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ENGLISH LANGUAGE NEEDS ASSESSMENT OF THE
STUDENTS AT İÇEL ANATOLIAN HOTEL MANAGEMENT AND
TOURISM VOCATIONAL HIGH SCHOOL

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ÖZET

Bu çalışma İçel Anadolu Otelcilik ve Turizm Meslek Lisesi'ndeki mevcut İngilizce öğretim programını araştırmak ve değerlendirmek için düzenlenmiştir. Çalışmanın amacı İçel Anadolu Otelcilik ve Turizm Meslek Lisesi'ndeki mevcut İngilizce öğretiminin öğrencilerin dili hedef kullanım alanında yeterli ve etkili bir şekilde kullanabilecek kadar yeterli olup olmadığını öğrenmektir. Çalışmanın başka bir amacı da öğrencilerin İngilizce dil ihtiyaçlarını belirlemek ve hedef kullanım alanında dili kullanırken karşılaştıkları sorunları ortaya çıkarmaktır. Çalışma, bazı otellerin personel müdürleri ve söz konusu okulun öğretmen ve öğrencileri ile yürütülmüştür.

Bu çalışmada, mevcut İngilizce öğretim programı aşağıdaki açılardan araştırılmıştır: Ders kitaplarının içerikleri nelerdir? Yabancı dil öğretiminde hangi teknik ve etkinliklere yer verilmektedir? En çok hangi dil becerileri geliştirilmektedir? Yabancı dil öğretmenlerinin mesleki açıdan özgeçmişleri nedir? Öğrencilerin mesleki açıdan ihtiyaçları nelerdir? Öğrenciler hedef kullanım alanında dili kullanırken İngilizce'nin kullanımı ile ilgili hangi sorunlarla karşılaşmaktadır?

Veriler uygulanan 3 anket aracılığıyla toplanmıştır. Çalışma grubunu söz konusu okulun 83 Lise 3. sınıf, 55 Lise 2. sınıf öğrencisi, 8 İngilizce öğretmeni ve 7 otel personel müdürü oluşturmaktadır.

Araştırma sonuçları, kullanılan ders kitaplarının öğrencilerin mesleki ihtiyaçlarını kısmen karşılayabildiğini, öğretmenlerin çoğunun İngilizce öğretiminde Kulak-Dil Alışkanlığı ve Dilbilgisi-Çeviri Yöntemlerini tercih ettiklerini göstermiştir. Zamanın sınırlı olması nedeniyle yabancı dil öğretiminde İletişimci Yaklaşım yöntemine çok az yer verilmektedir. Bu yüzden okulda verilen dersler öğrencilerin okuma ve yazma dil becerilerini dinleme ve konuşma dil becerilerinden daha çok geliştirmektedir. Öğrenciler otellerde turistlere hizmet ederken dinleme ve konuşma becerilerine daha çok ihtiyaç duydukları için asıl amaç, öğrencilerin, en azından orta düzeyde sözel dil becerisi kazanmalarına ve İngilizce iletişim yetisini geliştirmelerine yardımcı olmak olmalıdır.

ABSTRACT

This study has been conducted to investigate the current English language teaching programme at İçel Anatolian Hotel Management and Tourism Vocational High School. The aim of the study is to find out whether English language teaching to the students at İçel Anatolian Hotel Management and Tourism Vocational High School is satisfactory enough for the students to use the language in the target situation sufficiently and efficiently. Another purpose of the study is to assess the English language needs of the students and to reveal the difficulties they encounter while using the language in the target situation. The study has been conducted with the staff managers of different hotels and the students and English teachers at İçel Anatolian Hotel Management and Tourism Vocational High School.


In this study, the current English Teaching Programme has been investigated in the following aspects: What are the contents of the textbooks? What techniques and activities are preferred in language teaching? What language skills are improved most? What about the teachers' professional background? What are the students' English language needs from a professional stand point? What difficulties do the students encounter while using the language in the target situation?


Data have been collected through 3 questionnaires. The subject group consists of 83 third grade students, 55 second grade students, 8 English language teachers and 7 hotel staff managers.


The analysis of the findings have revealed that the textbooks used can partly meet the students' needs while working in the target situation. Audio-Lingual Method and Grammar-Translation Method are preferred in teaching English language by most of the teachers. Due to time limits, the Communicative Approach is rarely preferred by them. Consequently, the lessons offered at school improve the students' reading and writing skills more than their listening and speaking skills. As the students need listening and speaking skills more while serving the tourists at hotels, the main goal should be to help the students achieve at least intermediate level of oral proficiency and to improve communicative competence in English.

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Onay

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

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Prof. Dr. Ersullah GÜNEY





To my parents

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CHAPTER 1

INTRODUCTION

1.0 Presentation

The tourism industry is one of the fastest growing sectors in Turkey. Each year thousands of young people are employed as waiters, receptionists or managers in hotels and restaurants, travel agents, tour operators and employees of state and local tourist organizations to meet the increasing demand in this field. In order to become a qualified employee, a good knowledge of at least one foreign language is essential. English should be one of them. It is necessary to equip the students of tourism, who need to understand English speaking customers' questions and statements, to reply to them appropriately, to supply information from tabulated data and to produce statements and questions of their own, with a good knowledge of English.

1.1 Background of the Study

In Turkey, in the field of tourism, the first vocational school called 'Hotel Management' was established in Ankara in the 1961-1962 academic year. In the 1967-1968 academic year the second one was established in İstanbul and in the 1975-1976 academic year the third one started to train the students in this field in Kuşadası. In 1975, the name 'Hotel Management' was changed to 'Hotel Management and Tourism Vocational High School'. In the 1984-1985 academic year, the foreign language was considered to be important and the school called 'Anatolian Hotel Management and Tourism Vocational High School', which was decided to have a preparatory class with an intensive English Language curriculum, was established.

In İçel, in 1979-1980 academic year, the school was first established with the name 'Hotel Management' carrying out a three-year education programme as it was in Ankara and then was decided to be called 'Anatolian Hotel Management and Tourism Vocational High School' carrying out a four-year education programme.

The first year is the preparatory class and the students are supposed to have 26 hours of English language courses and under the name of seminar 2 hours of German language courses a week. Until 2000, if the students were not successful in the exams at the end of the first year, they were not allowed to continue their studies in upper grades. But now, if they are not successful in the exams at the end of the preparatory class, they are given one more chance to attend the prep class. If they fail again, they have to leave the school. In prep class, the students are taught general English developing four language skills 24 hours a week using three different textbooks entitled 'Snapshot', 'On we go' and 'Super stories from Pictures'. For two hours a week, in order to improve their vocational English, they are studying the book named 'At your Service'. But they are not asked any questions on vocational English in the exams. In other words, their vocational English knowledge is not evaluated in passing the class.

High school first grade students have six hours of English language classes and the second and third grade students have four hours of English language classes a week. The first and the second grade students are trained at school for six months from October to April and they are supposed to do their practice training for six months in hotels or restaurants which are visited by tourists especially in Antalya or Alanya and some of them in Mersin.

This vocational high school is not given a specific curriculum for English language teaching. They are given the same curriculum with the other Anatolian high schools. This creates some difficulties for English language teachers in this school to finish the curriculum determined by Ministry of Education as they have a six-month period to teach while the other Anatolian high schools have a nine-month period to finish the same curriculum.

English language teachers in this school are not teachers of Specific English, which means they do not teach English for Specific Purposes but are required to teach students' vocational needs in English. The textbooks being used are chosen by English language teachers.

T.C. YÖRÜKLERİTİM KURULU
DÜZCE İLİ MERSİN LİSESİ

1.2 Statement of the Research Problem

This descriptive study aims to describe the current English Language Teaching programme in İçel Anatolian Hotel Management and Tourism Vocational High School.

In this study, the following research question is investigated: ‘Is English Language Teaching to the students at İçel Anatolian Hotel Management and Tourism Vocational High School satisfactory enough for the students to use the language at the target situation sufficiently and efficiently?’

Under this problem, the following questions are explored:

- 1) What are the students’ needs and what difficulties do the students encounter while using the language in the target situation?
- 2) What kind of contents do the textbooks include? Do the contents contain the vocabulary and sentence structures which the students will need at the target situation?
- 3) What methods and techniques are preferred in teaching English? Is communicative language teaching preferred as the students are expected to communicate with the customers as receptionists or waiters?
- 4) On what skills is emphasis placed? Since the students are expected to communicate with the tourists as receptionists or waiters, oral communication will be needed. Is the emphasis placed on listening comprehension and speaking skill?
- 5) Have the English language teachers had an in-service training in order to meet more success? Do they need an in-service training?

1.3 Significance of the Study

It is hoped that, the results of this study may help English language teachers teaching in Anatolian Hotel Management and Tourism Vocational High Schools in Turkey become aware to what extent they can train their students to use the language while they are working in the field of tourism. This study may also help the teachers become aware of the difficulties which their students encounter while using the language. This study may be a sample for other studies which will be performed in other vocational high schools.

1.4 Procedure

The data collection devices are administered to the students and English language teachers of İçel Anatolian Hotel Management and Tourism Vocational High School. A questionnaire is administered to the second and third grade students who have experienced practice training to evaluate English language programme and the materials being used in this school by comparing the results of the second and third grade students' questionnaires. The main goal is to get information about their needs and to learn whether English language teaching is sufficient enough for the students to use the language in the target situation (in other words while working in hotels, bars or restaurants, etc.)

A questionnaire which is prepared for English language teachers is administered to all English language teachers teaching in this school to benefit from their opinions and experiences about English language teaching programme and teaching methods and materials they have used.

Seven hotels in Mersin which are visited by tourists and at which the students of İçel Anatolian Hotel Management and Tourism Vocational High School do practice training are visited and a questionnaire is administered to the staff managers of these hotels in order to learn whether the students or the graduates of this school are sufficient enough to use the language while serving English language speaking customers.

1.5 Limitations of the Study

Anatolian Hotel Management and Tourism Vocational High School in İçel is taken as the main source of the study. A questionnaire is administered to 2001-2002 academic year the second and the third grade students, who are attending Anatolian Hotel and Tourism Vocational High School in İçel and have had practice training experience in hotels, frequently visited by English speaking guests. The teacher questionnaire is administered to English language teachers who have been working at that school to benefit from their opinions, experiences, complaints and commands about the language programmes and teaching materials they have used. In Mersin, seven hotels which are visited by tourists are taken as a source and a questionnaire is administered to the staff managers working in these hotels.

1.6 Assumptions

It is assumed that the students' professional career will be the same as the practice training.

It is assumed that the answers reflect the teachers', students' and hotel managers' real and sincere opinions and all of the questionnaires are valid.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Harmer (2001) states that there are a number of interlocking reasons for the popularity of English such as; a colonial history, economics, travel, information exchange and popular culture. Although English is not the language with the largest number of native or first language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a ^{foreign} second language. Many people living in the European Union frequently operate in English as well as their own languages and the economic and cultural influence of the United States has led to increased English use in many areas of the globe.

As noted in the previous chapter, the tourism industry is one of the fastest growing sectors in Turkey. Each year thousands of young people are employed as waiters, receptionists or managers in hotels and restaurants, travel agents, tour operators and employees of state and local tourist organizations to meet the increasing demand in this field. In order to become a qualified employee, a good knowledge of at least one foreign language is essential. English should be one of them. It is necessary to equip the students of tourism, who need to understand English speaking customers' questions and statements, to reply to them appropriately, to supply information from tabulated data and to produce statements and questions of their own, with a good knowledge of English.

The aim of this study is to describe systematically the characteristics of English Language Teaching to the students in İçel Anatolian Hotel Management and Tourism Vocational High School and to investigate if it is satisfactory enough for the students to use the language at the target situation sufficiently by collecting data with the help of

questionnaires. As a framework for this research, a brief review into some fields which are seemingly different but are in fact closely related to each other will be provided.

2.1 The Origins of ESP

Since Anatolian Hotel Management and Tourism Vocational High School is a kind of vocational high school training students are assumed to have a special aim and use English Language in a special field, Teaching English for Special Purposes (ESP) should be the focus of attention by the researcher in this study. In this respect, first of all, the question 'Why was ESP introduced in the world and in teaching institutions?' should be answered.

Hutchinson and Waters (1987) state that the end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces- technology and commerce-which in their relentless progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to English.

Hutchinson and Waters (1987) further claim that the effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. But as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language-businessmen and women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English. All these and many others needed English and, most importantly, they knew why they needed it.

According to Hutchinson and Waters (1987), the language we speak and write varies considerably, and in a number of different ways, from one context to another. In English language teaching this gave rise to the view that there are important differences between, say, the English of commerce and that of engineering. These ideas married up naturally with the development of English courses for specific groups of learners. The idea was simple: if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course.

As Hutchinson and Waters (1987) state, new developments in educational psychology also contributed to the rise of ESP, by emphasising the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which 'relevance' to the learners' needs and interests was paramount. To sum up, it may be said that the growth of ESP 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 specialisation in language learning.

2.1.1 English Language Teaching and English for Special Purposes

'What is Teaching General English?' 'What are the characteristics of ESP?' 'What is the difference between ESP and General English?' It will be useful to answer these questions in order to understand the meaning and the use of ESP clearly.

Mohan (1981) states that under the impact of scholarship in English language teaching in other countries where English is taught as a foreign or second language, the teaching of General English has moved in new directions, and certain reforms have been introduced. The place of English has been defined and redefined by committees, study groups and commissions. All this effort has certainly caused the revision of

syllabuses and preparation of new teaching materials, but whether it has resulted in any noticeable improvement in the quality of English teaching is less certain.

The term 'languages for special purposes' has appeared frequently in the literature relating to English language teaching over the last ten years. (Mackay and Mountford, 1978) It is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement, e.g. for international telephone operators, civil airline pilots etc., or vocational training programs, e.g. for hotel and catering staff, technical trades etc., or some academic or professional study e.g. engineering, medicine, law, etc. This field of English language teaching possesses two important characteristics which influence profoundly the methodology not only of materials production but of classroom activity: firstly, the close association of special purpose language teaching with adult learners, or at least, learners at the post-secondary level of general education; and secondly, the important auxiliary role that the English language is called upon to play in such cases. Language learners require English as a means of furthering their specialist education or as a means of performing a social or working role, that is, a working role as a scientist, technologist, technician, etc. efficiently.

Mackay and Mountford (1978) further explain that when needs are clear, learning aims can be defined in terms of these specific purposes to which the language will be put, whether it be reading scientific papers or communicating with technicians on an oil rig. The result is that almost immediately, teaching can be seen to be effective in that the learner begins to demonstrate communicative ability in the required area. Thus, it is the essential auxiliary role that English is called upon to play, particularly at the tertiary level of the education, that is a prim motivating factor. Where such a requirement for a communicative ability is matched with specially designed materials relevant to the needs of particular students the results can be impressive.

Mackay and Mountford (1978) make an important distinction needs as follows:

“English for Special Purposes implies a special aim. This aim may determine the precise area of language required, skills needed and the range of functions to which language is to be put. But it need not imply a special language. The only practical way in which we can understand the notion of ‘special language’ is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation. However such restricted repertoires are not languages, just as a tourist phrase book is not a grammar. Knowing a restricted language would not allow the speaker to communicate effectively in novel situations, or in contexts outside the vocational environment. The emphasis of the word ‘special’ in English for Special Purposes should be firmly placed upon the purpose of the learner for learning the language, not on the language he is learning.” (p. 4-5)

McDonough (1984) states that ESP programs are typically imbued with a sense of urgency, stemming from the time constraints frequently imposed by learners and their sponsors. ESP is best identified as the distinction between language as a subject—the traditional view, and one which is valid in some cases— and language as a service. When ESP began to be current as a concept, in the period of time we have been discussing, the idea that language teaching should be carried out ‘in the service of’ other subjects or spheres of life was—and still is—felt by many to be restrictive, forcing the teacher to work within narrow confines. It was another way in which special-purpose language teaching was different not to say inferior.

A definition of ESP is given by Munby (1978) as ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner.

According to Harmer (1991), the term English for Special or Specific Purposes has been applied to situations where students have some specific reasons for wanting to learn the language. For example waiters may need English to serve their customers. The needs have often been referred to EOP (English for Occupational Purposes). Brown (1994) supports this idea asserting that the question ‘Why is the learner attempting to acquire the second language?’ or ‘What are the learners’ purposes?’ is the

most encompassing of all questions which teachers ask before beginning the teaching programme.

As Peterson (1989) states, teaching languages for limited purposes, rather than for general mastery, is an idea born of the necessity to produce practical results in a limited amount of time. As such, it has mainly been applied to adults at the tertiary level, a time when the demands of language training are in competition with the demands of subject area training. The reason is that the students do not have the patience or the motivation to attend English lessons if the syllabus is not based on the daily communicative use which they need in their study or in their careers. The authors think that it is important to teach English for communication. Every author agrees that English is not to be studied simply for its own sake, but rather for the communicative uses to which it can be put. The teaching activity should be away from the study of form and pattern, it should be towards the practice of language use in a social context.

According to Brumfit (1988) there is no direct answer for the question 'What kind of methods and materials should be used in ESP?' because there are many different kinds of ESP and the methods and materials in use for a particular kind of ESP must be appropriate to that kind and any given ESP course might suitably be taught with different kinds of methods and materials. Great variety and interest in teaching language improves the effectiveness of learning. ESP can select its own methods and techniques as it needs. ESP does not have to employ any particular method or technique that already exists, if the requirements do not point in that direction.

2.1.2 Learning –Centred Approach to ESP

Hutchinson and Waters (1987) answer the question 'What is a learning-centred approach to ESP?' as follows:

“ESP, like any form of language teaching, is primarily concerned with learning. But it is our view that in its development up to now, ESP has paid scant attention to the question of how people learn, focussing instead on the

question of what people learn. It has, in other words, been language – centred in its approach. However, we feel that, if it is to have any real and lasting value, ESP must be founded in the first instance on sound principles of learning, and it is with this purpose in view that we have proposed a learning-centred approach to ESP.” (p. 2)

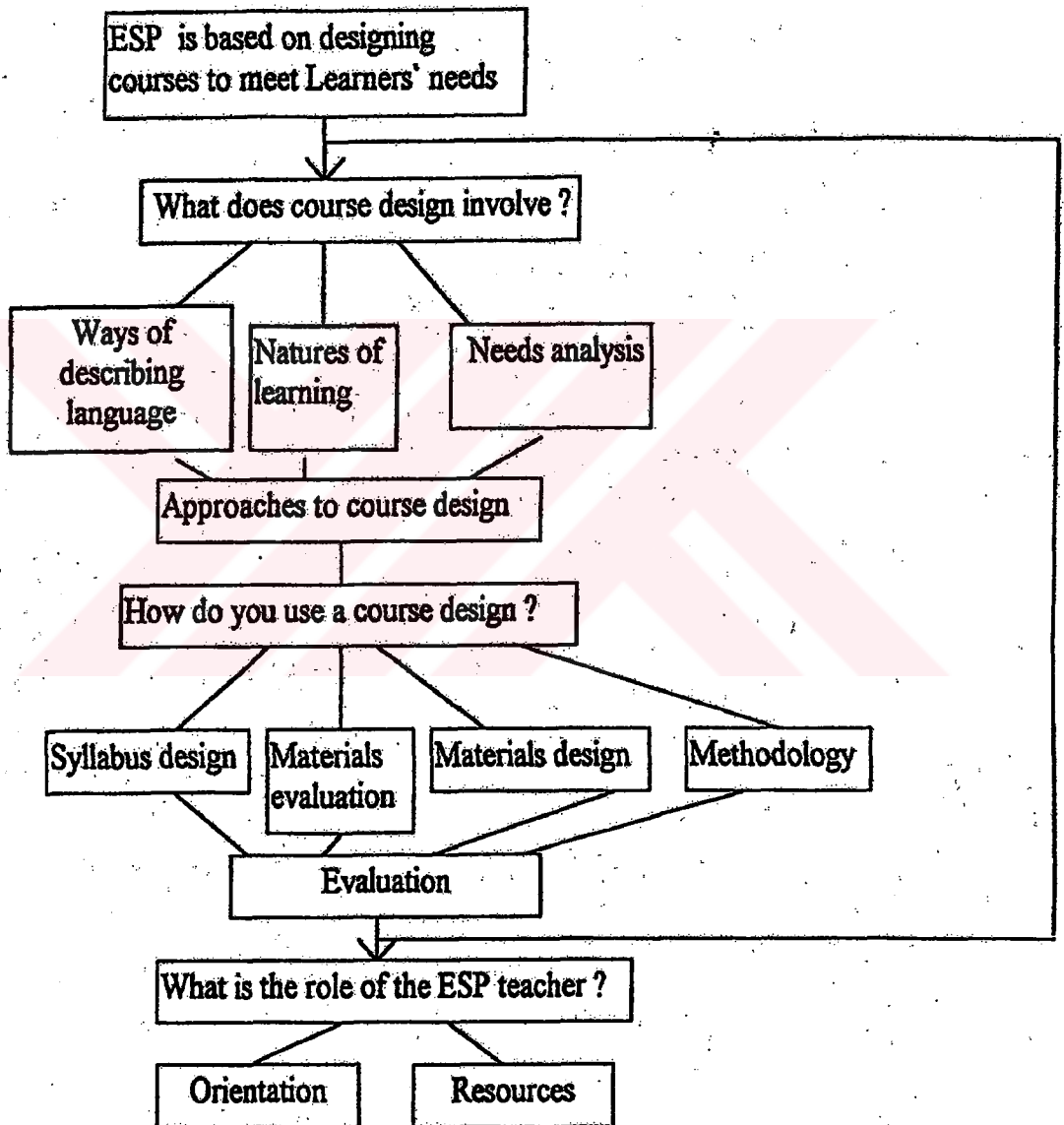


Fig. 2.1.2: A learning-centred approach to ESP (Hutchinson and Waters, 1987, p:3)

2.1.3 The Learner and Teacher of ESP

As noted in the previous chapter, the students training in İçel Anatolian Hotel Management and Tourism Vocational High School are assumed to learn English language for vocational purposes and English language teachers teaching in this school are teachers of General English and are also required to teach students' vocational needs in English. This section clarifies the expectations of ESP learners, the qualities that ESP teachers need and the difficulties for them.

As Hutchinson and Waters (1987) state, in order to make a success of ESP, the teachers have to view ESP as a normal, acceptable challenge; they have to understand as fully as possible the nature of the language teaching and learning process; they have to be able to observe and recognize the learner's progress and to diagnose his problems; they have to be familiar with the widest possible range of alternative teaching techniques; they have to know which response to select at any particular time in order to meet the particular learning requirements of a given student. Above all, they have to possess an informed optimism and to know that success is possible; the teachers need to exercise professionalism based on training and experience.

Hutchinson and Waters (1987) further state that the two main dimensions of ESP are for study, and for an occupation; learners for whom ESP is appropriate are either engaged in studying a particular subject in English, or are following a particular occupation for which they need English, or both. But there is a further distinction to be made between on the one hand those who already know the subject in their own language or who are already employed in their occupation but use only their own language, and on the other hand whose learning of English is part of, or parallel with, their academic studies or part of occupational training. In short, the distinction is between English which is instructional and English which is operational. The learner comes to an ESP course with at least three kinds of expectations:

- cultural -educational;
- personal and individual;
- academic /occupational.

The third set of expectations; those which are academic or occupational, are the ones most commonly expressed in advance, when a needs-analysis is carried out. The most difficult conditions are for those middle-aged learners, already competent in their own subject or occupation, who have to return, perhaps unwillingly, to become a student of a language, a role in which they have no expectations of success.

According to Hutchinson and Waters (1987), ESP teacher is almost always a teacher of General English who has unexpectedly found him/herself required to teach students with special needs. Two areas in particular can cause real difficulties for teachers unaccustomed to ESP. The first and most serious difficulty is one of different attitudes, particularly between those of literature and science. A teacher of ESP must be able to suspend and overcome anti-scientific attitudes, since he is neither being prevented from appreciating literature in his personal life, nor being required to become a scientist in his work. Rather he is being required to extend the range of his professional activities into a new kind of language teaching. The second area of difficulty for teachers lies in the gap between the learner's knowledge of the special subject and the teacher's ignorance of it. These techniques can be recommended to the ESP teacher:

- Become familiar with the ESP course materials
- Become familiar with the language of the subject
- Allow students to put you right

Chamberlain and Baumgardner (1988) state that the staff of schools of English which concentrate on ESP take pride in conducting the necessary needs-analysis, designing an appropriate syllabus, preparing suitable materials, meeting and getting to know the students, teaching the course and devising and administering appropriate tests. While every good teacher of English is potentially a good teacher of ESP, he or she needs special help and training. The essential point is that becoming an effective teacher of ESP requires more experience, additional training, extra effort, a fresh commitment, compared with being a teacher of General English.

As Robinson (1980) states that Adams Smith identifies three qualities as being important for the ESP teacher, namely an interest in the students' specialist area or at least an open mind about it, an interest in the learners' language and a readiness to respect students, whether adults or near-adults, who have chosen a demanding profession about which they may already know a great deal more than their English teachers.

According to Robinson (1980), the ESP teacher does not only teach, very often he or she is involved in designing, setting up and administering the ESP course. The teacher or the course designer should be able to select, in a principled way, the language items, or discourse features, or elements of the disciplinary culture which need to be taught.

2.2 Needs Analysis

In the definitions of ESP given above it has been mentioned that needs analysis is a prior step in course design. In other words, an ESP course is based on needs analysis. So it will be useful to clarify what need analysis means. Robinson (1980) defines the meanings of needs and needs analysis as follows:

“Needs analysis is generally regarded as criterial to ESP. A number of people have discussed the different meanings of the term ‘needs’. First, needs can refer to students’ study or job requirements, that is, what they have to be able to do at the end of their language course. This is a goal-oriented definition of needs. Needs in this sense are perhaps more appropriately described as ‘objectives’. Second, needs can mean what the user-institute or society at large regards as necessary or desirable to be learnt from a programme of language instruction. Third, we can consider what the learner needs to do to actually acquire the language. This is a process-oriented definition of needs and relates to transitional behaviour, the means of learning. Fourth, we can consider what the students themselves would like to gain from the language course. This view of needs implies that students may have personal aims in addition to the requirements of their studies or jobs. Finally, we may interpret needs as lacks, that is, what the students do not know or cannot do in English.” (p. 7-8)

According to McDonough (1984), analysis of learners’ needs is almost synonymous with ESP in recent years and it is difficult to think of one without the other

coming to mind. ESP learner is at the heart of any teaching programme. Information on the students' language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content. Although this assumption is bound up with ESP, it is obviously not exclusive to ESP, and the concept of learner-centeredness has come to take on very positive connotations in recent years in many branches of teaching.

2.3 Course Design

The effectiveness of teaching depends on the course design which is organized according to the needs of the language learner. In the light of the definitions and the use of ESP in teaching English established through this chapter, it is clear that the relevance of the English course to the learners' needs will improve the learners' motivation and make learning better and faster. This section serves mainly to explain the significance of course design.

According to Harmer (1991), teachers know what students need to know about the language they are learning but before starting to teach them the teachers will have to decide which parts of this knowledge they want the students to have and when. How is the language to be organized and what skills should the teachers concentrate on? This organization is called a syllabus.

Hutchinson and Waters (1987) state that ESP is an approach to language teaching which aims to meet the needs of particular learners. Much of the work done by ESP teachers is concerned with designing appropriate courses for various groups of learners. They summarize the essence of course design as follows:

“Designing an ESP course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation. The course designer need to ask a very wide range of questions: general and specific, theoretical and practical. Some of these questions will be answered by research, others will rely more on the intuition and experience of the

teacher; yet others will call on theoretical models. The following questions should be answered:

- Why does the student need to learn?
- Who is going to be involved in the process?
- What potential does the learning place provide?
- How much time is available?
- What topic areas will need to be covered in learning?
- What kind of methodology will be employed?" (p. 21-22)

Hutchinson and Waters (1987) claim that these questions should be investigated under three main headings: Language descriptions, Theories of learning, and Needs Analysis. Although it is necessary to look at the three factors separately, it is their interdependence in the course design process which is of greatest importance.

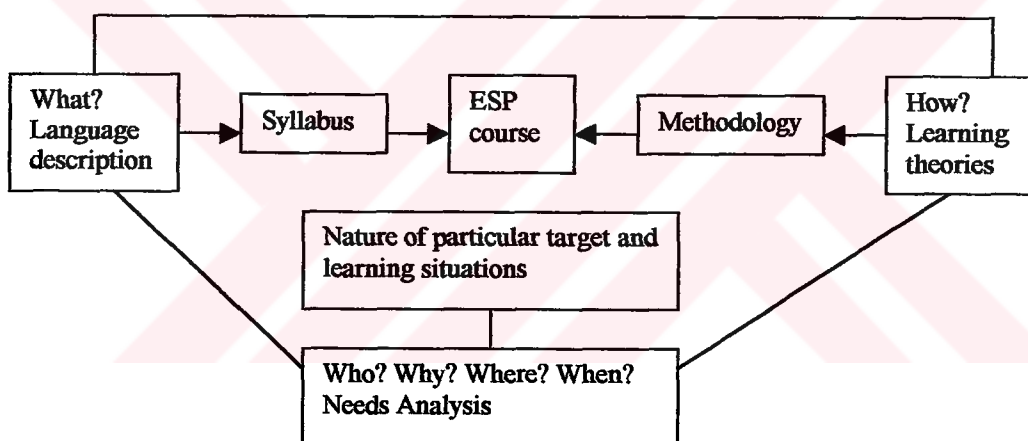


Fig. 2.3 : Factors affecting ESP course design (Hutchinson and Waters, 1987, p:22)

According to Yalden (1987), with the advent of more complex theories and language learning, as well as a recognition of the variety of learners' needs, wants, and aspirations, the concept of the syllabus for second language teaching has taken on new importance and has become more complicated. The syllabus is seen as an instrument by which the teacher, with the help of syllabus designer, can achieve a certain coincidence

between the needs and aims of the learner, and the activities that will take place in the classroom. It is thus a necessity in terms of providing educational services to the community to which the teacher is responsible.

Leung (1994) states that in designing and developing English courses that aim to improve workplace communication, students can be a valuable source of help to course designers and teachers. Sterevens (1988, cited in Leung, 1994) points out that one area of difficulty for teachers of ESP courses is the gap between the learners' knowledge of the special subject and the teacher's ignorance of it. Students can help the teachers in identifying their own needs. Nunan (1984, cited in Leung, 1994) claims that there is a need for informal monitoring to identify changing needs and it is essential to involve the learner in the decision making process through discussion and consultation. Nunan also suggests that curriculum design be seen as a negotiative process between teachers and students; in a learner-centred curriculum, information by and from the learners will be built into every phase of the curriculum process. Chase (1989, cited in Leung, 1994) remarks that students are more motivated to learn when they have discovered for themselves what their needs are rather than when they are informed of their needs by their English teachers.

2.4 Communicative Language Teaching

As Richards and Rodgers (1986) state, Communicative Language Learning or the teaching of language for communication began to be discussed with the changes in the British language teaching tradition in the late 1960s. Since the students in Anatolian Hotel Management and Tourism Vocational High School are training to work in hotels, restaurants, travel agencies, tourist information centres, and airports, in any job where basic communicative competence in English is essential, they need to improve their communication skills.

Larsen-Freeman (1986) states that originators of most of the methods used in foreign language teaching take as their primary goal enabling students to communicate

using the target language. Many of the methodologists emphasize the acquisition of linguistic structures or vocabulary. Adherents of the Communicative Approach admit that structures and vocabulary are important but they think if only structures and vocabulary are taught, preparation for communication will not be adequate. Students may know the rules of language usage, but will be unable to use the language. Supporting this idea, Savignon and Berns (1984) state that realization of Communicative Language Teaching is the recognition of the need for a new method which will prepare learners to use the language they are learning. Mastering grammatical structures does not work adequately well, so the Communicative Approach can provide the learner with adequate and appropriate use of English. Also Richards and Rodgers (1986) support this approach stating that Communicative Language Teaching means little more than an integration of grammatical and functional teaching. Littlewood (1981) states that one of the most characteristic features of Communicative Language Teaching is that it pays systematic attention to functional as well as structural aspects of language. As Widdowson (1990) states, Lado quite clearly recognizes the ability to communicate as the primary objective of language learning and conceives of structural practice only as a means to that end. Nunan (1989) summarizes the essence of language learning as follows:

“In language learning there is an important difference between ‘learning that’ and ‘knowing how’. In other words, knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating are different things and we need to be aware of this.” (p:12).

Lado (1964) defines what it is to know how to use a language saying:

“A person knows how to use a language when he can use its structure accurately for communication at will, with attention focused on the content, recalling automatically the units and patterns as needed, and holding them for a normal memory span at conversational speed, noticing any errors that occur.” (p:34-35)

Deckert (1987) states two assumptions that outline the communicative approach. The first assumption is that we are concerned in the classroom with language

use, not language knowledge; the second is the view that we learn language most effectively by using it in realistic situations. The classroom is a place to use the foreign language and not essentially a place to learn right answers.

Katircı (1995) states that communication is the basic requirement to learn a language. In order to provide a communicative setting in the classroom, teachers need to explore activities that make the students involve in communication. Better communication may mean better understanding of ourselves and others. It can be argued that a better method for foreign language teaching may be needed because of inadequacy of the methods being currently used in terms of communication especially in developing countries. Widdowson (1979), in one of his articles about the problem in teaching English in developing countries, argues as follows:

“The problem is that students, and especially those in developing countries, who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language...Efficient learning involves understanding how language operates in communication, and it is precisely this which students appear not to acquire during their years of learning English in the secondary schools.”
(p.117)

Widdowson (1979) further claims that the reason for this undesirable consequence may be the secondary school teachers' preference of the language teaching method which does not attempt to teach English for communication and lacking communicative classroom environment. He concludes that if only teachers of English could be persuaded to put the communicative language teaching into practice, than the problems may disappear.

2.5 Listening Comprehension and Speaking Skill

Cunningsworth (1983) states that knowing a language means being able to use it effectively in social situations, selecting the appropriate style, perceiving the speaker's intention, and performing successful speech acts.

Duzer (1997) defines listening as a critical element in the competent language performance of adult second language learners, whether they are communicating at school, at work, or in the community. Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Rivers, 1981, cited in Duzer, 1997). In a recent study, Wolvin and Coakley (1991, cited in Duzer, 1997) found that listening was perceived to be crucial for communication at work with regards to entry-level employment, job success, general career competence, managerial competency, and effectiveness of relationships between supervisors and subordinates. Yet listening remains one of the least understood processes in language learning despite the recognition of the critical role it plays both in communication and in language acquisition (Morley, 1991, cited in Duzer, 1997). As language teaching has moved toward comprehension-based approaches, listening to learn has become an important element in the adult English as a second language classroom. (Lund, 1990, cited in Duzer, 1997).

Araujo (1991) states that most English language teachers would agree that listening and speaking are two of the most important and difficult skills to teach students of English. Kalivoda (1986) deals with the same problem as follows:

“Listening is probably the most neglected of the four language skills. This neglect causes problems that frustrate, embarrass, and discourage the learner. I shall direct my attention to three major areas relating to the problem: (1) the difficulty of remembering the messages contained in extended speech, (2) the rapid sounding pace of the speech, with its accompanying slurred qualities, which contrast with the deliberate and well-articulated talk most often heard in the classroom; and (3) the overwhelming number of unfamiliar words heard.” (p. 85)

Osisanwo (1989) explains the importance of listening and speaking skills stating that oral communication has two sides. The person must be able to speak to members of that speech community within or outside the country while acquiring the language. He should be able to understand the speech of English speaking people. Emphasis seems to have been on the ability of the learners to achieve a level of spoken English at which they can be understood by other foreign speakers of the language. But the ability to understand the English speaking community has not been given sufficient attention.

Thomas and Hawes (1994) support the idea stating that enough attention is not paid to the factors that inhibit or encourage the production of spoken language. It is necessary to examine the different uses of the spoken language in order to provide guidance in developing competent spoken English.

Crystal (1995) points out that there are many differences between spoken and written communication. The kind of sentence organization we find in speech is rather different from that found in writing. When we are writing, we usually have time to make notes, plan ahead, pause, reflect, change our mind, start again, revise, proof-read and generally polish the language until we have reached a level which satisfies us. The reader sees only the finished product. But in everyday conversation, there is no time for such things to happen. We do not have the opportunity to plan what we want to say, and we have to allow for false starts, interruptions, second thoughts, words of the tip of the tongue, and a host of other disturbances which take place while we are in full flow. Spoken language has 'less' grammar because it does not 'follow the rules' which are found in writing. Most people find spoken English much less familiar -presumably because it is so much more difficult to see what is happening in speech than in writing.

Celce-Murcia and McIntosh (1989) introduce the problem in listening comprehension with Belasco's (1967) words. ' Because a student can utter a lot of sentences in a foreign language is no guarantee that he will understand them in the mouth of a native speaker. There is a virtual chasm between the performance of native speakers engaged in a conversation and what a student expects a conversation to sound like.' (p. 65). They state that listening comprehension is one of the most important and

fundamental of the four skills in language learning but it is the least stressed skill in the language classroom.

Howatt and Dakin (1974) define listening comprehension as follows:

"Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning." (cited in Yagang, 1994). An able listener is capable of doing these four things simultaneously. Willis (1981, cited in Yagang, 1994) lists a series of micro-skills of listening, which she calls enabling skills. "They are:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panicking
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse markers, e.g., Well; Oh, another thing is, now, finally, etc.
- recognizing cohesive devices, e.g., such as, which, including link words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting
- understanding inferred information, e.g., speakers' attitudes or intentions." (p. 189)

According to Yagang (1994) the difficulty in listening comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting. It is more difficult for many learners to listen to a taped message than to read the same message on a piece of paper because the listening passage comes into the ear in the twinkling of an eye, but reading material can be read as long as the reader likes. In many cases, listeners cannot predict what speakers are going to say and in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like. Brown (1980) states that individuals vary in their speed of speech and in general the faster speaker will have more of the informal characteristics than the slower speaker, and informal speech is rapid and difficult to understand.

Yagang (1994) outlines the listening problems as follows:

“Liason (the linking of words in speech when the second word begins with a vowel) and elision (leaving out a sound or sounds) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions. In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.” (p. 190)

As Brown (1980) states, there has always been a tendency for the English to swallow their words and mumble, a tendency which has been bitterly commented on by many foreigners over the years, and this co-existed with the clipped, precise fashion. Then the foreign student is going to have to learn to abstract the message from a fairly reduced acoustic signal. He will not hear a string of explicitly articulated sounds which he can build into words and then sentences. He has to guess the message-in short he has to learn to listen like a native speaker. But teachers want to teach good English to their students. Since their main interest is in teaching their students correct pronunciation, they naturally want to find a slow, clear model for the students to imitate.

Brown and Yule (1983) point out that, although in the last ten years listening comprehension has begun to be taken seriously, natural process doesn't seem to produce the desired results and they outline the reasons as follows:

“One is that the student is taught to speak slowly and clearly and his teacher generally addresses the class in a public style which is also slow and clear. Native speakers, much of the time, don't speak slowly and particularly clearly. Moreover, the student is often only exposed to one accent of English, usually only that spoken by his teacher and as spoken only by his teacher. The normal habits of simplification which characterise the accent may be lost when the teacher speaks slowly and artificially clearly. Students consequently get used to a model of speech where every segment is clearly articulated. Normal native English speakers have habitual patterns of

simplification in speech which vary somewhat from individual to individual, and vary considerably between accents.” (p. 54)

Brown and Yule (1983) emphasize that most foreign learners will not acquire a comfortable ability to listen and understand the foreign language as spoken by native speakers if they only listen to their teacher and classmates and feedback from their own spoken production. Celce-Murcia and McIntosh (1989) deals with the same problem saying that Chastain stresses that what is for a student to be able to understand the language when spoken by a native at normal speed in unstructured situations.

According to Yagang (1994) another difficulty is that learners tend to be used to their teacher’s accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents. Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch and intonation but natural dialogues are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

Yagang (1994) further states that lack of socio-cultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture. Foreign-language learners usually devote more time to reading than to listening materials. Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods. Environmental noises, not seeing the speaker and unclear sounds also make listener’s comprehension difficult.

Fries (1945) holds that mastery of any language is on two levels: production and recognition. But he does not separate production from recognition in other words teaching the speaking skills and the listening skills are not separated from each other in his methodology and materials. (cited in Celce-Murcia and McIntosh , 1989)

As Brown and Yule (1983) indicate, spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with. The problems are obvious. One of the problems is that, in the production of speech, each speaker needs to speak. S/He needs to speak individually and s/he needs someone to listen to him speaking and to respond to him. Another problem is that 'the model' for spoken English production has raised the question of the appropriateness of a sentence-based model in descriptions of spoken language. As we have already pointed out, native speakers typically produce burst of speech which are much more readily relatable to the phrase-typically shorter than sentences and only loosely strung together. If native speakers typically produce short, phrase-sized chunks, it seems perverse to demand that foreign learners should be expected to produce complete sentences. Indeed it may demand of them, in the foreign language, a capacity for forward-planning and storage which they rarely manifest in speaking their own native language. Correctness, in terms of complete sentences, seems an inappropriate notion in spoken language. Correctness in terms of pronunciation is also a frequent goal in spoken language programmes. Language learning experience based on notions of 'correct responses' may unable the student to improve his pronunciation and to improve his ability to produce short structured responses.

Burgess (1994) claims that teachers cannot teach speaking. Students can learn to speak a language, and teachers can help them, but no one can teach students to speak a language. Students must be given opportunities to develop their own skills. They must be encouraged to help each other and correct each other. Students must be given appropriate situations and consistent long-term encouragement. Communicating is an activity so speaking practice must be active. Malinowski (1989) indicates that it takes a lot of energy to make a conversation class work and to improve students' speaking skills and overall communicative competence. We have the Audio-Lingual Method order of teaching language skills: listening, speaking, reading, writing. Though second in command speaking is often the least developed skill for second -language learners.

2.6 Conclusion

English language learners are seen to have different needs and interests, which has an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lends support to the development of courses in which relevance to the learners' needs and interests is paramount. Becoming an effective teacher of ESP requires more experience, additional training and extra effort. Before we start to teach the students of ESP we have to decide which parts of the language we want the students to have and what skills we should concentrate on. Researchers state that oral communication has two sides. The person must be able to speak to the members of that speech community within or outside the country while acquiring the language. He should be able to understand the speech of English speaking people. Students in developing countries, who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language. Most of the researchers agree that listening and speaking are two of the most important and difficult skills to teach students of English.

CHAPTER 3

METHODOLOGY

3.0 Introduction

As mentioned in the first chapter, the tourism industry is one of the fastest growing sectors in Turkey. Each year thousands of young people are employed as waiters, receptionists or managers in hotels and restaurants, travel agents, tour operators and employees of state and local tourist organizations to meet the increasing demand in this field. In order to become a qualified employee, a good knowledge of at least one foreign language is essential. English should be one of them. It is necessary to equip the students of tourism, who need to understand English speaking customers' questions and statements, to reply to them appropriately, to supply information from tabulated data and to produce statements and questions of their own, with a good knowledge of English.

This descriptive study aims to describe the current English Language teaching programme at İçel Anatolian Hotel Management and Tourism Vocational High School. In this study, the following research question is investigated: 'Is English Language Teaching to the students at İçel Anatolian Hotel Management and Tourism Vocational High School satisfactory enough for the students to use the language at the target situation sufficiently and efficiently?'

The research questions of this study are as follows:

- 1) What are the students' needs and what difficulties do the students encounter while using the language in the target situation?

- 2) What kind of contents do the textbooks include? Do the contents contain the vocabulary and sentence structures which they will need at the target situation?

3) What methods and techniques are preferred in teaching English? Is communicative language teaching preferred as the students are expected to communicate with the customers as receptionists or waiters?

4) On what skills is emphasis placed? Since the students are expected to communicate with the tourists as receptionists or waiters, oral communication will be needed. Is the emphasis placed on listening comprehension and speaking skill?

5) Have the English language teachers had an in-service training in order to meet more success? Do they need an in-service training?

3.1 Subjects

Hotel staff managers in İçel, the students and English language teachers in İçel Anatolian Hotel Management and Tourism Vocational High School are the subjects of this research study. Second and third grade students are chosen as they have experienced practice training. There are 62 second-grade students and 90 third-grade students learning English language in 2001-2002 academic year. Data collection devices were applied to 55 second-grade students and 83 third-grade students as the others were absent when the questionnaires were administered. There are 8 English language teachers in this High School and all of them are the subjects of the study.

Only seven hotel staff managers in İçel are the subjects of the study because the other hotels are not visited by tourists.

3.2 Instruments

In this study questionnaires were used to collect data. The researcher adopted the questionnaires from two other studies (Demircioğlu, 1997; Sert, 1997). After the preparation period was over, a pilot study was conducted before the questionnaires were administered to the subjects. The main aim of the pilot study was to see whether the instruments were clear enough for the subjects. The questionnaires were first written in Turkish. Then, they were translated into English by the researcher. Some of

the questions in the teacher questionnaire were added by the researcher after having an informal interview with the English language teachers. The questionnaires were administered to the participants in Turkish in order to prevent any misunderstanding. The main focus of the questionnaires were to get information about the current English language teaching programme in İçel Anatolian Hotel Management and Tourism Vocational High School.

3.3 Data Collection

Before administering the questionnaire to the students, the teachers who were going to teach second and third grade classes at the same class hour were informed about the importance of the study. The teachers, who were informed, administered the questionnaire to the students. While the students were asked to fill in the questionnaires, the researcher visited the classrooms to solve any probable problems. The questionnaires were collected in a class hour time.

English language teacher questionnaires and hotel staff manager questionnaires were administered by the researcher.

3.4 Data Analysis

In this study, quantitative data analysis methods were used to analyse the data obtained from the administration of the questionnaires. In order to answer the research questions, data gathered by three questionnaires were analysed by SPSS statistical analysis programme and placed in tables.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE FINDINGS

4.0 Introduction

This study is a descriptive study which examines English Language Teaching in İcel Anatolian Hotel Management and Tourism Vocational High School. The research questions of this study are as follows :

- 1) What are the students' needs and what difficulties do the students encounter while using the language in the target situation?
- 2) What kind of contents do the textbooks include? Do the contents contain the vocabulary and sentence structures which they will need at the target situation?
- 3) What methods and techniques are preferred in teaching English? Is communicative language teaching preferred as the students are expected to communicate with the customers as receptionists or waiters?
- 4) On what skills is emphasis placed? Since the students are expected to communicate with the tourists as receptionists or waiters, oral communication will be needed. Is the emphasis placed on listening comprehension and speaking skill?
- 5) Have the English language teachers had an in-service training in order to meet with more success? Do they need an in-service training?

In this study, questionnaires were used to collect data. This chapter is designed to analyse and evaluate the results of the questionnaires.

4.1 Analysis of Teacher Questionnaire

There are eight English teachers in İcel Anatolian Hotel Management and Tourism Vocational High School. The questionnaire has been administered to all of them. It is assumed that the answers reflect their real and sincere opinions and all of the eight questionnaires are valid.

The teacher questionnaire consists of 34 questions and the student questionnaire consists of 18 questions, all of which are contained in the teacher questionnaire. The purpose is to find out the necessary information about the present English Language teaching programme, the teachers' professional background and the teaching methods and techniques they have used, the textbooks, the students needs and the difficulties they encounter while using the language in the target situation.

In the first section, the results of the questions which are involved in teacher questionnaire but not involved in student questionnaire are analysed.

The first question is related to the professional background of the teachers. As it is seen in Table 4.1.1, 12.5% of the participants have been teaching English for 6 to 10 years; 12.5% of them for 11 to 15 years; 75% of the participants have been teaching for more than 16 years. According to the results, most of the teachers are experienced enough in teaching English. (see Table 4.1.1)

	f	(%)
1-5 years	0	0
6-10 years	1	12.5
11-15 years	1	12.5
more than 16	6	75.0

Table 4. 1. 1 Answers to item 1

The second question aims to find out how long these teachers have worked at Anatolian Hotel Management and Tourism Vocational High School. As shown in Table 4.1.2, 12.5% of the participants have been working there for 1 to 5 years, 37.5% of them for 6 to 10 years and 50% of the teachers for 11 to 15 years. According to the results, most of the teachers are experienced enough to teach English in this Vocational High School. (see Table 4.1.2)

	f	(%)
1-5 years	1	12.5
6-10 years	3	37.5
11-15 years	4	50.0
more than 16	0	0

Table 4. 1. 2 Answers to item 2

Table 4.1.3 presents the responses to the third question that searches whether the teachers have any experience in the target vocation or not. All of the eight participants agree that they do not have any experience in this vocation. (see Table 4. 1. 3)

	f	(%)
Yes	0	0
No	8	100.0

Table 4. 1. 3 Answers to item 3

Question four searches whether the teachers think that an in-service training on the target vocation will help them increase the students' success. As can be seen in Table 4.1.4, 62.5% of the participants believe that it will help them whereas 37.5% of them think that it will not. (see Table 4. 1. 4)

	f	(%)
Yes	5	62.5
No	3	37.5

Table 4.1. 4 Answers to item 4

For the fifth question, as can be seen in Table 4.1.5, 87.5% of the participants accept that teachers teaching in these vocational schools should be in English language speaking environment at certain intervals but 12.5% of them think that they need not. So it can be stated that it will be beneficial if English language teachers teaching in these schools are given a chance to be in English language speaking environment at certain intervals. (see Table 4.1.5)

	f	(%)
Yes	7	87.5
No	1	12.5

Table 4. 1. 5 Answers to item 5

Question six is related with the content of the textbooks they have been using. Only 12.5% of the participants think that the contents of the textbooks are not sufficient to meet the students' vocational needs, expectations, goals and interests. 87.5% of the participants think that the contents of the textbooks are sufficient. (see Table 4.1.6)

	f	(%)
Yes	7	87.5
No	1	12.5

Table 4. 1. 6 Answers to item 6

As Table 4.1.6 suggests, 87.5% of the participants think the fact that the students' vocational English knowledge is not evaluated in preparatory class exams

negatively affects the interest and success of the students, only 12.5% of them do not agree with them. According to the results, it can be stated that it will increase the students' interest and success if the students' vocational English knowledge is evaluated in the preparatory class. (see Table 4.1.7)

	f	(%)
Yes	7	87.5
No	1	12.5

Table 4. 1. 7 Answers to item 7

Table 4.1.8 presents the responses to question eight which aims to find out whether a six-month period is long enough for them to complete the curriculum which is determined by the Ministry of Education or not. While 25% of the participants think that it is long enough, 75% of them think it is not. According to the results, it can be stated that the English language class hours should be increased in upper grades in order to have an affective teaching. (see Table 4.1.8)

	f	(%)
Yes	2	25.0
No	6	75.0

Table 4. 1. 8 Answers to item 8

The ninth question is about students' motivation. As can be seen in Table 4.1.9, 12.5% of the participants think that being allowed to attend the preparatory class for the second time when they do not succeed in the first has positively affected the students motivation 87.5% of the participants think it has affected negatively. So it can be stated that most of the teachers think having one more chance to attend the preparatory class makes the students study less. (see Table 4.1.9)

	f	(%)
positively	1	12.5
negatively	7	87.5

Table 4. 1. 9 Answers to item 9

Question twenty-eight aims to find out what methods the teachers prefer in teaching English language. As can be seen in Table 4.1.10, 87.5% of the teachers prefer Audio-Lingual Method. Grammar-Translation method is preferred by 62.5% of the participants. Communicative Approach and Eclectic method are used only by 25% of the teachers. Direct method, Cognitive-code approach and Natural method are not preferred by the teachers. So it can be stated that Audio-Lingual and Grammar – Translation Method are the most commonly used methods. (see Table 4.1.10)

	f	(%)
Grammar-Translation Method	5	62.5
Direct Method	0	0
Audio-Lingual Method	7	87.5
Cognitive-Code Approach	0	0
Natural Method	0	0
Communicative Approach	2	25.0
Eclectic Method	2	25.0
Other (Please explain)	0	0

Table 4.1.10 Answers to item 28

Question twenty-nine searches the techniques included in the lessons. As can be seen in Table 4.1.11, all of the participants have circled Question and Answer, 87.5% of the participants have circled Drama and Role-Play, 50% of them have circled Pair

Work and Group Work, Demonstration and Communication and Grammar Games have been circled by 37.5% of the participants. (see Table 4.1.11)

	f	(%)
Demonstration	3	37.5
Question and Answer	8	100.0
Drama and Role Play	7	87.5
Simulation	0	0
Pair Work and Group Work	4	50.0
Communication Games	3	37.5
Grammar Games	3	37.5

Table 4.1.11 Answers to item 29

Question thirty searches the techniques included in the lessons in teaching Speaking. As Table 4.1.12 suggests, all of the participants state that they use Question and Answer, 37.5% of them use Communicative Exercises and 25% of them use Mechanical Exercises. 12.5% of them have circled the alternative 'Other' and stated that 'writing a dialogue and animating it' technique is used. (see Table 4.1.12)

	f	(%)
Mechanical Exercises	2	25.0
Question and Answer	8	100.0
Communicative Exercises	3	37.5
Other (Please explain)	1	12.5

Table 4.1.12 Answers to item 30

For the question thirty-one, Table 4.1.13 shows that 87.5% of the participants state answering the detailed questions on the text listened is preferred in teaching listening comprehension. 25% of the participants state that they want the students to

find the sentence summarizing the text. 50% of them prefer listening for general information. (see Table 4.1.13)

	f	(%)
Answering the detailed questions on the text listened	7	87.5
Definition	0	0
Classification	0	0
Finding the sentence summarizing the text	2	25.0
Listening for general information	4	50.0
Other (Please explain)	0	0

Table 4.1.13 Answers to item 31

For the question thirty-two, which searches the techniques used in teaching writing, (Table 4.1.14), all the participants claim that they want the students to write a composition similar to the example given. Free writing and completing texts are preferred by 50% of the participants. Rearranging is preferred by 62.5% of them. Summarizing and dictation are preferred by 25.5% of them. (see Table 4.1.14)

	f	(%)
Writing a composition similar to the example given	8	100.0
Free writing	4	50.0
Summarizing	2	25.0
Taking notes	0	0
Dictation	2	25.0
Rearranging	5	62.5
Completing texts	4	50.0
Other (Please explain)	0	0

Table 4.1.14 Answers to item 32

Question thirty-three searches the techniques included in the lessons in teaching reading. Table 4.1.15 shows that answering the detailed questions on the text read is preferred by all the participants. 62.5% of them also get use of another technique, reading for general information. 37.5% of them prefer finding the sentence summarizing the text and definition is preferred only by 12.5% of them. (see Table 4.1.15)

	f	(%)
Answering the detailed questions on the text read	8	100.0
Reading for general information	5	62.5
Finding the sentence summarizing the text	3	37.5
Classification	0	0
Definition	1	12.5
Other (Please explain)	0	0

Table 4.1.15 Answers to item 33

For the question thirty-four, 87.5% of the participants state that they teach English grammar by giving sample sentences and let the students guess the rule and 62.5% of them state that they write the formula on the blackboard after giving all the information. 12.5% of them have also circled the alternative 'Other' and stated that after oral explanation and repetition, written explanation is given and oral question and answer technique is used. (see Table 4.1.16)

	f	(%)
After giving all the information I write the formula on the blackboard	5	62.5
I want the students guess the rule after giving sample sentences	7	87.5
Other (Please explain)	1	12.5

Table 4.1.16 Answers to item 34

4.2 Analysis of Student and Teacher Questionnaire

The student questionnaire has been given to 138 students at the Anatolian Hotel Management and Tourism Vocational High School. 55 of these 138 students are High School 2nd grade students and 83 of them are 3rd grade students. As mentioned in the previous section, there are thirty-four questions in the teacher questionnaire and eighteen questions, in the student questionnaire, focused on the students' experience during their practice training to search their needs and the difficulties they have encountered and whether the current English teaching programme is sufficient enough for them to use English language in the target area.

In the first section, the results of the questions which are involved in teacher questionnaire but not involved in student questionnaire are analysed. In this section the results of the questions which are both involved in teacher and student questionnaire are analysed. (See Appendix 1 and Appendix 2 for the complete versions of the questionnaires.)

The first question in the student questionnaire and question ten in the teacher questionnaire are related to the students' aim in learning English. As can be seen in Table 4.2.1, 76.1% of the students (2nd grade = 70.9%, 3rd grade=79.5%) and 62.5% of the teachers state that the students are learning English for vocational purposes. 23.9% of the students and 37.5% of the teachers state that the students are not learning English for vocational purposes. According to the results, it can be stated that the students are learning English for vocational purposes. (see Table 4. 2. 1)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Yes	39	70.9	66	79.5	105	76.1	5	62.5
No	16	29.1	17	20.5	33	23.9	3	37.5

Table 4. 2. 1 Answers to items 1-10

The second question in the student questionnaire and question eleven in the teacher questionnaire aim to find out how often the students needed to use English language while doing their practice training in the target area. As shown in Table 4.2.2, 28.9% of the students and 25% of the teachers state that they sometimes needed English while 52.1% of the students and 75% of the teachers state they frequently needed English during the practice training. 18.8% of the students state that they never needed English as the hotels they worked were not visited by English language speaking guests. According to the results it can be stated that the students frequently needed to use English language while working in the target area during their practice training. (see Table 4. 2. 2)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Never	12	21.8	14	16.8	26	18.8	0	0
Rarely	0	0	0	0	0	0	0	0
Sometimes	17	30.9	23	27.7	40	28.9	2	25.0
Frequently	26	47.2	46	55.4	72	52.1	6	75.0
Always	0	0	0	0	0	0	0	0

Table 4. 2. 2 Answers to items 2-11

The third question in the student questionnaire and question twelve in the teacher questionnaire search with whom the students communicated in English most during their practice training. As Table 4.2.3 suggests, 17.5% of the students and 25% of the teachers state that they communicated in English with native speakers, 26.3% of the students and 12.5% state of the teachers state they communicated in English with non-native speakers. 56.2% of the students and 62.5% of the teachers state that they communicated in English with both native and non-native speakers. According to the results, it can be stated that the students will use the language with both native and non-native speakers while working in the target area. (see Table 4. 2. 3)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Native speakers	8	14.8	16	19.3	24	17.5	2	25.0
Non-Nativespeakers	13	24.1	23	27.7	36	26.3	1	12.5
Both	33	61.1	44	53.0	77	56.2	5	62.5

Table 4. 2. 3 Answers to items 3-12

Question four in the student questionnaire and question thirteen in the teacher questionnaire aim at learning what level of English language the students needed while doing their practice training in the target area. As can be seen in Table 4.2.4, 58.4% of the students and 87.5% of the teachers claim that they needed Intermediate level, 34.3 % of the students and 12.5% of the teachers claim that they needed Advanced level, 7.3% of the students claim that they needed Beginning level. According to the results although they will mostly need Intermediate level, they will need Advanced level as well. (see Table 4.2.4)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Beginning	3	5.6	7	8.4	10	7.3	0	0
Intermediate	32	50.3	48	57.8	80	58.4	7	87.5
Advanced	19	35.2	28	33.7	47	34.3	1	12.5

Table 4.2.4 Answers to items 4-13

Table 4.2.5 presents the responses to the question five in the student questionnaire and question fourteen in the teacher questionnaire. 25.5% of the students and 25% of the teachers state that the students will use the English language in pair conversations most. Only 8% of the students and 12.5% of the teachers state that they

will use the English language in group conversations. 66.4% of the students (2nd grade=63.0%, 3rd grade=68.7% respectively) and 62.5% of the teachers state that they will use the English language in both pair and group conversations. According to the results, it can be stated that they will use the target language in both cases. (see Table 4.2.5)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Pair conversation	14	25.9	21	25.3	35	25.5	2	25.0
Group conversation	6	11.1	5	6.0	11	8.0	1	12.5
Both	34	63.0	57	68.7	91	66.4	5	62.5

Table 4.2.5 Answers to items 5-14

As Table 4.2.6 suggests, 66.4% of the students and 75% of the teachers state that the students will use the English Language while serving the guests at hotels. (sixth question in the student questionnaire and question fifteen in the teacher questionnaire) Only 8% of the students state that they will use it with their colleagues. 25.5% of the students and 25% of the teachers state that they will use English language in both situations. According to the results, the students will use English language while serving the guests at hotels. (See Table 4.2.6)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
While serving the guests at hotels	34	63.0	57	68.7	91	66.4	6	75.0
With their colleagues	6	11.1	5	6.0	11	8.0	0	0
Both	14	25.9	21	25.3	35	25.5	2	25.0

Table 4.2.6 Answers to items 6-15

Table 4.2.7 presents the responses to the question seven in the student questionnaire and question sixteen in the teacher questionnaire. 83.2% of the students and 75% of the teachers claim that they needed listening and speaking skills most while working in the target area. Only 2.2% of the students claim that they needed reading and writing skills, 14.6% of the students and 25% of the teachers claim that they needed both of them. According to the results, Listening and Speaking skills are the most important skills for the students. (See Table 4.2.7)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Reading - Writing skills	2	3.7	1	1.2	3	2.2	0	0
Listening - Speaking skills	44	81.5	70	84.3	114	83.2	6	75.0
Both	8	14.8	12	14.5	20	14.6	2	25.0

Table 4.2.7 Answers to items 7-16

Question eight in the student questionnaire and question seventeen in the teacher questionnaire search what role the students had in speaking activity while working in the target area during the practice training. As can be seen in Table 4.2.8, 65.9% of the students and 75% of the teachers claim that they had both the listener and the speaker role. 24.6% of the students and 12.5% of the teachers claim that they had the listener role. Only 9.4% of the students and 12.5% of the teachers claim that they had the speaker role. According to the results, it can be stated that they will have both listener and speaker roles while working in the target area. (see Table 4.2.8)

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	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Listener	17	30.9	17	20.5	34	24.6	1	12.5
Speaker	4	7.3	9	10.8	13	9.4	1	12.5
Both	34	61.8	57	68.7	91	65.9	6	75.0

Table 4.2.8 Answers to items 8-17

Question nine in the student questionnaire and question eighteen in the teacher questionnaire aim to find out what kind of sentence structures the students encountered while working in the target area. As can be seen in Table 4.2.9, 47.8% of the students and 87.5% of the teachers claim that they encountered short and simple sentences. Only 11.6% of the students claim that they encountered long and complex sentences. 40.6% of the students and 12.5% of the teachers claim that they encountered both. So it can be stated that they will encounter both short-simple sentences and long-complex sentences. (see Table 4.2.9)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Short and Simple sentences	24	43.6	42	50.6	66	47.8	7	87.5
Long -Complex sentences	9	16.4	7	8.4	16	11.6	0	0
Both	22	40.0	34	41.0	56	40.6	1	12.5

Table 4.2.9 Answers to items 9-18

Table 4.2.10 presents the responses to the question ten in the student questionnaire and question nineteen in the teacher questionnaire. While 68.6% of the students and 75% of the teachers state that the students used the informal form of the spoken language most, 13.9% of the students state that they used the formal form of the English language. 17.5% of the students and 25% of the teachers state that they used

both of them. According to the results, it can be stated that the students will use the informal form of the spoken language most while working in the target area.

(see Table 4.2.10)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Formal Form of English	15	27.8	4	4.8	19	13.9	0	0
Informal Form of English	31	57.4	63	75.9	94	68.6	6	75.0
Both	8	14.8	16	19.3	24	17.5	2	25.0

Table 4.2.10 Answers to items 10-19

For the question eleven in the student questionnaire and question nineteen in the teacher questionnaire, while 27% of the students and 12.5% of the teachers claim that the students encountered Standard American English, 49.6% of the students claim that they encountered Standard-British English. 39.4% of the students and 87.5% of the teachers claim that they encountered Non-Standard British English, 34.3% of the students and 75% of the teachers claim that they encountered Non-Standard American English while working in the target area. For this question there is a conflict between the students' and the teachers' reply, while most of the teachers think that non-standard American and non-standard British English are encountered in the target area, the students' reply indicates that standard British English is encountered as well.

(see Table 4. 2.11)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Standard American English	11	0.3	26	31.3	37	27.0	1	12.5
Standard British English	27	50.0	41	49.3	68	49.6	0	0
Non-Standard American English	17	31.5	30	36.1	47	34.3	6	75.0
Non-Standard British English	17	31.5	37	44.5	54	39.4	7	87.5

Table 4. 2. 11 Answers to items 11-20

For the question twelve in the student questionnaire and question twenty-one in the teacher questionnaire, 21.7% of the students claim that they could use English language sufficiently while working in the target area, whereas 73.2% of the students state that they could not. 12 of the second grade students and 14 of the third grade students have not replied this question. They have noted that as the hotels they worked were not visited by the English language speaking guests, they did not use the English language during the practice training and they cannot evaluate their sufficiency. 62.5% of the teachers state that their students can use the English language sufficiently while working in the target area but 37.5% of the teachers do not agree with them. According to the results, there is a conflict between the teachers' and students' reply to this question. Most of the students state that they could not use the language sufficiently while most of the teachers claim that their students can use the English language in the target area sufficiently. (see Table 4.2.12)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Yes	13	23.6	17	20.5	30	21.7	5	62.5
No	30	69.7	52	75.3	82	73.2	3	37.5

Table 4.2.12 Answers to items 12-21

Question thirteen in the student questionnaire and question twenty-two in the teacher questionnaire aims to find out the reason why the students cannot use the English language sufficiently while working in the target area. As can be seen in Table 4.2.13, 75.6% of the students and all of the teachers claim that the lessons offered at school do not improve the students' listening and speaking skills. 39% of the students claim that the vocabulary and sentence patterns given in the lessons are not sufficient. 20% of the students claim that the lessons offered at school do not improve the students' reading and writing skills. 26.6% of the students have circled 'Other' and stated that the reason is their lack of interests in the lessons and their laziness.

(see Table 4. 2. 13)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
The vocabulary and sentence patterns offered in the lessons are not sufficient	8	26.6	24	46.1	32	39.0	0	0
Lessons do not improve the students' Listening and Speaking Skills	21	70.0	41	78.8	62	75.6	3	100.0
Lessons do not improve the students' Reading and Writing Skills	7	23.3	10	33.3	17	20.7	0	0
Other (Please explain)	3	10.0	5	9.6	8	26.6	0	0

Table 4. 2. 13 Answers to items 13-22

Table 4.2.14 presents the responses to question fourteen in the student questionnaire and question twenty-three in the teacher questionnaire which aim to find out what language skills the students improve in the lessons. 52.1% of the students and 50% of the teachers state that the lessons improve the students' writing skills. 32.6% of the students and 75% of the teachers state that the lessons improve their reading skills. 28.2% of the students and 12.5% of the teachers state that the lessons improve their

speaking skills. 13% of the students and 12.5% of the teachers state that the lessons improve their listening skills. According to the results, although the teachers and the students state that the students need listening and speaking skills most while working in the target area the lessons given at school improve their reading and writing skills most.

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Speaking	20	36.3	19	22.8	39	28.2	1	12.5
Listening	5	9.0	13	15.6	18	13.0	1	12.5
Reading	14	25.4	31	37.3	45	32.6	6	75.0
Writing	28	50.9	44	53.0	72	52.1	4	50.0

Table 4.2.14 Answers to items 14-23

Question fifteen in the student questionnaire and question twenty-four in the teacher questionnaire is related with vocational English classes. As Table 4.2.15 suggests, 87.7% of the students (80% 2nd grade and 92.8% 3rd grade respectively) and 87.5% of the teachers agree that the students need vocational English classes which contain the vocational vocabulary and sentence patterns in order to be successful while working in the target area but only 12.3% of the students and 12.5% of the teachers disagree with this idea. It can be stated that the students need vocational English classes which contain the vocational vocabulary and sentence patterns in order to be successful while working in the target area. (see Table 4.2.15)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Yes	44	80.0	77	92.8	121	87.7	7	87.5
No	11	20.0	6	7.2	17	12.3	1	12.5

Table 4.2.15 Answers to items 15-23

While answering the sixteenth question in the student questionnaire and the twenty-fifth question in the teacher questionnaire, 79% of the students (2nd grade= 69.1 %, 3rd grade=85.5% respectively) and 87.5% of the teachers accept that they forget their vocational English knowledge due to the fact that their vocational English class hours decrease in upper grades. 21% of the students and 12.5% of the teachers do not agree with them. According to the results, it can be stated that most of the students forget their vocational English knowledge due to the fact that their vocational English class hours decrease in upper grades. (see Table 4.2.16)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Yes	38	69.1	71	85.5	109	79.0	7	87.5
No	17	30.9	12	14.5	29	21.0	1	12.5

Table 4.2.16 Answers to items 16-25

For the question seventeen in the student questionnaire and question twenty-six in the teacher questionnaire 76.1% of the students (2nd grade=65.5%, 3rd grade=83.1% respectively) and all of the teachers agree that it will be beneficial if the number of English class hours is increased in upper grades. The results indicate that it will be beneficial if the number of English class hours is increased in upper grades. (see Table 4.2.17)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
Yes	36	65.5	69	83.1	105	76.1	8	100.0
No	19	34.5	14	16.9	33	23.9	0	0

Table 4.2.17 Answers to items 17-26

Question eighteen in the student questionnaire and question twenty-seven in the teacher questionnaire search what difficulties the students encounter in using the English language while working in the target area. Table 4.2.18 shows that 79.7% of the students (2nd grade=76.3%, 3rd grade=81.9% respectively) and 87.5% of the teachers claim that the students have difficulty in understanding English language spoken fast. 51.4% of the students (2nd grade=56.3%, 3rd grade 48.1% respectively) and 25% of the teachers claim that they have difficulty in understanding the speakers as the speakers have different pronunciation. 47.8% of the students and 87.5% of the teachers state that they have difficulty in speaking English fluently. 39.8% of the students and 12.5% of the teachers state that they have difficulty in remembering the meaning of the vocabulary while listening or reading. 24.6% of the students state that they have difficulty in understanding or using some patterns. 23.1% of the students state that they have difficulty in using the suitable vocabulary while speaking or writing. 21% of the students state that they have difficulty in making grammatically correct sentences. 17.4% of the students claim that they have difficulty in correct stress and intonation. The results indicate that having difficulty in understanding English language spoken fast, understanding the speakers who have different pronunciations, and speaking English fluently seem to be the most important problems. So it can be stated that the students have problems in using the English language due to the fact that they cannot improve their listening and speaking skills sufficiently. (see Table 4.2.18)

	2 nd grade		3 rd grade		Total		Teachers	
	f	(%)	f	(%)	f	(%)	f	(%)
not able to understand English language spoken fast	42	76.3	68	81.9	110	79.7	7	87.5
have difficulty in understanding the speakers as the speakers have different pronunciation	31	56.3	40	48.1	71	51.4	2	25.0
not able to make grammatically correct sentences	12	21.8	17	20.4	29	21.0	1	12.5
not able to use the suitable vocabulary while speaking or writing	10	18.1	22	26.5	32	23.1	0	0
have difficulty in remembering the meaning of the vocabulary while listening or reading	21	38.1	34	40.9	55	39.8	1	12.5
not able to speak English fluently	22	40.0	4	53.0	66	47.8	7	87.5
have difficulty in understanding or using some patterns	10	18.1	24	28.9	34	24.6	0	0
be unsuccessful in correct stress or intonation	9	16.3	15	18.0	24	17.4	0	0
Other (please explain)	0	0	0	0	0	0	0	0

Table 4.2.18 Answers to items 18-27

4.3 Analysis of Hotel Manager Questionnaire

The questionnaire has been administered to the staff managers of the 7 well known hotels which are commonly visited by tourists in İçel such as Martı, Merit, Mistur, Mersin, Gondol, Sultaşa, and Hilton. The questionnaire consists of eleven questions and the purpose is to find out the necessary information about the students' foreign language needs from a professional stand point and the difficulties they encounter while using the language in the target situation. (See Appendix 3 for the complete version of the questionnaire.)

The first question is related to the professional background of the managers. As can be seen in Table 4.3.1, 42.5% of the participants have been working as a manager for 1 to 5 years, 57.1% of them for 6 to 10 years. (see Table 4.3.1)

	f	(%)
1-5 years	3	42.5
6-10 years	4	57.1
11-15 years	0	0
16-20 years	0	0

Table 4. 3. 1 Answers to item 1

The second question searches if they have any personnel graduated from the Anatolian Hotel Management and Tourism Vocational High School. As Table 4.3.2 suggests only 28.5% of the participants state that they have and 71.4% of the participants state that they do not. (see Table 4.3.2)

	f	(%)
Yes	2	28.5
No	5	71.4

Table 4. 3. 2 Answers to item 2

The participants who have circled 'yes' for the previous question are expected to answer the third question which searches the sections of the hotel in which the students work as part of the staff. All of the participants state that the students mainly work in the restaurant. 50% of the participants state they work in the kitchen and 50% of them state they work at housekeeping. (see Table 4.3.3)

	f	(%)
Reception	0	0
Restaurant	2	100.0
Bar	0	0
Kitchen	1	50.0
Housekeeping	1	50.0

Table 4. 3. 3 Answers to item 3

The fourth question aims to learn whether they have assigned any students attending İçel Anatolian Hotel Management and Tourism Vocational High school to do their practice training at the hotel. As can be seen in Table 4.3.4, all of the participants state that they have. (see Table 4.3.4)

	f	(%)
Yes	7	100.0
No	0	0

Table 4. 3. 4 Answers to item 4

Table 4.3.5 presents the responses to question five which aims to learn in which section of the hotel the students are assigned. All the participants state that they are assigned in each section in turn. (see Table 4.3.5)

	f	(%)
Reception	7	100.0
Restaurant	7	100.0
Bar	7	100.0
Kitchen	7	100.0
Housekeeping	7	100.0

Table 4. 3. 5 Answers to item 5

Question six aims to learn in which sections of the hotel the personnel need to know a foreign language to serve the guests. As Table 4.3.6 suggests, all the participants state that they need a foreign language in reception, restaurant and bar. 71.4% of the participants state that they need it in housekeeping and 42.5% of the participants state that personnel working in kitchen need to know a foreign language.

(see Table 4.3.6)

	f	(%)
Reception	7	100.0
Restaurant	7	100.0
Bar	7	100.0
Kitchen	3	42.5
Housekeeping	5	71.4

Table 4. 3. 6 Answers to item 6

For the seventh question, 28.5% of the participants claim that the personnel working at the reception should know the language at intermediate level whereas 71.4 % of them claim that they should know it at advanced level. 57.1% of the participants claim that the personnel working at the restaurant should know the language at intermediate level whereas 42.5% of the participants claim that they should know it at advanced level. All the participants think that the personnel working at the bar should know the language at intermediate level. All of the participants who state that the

personnel working in the kitchen should know a language think that they have to know the language at intermediate level. Similarly, all of the participants, who state that the personnel working in the housekeeping should know a language, think that they have to know it at intermediate level. (see Table 4.3.7)

	Beginning		Intermediate		Advanced	
	f	(%)	f	(%)	f	(%)
Reception	0	0	2	28.5	5	71.4
Restaurant	0	0	4	57.1	3	42.5
Bar	0	0	7	100.0	0	0
Kitchen	0	0	3	100.0	0	0
Housekeeping	0	0	5	100.0	0	0

Table 4. 3. 7 Answers to item 7

Question eight asks the participants what language skills the personnel in hotels need. As can be seen in Table 4.3.8, all of the seven participants share the same idea and claim that the personnel need listening and speaking language skills more while communicating with the guests. Also, most of the students (83.2%) and most of the teachers (75%) share the same idea. (see Table 4.3.8)

	f	(%)
Reading - Writing skills	0	0
Listening - Speaking skills	7	100.0
Both	0	0

Table 4. 3. 8 Answers to item 8

As Table 4.3.9 suggests, all of the participants think that vocational English is important (71.5% very important, 28.5% important). None of the hotel managers consider vocational English knowledge as unimportant. (see Table 4.3.9)

	f	(%)
very important	5	71.5
important	2	28.5
not very important	0	0
not important at all	0	0

Table 4. 3. 9 Answers to item 9

Question ten is related with the proficiency level of Anatolian Hotel Management and Tourism Vocational High School graduates or the students assigned at the hotels. As can be seen in Table 4.3.10, only 14.2% of the participants state that they are able to communicate fluently with the guests whereas most of the participants (85.7%) claim that they are able to understand the demands and problems of the guests related with the hotel services, but not able to give detailed information. So it can be stated that the language level of the students is not satisfactory enough to communicate with the tourists. (see Table 4.3.10)

	f	(%)
Able to communicate fluently with the guests	1	14.2
Able to understand the demands and problems of the guests related with the hotel services but not able to give detailed information	6	85.7
Cannot meet the demands due to the lack of comprehension	0	0

Table 4.3.10 Answers to item 10

The last question searches the difficulties the students encounter in using English language while working at hotels in different sections. As can be seen in Table 4.3.11, 42.5% of the participants state that that they have difficulty in understanding

English language spoken fast and in speaking English language fluently. All the participants agree on the idea that they have difficulty in understanding different pronunciation. 14.2% of them claim they have difficulty in making grammatically correct sentences, using the suitable vocabulary while speaking or writing, remembering the meaning of the vocabulary and have difficulty in understanding or using some patterns. It is clear that the students have difficulty in listening comprehension and speaking. Most of the teachers (87.5%) and most of the students (79.7%) regard 'not able to understand English language spoken fast' as the main problem whereas hotel staff managers think that the students' main problem is having difficulty in understanding different pronunciations. (see Table 4.3.11 and Table 4.2.18)

	f	(%)
not able to understand English language spoken fast	3	42.5
have difficulty in understanding the speakers as the speakers have different pronunciation	7	100.0
not able to make grammatically correct sentences	1	14.2
not able to use the suitable vocabulary while speaking or writing	1	14.2
have difficulty in remembering the meaning of the vocabulary while listening or reading	1	14.2
not able to speak English fluently	3	42.5
have difficulty in understanding or using some patterns	1	14.2
be unsuccessful in correct stress or intonation	0	0
Other (please explain)	0	0

Table 4.3.11 Answers to item 11

CHAPTER 5 CONCLUSION

5.0 Summary of the Study

The main purpose of this descriptive study is to investigate the present English language teaching programme at İçel Anatolian Hotel Management and Tourism Vocational High School. Data have been collected through 3 questionnaires. A questionnaire has been administered to 55 second and 83 third grade students attending the Anatolian Hotel Management and Tourism Vocational High School in İçel in 2001-2002 academic year and have had practice training experience in hotels, frequently visited by English speaking guests. The student questionnaire has been composed of 17 questions, the purpose of which is to determine their needs and if the present programme is satisfactory enough to meet their needs and the problems they encounter while working in the target area. A questionnaire has been administered to 8 English language teachers working at that school to benefit from their opinions, experiences, complaints and commands about the language programmes and teaching materials they have used. The teacher questionnaire has been composed of 34 questions. Another questionnaire has been administered to 7 staff managers of the well-known hotels which are frequently visited by tourists in İçel such as Martı, Merit, Mistur, Mersin, Gondol, Sultaşa, and Hilton. The questionnaire has been composed of eleven questions to find out the necessary information about the students' foreign language needs from a professional stand point and the difficulties they encounter while using the language in the target situation.

In this study, the following research question has been investigated: 'Is English Language Teaching to the students at İçel Anatolian Hotel Management and Tourism Vocational High School satisfactory enough for the students to use the language at the target situation sufficiently and efficiently?'

The research questions are:

- 1) What are the students' needs and what difficulties do the students encounter while using the language in the target situation?
- 2) What kind of contents do the textbooks include? Do the contents contain the vocabulary and sentence structures which they will need at the target situation?
- 3) What methods and techniques are preferred in teaching English? Is communicative language teaching preferred as the students are expected to communicate with the customers as receptionists or waiters?
- 4) On what skills is emphasis placed? Since the students are expected to communicate with the tourists as receptionists or waiters, oral communication will be needed. Is the emphasis placed on listening comprehension and speaking skill?
- 5) Have the English language teachers had an in-service training in order to meet with more success? Do they need an in-service training?

5.1 Conclusions

In this descriptive study the results are presented in terms of research questions.

Research Question 1 : The first research question is about students' needs and the difficulties they encountered while using the language in the target situation. After the analysis of the findings, it has been revealed that:

-The students attending this vocational high school are learning English language for vocational purposes and they need vocational English courses which contain the vocational vocabulary and sentence patterns in order to be successful while working in the target area.

- They will often need to use English language while working in the target area.
- They will use English language with both native and non-native speakers while working in the target area.
- They will need mostly Intermediate level of English language, but they will also need to have an Advanced level of English proficiency.
- They will use English language while serving the guests at hotels.
- They will need Listening and Speaking skills more than Reading and Writing skills while working in the target area.
- They will have both listener and speaker roles in communication with English language speaking customers.
- They will encounter both short-simple sentences and long-complex sentences.
- They will use the informal form of the spoken language more than the formal form while working in the target area.
- They will encounter all kinds of English language including standard or non-standard forms.

The difficulties they encounter while using the English language in the target situation are as follows:

- They cannot use English language sufficiently while working in the target situation. The most important reason is that the lessons offered at school do not improve their listening and speaking skills. Another reason is that the vocabulary and sentence patterns given in the lessons are not sufficient.
- They have difficulty in understanding English language spoken fast.
- They have difficulty in understanding native speakers, because their pronunciation may be quite different compared to the language used in classroom.
- They cannot speak English fluently.
- They have difficulty in remembering new vocabulary.

It can be stated that the students have problems in using English language due to the fact that they cannot improve their listening and speaking skills sufficiently.

Research Question 2 : The second research question probes what kind of contents the textbooks include and whether they contain the vocabulary and sentence structures the students need at the target situation or not. According to the results, it can be stated that the textbooks contain both general English and vocational English. In other words, they contain the vocational vocabulary and sentence patterns, such as taking phone calls, giving information and taking reservations. However, the present textbooks are not sufficient enough to meet the students' needs, expectations, goals and interests from a professional stand point, namely, they can partly meet the students' needs while working in the target situation.

Research Question 3 : The third research question inquires what methods and techniques are preferred in teaching English and whether Communicative Language Teaching is preferred or not as the students are expected to communicate with the customers as receptionists or waiters. The results of the study have revealed that the teachers generally teach the English grammar inductively, by giving sample sentences and letting the students guess the rule. They write the formula on the blackboard after giving all the information. In Reading courses, on the other hand, answering the detailed questions on the text read is preferred by all the teachers and they get use of the technique 'Reading for General Information'. In order to improve the writing skills of the students they want the students to write a composition similar to the example given. Free writing and completing incomplete texts are the most preferred techniques. Rearranging is also one of the techniques they prefer. When teaching listening comprehension, answering the detailed questions on the text listened is preferred mostly by the teachers. They also make use of the technique " Listening for General Information." In teaching Speaking, the teachers prefer the following techniques; Question and Answer, Drama and Role-Play, Pair Work and Group Work. Most of the teachers who contributed to this study prefer Audio-Lingual Method and Grammar-Translation Method in teaching English language. Due to time limits, Communicative Approach is not generally preferred by them.

Research Question 4 : The purpose of the fourth research question is to find out what language skills emphasis is placed on. Although the students need listening and

speaking skills more than reading and writing skills while working in the target situation, the lessons offered at school improve their reading and writing skills more than their listening and speaking skills.

Research Question 5 : The fifth research question is related to the English language teachers. Most of the teachers teaching in İcel Hotel Management and Tourism Vocational High School are experienced enough in teaching English. They are also experienced enough in teaching English language in Hotel Management and Tourism Vocational High School. They are teachers of General English and expected to teach the students vocational English language needs. They do not have any experience on the target vocation and they haven't had an in-service training on the target vocation.

Other conclusions:

-Being allowed to attend the preparatory class for the second time when they do not succeed in the first has negatively affected the students' motivation. In other words having one more chance to attend the preparatory class makes the students study less.

-The students forget their vocational English knowledge due to the fact that the vocational English class hours decrease in upper grades.

-A six-month period is not long enough for the teachers to complete the curriculum, which has been determined by the Ministry of Education.

-Some students do their practice training in hotels which are not visited by English language speaking guests or they work at some parts of the hotels where they cannot meet the guests. Therefore, they cannot practise the language during the practice training, which means they do not use the language for six months. This may make the students forget the language since they cannot make use of practice training for improving their language skills.

5.2 Recommendations

Based on the results of the study, it can be said that an in-service training on the target vocation will help English language teachers recognize the students' vocational needs and expectations more clearly. Thus, teachers who are informed about the students' vocational needs may increase the students' success. On the other hand, it will be beneficial if the English language teachers teaching in these schools are given a chance to be in an English language speaking environment at certain intervals in order to be aware of what language skills the students should improve primarily and the difficulties they may encounter while communicating with native or non-native speakers outside the school.

The researcher suggests that it may increase the students' interest and success if the students' vocational English knowledge is evaluated in passing the preparatory exam. As the students may forget most of their general or vocational English language knowledge due to the fact that their intensive English language class hours decrease after the preparatory class, the researcher thinks that it will be beneficial if the number of English language class hours, including vocational English is increased in upper grades.

The main goal should be to help the students achieve at least an intermediate level of oral proficiency and to improve communicative competence in English. The teachers may prefer Communicative Approach in teaching the language to improve students' communicative competence. Non-Standard English and Informal form of English can be practised in English language classes to help the students understand these forms.

The researcher further suggests that it will be beneficial if all the students are employed in hotels or restaurants which are frequently visited by English language speakers and, at least for a while, in the sections where they can communicate with the guests and practise the language.

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5- Do you think that English Language teachers teaching in Anatolian Hotel Management and Tourism Vocational High School should be in English Language speaking environment at certain intervals?

a- Yes

b- No

6- Are the contents of present textbooks sufficient enough to meet your students' needs, expectations, goals and interests from a professional stand point?

a- Yes

b- No

7- Does the fact that the students' vocational English knowledge is not evaluated in passing the preparatory class negatively affect the interest and success of the students?

a- Yes

b- No

8- Is a six-month period long enough for you to finish the curriculum which is determined by the Ministry of Education?

a- Yes

b- No

9-How does the fact that your students are allowed to attend the preparatory class for the second time when they don't pass the class affect your students' motivation?

a-Positively

b-Negatively

10- Are your students learning English Language for vocational purposes?

a- Yes

b- No

11- In your opinion how often will your students need English Language while working in the sector of Tourism and Hotel Management?

a- never

b-rarely

c-sometimes

d-frequently

e-always

12- In your opinion with whom will your students communicate in English?

a- Native Speakers

b- Non-Native Speakers

c- Both of them

13- In your opinion what level of English language knowledge is adequate for your students in their profession?

- a- Beginning
- b- Intermediate
- c- Advanced

14- In what situation do you think your students will use English language most?

- a- Pair conversations
- b- Group conversations
- c- Both of them

15- At which social settings do you think your students will use English language most?

- a- While serving the guests visiting the hotels or restaurants
- b- With their colleagues
- c- All of them

16- In your opinion what English language skills will your students need while working in the target area most?

- a- Reading-Writing
- b- Listening-Speaking
- c- Both of them

17- In your opinion what role will your students have in speaking activities most in the target area?

- a- Listener
- b- Speaker
- c- Both of them

18- In your opinion what kind of sentence structures will your students need in their profession most?

- a- Short-Simple
- b- Long-Complex
- c- Both of them

19- What form of English Language do you think your students encounter most in the target area?

- a- Formal English
- b- Informal English
- c- Both of them

20- In your opinion what kinds of English Language will your students meet in their profession? (Please tick all applicable answers)

- a- Standard American English
- b- Standard British English
- c- Non-Standard American English
- d- Non-Standard British English

21- Do you think that your students are able to use English language in the target area?

- a- Yes
- b- No

22- If your answer to the previous question is 'no' what is the reason? (Please tick all applicable answers)

- a- The vocabulary and sentence patterns offered in the lessons are not sufficient
- b- Lessons do not improve the students' Listening and Speaking Skills
- c- Lessons do not improve the students' Reading and Writing Skills
- d- Other (Please explain)

23-What language skills do the students improve in the lessons offered at school?

(Please tick all applicable answers)

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

24- In your opinion do your students need vocational English courses which contain the vocational vocabulary and patterns in order to be successful in their profession?

a- Yes

b- No

25- Do you agree with the idea that your students forget most of their Vocational English Language knowledge due to the fact that their intensive English class hours decrease in upper classes?

a- Yes

b- No

26- In your opinion will it be beneficial if English language course hours be increased after the preparatory class?

a- Yes

b- No

27- In your opinion which of the following difficulties do your students encounter in the target situation? (Please tick all applicable answers)

- a- not able to understand English language spoken fast
- b- have difficulty in understanding the speakers as the speakers have different pronunciation
- c- not able to make grammatically correct sentences
- d- not able to use the suitable vocabulary while speaking or writing
- e- have difficulty in remembering the meaning of the vocabulary while listening or reading
- f- not able to speak English fluently
- g- have difficulty in understanding or using some patterns
- h- be unsuccessful in correct stress or intonation
- i- Other (please explain)

28- What methods do you use to teach the English language? (Please tick all applicable answers)

- a- Grammar -Translation Method
- b- Direct Method
- c- Audio-Lingual Method
- d- Cognitive-Code Approach
- e- Natural Method
- f- Communicative Approach
- g- Eclectic Method
- h- Other (Please explain)

29-Which of the following techniques are included in your lessons?

(Please tick all applicable answers)

- a- Demonstration
- b- Question and Answer
- c- Drama and Role-Play
- d- Simulation
- e- Pair Work and Group Work
- f- Communication Games
- g- Other (Please explain)

30- What techniques do you use to improve the students' Speaking Skills?

(Please tick all applicable answers)

- a- Mechanical Exercises
- b- Question and Answer
- c- Communicative Exercises
- d- Other (Please explain)

31- What techniques do you use to improve the students' Listening Skills?

(Please tick all applicable answers)

- a- Answering the detailed questions on the text listened
- b- Definition
- c- Classification
- d- Finding the sentence summarizing the text
- e- Listening for general information
- f- Other (Please explain)

32- What techniques do you use to improve the students' Writing Skills?

(Please tick all applicable answers)

- a- Writing a composition similar to the example given
- b- Free writing
- c- Summarizing
- d- Taking notes
- e- Dictation
- f- Rearranging
- g- Completing texts
- h- Other (Please explain)

33- What techniques do you use to improve the students' Reading Skills?

(Please tick all applicable answers)

- a- Answering the detailed questions on the text read
- b- Reading for general information
- c- Finding the sentence summarizing the text
- d- Classification
- e- Definition
- f- Other (Please explain)

**T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMENTASYON MERKEZİ**

34- How do you teach grammar? (Please tick all applicable answers)

- a- After giving all the information I write the formula on the blackboard
- b- I want the students guess the rule after giving sample sentences
- c- Other (Please explain)



APPENDIX B

İngilizce Dersi Öğretmenleri için Hazırlanmış Anket Formu

Değerli Meslektaşlarım ,

Aşağıdaki sorular İ.A.O.T.M.L. İngilizce eğitim programını genel olarak değerlendirmek amacıyla kişisel görüşlerinizi almak için hazırlanmıştır. Araştırma sonuçlarının güvenilirliği ve geçerliliği büyük ölçüde sizlerin vereceği içten ve doğru yanıtlara bağlıdır.Lütfen aşağıdaki soruları dikkatlice okuyunuz ve her soru için sizce en uygun olan seçeneği işaretleyiniz.

İlgi ve yardımınız için teşekkür ederim.

Sevim YILMAZ

ME.Ü.Yabancı Diller Bölümü

Öğretim Görevlisi

1-Kaç yıldır İngilizce öğretmenliği yapmaktasınız?

a- 1-5 yıl b-6-10 yıl c-11-15 yıl d-16 yıldan fazla

2- Anadolu Otelcilik ve Turizm Meslek lisesindeki deneyim süreniz nedir?

a- 1-5 yıl b-6-10 yıl c-11-15 yıl d-16 yıldan fazla

3- Otelcilik ve Turizm mesleği ile ilgili bir deneyiminiz var mı?

a-Evet b-Hayır

4-A.O.T.M.L. de yabancı dil eğitimi veren İngilizce öğretmenlerinin mesleki konuda bir hizmet içi eğitim almalarının başarıyı arttıracakını düşünüyor musunuz?

a-Evet b-Hayır

5- A.O.T.M.L. de yabancı dil eğitimi veren İngilizce öğretmenlerinin belli aralıklarla İngilizce konuşulan ortamlarda bulunmaları gerektiğini düşünüyor musunuz?

a-Evet b-Hayır

6- Kullanmakta olduğunuz ders kitaplarının içeriği, mesleki açıdan öğrencilerinizin amaç, beklenti ve ihtiyaçlarına cevap verebilecek nitelikte midir?

a-Evet b-Hayır

7-Hazırlıkta verilen mesleğe yönelik Özel Amaçlı İngilizce'nin sınıf geçmede bir etkisi olmaması öğrencilerin ilgi ve başarısını olumsuz yönde etkiliyor mu?

a-Evet b-Hayır

8-Sizce 6 aylık teorik eğitim dönemi M.E.B. tarafından size verilen İngilizce dersi müfredat programını verimli bir şekilde bitirebilmeye yetecek kadar bir süre midir?

a-Evet b-Hayır

9-Öğrencilere başarısız olma durumunda hazırlık sınıfına ikinci kez devam etme hakkı verilmesi öğrenci motivasyonunu hangi yönde etkiledi?

a-Olumlu b-Olumsuz

10- Öğrencileriniz İngilizce'yi mesleki amaçlarla mı öğreniyorlar?

a-Evet b-Hayır

11- Öğrencilerinizin Otelcilik ve Turizm sektöründe çalışırken İngilizce bilgisine ne ölçüde gereksinim duyacaklarını düşünüyorsunuz?

a- Hiç b-Seyrek c-Bazen d-Sık-sık e-Daima

12- Öğrencilerinizin İngilizce'yi **daha çok** kimlerle konuşarak kullanacağını düşünüyorsunuz?

- a- Anadili İngilizce olanlarla
- b- Anadili İngilizce olmayanlarla
- c- Her ikisi ile

13- Öğrencileriniz için mesleklerinde hangi düzeyde İngilizce'nin yeterli olacağını düşünüyorsunuz?

- a- Başlangıç
- b- Orta
- c- İleri

14- Öğrencilerinizin İngilizce'yi daha çok hangi ortamlarda kullanacağını düşünüyorsunuz?

- a- İkili görüşmelerde
- b- Gruplarda
- c- Her ikisi

15- Öğrencilerinizin İngilizce'yi en çok hangi sosyal durumda kullanacağını düşünüyorsunuz?

- a- Otel veya motel gibi konaklama tesislerine gelen müşterilere hizmet sunarken
- b- Meslektaşlarınızla kendi aranızda
- c- Her ikisi
- d- Diğer

16- Öğrencilerinizin meslek yaşamlarında dili kullanmaya yönelik becerilerden **en çok** hangilerine gereksinim duyacağını düşünüyorsunuz?

- a- Okuma-Yazma
- b- Dinleme-Konuşma
- c- Eşit

17- Öğrencilerinizin konuşma etkinliğinde **en çok** hangi rolü üstlenme durumunda kalacağını düşünüyorsunuz?

- a- Dinleyici
- b- Konuşmacı
- c- Her ikisi

18- Öğrencilerinizin aşağıda verilen cümle yapılarından en çok hangisi ile karşılaşacağını düşünüyorsunuz?

- a- Kısa ve basit cümleler
- b- Uzun ve karmaşık cümleler
- c- Her ikisi

19- Öğrencilerinizin konuşulan İngilizce'yi en çok hangi şekli ile kullanma durumunda kalacağını düşünüyorsunuz?

- a- Resmi İngilizce
- b- Günlük İngilizce
- c- Her ikisi

20- Öğrencilerinizin meslek yaşamlarında İngilizce'nin hangi türleriyle karşılaşacağını düşünüyorsunuz? Birden fazla seçenek işaretleyebilirsiniz.

- a- Standart Amerikan İngilizcesi (Devlet kuruluşları ve kitle iletişiminde kullanılır)
- b- Standart İngiliz İngilizcesi (Devlet kuruluşları ve kitle iletişiminde kullanılır)
- c- Standart olmayan Amerikan İngilizcesi (Bölge ve sosyal gruba göre değişen)
- d- Standart olmayan İngiliz İngilizcesi (Bölge ve sosyal gruba göre değişen)

21- Öğrencilerinizin meslek yaşamlarında İngilizce'yi yeterli kullanabileceklerini düşünüyor musunuz?

- a-Evet
- b-Hayır

22- Yanıtınız **Hayır** ise bunun nedeni sizce aşağıdakilerden hangisidir? Birden fazla seçenek işaretleyebilirsiniz.

- a- Derste verilen sözcük dağarcığı ve dil kullanımlarının yeterli olmaması
- b- Derslerin Dinleme ve Konuşma becerilerinizi yeterince geliştirememesi
- c- Derslerin Okuma ve Yazma becerilerinizi yeterince geliştirememesi
- d- Diğer (Lütfen belirtiniz)

23- Derste verilenlerle öğrencilerinizin en çok hangi dil becerisi geliyor? (Birden fazla seçenek işaretleyebilirsiniz.)

a-Konuşma

b- Dinleme

c-Okuma

d-Yazma

24- Öğrencilerinizin meslek yaşamlarında başarılı olabilmesi için gereksinim duyacakları sözcük dağarcığı ve dil kullanımlarının daha ağırlıklı öğretildiği Özel Amaçlı İngilizce uygulamasını gerekli buluyor musunuz?

a-Evet

b-Hayır

25-Mesleki İngilizce ders saatinin üst sınıflarda az olmasının öğrencilerinizin bu bilgileri unutmasına neden olduğunu düşünüyor musunuz?

a-Evet

b-Hayır

26-Lise 1,2 ve 3. sınıftaki İngilizce ders saatlerinin arttırılmasının daha iyi olacağı görüşünde misiniz?

a-Evet

b-Hayır

27-Öğrencilerinizin aşağıda verilen İngilizce'nin kullanımı ile ilgili sorunlardan hangileri ile karşılaştığını düşünüyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

a- Hızlı konuşulan İngilizce'yi anlayamamak

b- İngilizce'yi konuşan kişilerin telaffuzları birbirinden çok farklı olduğu için söylenenleri anlamakta güçlük çekmek

c- Dilbilgisi kurallarına göre doğru cümle kuramamak

d- Konuşurken veya yazarken doğru sözcükleri seçememek

e- Dinlerken veya okurken sözcüklerin anlamlarını anımsamakta güçlük çekmek

f- İngilizce'yi akıcı bir şekilde konuşamamak

g- Bazı kalıpları anlamakta veya kullanmakta güçlük çekmek

h- Doğru vurgulama veya telaffuzda başarısız olmak

ı- Diğer (Lütfen belirtiniz)

28-İngilizce öğretiminde hangi yöntemleri kullanıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

- a- Dilbilgisi-Çeviri yöntemi
- b- Düzvarım yöntemi
- c- Kulak-dil alışkanlığı yöntemi
- d- Bilişsel öğrenme yaklaşımı
- e- Doğal yöntem
- f- İletişimci yaklaşım
- g- Seçmeli yöntem
- h- Diğer (lütfen belirtiniz)

29-Aşağıda verilen sınıf içi teknik ve etkinliklerden kullandıklarınızı işaretleyiniz. (Birden fazla seçenek işaretleyebilirsiniz.)

- a- Gösteri
- b- Soru-cevap
- c- Drama- rol yapma
- d- Benzetim
- e- İkili ve grup çalışmaları
- f- İletişim oyunları
- g- Gramer oyunları
- h- Diğer (lütfen belirtiniz)

30-Konuşma becerisini hangi tekniklerle kazandırmaya çalışıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

- a- Mekanik alıştırmalar
- b- Soru-yanıt tekniği
- c- İletişimsel alıştırmalar
- d- Diğer (lütfen belirtiniz)

31-Dinleme becerisini hangi tekniklerle kazandırmaya çalışıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

- a- Dinlenen metinle ilgili ayrıntılı sorulara cevap verme-
- b- Tanımlama
- c- Sınıflama
- d- Özet cümleyi bulma
- e- Genel bilgi veya belirli bazı bilgileri edinmek için dinlemek
- f- Diğer (lütfen belirtiniz)

32-Yazma becerisini hangi tekniklerle kazandırmaya çalışıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

- a- Örneğe uygun bir kompozisyon yazma
- b- Serbest yazma
- c- Özetleme
- d- Not tutma
- e- Dikte yapma
- f- Yeniden sıraya koyma
- g- Yarım bırakılmış bir metni tamamlama
- h- Diğer (lütfen belirtiniz)

33-Okuma becerisini hangi tekniklerle kazandırmaya çalışıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

- a- Okunan metinle ilgili ayrıntılı sorulara cevap verme
- b- Genel veya bazı bilgileri edinmek için okuma
- c- Özet cümleyi bulma
- d- Sınıflama
- e- Tanımlama
- f- Diğer (lütfen belirtiniz)

31-Dilbilgisini nasıl öğretiyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

- a- Gerekli tüm bilgileri Türkçe verdikten sonra tahtaya formül yazıyorum
- b- Dilbilgisi yapısını gerçek kullanıma uygun bir şekilde sunduktan sonra kuralları öğrencilerin çıkarmasını sağlıyorum
- c- Diğer (lütfen belirtiniz)



APPENDIX C**Student Questionnaire**

Dear Students,

This questionnaire is prepared to learn your personal opinion which will be of great help in the evaluation and analysis of the present English Language Teaching Program applied in İçel Hotel and Tourism Vocational High School. Your sincere and correct answers are highly important for the reliability and validity of the research results. Please circle the most appropriate one for you.

Thank you for your kind co-operation.

Sevim YILMAZ

ME.U. Foreign Languages Department

1- Are you learning the English language for vocational purposes?

a- Yes

b- No

2-How often did you need English Language during your practice training at the hotels?

a- never

b-rarely

c-sometimes

d-frequently

e-always

3- With whom did you communicate in English most during your practice training at the hotels?

a- Native Speakers

b- Non-Native Speakers

c- Both of them

4- What level of English language did you need during your practice training at the hotels?

- a- Beginning
- b- Intermediate
- c- Advanced

5- In what situation did you use English language most during your practice training at the hotels?

- a- Pair conversations
- b- Group conversations
- c- Both of them

6- At which social settings did you use English language most during your practice training at the hotels?

- a- While serving the guests visiting the hotels or restaurants
- b- With your colleagues
- c- Both of them
- d- Other

7-What English language skills did you need while working in the target area most?

- a- Reading-Writing
- b- Listening-Speaking
- c- Both of them

8 -What role did you have in speaking activities most?

- a-Listener
- b- Speaker
- c- Both of them

9- What kind of sentence structures did you meet most during your practice training at the hotels?

- a- Short-Simple
- b- Long-Complex
- c- Both of them

10- What form of the English language did you use most during your practice training at the hotels?

- a- Formal English
- b- Informal English
- c- Both of them

11- What kinds of English language did you meet during your practise training at the hotels? (Please tick all applicable answers)

- a-Standard American English
- b-Standard British English
- c-Non-Standard American English
- d-Non-Standard British English

12- Were you able to use English language sufficiently during your practice training at the hotels?

- a- Yes
- b- No

13- If your answer to the previous question is 'no' what is the reason?

(Please tick all applicable answers)

- a- The vocabulary and sentence patterns offered in the lessons are not sufficient
- b- Lessons do not improve the students' Listening and Speaking Skills
- c- Lessons do not improve the students' Reading and Writing Skills
- d- Other (Please explain)

14-What language skills do you improve most in the lessons offered at school?

(Please tick all applicable answers)

a-Speaking

b-Listening

c-Reading

d-Writing

15-In your opinion do you need vocational English courses which contain the vocational vocabulary and patterns in order to be successful in your profession?

a- Yes

b- No

16- Do you agree with the idea that you forget most of your Vocational English Language knowledge due to the fact that your intensive English class hours decrease in upper classes?

a- Yes

b- No

17- In your opinion will it be beneficial if English Language class hours are increased after the preparatory class?

a- Yes

b- No

18- Which of the following difficulties in using English did you meet during your practice training at the hotels? (Please tick all applicable answers)

a- not able to understand the English language spoken fast

b- have difficulty in understanding the speakers as the speakers have different pronunciation

c- not able to make grammatically right sentences

d- not able to use the suitable vocabulary while speaking or writing

e- have difficulty in remembering the meanings of the vocabulary while listening or reading

f- not able to speak English fluently

g- have difficulty in understanding or using some patterns

h- be unsuccessful in correct stress or intonation

i- Other (please explain)

APPENDIX D

Lise 2. ve 3. Sınıf Öğrencileri için Hazırlanmış Anket Formu

Sevgili Öğrenciler,

Aşağıdaki sorular İ.A.O.T.M.L. İngilizce eğitim programını genel olarak değerlendirmek amacıyla kişisel görüşlerinizi almak için hazırlanmıştır. Araştırma sonuçlarının güvenilirliği ve geçerliliği büyük ölçüde sizlerin vereceği içten ve doğru yanıtlara bağlıdır. Adınızı ve soyadınızı yazmanız gerekmemektedir. Lütfen aşağıdaki soruları dikkatlice okuyunuz ve her soru için sizce en uygun olan seçeneği işaretleyiniz.

İlgi ve yardımınız için teşekkür ederim.

Sevim YILMAZ

ME.ÜYabancı DillerBölümü

Öğretim Görevlisi

1-İngilizce'yi mesleki amaçlarla mı öğrenmektedirsiniz?

a-Evet

b-Hayır

2- Uygulama sırasında Otelcilik ve Turizm sektöründe çalışırken İngilizce bilgisine ne ölçüde gereksinim duydunuz?

a- Hiç

b-Seyrek

c-Bazen

d-Sık-sık

e-Daima

3- Uygulama sırasında İngilizce'yi daha çok kimlerle kullandınız?

a- Anadili İngilizce olanlarla

b- Anadili İngilizce olmayanlarla

c- Her ikisi ile

4- Uygulama sırasında hangi düzeyde İngilizce'ye ihtiyaç duydunuz?

- a- Başlangıç
- b- Orta
- c- İleri

5- Uygulama sırasında İngilizce'yi daha çok hangi ortamlarda kullandınız?

- a- İkili görüşmelerde
- b- Gruplarda
- c- Her ikisi

6- Uygulama sırasında İngilizce'yi en çok hangi ortamda kullandınız?

- a- Otel veya motel gibi konaklama tesislerine gelen müşterilere hizmet sunarken
- b- Meslektaşlarınızla kendi aranızda
- c- Her ikisi
- d- Diğer

7- Uygulama sırasında dili kullanmaya yönelik becerilerden en çok hangilerine gereksinim duydunuz?

- a- Okuma-Yazma
- b- Dinleme-Konuşma
- c- Eşit

8- Konuşma etkinliğinde en çok hangi rolü üstlenme durumunda kaldınız?

- a- Dinleyici
- b- Konuşmacı
- c- Her ikisi

9- Aşağıda verilen cümle yapılarından en çok hangisi ile karşılaştınız?

- a- Kısa ve basit cümleler
- b- Uzun ve karmaşık cümleler
- c- Her ikisi

10- Konuşulan İngilizce'yi **en çok** hangi şekli ile kullanma durumunda kaldınız?

- a- Resmi İngilizce
- b- Günlük İngilizce
- c- Her ikisi

11- Uygulama sırasında İngilizce'nin hangi türleriyle karşılaştınız? Birden fazla seçenek işaretleyebilirsiniz.

- a- Standart Amerikan İngilizcesi (Devlet kuruluşları ve kitle iletişiminde kullanılır)
- b- Standart İngiliz İngilizcesi (Devlet kuruluşları ve kitle iletişiminde kullanılır)
- c- Standart olmayan Amerikan İngilizcesi (Bölge ve sosyal gruba göre değişen)
- d- Standart olmayan İngiliz İngilizcesi (Bölge ve sosyal gruba göre değişen)

12- Uygulama sırasında İngilizce'yi yeterli kullanabildiniz mi?

- a-Evet
- b-Hayır

13- Yanıtınız **Hayır** ise bunun nedeni sizce aşağıdakilerden hangisidir? (Birden fazla seçenek işaretleyebilirsiniz.)

- a- Derste verilen sözcük dağarcığı ve dil kullanımlarının yeterli olmaması
- b- Derslerin Dinleme ve Konuşma becerilerinizi yeterince geliştirememesi
- c- Derslerin Okuma ve Yazma becerilerinizi yeterince geliştirememesi
- d- Diğer (Lütfen belirtiniz)

14- Derste verilenlerle **en çok** hangi dil beceriniz gelişiyor? Birden fazla seçenek işaretleyebilirsiniz.

- a-Konuşma
- b- Dinleme
- c-Okuma
- d-Yazma

15- Meslek yaşamınızda başarılı olabilmeniz için gereksinim duyacağınız sözcük dağarcığı ve dil kullanımlarının daha ağırlıklı öğretildiği Özel Amaçlı İngilizce uygulamasını gerekli buluyor musunuz?

- a-Evet
- b-Hayır

16-Mesleki İngilizce ders saatinin üst sınıflarda az olmasının bu bilgileri unutmanıza neden olduğunu düşünüyor musunuz?

a-Evet

b-Hayır

17-Lise 1,2 ve 3. sınıftaki İngilizce ders saatlerinin arttırılmasının daha iyi olacağı görüşünde misiniz?

a-Evet

b-Hayır

18- Uygulama sırasında aşağıda verilen İngilizce'nin kullanımı ile ilgili sorunlardan hangileri ile karşılaştınız? Birden fazla seçenek işaretleyebilirsiniz.

a- Hızlı konuşulan İngilizce'yi anlayamamak

b- İngilizce'yi konuşan kişilerin telaffuzları birbirinden çok farklı olduğu için söylenenleri anlamakta güçlük çekmek

c- Dilbilgisi kurallarına göre doğru cümle kuramamak

d- Konuşurken veya yazarken doğru sözcükleri seçememek

e- Dinlerken veya okurken sözcüklerin anlamlarını anımsamakta güçlük çekmek

f- İngilizce'yi akıcı bir şekilde konuşamamak

g- Bazı kalıpları anlamakta veya kullanmakta güçlük çekmek

h- Doğru vurgulama veya telaffuzda başarısız olmak

ı- Diğer (Lütfen belirtiniz)

5- If yes in which section of the hotel have they worked ?

a- Reception b- Restaurant c- Bar d- Kitchen e- House Keeping

6- In your opinion in which section of the hotel do the personnel have to know English language?

a- Reception b- Restaurant c- Bar d- Kitchen e- House Keeping

7- At what level do they have to know English in the sections?

i) Reception	a- Elementary	b- Intermediate	c- Advanced
ii) Restaurant	a- Elementary	b- Intermediate	c- Advanced
iii) Bar	a- Elementary	b- Intermediate	c- Advanced
iv) Kitchen	a- Elementary	b- Intermediate	c- Advanced
v) House Keeping	a- Elementary	b- Intermediate	c- Advanced

8- In your opinion what language skills do your personnel need while communicating with the guests?

a- Reading-Writing b- Listening-Speaking c- Both


9- How important is it to know vocational English for the personnel who work in different sections of your hotel?

a- very important b- important c- not very important d-not important at all

10- What is the level of the students from the Anatolian Hotel Management and Tourism Vocational High School? (Please tick the most appropriate one for you.)

- a- Able to communicate fluently with the guests
- b- Able to understand the demands and problems of the guests related with the hotel services but not able to give detailed information
- c- Cannot meet the demands of the guests due to the lack of comprehension

11-In your opinion what difficulties do the staff in question meet when they use English language? (Please tick all applicable answers)

- a- not able to understand the English language spoken fast
 - b- have difficulty in understanding the speakers as the speakers have different pronunciation
 - c- not able to make grammatically right sentences
 - d- not able to use the suitable vocabulary while speaking or writing
 - e- have difficulty in remembering the meanings of the vocabulary while listening or reading
 - f- not able to speak English fluently
 - g- have difficulty in understanding or using some patterns
 - h- be unsuccessful in correct stress or intonation
 - i- Other (please explain)
- 

APPENDIX F

Otel Yöneticileri için Hazırlanmış Anket Formu

Sayın Yönetici,

Aşağıdaki sorular İ.A.O.T.M.L. İngilizce eğitim programını genel olarak değerlendirmek amacıyla kişisel görüşlerinizi almak için hazırlanmıştır. Araştırma sonuçlarının güvenilirliği ve geçerliliği büyük ölçüde sizlerin vereceği içten ve doğru yanıtlara bağlıdır.. Lütfen aşağıdaki soruları dikkatlice okuyunuz ve her soru için sizce en uygun olan seçeneği işaretleyiniz.

İlgi ve yardımınız için teşekkür ederim.

Sevim YILMAZ

ME.Ü.Yabancı Diller Bölümü
Öğretim Görevlisi

1- Kaç yıldır otel yönetiminde bulunuyorsunuz?

a- 1-5 yıl b-6-10 yıl c-11-15 yıl d-16-20 yıl

2-A.O.T.M.L.mezunlarından görev yapan elemanınız var mı?

a-Evet b-Hayır

3-Cevabınız Evet ise söz konusu okulun mezunları otelinizin hangi birimlerinde görev yapmaktadır?

a- Resepsiyon b-Restoran c-Bar d-Mutfak e-Kat Hizmetleri

4- A.O.T.M.L öğrencilerini stajyer olarak otelinizde görevlendirdiniz mi?

a-Evet b-Hayır

5-Cevabınız Evet ise söz konusu okulun mezunları otelinizin hangi birimlerinde görev yapmaktadır?

a- Resepsiyon b-Restoran c-Bar d-Mutfak e-Kat Hizmetleri

6-Sizce otelin hangi birimlerinde çalışan personelin İngilizce bilmesine gerek vardır?

a- Resepsiyon b-Restoran c-Bar d-Mutfak e-Kat Hizmetleri

7-Aşağıda verilen birimlerde çalışan personeliniz İngilizce'yi hangi düzeyde kullanabilmelidir??

- | | | | |
|-------------------|-------------|--------|----------|
| i) Resepsiyon | a-Başlangıç | b-Orta | c- İleri |
| ii) Restoran | a-Başlangıç | b-Orta | c- İleri |
| iii) Bar | a-Başlangıç | b-Orta | c- İleri |
| iv) Mutfak | a-Başlangıç | b-Orta | c- İleri |
| v) Kat hizmetleri | a-Başlangıç | b-Orta | c- İleri |

8- Otelinizin çeşitli birimlerinde çalışan personelin yabancı dil kullanmaya yönelik becerilerden en çok hangilerine gereksinim duyduklarını düşünüyorsunuz?

a-Okuma-Yazma b-Dinleme-Konuşma c-Eşit

9-Otelinizin çeşitli birimlerinde çalışan personelin mesleki İngilizce bilmesi ne derece önemlidir?

a-Çok önemli b-Önemli c-Fazla önemi yok d-Hiç önemli değil

10- Söz konusu okullardan mezun olan personelinizin yabancı dil (İngilizce) düzeyleri hangi seviyededir? (Aşağıdakilerden en uygun olanı işaretleyiniz.)

a- Akıcı bir dille otel müşterileri ile yabancı dilde iletişim kurabilmektedir.

b- Müşterilerin otel hizmetleri ile ilgili sorunlarını ve taleplerini anlayabilmekle birlikte, onlara aydınlatıcı bilgi verememektedirler.

c- Müşterilerin taleplerini anlayamadıkları için bu talepleri karşılayamamaktadırlar.

11-Sizce personeliniz İngilizce'nin kullanımı ile ilgili sorunlardan hangileri ile karşılaşılıyor? (Birden fazla seçenek işaretleyebilirsiniz.)

a- Hızlı konuşulan İngilizce'yi anlayamamak

b- İngilizce'yi konuşan kişilerin telaffuzları birbirinden çok farklı olduğu için söylenenleri anlamakta güçlük çekmek

c- Dilbilgisi kurallarına göre doğru cümle kuramamak

d- Konuşurken veya yazarken doğru sözcükleri seçememek

e- Dinlerken veya okurken sözcüklerin anlamlarını anımsamakta güçlük çekmek

f- İngilizce'yi akıcı bir şekilde konuşamamak

g- Bazı kalıpları anlamakta veya kullanmakta güçlük çekmek

h- Doğru vurgulama veya telaffuzda başarısız olmak

ı- Diğer (Lütfen belirtiniz)

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