

**REPUBLIC OF TURKEY
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**THE EFFECTS OF USING AUTHENTIC MATERIALS ON THE ACHIEVEMENT
AND THE ATTITUDES OF ESP STUDENTS IN VOCATIONAL ENGLISH
CLASSES IN A VOCATIONAL COLLEGE**

MASTER THESIS

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Students in Vocational English Classes in a Vocational College**

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Master Thesis**

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Taahhütname

Yüksek Lisans tezi olarak sunduğum “The Effects of Using Authentic Materials on the Achievement and the Attitudes of Esp Students in Vocational English Classes in a Vocational College ” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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Özet

Meslek Yüksekokulu Mesleki İngilizce Dersinde Otantik Materyal Kullanımının Öğrencilerin Tutumları ve Başarı Düzeylerine Etkisi

Bu çalışmanın amacı Trakya Üniversitesi Uzunköprü Meslek Yüksekokulu Büro Yönetimi ve Yönetici Asistanlığı programı Mesleki İngilizce derslerinde otantik materyal kullanımının öğrencilerin başarı düzeyi ve tutumları üzerindeki etkisini incelemektir.

Bu çalışmaya 53'ü kontrol grubu 54'ü deney grubunda olmak üzere toplam 107 Büro Yönetimi ve Yönetici Asistanlığı öğrencisi katılmaktadır. Bu çalışma yeni bir müfredat oluşturularak bu müfredata uygun olarak geliştirilen otantik materyallerin on hafta boyunca deney grubuna uygulanmasını kapsayan deneysel bir çalışmadır. On haftalık süre çerçevesinde kontrol grubundaki derslerde ise müfredata uygun mesleki İngilizce ders kitabı kullanılmıştır. Bu çalışmadaki veri toplama araçları öğrencilere deneyden önce ve sonra uygulanan 56 likert tipi soru içeren bir tutum ölçeği ve başarı testleridir.

Her iki grup için uygulanan ön-test ve son-testlerden elde edilen nicel verilerin analizi Predictive Analytics Software Statistics (PASW 18,0) istatistik programı kullanılarak yapılmıştır. Araştırma sonuçlarına göre deney ve kontrol grupları arasında hem tutum hem de başarı açısından önemli farklar gözlenmiştir. Deney öncesinde her iki grubun başarı düzeyleri ve tutumları eşit düzeyde iken deney sonrasında otantik materyal kullanılan deney grubunda ders kitabı kullanan kontrol grubuna göre başarı düzeyi ve tutumların daha olumlu yönde değiştiği gözlenmiştir.

Abstract

The Effects of Using Authentic Materials on the Achievement and the Attitudes of Esp Students in Vocational English Classes in a Vocational College

The aim of this study is to investigate the effects of using authentic materials on the achievement and attitudes of the second year students attending the Office Management and Executive Assistance program towards vocational English course in Uzunköprü Vocational School in Trakya University.

The participants of the study are 107 Office Management and Executive Assistance students, 53 of whom are in control group and 54 of whom are in the experiment group. This is an experimental study during which a new curriculum is designed and appropriate authentic course materials are developed to be used as instructional treatment for experiment group for ten weeks of treatment. A vocational English course book was used in the control group for the ten weeks. The data was gathered by using an attitude scale which consisted of 56 likert-type items and the proficiency tests before and after the treatment.

The quantitative data obtained from the pre-tests and post-tests for both groups are analyzed by means of Predictive Analytics Software Statistics (PASW 18.0) program. The findings of the study revealed that there were significant differences between the experiment and the control group in term of achievement level and attitudes. Although the achievement levels and the attitudes of both groups were similar before the treatment, the results of the data analysis shows that the use of authentic course materials affected the attitudes and the academic achievement of students in the experiment group in a more positive way compared to the control group participants, who used the traditional course book.

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Çanakkale, 2014

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Abbreviations

ESP: English for specific purposes

EAP: English for academic purposes

EEP: English for employment purposes

EOP: English for occupational purposes

EPE: English in preparation for employment

ELT: English language teaching

EFL: English as a Foreign Language

EPP: English for professional purposes

EU: European Union

LSP: Language for specific purposes

MEB: Milli Eğitim Bakanlığı

MEGEP: Mesleki Eğitim ve Öğretim Sistemini Güçlendirme Projesi

OECD: Organization for Economic Co-operation and Development

PVE: Pre vocational English

VESL: English for vocational English

YÖK: Yüksek Öğretim Kurumu

UN: United Nations

Chapter One

Introduction

Introduction

Language teaching has been affected by the advancements in science, technology and other fields in the 20th century. In terms of education the focus shifted from the language to the learner and his needs and the questions ‘Why does a person need to learn a foreign language ?’ and “Which aspects of the language does he need to learn?’ were asked by many educators. According to Hutchinson and Waters (1987), developments in areas such as technology, commerce, science, and the use of English for communication have created a new generation of English learners who know specifically why they are learning English.”

English for Specific Purposes is an approach that uses a needs analysis to determine the basic needs and reasons for learning English and develops a curriculum according to these needs. The definition of the needs of the learners varies according to different researchers. Some defined it according to the target situation (e.g. target needs, Hutchinson & Waters, 1987; communication needs, Richards, 1990) while some claimed that it should be shaped through the learning process e.g. learning needs, (Hutchinson & Waters, 1987; Situation needs, Richards, 1990). Some others studied on the learners’ own perceptions about their needs. (E.g. felt needs, Berwick, 1989) whereas another group of researchers focused on the various perceptions of the learners’ needs from the perspectives

of teachers and graduates of the discipline or institution (perceived needs, Berwick, 1989)” (Çelik, 2003).

The emergence of ESP field in language teaching has brought the material problem as it is difficult to find a course book which contains the exact information and activities suitable to the level and field of the students. Swales (1980), claims that ESP textbooks have been purchased in considerable quantities yet they are little used. Thus, the ESP textbook problem has become one of main educational failures. The major cause of this failure may be the textbook itself or the users (practitioner). As a result; the issue of finding alternative materials for the ESP classes and using authentic materials in language classrooms has been popular over the past two decades.

This study aims at finding out the effects of using authentic materials on achievement and attitudes of students attending occupational English language courses in the Office Management and Executive Assistance departments of Trakya University’s vocational colleges. The results of the study may be used to develop a more appropriate curriculum, including the designing of syllabus to meet students’ needs, by choosing authentic materials suitable for their level.

Background of the Study

People have had various reasons for learning a foreign language throughout the history. In classical period people began to learn foreign language for theocratic purposes. They learnt Latin as Bible was written in Latin language. In the later decades learning a foreign language became a way of promoting one’s intellectuality and gaining prestige in the society. Then in the twentieth century the Army method in language teaching emerged as the main purpose for learning language was military reasons in the first half of the

century. "... especially following the U.S. involvement in World War II, there was a lot of demand for language teaching in America. The government wanted American universities to form foreign language programs for military workers" (Demirbulak, 2008, p.70).

In recent decades, due to the relations between countries in terms of politics, science, technology, education, workforce exchange and international collaborations, the world has become a global village where borders between the countries are reducing day by day. According to Brewster, Ellis and Girard (2002, p.1), "The world seems to be shrinking very rapidly as international barriers break down and people can more easily come into contact with other cultures and languages through travel, communication or new technology. This so-called globalization of the world is a modern and sometimes controversial trend which looks as though it may be here to stay, at least for the time being". As a result, the need for people to communicate was more than ever and language learning became a very common phenomenon. Moreover, the English Language has become the most commonly learnt language throughout the world as people have been learning it for educational or professional purposes. Therefore, general English competence is not adequate for the effective communication of people who have specific reasons to learn it.

English for Specific Purposes is an approach to solve these problems by firstly determining the needs of language learners, then designing a specific syllabus for the specific group of learners. Munby (1978), defines ESP as "a course where the syllabus and materials are determined in all essentials by the prior analysis of communication needs of the learners" (p. 2). New developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning (Rodgers, 1986). Besides; the new studies in the linguistics area moved from

defining the general features of language to discover the ways in which language is used in real communication. The linguists realized that there are differences between the language we speak and we write and from one context to another thus they studied on the features depending on the learners' course type. In short we can say that the factors affecting the outcome of ESP were the demands of the new world and advancements in the fields of linguistics and education psychology. (Widdowson, 1978). One of the most important stages in ESP is needs analysis. Needs analysis is the corner stone of ESP and leads to a very focused course (Brown, 1995; Chambers, 1980; Dudley- Evans & St. John, 1998; Ellis & Johnson, 1994; Jordan, 1997; West, 1994). Needs analysis is fundamental to an ESP/EAP approach to course design (Hamp & Lyons, 2001, p.127). Dudley-Evans and St John stress three aspects of needs analysis and they state as: First, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis study also aims to know how language learning and skills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted (Dudley-Evans & St John, 1998, p.126).

It is clear that needs analysis is very crucial and significant in designing and developing ESP courses. When the curriculum is designed according to the results of the needs analysis then the language education would positively respond to the expectations of the learner group. Otherwise the language education would be a failure.

Once the specific reasons of learners to learn the language are determined by a needs assessment, the development of an appropriate curriculum for the course would be possible. Brown (1995), defines needs assessment as a process of gathering information through various activities and from different groups of informants to determine the

learning needs of a particular group of students. According to Richards (2001), different types of students have different language needs and what they are taught should be limited to what they need. As these needs are specific, they can be found out, and they determine the content of a course Ayas (2011). According to Dudley-Evans and St. John (1998) needs analysis can be considered as the cornerstone in ESP. It is generally used to define the objectives and goals of the course which is the first step of developing a curriculum. This step is followed by materials selection, syllabus design, and assessment. A needs assessment offers useful sources of data when designing a course syllabus and is therefore beneficial to learners.

The emergence of the ESP field in language teaching has created a need for field-specific material to be used by both learners and educators. There are several books that are designed according to the specific fields such as science & technology, engineering or medicine yet; the use of authentic materials specific to the field would be more beneficial in terms of creating a real life environment that brings students in contact with the documents which they would come across in their future professions. Gower, Phillips and Walters (1995), define authentic materials as:

“Anything a native speaker of English would hear or read or use can be described authentic: theatre programs, newspapers, magazines, poems, songs, brochures, information leaflets, menus, news broadcasts, and films on video- the list is endless” (p.147).

Many practitioners involved in foreign language teaching and research have argued about the benefits of using authentic materials Melvin and Stout (1988), state that “As language teachers, we have all used some authentic materials that bring students into contact with language as it is used in the culture to meet actual communication needs”

(p.44). The use of authentic materials in language education isn't a new theme; it is favored by many educators. "They contribute to the exposure of students to the real language used in natural, not pre-designed contexts, thus facilitating the development of their communicative competences, strategic skills and cultural knowledge. Although being only supplementary to the main syllabus, their usage is generally considered beneficial since being outside mainstream textbooks; they present an extra challenge to learners and bring about a sense of 'realness' to the learning process." (Georgieva, 2012, p.7). Nunan (1998), argues that the outside world should be reflected through materials and this authenticity should be related to the source of the materials, student activities and tasks. Again Nunan (1988), defines the authentic materials "those which have been produced for purposes other than to teach language" (p.99). Widdowson (1979), focuses on the necessity of the authenticity of the language data. Widdowson argues that textbooks can only present artificial language data, which has been collected and placed for demonstration purposes and to emphasize the "usage" rather than its "use".

The definitions show that using authentic materials offers many advantages to the instructor with a very rich diversity of options so that the education process is not restricted to a single or a few books. Moreover; a course book would contain much information which is not related to the field or interests of the many students. However when the instructor who is aware of the real needs and level of the students would gather different authentic materials which will be interesting to study and he may hold the motivation of the group at higher level. In addition; in the fields for which finding an ESP book is difficult this study would be a guide for the instructors.

Statement of the Problem

There are vocational colleges in many universities of Turkey. Those vocational colleges have two years of language education in many fields and after the two years the students gain an associate's degree. After a year of compulsory general English Education four hours per week in the first grade some programs offer a vocational English course four hours per week in the second year. A unique curriculum for the general English courses is determined by the Council of Higher Education according to the language reference of Common European Framework. (www.yok.gov.tr). However there is not an agreed curriculum for vocational English courses. The instructors of each program should construct their own curriculum according to the fields of the students. For example the instructor needs to teach technical terms and expressions in a technical vocational college whereas he needs to teach office equipments and vocational correspondences in an Office Management and Executive Assistance department. Therefore; it is a diverse subject which requires a specific effort of instructor from pre-teaching stage to the post-teaching stage.

According to KİNSIZ (2005), another problem in vocational English education in Turkey is that the language knowledge level in Turkey is still very low compared to EU countries. The English proficiency level of the students in both secondary and higher education is still very low even though they receive language education for a long time. "Despite the time, money and effort spent on foreign language education in Turkey, low foreign language proficiency level has remained a serious problem" (Işık, 2008, p.83). This fact may cause many students to develop negative attitudes to course. Therefore the instructor should be aware of the fact that many students may come towards the course with negative attitudes while designing the course.

One of the most important problems of a vocational English instructor is the teaching material in that process as it may be highly difficult to find an appropriate material designed for the students' level, field and interests. The use of authentic materials would be advantageous at this point as they are available everywhere in many subjects. Moreover; there may be many benefits of using authentic materials such as enhancing the language awareness of the students by creating a real life atmosphere, raising the motivation by drawing their attention to real tasks. Moreover, using authentic materials during the course may also offer a flexible curriculum so that the instructor and the students would feel the advantage of not being stuck in a single course book. Furthermore; they choose whatever they think they would need in the professional life.

The results of this study will reveal that whether the use of authentic teaching materials in an ESP classroom has positive effects in the students' success and attitudes towards the course. Thence, the results might have significant contributions to the ESP instructors who have difficulty in finding and applying an appropriate course book.

Purpose of the Study

This study aims at finding whether the use of authentic materials has positive effects on the achievement of ESP students in a vocational college in Trakya University. The effects of using authentic materials during the course on the attitude of the students will also be investigated.

The Importance of the Study in the Specific Context of Vocational Colleges

The results of this study will show whether there is any improvement in the success and attitudes of ESP students who use authentic materials during their business English courses. The study will be carried out by comparing their achievement levels and attitude

scales with control group who uses a business English course book. The findings of the study may be beneficial for the instructors who teach vocational English in any field and it may offer some ideas for designing their course syllabus. Furthermore; the suggested ESP lesson plans may give an idea to the instructors who are inexperienced in the field

Assumptions of the Study

This study had the following underlying assumptions:

- The participants who took part in this study shared their opinions sincerely and honestly.
- Experimental group participants were eager to use authentic materials effectively
- Participants who took the general English course and revision courses in the first three weeks of the are of sufficient level to take a vocational English course
- To collect data questionnaire and the proficiency test were used. This would make the obtained results reliable.

Limitations of the Study

This study has some limitations as it was conducted on a limited number of students. 107 vocational school students participated in the study all of whom are the students of the Office Management and Executive Assistance department. Therefore, regarding the setting and the participants may not be generalized to different contexts and departments.

Research Questions

1) What are the students' perceptions of themselves as English learners, the vocational English course and the curriculum followed?

- a. What are their perceptions of themselves?
 - b. What are their perceptions of the curriculum developed by the Ministry of National Education?
 - c. What are the strengths and weaknesses of the course according to the students?
- 2) Is there a statistically significant difference between the control and experimental groups in proficiency test?
 - 3) Is there a statistically significant difference between control and experimental groups in terms of their attitudes to the course?
 - 4) What are the attitudes of the control and experiment group in general towards learning English after the experiment?

Chapter Two

Review of Literature

Introduction

In this chapter review of the literature related to the current study will be presented. Firstly the ESP, its historical background and types will be defined. Moreover the vocational English education in Turkey will be discussed. Thirdly the limitations of the course book will be discussed and the definition of authentic materials will be given. Finally the case studies in this area will be presented.

The Definition of ESP

English for Specific Purposes (ESP) has been defined by many researchers so far. It is a field that grew out of the various needs of learners due to the changes in twentieth century. Munby (1979), defines it as “those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner”. Hutchinson and Waters (1987, p.19), define ESP as “an approach to language teaching, course design and materials development in which all decisions as to context and methods are based on the learners’ reasons for learning.” Dudley and Evans (1997), make a more detailed definition on the characteristics of ESP as:

- ESP is defined to meet specific needs of the learners
- ESP makes use of underlying methodology and activities of the discipline it serves
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Mackay and Mountford (1978, p.2), define ESP as the teaching of English for a “clearly utilitarian purpose”. By this definition they emphasize that ESP course has a specific objective which would be academic, scientific or vocational. Ann M. Johns and Donna Price-Machado (2001) emphasize its focus on specific learner groups by stating that “ It is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students-and also sensitive to the socio cultural contexts in which these students will be using English” (p.16).

The definitions of the term by many scholars shows that it is a more specific sub-field of English Language Teaching (ELT) focusing of the specific needs of a specific learner group. The main difference between English Language Teaching and the ESP is that “ESP courses are narrower in focus than general ELT courses because they centre on analysis of learners’ needs” (Bastukmen, 2010). The purpose of the ESP is to provide learners with specific notion they would use in their occupational and or academic situations while ELT provides them with a general knowledge to be used in daily life. According to Belcher (2004, “ESP is an attempt to help learners accomplish their academic and occupational needs and goals “(cited in Zohoorian 2011)

Types of ESP

ESP is a comprehensive field which has many sub-categories. Main types of ESP courses as described by Lomperis (1997), have been compiled in figure 1 below.

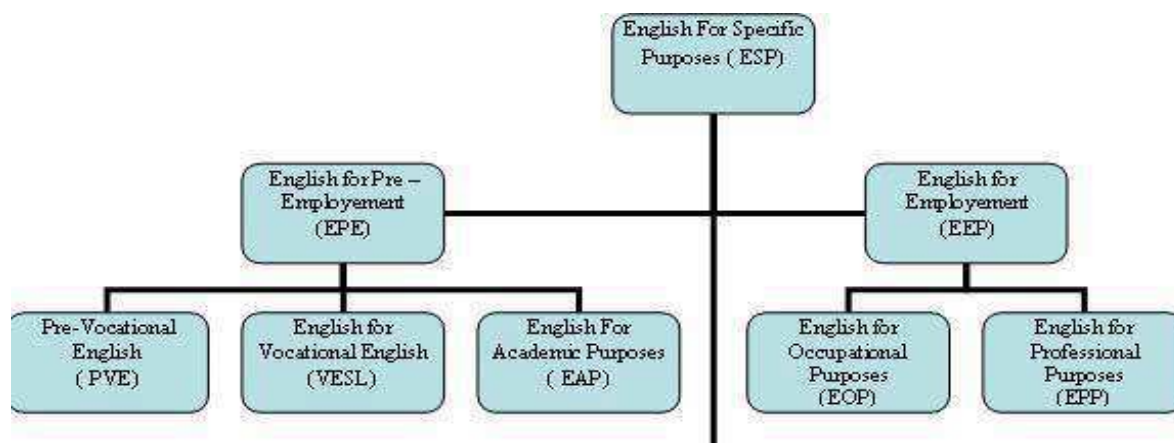


Figure 1: Types of ESP

Lomperis (1997), suggests two main categories for ESP: English in Preparation for Employment (EPE) and English for Employment Purposes (EEP) . According to him first stage of the ESP course take place before the career begins and it has further three categories as Pre-Vocational English, English for Vocational English (VESL) and English for Academic Purposes (EAP) .

Pre-Vocational English stage stands for the Basic language education which is required by each student in order to begin vocational courses and to get into profession. English for Vocational English is defined as “Vocational English, which is for those preparing for job training, is concerned with the language of training in specific trades or occupations. In EAP, the focus is on the language of professional content subjects or disciplines, such as law, engineering, or medicine.” (Çelik, 2003, p.15).

The second main category English for Employment Purposes (EEP) has two sub-categories : English for Occupational Purposes (EOP) and English for Professional Purposes (EPP). Those two categories are for the employees working in the profession already.

Even they stand for the different stages of learning a language for specific purpose those categories are closely linked to each other. The pre-employment stage is a preparation part for the employment stage and the EAP (English for Academic Purposes) is also related to the English for Vocational English (VESL) as the academic studies are generally related with various vocational fields.

This study is closely linked with the Pre-Employment stage and English for Vocational English (VESL) category as the context is the vocational English course in a vocational college and learner group is the Office Management and Executive Assistance students who don't have the professional experience in sector yet. This process is very significant in terms of the students' career as their language capacity is a distinguishing factor when they are hired in the future profession. For this reason they should get vocational language education before they embark on the profession.

David Carter (1983), also identified three types for ESP :

- English as a restricted language
- English for Academic and Occupational purposes
- English with specific topics

A detailed explanation about the importance of getting vocational language education and differences among those categories was given by Mackay and Mountford (1978),

The language of international air traffic control could be regarded as ' special ' in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as

might be the linguistic needs of a dining room waiter or air hostess. However such restricted repertoires aren't languages, just as a tourist phrase book is not grammar. Knowing a restricted language wouldn't allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (p. 4-5).

Another type is English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). According to Hutchinson and Wales (1987), a certain difference is not available between EAP and EOP. They claim that people can work and study at the same time so the two branches would be dealt with the same way.

Carter's (1983), last category is English with Specific Topics. This type is related to the situational needs of the learners such as; studying to a special article for conference or writing a paper on specific topic.

This study is linked to the English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) category as its participants are supposed to use the specific language for their vocational or academic contexts.

A Brief History of ESP

At the end of the Second World War in 1945 the world underwent a big change in terms of science and technology together with the economic activities in international scale. These developments brought an urgent need for international communication, people moved to other countries to work in various fields and a lot of collaborations were initiated between countries. After two world wars and many sufferings people started to realize that there is a lack of communication between nations and many international organizations were founded such as United Nations (UN), Organization for Economic Co-operation and Development (OECD), European Union (EU) and many other international organizations were founded in the following decades. These attempts to create a unified world were affected from the

most notable economic power of the world United States where English is the main language. Thus English became the common world language in nearly all fields.

Now people were learning English not only for prestige or pleasure but also to be effective in specific fields such as science, medicine, technology, art, and business. The new generation began to learn English by knowing why they really need to learn it. The doctors learnt it to follow international medicine articles, to be educated in other countries, to attend international seminars and conferences and to work abroad, the businessmen learnt it to sell their products around the world or to buy them from other countries, the students were learning it to have education from international universities and etc. According to statistics cited in Crystal (2003), “about a quarter of the world’s population is already fluent or competent in English, and this figure is steadily growing” which shows that it becomes a language that one of every four people knows throughout the world. In conclusion; the globalization of the world which refers to the increasingly global relationships of culture, people and economic activity reducing the border between countries have created specific reasons for learning a foreign language for everyone. Crystal (2003), gives a list of areas English is widely used as a common language:

- International relations
- The media
- The press
- Advertising
- Broadcasting
- Cinema
- Popular music
- International travel

- International safety
- Education
- Communications

As a consequence of all those reasons teaching English became more and more common in many countries of the world. However, during 1960s there was a worldwide dissatisfaction with language learning. The teaching was done through literature where the aims, needs or interests of the learners were not taken into consideration (Mc Donough,1984). “Students taking general English courses had difficulty in understanding a conference or a scientific magazine related to their profession. As those problems were recognized through 1960s, learners’ needs for learning English created the English for Specific Purpose (ESP) in language learning practice. New developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning” (Rodgers, 1986). Besides; the new studies in the linguistics area moved from defining the general features of language to discover the ways in which language is used in real communication. The linguists realized that there are differences between the language we speak and we write and from one context to another thus they studied on the features depending on the learners’ course type (Widdowson, 1978).

The rise of communicative language teaching and its emphasis on communication and pragmatics was advancement in language teaching area. In communicative language teaching the course objective is to meet students’ needs and aims, moreover when the purpose of learning and the learner’s objective were noted as the basis of language learning English for Specific Purposes aroused as a fresh and significant field in ELT. According to Farhady (2005, p.8), Since 1960s, ESP is considered as one of the most significant areas in language

teaching field which was in reality teaching languages towards learners' needs in order to economize the instruction of language and for the optimization of the learning process (Cited in Zohoorian, 2011).

The growth of ESP, then, was brought about by a combination of three important factors: the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology. All three factors seemed to point towards the need for increased specialization in language learning (Hutchinson & Waters, 1987).

Vocational Language Education in Turkey

Foreign Language Education is an important issue in Turkey for more than a century. Therefore; there are foreign language courses in all levels of education. (www.yok.gov.tr) . As in many of the countries in the world the most frequently learnt foreign language in Turkey is English. However, the number of the people who can speak English is 17% according to euro barometer surveys carried out by European commission in 2006. (<http://ec.europa.eu>) The same research demonstrates that the average rate of English speaking people are more than 50% in Non-English speaking European countries and more than 75% in Asian countries such as Philippines and Singapore. When compared to other countries the rate of people who can speak English is rather low in Turkey.

Karakaş (2013), states in his study that the orientation towards the West and western life and the strong relations with America might, therefore, be said to have created a welcoming atmosphere for English to spread at a great pace through Turkey, particularly since the 1950s. When the chronological development and relative importance of foreign languages in Turkey is considered, it is seen that English became a prominent foreign language, and since then it has magnified its existence gradually more and more throughout

the country, overtaking and displacing other western languages such as French and German (Demircan, 1988; as cited in Doğançay & Aktuna, 1998).

Although many English schools have been established in the last fifty years, English is not at all close to becoming a ‘second language’ in Turkey, and is used for the most part only in education, government, and in private business (Dogancay & Aktuna, 1998).

As mentioned by Dogancay and Aktuna although English is the most common learnt language in Turkey, it is still not frequently used for daily communication or as a second language. People use it for their specific educational, governmental or business purposes. Furthermore; it is viewed as an important precondition for getting a good career. English is being viewed by many non-native users as an essential asset to have which plays a crucial role on the way to getting a good job (McIntyre, 2009). This creates the need for ESP courses besides general English courses. Accordingly; the rise of ESP as a sub-field of English Language Teaching (ELT) around the world vocational English has also gained importance in Turkey in recent years. Doğançay & Aktuna (1998), found in their investigation of job advertisements for different business branches in Turkey. Her findings revealed that knowledge of English was the leading job requirement and one-fifth of the advertisements were solely in English, which mainly aimed at eliminating those lacking knowledge of English. The job areas that necessitate English from job seekers were based on a set of sectors ranging from import-export and tourism to secretarial and administration jobs. This is a clear example of how “*English acts as a gatekeeper for advancement in prestigious jobs*” while leaving those lacking English knowledge in a disadvantaged position (Doğançay-Aktuna, 1998, 34).

With the new regulation in 2013 in state schools of Turkey students start to get English courses at the age of 8-9 with (2nd grade) . It is learned by 98.4 % of students

followed by German and French learners who constitute 1.6 % of the student population (Genç, 1999). The teaching of English is supported through educational policies to get every educated Turkish citizen to have at least a working knowledge of English.

In the higher education Universities offer a year of compulsory English course in the first year. KİNSIZ (2005), claims that especially after the introduction of terms such as e-commerce, e-learning with the globalization process, the need of English is now rather more than the general English ability. Moreover, the vocational English has become an essential requirement for professional life. Therefore, especially vocational schools specifically attach importance and time to vocational English classes in their curricula while high schools aim to equip students with a basic knowledge of English (Karakas, 2013).

In Trakya University Uzunköprü Vocational College Office Management and Executive Assistance Department where this study is conducted the vocational English course is compulsory in the second year and students have that course four hours a week, 96 hours a year in total. .

The Limitations of the Course books

Turkish students are the non-native learners of English language and most of them have the language education in the school or some private courses rather than going to English spoken countries. Especially for the general English education course book is a widely used tool by instructors. Kayapınar (2009), points out many advantages for the use of course books in language education. Course books have a clearly identified set of achievement objectives which include what the learners are expected to be able to do and what to expect next, he also states that when the teachers are teaching each unit in the course books, there is a consistency in the topics and genres in the four skills area (listening, speaking, reading, and writing). This allows for greater autonomy in the learning process. In

addition, many inexperienced teachers may find ESL course books to be useful and practical because the ready-made activities and lessons are easy for the teacher to prepare (Kayapınar, 2009). Lastly and significantly for the Turkish students who have limited opportunities to have language education they are the most economical material and present a quick access for both students and instructors.

On the other hand use of course books may have disadvantages especially for the business English classes. Firstly, most course books contain a lot of activities where students practice "questions and answers". After a few lessons, many students may find the learning process boring and uninteresting. In addition, the reading selections in the ESL course books are often quite short and they often fail to present appropriate and realistic language models as well as fostering cultural understanding (Kayapınar, 2009). The second issue that teachers should consider is student motivation. Most college students expect their English courses to be something different from their high school English classes. So when we give them course books that are similarly designed as their past learning materials, the students may quickly lose their interest and motivation to study. This is because the similarities in the ESL course books may cause the students to feel bored due to the "sameness" or "repetitiveness" of the lessons and activities (Tzh & Chou, 2010).

Most practitioners agree that heavy dependence on a course book may create some adaptation problems for the students especially if they find it boring or impractical. Moreover, the use of materials from real life instead of course books is very common in recent years. The general view among current researchers supports the opportunity for choice, in accordance with student's learning needs and interest. Informal, teacher-made materials with a specific group of students in mind will always assist professional, published materials (Stern, 1992, p.353).

Cunningsworth (1995), provides four interrelated disadvantages to an approach which is heavily dependent on a single course book. Firstly, there can be a lack of variety in teaching procedures. Secondly, innovations toward individual student's needs are reduced. Thirdly, spontaneity and flexibility are diminished. Fourthly, there can be a lack of creativity in teaching techniques and language use. Cunningsworth states, "Heavy dependence on course books is far from ideal as it reduces the importance of the individual contributions that good teachers make at all levels in the learning process" (Cunningsworth, 1995, p.10).

In this sense, Singh (1983, 157-158), forcefully endorses the need for this flexibility as well as for not feeling slaves of textbooks; agreeing with Cunningsworth (1984, p.8-9) who underlines that the teacher should find the best way of adapting and using this type of material. Although the perfect textbook for each teaching-learning situation may not exist and, as a consequence, it would be pointless to expect to find it, our aim should be directed at finding the one that best corresponds to our view of the teaching-learning process and best caters for our students' needs.

Language practitioners divide business English learners into two categories: (a) Job-experienced language learners who work in companies or other business instructions such as managers, office staff and other professionals, and (b) pre-experienced (low-experienced) language learners from universities, colleges or trade and commerce schools who study business courses (Ellis, 2000). The participants of this study belong to the second group as they are pre-experienced and do not have opportunity to make practice in real business context before they graduate from the university. Sampath and Zalipour (2009), state that those pre-experienced learners gain their knowledge of business largely from books; as a result, such knowledge is incomplete and theoretical rather than practical.

Accordingly, it is not always possible to find an appropriate course book which meets all the needs of the learners. Especially ESP students have many different fields and it is difficult for the instructor to find suitable course book for each learner group. It may be easier to find course books for the areas such as: medicine, tourism, business and economics. On the other hand there is not many available course book choices on sale for many other learner groups one of which is Office Management and Executive Assistance Department students who are the participants of the study. It must be admitted that students hardly learn business English in the classrooms. It is not also probable for the pre-experienced learners to practice and learn English in the real corporate world. Therefore, the feasible approach is to attempt to employ methods and strategies that help to create authentic business contexts in classrooms where the learners can understand business concepts and situations and practice their skills (Sampath & Zalipour, 2009). This study aims to create an authentic business context by using authentic learning materials and to find out the effects of using authentic learning materials on the success and attitudes of the ESP learner groups as alternative to course book.

Authentic Materials

Another important term in this study is “authentic material” as it is the subject of this study in ESP context. As ESP consists of various fields it has been a problem to find an appropriate book for each specific learner group. Swales (1980), deals with the textbook problem in ESP with his words “ESP textbooks have been in many respects an educational failure. All too often they languish in their pristine laminate covers on staff-room shelves and in departmental book cupboards, whilst the ESP classes are offered combinations of duplicated sheets, authentic non-ESP materials from “the real world” and much-thumbed general ELT textbooks” (p.1).

The aim of this study is to determine whether using authentic materials in the ESP courses makes a positive effect compared to the use of course books. Therefore; the term authenticity and the authentic materials should be understood clearly.

Authenticity has been pointed to by various authors as a relevant feature in ESP methodology (Safont & Esteve, 2004). A number of scholars have given various definitions about the authentic materials. Authentic materials are real means of introducing the language to the learners rather than the ready made course books. Morrow (1977), gives a detailed definition of authentic texts as the language produced by a real speaker or writer for real audience which is expected to express a real message. Rogers & Medley (1988), emphasize the term authenticity and authentic materials as the oral and written language samples that are the reflection of language forms which are used naturally and appropriately based on the cultural and situational context. “Nunan (1989) and Jordan (1997) focus on their purpose by stating authentic is any material which has not been specifically produced for the purpose of language teaching” (Zohoorian, 2011).

(Hedge, 2000; Baird, 2004), give some examples for the authentic materials:

Spoken: TV commercials, films, news items, weather forecasts, airport and station announcement, radio talks, interviews, and debates.

Written: recipes, articles, train timetables, advertisements, brochures, poems, application forms, and instruction for use of equipment.

Sampath and Zalipour (2009), give some examples of some authentic materials which can be used in business English courses:

- For pre-experienced learners, course books and materials are designed which often use authentic materials in their content.

- Articles or excerpts from newspapers, magazines and business English journals chosen for their relevance or interest are most likely useful.
- Advertisements, illustrations, commercial documents or diagrams to demonstrate business concepts can also be selected.
- The BBC World Service provides various kinds of information that can be usefully incorporated in teaching and learning materials.
- Specific Company information is a very vast category that covers a variety of business teaching and learning materials, such as annual reports, letters, faxes, emails, memos, minutes of meetings, contracts, written instructions, product information, company's advertising brochure, company's websites, etc.

The access for those authentic material may not be always possible for the instructors and students especially who live in small cities where the number of publications and documents are limited. Information technology (IT) is a very useful tool to reach various documents online. The instructors may find a large number of computer based materials for language teaching. This practice is often referred as CALL (Computer Assisted Language Learning) which appeared in the beginning of 1980's. The use of CALL software such as Windows messenger, emails, the internet, and other specific and non-specific software can be incorporated using effective pedagogy to create a powerful language learning program. Not only it assists but also stimulates the learners in all four skills of listening, speaking, reading, writing and also critical thinking (Cobb & Stevens, 1996). As Cobb & Stevens mentions using computer programs such as internet, e-mails and messenger which are also widely used in business life may create a perception closer to real life.

The websites of certain firms and corporations are other authentic sources that offer a rich content for language learning. Moreover, by practicing on those websites the learners

may be more acquainted with the sector as they improve their English. “Learners of business English are often attracted to company websites that are popular and established. These websites not only provide authentic materials, but also furnish the learners with up-to-date statistics as most corporate websites publish their company details and annual reports on the World Wide Web. In particular, company websites give details about company history, marketing strategies, product information, and advertising methods and so on” (Sampath & Zalipour, 2009).

“In the past forty years or so, for ESP to attain its current status, five concepts have evolved, the earliest of which was that of authenticity. Authenticity was the main idea behind ESP exercise typology (Coffey, 1984), and is a skills-based approach to materials development and design in ESP courses” (Maleki, 2008, p.4). As suggested by many scholars authenticity is a very important term in the ESP teaching process and material design.

There are a number of studies about the benefits of using authentic materials in ESP classroom. Sznajder (2001, p.390), refines the definition of authentic materials in an ESP course by suggesting that authenticity “refers not only to the form, contents and the communicative goal of a text, but also and most importantly, to the purpose of reading”. Later Douglas (2002, p.72), emphasizes the significance of practicing authentic materials in ESP assessment suggesting that “test developers can enrich the contextual variables in their tests to exploit the richness of the authentic materials that characterize ESP tests. In real context the learners may feel insufficient when they meet slang language or a specific jargon in lengthy texts. They would be prepared for the real life situations by being exposed such authentic texts during the language education. Tatsuki (2006), concerning the authenticity in the classroom context believes that the real life is “out there in outside world “and it has to be brought into classroom. Georgieva (2012), claims that” they contribute to the students’

exposure to the real language and by the way it is used in the target community. Moreover, they can create a sense of naturalness in terms of meaningful communication as opposed to the artificial contexts in which students often find themselves when doing drills.” (p.7)

Authentic materials may also be advantageous in presenting the cultural cues about the target community to the learner group. As the main purpose of learning a language is to enhance communication between the societies, learning each other’s culture is necessary to enable absolute understanding. However, the artificial teaching material would lack of those cultural cues which have vital importance in business and social life. Therefore, by being exposed to a large number of authentic situations from real life, the learners would develop a cultural awareness while being a world citizen who can communicate in international level at the same time.

Heitler (2005), draws attention to the advantages of using authentic materials in his “Teaching with Authentic Materials” study under the title of “Why choose authentic materials?”

- Authentic materials bring learners into direct contact with a *reality level* of Business English.
- Authentic materials drawn from periodicals are always up-to-date and constantly being updated.
- Authentic materials from a particular source, such as *The Economist*, tend to work in consistent areas of language , so, after a while , students who practice reading *The Economist* will become experts in reading English language business publications.
- Authentic materials provide us with a source of up-to-date materials that can be directly relevant to business English learners’ needs.

Georgieva (2012), also mentions about the advantages of using authentic materials in Business English classroom.

- Students are exposed to real language in natural contexts.
- Authentic materials are interdisciplinary in nature; they inform or present facts and developments in other areas of life, science etc. through the means of the target language.
- Learner motivation is enhanced; students often feel they are learning in a natural and more relevant to their needs way. The immediate relevance of what they study and what they are going to need in the future becomes clearly evident.
- The traditional teacher-student model is often reversed; students may initiate the idea of using a particular source and provide their own material. This boosts their sense of achievement.
- Authentic materials promote a more creative approach to teaching.
- They encourage learner autonomy by stimulating further reading or watching target language sources.
- Language is a changing system and authentic materials reflect the new developments.
- Specialized reading texts provide context for better understanding and consolidation of specialized terminology.
- Video materials contain various pronunciation patterns, accents, speech speed, spoken variations and inaccuracies, which are more or less controlled in standard teaching materials. On the one hand, students are exposed to the target language in the same way as they would be provided they find themselves in similar situations. On the other, they are able to *observe* speakers demonstrating different skills and

strategies such as dealing with questions, negotiating, presenting, suggesting, refusing, accepting, demonstrating politeness, repair strategies etc. They can also take into account some extra linguistic features and how they affect discourse, for example, nervousness, confidence, aggressiveness, assertiveness, etc. When we teach Business English, it is essential to equip students with those skills, together with the relevant linguistic means.

- Authentic materials provide a variety of discourse styles. Teachers may exploit this variety to the full or limit it according to the specific students needs.

Another advantage of using authentic materials in the ESP classroom is that it may raise the motivation level of the students as they may feel like coping with a real problem. Many researchers such as Lee (1995), Little, Devitt, & Singleton (1988), Peacock (1997), and Shei (2001), claim that they have a motivating effect on the learners. “Authentic materials can be used to promote motivation and give learners a ‘sense of achievement’ and encourage them for further reading. When learners get out of the ‘safe’ situation of the classroom they need to face the real world and need to have learned skills which can help them in coping with real situations outside of the class, so the teacher has to prepare the learners for the actual use of the language which can be accomplished by using authentic materials.” (Berardo, 2006, p.60). Gulikers et al. (2005, p.520), quotes from Huang (2002), mentions the two principles of adults’ motivation in learning. “The first principle is that adults prefer a problem solving orientation in learning. In particular, adults express that they learn best when the problem is presented in a real life context. The second principle is that adults are highly motivated to learn when they can gain new knowledge in such a way that this knowledge helps them to solve important problems in their professional lives.”

There may be some disadvantages of using authentic material in the ESP classroom. Compared to the use of course books it is a further time consuming activity for the instructor. It requires a delicate preliminary study moreover it may take longer time during the application process. Another disadvantage may be the difficulty of finding appropriate materials especially for the lower level students. The students would be easily discouraged if they find the course material too sophisticated and hard to understand. Therefore, the instructor should be careful when choosing those materials and grade them according to the level of learners. Georgieva (2012), specifies some possible disadvantages of using authentic materials.

- The difficulty factor (finding the appropriate texts)
- The time factor (designing and applying the task would take much time)
- The immediacy factor. (finding the most topical issues in the fast-developing world)

In addition to those disadvantages the authentic materials may present students with unnecessary vocabulary and this may affect the difficulty factor however an instructor may overcome those disadvantages by making a delicate pre-study and choosing suitable texts and he can make the complicated points clear by providing students with appropriate exercises enabling the comprehension.

Enas Almusallam (2006), suggests a list of arguments against using authentic materials:

- Authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes and discourage low level students.
- Authentic materials may be too culturally biased.

- Many structures are mixed in such materials; causing lower levels have a hard time decoding the texts.
- The use of authentic materials is time consuming for the teachers.
- Authentic materials may not expose students to comprehensible input at the earliest stages of acquisition (Guariento & Morley, 2001; Martinez, 2002; Kim, 2000).

The disadvantages of using authentic materials may be overcome by the instructor by making some preliminary study such as simplifying some materials according to the student's level and applying them on the right time.

Case Studies

There are several studies about the ESP courses in Turkish universities, many of which are about determining the academic and occupational needs or the perceptions of the students for the business English courses. Demirbulak (1992), studied the learners' perceptions in the evaluation of the ESP course in Bilkent University. She applied a questionnaire to the various departments' students who had attended ESP course in Bilkent University School of English Language. According to the results; the students are not satisfied with the business English courses.

A study by Çelik (2003), investigated the academic and occupational needs of ESP students in the department of Office Administration and Secretarial in vocational college which is a similar group with this study. Çelik's study is a source of inspiration for the current study as its results suggest that the specific points of the course such as materials, audio visuals and current course books are regarded as inadequate by the participants. Majority of the students in that study claim that their failures stem from the inadequacy of the course content (Çelik, 2003).

Another study conducted in Kars University vocational colleges by Ege (2006), investigated the students' real needs for ESP course by applying a needs analysis. At the end of the analysis it is observed that the current programs were far away from meeting the students' needs.

Considering the results of Çelik's study the authentic materials are used in this study to enrich the vocational English course content as they introduce a wide range of course content in ESP classroom.

Bilgin (2006), investigated the attitudes of the vocational high school students towards the English course. The participants of the study were chosen from various vocational high schools. The participants of the current study are also graduates of different vocational high schools in Turkey. Bilgin (2006), developed an attitude scale and applied it to 600 participants. The results were analyzed in terms of sex, type of school and departments. He found that the attitudes of the participants are higher than the middle level. She also found that the students in whose future professions English is more likely to be used have a more positive attitude than the others.

Another study by Rajabi & Azarpour (2011), assessed the academic needs of Iranian business administration students in ESP classes . That study demonstrated that the area subjects perceived themselves to be weakest was 'specialized vocabulary knowledge ' and since most activities in ESP textbooks are reading-based, the instructors should provide students with extra tasks or activities with the aim of developing other skills too (Rajabi & Azarpour, 2011). That study also shows that the use of only course books is inadequate to meet all needs of the students and the area which should be supported specially was the specialized vocabulary.

Gloria Lo (2012), in National Taiwan University of Science and Technology implemented an experimental study on vocational school students who were considered low achievers of English. He examined the effectiveness of an ESP program characterized by multiple inputs, practical use of English and meaningful tasks. He explains that current vocational English students are lacking basic English proficiency and motivation for learning English. He applied the study on 33 Vocational school students of tourism. The results of the study indicates that the applied ESP program characterized by (1) rich and multiple inputs, (2) need-based content, (3) practical use of English, and (4) meaningful tasks creates excellent opportunities for learning, creates excellent opportunities for learning.

Many of the studies mentioned above suggest that the ESP courses both in Turkey and other countries don't fully meet the needs of students and the use of course books as the only course materials was not found adequate in that area. This study aims to create an experimental designing order to solve ESP students' material problem and to increase the satisfaction level for the course. Moreover; the use of authentic materials is the main theme in the experiment.

The effects of using authentic materials are investigated by some researchers around the world. Peacock (1997), investigated the effects of authentic materials on the motivation of EFL learners. That study is similar to the current study in terms of the aim as together with their success, the change in the motivation level of the students is investigated. However in Pecocks's study the participants are EFL learners whereas they are ESP students in the current study. Yet; Turkish ESP students are also EFL learners at the same time their qualities are similar to each other. Peacock applied an experimental study by using real materials in teaching environment. He found that learners were on task 86 percent of the time when using authentic materials, and 78 percent of the time when using authentic materials a

result indicating that authentic materials significantly increased learner on task behavior. He recommend that teachers should try appropriate authentic material in their classroom as they may increase their learners' on task behavior, concentration and involvement in target activity.

There are also studies about using authentic material in language teaching in Turkey; however, the use of authentic material in ESP course is not discussed as a thesis subject. A study by Demircan (2004), in Middle Technical University (METU) investigated the impacts of authentic material in EFL students at a high school. The results of the study indicated that most of the students are more successful while using the authentic material in the classroom.

There aren't any studies about the use of authentic materials in ESP in Turkey however; there are a number of studies about it around the world. Nadezhda Georgieva (2012), dealt with the subject in her study named " Exploiting Authentic Video Materials in Business English Teaching". She claimed that it has many advantages such as exposing learners to real language in natural contexts, they inform learners in interdisciplinary matters, enhancing the motivation of learners by making them feel they are learning in a more relevant way to their needs and reflecting the new developments (p.3). She also mentioned about a few disadvantages of it such as: difficulty and time factor compared to the specially designed course books (p.4). In general Georgieva argues that "if carefully and smoothly served to the learners authentic materials can bring a great enjoyment and achievement" (p.12).

Another study by Benavent and Penamaria (2011), named "Use of Authentic Materials in the ESP classroom" which was conducted in Salamanca University points out that " ... authentic materials are important tools for use in ESP classes for, as we have clearly

shown, they motivate and immerse learners in specific areas of the target language in which practice is needed (p.94).

Lastly Zhourian and Baghban in their (2011), study named “A Review on the Effectiveness of Using Authentic Materials in ESP Courses” claimed that “Authentic materials , being a part of the real world can serve as excellent resources for introducing language in its real form to ESP learners whose final goal in taking ESP course is to communicate properly in real world contexts” (p.11).

Chapter Three

Methodology

Introduction

The aim of this study was to investigate the effects of using authentic materials on the attitudes and the academic achievement of the students in vocational English course in Trakya University's vocational college. Trakya University provides vocational English courses to the Office Management and Executive Assistance students in their second year of the two year program. This study is an attempt to evaluate the effects of adding alternative authentic sources from real life to the course books and on the achievement and motivation level of the students. In this chapter information will be provided about the participants, and the instruments used to obtain data and data analysis procedure.

Setting and Participants

The study was conducted in Uzunköprü Vocational College of Trakya University. There are different programs in Uzunköprü Vocational College such as Marketing, Accounting, Business Administration, Finance, Local Administration, Estate Management and Office Management and Executive Assistance. This study was conducted in the Office Management and Executive Assistance program day and evening classes in which a compulsory vocational English course is offered four hours a week during the second year.

The participants of the study are 107 students: 73 females and 34 females. 54 of the participants are in experiment group while 53 of them are in control group. Both groups are Office Management and Executive Assistance department students. The experiment group participants are day class students and the control group participants are evening class students. Participants of both groups are similar in terms of English proficiency level

according to the proficiency pre-test results. The participants whose results are further above or under the average are omitted from the study.

The average age of the students is 21. The high schools they graduated are also asked to the students. 80 of the participants graduated from general high school and 23 of them graduated from vocational high school. In both high schools type there is not an intensive language education. The rest 4 of the participants graduated from Anatolian High school which provides students with an intensive language education. Therefore, 96.3% of the participants don't have an intensive language education background and the rest 3.7% of them are in the average level although they have an intensive language education background.

Table 1

Demographic Information of the Groups

Treatment Group	Female	Male	Age means	High School Type		
				Anatolian	General	Vocational
Experimental	40	14	21	2	39	13
Control	40	13	21	2	41	10
Total	73	34				

The students of Office Management and Executive Assistance department will probably be assisting an administrator in public or private institutions in their future positions. According to the National Career Service in UK the duties of an administrative assistant are listed below:

- dealing with post
- making sure that there is enough stationery
- answering the telephone and passing on calls
- reception duties such as greeting and looking after visitors
- typing and setting up documents such as letters and reports
- keeping computer records up to date
- filing
- using office equipment such as printers, photocopiers and fax machines
- managing staff appointments
- setting up meetings and taking minutes
- Making travel arrangements for staff.
- Ordering and receiving food deliveries

According to the National Career Service in UK the employer expectations from the assistants are below;

- an organized approach and excellent time management skills
- good communication skills
- the ability to work well as part of a team
- computer literacy and good typing skills
- a good level of English spelling and grammar
- accuracy and attention to detail
- The ability to use your own initiative but also know when matters need to be referred to a supervisor.

Considering this information a curriculum was constructed (See Appendix A) enabling the students to perform this activity effectively and successfully in their future careers.

Instruments

A pilot study was applied to the previous year students before the current study. 27 students who had completed this course were given a questionnaire (See Appendix B) to evaluate themselves, course and curriculum they studied. The curriculum they studied had been determined by the Ministry of National Education. The results of the pilot study suggested that there was dissatisfaction among the graduate students about the curriculum, course content, materials and the vocational English course which is discussed in data analysis part in detail. In order to increase the level of satisfaction and develop a positive attitude for the course, some changes had to be done in the curriculum and materials of the course. A new curriculum was developed (See Appendix A) by considering the pilot study questionnaire and the duties of an executive assistant which were determined by the National Career Service in UK. Authentic materials are widely used during the term in the experiment so that those materials are developed in accordance with the new curriculum. On the other hand a suitable course book for the curriculum was chosen to be used in the control group. In conclusion: the course book and the authentic materials are among the instruments used during the experiment.

This study is two dimensional and aims to measure the effects of experiment in terms of attitude and achievement. Furthermore; an achievement and attitude scale had to be developed and those scales were to be applied prior to and after the study in order to find out whether there is an improvement in the attitude and achievement of the participants after the experiment. Moreover, other instruments in this study are the authentic teaching materials which are developed as alternative sources to the course book. Those materials are used in the

experiment group during the ten weeks of experiment. The materials are developed in accordance with the topics of the course book which is used in the control group.

Two proficiency tests and a questionnaire were used in order to collect data in this study. The achievement tests (See Appendix C, D) was used to measure their success in vocational English course. Moreover, a likert-scale attitude scale questionnaire (See Appendix E) named “Attitude Scale on Affective Domain in English Classes” was used to measure their attitudes to the course. In both applications a pre-test and a post-test were used in order to measure whether there is an increase in the results after the experiment. The same attitude scale was applied to students before and after the experiment and the results were compared at the end of the study. The questionnaire used in order to determine attitudes of students to the vocational English course was adapted from Gömleksiz (2003) who developed it for determining the attitudes of students to the English course and analyzed its validity and reliability by using the statistical programs in Firat University. Cronbach Alpha reliability coefficient of the scale was found as .95. This result shows that the scale is a reliable. Bartlett’s test was determined as 8084,684. Gömleksiz (2013). The original version of the questionnaire was about general English course and it was adapted according to the vocational English course.

Two different proficiency tests were used in order to determine whether there is an increase in the success of students. The first one was used before the experiment in order to show that the level of the students is similar to each other and the ones who are a lot greater or less than the average were not included in the study. The post- test was different from the first one in order to ensure reliability of the results. But it was constructed by using the same

vocabulary (See Appendix E) and course subjects so that it would be at the same difficulty level with the first achievement test.

Pilot Study

During the preparation stage of the thesis a pilot study was conducted on the 27 students. A needs assessment questionnaire with three parts was applied to the previous year students. First part of the questions is about their perceptions of themselves and the ESP course and their priorities for this course. The other parts are about their opinions about the current syllabus which is announced in the website of Megep in which the materials for vocational education are published by the Ministry of National Education. (www.megep.meb.gov.tr)

Findings revealed that most of the students do not feel themselves competent especially for listening and speaking skills to take an ESP course while they are aware of the fact that this course is necessary for their career. Their priorities for this course are speaking, listening and learning new vocabulary. According to the results of the second part 90% of students were satisfied with the contents of their current course book which was published by the Ministry of Education. On the other hand the students implied that they find the design and activities of the course book inadequate for the vocational English education. Many of the students explained that they have a positive attitude for the course yet; they think that they wouldn't be successful with the current learning materials and techniques. Some of the students told in the open ended questions that "effective speaking techniques should be added to the course content" while some of them said that "there are unnecessary and boring activities in the course book and they don't think that they will need this information in their future career" Some others have implied that "The education should be more practical and using a course book is too boring". Many of the students state

that speaking and listening activities should be added to the curriculum and the activities should be about their field.

According to the results of the pilot study some changes have been made in teaching materials and techniques. The previous course book is not used in the course any longer. A course book containing speaking and listening activities is chosen for the control group. For the experimental groups authentic materials are selected in accordance with the syllabus. By considering the priorities and needs of the learners, vocabulary activities were emphasized more frequently compared to the previous year.

Procedure

The main purpose of this study is to investigate whether there would be an increase in the motivation level and attitudes of the ESP students in positive way when they are exposed to authentic real life materials instead of a course book. The day class of Office Management and Executive Assistance in a vocational college was taken as the experiment group while the evening class of the same department was taken as the control group in this experimental study. The course is four hours in a week and there are 14 weeks in each term. In the first three weeks of the course the instructor makes a revision of general English and prepares students for the vocational English course. In the third week of the course all participants were given a proficiency test in order to determine their English level in the beginning of the study. The proficiency test has different to assess different skills. The first part of the test includes grammar, dialogue and vocabulary questions. The second part includes a writing task. The first two parts of the test are worth 70 points. The last part of the proficiency test includes a speaking test which is worth 30 points. The speaking exam was applied the students one by one by the instructor and a lecturer. The mean scores given by the two

instructors are added to the total score of the students in order to ensure reliability. This pre-test was also used in order to show that all the participants in two groups were at the same level. At the end of the test 5 participants whose scores were far above and under the mean scores were not included to the experiment. An attitude scale was also used in order to determine the attitudes of the students for the course before the experiment. After that a training program for ten weeks 40 hours in total was applied to the both groups. During the training program a single syllabus was followed in both groups but the procedure and the materials of the course were different in experimental and control groups. The experiment group used authentic materials while the control group used a business English course book to learn the same subjects. For examples the first unit of the course book is about the terms of welcoming the guests in the office and attending the business dinners. The control group participants discussed the subjects by looking at the pictures and doing the exercises on the course book. They practices listening and speaking by using the audio materials of the course book. On the other hand, the experimental group studied the subjects by using real menus taken from different restaurants, watching some scenes from films about the business dinners and practicing in an authentic area rather than the classroom. For ten weeks authentic situations and materials were developed by the instructor with the same way to be applied in the experiment group. (See Appendix G, H) At the end of ten weeks the same attitude scale was applied to both groups in order to investigate whether using authentic materials from real life affected the attitudes of experiment students more positively than the control group who used a course book during ten weeks. Moreover a proficiency test similar to the first one was applied to investigate whether the experiment group has a greater success than the control group.

In conclusion two attitude scales and proficiency tests were used during the experiment.

Experiment Group	Before	Implementation of Experiment	After
	Pre Attitude Scale + Pre Proficiency Test	10 weeks use of authentic materials during the vocational English course.	Post Attitude Scale + Post Proficiency Test
Control Group	Pre Attitude Scale + Pre Proficiency Test	10 weeks use of course book during the vocational English course.	Post Attitude Scale + Post Proficiency Test

Figure 2. Design of the study

Data Analysis

For the data analysis, data were entered and statistical calculations were made using Predictive Analytics Software Statistics (PASW 18.0). The data reported were analyzed using *t*-tests, correlation and descriptive statistical techniques. Reliability analysis revealed that Cronbach's alpha score of $\alpha = .862$. The rationale behind using *t*-tests was to examine similarities and differences of the responses between groups. Before *t*-tests the items were analyzed in order to find out whether it is reliable or not. This score indicates that it has a high reliability value. Moreover, the factor analysis of the questionnaire was done by Gmleksiz (2003), by evaluating the data obtained from 310 students in Fırat University. According to the results of the factor analysis, the 56 items out of 91 in questionnaire were chosen to be used for further analysis. The factor loads of the items are given in detail in the data analysis chapter.

To compare the results of attitude scale and proficiency tests between two groups independent sample *t*-test analysis was used. To compare the results of the pre-test and post-

test within the groups paired-sample t-test analysis was used. Descriptive statistics and the frequency analysis were used in order to find out the mean scores and descending order for the items in the questionnaire.

Conclusion

In this section, background information about setting and participants, data collection tools and their development were given. Data collection procedures in the study and data analysis procedures were also explained. The results of the data analysis of the study will be discussed in the following section.

Chapter Four

Data Analysis

Introduction

This study intended to investigate the effects of using authentic materials instead of a course book on the attitudes and the success of the Office Administration and Executive Assistance department students in Trakya University Uzunköprü Vocational School. The aims of the study were to examine whether there is a positive effect on the student's achievement and attitudes when the authentic materials are used in the vocational English course instead of the vocational English course book.

This study was conducted in Trakya University Uzunköprü Vocational College and the data was gathered by using a questionnaire and a proficiency test. The same questionnaire was administered to students before and after the experiment. Moreover; two proficiency tests were applied before and after the experiment which are the same level of difficulty. Each research question was analyzed by using different statistical techniques. The data reported were analyzed by using *t*-tests, descriptive statistical techniques, frequencies and percentages. The rationale behind using *t*-tests was to examine similarities and dissimilarities in responses to questionnaires. Frequencies and percentages are used to examine the results of the proficiency tests and the pilot study.

Findings of the study were analyzed using Predictive Analytics Software Statistics (PASW 18.0) Reliability analysis of the attitude scale was made by using the Statistical program. Cronbach's alpha score of $\alpha = .862$. This score indicates that it is of good reliability.

In this chapter the participant's responses to the questionnaires and the results of the achievement tests will be presented according to the results of the statistical analysis.

Instruments

A questionnaire (See Appendix: E) was used to survey the attitudes of the vocational English students towards the course in this study. The questionnaire named "Attitude Scale on Affective Domain in English Classes" was developed by Gömleksiz (2003). The reliability and validity of the questionnaire was investigated by Gömleksiz (2003), by using statistical programs. The first draft of the questionnaire was Turkish and it was applied in its original language so that all the students can understand the items correctly. The questionnaire items were translated into English when they were written on the statistical program. It was adapted as an attitude scale on affective domain in the vocational English classes and the name of the course was changed as "vocational English" in the items. The factor analysis of the questionnaire was done by Gömleksiz(2003), and 56 items were chosen for the study. There are 38 positive and 18 negative attitude items in the scale. Cronbach's Alpha reliability coefficient of the scale was found as .86. This result shows that the scale is reliable.

These questions are Likert-scale questions with an order from (1) strongly disagree; to (5) strongly agree. The negative statements are recoded into same variable type by using the statistical program.

A proficiency test was also used to investigate whether there is an increase in the success of the students before and after the treatment. Two different proficiency tests (See Appendix C, D) were prepared for this study. Those tests were of the same difficulty level as they are prepared by using the same vocational vocabulary list (See Appendix F) and the same structures which would be needed in the students' future career. One of the tests is used as a pre-test and it is applied to the students before the experiment. The aim of using a pre-test

is to make sure that all the students are of the same level and there is not a significant difference in the success level of students in the control and experiment groups. There were 112 participants in the beginning but after the pre-test results 5 students whose results are highly above and under the mean score were not included in the study. The mean scores of the control and experiment group are equal to each other. (See table 7) The results of 107 students were included in the study. After 10 weeks of treatment a post-test was applied on both groups to investigate whether there is an increase in the results of the experiment group compared to the control group.

Findings of Exploratory Factor Analysis of the Attitude Scale

Table 2

Factor Load of Rotation Factor Loading Values of the Affective Domain Attitude Scale

Item No	Item Type*	Factor Load
1	-	0.60
2	+	0.54
3	+	0.52
4	+	0.58
5	+	0.63
6	+	0.49
7	-	0.62
8	+	0.37
9	+	0.40
10	+	0.49
11	-	0.46
12	+	0.62

13	+	0.39
14	-	0.37
15	+	0.39
16	+	0.65
17	+	0.37
18	-	0.63
19	+	0.55
20	+	0.68
21	+	0.49
22	-	0.44
23	-	0.56
24	+	0.64
25	+	0.52
26	+	0.72
27	-	0.44
28	+	0.69
29	+	0.52
30	-	0.47
31	+	0.54
32	+	0.67
33	+	0.64
34	+	0.46
35	+	0.63
36	+	0.67
37	+	0.54
38	+	0.62

39	-	0.36
40	+	0.62
41	-	0.52
42	+	0.62
43	+	0.48
44	-	0.47
45	-	0.52
46	-	0.41
47	+	0.66
48	+	0.67
49	-	0.52
50	+	0.58
51	+	0.57
52	-	0.47
53	-	0.48
54	+	0.50
55	-	0.40
56	+	0.42

*+ : Positive items - : Negative items
(Gmleksiz, M. N. 2003)

According to the factor analysis results which is applied by Gmleksiz (2003), the items were divided into four main categories.

Table 3

The distribution of statements and the factor loads according to the categories

Categories	Items	Number of Items	Factor Load
	Positive	14	
Interest	Negative	7	.40 - .72
	Positive	11	
Confidence	Negative	7	.37 - .69
	Positive	6	
Practicality	Negative	4	.36 - .68
	Positive	7	
Instructor	Negative	-	.37 - .66
Total		56	

(Gmleksiz, M. N. 2003)

Findings of the Data Analysis

Research Question 1

What are the students' perceptions of themselves as English learners, the vocational English course and the curriculum followed?

- a. What are their perceptions of themselves?
- b. What are their perceptions of the curriculum developed by the Ministry of National Education?
- c. What are the strengths and weaknesses of the course according to students?

A likert scale test was used in order to investigate the perceptions of the graduate students about themselves in the vocational English course. The first part of the

questionnaire has 22 items about their perceptions in different aspects such as language skills, course content, their priorities and general opinions about the components of the course. The quantitative data gained by the test was analyzed by using the frequency analysis.

a) What are the perceptions of students about themselves in vocational English course?

Table 4

Frequency Analysis for the Students Perceptions of Themselves in Needs Analysis Questionnaire

Statement	Responses	Frequency N=27	Percentage %
S1 I feel myself competent in English grammar	Strongly Disagree	3	11.11
	Disagree	7	25.93
	Partly Agree	12	44.44
	Agree	5	18.52
	Strongly Agree	0	0
S2 I feel myself competent in Understanding what I read	Strongly Disagree	2	7.41
	Disagree	13	48.15
	Partly Agree	6	22.22
	Agree	5	18.52
	Strongly Agree	1	3.7
S3 I feel myself competent in Understanding what I listen	Strongly Disagree	4	14.81
	Disagree	12	44.44
	Partly Agree	9	33.33
	Agree	2	7.41
	Strongly Agree	0	0
S4 I feel myself competent to express my thoughts in written English	Strongly Disagree	3	11.11
	Disagree	13	48.15
	Partly Agree	6	22.22
	Agree	5	18.52
	Strongly Agree	0	0
S5 I feel myself competent to express my thoughts in speaking English	Strongly Disagree	4	14.81
	Disagree	13	48.15
	Partly Agree	7	25.93
	Agree	3	11.11
	Strongly Agree	0	0
S6 I think my vocabulary knowledge	Strongly Disagree	6	22.22
	Disagree	8	29.63

is enough to communicate	Partly Agree	10	37.04
	Agree	3	11.11
	Strongly Agree	0	0
	Strongly Disagree	2	7.41
	Disagree	2	7.41
	Partly Agree	1	3.7
S7	Agree	10	37.04
I think I will need English in my career	Strongly Agree	12	44.44
	Strongly Disagree	3	11.11
S8	Disagree	12	44.44
I think English is needed in the field that I am having education at the moment	Partly Agree	3	11.11
	Agree	3	11.11
	Strongly Agree	6	22.22
	Strongly Disagree	0	0
	Disagree	4	14.81
S9	Partly Agree	5	18.52
I think the ESP course at university will be useful in my career	Agree	13	48.15
	Strongly Agree	5	18.52
	Strongly Disagree	4	14.81
	Disagree	10	37.04
S10	Partly Agree	10	37.04
I think my English level is enough to take an ESP course	Agree	3	11.11
	Strongly Agree	0	0
	Strongly Disagree	2	7.41
	Disagree	6	22.22
S11	Partly Agree	10	37.04
The ESP course improves me in reading	Agree	6	22.22
	Strongly Agree	3	11.11
	Strongly Disagree	4	14.81
	Disagree	8	29.63
S12	Partly Agree	7	25.93
The ESP course improves me in writing	Agree	6	22.22
	Strongly Agree	2	7.41
	Strongly Disagree	3	11.11
	Disagree	9	33.33
S13	Partly Agree	8	29.63
The ESP course improves me in listening	Agree	5	18.52
	Strongly Agree	2	7.41
	Strongly Disagree	6	22.22
	Disagree	3	11.11
S14	Partly Agree	12	44.44
The ESP course improves me in speaking	Agree	5	18.52
	Strongly Agree	1	3.7
	Strongly Disagree	0	0
S15	Disagree	6	22.22
The ESP course improves my vocabulary knowledge related to	Partly Agree	8	29.63

my field	Agree	10	37.04
	Strongly Agree	3	11.11
	Strongly Disagree	0	0
	Disagree	4	14.81
S16 My priority in the ESP course is Reading	Partly Agree	7	25.93
	Agree	13	48.15
	Strongly Agree	3	11.11
	Strongly Disagree	1	3.7
S17 My priority in the ESP course is Speaking	Disagree	4	14.81
	Partly Agree	11	40.74
	Agree	11	40.74
	Strongly Agree	0	0
S18 My priority in the ESP course is Listening	Strongly Disagree	0	0
	Disagree	3	11.11
	Partly Agree	5	18.52
	Agree	12	44.44
S19 My priority in the ESP course is Writing	Strongly Agree	7	25.93
	Strongly Disagree	3	11.11
	Disagree	8	29.63
	Partly Agree	8	29.63
S20 My priority in the ESP course is To learn new vocabulary	Agree	4	14.81
	Strongly Agree	4	14.81
	Strongly Disagree	0	0
	Disagree	2	7.41
S21 My priority in the ESP course is To speak accurately	Partly Agree	3	11.11
	Agree	10	37.04
	Strongly Agree	11	40.74
	Strongly Disagree	0	0
S22 My priority in the ESP course is to speak fluently	Disagree	5	18.52
	Partly Agree	3	11.11
	Agree	4	14.81
	Strongly Agree	15	55.56

The students have 96 hours of general English course in their first year before they get a vocational English course in the second year. This questionnaire aims to investigate their perceptions about English and to find out in which skills they find themselves competent or incompetent.

The first six questions of the questionnaire are about learners' perceptions about their English level. And nearly half of the students do not feel themselves competent in grammar and other skills. Except one student who chose 'strongly agree for reading skill none of them chose 'strongly agree. ' For the following questions half of the students think that ESP course is useful for their future career and they think that they are not ready to attend an ESP course as their English level is very low.

The questions 11–15 are about their thoughts about the ESP course and its contributions to language skills. The majority of the students (67%) choose Disagree or Partly Agree options for the reading skill. The mean scores about their perceptions for the other skills and vocabulary development of are above (50%). That means the majority of the students do not think ESP course contributes to their development in those areas. The mean scores for the Agree and Strongly Agree options for these questions are between 20% and 30%. Only for the vocabulary development 48% of the participants choose 'Agree or Strongly Agree' options.

The questions 15-22 are about participants' priorities in the specific areas. The vocabulary development in the specific field is the main priority of the participants 81% of whom chose 'Agree or Strongly Agree' options. For the listening, accuracy and fluency, more than 70% of the students chose 'Agree or Strongly Agree' options. Their following priorities are reading 59%, speaking 40% and writing 29%.

The questionnaire reveals that more than 60% of the students do not feel themselves competent in speaking, listening and writing skills. That means that their education is reading and grammar focused as they feel themselves better in terms of reading, vocabulary and grammar. By considering these results speaking, writing and listening skills are much more

focused in the new designed curriculum as the participants feel themselves inferior for these areas.

The second part of the questionnaire has got 14 items about the content of the course followed by the students previous year. The students evaluated the content as “Useful”, “Uncertain” and “Not useful”.

b) What are their perceptions of ESP curriculum designed by Ministry of National Education?

Table 5

Frequency Analysis for Students' Opinions of the Curriculum

Content Topics	Responses	Frequency N=27	Percentage %
C1	Not useful	2	7.41
The definition, types of Secretary and historical background	Uncertain	3	11.11
	Useful	22	81.48
	Not useful	2	7.41
C2 The characteristics of Secretary and physical appearance	Uncertain	4	14.81
	Useful	21	77.78
	Not useful	5	18.52
C3 The efficiency of the secretary	Uncertain	8	29.63
	Useful	14	51.85
	Not useful	1	3.7
C4 The rules of talking with foreigners on the phone	Uncertain	2	7.41
	Useful	24	88.89
C5 The techniques of note-taking in the telephone and abbreviations	Not useful	1	3.7
	Uncertain	1	3.7
	Useful	25	92.59
C6 To direct in telephone conversations	Not useful	2	7.41
	Uncertain	1	3.7
	Useful	24	88.89
C7 Protocol Rules	Not useful	4	14.81
	Uncertain	5	18.52
	Useful	18	66.67
C8 Giving and requesting Appointments	Not useful	2	7.41
	Uncertain	4	14.81
C9	Useful	21	77.78
	Not useful	4	14.81

Formal writings and their preparation	Uncertain	4	14.81
	Useful	19	70.37
	Not useful	3	11.11
C10	Uncertain	6	22.22
Letters of order	Useful	18	66.67
	Not useful	3	11.11
C11	Uncertain	6	22.22
Business writings and their types	Useful	18	66.67
	Not useful	3	11.11
C12	Uncertain	4	14.81
Preparing a CV	Useful	20	74.07
	Not useful	4	14.81
C13	Uncertain	5	18.52
Giving and taking orders	Useful	18	66.67
	Not useful	3	11.11
C14	Uncertain	4	14.81
Writing petitions	Useful	20	74.07

According to the results all the topics are found useful with more than 50% average. According to the table the efficiency of the secretary is the topic to which the highest average of “Not useful” answer is given (18%). The topic which is found most useful by the students is ‘The techniques of note-taking in the telephone and abbreviations’ with 92% average of ‘Useful’ answer. ‘The efficiency of the secretary’ is the topic to which the highest average (28%) of ‘Uncertain’ answer is given.

There were also 3 open ended questions in the questionnaire about the opinions of the students about the course in general .

c) What are the strengths and weaknesses of the course in the according to the students?

Table 6

Open Ended Questions for Students’ opinions about the Course in General in Needs Analysis Questionnaire

1) Do you think are there any topics which need to be added in ESP course syllabus?

2) Which skills should be focused in the ESP course? Write briefly by reasons.

3) Do you think are there any activities in the ESP course that are unnecessary?

More than half of the students (66%) students answered at least one of the open ended questions. Six participants answered the first question and two of them stated that the terms in the expertise field would be added". Three of them stated that "more speaking activities should be done". One of the students stated that "there should be more practical activities in the course".

The second question is answered by 17 participants and 13 of the students claimed that 'Speaking' activities should be focused because they had difficulty in talking with foreigners. Two of the participants stated that "all skills should be focused because English is whole". 12 of the participants stated "reading should be focused together with speaking" and "five of the students claimed that listening should be focused as there is a need to listen and understand other people in their future career". There are four participants who states that 'writing skill' should be focused and he claimed that he will need it for business correspondences.

The third question was answered by the 9 of the students and 2 of them claim that memorization of the long definitions and are too boring and necessary for the ESP course. 2 of them state that they are bored of reading long paragraphs. 5 of the participants state that the activities in the course book are too boring and not useful.

The results of the pilot study suggest that students are satisfied with the course content in general. On the other hand, they don't feel themselves competent in English with a 60% average even they state that they find it important to learn English for their career. The students claim with a high frequency that their priority for the course is speaking and learning new vocabulary. Moreover; some of the students claim that they find some activities are boring in the course.

These results suggest that there is a need to make some changes on the methods, the activities and materials of the course rather than the course content. Furthermore; the ideas of the students were taken into consideration in the preparation process of the new curriculum and the teaching materials.

Research question 2

Is there a statistically significant difference between the control and experimental groups in proficiency test?

Table 7

Independent Sample t-test Results for the proficiency pre-test in control and experiment group.

<i>Treatment Groups</i>	N	\bar{x}	SD	df	T	P
<i>Experiment</i>	54	35.83	8.27	105	.860	.391
<i>Control</i>	53	34.64	5.81			

An independent samples t-test was conducted to compare the overall scores for experiment and control group in achievement pre-test. The results indicated no significant differences between two groups. ($t = .860$; $p = .391$) . As there were no significant differences between the two groups before the experiment in terms of the achievement levels their comparison would provide reliable results.

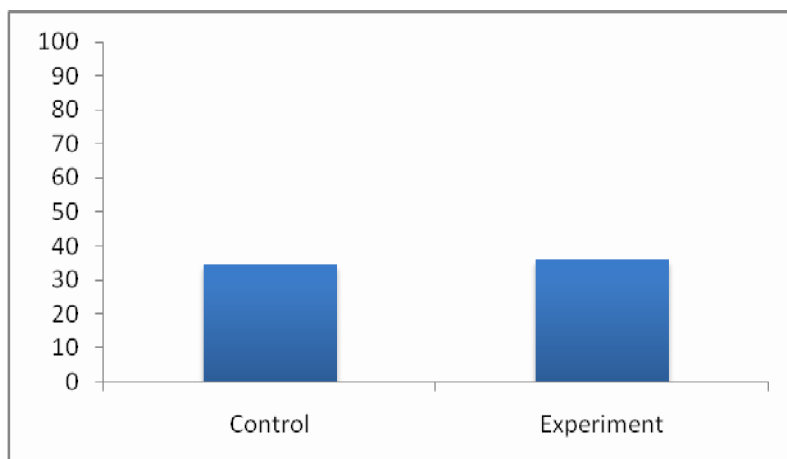


Figure 3. Pre-test Results of Treatment Groups for Proficiency test

According to the results of the independent samples t-test the mean scores of the participants in both groups were similar to each other before the treatment. Therefore, it can be said that the treatment is administered two groups whose English proficiency levels are equivalent. That makes the study appropriate for the treatment.

Table 8

Independent Sample t-test Results for the proficiency post-test in control and experiment group.

<i>Treatment Groups</i>	N	\bar{x}	SD	Df	T	P
<i>Experiment</i>	54	71.00	13.28	105	4.05	.000
<i>Control</i>	53	60.07	14.24			

The independent sample t-test results of the attitude scale after the treatment indicate significant differences between experimental and control group participants' post-test results for proficiency. ($t = 4.05$; $p = .000$).

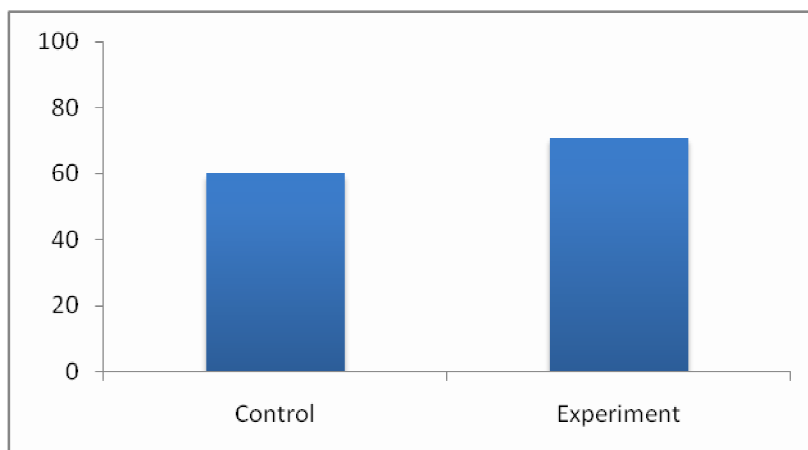


Figure 4. Post-test Results of Treatment Groups for Proficiency test

According to the independent sample t-test analysis results, a respectable increase is observed in the proficiency test after the treatment in control and experiment groups. However, the mean score of the experiment group ($M = 71.00$) is considerably higher compared to the mean score of the control group. ($M = 60.0$). These results suggest that the use of authentic materials in the experiment group affected the academic achievement of the participants in a more positive way than the control group.

Besides, paired sample t-test results for the treatment group participant's pre and post-test results are also given in the table 8 and 9.

Table 9

Paired sample results for pre-test and post-test results of the experimental group for proficiency test.

<i>Experimental Group</i>	N	\bar{x}	SD	df	T	P
<i>Pretest</i>	53	35.83	8.27	53	-20.43	.000
<i>Posttest</i>	53	71.00	13.28			

The table 9 shows the comparison of pre-test and post test results of the experimental group participants' proficiency test. It indicates a highly significant difference for the mean values. ($t = -20.43$; $p = .00$).

Table 10

Paired sample results for pre-test and post-test results of the control group for proficiency test.

<i>Control Group</i>	N	\bar{x}	SD	df	T	P
<i>Pretest</i>	54	34.64	5.81	54	-11.47	.000
<i>Posttest</i>	54	60.07	14.54			

Table 10 shows pre-test and post-test results of the experimental group participants' proficiency test results. It indicates a significant difference for the mean values. ($t = -11.47$; $p = .00$) . Yet the mean score of the control group for the post-test is highly under the mean score when compared to the experimental group

The results of the data analysis for the research question 2 suggest the use of authentic materials in vocational English course in the experiment group has a considerably more positive effect on the academic achievement of the participants when compared to the results of the control group in which a course book is used during the treatment. The results of the study present a reliable data because the mean scores for the pre-treatment proficiency test are similar to each other and it suggests that proficiency level of the two groups were equivalent before the treatment. Moreover, the curriculum of the course is exactly the same for the two groups except the materials. The control group studied the same topics on the course book while the experiment group studied them by using authentic course materials which are given in detail in lesson plans. (See Appendix F)

Research question 3

Is there a statistically significant difference between control and experimental groups in terms of their attitudes to the course?

Table 11

Independent Sample t-test Results for the attitude pre-test in control and experiment groups.

<i>Treatment Groups</i>	N	\bar{x}	SD	df	T	P
<i>Experimental</i>	54	3.34	.44	105	.56	.57
<i>Control</i>	53	3.28	.66			

An independent samples t-test was conducted to compare the attitudes for experiment and control groups before the experiment. The results indicated no significant differences between two groups. ($t = .56$; $p = .57$). As there was no significant difference between treatments groups before the experiment in terms of the attitude, their comparison would provide reliable results.

Table 12

Independent Sample t-test Results for the attitude post-test in control and experiment groups.

<i>Treatment Groups</i>	N	\bar{x}	SD	df	T	P
<i>Experiment</i>	54	4.00	.48	105	5.87	.00
<i>Control</i>	53	3.46	.46			

T-test results indicate significant differences between experimental and control group participants' post-test results for attitude. ($t = 5.87$; $p = .000$).

Besides, paired sample t-test results for the treatment group participant's pre and post-test results for the attitude scale are also given in the table 13 and 14.

Table 13

Paired sample results for pre-test and post-test results of the experiment group for proficiency test.

<i>Experimental Group</i>	N	\bar{x}	SD	df	T	P
<i>Pretest</i>	54	3.34	.44	53	-9.99	.00
<i>Posttest</i>	54	4.00	.48			

Table 13 shows pre-test and post test means of the experimental group participants' attitude scale. It indicates a significant difference between the mean values. ($t = -9.99$; $p = .00$). This score suggests that the attitudes of the experiment group participants have changed in a more positive way compared to the control group participants.

Table 14

Paired sample results for pre-test and post-test results of the control group for proficiency test.

<i>Control Group</i>	N	\bar{x}	SD	Df	T	P
<i>Pretest</i>	53	3.28	.66	52	-4.82	.00
<i>Posttest</i>	53	3.46	.46			

Table 13 compares pre- and post test results of the experimental group participants' attitude scale results. It indicates a significant difference for the mean values. ($t = -4.82$; $p = .$

00) . Yet the mean score of the control group for the post-test is highly under the mean score when compared to the experimental group mean score.

According to the results of the pre-test of the attitude scale the mean scores of the treatment groups were nearly equal to each other. After a treatment of 10 weeks the attitude scale was given to the students in both groups again. The results of the independent samples t-tests and paired-sample t-tests for the post-test suggests that the use of authentic materials in the vocational English course has a more positive effect on the attitudes of experiment group participants towards vocational English than the control group participants..

Research Question 4

What are the attitudes of the control and experiment group in general towards learning English?

The items of the attitude scale were analyzed in detail by using descriptive statistics. The aim of the analysis was to investigate the opinions of control and experimental group participants about the course in general. Moreover, it is also investigated that whether there is significant difference between the items with highest and lowest means in control and experimental groups.

Table 15

Descriptive statistics of the control group participant's answers for the attitude scale in descending order.

	N	Minimum	Maximum	Mean	Std. Deviation
s31 It is important to learn a foreign language for a university student	53	1.00	5.00	4.4340	.93046
s17 Understanding a foreign language makes a person understand the world better	53	2.00	5.00	4.3774	.73971
s21 I want to work in an English spoken country for a while	53	1.00	5.00	4.1887	1.11038
s48 Vocational English is an important and necessary course	53	1.00	5.00	4.1321	1.14418
s25 My instructor wants me to learn all subjects	53	2.00	5.00	4.0943	.92537
s20 I will need English in my future studies	53	1.00	5.00	4.0189	1.20081
s56 My instructor makes me active in the course	53	1.00	5.00	4.0000	1.00000
s29 It is worth to effort to learn a foreign language	53	1.00	5.00	4.0000	1.01905
s30 It is worth to effort to learn vocational English	53	1.00	5.00	3.9623	1.12596
s47 I believe that my vocational English instructor is sympathetic	53	1.00	5.00	3.9245	1.01620
s40 I will use English in many situations as an adult	53	1.00	5.00	3.9057	1.04263
s3 Vocational English will be useful in gaining my future life	53	1.00	5.00	3.8679	1.11005
s9 I want to speak English with my vocational English instructor	53	1.00	5.00	3.8302	1.05130
s5 I believe vocational English is a beneficial course	53	1.00	5.00	3.8302	1.06943
s26 I love vocational English course	53	1.00	5.00	3.8113	.98169
s2 I feel more self-confident once I learnt a new information	53	2.00	5.00	3.6792	.97613
s19 I think vocational English course should be also given in further classes	53	1.00	5.00	3.5660	1.29361
s51 I can motivate myself when I study vocational English	53	1.00	5.00	3.5660	1.11820
s10 I feel confident when I solve questions related to vocational English	53	1.00	5.00	3.4906	1.06740

s24 I want to learn English very much	53	1.00	5.00	3.4528	1.10185
s16 My instructor encourages me in studying English more.	53	1.00	5.00	3.4528	1.06637
s15 My instructor makes me feel that I get better in English day by day	53	1.00	5.00	3.4340	1.04715
s38 I believe that I can speak English accurately.	53	1.00	5.00	3.3962	1.06228
s28 I am sure that I will learn English	53	1.00	5.00	3.3774	1.09591
s35 I can get good marks in vocational English course	53	1.00	5.00	3.3774	.90355
s23 My speaking errors affect me in negative way	53	1.00	5.00	3.3585	1.41550
s8 My instructor believes that I would be successful in vocational English	53	1.00	5.00	3.3396	.97947
s50 I enjoy being in discussions related to English	53	1.00	5.00	3.2830	1.16648
s36 I can do more difficult exercises in vocational English	53	1.00	5.00	3.2642	1.05886
s22 I feel excited when the instructor asks question in classroom	53	1.00	5.00	3.2264	1.20322
s4 I know that I can be successful in vocational English	53	1.00	5.00	3.1887	.96190
s12 I enjoy studying for vocational English	53	1.00	5.00	3.1887	.98169
s33 I do the classroom exercises by myself and I enjoy them	53	1.00	5.00	3.1698	1.13909
s32 I enjoy group work related to vocational English	53	1.00	5.00	3.0943	1.21314
s11 I am not good at vocational English	53	1.00	5.00	3.0943	1.04263
s46 I hesitate for speaking English in classroom as I am afraid of making errors	53	1.00	5.00	3.0377	1.25518
s13 I am not discouraged by my speaking errors	53	1.00	5.00	3.0189	1.08292
s6 I don't hesitate to talk English in classroom	53	1.00	5.00	2.9623	1.12596
s53 I feel scared and excited before vocational English course	53	1.00	5.00	2.9623	1.25518
s42 I enjoy studying English in my free time	53	1.00	5.00	2.8679	1.09259
s54 Vocational English is easy for me.	53	1.00	5.00	2.8679	1.22534

s34 I think that I can achieve a more difficult English.	53	1.00	5.00	2.8491	1.29193
s37 I am interested in the books about English in library	53	1.00	5.00	2.8491	1.09888
s55 When compared to my other duties in life vocational English takes too much time.	53	1.00	5.00	2.7736	1.01226
s41 I am not successful in English whereas I am successful in other subjects I studied for	53	1.00	5.00	2.7358	1.19536
s43 I want to be an English teacher	53	1.00	5.00	2.6604	1.01798
s18 Vocational English is a boring course	53	1.00	5.00	2.5849	1.13398
s14 I lose my confidence once the subjects progress	53	1.00	5.00	2.5849	1.32192
s45 I am not a suitable person for learning English	53	1.00	5.00	2.5283	1.04888
s7 I don't enjoy having vocational English course	53	1.00	4.00	2.4717	1.03038
s1 I don't choose vocational English unless it is compulsory	53	1.00	5.00	2.2264	.95357
s27 Vocational English will not be required in my future professions	53	1.00	5.00	2.1698	1.13909
s52 I am not able to be concentrated in vocational English course	53	1.00	5.00	2.0377	1.14291
s39 It is not important for my career to be good at English	53	1.00	5.00	2.0189	1.32274
s49 To have a vocational English course is a waste of time.	53	1.00	5.00	1.9811	.99015
s44 I think that it is a waste of time to study vocational English	53	1.00	4.00	1.8302	.89305
Valid N (listwise)	53				

As pointed out in the Table 14, the participants of the study in the control group state that they think “It is important to learn a foreign language for a university student “, “Understanding a foreign language makes a person understand the world better “ and “I want to work in an English spoken country for a while” with the highest average of mean scores. On the other hand, their responses revealed that “It is not important for my career to be good at English” , “To have a vocational English course is a waste of time” and “I think that it is a waste of time to study vocational English” are the items with the lowest mean scores.

Table 16

Descriptive statistics of the experiment group participant's answers for the attitude scale in descending order.

	N	Minimum	Maximum	Mean	Std. Deviation
s31 It is important to learn a foreign language for a university student	54	4.00	5.00	4.7593	.43155
s47 I believe that my vocational English instructor is sympathetic	54	3.00	5.00	4.6111	.56357
s24 I want to learn English very much	54	2.00	5.00	4.5926	.74018
s25 My instructor wants me to learn all subjects	54	1.00	5.00	4.5370	.74512
s17 Understanding a foreign language makes a person understand the world better	54	2.00	5.00	4.5185	.81821
s20 I will need English in my future studies	54	2.00	5.00	4.5185	.81821
s48 Vocational English is an important and necessary course	54	3.00	5.00	4.5000	.66588
s21 I want to work in an English spoken country for a while	54	1.00	5.00	4.5000	.84116
s30 It is worth to effort to learn vocational English.	54	1.00	5.00	4.4630	.79415
s10 I feel confident when I solve questions related to vocational English	54	2.00	5.00	4.4074	.71424
s29 It is worth to effort to learn a foreign language	54	1.00	5.00	4.3889	.78708
s56 My instructor makes me active in the course	54	2.00	5.00	4.3519	.75629
s5 I believe vocational English is a beneficial course	54	2.00	5.00	4.3333	.61430
s3 Vocational English will be useful in gaining my future life	54	2.00	5.00	4.3148	.79679
s40 I will use English in many situations as an adult	54	2.00	5.00	4.2963	.90344
s2 I feel more self-confident once I learnt a new information	54	3.00	5.00	4.2778	.71154
s16 My instructor encourages me in studying English more.	54	2.00	5.00	4.2037	.78619
s35 I can get good marks in vocational English course	54	2.00	5.00	4.1852	.82586
s26 I love vocational English course	54	2.00	5.00	4.1667	.84116

s8	My instructor believes that I would be successful in vocational English	54	1.00	5.00	4.0926	.87456
s51	I can motivate myself when I study vocational English	54	1.00	5.00	4.0741	.90807
s19	I think vocational English course should be also given in further classes	54	1.00	5.00	4.0185	.90054
s9	I want to speak English with my vocational English instructor	54	1.00	5.00	4.0000	.1,02791
s33	I do the classroom exercises by myself and I enjoy them	54	2.00	5.00	3.9815	.87934
s38	I believe that I can speak English accurately.	54	1.00	5.00	3.9444	.1,01715
s15	My instructor makes me feel that I get better in English day by day	54	1.00	5.00	3.9444	.94003
s32	I enjoy group work related to vocational English	54	1.00	5.00	3.9259	.96840
s12	I enjoy studying for vocational English	54	1.00	5.00	3.8519	.95971
s4	I know that I can be successful in vocational English	54	1.00	5.00	3.8333	.86330
s42	I enjoy studying English in my free time	54	1.00	5.00	3.8148	.08287
s13	I am not discouraged by my speaking errors	54	2.00	5.00	3.8148	1.08287
s36	I can do more difficult exercises in vocational English	54	1.00	5.00	3.7778	1.07575
s28	I am sure that I will learn English	54	1.00	5.00	3.7222	1.03553
s54	Vocational English is easy for me.	54	1.00	5.00	3.6296	.89646
s50	I enjoy being in discussions related to English	54	1.00	5.00	3.5741	1.09203
s34	I think that I can achieve a more difficult English.	54	1.00	5.00	3.5556	1.07575
s6	I don't hesitate to talk English in classroom	54	1.00	5.00	3.3333	1.11592
s37	I am interested in the books about English in library	54	1.00	5.00	3.2963	1.19163
s43	I want to be an English teacher	54	1.00	5.00	3.0370	1.40031
s22	I feel excited when the instructor asks question in classroom	54	1.00	5.00	2.9815	1.33869
s23	My speaking errors affect me in negative way	54	1.00	5.00	2.6296	1.20214
s55	When compared to my other duties in life vocational English takes too much time.	54	1.00	5.00	2.4444	1.09315

s53 I feel scared and excited before vocational English course	54	1.00	5.00	2.2963	1.20736
s11 I am not good at vocational English	54	1.00	5.00	2.2593	1.10206
s14 I lose my confidence once the subjects progress	54	1.00	5.00	2.1667	1.14513
s41 I am not successful in English whereas I am successful in other subjects I studied	54	1.00	5.00	2.1667	.98575
s46 I hesitate for speaking English in classroom as I am afraid of making errors	54	1.00	5.00	2.0000	1.09888
s18 Vocational English is a boring course	54	1.00	5.00	1.9074	1.03283
s7 I don't enjoy having vocational English course	54	1.00	5.00	1.8333	.96642
s39 It is not important for my career to be good at English	54	1.00	5.00	1.7963	1.29410
s52 I am not able to be concentrated in vocational English course	54	1.00	4.00	1.7407	.82839
s1 I don't choose vocational English unless it is compulsory	54	1.00	4.00	1.7222	.68451
s45 I am not a suitable person for learning English	54	1.00	4.00	1.6481	.87216
s27 Vocational English will not be required in my future professions	54	1.00	4.00	1.6296	.95752
s49 To have a vocational English course is a waste of time.	54	1.00	3.00	1.3148	.50746
s44 I think that it is a waste of time to study vocational English	54	1.00	3.00	1.2963	.53657
Valid N (listwise)	54		.		

As pointed out in the Table 16, the participants of the study in experimental group think that “It is important to learn a foreign language for a university student “, “I believe that my vocational English instructor is sympatic “ and “I want to learn English very much” with the highest average of mean scores. Moreover, their responses revealed that “Vocational English will not be required in my future professions” , “To have a vocational English course is a waste of time” and “I think that it is a waste of time to study vocational English” are the items with the lowest mean scores.

The results of the descriptive statistics suggest that both control group and the experiment group participants have positive attitudes towards vocational English course after the treatment. However, there are some differences in their attitudes in general. The participants of the control group has a positive attitude for English as a language and they claim that it is a global language . They think that learning English is necessary for the future career of a university student. On the other hand, the participants of the experiment group also think that learning English is very important for a university student moreover, they have a personal desire to learn English and they find the English instructor sympathetic. With this results it can be concluded that the use of authentic materials may help students to develop a self motivation towards the course .

The participants in two groups think that it is not a waste of time to have a vocational English course and learn English. They also think that vocational English will be needed in their future career.

Conclusion

In this chapter, a detailed information about the instruments and findings of the data analysis were presented. The interpretations of the statistical data analysis were given by referring to the research questions.

Considering all the questions and the results, it can be assumed that an increase in the attitudes and achievement level of the students may be assured by making some changes in the curriculum and the components of the course such as; methods, materials and design. The results of the data analysis shows that the use of authentic course materials may affect the attitudes and the academic achievement of students in proficiency test in a more positive way than the use of course book.

Chapter Five

Conclusion, Implications, Suggestions

Introduction

This study aims to investigate the effects of using authentic materials on the academic achievement and the attitudes of the vocational school students attending the vocational English course. In this chapter, a brief summary of the study will be given. The conclusion derived from the findings of the study will be provided and the implications of the study for the field will be discussed. Finally, suggestions for the further research will be presented.

Overview of the Study

Providing high quality materials for the vocational English course has been a problem for ESP practitioners for a long time as mentioned in the literature review part in detail. Therefore, the study was designed in an attempt to investigate this issue in detail and to assess the effectiveness of using authentic materials.

The opinions of the students who had taken that course before were of great importance for the planning stage of the study. Furthermore, a preliminary study was carried out in order to learn about the opinions of the graduate students at the end of the previous year. A needs analysis questionnaire consisting of a number of multiple choice and open-ended questions about the curriculum, design and materials of the course were administered to the graduate students. The results of the preliminary study were of great importance for the preparation stage of the current study. The new curriculum and the materials are designed by

considering the results of pilot study, which provided insights into how to design a more effective ESP course.

This study is an experimental study on the comparative use of authentic materials against the use of traditional course book in the experiment and control groups. A single syllabus was followed on both groups. Related authentic materials are used in the experiment group for ten weeks while the control group studied the same topics on the course book. Moreover; the effects of using authentic material was investigated with pre-tests and post-tests for both academic achievement and attitude improvement. The data was collected from the currently enrolled students. In order to collect data a formerly developed attitude scale by Gömleksiz (2003) was adapted for this study.

To investigate the effects of using authentic materials on the academic achievement of the students, two proficiency tests were developed. The pre-test was applied to determine whether the treatment groups are of the same level. And the post-test which is of the same difficulty level was applied at the end of the ten weeks of experiment. The data gathered from all tools was analyzed by using descriptive statistics, frequencies and independent sample t-tests and paired-sample t-tests.

Conclusion

The data was gathered by using questionnaires and proficiency tests in the current study in order answer the research questions.

The data for the first research question was gathered by the needs analysis questionnaire in the pilot study. The first research question has three sub-questions. For the first one 22 questions about their perceptions of themselves were asked to the students in the first part of the needs analysis questionnaire. According to the results of the questionnaire the

graduate students who had taken the course before still don't feel themselves competent in four skills and the vocabulary knowledge. On the other hand, they claimed that they found the ESP course highly useful for their career and they think that it is required for their future career. This may suggest that the participants of the study have positive feelings for the course yet, they have some problems for the readiness for the course as they claimed with a high percentage that they don't feel themselves competent. This may be caused by the inadequate hours for the course. Because the students of the vocational schools are usually the graduates of the vocational high schools in which the English courses are limited. Therefore; the general English course they had taken four hours per-week in the first year may be inadequate for the students to reach a satisfactory level and create a readiness for the vocational English course. To minimize this problem general English revision units are added for the new syllabus. Moreover a number of additional courses are made in the first three weeks for students to reach a satisfactory level to start a vocational English education.

The second part of the needs analysis questionnaire consists of 14 items about the syllabus which is designed by the Ministry of National Education in Turkey. The results of this part suggest that except a few of them the students find the topics useful. Accordingly, the items found useful with a high average of students are included for the new syllabus whereas the ones for which they showed negative attitudes were not included in the new syllabus. Instead, some new topics are included for the new syllabus regarding the answers they gave for the open-ended questions about the syllabus. Moreover; some activities and topics are added considering the "duties of an executive assistant" definition which was published by the National Career Service in the UK.

For the item "c" three open ended questions were asked about the strengths and weaknesses of the course according to the students. However, the number of the students who

answered those questions is limited. According to the results of these questions the students think that:

- More speaking activities are required in the course
- The activities in the course should be more practical rather than theoretical
- More vocabulary activities related to the field are required
- Listening activities are too limited
- Writing skills should be focused for the business correspondences
- Memorization of the long definitions are boring
- The long paragraphs in the course book are too boring and impractical
- It is difficult to understand some of the activities in the course book

According to the results of the first research question some fundamental changes were made in vocational English course syllabus and teaching materials. A new syllabus was designed by considering the ideas of the students and a new course book was chosen for the control group instead of the former book published by the Ministry of National Education. Moreover, authentic lesson materials are prepared in accordance with the new syllabus and the course book. The new students are informed about the pilot study and the new syllabus prepared according to the opinions of the previous year's students. The students are also asked by the instructor whether they have other ideas about the course and the content.

Consequently, a more learner centered syllabus was designed for the students of vocational English so that they may feel a more democratic atmosphere and this may effect their attitudes and the academic achievement in a more positive way.

For the second research question the proficiency pre-test and post test results were compared by using independent t-test and paired sample t-test. According to the results of the Although their proficiency test results are nearly equal at the beginning of the term post-test results of the experiment group participants' academic achievement shows a greater improvement compared to the control group participants' results. The results signify that even the syllabus is the same the use of authentic materials may effect the achievement of the students in a considerably more positive way.

According to the findings of the third research question, by the use of authentic materials, the attitudes of the experimental group participants which were nearly equal to the attitudes of control group participants before the treatment were affected in a more positive way compared to the control group. These results signify that the use of authentic materials may improve the attitudes of the students as well as the motivation and accordingly their success. This may create a more positive environment in the classroom.

Finally, with the fourth research question the means of the items in the attitude scale for both groups are analyzed in detail after the experiment so that their ultimate opinions may be understood better for further research and suggestions. According to the results of the descriptive statistics analysis for the items, the students of the control group think that:

- It is very important for a university student to learn a foreign language
- By understanding a foreign language a person may understand the world better
- They want to work in an English spoken country for a while

These results suggest that the participants in the control group are aware of the fact that English is a universal language and it is highly important to learn it for their career. One of the most important problems for the Turkish students is that they do not have much chance

to travel around the world and practice. Therefore it is not surprising that the participants of the study claim that they want to work in an English spoken country.

The control group participants' descriptive item analysis suggests consistent results with the first three items and the students don't agree with the statements:

- To learn English is not important for their career
- To study vocational English is a waste of time
- To have a vocational English course is a waste of time

The results of the experiment group item analysis are also consistent with that of control group. The participants of the experiment group also have positive attitudes for the English language in general and they are aware of the fact that they need to learn a foreign language for their future career. However, their first three items are a little bit different from those of control group. According to the descriptive analysis results for the items the participants of the experiment group think that:

- It is important to learn a foreign language for a university student
- Their vocational English teacher is sympathetic
- They want to learn English very much

These results suggest that the use of authentic materials in the experiment group may also affect the attitudes of the students for the instructor as they find their instructor highly sympathetic and they state a personal desire for learning English.

The control group participants has a positive view towards English in general as they see it as a global language and they think that it is needed for their future career .On the other hand, when compared to the results of the control group it can be concluded that the participants of the experiment group are more personally motivated for learning English than

the control group. The participants of the control group chose the items about advantages of learning English in general while the participants of the experimental groups chose the items of personal expressions such as “I want to learn English very much”. Moreover they chose another item about the instructor “My English instructor is sympathetic” which suggests that the use of authentic materials has led to develop more positive attitudes for the instructor.

Implications for the Field

The aim of this study is to investigate the effectiveness of authentic lesson materials as an alternative source for the course book in terms of attitude and academic achievement of the vocational school students and to suggest alternative sources for the vocational English course in office management and executive assistance department. The results of the current study suggest a number of implications for the practitioners and the policy makers in the field.

Firstly, the top down syllabus designed by the authorities may not be always favorable for the students. In order to design a syllabus needs analysis studies should be made on the students in collaboration with the employers and the sector. To get a more positive feedback for the course in terms of the success and the attitude the opinions of the students should be asked so that they feel themselves in a more democratic and humanistic environment. This may be very supporting for the university students who should take role in the society as individuals who can think, make decisions and take the responsibility of their own life and career.

Secondly, finding a appropriate course book may not be always possible for the practitioners who study in various fields. That may cause the course book problems in ESP which was discussed in detail in chapter two. The results and procedure of this study may be a source of inspiration for the practitioners of ESP who experiences the similar problems.

Especially the ones who are new in the field or not able to find opportunity to buy course book for the students may create their own teaching material by using the authentic sources.

Finally, the use of authentic materials may increase the quality and effectiveness of the ESP courses in higher education by having a positive impact on the motivation of students..

Suggestions for Further Research

This study was conducted on 107 students in Office management and executive assistance department in a vocational school of Trakya University. Within the study a collection of authentic materials from different sources was made by the practitioner for the specific field.

The results of the study suggests that taking the opinions of the students by using a needs analysis before designing of the course would be of great importance to create a more democratic environment and develop a more learner-friendly syllabus.

However, the ESP course is available in many departments of faculties and the vocational schools. This study may suggest alternative sources for only the office management and executive assistance department. Further studies may be practiced for more students in many different fields such as: medicine, engineering, economy, law etc. Moreover; various course materials for many fields may be created by other researchers which may contribute to the ESP field.

Finally, this study suggests a new syllabus for the office management and executive assistance field and the positive effects of the new syllabus on the participants may be viewed in the results of the study. A new curriculum may be designed by the Ministry of National Education for all office management and executive assistance department students in Turkish

medium universities by applying needs analysis questionnaire and determining the needs of the students and the sector.

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[http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/Yabanc%C4%B1 Dilde %C3%96zge%C3%A7mi%C5%9F Ve Ba%C5%9Fvuru I%C5%9Flemleri.pdf](http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/Yabanc%C4%B1_Dilde_%C3%96zge%C3%A7mi%C5%9F_Ve_Ba%C5%9Fvuru_I%C5%9Flemleri.pdf)
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Appendices

Appendix A : Syllabus for Ten Weeks

Topic	Vocabulary	Material
1st week Meeting People Offering Asking for Drinks Business Meetings	Foods & Drinks	Authentic Menu Samples, Videos about business dinner.
2nd week Timetables & Making and Cancelling reservations	Numbers, currencies, booking, prices.	The websites of some railways, airline companies .
3rd week Talking about jobs, describing the company and business people.	Jobs, positions in a company	Organizational chart of a company, website of some famous companies
4th week Writing simple e-mails, Coping with formal language	Formal correspondence terms, simple e-mail language	Authentic e-mail samples on various subjects
5th week Places , asking and giving directions	Places in towns and buildings, ordinal numbers,	Floor plans of some buildings, maps, google maps website
6th week Arranging meeting, taking minutes	Months, days, dates	Sample meeting minutes
7th week Communication & making telephone calls	Simple telephone expressions, documents and attachments	Telephone, phone call voice recors and videos
8th week Making hotel reservations and travel arrangements, staying at a hotel	Hotel language	The websites of some hotels and tourism companies, videos about checking in and out
9th week Preparing CV, Resumes and filling job application forms, job interviews	Vocabulary about CV, application forms	Authentic CVs, resumes, Job application forms of some companies , interview videos.
10th week Sales & discussing about business, sales, orders, shopping	Charts, graphs, sales and orders, shopping language	Authentic charts , graphs, videos of shopping .

Appendix B: Pilot Study Questionnaire

Sayın Katılımcı

Bu anket Çanakkale Onsekiz Mart Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programına bağlı olarak yürüttüğüm “Meslek Yüksekokulu Mesleki İngilizce derslerinde otantik materyal kullanımının öğrencilerin başarı düzeyi ve tutumları üzerindeki etkisi” isimli yüksek lisans tezi için veri toplamak amacı ile hazırlanmıştır.

Anket sonuçları bu çalışma dışında hiçbir amaçla kullanılmayacaktır. Vereceğiniz katkıdan dolayı şimdiden teşekkür ederim

Serap ÖZ
İngiliz Dili Eğitimi Yüksek Lisans Programı
Çanakkale On Sekiz Mart Üniversitesi

Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
Kendimi genel İngilizce gramer konusunda yeterli hissediyorum					
Kendimi genel İngilizce okuduğunu anlama konusunda yeterli hissediyorum					
Kendimi genel İngilizce duyduğunu anlama konusunda yeterli hissediyorum					
Kendimi genel İngilizce yazılı olarak ifade edebilme konusunda yeterli hissediyorum					
Kendimi genel İngilizce konuşma konusunda yeterli hissediyorum					
İngilizce kelime dağarcığımı yeterli buluyorum					
İlerde çalışacağım sektörde İngilizceye ihtiyacım olduğunu düşünüyorum					
Şuan eğitim aldığım alanda İngilizce bilgisine ihtiyaç olduğunu düşünüyorum					
Mesleki İngilizce dersinin kariyerim konusunda faydalı olacağına inanıyorum					
Mesleki İngilizce dersi almak için genel İngilizce bilgimin yeterli olduğunu düşünüyorum					
Mesleki İngilizce dersi okuduğunu anlama konusunda beni geliştiriyor					
Mesleki İngilizce dersi düşündüklerimi yazılı olarak ifade edebilme konusunda beni geliştiriyor					
Mesleki İngilizce dersi konuşulanları anlama konusunda beni geliştiriyor					
Mesleki İngilizce dersi kendimi sözlü ifade edebilme konusunda beni geliştiriyor					
Mesleki İngilizce dersi alanımla ilgili kelime dağarcığı konusunda beni geliştiriyor					
Mesleki İngilizce dersindeki önceliğim okuduğumu anlamaktır					
Mesleki İngilizce dersindeki önceliğim konuşmamı geliştirmektir.					
Mesleki İngilizce dersindeki önceliğim konuşulanları anlamaktır.					
Mesleki İngilizce dersindeki önceliğim mesleki yazışmalar yapmaktır.					
Mesleki İngilizce dersindeki önceliğim alanımla ilgili olabildiğince fazla kelime öğrenmektir.					
İngilizce konuşurken önceliğim doğru konuşmaktır.					
İngilizce konuşurken önceliğim iyi aksanlı bir şekilde konuşmaktır.					

Dersin İçeriği Hakkındaki Düşünceler

Lütfen düşüncelerinizi her soru için sadece bir kutuya X işareti koyarak belirtiniz

	Sorular	Faydalı	Kararsızım	Faydalı Değil
1	Sekreterliğin tanımı, tarihsel gelişimi, çeşitleri			
2	Sekreterin taşınması gereken özellikler ve fiziksel görünüşü			
3	Sekreterin Etkililiği			
4	Telefonda yabancılarla konuşma			
5	Telefonda konuşurken not alma teknikleri ve kısaltmalar			
6	Telefon konuşmalarında yönlendirme			
7	Bazı önemli protokol kuralları			
8	Randevu verme ve talep etme			
9	Resmi yazılar ve resmi yazışma çeşitleri			
10	Sipariş mektupları			
11	Mesleki Yazışma çeşitleri ve mesleki yazışmalar			
12	Özgeçmiş Hazırlama			
13	Şipariş vermek ve sipariş almak			
14	Dilekçe Yazmak			

C

1) Mesleki İngilizce dersinin müfredatına eklenmesi gerektiğini düşündüğünüz konular var ise yazınız.

2) Mesleki İngilizce dersinde hangi becerilere ağırlık verilmesi gerektiğini düşünüyorsunuz.

(okuma, konuşma, dinleme, yazma vb.)

3) Mesleki İngilizce dersinde kariyerinizde faydalı olmayacağını düşündüğünüz aktiviteler var ise yazınız.

Appendix C: Pre-test for Proficiency

- 1) The of the Japan is Yen.
 a) Foreign exchange
 b) Currency
 c) Schedule
 d) Cost
- 2) You can buy things via internet by
 a) e-commerce b) opportunity c) airline d) corporation
- 3) The marketing of the company is on the third floor.
 a) Franchise b) commerce d) department d) order
- 4) Samsung has factories in many parts of the world. It is an company.
 a) Local b) international c) national d) foreign
- 5) The personnel of a company is called
 a) Supervisor b) staff c) timetable d) payroll
- 6) I applied for a job and they called me. There is an tomorrow morning.
 a) commerce b) flight c) interview d) announce
- 7) The human manager had a meeting with the company personnel yesterday.
 A) client b) customer c) salesman d) resources
 B)
- 8) Unilever cleaning such as Cif, Domestos ,Omo are sold in many countries.
 a) Guests b) reports c) products d) stocks
- 9) Turkey, Egypt, China and Romania are among countries.
 A) developing b) rich c) developed d) law
- 10) When you buy something from a foreign country it is called ".....".
 a) export b) foreign exchange c) import d) price
- 11) I work with Abdullah, Daniel and Giovanni in the office. My are very hardworking people.
 a) colleagues b) managers c) equipments d) foreigners
- 12) When you work together with other people, you exchange ideas and you help each other it is.....
 a) collaboration b) profit c) invitation d) correspondence
- 13) Thanks to the in technology people around the can communicate by internet.
 a) registers b) charities c) innovations d) negotiations
- 14) There is a dramatic in world population. It was 3 billion in 1960. It is nearly 7,5 billion in the year 2012.
 a) decrease b) interruption c) increase d) decline
- 15) There is a day in TeknoSA The prices of those laptops are dropped from 2.000 to 1500 Turkish lira.
 a) profit b) discount c) practice d) decision
- 16) Photocopier, Fax machine, computer, Scanner, printer, telephone are among the office
 a) fiscals b) abbreviations c) equipments d) manufacturers
- 17) Derek: When is the of train?
 Susan: It at 8.00 o clock.
 Derek: It is nearly 7.30. We should be quick.
 a) Purchase b) invitation c) departure d) decision
- 18) Erica: I want to for this job!
 Richard: It is impossible, because they look for a male assistant dear.
 a) accept b) apply c) report d) inform
- 19) Clara: I bought the tickets for Australia.
 David: Which?
 Clara: Air France was too expensive so I bought for Lufthansa.
 a) team b) airline c) store d) department
- 20) Sandy: I love your new mobile phone. Where did you buy it?
 Max: I bought it via the internet. It only 200 dollars.
 a) sales b) searches c) proves d) costs
- Complete the dialogues with the appropriate statement.
- 21) Secretary: Excuse me! There is a delay in Mr. Johnson's flight; he would be a little late.
 IT manager:
 Secretary: Sure, I will call him and give an appointment for tomorrow.
 a) Ok no problem, we could wait until he comes.
 b) I have another meeting in half an hour. Could you please call him and arrange another appointment.
 c) What an irresponsible behavior, he should take another train!
 d) We can arrange another meeting for next week with her.
- 22) Assistant: Welcome to our company Mr. Derrida I am Mss Yilmaz the sales assistant.
 Mr. Derrida: Pleased to meet you Mss Yilmaz.
 Assistant: Would you like a drink?
 Mr. Derrida
 a) Thanks, could I have a cheese sandwich please?
 b) No I am not hungry, May I have a drink?
 c) Oh, a cold mineral water would be great.
 d) Let's eat at a Chinese restaurant
- 23) John: Oh my god! The photocopier is out of order!
 Lisa:
 John: I can't wait I have to prints these documents for the meeting!
 a) Don't worry I am calling the technical support team immediately!
 b) You can print the documents tomorrow.
 c) What a stupid man are you! What did you do to the machine?
 d) What a good surprise , thank you so much for the food.
- 24) Yokoshi: I have a business travel to Tokyo next Monday.
 Yokoshi's wife:
 Yokoshi: Only one day! I am going to come back on Tuesday.
 a) Where is the managing director? He can come with you.
 b) How long are you going to stay there?
 c) Is he an experienced staff?
 d) I received an e-mail from the company, they are going to visit us tomorrow.
- 25) George: Excuse me , Is this the Karel company?
 Ahmet:.....
 George: I am George Thomson, the executive manager of the Telpa company.
 a) He is outside, call him later.
 b) He is not in the office but will be back in twenty minutes.
 c) Hello Olive, What a nice surprise!
 d) Who is calling sir?
- 26) Secretary: Good morning. Emka Holding
 Client: Hello. Do you speak English?
 Secretary:
 Client: Great! This is Alice Grayson from hometools fabric in London. I am calling Mr. Sönmez. Is he there?
 a) Have a nice day madam.
 b) Sorry. He is not here now. Would you like to leave a message?
 c) I will be pleased if he calls me.
 d) Yes madam

Complete the Form with your personal Information

EMPLOYEMENT APPLICATION FORM			
Name		Days available to Work.	
Surname		Mon. ()	Fri ()
Age		Tue. ()	Sat. ()
Sex		Wed. ()	Sun ()
Present Address		Thur. ()	
Salary Desired		Education Information	
Tel number		High School name	
E-mail adress		College name	
Do you have a driving licence? If yes Class?		Department:	
Type of Position:		Experience	
Have you ever been convicted to acrime?		Position:	
Do you smoke?		Company:	
		Leaving Reason	

Appendix D: Pre-Test For Proficiency

- 1) You can change lira to dollar in the..... office.
a) cost b) commerce c) foreign exchange d) client
- 2) "Hepsiburada.com" is a company. You order things via internet.
a) franchise b) currency c) e-commerce d) schedule
- 3) I am working in the Accounting of the company.
a) corporation b) airline c) opportunity d) department
- 4) Nestle is selling products in 110 countries . It is an company.
a) national b) international c)local d) payroll
- 5) There is a big _____ in shopping centre. I paid this jacket 30 liras. It was 100 liras last week.
a) discount b) product c) profit d) globalization
- 6)We have got 500 _____ in our company. 300 of them are men and 200 are women.
a)career b) invitations c) customer d) staff
- 7) I applied for the resources assistant position in Sabancı .
a) announce b) human c) foreign d) charity
- 8) Germany, France and U.S.A. are _____ countries.
a) poor b) developed c) product d) supervisor
- 9) There is job form on the photocopier , you can fill it.
a) store b) team c) meeting d) application
- 10) If you sell products to a foreign country it is
a) export b) price c) import d) colleague
- 11) I have got a job with the manager tomorrow.
a) experience b) sale c) interwiev d) store
- 12) A: Did you my e-mail?
B: No I didn't. When did you send?
a) fill b) pay c) practice d) receive
- 13) I couldn't go to the meeting on time because of the in my flight.
a) delay b) presentation collaboration e) tax
- 14) A: When is the _____ of the Liverpool flight.
B: It comes after twenty minutes.
a) meeting b) arrival c) purchase d)contribution
- 15) **George:** I am the accountant position.
Tom: You should this form, please.
a) provide/ accept b) involve/dial
c) interested in / fill d) apply/sell
- 16) **Asst.:** Good evening, it is Mr. Johnson's office.
Customer: Can you _____ the general director, please!
Asst. Of course sir, just a minute.
a) cost b) dial c) apply d) retire
- 17) **Secretary:** How can I help you sir?
Client: I want to _____ to the English course.
- Secretary:** Could you tell your name please?
a) import b)purchase c) register d) order
- 18) **Lisa:** What is the problem?
Ahmed: My computer is not working!
Lisa: Why don't you call the
a) marketing manager b) shipping department
c) technical support team d) payroll office
- 19) **Elena:** What is the _____ of Australia?
Diane: I don't know. It can be Dollar or Sterlin.
a) executive b) currency c) objective e) negotiation
- 20) **Sales Asst.:** How can I help you sir?
Client: Can I buy a ticket for Moscow?
Sales Asst.:
Client: Thank you.
a) Is there an empty seat?
b) Your seat is number 25A
c) Call him later, he has got a meeting
d) I am sorry , there isn't a fligt to Britain today.
- 21) **Kemal:** Let's go to the club and drink something.
Samuel:
Kemal: Why?
Samuel: I don't know, maybe there is a problem with orders.
a) I have got an appointment with the purchasing manager.
b) Good idea! Let's order a pizza.
c) It is very expensive in Teknosa.
d) It is a reliable company, Don't worry!
- 22) **Asst.:** Welcome to the Emsa company Mss. Demir, how can I help you?
Mss. Demir: I would like to see Mr. Cruise, Is he in the office?
Asst.
Mss. Demir: Thank you so much, but I would come later
a) He is coming sit and wait here.
b) Would you like to eat something?
c) He will be here in ten minutes, Would you like a drink?
d) He is at home dear, you can visit him now.
- 23) **George:** Excuse me is this the Microsoft Company?
Asst.
George: I am George Rovas from Telpa company, may I talk to Sales department?
Asst. Just a second sir. I am dialing the number
a) She is at a meeting, call her later.
b) Can you speak English sir ?
c) Hello George, What a nice surprise!
d) Yes, sir Who is calling?
- 24) **Susan:** What is a "trip" mama?
Mother:
a) It is the money of a foreign country .
b) It is a short travel.
c) It is to buy something from a foreign country
d) It is a planned meeting
- 25) **H.R. Manager. :** Have you got?
Danny: Yes, I worked in public relations department five years.
a)announce b)resource c)experience d) executive

Complete the form with your personal information

EMPLOYEMENT APPLICATION FORM			
Name		Days available to Work.	
Surname		Mon. ()	Fri ()
Age		Tue. ()	Sat. ()
Sex		Wed. ()	Sun ()
Present Address		Thur. ()	
Salary Desired		Education Information	
Tel number		High School name	
E-mail adress		College name	
Do you have a driving licence? If yes Class?		Department:	
Type of Position:		Experience	
Have you ever been convicted to acrime?		Position:	
Do you smoke?		Company:	
		Leaving Reason	

Appendix E: Attitude Scale

Sayın Katılımcı

Bu anket Çanakkale Onsekiz Mart Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programına bağlı olarak yürüttüğüm “Meslek Yüksekokulu Mesleki İngilizce derslerinde otantik materyal kullanımının öğrencilerin başarı düzeyi ve tutumları üzerindeki etkisini” isimli yüksek lisans tezi için veri toplamak amacı ile hazırlanmıştır.

Anket sonuçları bu çalışma dışında hiçbir amaçla kullanılmayacaktır. Vereceğiniz katkıdan dolayı şimdiden teşekkür ederim

Serap ÖZ

İngiliz Dili Eğitimi Yüksek Lisans Programı
Çanakkale On Sekiz Mart Üniversitesi

MESLEKİ İNGİLİZCE DERSİNE YÖNELİK TUTUM ÖLÇEĞİ

Cinsiyetiniz : Kadın () Erkek ()

Yaşınız:

Mezun Olduğunuz Ortaöğretim Kurumu

- Anadolu Lisesi ()
- Yabancı Dil ağırlıklı Lise ()
- Meslek Lisesi ()
- Genel Lise ()
- Kolej ()

	<i>Question</i>	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	Mesleki İngilizce dersi zorunlu olmasa dersi almam.					
2	Mesleki İngilizcede öğrendiğim her yeni konu kendime güveni artırıyor.					
3	Mesleki İngilizceyi öğrenme hayatımı kazanmada bana yardım edecektir.					
4	Mesleki İngilizceyi iyi yapabileceğimi biliyorum.					
5	Mesleki İngilizceyi önemli bir ders olarak görüyorum.					
6	Sınıfta İngilizce konuşmaktan çekinmem.					
7	Mesleki İngilizce dersine girmekten zevk almam					
8	Öğretmenim benim İngilizcede başarılı olabileceğimi düşünmektedir.					
9	Mesleki İngilizce öğretmenimle İngilizce konuşmak isterim.					
10	Mesleki İngilizce ile ilgili soruları çözdüğümde kendime güven duyuyorum.					
11	Mesleki İngilizce dersinde iyi değilim.					
12	Mesleki İngilizce dersine çalışmak hoşuma gider.					
13	Konuşma esnasında yaptığım hatalardan pes etmem.					
14	Konular ilerledikçe kendime güveni kaybediyorum.					
15	İngilizce öğretmenim İngilizcede daha iyiye gittiğimi hissettirmektedir.					
16	Öğretmenim daha çok İngilizce çalışmam için beni cesaretlendirmektedir.					
17	Yabancı bir dili anlama insanın dünyayı daha iyi anlamasına katkıda bulunur.					

18	Mesleki İngilizce dersi sıkıcı bir derstir						
19	Mesleki İngilizcenin üçüncü ve dördüncü sınıflarda da okutulmasını isterim.						
20	Gelecekteki çalışmalarında Mesleki İngilizceye ihtiyaç duyacağım.						
21	İngilizcenin konuşulduğu bir ülkede bir süre çalışmak isterim.						
22	Öğretmen sınıfta soru sorunca heyecanlanırım.						
23	Konuşma esnasında yaptığım hatalar beni olumsuz yönde etkiler.						
24	İngilizce öğrenmeyi çok istiyorum.						
25	Öğretmenim yapabileceğim bütün İngilizce konularını öğrenmemi istiyor.						
26	Mesleki İngilizce dersini seviyorum						
27	Mesleki İngilizce hayatımdaki işlerde benim için önemli olmayacak.						
28	İngilizceyi öğreneceğime eminim.						
29	Yeni bir dil öğrenmek için çaba göstermeye değer.						
30	Mesleki İngilizce için çaba göstermeye değer						
31	Bir üniversite öğrencisi için yabancı bir dil öğrenmek önemlidir.						
32	Mesleki İngilizce ile ilgili grup çalışmalarında bulunmaktan zevk alırım						
33	Ders esnasında verilen alıştırmaları tek başıma zevkle yaparım.						
34	Daha zor İngilizceyi başaracağımı sanıyorum.						
35	Mesleki İngilizce dersinden iyi notlar alabilirim.						
36	Mesleki İngilizcede daha ileri düzeydeki çalışmaları yapabilirim						
37	Kütüphanede bulunan İngilizce ile ilgili kitaplar ilgimi çeker.						
38	İngilizceyi düzgün konuşabileceğime inanıyorum.						
39	İngilizcede ilerlemek geleceğim için önemli değildir.						
40	Bir yetişkin olarak İngilizceyi birçok yerde kullanacağım.						
41	Uğraştığım çoğu konuyu başarıyorum ama İngilizceyi başaramıyorum.						
42	Boş zamanlarımda İngilizce ile ilgilenmek hoşuma gider.						
43	İngilizce öğretmeni olmak isterim.						
44	Mesleki İngilizce ile uğraşmanın zaman kaybı olduğunu düşünüyorum.						
45	İngilizceyi iyi öğrenebilecek bir tip değilim.						
46	Hata yapmaktan korktuğum için sınıfta İngilizce konuşmaktan çekinirim.						
47	Mesleki İngilizce öğretmenimin sempatik olduğunu düşünüyorum.						
48	Mesleki İngilizce önemli ve gerekli bir derstir.						
49	Mesleki İngilizce dersini almak benim için bir zaman kaybıdır.						
50	İngilizce ile ilgili tartışmaların yapıldığı ortamlarda bulunmaktan zevk alırım.						
51	Mesleki İngilizce çalışırken kendi kendimi motive edebiliyorum.						
52	Mesleki İngilizce dersinde kendimi derse veremiyorum.						
53	Mesleki İngilizce sınavından önce korku ve heyecan duyarım.						
54	Mesleki İngilizce bana kolay gelir.						
55	Yapmam gereken işlerle karşılaştığımda İngilizce öğrenme çok zamanımı alır.						
56	Öğretmenim benim derste aktif olmamı sağlamaktadır.						

Appendix F:**Vocabulary list**

- | | | |
|-------------------------|----------------------|---------------------|
| 1. Administration | 40. Manufacture | 89. Discount |
| 2. Administrator | 41. Reliable | 90. Goods |
| 3. Commerce | 42. Partner | 91. Competitor |
| 4. Company | 43. Collaboration | 92. Fill |
| 5. Management | 44. Colleague | 93. Economical |
| 6. Assistant | 45. Innovation | 94. Expensive |
| 7. National | 46. Development | 95. Cheap |
| 8. International | 47. Improvement | 96. Cost |
| 9. Interview | 48. Customer | 97. Airline |
| 10. Foreign exchange | 49. Career | 98. Opportunity |
| 11. Currency | 50. Executive | 99. Objective |
| 12. Sales | 51. Supervisor | 100. Increase |
| 13. Marketing | 52. Payroll | 101. Decrease |
| 14. Department | 53. Salary | 102. Rise |
| 15. Accounting | 54. Arrival | 103. Franchise |
| 16. Import | 55. Departure | 104. Announce |
| 17. Export | 56. Price | 105. Apply |
| 18. Research | 57. Security | 106. Local |
| 19. Team | 58. Presentation | 107. Trip |
| 20. Staff | 59. Order | 108. Delay |
| 21. Human resources | 60. Lab | 109. Retire |
| 22. Engineering | 61. Receive | 110. Efficient |
| department | 62. Training | 111. Effective |
| 23. Public relations | 63. Download | 112. Foundation |
| 24. Manufacturing | 64. Save | 113. Charity |
| 25. Secretary | 65. Print | 114. Salesman |
| 26. Technical support | 66. Fax machine | 115. Secretary |
| team | 67. Meeting room | 116. Fiscal |
| 27. Sales department | 68. Photocopier | 117. Foreigner |
| 28. Shipping department | 69. Flip chart | 118. File |
| 29. It information | 70. Power sockets | 119. Report |
| technology | 71. Phone call | 120. Dial |
| 30. Warehouse | 72. Employee | 121. Abbreviation |
| 31. Purchase | 73. Employer | 122. Instruction |
| 32. Director general | 74. Appointment | 123. Register |
| 33. Managing director | 75. Client | 124. Celebration |
| 34. Economist | 76. Stock | 125. Profit |
| 35. Product | 77. Chart(bar, pie) | 126. Invite |
| 36. Produce | 78. Schedule | 127. Invitation |
| 37. Construction | 79. Timetable | 128. Call |
| 38. Building | 80. Graph | 129. Equipment |
| 39. Global market | 81. Commerce | 130. Guest |
| | 82. Sell | 131. Rule |
| | 83. Institution | 132. Interrupt |
| | 84. Corporation | 133. Necessary |
| | 85. Advertise | 134. Correspondence |
| | 86. Demand | 135. Organization |
| | 87. Supply | 136. Government |
| | 88. Compete | 137. Tax |

138. Law
139. Flight
140. Inform
141. Practice
142. Preserve
143. Reference
144. Profession
145. Contribute
146. Appreciate
147. Involve
148. Hesitate
149. Decision
150. Prove
151. Accept
152. Position
153. Negotiate
154. Store
155. Experience
156. Provide
157. Qualified
158. Satisfaction
159. Previous,
160. Following
161. Industrial
162. Education
163. Certificate
164. Skill
165. Project
166. Decline
167. Consumer
168. Salary
169. Contract
170. Interested in
171. Adaptability
172. Responsiveness
173. Bellhops
174. Availability
175. Bookkeeping
176. Ledgers
177. Payments
178. Housekeeping
179. Skills
180. Employment
history
181. Academic
affiliations
182. Education
183. Fellow ,
184. Honors
185. Award
186. Book
187. Arrive
188. Depart
189. Destination
190. Deal
191. Airport
192. Fight
193. Delay
194. Cancel
195. Ticket
196. Return
197. Voucher
198. Bill
199. Reservation
200. Boarding
201. Business class
202. Check in
203. Baggage
204. One way
205. Round trip
206. Refund
207. Receipt
208. Invoice
209. Registration
210. Contact
211. Info
212. Price
213. Rent
214. Transportation
215. Debit card
216. Cash
217. Credit card
218. Station
219. Luggage
220. Save up

Appendix G: Lesson Plans for The Experimental Group

LESSON PLAN I

Subject: Ordering Food and Drinks

Method: Communicative Approach

Duration: Four classes , each 50 minutes

Language Skills: Reading, Speaking, Listening

Activity: Role Playing

Materials: Restaurant and Cafe Menus, A Record of some dialogues in Restaurants and Business Meetings

Course Objectives: Improving the communicative skills of students in the situations of ordering and suggesting food and drinks in business life.

Previous Know: Structure and skill competence of English Language at intermediate level.

Background Brief

According to the National Career Service in UK one of the duties of an administrative Assistant is to order and receive food deliveries and suggesting foods and drinks to the guests in the office. Within the context of this course students are given basic information about the structures used for offering, ordering and talking about the food and drinks.

WARM UP ACTIVITY:

1.1.Each Student is given a copy of the Menu and asked to say the meanings of the food on the menu.



Breakfast

- 1-Full English Breakfast** TL 10,00
Bacon, Sausage, Fried Egg, Baked Beans, Mushrooms, Fried Tomato, Toast, Jam, Butter, Tea or Coffee
- 2-Scrambled Egg on Toast** 5,00
- 3-Fried Egg Sandwich** 5,00
- 4-Selection of Cereals** 5,00
Muesli, Frovies, Coco Pops, Cornflakes
- 5-Toast, Butter & Jam** 4,00
- 6-Fruit Salad** 5,00
Fresh Local Seasonal Fruits

Omelette

All Served with Toast & Butter

- 7-Plain Omelette** 4,50
- 8-Cheese Omelette** 5,00
- 9-Vegetarian Omelette** 5,50
Tomato, Mushroom, Pepper, Cheese
- 10-Flamingo Omelette** 6,50
Cheese, Grated Potato, Onion

Turkish Breakfasts

- 11-Traditional Turkish Breakfast** 8,00
Cheese, Boiled Egg, Tomato, Cucumber, Olives, Butter, Toast, Jam, Tea / Coffee
- 12-Menemen** 7,00
Special Turkish Scrambled Eggs with Tomatoes and Peppers served with Bread
- 13-Sucuklu Yumurta** 7,00
Spicy Turkish Sausage and Fried Egg

Beverages

- 14-Mug of English Tea** 2,00
- 15-Pot of English Tea** 6,00
- 16-Turkish Tea** 1,00
- 17-Turkish Coffee** 3,00
- 18-Nescafe (Small)** 4,00
- 19-Nescafe (Large)** 4,00
- 20-Espresso** 4,00
- 21-Frappé** 4,00
- 22-Cappuccino** 4,00
- 23-Caffe Latte** 5,00
- 24-Fruit Juices** - Orange, Apple, Peach, Lemon 2,50
- 25-Freshly Squeezed Orange Juice** 5,00

Snack Menu

Homemade Burgers

Served in a Seeded Bun with Tomato, Lettuce, Cheese Special Relish & Chips

- 26-Beefburger** 6,00
- 27-Cheese Burger** 7,00
- 28-Chicken Burger** 6,00

Toasted Sandwiches

- 29-Cheese** 4,00
- 30-Cheese & Onion** 5,00
- 31-Cheese & Tomato** 5,00

Sandwiches

- 32-Cheese Sandwich** 4,50
- 33-Tuna Fish Sandwich** 6,00
- 34-Chicken Sandwich** 6,00
- 35-Bacon Sandwich** 7,00
- 36-Beef Steak Sandwich** 8,00
- 37-Club Sandwich** 6,00

Pasta

- 38-Spaghetti Bolognaise** 9,00
Traditional Tomato + Minced Beef Sauce
- 39-Spaghetti Napolitan** 8,00
Tomato Sauce with Cheese
- 40-Spaghetti Carbonara** 10,00
Bacon + Mushrooms in a Creamy Sauce
- 41-Spaghetti Arrabiatta** 8,00
Tomato + Chili Sauce

Freshly Baked Pizza

- 42-Margarita Pizza** 9,00
Mozzarella Cheese & Tomato
- 43-Classic Pizza** 12,00
Tomato Sauce, Mozzarella Cheese, Salami, Sausage, Mushroom, Kalamata Olive
- 44-Tuna Pizza** 12,00
Tuna, Onion, Sweetcorn, Mozzarella Cheese
- 45-Vegetarian Pizza** 9,00
Mushroom, Tomato, Onion, Pepper, Sweetcorn, Mozzarella Cheese
- 46-Create Your Own Pizza** 12,00
Homemade with Our Special Ingredients, Served Any Way You Like It
- 47-Döner Pizza** 13,00
Tomato Base, Cheese and Döner

Döner & Kebabs

(Traditional Turkish Meats Served in a Nan Pocket with Lettuce, Tomato, Onions and Special Sauce)

- 48-Döner Meat Kebab (small)** 5,00
- 49-Döner Meat Kebab (large)** 8,00
- 50-Chicken Döner Kebab (small)** 4,00
- 51-Chicken Döner Kebab (large)** 6,00
(Traditional Turkish Meats Served with Chips and Salad)
- 52-Meat Döner & Chips (small)** 10,00
- 53-Meat Döner & Chips (large)** 12,00
- 54-Chicken Döner & Chips (small)** 8,00
- 55-Chicken Döner & Chips (large)** 10,00

Salads

- 56-Ceasar Salad** 8,00
- 57-Chef's Salad** 6,00
- 58-Feta Cheese Salad** 6,00
- 59-Tuna Salad** 7,00
- 60-Chicken Ceasar Salad** 9,00

Side Orders

- 61-Chips** 4,00
- 62-Potato Wedges** 4,00
- 63-Garlic Bread** 4,00

Childrens Menu

- 64-Bart Simpson** 7,00
Mini Margarita Pizza and Chips
- 65-Scooby Doo** 6,00
Spaghetti in a Tomato Sauce
- 66-Action Man** 6,00
Beefburger and Chips
- 67-Thomas the Tank Engine** 7,00
Chicken Nuggets and Chips
- 68-Spiderman** 7,00
Sausage, Chips and Beans
- 69-Barbie** 7,00
Egg, Chips and Beans

APPETIZERS

- Golgapa** 3,50
Pani Puri
- Papri Chat** 3,99
Papri, potatoes and channa dressed with yogurt & chutney
- Aloo Tikki** 3,99
2 patties of spiced potatoes, served with curried chickpeas
- Vegetable Pakora (Bhajia)** 3,99
Mixed vegetable fritters served with chutney
- Paneer Pakora** 4,25
6 fresh cream cheese fritters served with chutney
- Chicken Pakora** 6,99
Chicken fritters served with chutney
- Fish Pakora** 6,99
Fish marinated in yogurt, ginger, garlic and batterfried
- Vegetable Samosa** 3,99
2 crisp patties stuffed with spiced peas & potatoes, served with curried chickpeas
- Beef Samosa** 4,99
2 crisp patties stuffed with minced beef, served with curried chickpeas
- Chicken Samosa** 4,99
2 crisp patties stuffed with minced chicken, served with curried chickpeas
- Kulcha Channa** 4,99 each
- Puri Chana** 4,99 each
- Cholay Bhatura** 4,99 each
- Naan Chana** 4,99 each
- Tandoori Roti** 1,99
The above breads are served with chickpeas, carrots and onions
- Dahal Bhalla** 3,99
Ground lentil balls, prepared in yogurt
- French Fries** 1,99

DOSA

- Masala Dosa & Sambar** 5,99
Potato rolled in thin bread, served with a spicy soup and chutney
- Cauliflower Dosa & Sambar** 6,99
Cauliflower rolled in thin bread, served with a spicy soup and chutney
- Chicken Dosa & Sambar** 7,99
Chicken rolled in thin bread, served with a spicy soup and chutney

SOUP

- Mulligatawny** 3,99
Chicken and lentil
- Sambar** 2,99
Lentil and vegetable

VEGETABLE DISHES

- Aloo Gobi** 6,99 each
Potato and cauliflower cooked with fresh onion, tomatoes and spices
- Palak Paneer** 6,99 each
Spinach, fresh homemade cheese cooked with onions, ginger & garlic
- Mutter Paneer** 6,99 each
Green peas and fresh homemade cheese cooked with onions, ginger & garlic
- Vegetable Kofta** 6,99 each
Assorted fresh vegetable balls in curry and spices
- Mixed Vegetable** 6,99 each
Fresh vegetables cooked with onions, tomatoes, ginger, garlic and spices
- Sarson Ka Saag** 6,99 each
Curried mustard leaves
- Aloo Mutter** 6,99 each
Green peas and potatoes cooked in curry sauce
- Chana Masala** 6,99 each
Chickpeas cooked with tomatoes, onions, ginger, garlic and spices
- Dal Turka** 6,99 each
Black beans, fried with onions, ginger, garlic and spices
- Dal Makhni** 6,99 each
Black beans, fried with onions, ginger, garlic cream and spices
- Bhindi (Okra)** 6,99 each
Cooked with onion, tomatoes and spices
- Tinda** 6,99 each
Indian baby gumpkin cooked with onions, ginger, tomatoes and spices
- Shahi Paneer** 6,99 each
Fresh homemade cheese cooked in rich sauce and spices
- Malai Kofta** 6,99 each
Assorted fresh vegetable balls cooked in butter sauce and spices
- Bhartha** 6,99 each
Eggplant cooked with onions, tomatoes and spices

CHICKEN DISHES

- Chicken Curry** 7,99 each
Boneless chicken cooked with onion, tomatoes, garlic and spices
- Chicken Masala** 7,99 each
Boneless chicken cooked with onion, tomatoes, garlic and hot spices
- Chicken Saag** 7,99 each
Boneless chicken cooked with fresh spinach and garlic
- Chicken Pashoori** 7,99 each
Boneless chicken, potatoes, cauliflower, topped with yogurt
- Chicken Vindaloo** 7,99 each
Boneless chicken cooked with onion, tomatoes, garlic in hot South Indian curry

LAMB DISHES

- Lamb Curry** 7,99 each
Boneless lamb cooked with onion, tomatoes, garlic and spices
- Lamb Masala** 7,99 each
Boneless lamb cooked with onion, tomatoes, garlic and hot spices
- Lamb Saag** 7,99 each
Boneless lamb cooked with fresh spinach and saag

BEEF DISHES

- Beef Curry** 7,99 each
Boneless beef cooked with onion, tomatoes, garlic and spices
- Beef Vindaloo** 7,99 each
Beef cooked in hot South Indian curry
- Beef Saag** 7,99 each
Boneless beef cooked with fresh spinach and spices

SPECIALTY DISHES

- Chilli Chicken** 7,99 each
Boneless chicken cooked with onion, bell peppers and spices
- Goat Curry** 7,99 each
Goat meat cooked in onions, tomatoes, ginger, garlic and spices
- Butter Chicken** 7,99 each
Boneless chicken marinated in special sauce, cooked with garlic, ginger, cream, onions, tomatoes & spices

1.2. Students are also asked to describe their favourite food to each other.

1.3. The instructor asks each student how can he suggest his favorite food to another person.

2. LEARNING ACTIVITY 1

2.1. Instructor asks the students what kind of structures can be used while offering and asking for drinks in formal situations such as interviews, appointments and meetings.

2.2. Instructor writes the structures told by students on the board and explains the appropriate terms used in formal situations such as greeting and looking after the guest in the office.

Ex.

Structures

What would you like...

Would you like...

Would you like to...

May I get...

Could you please bring...

I would like to order...

You should try...

I would strongly recommend...

It is delicious/ tasteless/ bitter/ sweet/ salty/ sour.

2.3. Students are asked to make dialogues by using the structures on the board in pairs.

2.4. Students are asked to perform the dialogues in pairs by role playing in the specially office-like designed corner of the classroom.

Example

Secretary: Mr. Freiman is having an interview at the moment. Would you like to drink something while waiting, sir?

Customer: Oh yes, I would like to have coffee, please.

Secretary: With milk, and sugar?

Customer: With milk, No sugar, please.

Secretary: Here you are, sir

Customer: Thank you so much.

3. LEARNING ACTIVITY 2

3.1. A video named “Business Dinner Etiquette” is watched by the students.

http://www.youtube.com/watch?v=wUwSOVK_PyA

3.2. The video is about the properties of a successful business dinner. And the rules are discussed by an expert in the video.

The image shows a YouTube video player interface. The main video is titled "Business Dinner Etiquette" and features a woman in a blue patterned dress speaking in a dining room setting. The video progress bar shows 0:17 / 1:55. Below the video player, the title "Business Dinner Etiquette" is displayed. To the right of the video player, there is a list of recommended videos:

- Etiquette, Manners Trainin and Coaching by Gloria**
Ekleyen: Gloria Starr
2,558 görüntüleme
9:28
- Image Consultant Image Consulting for Women by**
Ekleyen: Gloria Starr
982 görüntüleme
9:10
- Manners Etiquette Coaching Become an**
Ekleyen: Gloria Starr
5,149 görüntüleme
9:59
- 4 Interview Tips-Pre Interview Preparation**
Ekleyen: TheRecruitmentGuy
33,066 görüntüleme
5:04
- The Etiquette of Business Dining**
Ekleyen: BNETvideo
46,831 görüntüleme
3:15
- Basic Dining Etiquette - Th**

3.3. The video is an authentic lesson material found from the “Youtube” website.

3.4. The students are expected to take note while they are watching the video .

3.5. The instructor asks students what they hear about the business dinner rules and the students say the sentences they heard:

- arrive on time

-show respect

-dress properly

-make sure that no business is discussed until and after the menus are received and the orders have been taken and the orders have been placed.

- Be careful that your voice is not too loud

- When a woman arrives gentlemen should raise himself slowly and nod his head slightly.

3.6 The instructor and students discuss about the video and the rules mentioned by the expert.

4. LEARNING ACTIVITY 3

4.1. The instructor takes the students to the refectory of the school in groups.

4.2. A table in the refectory is designed specially as a business dinner table.

4.3. Two of the students act as the waiters.

4.4. Three of the students act as the foreign businessmen while the others play the role of native business people .

4.5. All students are given a copy of the menu and they discuss about the food and drinks.

4.6. Some of the students ask the waiters and each other about the food in the menu.

Example:

A: Have you ever tasted Biryani Mrs. Erdoğan.

B: Yes Mr. Kyong, actually it is the special taste of this restaurant.

A: So you recommend it?

B: Certainly, I am sure you would like If you like spicy food.

A: Ok. I will try it. So what would you suggest for a drink?

C: I would strongly the special grape juice of this restaurant Mr. Kyong.

A: Thank you Mr. Yılmaz. I will try it too.

WRAP UP

- The students are asked how they feel about the activities.
- The students are asked to practice similar activities in groups and to record it as a video to watch it next week.

LESSON PLAN 2

Subject: Timetables, making and cancelling reservations.

Method: Communicative Approach

Duration: Four classes , each 50 minutes

Language Skills: Reading, Speaking, Listening

Activity: Role Playing, buying online tickets,

Materials: The websites of the airline and railway companies.

Course Objectives: Improving the communicative skills of students in the situations of making reservations for specific vocational situations.

Previous Know: Structure and skill competence of English Language at intermediate level.

Background: According to the National Career Service in UK one of the duties of an administrative assistant is to make travel arrangements for the staff. Furthermore; an administrative assistant should be able to understand international timetables in order to manage booking or cancelling of the business activities. For this purpose, the students are given necessary information about timetables and they make practice about booking transportation or hotels.

1. WARM UP ACTIVITY

1.1. The instructor shows the websites of various airline and railway companies to the students by projection.

1.2. Students are asked about what they see on the websites. The instructor asks the students “Which country does this railway company belong to?” and the students say their opinions.

1.3. The instructor and students discuss about what they see on the web pages

The screenshot displays the Lufthansa website interface. At the top, there is a yellow navigation bar with the Lufthansa logo and the slogan "Nonstop you". Below this, a main banner features a photograph of autumn trees and a street lamp, with the text "Winter Wonderland in Europe from 119 €*". To the right of the banner is a flight search widget with fields for "Flight search", "Rental car", and "Hotel". The flight search section includes options for "Round-trip" and "One-way", a search for flights from "Düsseldorf, Alle Flughäfen (" to "Barcelona, Barcelona (BLA)", and dates "Fr, 17.01.2" and "Su, 26.01.". It also shows "1 Adult" and a "Search flights" button. Below the banner are several promotional tiles: "Business Class save up to 32% off", "Up to 12% off to North America", "Explore Europe", and "Where we fly". At the bottom of the page, there is a "View or change booking" section with input fields for "Last name" and "Booking code", a "Go" button, and a "Business Class up to 815 € off from 1735 €*". On the right side of the bottom section, there are links for "Check-in" and "Flightstatus".

2. LEARNING ACTIVITY

2.1. Instructor writes the words “ travel, journey, voyage,trip” on the board then she asks the students whether they know the differences among the meanings of these words.

2.2. Instructor explains the meanings of the words and ask the students whether they know any other words about the travel topic

2.3. Once the students say the words instructor writes the vocabulary on the board. Moreover; she adds the necessary vocabulary and writes them

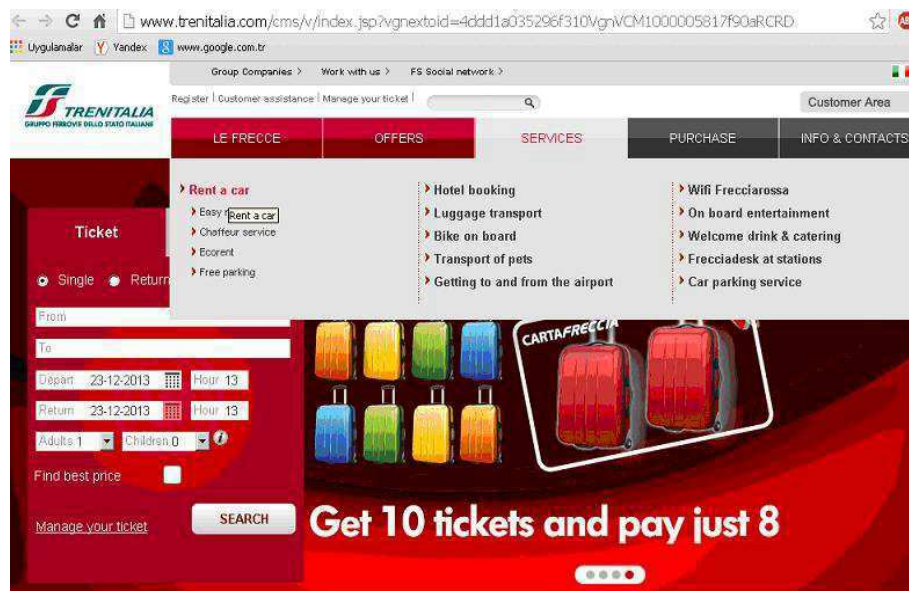
Book	arrive	depart	destination	deal
Airport	flight	delay	cancel	ticket
Return	voucher	bill	reservation	boarding
Business class	check in	baggage	one way	round trip
Refund	receipt	invoice	registration	contact
Info	price	rent	transportation	debit card
Cash	credit car	station	luggage	save up

2.4. Students are given vocabulary activities by the instructor and they practice the words in daily dialogue samples given by the instructor.

3. LEARNING ACTIVITY

3.1. The instructor opens the websites of international transportation companies, such as:

“ www.britishairways.com ”, www.nationalexpress.com, www.trenitalia.com then the instructor and students practice booking transportation for certain dates.



3.2 The instructor gives each student a date for a certain destination and the student make a travel arrangement by using the internet connection.

3.3. Other students watch the student’s practice via projection and each student repeats the activity for the destination and the dates given to him.

4. LEARNING ACTIVITY

4.1. Instructor shows students some websites through which they can make reservation for hotels.

4.2. The students and instructor search for some business hotels in certain dates and destinations.

4.3. The instructor writes some necessary vocabulary about booking a hotel on the board

Facility district continental buffet spacious twin room double room
Included free shuttle lounge rating smoke-free guest

4.3. The instructor tells students to find the words on the website and try to guess their meaning from the context

www.booking.com/index.html?aid=356996;label=gog235jc-index-tr-XX-XX-unspec-tr-com;sid=de4dfb15cd49

Uygulamalar Yandex www.google.com.tr

Booking.com TL Viewed hotels Bookings Sign in or create an account

Make your next booking on mobile. **Download Booking.com's free apps**

Search
405,000+ hotels, apartments, villas and more ...

Destination/hotel name:
e.g. city, region, district or specific hotel

Check-in date: Day Month Check-out date: Day Month
 I don't have specific dates yet

Guests: 2 adults (1 room)

Additional search options **Search**

Book Now, Pay When You Stay!
With FREE cancellation on most rooms

Worldwide Turkey Paris

Be the first to know!
Get our lowest-price deals

Not sure where to go?
Need inspiration for your travels in 2014? Tell us your interests and we'll show you the best places to go **based on guest recommendations.**

Add an interest **Discover**

Istanbul 1577 properties

Rixos Taksim Istanbul
Score from 1065 reviews: *Very good*
Latest booking: 1 hour ago
There are 15 people looking at this hotel.


from **TL 306**

www.booking.com/hotel/it/four-seasons-milano.en-gb.html?aid=356996;label=gog235jc-index-tr-XX-XX-unsp

Uygulamalar Yandex www.google.com.tr

My viewed hotels

Ala, Amman
Stayed here: 22 Nov 2013



Just 250 metres from Montenapoleone Metro Station, Four Seasons Hotel Milano offers luxurious rooms in Milan's shopping district. The Cathedral is a 10-minute walk away and Wi-Fi is free throughout.

A sweet and savoury buffet breakfast is served daily. It includes pastries, hot and cold drinks, and cold cuts. The 2 restaurants have Sunday brunches and wine tasting events with fresh local products.

Set in an ex 15th-century convent, guests can enjoy hors d'oeuvres, desserts, and cocktails in the Four Seasons' foyer, next to the fire-lit lobby.

All spacious and air conditioned, the rooms feature a flat-screen satellite TV and DVD player, a seating area, and soft bathrobes and slippers. The bathroom has a bath tub and shower.

With a convenient central location, the hotel is only 3 metro stops from Milan Train Station.

LEARNING ACTIVITY

5.1. Each student choose a paper from the box which the instructor gives. A destination and features of the business trip is written on that paper.

5.2. The students come to the computer and make the reservations from the websites meanwhile the others watch the activity on the projector.

5.3. A special request for the hotel is written on each paper and each student is supposed to write and e-mail to the hotel before making the reservation.

Example:

Dear Public Relations Manager

We would like to make a group reservation between the dates 23th and 27th September. I would like to ask if there are small meeting rooms for 7-10 people in the hotel to work with our colleagues.

Best regards

Mehmet Yılmaz

Executive Assistant

Turkcell Communication

İstanbul

LEARNING ACTIVITY

6.1. The instructor gives a mini quiz to the students.

6.2. The students listen a dialogue between passenger and the front desk staff which the instructor recorded in an airport .

6.3. The students answer the quiz about the dialogue they listened.

Quiz: What is the name of the passenger?

Where does the passenger want to go?

What is the problem with the luggage of the passenger?

What time is the flight of the passenger?

What does the front desk staff say at the end of the dialogue?

WRAP UP ACTIVITY

- 7.1. Each student is given a feedback about the activity by the instructor.
- 7.2. The instructor sends an e-mail to each students about reservations on airlines and business hotels and they are supposed to answer the e-mails according to the rules.
- 7.3 . Students are asked about how they feel during the activities that day.
- 7.4. The students give feedback about the course.

LESSON PLAN 3

Subject: Job Application, Preparing a CV, Job Interviews

Method: Eclectic Method

Duration: Four classes, each 50 minutes

Language Skills: Reading, Writing, Speaking Listening

Activity: Preparing Curriculum Vitas, Resumes and filling the job application forms

Materials: Authentic Job application forms and curriculum vitas, Job interview scenes from the Hollywood films

Course Objectives: Improving the writing skills of students in order to express better in formal writing in the job search and application process.

Previous Know: Structure and skill competence of English Language at intermediate level.

Background Brief

The first stage of the professional life after graduation is to look for job and making application. Especially if the career is to be continued in abroad or in an international company applications and interviews are usually in English. Moreover, there are some specific terms and rules to be learnt in order to prepare an appropriate curriculum vitae which is the first step of embarking upon professional life. Furthermore; to fill the application forms and to act appropriately in job interviews are other important steps towards to get a job. Additionally; the foreign language level of the candidates are usually measured during the job interview process. In the job interviews the interviewer will ask questions about the applicant's experience and skills, work history, availability, and the qualifications the company is seeking in the optimal candidate for the job.

(<http://jobsearch.about.com/od/interviewsnetworking/tp/interview-process.htm>)

WARM UP ACTIVITY

- 1.1. The instructor shows the students various curriculum vitas belonging to real people on the projector.
- 1.2. The instructor asks the students whether they have seen of prepared a curriculum vita before.
- 1.3. Each student answers the instructor about their past experiences about the curriculum vita.
- 1.4. The instructor asks the students what they think about the properties of a successful curriculum vita.

1.5. The students share their ideas about the properties of a successful curriculum vita.

Ferit Ozsoy

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- (662) 613 9299
- feritozsoy@hotmail.com

Highlights

- Adaptibility & responsiveness
- Communicates effectively
- Ability to multi-task

Education

Mersin University , 2010

Mersin, TURKEY

Hospitality & Hotel Management 2.41

Certificate & Diplomas +3 years

Mevlana High school(focused on English language) 2006

Istanbul, TURKEY

Literature & Math

High school Diploma

Experience

FRONT OFFICE CLERK

February 2012

MGM ENTERTAINMENT - GOLD STRIKE CASINO RESORT – TUNICA, MS

FRONT OFFICE CLERK

MAY 2010 – JANUARY 2012



GRAND CEVAHIR HOTEL CONVENTION CENTER – ISTANBUL, TURKEY

Greeted, registered and assigned the rooms to the guest of Hotels. Issued room keys and escort the instructions to the bellhops. Kept records of room availability and guests' accounts, using computers. Made and confirmed reservation. Performed bookkeeping activities, such as balancing account and conducting nightly audits. Posted charged for the rooms, food, liquor or telephone calls, to ledgers by using computers. Recorded guest comments or complaints, referring customers to manager as necessary. Computed bills, collected the payments and made change for the guests. Contacted housekeeping or maintenance staff when guests reported the problems.

Skills

COMPUTER SOFTWARES

Ms office programs, Fidelio suites, Opera express

Languages

TURKISH : Native Speaker ENGLISH : Upper & fluently GERMAN : Intermediate (non-fluent)

References

Taren Watkins	Asst. Hotel Manager	(901) 267 7091
Can Ural	Duty/night Manager	+90 534 335 0229
Gokhan Kubilay	Asst. Front Office Manager	+90 533 425 0253

XIAOHONG CHEN

(Updated: September 2013)

Department of Economics

Yale University

Box 208281

New Haven, CT 06520-8281, USA

Email: xiaohong.chen@yale.edu

Phone: 203-432-5852 ; Fax : 203-432-6167

Fields: Econometric theory, Semi/nonparametric estimation and inference methods, Sieve methods, Nonlinear time series, Semi/nonparametric models (copula, missing data,

measurement error, nonparametric instrumental variables, semi/nonparametric conditional moment, empirical asset pricing, learning).

Education:

Doctor of Philosophy (Economics), July 1993, University of California, San Diego, USA

Master of Arts (Economics), May 1988, University of Western Ontario, Canada

USA-China joint Graduate Program, July 1987, The People's University of China

Bachelor of Science (Mathematics), July 1986, Wuhan University, P.R. China

Employment History:

07/07-present Professor of Economics, Yale University

09/05-07/07 Professor of Economics, New York University

07/02-08/05 Associate professor, New York University

10/00-11/02 Reader, Department of Economics, London School of Economics

7/99-9/00 Lecturer, Department of Economics, London School of Economics

9/93-6/99 Assistant Professor, Department of Economics, University of Chicago

Academic Affiliations:

07/07-present Cowles Foundation Research Staff, New Haven, USA

05/07-present International Fellow of Cemmap (Centre for Microdata Methods and Practice), London, UK.

06/06-08/08 Special term professor of Shanghai University of Finance and Economics, China

10/08-present Special term professor of Guanghua School of Management, Beijing University, China

Visiting Positions:

10/11-11/11 Visiting Professor, UC Berkeley
 06/11 Visiting Professor, Weierstrass Institute/Berlin
 03/11 Visiting Professor, CEMFI/Madrid
 12/07 Visiting Professor, Toulouse School of Economics
 04/07 Visiting Professor, Northwestern University
 09/06-05/07 Visiting Professor, Cowles Foundation, Yale University
 03/06-04/06 Visiting Professor, Cowles Foundation, Yale University
 06/05-07/05 Visiting Professor, Humboldt University at Berlin
 09/01-07/02 Visiting Scholar, Princeton University
 08/01-09/01 Visiting Scholar, University of Illinois, Urbana- Champaign
 05/00-05/00 Visiting Scholar, Universitat Pompeu Fabra, guest lecturing on learning

Honors:

Fellow of Journal of Econometrics, since 2012.
 Fellow of the Econometric Society, elected 2007.
 International Fellow of Cemmap (Centre for Microdata Methods and Practice), London, UK, since 2007; <http://cemmap.ifs.org.uk/people.php>
 Invited lectures on ‘‘semi-nonparametric models and methods’’, Cemmap mastersclass, London, May 10-11, 2012.
 Invited speaker in Asian Meeting of the Econometric Society, Singapore, August 2 – 4, 2013.
 Invited speaker in Asian Meeting of the Econometric Society, Seoul, Korea, August 11 – 13, 2011.
 Invited speaker in Econometrics Society Australasian Meeting 2011, Adelaide, Australia, July 5 - 8, 2011.
 Invited speaker in 10th World Congress Meeting of the Econometric Society, Shanghai, August, 2010.
 Invited speaker in Econometrics and Empirical Economics (EEE) of the Econometric Society European Meetings (ESEM), Vienna, August 24-28, 2006.

Awards:**Econometric Theory Multa Scripsit Award, 2012**

The winner of The Richard Stone Prize in Applied Econometrics for the years 2008 and 2009.
 The awarded paper is ‘‘Land of Addicts? An Empirical Investigation of Habit-Based Asset Pricing Models’’, 2009, 24, 1057-1093 by X. Chen and S. Ludvigson.

The winner of **The Arnold Zellner Award** for the best theory paper published in *Journal of Econometrics* in 2006 and 2007. The awarded paper is "Estimation of copula-based semiparametric time series models", 130(2), 307-335, by X. Chen and Y. Fan (2006). U.S.A. NSF Grant SES-0631613 for 2006 – 2009 and SES-0838161.

2007 Individual Grants Competition of the AERF/CKER of the Society of Actuaries.

U.S.A. NSF Grant SES-0318091 for 2003 – 2006.

Doctoral Fellowship, University of California, San Diego (UCSD), 1988-93.

Academic Excellence Award, UCSD, 1989-92; International Student Award, UCSD, 1990.

Outstanding Student Award, University of Western Ontario, 1987-88.

Best Student Awards, Wuhan University, 1984-86.

Professional Activities:

The 2012 Econometric Society Fellows Nominating Committee, Chair.

The 2011 Econometric Society Fellows Nominating Committee.

Search Committee for editor of *Quantitative Economics*, 2012.

Panelist, the National Science Foundation advisory panel on economics.

Panelist, the National Science Foundation advisory panel on mathematical, social and behavioral sciences.

Program committee member of the 10th World Congress Meeting of the Econometric Society (2010), (Shanghai).

Program committee member of the 9th World Congress Meeting of the Econometric

LANGUAGE STUDY

2.1. The instructor writes the necessary vocabulary from the CV's on the board.

Ex.

Adaptability responsiveness bellhops availability bookkeeping

ledgers payments housekeeping Skills Employment History

Academic Affiliations Education Fellow Honors Award

2.2. The students try to guess the meanings of the words from the context.

2.3. The instructor asks questions about the people in the CV's.

Ex.

1) What are the skills of Ferit?

- 2) What is the master field of Xiaohong?
- 3) Where and which positions did Ferit work before?
- 4) What is the name of the award that Xiaohong got in the UK?

LANGUAGE STUDY

3.1. The students are given the resume sample which belongs to the same person whose CV is given in the first session.

Resume Sample

Dear Company Representative;

I'm willing to have this program because of my carrier goal in future path. Especially, the working or training in the Europe or United States is big advantage in my country. So I am applying to this program.

My graduation is Hospitality and Hotel management. My school finished on may of 2010 and I keep on working as receptionist at a 5 stars hotel in Istanbul since the graduation. It is really big and good experience for me. I learned everything on Front Office and now it's time for searching that how to be supervisor and manager by your helps.

When this program finished, probably I am going to feel so happy and lucky. Because I know that there's going to be a lot of people around me who wants to be in my position. I hope you think positive on my qualifications and I become good at your company. All my wishes in this program from your company is "being the key of future which opens the great opportunities"

Sincerely ,

Ferit Ozsoy

3.2. The instructor asks the differences between a resume and a cv .

3.3. The students say their ideas by looking at the examples they have.

3.4. One of the students read the resume and students discuss the sentences they don't understand.

3.5. The instructor asks the students whether they would hire the owner of the CV and resume if they were the employer. Why? And Why not?

3.6. The students are expected to prepare a resume for Xiaohong Chen considering the information given in her CV.

3.7. Each student reads the resume and they choose the best one. The instructor gives feedback about the resumes

LANGUAGE STUDY

4.1. The instructor shows a job interview scene from a film .



4.2 The students are asked about what they understand from the video.

4.3 The instructor and students talk about the video

LANGUAGE STUDY

5.1. The instructor shows students a video in which a career expert give cues about having a good interview.



How to Make a Good First Impression | Job Hunting

5.2. The students watch the video and takes notes the points about making a good first impression in interviews.

5.3. The instructor and students talk about the video and they discuss the cues given by the expert.

5.4. The students say their opinions about how to make a good first impression in interviews.


LANGUAGE STUDY

6.1. Instructor gives the students Job Application form and they are supposed to fill it for themselves.

6.2. Students ask the point they don't understand to each other and the instructor explains the rules of filling the form

6.3. The students are supposed to turn on their computers and visit the website of www.kariyer.net. Which is a very frequently used in the country for finding jobs and employees. The instructor gives each of the thirty minutes and they become a member of the website and create a CV online so that they prepare their first professional CV to be used to apply for the jobs when they graduate after 6 months.

6.4. Once all the students create their accounts and prepare the CV they send it to the instructor by e-mail. The next week instructor gives a feedback for all of them by replying the e-mails.



This form is only provided as a service and a guide. It may not be compliant with local laws and is not warranted as such. This form may need to be modified to fit local laws and regulations.

FOR OFFICE USE ONLY

EMP. NO. _____

W4 _____

WORKING PAPER # _____

EMPLOYMENT APPLICATION

FOR GENERAL RESTAURANT WORK

PERSONAL INFORMATION: *(please print clearly)*

NAME _____ SOC. SEC. # / TAX ID NO. _____

First Middle Initial Last

ADDRESS _____ CITY _____ STATE/PROVINCE _____ ZIP/POSTAL CODE _____

TELEPHONE () _____ Have you ever worked for SUBWAY@Sandwich Shop before? Yes No If yes, when/where? _____

Are you 16 years of age or over? Yes No (Proof of age or a work permit may be required.)

In Case of Emergency Notify:

NAME _____ TELEPHONE () _____

Last First Middle Area Code

ADDRESS _____ CITY _____ STATE/PROVINCE _____ ZIP/POSTAL CODE _____

AVAILABILITY :

Are you legally able to be employed in this country? Yes No (If hired, verification will be required by law)

What type of position are you seeking? Part time Full time Seasonal Temporary

Are you able to meet the attendance requirements of the position? Yes No

	S	M	T	W	T	F	S	
HOURS AVAILABLE	From							Total hours available per week _____
To								Date available to start work _____

SCHOOL MOST RECENTLY ATTENDED :

NAME _____ ADDRESS _____

CITY _____ STATE _____ TELEPHONE () _____

TEACHER OR COUNSELOR _____ LAST GRADE COMPLETED _____ GRADE AVERAGE _____

GRADUATED? Yes No NOW ENROLLED? Yes No

Sports or activities? _____

MOST RECENT EMPLOYMENT :

Company _____ Address _____

City _____ State _____ Telephone () _____

Position _____ Supervisor _____ Dates worked: From _____ To _____

Wage _____ Reason for leaving _____

Mgmt. ref. ck. done by _____

Company _____ Address _____

City _____ State _____ Telephone () _____

Position _____ Supervisor _____ Dates worked: From _____ To _____

Wage _____ Reason for leaving _____

Mgmt. ref. ck. done by _____

Do we have your permission to contact your current employer? Yes No

If NO, please explain: _____

REFERENCES: (Please do not use family members)

Name: _____ Telephone: () _____ Years Known _____

Address _____ City _____ State _____

Name: _____ Telephone: () _____ Years Known _____

Address _____ City _____ State _____

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

Please complete reverse side

2003
Rev. 9/03

WRAP UP ACTIVITY

- 7.1 The instructor ask learners whether they find the Course useful or not.
- 7.2. The students say their ideas about the course and asks the point they don't understand.
- 7.3. Each student is supposed to prepare a CV and Resume paper fort he next week.
- 7.4. Students are expected to study in pairs and the instructor gives sample CV's belonging to real people from the different countries of the word . Each group is supposed to prepare a job interview video one by playing the role of the person to whom the CV belongs and the other one play the role of hiring manager.

LESSON PLAN 4

Subject: Writing Simple E-mails

Method: Eclectic Method

Duration: Four classes, each 50 minutes

Language Skills: Reading, Writing,

Activity: Writing and answering simple e-mails

Materials: Authentic E-mails

Course Objectives: Improving the writing and reading skills of students in email correspondences in vocational situations.

Previous Know: Structure and skill competence of English Language at intermediate level.

Background Brief

Making Vocational correspondence is another subject that the students of the vocational English should practice. The vocational correspondences are largely carried out via e mails in the recent years. Moreover; there are some specific rules and commonly used terms for corresponding online. The aim of this course is to make students acquire necessary information and skills for practicing efficient correspondence in their future careers

WARM -UP ACTIVITY


- 1.1. The instructor sends each student an e-mail written according to the rules of formal writing about a specific topic before the lesson and the students are unaware of that.
- 1.2. The students are supposed to come to the class with their personal computers.
- 1.3. The instructor tells the students to open and check their e mail.
- 1.4. The students open and read the e-mails that the instructor had sent each of previous night.
- 1.5. The instructor tells the students to read the e mails and each students tells what the his or her e mail about.

LEARNING ACTIVITY

- 2.1. Each student is supposed to reply the e-mails in five minutes.
- 2.2. The instructor opens and read the e-mails one by one and gives feedback to each of them.
- 2.3. The instructor explains the students that each formal writing has specific rules and the form of the e-mail is as significant as the content itself. Then the instructor shows the e-mails again on the projection.

2.4. The students are supposed to read the e-mails again and find out the phrases which are commonly used there. Here are some of the examples of the e-mails

Ex.

Send	From...	RSC Safety Information Center
	To...	RECIPIENT
	Cc...	
	Subject:	Safety Memo xxx
	Attached:	 Safety Memo Example.pdf (41 KB)

Dear Site Leaders and Site Coordinators:

Attached please find (Safety Memo #). The document is an Adobe Acrobat file (PDF). To view the Safety Memo, you need to use the Adobe Acrobat Reader.

This Safety Information should be submitted to your local IRB as per your local IRB/EC policies. Please note that investigators not using this agent under an IND may not need to submit this information to their IRB/EC.

This information should be distributed to the site coordinator and investigators participating in studies using this agent at your site.

Monitors will verify that you have forwarded this safety information to your IRB/EC if required by your local IRB/EC. DAIDS recommends that you file this information with your regulatory documents.

If you have any questions regarding this Safety Memo or receipt of Safety Memos, please contact the RSC Safety Information Center (RIC) via E-mail at ric@tech-res.com or at 1-301-897-1708.

Sincerely,

Send	To...	joan.smith@company.com
	Cc...	
Account ▾	Bcc...	
Subject:		Thank You - Assistant Account Executive Interview

Dear Ms. Smith,

It was very enjoyable to speak with you today about the assistant account executive position at the Smith Agency.

The job seems to be an excellent match for my skills and interests. The creative approach to account management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness, and the ability to encourage others to work cooperatively with the department.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you regarding this position.

Sincerely,

Jane Jones

Jane Jones
 janejones@gmail.com
 (555) 555-5555
 LinkedIn: linkedin.com/in/janejones

(<http://jobsearch.about.com>)

2.5. The instructor writes the phrases found by students on the board :

- Dear Sir/ Madam - I am writing to... - Thank you for your... - I hope that..
- I appreciate - Best Regards - Sincerely - Please let me know..
- Look forward to -I have attached the... - I wish.. – If you have any questions..

and elicits some of the facts about formal writing (In British English, if the name of the person is used, e.g. Dear Mr. William, then the ending is Yours sincerely. If you don't know the name of the person you are writing to, then the letter begins Dear Sir / Madam, and ends Yours faithfully.)

2.6.The instructor divides students in pairs one student becomes composer in each group while the other is responder. Each three groups choose a topic from the list given by the instructor and the composers send an e-mail by using the appropriate phrases on the board .

Topics;

- A request for the price list for the new season products
- A training announcement by the human resources department in a company
- An advertisement e-mail attaching the new catalogue to the customers
- A travel organization for a Congress in Singapore
- A job application e-mail asking for an appointment
- A business dinner organization inviting the business partners
- An e-mail for apologizing for the delay of a business meeting
- An advertisement e-mail for a winter tour to the staff of the company

2.7.The students in the responders group reply the e-mails by considering the rules of formal writing.

2.8. Then each student gives feedback to the others' e-mail and the instructor explains her opinions and gives feedback for all students.

LEARNING ACTIVITY

3.1. The instructor gives students a copy of business letter which is informally designed and asks a few comprehension questions such as;

What is it about?

What is the problem with system?

Have they been in contact before?

Ex.

Fresh Foods
Ltd.
22 Wall
Street
Liverpool
DB67
5BH

Hello Mrs. Hannah Ahmedov:

I got the e-mail you sent on 21stApril, and the reports attached with the stocks. It is OK for our company but I want to ask some questions before we give order. You said the there can be a discount if the order is over a limit. Can you explain it in detail? Which products are to be discounted and what percentage? Do we pay the money immediately or after the delivery of the orders. You said it takes 2 weeks to send them– that's too long! Can't you do it any quicker? Hope you can reply soon, we're in a bit of a hurry.

Thanks,

William Burke

3.2. The learners are supposed to design the e-mail according to the formal writing rules. So the instructor elicits some of the things they need to do to make the text more formal. (vocabulary, structure, layout, greeting and close)

3.3. In pairs the students work on the letter to make it a more appropriate formal letter. The idea in this activity is that students develop their writing skills by using their background information.

WRAP UP ACTIVITY

4.1 The instructor tells an informal e-mail phrase to the students and each student changes the phrase into a more formal phrase which may be appropriate to use for formal writing.

4.2. The instructor ask students about how they feel about the course and the students give feedback to the instructor.

4.3. The instructor gives students homework. Each student is supposed to prepare a complaint letter for a damaged product bought via an e-sales com

Appendix H : Lesson Plans for Control :Group

LESSON PLAN 1

Subject: Ordering Food and Drinks

Method: Eclectic Method

Duration: Four classes, each 50 minutes

Language Skills: Reading, Speaking, Listening

Activity: Course book Activities, Role playing

Materials: Course book

Course Objectives: Improving the skills of students in the situations of ordering and suggesting food and drinks in business life.

Previous Know: Structure and skill competence of English Language at intermediate level.

Background Brief

According to the National Career Service in UK one of the duties of an administrative assistant is to order and receive food deliveries and suggesting foods and drinks to the guests in the office. Within the context of this course students are given basic information about the structures used for offering, ordering and talking about the food and drinks.

WARM UP

- 1.1 Each student is supposed to look at the pictures of some drinks and food in the course book. The instructor asks students to tell the names of the food in the pictures.
- 1.2 Students also describe their favourite food and drinks to each other.
- 1.3. The instructor asks each student how he can suggest his favorite food to another person.

LEARNING ACTIVITY

- 2.1. Instructor asks the students what kind of structures can be used while offering and asking for drinks in formal situations such as interviews, appointments and meetings.
- 2.2. The students are supposed to look at the structures used in the dialogues in the course book.
- 2.3. The students listen to the dialogues in the course book and they are supposed to give other examples by using the same structures.

Ex.

Structures

What would you like...

Would you like.....

Would you like to.....

May I get.....

Could you please bring...

I would like to order...

You should try...

I would strongly recommend..

It is delicious/ tasteless/ bitter/ sweet/ salty/ sour.

2.4. Students are asked to perform the dialogues in pairs by role playing in the specially office-like designed corner of the classroom .

Example

Secretary: Mr. Freiman is having an interview at the moment. Would you like to drink something while waiting, sir?

Customer: Oh yes, I would like to have coffee , please.

Secretary: With milk, and sugar?

Customer: With milk, No sugar, please.

Secretary: Here you are, sir

Customer: Thank you so much.

2.5. The instructor gives feedback about the structures.

LEARNING ACTIVITY.

3.1. The students make the listening exercises in the course book and complete dialogues.

3.2. The students are supposed to make the related exercise in the workbook

3.3. The instructor gives feedback about the activities

LEARNING ACTIVITY

4.1. The instructor asks the students “What are the rules for having a successful business dinner?”

4.2. The students tell their ideas to the instructor:

- To dress smart clothes
- To arrive on time
- To be kind when you are eating your meal

4.3. After all the students tell their opinions the instructor gives a worksheet to each students on which the rules of a successful business dinner is written.

4.5. The instructor and the students have a discussion on the theme.

4.6. The students are divided into groups and each group is supposed to prepare a sample dialogue within the context of a business dinner by using the structures and vocabulary learnt.

4.7. The classroom is designed like a restaurant. The students are divided into groups of seven people. The four of the students act like the staff of the host company. Two of them act like the foreign businessman/woman. One of the students act like the waiter and they practice the dialogues .

WRAP UP

- The students are asked how they feel about the activities.
- The students are asked to practice similar activities in groups and to record it as a video to watch it next week.

LESSON PLAN 2

Subject: Timetables, making and cancelling reservations.

Method: Communicative Approach

Duration: Four classes , each 50 minutes

Language Skills: Reading, Speaking, Listening

Activity: Role Playing, course book activities,

Materials: Course book, workbook, worksheets

Course Objectives: Improving the communicative skills of students in the situations of making reservations for specific vocational situations.

Previous Know: Structure and skill competence of English Language at intermediate level.

Background: According to the National Career Service in UK one of the duties of an administrative assistant is to make travel arrangements for the staff. Furthermore; an administrative assistant should be able to understand international timetables in order to manage booking or cancelling of the business activities. For this purpose, the students are given necessary information about timetables and they make practice about booking transportation or hotels.

1. WARM UP ACTIVITY

1.1. The instructor explains the students that they would need to make reservations or bookings for business organizations.

1.2. The instructor shows the students a few pictures of national airways, famous hotel chains and airports and asks them whether they have any idea about those companies.

1.3 The students who are acknowledged about any of these companies tell their opinions.

2. LEARNING ACTIVITY

2.1 The students look at the pictures of a timetable in the course book.

2.3. The instructor asks the students what the tables are about and which places they can meet these tables.

2.4. The students talk about the pictures.

- 2 a 20 Listen to the airport announcements. Fill in the flight times.

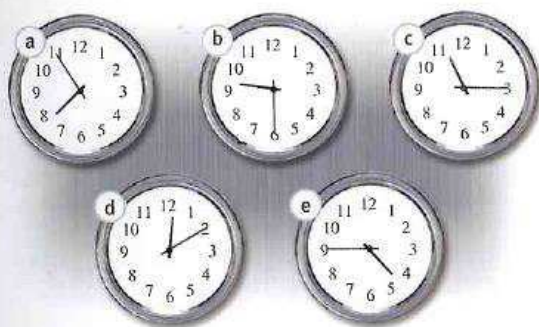
Chicago O'Hare – Terminal 5 Departures		
FLIGHT	TO	DEPARTURE
LH 9150	FRANKFURT MAIN	1. 14:13
AA 111	ROME	2. _____
BA 0297	LONDON HEATHROW	3. _____
MX 3012	MEXICO CITY	4. _____
IB 7613	MADRID	5. _____
AA 1955	TORONTO PEARSON	6. _____

- b 21 Check your answers. Listen and repeat.



- b Work with a partner. Student A says a time, then Student B says the flight. Change roles.
- A Fourteen thirteen.
 - B The flight to Frankfurt.
 - A That's right.

- c Match the times to the clocks. Write a–e in the boxes.



- 1 It's quarter past eleven.
- 2 It's ten past twelve.
- 3 It's five to eight.
- 4 It's quarter to five.
- 5 It's half past nine.

- d 22 Listen and repeat the questions and the times.

- c Grammar practice Page 95, Exercise 5.

TIMETABLE					
BLUE LINE					
O'Hare Airport – Train Departures					
10 am	10:00	10:08	10:15	10:23	10:30
	10:38	10:45	10:53		
11 am	11:00	11:08	11:15	11:23	11:30
	11:38	11:45	11:53		
Noon	12:00	12:08	12:15	12:23	12:30
	12:38	12:45	12:53		
1 pm	1:00	1:08	1:15	1:23	1:30
	1:38	1:45	1:53		

- d Work with a partner. Look at the timetable for O'Hare Airport station. Practise the conversation from 5a. Use these times.
- 1 10.10 2 2.25 3 3.10 4 4.05
 - 5 4.40 6 4.50

Ibbotson, M., &, Stephens. B. (2012)

LEARNING ACTIVITY

- 3.1. The instructor makes a revision course about the hours, dates and the days.
- 3.2. The students listen to the audio and they are supposed to fill in the missing parts of the table in the course book.
- 3.3. The students make the practice activity which takes place within the context of airport in pairs.
- 3.4. The students make the grammar activities related to the topic in the workbook

4. LEARNING ACTIVITY

- 4.1. Instructor writes the words “travel, journey, voyage, trip” on the board then she asks the students whether they know the differences among the meanings of these words.
- 4.2. Instructor explains the meanings of the words and asks the students whether they know any other words about the travel topic
- 4.3. Once the students say the words instructor writes the vocabulary on the board. Moreover; she adds the necessary vocabulary and writes them

Book	arrive	depart	destination	deal
Airport	flight	delay	cancel	ticket
Return	voucher	bill	reservation	boarding
Business class	check in	baggage	one way	round trip
Refund	receipt	invoice	registration	contact
Info	price	rent	transportation	debit card
Cash	credit car	station	luggage	save up

- 4.4. Students are given vocabulary activities by the instructor and they practice the words in daily dialogue samples in the worksheets given by the instructor.

5. LEARNING ACTIVITY

5.1. The students read the passage about the business hotels in the course book and they discuss the meanings of the new words in the passage.

5.2. The instructor writes some necessary vocabulary about booking a hotel on the board

Facility district continental buffet spacious twin room double room

Included free shuttle lounge rating smoke-free guest

5.2. The students make a brain-storming about the vocabulary related to the topic.

5.3. The students listen to the dialogue on the audio and complete the missing parts in the course book.

WRAP UP

6.1. Each student is given a feedback about the activity by the instructor.

6.2. Students are asked about how they feel during the activities that day.

6.3. The students give feedback about the course.

LESSON PLAN 3

Subject: Job Application, Preparing a CV, Job Interviews

Method: Eclectic Method

Duration: Four classes, each 50 minutes

Language Skills: Reading, Writing, Speaking Listening

Activity: Preparing Curriculum Vitae, Resumes and filling the job application forms

Materials: Job application forms and curriculum vitae, Course book, Workbook

Course Objectives: Improving the writing skills of students in order to express better in formal writing in the job search and application process.

Previous Know: Structure and skill competence of English Language at intermediate level.

Background Brief

The first stage of the professional life after graduation is to look for job and making application. Especially if the career is to be continued in abroad or in an international company applications and interviews are usually in English. Moreover, there are some specific terms and rules to be learnt in order to prepare an appropriate curriculum vitae which is the first step of embarking upon professional life. Furthermore; to fill the application forms and to act appropriately in job interviews are other important steps towards to get a job. Additionally; the foreign language level of the candidates are usually measured during the job interview process. In the job interviews the interviewer will ask questions about the applicant's experience and skills, work history, availability, and the qualifications the company is seeking in the optimal candidate for the job.

(<http://jobsearch.about.com/od/interviewsnetworking/tp/interview-process.htm>)

1. WARM UP ACTIVITY

1.6. The instructor gives the students various curriculum vitae samples taken from the course book designed by the Ministry of National Education .

1.7. The instructor asks the students whether they have seen or prepared a curriculum vitae before.

- 1.8. Each student answers the instructor about their past experiences about the curriculum vita.
- 1.9. The instructor asks the students what they think about the properties of a successful curriculum vita.
- 1.10. The students share their ideas about the properties of a successful curriculum vita.

LEARNING ACTIVITY

- 2.1. The instructor writes the necessary vocabulary from the CV's on the board.

Ex.

Adaptability responsiveness bellhops availability bookkeeping

ledgers payments housekeeping Skills Employment History

Academic Affiliations Education Fellow Honors Award

- 2.2. The students try to guess the meanings of the words from the context.

- 2.3. The instructor asks questions about the people in the CV's.

Ex.

- 5) What are the skills of Diana?
- 6) What is the master field of Gabriel?
- 7) Where and which positions did Susanne work before?
- 8) What is the name of the language course that Gabriel attended in the Spain?

LANGUAGE STUDY

- 3.1. The students are supposed to read resume samples in the course book.

I am seeking to expand my research, writing and editing skills in a challenging role in journalism, media or communications. I offer experience and expertise in researching, writing, editing and production across a range of electronic and print media



Picture 1.7

3.1 The students are supposed to make the activities given in the course book.

APPLICATION ACTIVITY

Use vocational phrases when necessary.

Steps of Process	Suggestions
➤ Collect all the necessary information for writing a CV/résumé.	➤ First read the instructions and explanations carefully. If you don't know the meaning of a word, look up the word in an English dictionary and learn its meaning. Try to understand the tenses of the verbs. Be sure that you understand the sentences correctly and pronounce them correctly
➤ Arrange the parts of a CV/résumé	➤ Arrange the parts of a CV/résumé following the guidelines; be careful with the words and spelling.
➤ Write a sample CV	➤ Write a Cv/résumé using all required words and expressions

2) Complete the following Part Time Work CV with the words below.

dealing with
office duties
talking

working
developing
driving

displaying preparing
maintaining
customers

JOAN ANDREWS

Address:

10 Northampton Rd.
Middlemarch
Loamshire
MM2 6BX

Email: jma359@kent.ac.uk

Tel: 01657 2355467

Mobile: 07771 123456

Nationality:

British

EDUCATION AND QUALIFICATIONS

2012 to date	The University of Kent at Canterbury BA Anthropology - expect to graduate June 2013
2006 - 2011	Boxhill High School, Middlemarch A-levels: Spanish (B); Biology (B); History (C)

WORK EXPERIENCE

Summer 2011 Assistant: Middlemarch City Council

Responsibilities included data inputting, liaison with clients; general ¹.....

This developed my skills in ²..... customers, ³..... on the telephone, and in ⁴..... accurately under pressure.

Summer 2010 Waitress/Kitchen Assistant: The Mill on the Floss Tea Rooms

Welcoming ⁵....., taking orders, ⁶..... and serving food, and ⁷..... hygiene

2008 – 2010 Delicatessen Assistant, Asco's Supermarket, Middlemarch

Advising and serving customers; ⁸..... a knowledge of a wide range of products; ⁹..... products and participating in promotions

SKILLS

Languages Good command of Spanish and French

Computing Familiarity with Windows packages including MS Word, MS Access

Driving Full, clean ¹⁰..... license

REFERENCES: Available on request

(www.megep.meb.gov.tr)

LANGUAGE STUDY

3.1. The students listen to a job interview dialogue between the hiring manager and the candidate.

3.2. The students are supposed to fill in the blanks in the course book after listening to the dialogue.

3.3. The students are supposed to answer the questions about the dialogues they have listened .

LANGUAGE STUDY

4.1 Instructor gives the students Job Application form and they are supposed to fill it for themselves.

4.2. Students ask the point they don't understand to each other and the instructor explains the rules of filling the form

WRAP UP

5.1 The instructor ask learners whether they find the Course useful or not.

5.2. The students say their ideas about the course and ask the point they don't understand.

7.3. Each student is supposed to prepare a CV and Resume paper fort he next week.

7.4. Students are expected to study in pairs and the instructor gives sample CV's belonging to real people from the different countries of the word. Each group is supposed to prepare a job interview video one by playing the role of the person to whom the CV belongs and the other one play the role of hiring manager.

LESSON PLAN 4

Subject: Writing Simple E-mails

Method: Eclectic Method

Duration: Four classes, each 50 minutes

Language Skills: Reading, Writing,

Activity: Writing and answering simple e-mails

Materials: course book, Workbook, worksheets

Course Objectives: Improving the writing and reading skills of students in email correspondences in vocational situations.

Previous Know: Structure and skill competence of English Language at intermediate level.

Background Brief

Making Vocational correspondence is another subject that the students of the vocational English should practice. The vocational correspondences are largely carried out via e mails in the recent years. Moreover; there are some specific rules and commonly used terms for corresponding online. The aim of this course is to make students acquire necessary information and skills for practicing efficient correspondence in their future careers

1. WARM UP

1.1. The instructor asks the students some question such as:

- How often do you send and receive e-mails?
- What kind of e-mails do you send and receive?

1.2. The students answer the questions.

LEARNING ACTIVITY

1.1. The students are supposed to look at the e-mail samples in the course book

1 a ▶▶ 47 Listen to the people talking about email at work. Fill in the gaps.

read receive send write

- 1 I send ten to fifteen emails a day, to colleagues and friends.
- 2 I receive about thirty or forty messages a day, from colleagues and customers.
- 3 I don't read messages in English.
- 4 I write emails in English. I understand about 50%.

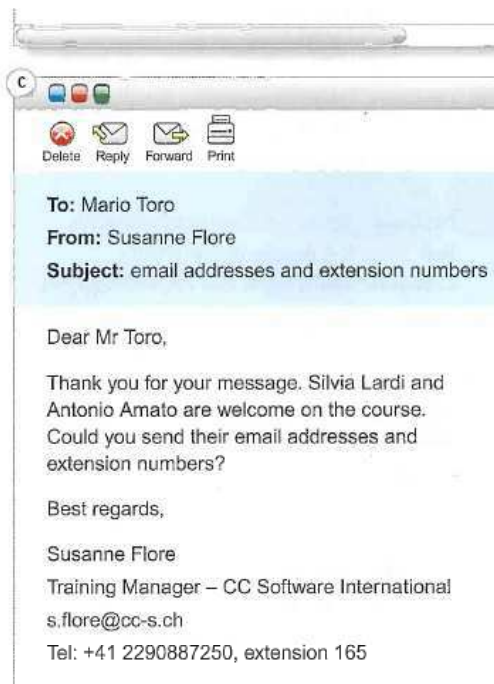
b Work with a partner. Talk about emails in your job, using the verbs in 1a.

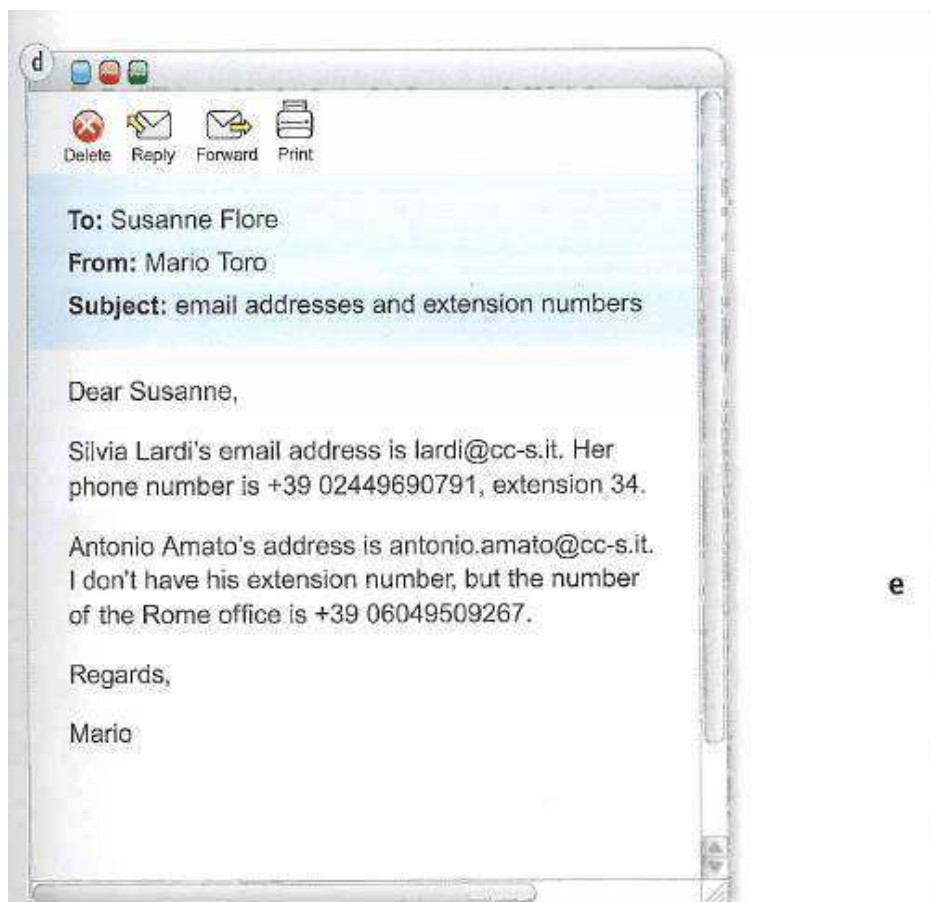
2 a Work in pairs. Read the emails. Who would like to go to the training course and what are their telephone numbers?

b Vocabulary practice → Page 97, Exercise 3.

c Read the emails and underline all the possessive adjectives from the box.

my your his her its our their





Ibbotson, M., &, Stephens. B. (2012)

1.2. The instructor asks some questions about the e-mails.

1.3. Two of the students read the e-mails aloud .

1.4. The students fill in the gaps in the course book by listening the audio.

LEARNING ACTIVITY

2.1. The instructor writes the phrases found by students on the board :

- Dear Sir/ Madam - I am writing to... - Thank you for your... - I hope that..

- I appreciate - Best Regards - Sincerely - Please let me know..

- Look forward to -I have attached the... - I wish.. - If you have any questions..

and elicits some of the facts about formal writing (In British English, if the name of the person is used, e.g. Dear Mr. William, then the ending is Yours sincerely. If you don't know the name of the person you are writing to, then the letter begins Dear Sir / Madam, and ends Yours faithfully.)

2.2. The instructor divides students in pairs one student becomes composer in each group while the other is responder. Each three groups choose a topic from the list given by the instructor and the composers send an e-mail by using the appropriate phrases on the board .

Topics;

- A request for the price list for the new season products
- A training announcement by the human resources department in a company
- An advertisement e-mail attaching the new catalogue to the customers
- A travel organization for a Congress in Singapore
- A job application e-mail asking for an appointment
- A business dinner organization inviting the business partners
- An e-mail for apologizing for the delay of a business meeting
- An advertisement e-mail for a winter tour to the staff of the company

2.3. The students in the responders group reply the e-mails by considering the rules of formal writing.

2.4. Then each student gives feedback to the others' e-mail and the instructor explains her opinions and gives feedback for all students.

LEARNING ACTIVITY

3.1. The instructor gives students a copy of business letter which is informally designed and asks a few comprehension questions such as;

What is it about?

What is the problem with system?

Have they been in contact before?

Ex.

Fresh Foods
Ltd.
22 Wall
Street
Liverpool
DB67
5BH

Hello Mrs. Hannah Ahmedov:

I got the e-mail you sent on 1stApril, and the reports attached with the stocks. It is OK for our company but I want to ask some questions before we give order. You said the there can be a discount if the order is over a limit. Can you explain it in detail? Which products are to be discounted and what percentage? Do we pay the money immediately or after the delivery of the orders. You said it takes 2 weeks to send them– that’s too long! Can’t you do it any quicker? Hope you can reply soon, we’re in a bit of a hurry.

Thanks,

William Burke

3.4.The learners are supposed to design the e-mail according to the formal writing rules. So the instructor elicits some of the things they need to do to make the text more formal. (vocabulary, structure, layout, greeting and close)

3.5. In pairs the students work on the letter to make it a more appropriate formal letter. The idea in this activity is that students develop their writing skills by using their background information.

WRAP UP ACTIVITY

4.1 The instructor tells an informal e-mail phrase to the students and each student changes the phrase into a more formal phrase which may be appropriate to use for formal writing.

4.2. The instructor ask students about how they feel about the course and the students give feedback to the instructor.

4.3. The instructor gives students homework. Each student is supposed to prepare a complaint letter for a damaged product bought via an e-sales company.