the developments in linguistics and educational psychology (Hutchinson and Waters, 1987). As Brunton (2009) states, there was a sustained attention on



individual learning, learner centeredness, and learner autonomy. This was a drawback from coursebooks of ESP towards a more diverse perspective to materials focusing on purposely selected materials to fulfill learners' needs and wants.

Due to the nature of teaching, there is a continuous transformation in educational methodologies and approaches in English Language Teaching (ELT hereafter). Developments in second language research and computer-assisted language learning also offered new perspectives for methodological and pedagogical concerns (Kırkgöz & Dikilitaş, 2018). With the current approach to ELT, English is used as a medium of instruction at the tertiary level, where ESP is mostly given to learners. Dearden (2014) notes that there seems to be a global transition from teaching English as a foreign language to English as the medium of instruction for academic subjects and defines English as a medium of instruction (EMI hereafter) as the use of English to teach academic subjects where English is not used as the first language.

However, Content and Language Integrated Learning (CLIL hereafter) is an approach in which language and content are combined; language and subject matters (e.g., science, mathematics, etc.) are thought in the same classroom together (Barwell, 2005). The difference between EMI and CLIL is that although CLIL combines language learning into the content, EMI, in no small extent, disintegrates language learning with content (Kırkgöz & Dikilitaş (2018). While EMI focuses on content and uses English as a medium of instruction, CLIL integrates both content and language instruction into teaching. This suggests that CLIL is a more appropriate approach to teaching ESP, especially in contexts where the students have a poor English language proficiency background (Aguilar, 2017).

## **2.2. Characteristics of ESP**

ESP is defined by Hutchinson and Waters (1987) as an approach to language teaching, where both content and method choices are focused on the learners' motivations for learning. Anthony (2015) describes ESP as a language teaching approach that is focused on learners' present and/or possible academic or professional needs, concentrates on the language, skills, discourses, and genres to meet these needs, and helps learners to cover those with general and/or discipline-specific methodologies.

On the other hand, Dudley-Evans and St John (1998) gives a detailed explanation of ESP with its features.

Fixed features are given as;

- intending to cover learners' specific needs

- utilizing the underlying methodology and tasks of the related subject area
- focusing on the language, skills, discourse, genres used in these tasks

Dudley-Evans and St John (1998) further assert the variable features as;

- ESP may be associated with a specific discipline
- ESP may be implemented with a methodology other than general English
- ESP is expected to be applied to adult learners in tertiary level or professional context
- ESP is expected to be implemented to intermediate or advanced learners but secondary level is also possible.

ESP is a course designed according to the needs of a specific group of learners. The aim is to learn the language that is necessary to use in the target situation. Learners' lacks between their present knowledge and the target situation constitute the course content, and the route to reach the target situation should be designed according to the learners' preferences to maintain a learner-centered approach. Due to the nature of ESP, since it is focused on teaching English to be used in business or academic contexts, the learners are likely to be adults, and basic level knowledge of English is expected. However, learners in the secondary level may also benefit from ESP courses with CLIL, like in the tertiary education level. ESP puts a demanding role both on teachers and students. Teachers need to be flexible, collaborative, and willing to search and learn. Students may have better content knowledge most of the time; although it may be challenging for teachers, good co-operation can bring success to the teaching environment. ESP puts important responsibilities on behalf of the learners as well. Concrete identification of needs and wants results with precisely assessed needs analysis. Learners can always be material providers in ESP classes since they have content knowledge. Components for successful ESP teaching is explained in detail in the next section.

## **2.3 Components of an effective ESP Course**

### **2.3.1. Needs Analysis**

Needs analysis (NA hereafter) is defined as a procedure for accumulating data about learners and classroom exercises to prepare a syllabus by Nunan, Candlin and Widdowson (1998). Long (2005) relates NA to diagnosis for medical intervention to determine the cause of trouble for a patient and stresses that no language teaching program can be composed without a proper NA.

In general, and specifically for ESP, NA is an indispensable step for language teaching. NA is not unique to ESP, but it is the core of ESP. Dudley-Evans and St John (1998) state NA as the initial stage of ESP. Serafini, Lake and Long (2015) claim that a well-conducted NA can maintain courses for learners where they will be able to receive what they specifically need. Therefore, NA has a critical role in the design of ESP teaching. It has been applied systemically for a time, but even it was not systematically applied, there had always been an ongoing analysis of the needs of the learners by teachers due to the nature of teaching. As Songhori (2008) maintains, it is how new approaches were created and then displaced by others since teachers have meant to satisfy their students' needs during their learning. "Why do learners need English?" of ESP can actually be the base of any course, whether general or specific. The distinguishing point of ESP from General English is not the presence of a need but being aware of it. According to Hutchinson and Waters (1987) NA is being aware of the target situation.

NA was first proposed by the Council of Europe Modern Language Project group before the 1970s. Haque (2014) notes that this group studied sentence structures' grammatical complexity to design structurally graded syllabuses. However, according to Hutchinson and Waters (1987), the introduction of Munby's Communicative Needs Processor is a cornerstone for determining learners' needs, particularly in the ESP. Munby carried NA from analysis of grammatical form to analysis of communication.

The concerns of needs on certain language items of grammar and vocabulary moved towards determining learners' purposes for learning with Munby's Communicative Syllabus Design (1978). The parameters set by Munby (1978) for his Communicative Needs Processor are Purposive Domain, Setting, Interaction, Instrumentality, Dialect, Target Level, Communicative Event, Communicative Key. (see Figure 1). It is intended to reveal the linguistic form possible to be used by ESP learners in an expected working environment.

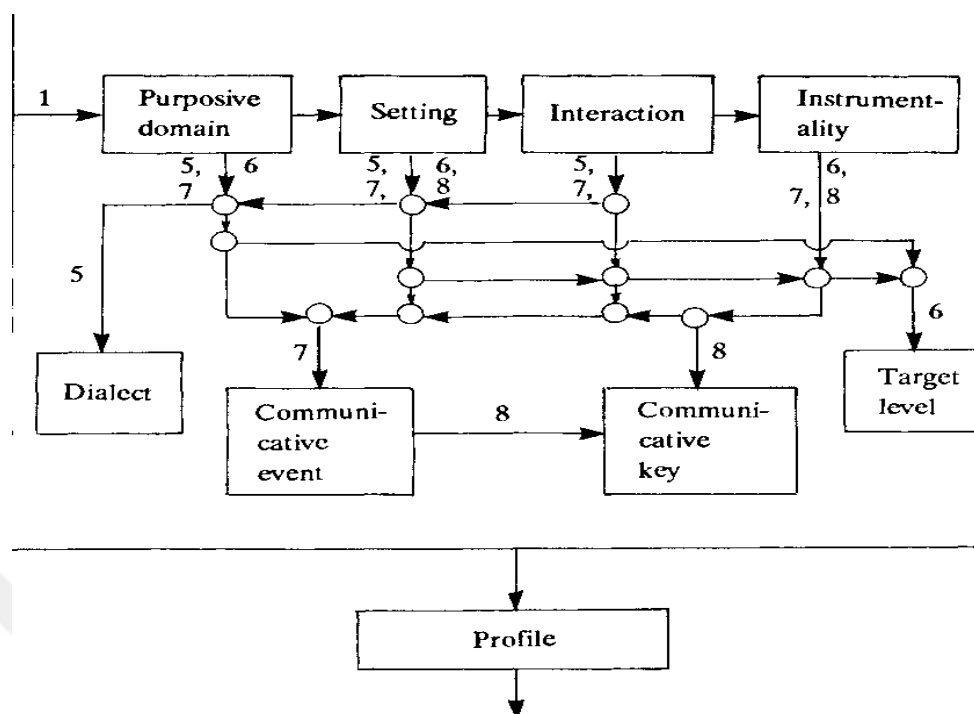


Figure 1. Munby's communicative needs processor (1978, p.33).

On the other hand, Hutchinson and Waters (1987) put an extensive target situation analysis framework. It sets a list of questions that the analyst finds the answer to. Target situation is handled in terms of Necessities, Lacks, and Wants. *Necessities* is specified by Hutchinson and Waters (1987) as the need decided according to the target situation's requirements, which is needed to know by learners to function efficiently in the target situation. It attempts to address learners' requirements in the target situation. The difference between the current and target proficiency level of learner is defined as the learners' *lacks* (Hutchinson & Waters 1987). It is essential to understand what the learners already know, so it is possible to decide which of the necessities learners lack. *Wants* refers to learners' needs and their views about their necessities. Since ESP is focused on learners' needs, learners' opinions on their needs, and absences are of vital importance.

It is the people who develop their perceptions of their requirements; therefore, needs cannot be determined independent of learners. However, the perception of needs according to the learner may vary according to the perception of course designers, sponsors, and teachers. The study conducted by Ghany and Latif (2012) searching whether courses meet students' future workplace requirements revealed that they have entirely different opinions from their teachers about the appropriateness of courses, their wants, and assessments.

The target situation analysis relies on asking questions about the target situation and getting various participants' views towards that situation. Hutchinson and Waters (1987) outline the data to be embraced from learners for target situation analysis as follows:

- *The reason why the language is needed*, such as profession, education, training, or any reasons other than stated.
- *The way how the language will be used*, such as the context, discourse, and medium of communication, etc.
- *The content subjects*, such as commerce, engineering, etc.
- *Learners' interlocutors* in the target situation, whether they are natives, non-natives, experts, customers, etc.
- *The setting* where the language will be used such as office, hotel and human context like alone or in meetings
- *The time and frequency* of learners' use, whether frequently or seldomly used and in small or large chunks.

On the other hand, Hutchinson and Waters (1987) also point out the lane to cover the lacks. The response to *how* the learners can move from the present situation to the target is the learners' needs. It is essential to know the available vehicles, learners' previous preferences for learning, learners' motivation are in order to choose the lane; hence Hutchinson and Waters (1987) put a framework for analyzing learner needs:

- *Learners' reason* for taking the course, their approach towards ESP, their motivation for learning
- *The way they learn the language*, such as preferred methodology and learning style, learning background.
- *Available resources*, such as materials, opportunities, teachers' attitude to ESP, the proficiency of teacher in ESP
- *Learners' identities*, such as age, sex, nationality, their subject content knowledge, socio-cultural background, previous learning experiences
- *The setting*, whether it is suitable for a course in means of noise and temperature
- *Time, frequency* of the course, whether it is part-time or full-time, concurrent need or pre-need

As Baştürkmen (2010) signifies by quoting two definitions from Chamber (1980) and Dudley-Evans and St John (1998), there has always been ongoing development in perspective to NA. As cited in Baştürkmen (2010), Chambers state that NA should be involved with

establishing communicative needs and their implementations, and it is retrieved from the review of the used language in the target situation, and it is referred to as target situation analysis, but Dudley-Evans and St John (1998, p.125) elaborate on NA with “a current concept” in eight parts:

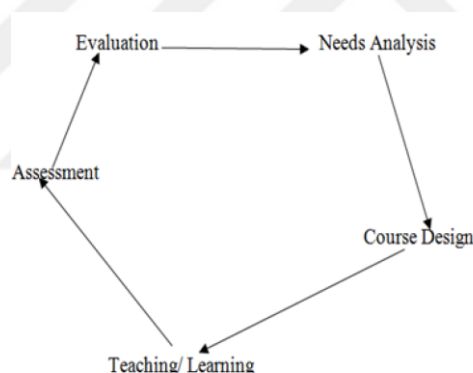
- A. *Target situation analysis and objective needs*, which covers learners' professional information. Their possible tasks and activities in their future workplace
- B. *Wants, means, and subjective needs*, personal learner information, aspects that can influence the way they learn, such as past learning experiences, cultural features, motivations and expectations for taking the course, attitudes to English
- C. *Present situation analysis*; information about learners' English language knowledge, learners' current skills and language usage which enables to assess D
- D. *Lacks*; the learners' lacks, which is the difference between C and A
- E. *Learning needs*; information on language learning, how can language and skills be learned effectively in (D)
- F. *Linguistic, discourse and genre analysis*; information of how language and skills are practiced in the target situation,
- G. *The aim of the course*
- H. *Means Analysis*; data about the setting

Baştürkmen (2010) defines NA as a process to generate a course where the language and skills used in target situations are identified, and the current state of the learners, practical opportunities, and limitations of the teaching context is considered. Although it had been a simplistic pre-course procedure analysis concentrating on the target situation, new concepts on NA have been developed focusing on different notions and covering some shortcomings of others. According to Baştürkmen (2010), the NA process includes the followings;

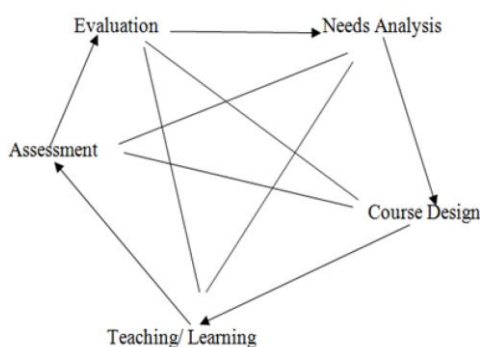
- Target situation analysis: Determination of the tasks, activities and skills for which English is/will be used by learners; what learners should know and be able to do ideally
- Discourse analysis: Describing the language applied in the target situation
- Present situation analysis: Determination of the knowledge and capability of requirements of the target situation.
- Learner factor analysis: Determination of learner effects like their motivation, their way of learning, and their views about their needs

- Teaching context analysis: Determination of factors about setting where the course will take place

While NA is known to be the starting point for planning an ESP course, the task of NA does not end at the beginning of the course; it is a continuing process throughout the overall teaching process. As Dudley-Evans and St John (1998) state, ESP practitioners are most likely to be involved with a formative (ongoing) assessment during the activity. Although the steps on ESP are linearly defined as needs analysis, course design, teaching, learning, assessment, and evaluation in theory, it cannot be implemented linearly in real life. These steps are intertwined with each other and the ongoing necessities of the course, the needs of learners may direct the route from one to another of these steps. The stages of ESP are demonstrated in Figure 2 and Figure 3 by Dudley-Evans and St John (1998), and NA is at the very core of these stages.



*Figure 2. Stages in the ESP process: Theory by Dudley-Evans and St John (1998, p.121).*



*Figure 3. Stages in the ESP process: Reality by Dudley-Evans and St John (1998, p.121).*



Additionally, there are no particular unique sets of needs. The findings depend on the person asking the questions, the content of the questions, and how answers are evaluated (Dudley-Evans & St John, 1998).

### 2.3.2 Course Design

Most ESP teachers or course designers would prefer to conduct their own investigation for specialist discourse, but it takes too much time, and there may be limited time to conduct research each time. According to Baştürkmen (2010), the necessity of empirical research should be evaluated first by reviewing the following criteria:

- Learners' needs on the necessary language skills, genres, and features
- Whether data and descriptions are presently existing
- If not available, the way how to gather and search data
- If available, the way how the data can replace or used according to course developer's investigation

ESP teachers and course developers should check previous research to gain time and effort; however, sometimes it may not be possible to find out studies which searched the same specific needs of learners, and ESP teachers or course developers may need to conduct an empirical investigation on their own. Baştürkmen (2010) suggests three important approaches to search on specialist discourse. These are ethnography, genre analysis, and corpus analysis.

Ethnography is a qualitative research design, an in-depth investigation which generally focalizes on a specific setting in their natural context. The researcher collects rich data about context, participants, and their needs of the language. The range of data can be collected via open-ended interviews, narrative accounts, observations, and documents. The researcher can process data by making an in-depth analysis using various techniques.

Genre analysis is claimed by Baştürkmen (2010) to be the most effective approach to analyzing language use in ESP so far. Genre is described by Richards and Schmidt (2010) as a type of discourse that takes place in a specific context, has distinctive and recognizable patterns and organizational norms, and has special and characteristic communicative uses and they explain the analysis of genre as the study of how language is used in a special context. Texts of the same genre hold the same language functions, and members of a particular community comprehend the function of genre same and have the same assumptions of how the genre is written or spoken (Baştürkmen,2010).

Genre analysis describes how specific groups organize specific texts (written or spoken) for their communicative purposes. A set of documents on a specific genre can be

collected and evaluated or compared. The analysis can begin either by texts first or the content. The analyst can examine samples of genre and look for characteristic patterns of discourse first or prefer to investigate context first to determine the functions of the genre for that community. Checking and evaluating previous knowledge on the same genre is essential in ESP practice. The analyst should clearly identify language use and audience, their interactions in written or spoken form, detailed functions of the genre and subject, and how it is used with other genres. Samples of texts should be collected, and detailed analysis in structure and content must be examined.

Corpus is defined by Richards and Schmidt (2010) as a collection of language samples that occurs naturally and which is collected and collated for simple access by researchers and materials developers who are willing to know the way words and other language items are actually used. It is electronically available; thus, it can be assessed with computer software. Depending on the purpose, the corpus analysis can be implied to texts for a very specific objective, like the terms used in a letter of credit in the banking community.

As an essential component of ESP, course design is also a critical step where the course is composed. To design a competent ESP course, the course designer should evaluate the descriptions of specialized discourse meticulously. Reviewing the literature, studying the previous research of the same subject area has essential importance for the process's productivity.

### **2.3.3 Role of Teachers**

Dudley-Evans and St John (1998, p.13) use the term “ESP practitioner” for ESP teachers since ESP work requires considerably more than teaching. They put forward five key roles of an ESP practitioner. As a teacher, although teaching principles may not mainly differ from General English language teaching when the subject of teaching is a more specialized one, the teacher may need to negotiate with the learners on how to employ the practices to answer their goals. In some cases, teachers may need to give one-to-one advice to their students. Therefore, ESP teaching requires a great deal of flexibility, willingness to learn some other disciplines, taking risks in teaching. Dudley-Evans and St John (1998) point flexibility and willingness to take the risk as the key roles for ESP teaching success.

There should not be a shift to be a subject matter teacher, but ESP teachers should be concerned learners of the subject matter. Hutchinson and Waters (1987) sum up an ESP teacher's characteristic as "the ability to ask intelligent questions". While they do not need to know specialists' subject knowledge, they should have a positive approach towards the

content, know the subject area's basic principles, and be aware of how much they already know about the subject.

The subject's specificity often requires the ESP teacher to function as a course designer and materials provider. Dudley-Evans and St John (1998) assert that it is mostly not possible to utilize a specific textbook without an additional material, and sometimes there is no appropriate published material for particular needs. ESP teachers also need to evaluate the materials' appropriateness to the learners and choose, adopt, or even write for the teaching material. Thus, it is a demanding role of ESP teacher. However, initially the materials should also be well evaluated, and the advantages of the published materials should not be ignored.

One of the difficulties that ESP practitioners face has been defined to be no existing expedient guide by Hutchinson and Waters (1987). They advise using authentic texts to teach target situation discourse but should always keep in mind the "fitness to the language purpose". Teachers should distill and synthesize the materials from a range of available options. Texts are elements of the learning process, and teachers must have a good command of handling these texts. Hence, teachers' flexibility in choosing the texts has a key role in course design and material development. According to Belcher (2006) ESP teachers are mostly and primarily needs analyst, then designers and practitioners of specialized curricula.

As a researcher, ESP teachers need to research to grasp the discourse of the texts and need to be closely following the research of their field. They should follow up with the new concepts in the subject area, investigate genres, skills that are involved. Teachers should observe the possible situation that the learners will face in their future working places to design the course and produce or adopt the materials of the subject matter. Belcher (2009) maintains that ESP specialists accept the responsibility to find their learners' needs and preferences for speaking, writing, reading, and listening activities to achieve their goals.

ESP teaching demands the role of collaborator as well, since ESP teachers need to be in close relation and collaboration with subject teachers to establish teamwork. Subject teachers can provide rich information on the content of the subject matter. However, Hutchinson and Waters (1987) call ESP teachers' attention to put definite guidelines about the collective and separate roles and responsibilities with the subject teachers. On the other hand, ESP teachers also need to collaborate with sponsors and may need to negotiate more in a physical sense. There may not be optimal teaching conditions each time; the teaching environment may be a work place with insufficient ventilation or noise. Hence ESP teachers should be ready to get adopted to these conditions and be flexible where necessary.

As evaluators, ESP teachers are mostly involved with evaluating students' levels, courses, and teaching materials. Achievement tests have to be applied for the evaluation of students' learning. Design of course and teaching materials should be evaluated during the courses. Students' learning should be evaluated sometime after the course. As Dudley-Evans and St John (1998) suggest, it is vital to determine whether the learners have been able to use what they have learned or figure out what they lack. Accordingly, the syllabus can be adapted with this ongoing assessment. Assessment is an important component of a teacher's role. As Long (2005, p.20) suggests, "the learners may state their reasons for learning English in general, but they may not identify their needs. Therefore, it is ESP practitioners' job to identify needs, administer tests, and generally complete the diagnosis".

Admittedly, a big number of ESP teachers have not been equipped to be ESP teachers. It can be considered the major difference between English for General Purposes (EGP hereafter) and ESP teachers. As Hutchinson and Waters (1987) suggest, they need to divert themselves to a condition for which they have mostly been inadequately equipped. Baştürkmen (2019) states that while learners' needs are tended to be foregrounded, teachers' learning and knowledge needs are backgrounded. The studies on the subject of teachers and ESP teaching are insufficient.

Kırkgöz (2019) also draws attention to the need for ESP education for pre-service teachers. She claims that ESP education should be given to undergraduate students who are the possible nominees of ESP teaching and notices that prospective teachers are not equipped with the essential knowledge to teach ESP. The findings of a case study conducted by Kırkgöz (2019) showed that training on ESP with pre-service teachers had a positive effect on them, and they considered themselves as well-prepared to teach ESP in their prospective job after training. Hutchinson and Waters (1987) suggest that any ESP teacher training approach should try to repel teachers' concerns and hostility towards ESP subject matter. The study performed by Xie, Tajaroensuk, and Seepho (2019), which evaluated ESP teachers' in-service training, showed that in-service training could significantly enhance teachers' knowledge as well in the relative sector and English teaching ability.

Since ESP subject areas are directly related to the target situations of the actual working areas or academic environment, there will always be a need to learn actual subject matters during the learner's professional life. Consequently, Di Pardo Leon-Henri (2019) suggests that it is the educator's responsibility not to focus only on hard skills but also on teaching soft skills, which are both important and respected in our century. Seven soft skills have been defined and considered necessary to maintain better learning. These are:

"communicative skills, thinking skills and problem-solving skills, team workforce, life-long learning and information management, entrepreneur skills, ethics, moral and professionalism and leadership" (Jain, 2009; as cited in Abbas, 2013, p. 366). Abbas (2013) argues that English teachers need to recognize learning outputs, materials, strategies, and assessments that can improve their soft skills. Likewise, Mousawa and Elyas (2015) also draw attention to the importance of soft skills for ESP learners. He maintains that attempting to improve and master soft skills can positively contribute to employability.

#### **2.3.4 Materials Design**

According to Dudley-Evans and St John (1998, p.170,171), we use the materials in ESP for four significant reasons: as a source of language, as learning support, for motivation and stimulation, and for reference. In cases where English is a foreign language, as it is in Turkey, the ESP classroom itself is the primary source of exposure to English. Material content including real-life language, as well as the requirements of learners, is therefore crucial. On the other hand, material content should not only present real language but also be pedagogically appropriate. As a source of language, materials provide the opportunity to be a future reference for interested learners.

As learning support materials should attract learners to think and use the language, they should stimulate cognitive processes of learners. To “stimulate” and “motivate”, materials need to be demanding but also achievable. They should give fresh ideas, while the knowledge of learners is the focus. Hence, materials should provide a reason to communicate. Students may need materials as a reference for self-study or practice. Practices must be appropriate for different learning styles.

It is impractical and time-consuming for an ESP teacher to prepare materials for each course. It takes too much time and effort to find suitable subject matter content, real-world practices, correlate these activities with the real content, and compile appropriate rubrics. It is stated that finding and designing appropriate materials is considered a major challenge by the teachers in a study conducted by Kakaoulli Constantinou, Papadima-Sophocleous, and Souleles (2019) in Cyprus. Depending on the availability, teachers may select from existing materials (material evaluation), or write their own material (material development), or modify existing materials (material adaptation) (Hutchinson & Waters, 1987, p.96).

Evaluation is a method of matching needs with available solutions. Hutchinson and Waters (1987, p.97) offer a material evaluation process with four basic steps which consist of: (1) defining criteria, (2) subjective analysis, (3) objective analysis, and (4) matching. Mostly, the first two steps are defined during the course design stage. Criteria should be first

determined while selecting content. As the second phase, what realizations of the requirements are expected in the course, as subjective analysis, should be examined. As the third stage, the objective analysis must be evaluated on how the material realizes the criteria set. Furthermore, the final step for matching should be to address how far the content caters to the needs.

Since ESP courses are tailored for specific learners' needs, a tailor-made design may be necessary, and materials for these specific needs may be designed accordingly. It is one of ESP's most distinctive characteristics. The process of preparing new materials may begin either with subject matter content or with the need for material for a specific objective. In the former, determining real content, matching real and subject matter content to course framework are the following steps. In the latter route, search for suitable subject matter content is the following step. The next stage is to draft activities when the real and subject matter content is matched. Dudley-Evans and St. John (1998) suggest considering sources, size of groups, approaches to learning and target activities to be confident that they are suitable as the learning activities. Diversity in the micro-skills with various types of activities is significant in increasing learners' motivation. According to learners' requirements, the teacher should be flexible to provide group work, pair work, or individual activities. Furthermore, groups of learners having mixed abilities in a class are a common problem in ESP; therefore, teachers can achieve students' success for tasks by giving them partial or full support while some learners may not need any support.

The final and important step in material development proposed by Dudley-Evans and St John (1998) is the presentation of the material well. A design model is proposed by Hutchinson and Waters (1987) with four steps: input, content focus, language focus, and task, with the primary focus on the task.

The advantages of learner-generated materials should not be neglected since they offer several advantages to ESP classes. Students approach English learning with an area in which they are already knowledgeable. They can use their subject matter knowledge in English courses. The study conducted by Nikiforou (2019) in Cyprus investigated ESP students' collaborative work to generate an online biomedical dictionary on the wiki. Students created something that belonged to them, hence wanted it to be coherent, effective, and engaging. They worked at their pace and ability and carried responsibility. This collective work enhanced students' vocabulary knowledge. Another study by Munir (2019) aimed to reveal the consequences of a project where 42 learners in Indonesia designed a coursebook in an ESP subject. The study by Munir (2019, p.9) showed that "classroom project on a textbook design

enhanced students' knowledge, creativity, teaching skills on ESP area, as well as students' individual and social values to improve their harmony in life”.

We are in a digital era where we are equipped with several kinds of technological devices. Hence, the use of technology in the classroom is an inevitable teaching element, and equivalently for material design. Computers can maintain a plethora of authentic materials, multimedia, and unlimited access to information available globally. The place of teaching no longer hinders to reach several sources when technology is available for ESP teachers. Sanz (2014) asserts that a classroom can become a library, a pressroom, a delivery platform, an auditorium, or a communications parlor, where necessary.

Several studies support the positive contributions of the use of technology in ESP courses. A system call I-AGENT provides the possibility for instructors to associate collaborative online work by Moodle and face to face classroom lessons, as blended learning, by this means oral skills are practiced in a natural context and learners' progress can be tracked flexibly through Moodle. Another project called the Maritime Glossary project, held in the 2009-2010 academic year with 20 students in Spain, a compilation of a glossary, took place with students' contribution also with Moodle. Perea-Barberá and Bocanegra-Valle (2014) suggest that improving ESP courses with computer-based technology encourages the cooperative work of learners and increases awareness of self-direction. Similarly, a study conducted by Chiu (2004) with 18 foreign flight students indicated that they have definite improvement on their English placement exam total test scores; they improved their language skills as well as their grammar and vocabulary. The study proposes that the students' positive attitudes toward learning English via Computer Assisted Language Learning was beneficial, engaging, and enjoyable. As a result of their study conducted with 50 ESP teachers from twenty countries, Aleksić-Hajduković, Sinadinović, and Mijomanović (2019) also state that ESP teachers have shown an irresistible need to improve their teaching skills by directing themselves to new technology. Giannikas (2019) also acknowledges that a technology-enhanced curriculum supports students to be independent learners, and a technology-enhanced curriculum can support learners to improve themselves as autonomous learners and cover a wider variety of content and resources in a student-centered environment.

Wilson, Sharoff, Stephenson, and Hartley (2014) point out that a corpus-based approach to language learning can enhance learning and compensate the lack of printed material in ESP. ESP courses can benefit from corpus-derived frequency lists and meet the specific needs of individuals. Corpora are advantageous since they are not limited by space and can be used as a supportive language teaching element. As an approach to examining



language structure and use by analyzing massive databases of authentic language examples filed on the computer, corpus linguistics can contribute to ESP. All in all, Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), Moodle, Wikis, blogs, social media networks like Facebook, Twitter, gamification are promising elements of technology which is supposed to gain numerous advantages to ESP in means of material design.

## 2.4 ESP for Tourism

Since the 1980s, Turkey's tourism growth has gained momentum, as stated by Arslantürk and Atan (2012). They claim, among the economic development drives, tourism has kept its critical role, and governments have implemented incentives to improve tourism income. Tourism has an important role in the Turkish economy and international commerce as well. Each country is trying to take its share in maximum within this arena. The statistics retrieved from the Ministry of Culture and Tourism show that the momentum in tourism continues. The number of arriving foreign visitors is increasing every year, as seen in Figure 4.

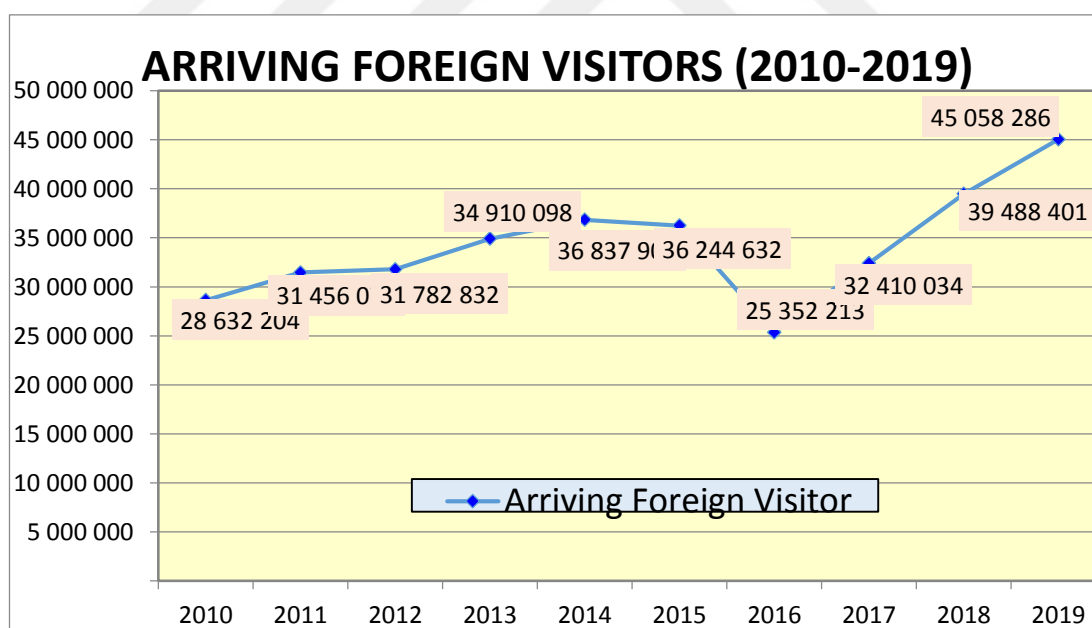


Figure 4 Arriving tourist visitors (2010-2019)

According to the data retrieved from the statistics presented by the Ministry of Culture and Tourism, there is an increase in tourism receipts as in Table 1.

Table 1

*Tourism receipts between years 2010-2019*

<b>Years</b>	<b>Tourism Receipts (USD)</b>
2010	24.930.997
2011	28.115.692
2012	29.007.003
2013	32.308.991
2014	34.305.903
2015	31.464.777
2016	22.107.440
2017	26.283.656
2018	29.512.926
2019	34.520.332

As declared by the Ministry of Culture and Tourism (2007), Turkey aims to be a world brand in tourism with a sustainable approach to the tourism industry and become a significant destination in the list of five countries hosting the biggest number of visitors and highest incomes by 2023.

To meet the targets, there is undoubtedly an important emphasis on tourism education as well. The Turkish Ministry of Culture and Tourism (2007) declared the tourism educational strategy as to establish and submit an education program in tourism to generate measurable outcomes. To yield these measurable outcomes, well-educated tourism professionals are needed. The popularity and profitability of tourism in our country depend on the continuing education of a satisfactory standard, and it is an indisputable fact that a good command of English provides satisfaction to the interlocutors in this sector. Like in all ESP fields, tourism English (TE hereafter) has its own register, lexis, skills, discourse, and genre. Accordingly, there is a focus on teaching English, specifically in the tourism context in this sub-title.

Long (2013, p.25,26) claims that “task-based language teaching has many advantages, starting with its psycholinguistic plausibility and consistency with research findings on second language acquisition, but perhaps its greatest strength is its relevance to the needs of specific group of learners.” He further asserts that Task-based Language Teaching (TBLT hereafter) has an advantage in adult education as well. He points out that the first step should be to carry out a language audit when designing a program. Then a needs analysis should be conducted in two phases. The first phase should identify the target tasks, which means what people’s work requires them to be able to do. The second phase should involve the analysis of target discourse. Appropriate sampling, multiple sources of information- especially with domain

experts, multiple methods of obtaining information, and triangulation methods and sources are the key factors to success in programming TBLT. The differences between what is available and what is needed can be achieved by comparing language audit and needs analysis. When target tasks are identified with needs analysis, target tasks should be classified into task-types. Target-task types and target discourse can form the TBLT with the following steps; task-based syllabus design, writing modules of materials, choices in methodology and pedagogy, task-based performance assessment, and program evaluation.

In order to perform a successful language audit and needs analysis, sampling must be appropriately proceeded. Relevant industry sectors with sub-sectors must be identified carefully and systematically for correct sampling. Multiple sources of information and methods to obtain that information are deemed to be necessary. Literature survey, in-depth unstructured interviews, questionnaires, in-depth structured interviews, participant and non-participant observations, and daily logs by the target group members are the methods to maintain information from various channels.

Tasks determined with need analysis like checking guests, guiding tours, renting equipment may be a central part of some occupations, but they are irrelevant to the majority. Hence target tasks should be grouped to target task-types, like giving directions, respond to tourists' complaints, deal with emergencies. These may be related to personnel in several jobs. Triangulation should be obtained by collecting data with different methods, like unstructured interviews, on-line surveys, and different sources like supervisors and staff. The following step gathers and analyzes the target discourse where the language use is involved in completing the target tasks.

## CHAPTER III

### METHODOLOGY

#### 3.1. Design of Research

The current study adopts a mixed-methods research design since we believed both qualitative and quantitative data would better inform the analysis to answer the research questions at hand, as recommended by Saldana and Omasta (2018). We have chosen to use the Sequential Explanatory Design (Creswell, 2009) in this mixed-method study since supportive information to quantitative data can be collected with qualitative data (See Fig. 5).

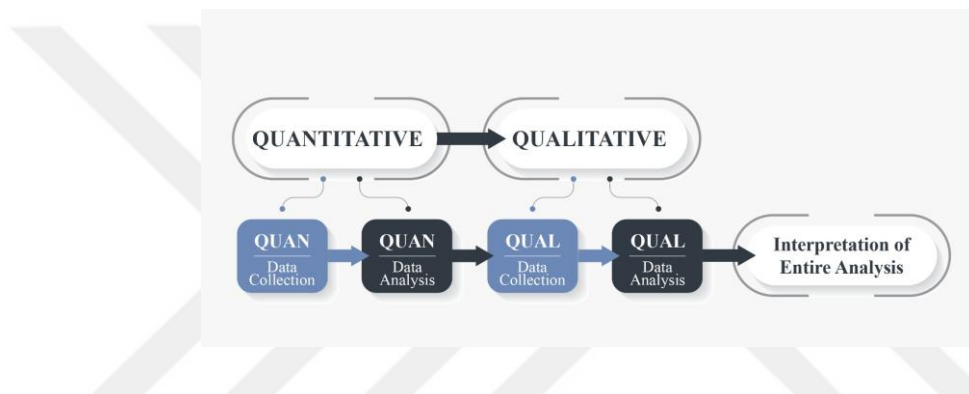


Figure 5. Sequential explanatory design (Creswell, 2009)

In the first phase of the study, questionnaires have been applied to the students to determine their satisfaction, problems, and needs. Quantitative data has been analyzed, and in the light of quantitative findings, focus group semi-structured interviews have been applied to students and a lecturer. Findings obtained from both questionnaires and interviews have been analyzed.

In view of the complexity of needs which we have seen, it is desirable to use more than one of these methods e.g., questionnaires, interviews, observation and others, as recommended by Hutchinson and Waters (1987). Evaluation can be both qualitative and quantitative. Tests and questionnaires can provide numbers and percentages for individual items, but a broader picture can be covered with qualitative methods like discussions and interviews, as Dudley-Evans and St John (1998) suggested.

#### 3.2. Sampling / Participants

Purposeful sampling (Büyüköztürk, 2009) has been used in this study. Depending on the study's purpose, the Tourism and Hotel Management Program at Izmir Vocational School is considered appropriate for analyzing learners' specific language needs. This specific

program itself necessitates a focus on special lexis, register, language skills, and genre. The demographic characteristics of the participants are listed in Table 2.

Table 2

*Demographic characteristics of the participants*

	<b>n</b>	<b>%</b>
<b>Gender</b>		
Female	33	37,1
Male	56	62,9
<b>Age</b>		
19 and under	48	53,9
20 and above	41	46,1
<b>Grade</b>		
1st Grade	55	61,8
2nd Grade	34	38,2
<b>Graduated High School and its equal school</b>		
Ordinary High School which hasn't got intensive English Language lessons	6	6,7
Vocational High School which hasn't got intensive English Language lessons	55	61,8
Science High School which hasn't got intensive English Language lessons	1	1,1
Super, Private or Anatolian High Schools which have got intensive English language lessons	27	30,3

The participants consist of 37,1% female, 62,9% male. The age average of participants whose ages are between 17-24 has been calculated as  $19,83 \pm 1,43$ . Additionally, the rate of the participants who are 19 or under is 53,9%, who are twenty or above is 46,1%. 61,8% of the paradigm consists of the first graders, the rest (38,2%) consists of the second graders. When it comes to the graduated high school and its equal school, with 61,8%, the majority consists of the students who graduated from vocational high schools which do not have intensive English language lessons and this rate is being followed by Anatolian, Super or Private High Schools which have intensive English language lessons with a percentage of 30,3. 6,7% of the students are graduates of ordinary high schools that do not have intensive English language lessons. At the same time, 1,1% of them are from Science High Schools that do not have intensive English classes.

### 3.3. Data Collection Instruments

#### 3.3.1 Questionnaire

In the first phase, the questionnaire developed by Dağlı (2011) (see Appendix 3) in order to determine the English language needs of Bozok University Engineering and

Architecture Faculty Freshman Students was adapted and applied to 89 students of Tourism and Hotel Management Program at Izmir Vocational School.

### 3.3.2 Interviews

Upon evaluating the entire questionnaire, a focus group interview was conducted with seven students who volunteered for the interview and provided verbal consent to participate in the study. The questions used in the focus group interview was adapted from Kazar (2013) (see Appendix 3). A semi-structured interview was conducted with one lecturer from the Tourism and Hotel Management Program of Izmir Vocational School since only one lecturer gave ESP courses in that program.

### 3.4. Analysis of Data

SPSS 23.00 has been used in analyzing the data from questionnaires. Descriptive statistics (frequency, percentage, average, standard deviation) have been utilized to identify students' demographical characteristics and their views on English Language Education. T-test has also been used to evaluate the differentiation of the views on English Language Education according to the demographical factors like gender, grade, graduated high school, and equal school. Obtained findings have been evaluated in 95% reliability and 5% meaningfulness range.

The data from the interviews have been analyzed using the thematic analysis steps by Brown and Clarke (2012). Interviews have been recorded and transcribed. The data from the interviews was read and reread by the researcher. Emerging themes were identified after codes and categories had been generated from the data. An external researcher also read the data and any discrepancy in the analysis was overcome through discussions.

### 3.6. Validity and Reliability of Research

Table 3

*Descriptive statistics related to the research scale*

	Number of Items	Range	$\bar{X} \pm ss$	Skewness	Kurtosis	$\alpha$
<b>Satisfaction</b>	8	1,50-5,00	3,28±0,73	-0,02	-0,13	0,83
<b>Problems</b>	9	1,00-4,33	1,89±0,64	0,82	1,23	0,75
<b>Needs</b>	11	2,55-4,91	3,69±0,49	-0,08	0,08	0,71
<b>Total</b>	28	2,00-4,04	3,00±0,37	0,32	0,87	0,67

The average of research scale is  $3,28 \pm 0,73$  and reliability coefficient is 0,83. The average which is related to problems factor is  $1,89 \pm 0,64$  and the reliability value is calculated as 0,75. The average related to 'Needs', the third factor of the scale, is  $3,69 \pm 0,49$  and the reliability value is 0,71. The average is  $2,99 \pm 0,37$  and the reliability value is 0,67 in the analyses of complete scale.

To increase the credibility of qualitative findings, data retrieved from the interviews was analyzed and discussed with a co-researcher several times until consensus was reached on the main themes.

### **3.7. Role of Researcher**

Throughout the research process, the researcher took the necessary steps to protect the rights of the participants. Permission for research was obtained from the Ethical Commission of the university. Pseudonyms were used to protect the identity of the research participants. Also, the researcher, in the analysis of interview transcripts, explicitly and reflexively identified her biases, values and background, and reflected on how these shaped her interpretations of the findings (Creswell & Creswell, 2018).



## CHAPTER IV

### FINDINGS

This chapter presents findings related to the first and second research questions and their sub-questions. In response to the third research question, “Does the qualitative data from the interviews help explain the results from the questionnaire?”, the qualitative data that helps to explain the quantitative data is embedded into the findings, where considered appropriate.

#### 4.1 Findings related to the first research question

Quantitative findings related to the first research question “What are the perceived English language needs of students?” are presented in Table 4 and Table 5 as a general picture of English language needs of students.

Table 4

##### *Perceptions on the necessity of learning English*

	n	%
<b>It is necessary for me to learn English because;</b>		
I want to meet people who have different culture and experience around the world.	79	17,8
I want to have a chance to work abroad.	77	17,3
I want to be an academician at a university.	24	5,4
I want to have a chance to have a better job.	82	18,4
I want to be able to read and research the resources about tourism and hotel management.	49	11,0
I want to understand charts and graphics which are prepared in English.	38	8,5
I want to use the internet in a better way.	41	9,2
I love English.	55	12,4

With a percentage of 18,4%, most of the students think that it is necessary for them to learn English so that they can have a chance to have a better job. Moreover, 17,8% think that they need to learn English in order to meet people around the world, 17,3% to have a chance to work abroad, 12,4% learn because they love English, 11% learn to be able to read and research the sources related to tourism and hotel management, 9,2% to use the internet in a better way, 8,5% to be able to understand the charts and graphics which are prepared in English and 5,4% to be an academician at a university.

Table 5

*Perceptions on their English language needs*

	n	%
<b>As a nominee staff of tourism and hotel management;</b>		
I need general English knowledge (main grammar rules and vocabulary)	53	25,5
I need academical English. (for writing and reading article, thesis, report)	47	22,6
I need Professional English (glossary and language skills related to tourism and hotel management)	65	31,3
I need all above.	42	20,2
I don't need English.	1	0,4

With a percentage of 31,3%, most of the students think that they need Professional English (glossary and language skills related to tourism and hotel management. This rate is followed by 25,5% of the students who think they need general English knowledge (main grammar rules and vocabulary). 22,7% of them think that they need all of them, 22,6% of students think they need academic English (for writing and reading article, thesis, report), whereas 0,4% stated that they would not need English at all.

The qualitative findings which support the above tables regarding students' English language needs also pointed out that according to the students and the lecturer of the Tourism and Hotel management program at Dokuz Eylul University, there is a definite agreement that learning English with specific purposes is necessary for the learners in their professional life. For instance, student 6 confirms the idea with these words, "you cannot attain professional English easily, and if your knowledge of professional English is not satisfactory, you will be disadvantageous both in your business and your self-confidence. Student 5 describes the tourism sector as "a self-renewing profession" and states; "new terms are developing every moment. To be able to keep contact with people abroad and from the same profession, ESP is necessary to give a better service and make the technical analysis". While Student 1 describes ESP as preparation for the profession, Student 4 considers the vocabulary taught in ESP as valuable for their profession. Especially when the sector is closely engaged with English and specific words, phrases, terms used, ESP gains more importance for professional life. Student 7 believes that ESP can put them forward in their future job applications.

## 4.2 Findings related to the sub-questions

Findings related to the first sub-question which concerns the language skills are given in Tables 6,7,8,9,10,11.

Table 6

*Language skills that are thought to be necessary*

	n	%
<b>Which language skills are necessary in your opinion?</b>		
Reading	89	17,3
Writing	89	17,3
Speaking	89	17,3
Listening	89	17,3
Translation	84	16,5
Technical words	73	14,3

The rate of the students who think that reading, writing, speaking, and listening are necessary is equal (17,3%). Moreover, a student group of 16,5% thinks that translation is necessary, while 14,3% think that technical words are necessary. The findings retrieved from the semi-structured interviews also showed that four skills are equally needed where necessary. The lecturer has a holistic approach for teaching the four skills and puts emphasis equally on their necessity. He thinks it is not right and possible to put any of the skills ahead of the others. All four skills are intertwined, and he states he gives the same importance to four skills. Similarly, student 5 stated, “I cannot make a distinction; it is better to acquire it in multiple ways,” as a reply to which strategy should be stressed to improve their four language skills. She suggests all skills can be considered as number one when they are needed depending on the conditions. Student 7 thinks one activity may address working on four skills simultaneously, and it would be more beneficial for learning. Student 5 also supports the idea with her words, “in fact, I think it is more advantageous to acquire all at once.”

During the focus-group interview, the students put the language skills in order of importance as follows:

Table 7

*Students' perceived needs of skills according to the interviews*

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>	<b>Student 5</b>	<b>Student 6</b>	<b>Student 7</b>
1	Grammar	Grammar	Vocabulary	Reading	Vocabulary	Listening	Grammar
2	Vocabulary	Reading	Speaking	Vocabulary	Speaking	Speaking	Vocabulary
3	Listening	Speaking	Listening	Speaking	Listening	Vocabulary	Speaking
4	Writing	Listening	Reading	Listening	Writing	Grammar	Listening
5	Reading	Vocabulary	Writing	Grammar	Reading	Reading	Reading
6	Speaking	Writing	Grammar	Writing	Grammar	Writing	Writing

Although the need for technical words was listed as the last necessary skill in quantitative findings, the focus group interview with the students showed that the vocabulary about the field has been appointed as one of the most important concepts in ESP by the majority of the students. Two interviewers even put it in the first place and think that it is the most important skill they should gain during their education. Student 4 states that continuity of speech is only possible with the mastering the vocabulary of the field. Student 5 states that the lack of vocabulary knowledge will put them in trouble in their future work; "If you are familiar with your field's vocabulary, you can continue your communication even if you lack the grammar in tolerable level". She said; "The vocabulary related to the field is the most important (concept) for me. Because not knowing the words creates complication. The complication may cause failure in our business". Student 6 states that communication cannot occur anyway if you do not know the vocabulary of the field. Knowledge of vocabulary related to their field is nominated to be the most important component of their communicative competence. Student 7 emphasizes understanding different accents as well. Furthermore, speaking and listening and grammar are rated within the first three skills by most of the students. Hence, technical words (vocabulary), grammar, and oral communication skills are found to be more important within language skills according to the qualitative data.

Table 8

*Speaking skills that are thought to be necessary*

	<b>n</b>	<b>%</b>
<b>Which speaking skills are necessary for you?</b>		
To be able to have conversations face to face	89	35,6
To be able to speak on the phone	89	35,6
To make a verbal presentation	72	28,8

Equally, 35,6% of the students think that speaking face to face or on the phone is very necessary. In addition to this, 28,8% think that making a verbal presentation is necessary. Qualitative findings also point out that there should be more focus on speaking. Student 3 stated; “I think that speaking activities must be increased for speaking skills. The main focus should be only speaking in those lessons”. Dialogs, a dramatization of real-life occasions related to tourism, making phone calls are suggested activities by the students to improve their speaking skills. They stated these activities could enhance their ability to have face to face and phone conversations.

Table 9

*Listening skills that are thought to be necessary*

	n	%
<b>Which listening skills are necessary for you?</b>		
To be able to understand native speakers	89	25
To be able to understand a daily conversation	89	25
To be able to understand tv or radio broadcasts	80	22,3
To be able to understand dialogues	87	24,3
To be able to understand a seminar or a conference	73	20,4

One of the two groups of students with a percentage of 25 think that understanding native speakers is essential; the other group thinks the same for understanding a daily conversation. Understanding a dialogue is thought to be necessary by the group of 24,3% and 22,3% think understanding a radio or tv broadcast is important, while 20,4% think the same for understanding a seminar or a conference.

Supporting the quantitative findings; qualitative findings revealed that there should also be more focus on listening skills. Watching videos, conversations, films, listening to English songs, and being exposed to different accents are suggested by the students to improve their listening skills. These activities will help improve their ability to understand native speakers and daily conversations, which are the most important listening skills in retrieved from quantitative data.

Table 10

*Writing skills that are thought to be necessary*

	n	%
<b>Which writing skills are necessary for you?</b>		
To be able to write a summary or criticize	30	14,7
To be able to write an article about a specific topic	74	36,3
To be able to write job offers, reports and projects	23	11,3
To be able to reply email, letter, message and notes	77	37,7

While the majority of the students think that replying to an email, letter, message, and notes is necessary, this is followed respectively by 36% of the students who think being able to write an article about a specific topic is necessary. 14,7% of them think that writing a summary or criticizing is necessary and 11,3% of them think that writing employment offers, report, and notes is necessary. Qualitative findings show that in order to improve writing skills, Student 6 suggested keeping a diary in English. Writing summaries of books and films are other strategies proposed by the students to can improve their writing skills.

Table 11

*Reading skills that are thought to be necessary*

	n	%
<b>Which reading skills are necessary for you?</b>		
To comprehend the main idea of the reading passage	73	24,5
To comprehend the reading passage in detail	80	26,8
To interpret the reading passage and understand the implicit message	82	27,5
Summarization	43	14,5
To figure out the information in the passage with a figure or a diagram	20	6,7

With a percentage of 27,5, most of the students think that to interpret a reading passage and understand the message implied are necessary. The group of 26,8% thinks that to comprehend a reading passage in a detailed way is necessary, whereas 14,5% think that to write a summary is important and 6,7% think that to point out the information in a passage by means of shapes and diagrams is necessary. Qualitative data retrieved from the focus group interview showed that reading books, discussing them, and skimming on paragraphs can be the activities to improve their reading skills.

Findings related to the second sub question which concerns differentiation of students' perceptions of their needs according to their gender are presented in Table 12.

Table 12

*Differentiation of perceptions related to English language education to gender*

	N	$\bar{X}$	ss	t	p
<b>Satisfaction</b>					
Male	33	3,45	0,72	1,66	0,100
Female	56	3,18	0,72		
<b>Problems</b>					
Male	33	1,81	0,70	-0,87	0,386
Female	56	1,93	0,61		
<b>Needs</b>					
Male	33	3,71	0,46	0,38	0,704
Female	56	3,67	0,51		
<b>Total</b>					
Male	33	3,03	0,35	0,65	0,519
Female	56	2,97	0,38		

Within satisfaction, problems, and needs, the factors which are related to the students' English language education, total points of English language education of the students have not differentiated ( $p>0,05$ ). In other words, statistically, there is no meaningful difference among the views related to English language learning of male and female students.

Findings related to the third sub question which concerns differentiation of students' perceptions of their needs according to their graduated high school are presented in Table 13.

*Differentiation of the perception related to English language learning according to the high schools that were graduated*

	n	$\bar{X}$	ss	t	p
<b>Satisfaction</b>					
Ordinary, Vocational and Science High Schools which haven't got intensive English Language lessons	62	3,22	0,71	-1,16	0,250
Super, Private or Anatolian High Schools Which have got intensive English language lessons	27	3,42	0,78		
<b>Problems</b>					
Ordinary, Vocational and Science High Schools which haven't got intensive English Language Lessons	62	1,89	0,67	0,08	0,937
Super, Private or Anatolian High Schools which have got intensive English Language Lessons	27	1,88	0,60		
<b>Needs</b>					
Ordinary, Vocational and Science High Schools which haven't got intensive English Language Lessons	62	3,67	0,51	-0,46	0,648
Super, Private or Anatolian High Schools which have got intensive English Language Lessons	27	3,72	0,46		
<b>Total</b>					
Ordinary, Vocational and Science High Schools which haven't got intensive English Language Lessons	62	2,97	0,37	-0,86	0,393
Super, Private or Anatolian High Schools which have got intensive English Language Lessons	27	3,04	0,36		

When the students' high school graduation is analyzed, it is viewed that the number of the students who graduated from an ordinary high school which has not got intensive English lessons is six and the number of students who graduated from a science school which has not got intensive English lessons is one. Since the low number of participants in these groups, these seven students have been gathered in a classroom that included vocational high school graduate students. Hence, two groups have been formed as the graduates of the ordinary, vocational, and science high schools that have not got intensive English lessons and the graduates of Anatolian, Super, and Private High Schools, which have intensive English

lessons. According to the t-test analysis result, Within the satisfaction, problems, and needs factors related to English language learning of the students and their total points on English language learning have not differentiated depending upon the type of high school or its equal which was graduated.

Findings related to the third sub question which concerns differentiation of students' perceptions of their needs according to their grade are presented in Table 14.

Table 14

*Differentiation of the perceptions on English language learning according to grade*

	N	$\bar{X}$	ss	t	P
<b>Satisfaction</b>					
1st Grade	55	3,16	0,61	-1,96	0,054
2nd Grade	34	3,47	0,87		
<b>Problems</b>					
1st Grade	55	1,98	0,56	1,68	0,097
2nd Grade	34	1,75	0,74		
<b>Needs</b>					
1st Grade	55	3,77	0,45	1,97	0,052
2nd Grade	34	3,56	0,53		
<b>Total</b>					
1st Grade	55	3,02	0,37	0,86	0,391
2nd Grade	34	2,95	0,36		

Within the satisfaction, problems, and needs factors which are related to English language learning of the students and their total points on English language learning have not differentiated according to grade ( $p>0,05$ ). In other words, statistically, there is no meaningful difference among the views of first and second grade students.

Findings related to the fourth sub question which concerns differentiation of students' perceptions of their needs according to their age are presented in Table 15.

Table 15

*Differentiation of the views related to English language learning according to age*

	N	$\bar{X}$	ss	t	P
<b>Satisfaction</b>					
19 and under	48	3,17	0,75	-1,57	0,119
20 and above	41	3,41	0,69		
<b>Problems</b>					
19 and under	48	1,82	0,53	-1,04	0,303
20 and above	41	1,97	0,76		
<b>Needs</b>					
19 and under	48	3,60	0,44	-1,74	0,085
20 and above	41	3,78	0,54		
<b>Total</b>					
19 and under	48	2,91	0,30	-2,47	<b>0,015</b>
20 and under	41		3,09		



The satisfaction, problems, and needs factors that are related to English Language Learning have not differentiated according to age. ( $p>0,05$ )

#### 4.3 Findings related to the second research question

Findings related to the second research question “What are the perceived English language problems of students?” are presented in Table 16 and Table 17.

Table 16

*The most problematic facts of learning English*

	n	%
<b>Choose the most problematic 4 facts in your opinion while learning English from the below.</b>		
Lack of vocabulary	69	17,8
Lack of grammar	53	13,7
Mispronunciation	35	9,0
Lack of self confidence	46	11,9
Lack of motivation or having a negative attitude towards English	29	7,5
Not having a chance to practice	49	12,7
Writing Skill Inability	11	2,8
Memorizing rules and structures	45	11,7
Insufficient English knowledge	50	12,9

The majority of the students (17,8%) stated that the biggest problem is the lack of vocabulary. Moreover, grammar is stated by 13,7%, insufficient English knowledge by 12,9%, not having a chance to practice by 12,7%, lack of self-confidence by 11,9%, memorizing rules and structures by 11,7%, mispronunciation by 9%, lack of motivation or having a negative attitude towards English by 7,5%, and writing skill inability by 2,8%.

Table 17

*Perceptions on the things needed to be done at the department in order to meet English language requirements*

	n	%
<b>At your department, to meet your English Language's requirements,</b>		
There has to be an obligatory preparatory class	41	22,2
There has to be selective preparatory class	31	16,7
The hours of the lesson at the first grade should be increased	51	27,6
The language classrooms at the first grade should be adapted to the levels of the students.	62	33,5

With a percentage of 33,5, most of the students think that the classes taught in the first grade should be adapted to the students' level. This rate is being followed by 27,6% of the students who think the number of the classes taught in the first grade should be increased and by 22,2% who think that there has to be an obligatory preparatory class and by 16,7% who think that there has to be selective preparatory class.

The qualitative findings also put the problem of heterogeneity at the students' level, which supports the quantitative findings. The ESP lecturer states that English proficiency is different for each student; this is stressed as the weak point of ESP classes. The lecturer informed that the curriculum does not contain language teaching but only focused on vocational parts, in other words – the content. Therefore, the differences in students' proficiency level make it hard to make a "one level" lesson. Those who do not understand the language due to their unequal language proficiency will not learn the content as well.

Student 7 claims the poor background (knowledge of the language) may cause not to acquire adequate education on behalf of students. Student number 3 states that "students should get basic English lesson before taking this course (ESP)." She expresses, "only 5 students out of 30 students have enough proficiency and the rest may have difficulty in understanding". She thinks the students taking the course together should have taken a basic English course to be more competent in the course. Student 5 thinks the number of ESP lessons should be increased, and student 4 also thinks the same for English in general. Furthermore, the lecturer draws attention to the need for knowledge about the field by lecturers. He stated, "In my point of view, those who will teach English or any other foreign language for a profession should definitely have an experience on that profession.

Findings related to the second research question "What are the least satisfactory components do they think are given for their English language learning?" are presented in Table 18.

Table 18

*Components given sufficiently to the students at 1st grade*

	n	%
<b>Which ones below were given sufficiently in English lessons?</b>		
English grammar rules	38	13,2
Reading techniques (reading in detail and skimming)	52	18,4
Listening techniques (taking notes, focusing on a word)	62	21,7
Speaking practice	55	19,3
Formal and informal writing rules	18	6,3
Translation techniques	60	21,1

21,7% of the students think that listening techniques (taking notes, focusing on a word) are satisfactorily given in the first grade. 21,1% think the same about translation techniques, 19,3% for speaking, 18,4% for reading techniques (reading in detail and skimming). The least satisfactory components are stated as English grammar rules with a 13,2%, and formal and informal writing rules with 6,3%.



## **CHAPTER V**

### **DISCUSSION, CONCLUSION AND SUGGESTIONS**

#### **5.1. Discussion**

##### **5.1.1. Discussion related to the first research question**

The findings related to the first research question pointed out that the opportunity to have a better job takes the first place for the students about their perceptions on the necessity of learning English. While the second reason is the desire to meet people around the world, the third reason for the necessity of English is related to their future job again; students want to have the chance to work abroad.

According to students' perceptions of the English language's needs as a nominee staff of the tourism sector, their preceding need is professional English, i.e., glossary and language skills related to tourism and hotel management. The need for general English language knowledge consists of main grammar rules and vocabulary in second place. Some of the students rated the necessity of all types- professional, general, and academic English.

The qualitative findings obtained from the focus group interview also point out that knowing English, especially professionally, is definitely necessary. Learners acquire technical statements, expressions, and strategies related to tourism and hotel management by taking ESP courses. Since it is designed to meet their specific learning needs, ESP is a kind of preparation for students' future jobs.

Previous studies conducted in various contexts also support our findings. The study conducted by Choi (2010) points that students valued foreign language ability more than the professional knowledge to maintain a job, and English is said to be the most prominent language for workplaces. According to the needs analysis of students of tourism in Hanyang Women's College in South Korea, the students valued knowledge of English more than professional knowledge. Zahedpisheh, Bakar, and Saffari (2017) also state that mastering English is essential for those employed in the international tourism and service industry. Their knowledge maintains the necessary linguistic tools to work and travel in their profession in their review article. Similarly, a study conducted by Rao and Abdullah (2007) with 42 tourists searching the language factor in generating tourist's satisfaction also put forward the role of English language proficiency as prominent in the tourism industry. It can affect the choice of hotel and satisfaction of stay according to the tourists. Similarly, Erazo, Ramirez, Encalada, Holguin, and Zou's (2019) research with 15 members of the tourism industry notes that tourism and hotel workers are expected to have a sufficient English knowledge level to make visitors

feel comfortable during their stay. Ghany and Latif's (2012) study with eight teachers and 32 undergraduate students reveal that mastering English is a prerequisite for employment for the future.

Qualitative findings also indicate the importance of ESP for gaining self-confidence with ESP courses. Similarly, Bury and Oka's study (2017) also support the importance of self-confidence showed that confidence is the second essential component after communicative competence regarding their perceptions of English language needs. Therefore, students' confidence should be maintained with appropriate ESP courses by detecting their needs carefully. Ho (2020) asserts that communicative language teaching expedites students' English, increases their self-confidence, and intensifies their communicative competence.

### **5.1.2 Discussion related to sub-questions**

The quantitative findings concerning to the first sub-question about the necessary language skills indicate that students think reading, writing, speaking, and listening are equally necessary, and technical words are stated as the last necessary skill after translation. According to the findings retrieved from the interview with the lecturer, all four skills are also equally necessary, they are intertwined with each other, and it is better to teach all skills at once.

On the other hand, when students are asked to put the skills in order of importance, despite the technical words (vocabulary) was in the last place in the quantitative data, it takes place in the first two between most of the students, furthermore speaking and listening is rated within the first three skill by most of the students. In other words, technical words (vocabulary), grammar and oral communication skills are found to be more important within language skills according to the qualitative data. Only one student suggests making translations as a learning activity.

Reviewing the literature on necessary language skills, there are also studies where participants put equal emphasis on the skills as well; however, most of the studies put oral communication skills ahead of the others as in the current study. A study performed by Moattarian and Tahririan (2014) searching the language needs of graduate students in Iran showed that learners needed four language skills to be emphasized in the lessons since they think they will need English in various situations in their future jobs.

Similarly, Prachanat's (2012) study on English language use in the tourism industry conducted with 40 tourism employees in Thailand also states that most tourism employees ranked all four skills as important. Taking into account each English skill needed, the most needed skills have been appointed as speaking, listening, reading, and writing, respectively. Oral communication skills are the most needed skills, according to tourism employees.

Trang's (2015) case study conducted with 144 employees about the needs of English language use in tourism with the international travel companies in Vietnam showed that speaking is the most important need for the employees in their workplace. Likewise, Erazo et al.'s (2019, p.165) study reported that speaking is a crucial skill to provide touristic information, explaining facilities and conveniences, policies, checking-in and checking out assistance, etc.." Similarly, Ghany and Latif's (2012) study in Egypt showed that English communication skills are most needed; hence there should be an emphasis on speaking skills. In the same way, Coskun's (2009) study in the Turkish context with tourism students in second-grade at a vocational school expressed that listening and speaking skills were stated as the most needed skill when students start working. Tangniam's (2006, p.78) study, which searched the English language needs for Thai Airways ground staff, revealed that "listening and speaking skills are highly needed while reading and writing skills are less needed."

Coxhead (2013) draws attention to the importance of ESP vocabulary, which supports the qualitative findings. Coxhead (2013) states that students' knowledge of a discipline is intimately related to a specialized language of that discipline, which is possible by using a specialized vocabulary of the field, and he further asserts "understanding and using vocabulary for special purposes show that those people belong to a particular group." Learners' proficiency will enhance their confidence by being a part of that community.

In response to the question on which speaking skills are necessary, quantitative findings indicate that being able to have conversations face to face and, on the phone, are equally needed. To make a verbal presentation comes after that. Students require more focus on speaking and suggest dialogs, dramatization, or real-life occasions benefit their learning ESP. Likewise, Park, Yoo, Kim, and Lee's (2018) study with 210 Korean university students put forward that the attribution to their tourism English can be supported best by using actually used expressions but not textbook ones.

In response to the question on which listening skills are necessary, quantitative findings indicate that understanding native speakers and daily conversations are in the first place. Following necessary listening skills are to understand dialogs, tv or radio broadcasts, and seminar or conference, respectively.

In response to the question on which writing skills are necessary, quantitative findings indicate that being able to reply to an email, letter, message, and notes is the first needed writing skill. Following necessary writing skills are to write an article about a specific topic, a summary or criticize, job offers, reports, and projects

In response to the question on which reading skills are necessary, quantitative findings indicate that being able to interpret a reading passage and understanding the implicit message is the foremost necessary reading skill. Following necessary reading skills are to be able to comprehend a reading passage in detail, comprehend the main idea, summarize and figure out the information in the passage with a figure or a diagram, respectively.

In response to the second, third, fourth, and fifth sub-questions, quantitative findings indicate no significant difference in students' perception of English language learning according to their gender, graduated high school, grade, and age.

### **5.1.3 Discussion related to the second research question**

The findings concerning the second research question point out that students' perceived problems about learning English are; lack of vocabulary, lack of grammar, insufficient English knowledge. The following problems are; not having a chance to practice, lack of self-confidence, memorizing rules and structures, mispronunciation, lack of motivation, having a negative attitude towards English, and writing skill inability.

Furthermore, students mostly think that the courses given at the first grade should be adapted to students' level. While some students think there should be more English courses in the first grade, others think there should be an obligatory or selective preparatory class according to the qualitative findings.

The qualitative findings support the quantitative findings and point out the problem of heterogeneity in students' English language proficiency and low proficiency in English. As stated by the lecturer, the curriculum mainly focus on vocational English teaching. Hence, to maintain a successful teaching/learning activity, students should have approximately the same level of English proficiency. The differences in students' English language knowledge make it hard to make a "one level" lesson. Students also claim that they should have a certain level of English in order to be able to benefit from ESP courses. Students think that very few students have enough general English proficiency.

Previous studies also support that heterogeneity in students' proficiency level in English is an important problem. Moattarian and Tahririan (2014) interviewed with ESP lecturers in order to clarify the problems in their classes in Iran, and ESP teachers reported that heterogeneity in students' language proficiency is the most important problem. Brzoza (2020) claims that it is highly demanding and challenging for teachers to teach in a heterogeneous language group in vocational education. A dissertation by Laghrab (2013), searching for the impact of learners' heterogeneity in ESP classes in Algeria reveals that the majority of ESP

practitioners are affected by learners' individual differences. Their way of transmitting the knowledge needs to be changed due to the individual differences of learners.

Furthermore, the participant lecturer pointed out that another necessity is the need for knowledge about the content by English language teachers. According to the lecturer, ESP teachers should have education both on ELT and the subject matter and should also have working experience on the subject matter. This might be a good match since the teacher would have a good command both in teaching English and the content area, but this is practically not possible most of the time. Therefore, as a collaborator, the English language teacher should be in close contact and co-operation with content teachers, representatives of the field as much as possible. Wu and Badger (2009) also recognize that all possible knowledge sources for the subject matter and its associated language are other ESP teachers, subject specialist teachers, and students.

On the other hand, the emphasis on ESP teachers' content knowledge by the lecturer associates with the problem of ESP teacher education. As it is practically not possible to have education in several domains, English language teachers should be well equipped on how to teach ESP in several contexts. The same problem is highlighted by Savaş (2009), who informs that there is nearly no special training for ELT teachers so that they could teach ESP. This problem is resolved by employing ELT or content teachers with an MA or Ph.D. in an English medium program. However, Savaş (2009) claims that due to the differences in the knowledge studied and the language variety used in their undergraduate studies, both groups of teachers are not capable of teaching ESP since both disciplines have their way of teaching. He emphasizes the importance of language teacher training on how to meet the requirements in ESP contexts.

The study by Moattarian and Tahririan (2014) in Iran with 55 graduate students also showed that they preferred (21,8%) English language teacher and (34,5%) content teacher for their ESP classes. The study reveals that students think they can benefit more from a content teacher, where it should not be the case. In the case of a promising study by Kakoulli Constantinou, Papadima-Sophocleous, and Souleles (2019) in Cyprus, an online reflective teacher education course was created and piloted with ESP educators from different fields for EFL teachers who would like to improve themselves in ESP. Almost all of the teachers stated that they benefited from the course, and the teachers declared that they could apply what they have learned in their classes. We can conclude that both pre-service education as suggested by Kırkgöz (2019) and in-service education on ESP positively affect language teachers.



Concerning the research question about the satisfaction of students; most of the students think that listening techniques are satisfactory given in the first grade. Second component that students are satisfied is the translation techniques, followed by speaking and reading techniques. The least satisfactory components are listed as English grammar rules and writing rules (formal and informal). Lack of grammar has been stated to be one of the most problematic facts about their English language learning and the findings put forward that it is one of the least satisfied components. Therefore, we can conclude that more attention can be given for teaching grammar in English language courses in ESP programs.

## **5.2. Conclusion and Suggestions**

According to the findings of this study, it is revealed that ESP education has an essential role for future employability according to the participant students. English language teaching is perceived to be necessary, primarily with ESP. There is an equal emphasis on four language skills in quantitative findings; translation and grammar follow these skills. However, when students are asked to put the skills in order of necessity, oral communication skills are put ahead of others together with vocabulary and grammar. Although there is less emphasis on vocabulary in quantitative findings, qualitative findings show that students give importance to vocabulary related to their field in ESP. Real-life demonstrations and activities meeting students' actual communication needs should be covered to improve these skills. There is no significant difference in students' perception about English language learning according to their gender, graduated high school, grade, and age.

Heterogeneity in English language proficiency within the class, insufficient language knowledge, lack of vocabulary and grammar are the stated problems by the students about their English language learning. Students think that the lessons should be appropriate to their levels; selective or obligatory preparatory classes are also suggested. Preparatory classes would diminish the difference in proficiency between the students. However, if this is not possible, ESP teachers should try to give remedial teaching to those who are in need of, and support them fully or partially in classroom activities, where needed. There is also an emphasis on the content knowledge of ESP teachers. Undergraduate students should be equipped with ESP education for their possible ESP practices, and in-service training should be offered to ESP teachers for their professional progress. Listening, translation and speaking techniques are the first three satisfactorily given components. As necessity to oral communication skills is emphasized by the students in this study, we can conclude that they are able gain necessary skills during their ESP education. However, grammar and writing techniques are stated to be

the least satisfactory components. Considering that lack of grammar has been stated to be one of the most problematic components in their English language learning, we can suggest that there should be more emphasis on teaching grammar in ESP programs.



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## APPENDIX

### APPENDIX. 1

#### ACADEMIC BACKGROUND OF STUDENT

Personal Information			
Name and Surname	Melek Sündüz Erk		
E-mail /Web page			
Foreign languages	English		
Field of specialization			
Educational Background			
	University	Department	Year
Associate Degree	Anadolu University Open Education Faculty	Department of economics and administrative- Program of Foreign Trade	2001
Bachelor's Degree	Dokuz Eylül University, Buca Faculty of Education	Foreign Language Education, English Language Teacher Education	2015
Thesis subject	An Investigation of English Language Needs of Students at Tourism and Hotel Management Program: A Mixed Method Study		
Thesis advisor	Assoc. Prof. Dr. Hatice İrem Çomoğlu		
Academic Works			
Membership to organizations related to the field			
Rewards received about the field			

**APPENDIX. 2****PERMISSIONS FOR IMPLEMENTATIONS**

## ETHICAL PERMISSION



T.C.  
DOKUZ EYLÜL ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ  
YÖNETİM KURULU KARARI



TOPLANTI TARİHİ  
SAYI

: 08/02/2016  
: 06

**KARAR-4-:**

138) Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı 2015950113 numaralı öğrencisi Melek Sündüz ERK için tez danışmanı ve tez konusu önerisine ilişkin, Anabilim Dalı Başkanlığının 15/12/2015 tarihli ve 58032125-300/317 sayılı ve 04/01/2016 tarihli ve 02 sayılı yazısı ile ekleri incelendi.

**Görüşmeler sonunda;**

Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı 2015950113 numaralı öğrencisi Melek Sündüz ERK'in tez danışmanı ve tez konusunun Anabilim Dalı Başkanlığının önerisi doğrultusunda aşağıdaki şekilde kabul edilmesine, kararın Anabilim Dalı Başkanlığına, tez danışmanına ve öğrenciye bildirilmesine, oy birliği ile karar verildi.

**Tez Danışmanı:** Yrd.Doç.Dr.İrem ÇOMOĞLU

**Tez Konusu:** An Investigation of English Language Needs of Students at Tourism and Hotel Management Program: A Mixed Method Study

**İngilizcesi:** Turizm ve Otel İşletmeciliği Programı Öğrencilerinin İngilizce Dil İhtiyaçlarının Belirlenmesi: Bir Karma Yöntem Çalışması

(İMZA) Prof.Dr.Ercan AKPINAR (ÜYE)	(İMZA) Prof.Dr.Ali Günay BALIM (BAŞKAN)	(İMZA) Doç.Dr.Cenk KEŞAN (ÜYE)
(İMZA) Prof.Dr.Duygu ÖZTİN PASSERAT (ÜYE)	(İMZA) Doç.Dr.Şüheda ÖZBEN (ÜYE)	(İMZA) Yrd.Doç.Turan ENGİNOĞLU (ÜYE)

**ASLI GİBİDİR**

08/02/2016

Aynur İRİK  
Enstitü Sekreteri  
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Uğur Mumcu Caddesi 135 Sokak No:5 35380 Buca / İZMİR  
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## SCHOOL PERMISSION



T.C.  
DOKUZ EYLÜL ÜNİVERSİTESİ  
İzmir Meslek Yüksekokulu Müdürlüğü



SAYI : 18626563/929 /4796  
KONU : Tez Uygulaması

Buca/İZMİR

0102 -71- 3 0

## EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 27/11/2018 tarihli 2676 sayılı yazınız.

İlgi yazıda istenen, Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Melek Sündüz ERK'in, tez çalışmasının Turizm ve Otel İşletmeciliği Programında uygulamalı olarak yapmak isteme talebi Müdürlüğümüzce uygun görülmüştür. Bilgilerini ve gereğini arz ederim.

Prof. Dr. ~~Başım~~ ONARAN  
Müdür

Buca Eğitim Fak.Kampüsü 35160 Buca-İZMİR  
Telefon No: (0232) 301 25 38 Faks No: (0232) 420 51 81  
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VHKİ  
Telefon No: (0232) 301 25 70

## PERMISSIONS FOR IMPLEMENTATION OF DATA COLLECTION INSTRUMENTS

---

**Kimden:** Yakup Dagli  
**Gönderme Tarihi:** 1 Ekim 2018 Pazartesi 15:27  
**Kime:**  
**Konu:** Re: anket izin hk.

Merhaba Melek Hanım,

Elbette atıfta bulunarak yüksek lisans tezimde kullandığım anket sorularını kendi tez çalışmanızda kullanabilirsiniz.

(Bu ifade yeterli değil ise enstitünüz yönetmelik kuralları gereği nasıl bir beyanda bulunmam gerektiğini bildirirseniz o şekilde de yardımcı olabilirim.)

Çalışmalarınızda kolaylık ve başarılar dilerim.

Dr. Yakup Dağlı  
 Instructor of English  
 Yıldırım Beyazıt University  
 School of Foreign Languages

Sayın Dr. Yakup Dağlı;

Sayın Hocam,

Ben Melek Sündüz Erk. Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü,  
 Yabancı Diller Eğitimi, İngilizce Öğretmenliği programında yüksek lisans öğrencisiyim.

Tez konum İzmir Meslek Yüksek Okulu - Turizm ve Otel İşletmeciliği Programı Öğrencilerinin İngilizce  
 Dil İhtiyaçlarının Belirlemesi: Bir Karma Yöntem Çalışması'dır.

Hacettepe Üniversitesi, İngiliz Dili Eğitimi Bölümü Yüksek Lisans tezinizde  
 Bozok Üniversitesi Mühendislik Mimarlık Fakültesindeki öğrencilerin İngilizce Dil gereksinimlerini belirlemek  
 amacıyla Ek 1,2,3,4'te kullandığınız Öğrenci ve Akademisyen Anketlerini, eğer izniniz olursa,

**Kimden:** Sevda Gül Kazar  
**Gönderme Tarihi:** 16 Ekim 2018 Salı 23:25  
**Kime:**  
**Konu:** Re: görüşme kullanımı için izniniz hk

Merhabalar Melek Hanım,

Öncelikle size yüksek lisans tezinizde başarılar dilerim.

Tabi Ek C ve D'yi kullanabilirsiniz.

Herhangi bir desteğe ihtiyacınız olursa benimle iletişime geçebilirsiniz.

Sevgiler,  
Sevda

Sent from my iPhone

On 16 Oct 2018, at 17:04,

wrote:

Sayın Sevda Gül Kazar,

Sayın Hocam,

Ben Melek Sündüz Erk. Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü,  
Yabancı Diller Eğitimi, İngilizce Öğretmenliği programında yüksek lisans öğrencisiyim.

Tez konum Dokuz Eylül Üniversitesi - İzmir Meslek Yüksek Okulu - Turizm ve  
Otel İşletmeciliği Programı Öğrencilerinin İngilizce Dil İhtiyaçlarının Belirlenmesi:  
Bir Karma Yöntem Çalışması'dır.

Yeditepe Üniversitesi, İngiliz Dili Eğitimi Bölümü Yüksek Lisans tezinizde  
Güzel Sanatlar öğrencilerin İngilizce Dili için öğrenme ve hedef gereksinimlerini belirlemek  
amacıyla Ek C ve D'de kullandığınız Yarı-yapılandırılmış görüşmenizi, eğer izniniz olursa,  
kullanmak isterim.

Bu konudaki olumlu yada olumsuz dönüşünüzü rica ederim.

Desteğiniz için şimdiden teşekkür ederim.

Saygılarımla,  
Melek Sündüz Erk

<image001.jpg>



### APPENDIX. 3

#### DATA COLLECTION INSTRUMENTS

##### Ek 1: Anket

##### Öğrenci Anketi

Sayın katılımcı,

Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, İngilizce Öğretmenliği Yüksek Lisans tezim için, Dokuz Eylül Üniversitesi, İzmir Meslek Yüksekokulu, Turizm ve Otel İşletmeciliği Programı öğrencilerinin İngilizce dil gereksinimleri konusunda araştırma yapmaktayım. Vereceğiniz bütün bilgilerin gizli tutulacağı bu anketin amacı, öğrencilerin ihtiyaçlarını belirlemek için gerekli bilgileri elde etmektir. Görüş ve deneyimleriniz bu araştırma ve sonuçları için çok yararlı olacağından soruları eksiksiz biçimde ve titizlikle cevaplandırmanızı diler zaman ayırdığınızdan dolayı şimdiden teşekkür ederim.

Melek Sündüz ERK

Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü Yüksek  
Lisans Öğrencisi

Lütfen durumunuza uygun olan seçeneği işaretleyiniz.

1. Cinsiyetiniz: Erkek: ☐ Bayan: ☐
2. Yaşınız:
3. Sınıfınız: 1: ☐ 2: ☐
4. Mezun olduğunuz lise veya dengi okul türü:
  - a) Yoğun İngilizce dersleri olmayan düz lise : ☐
  - b) Yoğun İngilizce dersleri olmayan meslek lisesi: ☐
  - c) Yoğun İngilizce dersleri olmayan fen liseleri: ☐
  - d) Yoğun İngilizce eğitimi veren Anadolu türü, süper veya özel liseler: ☐

**Aşağıdaki sorular Dokuz Eylül Üniversitesi İzmir Meslek Yüksek Okulu Turizm ve Otel İşletmeciliği programındaki İngilizce Eğitimi hakkındaki görüşlerinizi belirlemek içindir**

Soruları aşağıdaki ölçeği kullanarak ve görüşünüze uygun olan kısma "X" işaretleyerek cevaplayınız.		5	4	3	2	1
5. Kesinlikle katılıyorum 4. Katılıyorum 3. Kararsızım 2. Katılmıyorum 1. Kesinlikle katılmıyorum						
1	Mesleğimde başarılı olmak için genel İngilizce bilmek yeterlidir.					
2	Mesleğimde başarılı olmak için mesleki İngilizce bilmek gereklidir.					
3	Mesleğim için gerekli İngilizce bilgisine sahibim.					
4	1. sınıfta gördüğüm İngilizce dersinden memnunum.					
5	1. sınıfta sadece zorunlu olduğu için İngilizce derslerine girdim.					
6	1. sınıfta İngilizce derslerinde farklı seviyelerde öğrenciler olması beni olumsuz etkiledi.					
7	1. sınıfta İngilizce derslerinde İngilizce seviyemin sınıf arkadaşlarımdan iyi olması beni dersten soğuttu.					
8	1. sınıfta İngilizce derslerinde İngilizce seviyemin sınıf arkadaşlarımdan kötü olması gözümü korkuttu.					
9	1. sınıfta verilen İngilizce seviyesinin benim seviyemin altında olması beni dersten soğuttu.					
10	1. sınıfta verilen İngilizce seviyesinin benim seviyemin üstünde olması gözümü korkuttu.					
11	1. sınıfta İngilizce derslerinde dersi veren hocanın öğretim tarzı iyi değildi.					
12	İngilizce dersleri sıkıcı ve monotondu.					
13	1. sınıfta İngilizce derslerinde sınıf kalabalık olmasaydı İngilizceyi daha iyi öğrenebilirdim.					
14	1. sınıfta İngilizce derslerinde kullanılan kitap ve içeriği sınıfımızın seviyesine uygun değildi.					
15	Dokuz Eylül Üniversitesinde verilen İngilizce dersleri, öğrencilerin akademik ve mesleki İngilizce dil ihtiyaçlarını karşılamak için yeterlidir.					
16	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili İngilizce metinleri okuyup anlayabiliyorum.					
17	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili dinlediğim İngilizce bilgilerini anlayabiliyorum.					
18	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili bir konuda İngilizce açıklama yapabilirim.					
19	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili bir konuda İngilizce rapor hazırlayabilirim.					
20	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili teknik terimlerin İngilizcesini biliyorum.					
21	Bölümün vereceği İngilizce nasıl olursa olsun yeterli olmazdı, tiyatro kulübü, okul gazetesi gibi ders dışı faaliyetlerle dil becerilerimi geliştirmem gerekirdi.					
22	İngilizce seviyemi geliştirmek için okul dışı çaba gösterdim.					
23	Mesleğimde başarılı olmam için gerekli İngilizceyi bölümüm sağlamalıydı.					

24	Mesleki İngilizce dersi içeriği öğrencilerle birlikte belirlenmelidir.						
25	Mesleki İngilizce dersini İngilizce hocaları vermeli.						
26	Mesleki İngilizce dersini bölüm hocaları vermeli.						
27	Mesleki İngilizce dersi bölüm hocaları ve İngilizce hocaları işbirliğinde verilmeli.						
28	İngilizce derslerinde internet, televizyon, radyo, video, DVD gibi sesli, görüntülü materyaller kullanılmalı.						

**29. Bir Turizm ve Otel İşletmeciliği elemanı adayı olarak (Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).**

1. ☐ genel İngilizce bilgisine (temel dilbilgisi kuralları ve kelimelere) ihtiyacım var.
2. ☐ akademik İngilizceye (makale, tez, rapor yazmak ve okumak için) ihtiyacım var.
3. ☐ mesleki İngilizceye (kelime bilgisi ve turizm/otelcilik ile ilgili dil becerilerine) ihtiyacım var.
4. ☐ yukarıdakilerin hepsine ihtiyacım var.
5. ☐ İngilizceye ihtiyacım yok.

**30. İngilizce öğrenmem gerekli çünkü (Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).**

1. ☐ dünyanın her yerinden farklı kültür ve deneyimlere sahip insanlarla tanışmak istiyorum.
2. ☐ yurtdışında çalışabilme şansım olsun istiyorum.
3. ☐ üniversitede akademisyen olmak istiyorum.
4. ☐ daha iyi bir iş sahibi olma şansım olsun istiyorum.
5. ☐ turizm ve otelcilik ile ilgili kaynakları araştırabilmek, okuyabilmek istiyorum.
6. ☐ İngilizce hazırlanmış grafik, çizelge ve tabloları anlayabilmek istiyorum.
7. ☐ interneti daha iyi kullanmak istiyorum.
8. ☐ İngilizceyi seviyorum.

**31. İngilizce gereksinimlerinizi karşılamak için bölümünüzde (Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).**

1. ☐ zorunlu hazırlık sınıfı olmalı.
2. ☐ seçmeli hazırlık sınıfı olmalı.
3. ☐ 1. sınıftaki İngilizce ders saati artırılmalı.
4. ☐ 1. sınıftaki İngilizce sınıfları öğrencilerin İngilizce seviyesine göre ayrılmalı.

**32. 1. sınıftaki İngilizce dersinde aşağıdakilerden hangileri yeteri kadar verildi? (Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).**

1. ☐ İngilizce dilbilgisi kuralları
2. ☐ Okuma teknikleri (detaylı okuma, göz gezdirmeye gibi)
3. ☐ Dinleme teknikleri (not alma gibi, kelimeye odaklanma gibi)
4. ☐ Konuşma pratiği
5. ☐ Resmi veya gayri resmi metin yazma kuralları
6. ☐ Çeviri teknikleri

**33. Siz hangi dil becerilerinin gerekli olduğunu düşünüyorsunuz? (Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 6 yazacak şekilde önem sırasına göre sıralayınız).**

1. ☐ Okuma
2. ☐ Yazma

3. ( ) Konuşma
4. ( ) Dinleme
5. ( ) Çeviri
6. ( ) Teknik kelimeler

**34. Hangi okuma becerileri sizin için gerekli?**

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 5 yazacak şekilde önem sırasına göre sıralayınız).

1. ( ) Okuma parçasının ana fikrini anlamak.
2. ( ) Okuma parçasını detaylıca anlamak.
3. ( ) Okuma parçasını yorumlayabilmek, ima edilen mesajı anlayabilmek.
4. ( ) Özet çıkarabilmek.
5. ( ) Parçadaki bilgileri şema ve çizelgelerde gösterebilmek.

**35. Hangi yazma becerileri sizin için gerekli?**

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 4 yazacak şekilde önem sırasına göre sıralayınız).

1. ( ) Özet ve eleştiri, kritik yazabilmek.
2. ( ) Belirli bir konu hakkında makale yazabilmek.
3. ( ) İş teklifleri, raporlar, projeler yazabilmek.
4. ( ) E-mail, mektup, mesaj veya notları cevaplayabilmek.

**36. Hangi konuşma becerileri sizin için gerekli?**

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 3 yazacak şekilde önem sırasına göre sıralayınız).

1. ( ) Yüz yüze konuşmalar yapabilmek.
2. ( ) Telefonda konuşabilmek.
3. ( ) Sözlü sunum yapabilmek.

**37. Hangi dinleme becerileri sizin için gerekli?**

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 5 yazacak şekilde önem sırasına göre sıralayınız).

1. ( ) Anadili İngilizce olanları anlayabilmek.
2. ( ) Günlük bir konuşmayı anlayabilmek.
3. ( ) Radyo veya televizyon programlarını anlayabilmek.
4. ( ) Diyalogları anlayabilmek.
5. ( ) Seminer veya konferans anlayabilmek.

**38. Aşağıdaki seçeneklerden, İngilizce öğrenirken sizin için en problemlili olan 4 tanesini işaretleyiniz.**

1. ( ) kelime eksikliği
2. ( ) dilbilgisi eksikliği
3. ( ) kötü telaffuz
4. ( ) kendine güven eksikliği
5. ( ) motivasyon eksikliği ve İngilizceye karşı olumsuz tutum sahibi olma
6. ( ) pratik yapma şansı olmaması
7. ( ) yazma becerisi yetersizliği
8. ( ) kural ve yapıları ezberleme
9. ( ) yetersiz İngilizce bilgisi

Teşekkür ederim.

**ÖĞRENCİLERİN ÖĞRENME VE HEDEF İHTİYAÇLARI İLE İLGİLİ ALGILARI HAKKINDA ÖĞRENCİLERLE YAPILAN YARI-YAPILANDIRILMIŞ GÖRÜŞME**

1. Özel amaçlı İngilizcenin temel amacının ne olduğunu düşünüyorsunuz? Kısaca açıklayınız.
2. Okulunuzda verilen Özel Amaçlı İngilizce programı göz önünde bulundurarak, aşağıdaki kavramları 1'den 6'ya kadar önem sırasına göre sıralayınız.

Okuma ( )

Yazma ( )

Dinleme ( )

Konuşma ( )

Alanla ilgili bilinmeyen kelimeler ( )

Dil Bilgisi ( )

3. Dört dil becerileri performansınızı arttırmak açısından özel amaçlı İngilizce derslerinde vurgulanması gereken en etkili stratejinin ne olduğunu düşünüyorsunuz? (Kısaca açıklayınız)
  - a) Konuşma (örn. Soru sorma/cevaplama, problem çözme, vb.)
  - b) Dinleme (örn. Ana fikiri bulmak, karmaşık cümleleri anlamak, vb.)
  - c) Okuma (örn. Tahmin, yüzeysel tarama, tarama, vb.)
  - d) Yazma (örn. Fikirleri bağlamak/ gruplamak, uygun kelimeleri kullanmak, vb.)
4. Dört dil becerileri performansınızı arttırmak açısından özel amaçlı İngilizce derslerinde vurgulanması gereken en etkili ödevin ne olduğunu düşünüyorsunuz? (Kısaca açıklayınız)
  - a) Konuşma (örn. Anadil olarak konuşanlar ile, sosyal ortamlarda, vb.)
  - b) Dinleme (örn. Sunumlar, filmler, konferanslar, vb.)
  - c) Okuma (örn. Akademik metinler, raporlar, vb.)
  - d) Yazma (örn. Notlar, raporlar, dönem ödevleri, vb.)
- 5) Özel amaçlı İngilizce derslerinin başlıca güçlü ve zayıf noktalarının neler olduğunu düşünüyorsunuz? Kısaca anlatınız.
- 6) Özel Amaçlı İngilizce programı hakkında başka önemli yorumlarınız varsa lütfen belirtiniz.

**ÖĞRENCİLERİN ÖĞRENME VE HEDEF İHTİYAÇLARI İLE İLGİLİ ALGILARI HAKKINDA ÖĞRETİM ELEMANLARI İLE YAPILAN YARI-YAPILANDIRILMIŞ GÖRÜŞME**

1. Özel amaçlı İngilizcenin temel amacının ne olduğunu düşünüyorsunuz? Kısaca açıklayınız.

2. Okulunuzda verilen Özel Amaçlı İngilizce programı göz önünde bulundurarak, aşağıdaki kavramları 1'den 6'ya kadar önem sırasına göre sıralayınız.

Okuma ( )

Yazma ( )

Dinleme ( )

Konuşma ( )

Alanla ilgili bilinmeyen kelimeler ( )

Dil Bilgisi ( )

3. Dört dil becerileri performansınızı arttırmak açısından özel amaçlı İngilizce derslerinde vurgulanması gereken en etkili stratejinin ne olduğunu düşünüyorsunuz? (Kısaca açıklayınız)

- a) Konuşma (örn. Soru sorma/cevaplama, problem çözme, vb.)
- b) Dinleme (örn. Ana fikiri bulmak, karmaşık cümleleri anlamak, vb.)
- c) Okuma (örn. Tahmin, yüzeysel tarama, tarama, vb.)
- d) Yazma (örn. Fikirleri bağlamak/ gruplamak, uygun kelimeleri kullanmak, vb.)

4) Dört dil becerileri performansınızı arttırmak açısından özel amaçlı İngilizce derslerinde vurgulanması gereken en etkili ödevin ne olduğunu düşünüyorsunuz? (Kısaca açıklayınız)

- a) Konuşma (örn. Anadil olarak konuşanlar ile, sosyal ortamlarda, vb.)
- b) Dinleme (örn. Sunumlar, filmler, konferanslar, vb.)
- c) Okuma (örn. Akademik metinler, raporlar, vb.)
- d) Yazma (örn. Notlar, raporlar, dönem ödevleri, vb.)

5) Özel amaçlı İngilizce derslerinin başlıca güçlü ve zayıf noktalarının neler olduğunu düşünüyorsunuz? Kısaca anlatınız.

6) Özel Amaçlı İngilizce programı hakkında başka önemli yorumlarınız varsa lütfen belirtiniz.



