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**A NEEDS ANALYSIS STUDY IN ESP CONTEXT:
ADDRESSING PERCEIVED OPINIONS OF TEACHERS AND
LEARNERS IN VOCATIONAL SECONDARY EDUCATION**

MASTER THESIS

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**A Needs Analysis Study in ESP Context: Addressing Perceived Opinions of
Teachers and Learners in Vocational Secondary Education**

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(MASTER THESIS)

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Taahhütname

Yüksek lisans tezi olarak sunduğum ‘A Needs Analysis Study in ESP Context: Addressing Perceived Opinions Of Teachers And Learners Based On CLIL Approach In Vocational Secondary Education’ adlı çalışmanın bilimsel ahlak ve değerlere aykırı hiçbir alıntıya başvurmaksızın yazıldığını ve çalışmada yapılan alıntıların kaynak gösterilerek belirtildiğini onurumla doğrularım.

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Abstract

A Needs Analysis Study in ESP Context: Addressing Perceived Opinions of Teachers and Learners in Vocational Secondary Education

Recently the developments in technology and science stimulate the individuals to raise themselves to be a qualified person in the necessary field. In particular, people make an effort to be able to have a good job and fulfil the requirements of their professions. To this purpose, The Ministry of National Education has developed new regulations in vocational education with the title of Turkey's Education Vision 2023. These regulations aim to equip individuals with the required knowledge, abilities, behaviours and prepare them for the requirements of the industry. Knowing a foreign language is also the one of these requirements for the individuals. Accordingly, learners are supposed to master the foreign language skills to meet the needs of the labour market.

The purpose of this study is to identify the opinions of the tourism students and their English teachers towards their current ESP courses, the students' linguistic and occupational needs and performances. 100 second-year tourism students and ten English teachers in vocational secondary schools involved in this study. It is a descriptive survey study. A needs analysis method was conducted to collect the participants' opinions. In this study, the qualitative and quantitative data were collected through the data collection tools. Semi-structured questionnaires and semi-structured interview questions were used to collect the data. Then, descriptive, inferential statistics and content analysis were employed in analysing the data. The results of this study show that the teachers and the students need to have enough ESP sources and materials. Furthermore, the teachers need special teacher trainings in ESP context. Moreover, it can be concluded that many students need to develop their speaking and listening skills since they would use these skills so much in their future careers.

Key words: ESP, English, tourism students, occupational needs

Özet

Mesleki Orta Öğretimde Öğrenci ve Öğretmen Görüşlerini Hedefleyen Özel Amaçlı İngilizce Üzerine Bir İhtiyaç Analizi Çalışması

Son zamanlarda bilim ve teknolojiye yaşanan gelişmeler, bireyleri gerekli alanda kendilerini kalifiye biri olarak yetiştirmeye teşvik etmektedir. Özellikle, insanlar iyi bir meslek sahibi olabilmek ve mesleklerinin gereklerini yerine getirebilmek için çaba göstermektedir. Bu amaçla Millî Eğitim Bakanlığı, Türkiye'nin 2023 Eğitim Vizyonu başlığı ile mesleki eğitimde yeni düzenlemeler yapmaktadır. Bu düzenlemeler bireyleri gerekli bilgi, yetenek ve davranışlarla donatmayı ayrıca onları, sektörün ihtiyaçlarına hazırlamayı amaçlamaktadır. Bireyler için yabancı bir dil bilmek de bu gereksinimlerden biridir. Buna göre, öğrencinin iş gücü piyasasının ihtiyaçlarını karşılamak için bir yabancı dile hâkim olması beklenmektedir.

Bu anlamda çalışmanın amacı, turizm öğrencileri ve İngilizce öğretmenlerinin mevcut ESP (özel amaçlı İngilizce öğretimi) derslerine, öğrencilerin yabancı dil ve mesleki ihtiyaçlarına ayrıca derslerdeki yabancı dil performanslarına yönelik görüşlerini belirlemektir. Araştırmaya, ikinci sınıf turizm meslek lisesi öğrencileri ve onların İngilizce öğretmenleri katılmıştır. Betimsel bir anket çalışmasıdır. Katılımcıların görüşlerini toplamak için bir ihtiyaç analizi yöntemi uygulanmıştır. Araştırmada nitel ve nicel veriler, veri toplama araçlarıyla toplanmıştır. Verilerin toplanmasında yarı yapılandırılmış anket ve yarı yapılandırılmış görüşme soruları kullanılmıştır. Daha sonra verilerin analizinde tanımlayıcı, çıkarımsal istatistikler ve içerik analizi kullanılmıştır. Bu çalışmanın sonuçları, öğretmenlerin ve öğrencilerin daha fazla ESP kaynak ve materyallere ihtiyaç duyduğunu göstermektedir. Ayrıca, öğretmenlerin ESP bağlamında özel öğretmen eğitimlerine ihtiyaçları vardır. Dahası, birçok öğrencinin yabancı dil becerilerini meslek hayatlarında çok fazla kullanacakları için konuşma ve dinleme becerilerini geliştirmeleri gerektiği sonucuna varılabilir.

Anahtar Kelimeler: ESP, İngilizce, turizm öğrencileri, mesleki ihtiyaçlar

Dedication

This thesis
is dedicated to
my dear mother Güler DURAN
who raised me to be a good and successful person and worked so much for us to get educated.
Then, it is for all the contender mothers around the world.

Bu tezi; beni başarılı ve iyi bir insan olarak yetiştiren, eğitimim için çok çaba harcayan ilk önce
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List of Abbreviations

EFL	English as a Foreign Language
ELT	English Language Teaching
SPSS	Statistical Package for Social Sciences
ESP	English for Specific Purposes
SPSS	Statistical Package for the Social Sciences
NE	Needs Analysis
TE	Teacher Education
MoNE	Ministry of National Education



Chapter I

Introduction

Firstly, this chapter mentions the background of this study. It explains ESP and general English and summarizes the aim of this study and what is worked on. Secondly, it lists the research questions that this study addresses. Thirdly, it describes the limitations of this study according to the researcher. It stresses the number of samples, or the methods used in this study. Then, it points out the significance, assumptions of this study.

Background of the Study

Lately, the English language has increasingly had more learners around the world. Depending on learners' purposes, they start to learn English. For instance, one can learn the English language to get a job, educate himself or like it (Basturkmen, 2014). These purposes may differ from each other. These are called the specific needs, and this learning method is called English for Specific Purposes (ESP). Day and Krzanowski (2011, p. 5) explain that ESP focuses on the specific skills and the language needed by particular learners for a certain purpose. In fact, the learners' professional goals determine which skills and structure in the target language are more important for their professions. To this purpose, the aims and the content of ESP rely on both general education and practical English (Strevens, 1988). It deals with the specific and limited content of English, which addresses the target group's specific needs; therefore, ESP selects the appropriate language skills and offers them to the target group. In fact, ESP is not different from general English in theory, but there is much difference in practice and methods (Bhatia, 1986). In other words, they are distinct concerning their overall goals although they both intend to teach English. For instance, a doctor may need ESP English rather than general English (Vahdany & Gerivani, 2016; Onder-Ozdemir, 2014), while a Chinese tourist needs to learn general English (Peng, 2007). Moreover, ESP identifies the appropriate language skills/subskills for everyone's specific needs. To illustrate, a group of

doctors needs to use English to talk about the common illnesses while another group of nurses may have some sick cases to write in English (Finch, 2014). Hence, the content of an ESP course plan is determined depending on the necessary aims and goals of learners. To identify those aims of the target learners, ESP approach is an essential point to investigate. However, when the literature reviews are examined, it can be easily seen that there are very few of the studies conducting a needs analysis study of ESP in vocational secondary education. The studies are very limited in this context. Hence, this study will lead further studies to focus on this point.

Statement of the Problem

English language teaching as a foreign language (EFL) has increasingly been considered in Turkey. The Ministry of National Education made some regulations in education in 2012. Then, English started to be taught from 2nd grade of primary schools (MEB & Board of Education, 2013). On the other hand, these kinds of regulations were not sufficient since according to Outlook of Vocational Education (2018a), even higher education graduates have difficulty in the English skills/subskills. This shows that there have been some problems available in the education system, such as identifying the textbooks or the curriculums without concerning the specific needs of the learners and the teacher education. However, learners, teachers and schools may differ from each other in terms of their needs. To illustrate, vocational high schools have their own specific needs. These schools have been preparing the students to be qualified appropriate to the requirements of their professions. These requirements may involve in the English language needs and other professional needs and the certain courses at schools aim to meet those needs. One of these courses is ESP (English for Specific Purposes). ESP aims to make the learners master at language skills and use English for their future careers (Gündüz, 2016).

Research Questions

This dissertation addresses the questions below.

- RQ1: What are the participants' opinions of the students' linguistic needs, their weaknesses on language skills/subskills and the ESP courses?
- RQ2: Do the ESP learners and teachers have enough sources for their ESP courses?
- RQ3: What are the participants' purposes of teaching/learning English?
- RQ4: Is there any significant difference between the teaching and learning purposes of the participants?
- RQ5: Do the English teachers need the special teacher training in ESP?

Scope of the study

This study was carried out within the scope of two vocational high schools which are located in Balıkesir and Bursa in Turkey. Since the schools are slightly more crowded in those parts of Turkey, it became an advantage for the researcher to reach the target number of the sample.

Significance of the Study

The purpose of this study is to identify the opinions of the tourism students and their English teachers towards their current ESP courses, the students' linguistic and occupational needs and performances. Most of the studies related to this issue have been conducted at tertiary levels. In the literature, there are a few studies conducted in the secondary education levels. The researcher believes that the needs analysis study is fairly essential to establish the needs of the teachers and the students. In addition to this, it can help ESP programmers and teachers to design syllabus and create materials to serve the purposes of the ESP approach. Furthermore, this dissertation is expected to make a crucial contribution to propose the new ESP coursebooks, supplementary sources.

Assumptions of the Study

1. The participants of this study do not differ much concerning the socio-cultural characteristics, grade, age and the English level.
2. The scale is suitable and practical for this study.
3. The self-reported answers are accurate.

Limitations of the Study

This study was conducted in the cities Bursa and Balıkesir where the vocational high schools are situated. Since the number of participants and setting are restricted, the sample of this study may not represent the population in Turkey. Accordingly, the number of the participants can be increased. Moreover, only 10th grade students took part in this study; therefore, other grades in a vocational high school can be selected as sample. However, the second-year students start to take ESP course for the first time, so their first impressions towards their ESP courses are fairly significant for this study. Lastly, the participants' self-reported answers were taken into consideration although they may have tendency to give socially acceptable and approval responses and conceal their true answers, attitudes or feelings rather than their actual behaviour (Dörnyei, 2003).

Organizations of the Study

The dissertation has six chapters.

In Chapter 1, an introduction part takes place; then, the background of this study is presented there. After the research questions are stressed by the researcher, the significance, assumptions and limitations of this study are discussed.

Chapter 2 starts with the literature review of this study which addresses Tourism and English Language Education, the vocational education system and the reports published related to the education regulations. Then, it defines curriculum and syllabus, the difference between them, needs analysis, the previous studies conducted before.

Chapter 3 explains the methodology of this study. It introduces the aim, the sample, the setting, the data collection method, tools and the data analysis process of the study.

Chapter 4 presents the findings of the dissertation. Descriptive and frequency tables are described to show the findings. The research questions are answered in this chapter.

In Chapter 5, the conclusion is discussed there. The results are mentioned in the light of the findings.

Chapter 6 presents the discussion, suggestions and implications. The important points related to the results are stressed in the discussion part. Lastly, the suggestions and implications are proposed in the study.

Summary

This chapter summarized the background of this study, and listed the research questions. In addition to this, it explained the significance, assumptions and the limitations of this study and highlighted their essential points.

Chapter II

Review of Literature

Introduction

This chapter discusses the relation between the tourism sector and the English language learning. Then, it lists the previous studies in ESP. In addition, it describes the vocational education in the Turkish context and the regulations of the Ministry of National Education. Then, it defines the difference between a curriculum and a syllabus, and mentions its types in the literature review. Lastly, it reviews the needs analysis and its steps.

Tourism and English Language Education

Tourism is a sector that relies on human power and human qualified features, which requires human development in a certain field. It has continuously been developing around the world, and it always needs the presence of human beings. In other words, tourism could move forward through the qualifications of the human power (Vellas & Becherel, 1995). This dependence can be compared with blood and vessel compliance since both meet each other's needs and complete one another. One of the required qualifications that a tourism employee should have is to know the target language. It is a basic of the requirements in the tourism sector. Besides this, there should be potential areas concerning tourism attraction centres. For instance, Turkey has so many tourist attractions. According to the statistical figures of the **Ministry of Culture and Tourism (2019)**, 41.564.536 million domestic and foreign tourists have spent 26.634.764 million dollars in Turkey only throughout the year 2019. Given the tourism revenue of the world, more income can be made in this sector. This case puts forward the significance of tourism sector, especially concerning the economics of that country. Today, not only Turkey is running many tourism-related schools but also so many countries have these kinds of high schools or colleges whose aims are to teach English and to raise employers or employees who are able to use English very well in their future careers at first. Likewise,

Demirkol and Pelit (2002) claim that knowing the English language well has become more essential than having a diploma in the field of tourism.

To this purpose, the schools raise the students to be qualified people as well as the language education for the sector, which is complementary concerning the tourism development. In this sense, the schools should understand the learners' needs better to prepare them to their professions. However, when an educational institution is not aware of the expectancies of the students, it could be challenging to meet the students' perceptions and expectations towards their future careers (Parasuraman et al. 1991). Hence, the schools should reflect the goals of the students for their future careers.

Previous Studies in Tourism Learners' Needs

In this field, there have been so many research studies. These studies have been conducted at tertiary levels rather than secondary education levels. For instance, in a study, Keyoonwong (1998) examined the needs of English learners in the tourism industry in Chiang Mai. One of the results was that tourism staff takes speaking and listening skills into more consideration rather than other skills e.g., reading or writing. They ordered other skills/subskills as reading, writing and translation respectively.

In another study, Boonyawattana (1999) investigated the tourism students' needs towards the English language, and found that the speaking skill was the most important one, and then the listening, reading and writing skills came respectively.

Another study was conducted by Ekici (2003) to understand the tour guide students' needs towards English at Başkent University. The participants were the English language instructors, curriculum coordinators and students. The result was that the frequent words used as they speak and listen should be stressed during the classes to meet their needs.

According to the study of Uysal et al. (2018), 393 tourism students from 26 universities in Turkey. A questionnaire was conducted to the participants. The results showed that first-year

tourism students in Turkey reported their highest need as grammar and pronunciation. From 1th grade students to 4th grade students, they do not differ from one another concerning the needs of language skills and subskills. Their needs are vocabulary, writing, speaking, listening and reading.

Afrazi and Rezapoorian (2014) point out that the students studying tourism or in tourism-related departments may have inadequate knowledge of the English language skills though they are constantly in contact with customers in their workplaces. Their mistakes in particular in the writing and speaking skills may go on with themselves. Accordingly, the actual needs of the learners should be investigated well, and they should be exposed to much practice in English during the education process. In particular, those who plan their careers with the aim of learning professional English will need a well-designed program towards their needs.

Vocational Education in Turkey

Zirkle (2017) defines VE as 'education for work'. Vocational education (VE) aims to prepare the students to have the required knowledge, practical skills and competencies for their professional life (Altın, 2008, cited in Balcı, Çelik, Eldem & Eldem, 2013). With industrialization, Turkey started the examinations on vocational education in 1923, and the vocational schools were opened to meet the demands of the country. Until today, the number of these schools has multiplied around the country. Unlike the regular high schools, these schools allow the students to intern on their branches. In addition to the culture lessons, such as Math, Science, History, professional education is provided. The students start these high schools after they take High School Entrance Exam (LGS). The students who start a vocational high school generally have the lowest academic success. Outlook of Vocational and Technical Education Report (2018a) explains that "the academic readiness of vocational and technical education students is inadequate" (p. 123). Thus, the vocational high school graduates cannot properly meet the country's needs. In particular, compulsory education has been raised to the

12th grade to increase employment area since employers look for qualified people to meet their demands. It can be understood that there is a disagreement between the employers' demands and the graduates' abilities.

The Reports and Precautions of the Ministry of National Education for Vocational Secondary Education

The Ministry of National Education (MoNE) (2018b) has identified some aims for vocational education and made some regulations, which was published as the Outlook of Vocational and Technical Education Report in 2018. This report stresses the following major aims:

- To provide the education for the learners appropriate to the needs of Turkey and labour market,
- To help the graduates get a job,
- To check the vocational education system and improve it,
- To incorporate education into the current sectors to compete in the economy,
- To equip the individuals with the necessary skills, knowledge and behaviours for their professions (the Outlook of Vocational and Technical Education Report, 2018, pp. 21-22).

In this report, the current minister Prof. Dr. Ziya Selçuk in that report (2018) stated that vocational education is crucial in industrial societies. Prof. Dr. Selçuk stated that MoNE tries to raise the young population to have the required skills, knowledge, practice for their professions and their country (pp. 18-19). MoNE has been maintaining the works on improving vocational high schools. To increase the qualities of these schools, Istanbul Technical University and MoNE have collaborated with each other and they have established a vocational high school. This school provides the language teaching education at Istanbul Technical University. Moreover, the learners who have been accepted to the school have the opportunity

to use Augmented Virtual Reality Laboratory (AVR). They can practice what they have learnt in the laboratory.

MoNE has created a website. It is called 'My Job My Life'. This website answers what people wonder about vocational education. We can obtain information about the professions, vocational education branches, the news about vocational education, and even the job advertisements for the graduates of vocational schools. MoNE has cooperated with İŞKUR to inform the graduates about the job advertisements (MEB, 2019).

The pandemic since March 2020 has been affecting some sectors, such as health, education, food and tourism. MoNE has called the vocational school teachers and students to produce protective masks, sanitizers. Thus, the vocational teachers and students feel motivated to help their country and even other countries. In addition, MoNE has focused on the apprenticeship of the learners, and some protocols have been signed with the Ministry of Industry and Technology, Istanbul Chamber of Industry (ISO), Istanbul Chamber of Commerce (ITO) (MEB, 2019). Thus, the learners have been provided with internship opportunities.

Turkey's Education Vision in 2023

MoNE has published the report called 'Turkey's Educational Vision 2023' in 2018. Several issues, such as foreign language teaching, special education, secondary education, school finance, vocational and technical education, have been discussed and some suggestions and cautions have been proposed in the report. In particular, foreign language teaching and vocational schools have been discussed to a large extent. According to the report, there have been many problems in foreign language teaching. These problems are related to the language skills, the learners' needs and levels changing depending on the school types. Therefore, MoNE has made some decisions. One of them is that the learners' specific needs will be considered. In particular, speaking and listening skills gain more importance during the courses. Furthermore, the ESP approach will be organized through the four years at the vocational

secondary education. Another regulation is about international projects. They will be provided much more for the students. Vocational schools have the same 9th-grade program with other types of high schools. However, MoNE has changed it and stated that vocational education and language teaching would start from the 9th-grade (Education Vision 2023, 2018c). The ministry has pointed to the teacher training programs and decided to reorganize them to increase their qualities.

Curriculum and Syllabus

Curriculum

According to Taba (1962), a curriculum is simply a plan for learning and teaching. This is the basic definition of the curriculum. Curriculum is a concept that involves the overall plans as to the learning process, such as course goals, content, activities and learning outcomes (Brown, 1995). Khwaja et al. (2014) describe that a curriculum involves both the content selected and the unplanned activities in which the learners participate. Similarly, it can be defined as a guideline that leads the teachers to determine the needs of learners in educational settings.

The Characteristics of Curriculum

Hlebowitsh (2004) highlights characteristics of curriculum as follows:

Curricula may:

- address all courses at a school;
- list course of studies which students must complete to be successful in a certain level of education

Besides this, learners are provided to see the sum of the target contents through a curriculum and determine the schema of what they learn from the things their curriculum offers them.

Syllabus

A syllabus is a concept derived from a curriculum like a branch. At first, the curriculum should be developed; then, secondly, the syllabus appears depending on the curriculum. A syllabus is slightly more comprehensive compared to a curriculum. It is like an outline of each lesson that lists the topics of the courses, and it puts forward clear expectations concerning the target course, materials, teachers' and learners' roles. Thus, according to Slattery and Carlson (2015), it can be expressed that it is like a contract between teachers and their students, a syllabus is organized to answer students' questions about a course, as well as informing them about what students come across during their learning process.

Needs Analysis

Needs analysis assists the teachers in identifying the students' learning needs (Akyel & Özek, 2010; Long, 2005; Onder-Ozdemir, 2018). To this purpose, it is fairly necessary for educational settings to understand the lacks and desires of the students towards their learning process. Many researchers define the term needs analysis in distinct ways.

First, Hutchinson and Waters (1987) define learning needs as what a learner needs to do to be able to learn something. They describe what one should learn as his/her needs. On the other hand, Benesch (2001) considers it as the target situation in which someone is. She thinks that the needs are strictly associated with the target situation demands. In other words, these needs are the requirements of one's target situation at that moment. Brindley (1989, p. 56) explains it as "the gap between what the learners' actual needs is and what should be taught to them." This gap could be covered by a needs analysis process.

Needs analysis is the first step of organizing courses, designing syllabi, developing materials and the educational activities (Jordan, 1997). In this stage, it determines the wants, needs, goals and thoughts of the stakeholders depending on the target situation (Long, 2005; Onder-Ozdemir, 2018). According to the results of needs analysis, the education systems are

updated by these stakeholders. In this way, a needs analysis study can help learners adapt to a new education system (Carkin, 2005; Chamot, 2007). Moreover, the process contributes to reveal the strengths and weaknesses of any system, which demands the educators and the students to review and criticize their current education systems.

The Stages of Needs Analysis

Needs analysis has several steps, and it takes the educators a certain time. According to Smith (1990, p. 7), needs analysis involves the four steps as in the following:

1. Preparing for the needs analysis,
2. Collecting the data,
3. Summarizing and analysing the data,
Reporting the results.

The first step is to describe the aim of the needs analysis, which is regarding the characteristics of the target population and the specific parameters of the investigation. In the second step, the aim is to collect the opinions of the stakeholders. These could be teachers, students in an educational setting. The relevant individuals are the sources of data. The third step is to interpret the data and analyse them statistically or descriptively. The last step is to report and critique the results. Through all the steps, a needs analysis study incorporates the teachers and students into the process. Thus, the results of the needs analysis reflect the real strengths and weaknesses of any system. On the other hand, Schütz and Derwing (1981) describe the needs analysis process in detail. According to them, it has eight steps that are as follows: the first step is to define the purposes. In the second step, it is to limit the target population and identify the sample group. The third step requires determining the parameters of the investigation. The fourth step is to select data collection tools. The fifth step is to collect the data. Then, the sixth step is to analyse the results. After the results are analysed, they are

interpreted depending on the context. Then, in the last step, the implications are transferred to the readers. The list is as follows:

1. Defining the purposes,
2. Delimiting the target population,
3. Delimiting the parameters of the investigation,
4. Selecting the information-gathering instruments,
5. Collection of the data,
6. Analysis of the results,
7. Interpretation of the results,
8. Critique the project (p. 35).

From this aspect, it can be stated that ESP is dependent on the needs analysis (Taillefer; Cowling, 2007) since ESP deals with the specific needs of the learners. Thus, the needs analysis helps the learners' needs identify for the stakeholders.

Types of Learners' Needs

The needs of a learner represent the gap between what the learner benefits from the learning experience and his or her current knowledge, skill and enthusiasm (Noessel, 2003). This gap reflects the main goals that a learner genuinely needs. These needs focus on different points, so they can be classified within themselves.

Target Needs and Learning Needs

According to Hutchinson and Waters (1987), it is possible to categorize learners' needs into two kinds: target needs and learning needs. Target needs are related to what is learnt in the target situation, while learning needs are what the learners need to do to learn something.

Hutchinson and Waters (1987) state that the analysis of the target needs includes both linguistic features (i.e., the vocabulary and grammar items which are the most frequently used in that specific situation), and contextual factors, such as with whom, where, when.

Accordingly, the different sorts of contextual tasks should be implemented in any course where the learners may need the target structures or words to use.

In addition, Hutchinson and Waters (1987) divide the target needs into several subcategories, such as the learners' necessities, lacks and wants. Necessities are the needs required by the target situation in which the learners use their target language. The necessities are what the learners have to know to function effectively in the situation given. Lacks are the points that the learners do not have any idea in that situation. Wants are their expectations from the learning process or are the things that the learners want to have an idea about. It could be expressed that their needs reflect their wants at the same time. On the other hand, according to Nunan (2004), learning needs consist of four components, including input, procedure, setting and learner's role. Input is provided by the course sources or teachers through the teaching procedure in an educational setting. In this process, the learners are supposed to be prepared before the class and be active during the courses. This thesis focuses on the target needs of the students.

The Situation and Communication Needs

As Hutchinson and Waters (1987) classify needs as target and learning needs, Richards (1990) classifies them into two kinds: the situation needs and communication needs. Richards describes the situation needs via the questions "who are the learners, what are the learners' goals and expectations, what learning styles do they prefer, how proficient are the learners in the target language?" (p. 2). The situational needs involve learners' needs, expectations, their educational resources as well as the aims of the learners. Then, he raises some questions about the communication needs, such as "in what settings will the learners use the target language, what relationships are involved, which language skills are involved, what types of communicative events and speech acts (e.g., a waiter taking a customer's order or a student giving an oral presentation) are involved, what level of proficiency is required?" (p. 2). It can

be stated that the communicative needs focus on interaction, setting, language level and communicative tasks.

The History of English for Specific Purposes (ESP)

Learners nowadays need the education to meet their needs towards the demands of the labour market (Jendrych, 2013). In particular, one of the rising needs is to learn a language all around countries. The number of tertiary content departments offering English-medium programs has been increasing in many countries where English is primarily taught as a foreign language as well (Evans & Morrison, 2011; Wächter & Maiworm, 2008). Hutchinson and Waters (1987) defined ESP as an approach to language teaching in which the learners can determine their own content and method depending on their main reasons to learn English. The reasons may vary for each learner, such as getting a job and studying. Learners' reasons may stimulate them to be more enthusiastic and motivated, which is a quite powerful drive for learners.

ESP has appeared as a result of certain reasons in the world. These reasons have resulted from numerous financial, social, educational developments since in the early 1960s, English teaching and learning were not common as today since it was not until the developments of human activities. Accordingly, people have started to learn English for different purposes, and it has come out a new field related to this need, which is called ESP. According to Hutchinson and Waters (1987), the first important reason is that new post-world war between the USA and Russia brought about some developments of science, technology, economy. Accordingly, to interact with one another for a common goal, people started to communicate and learn different languages. At that time, the common one was the English language as a lingua franca. Other reason is oil-rich countries. An interaction between traders appeared; therefore, English was a must to learn to trade with these countries since this was another need. The last reason according to them, it was a need to learn more. To progress in education, some countries put forward the

importance of learning the target language. In summary, Hutchinson and Waters (1987) claim that there are three common reasons for the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focusing on education and learners. They lead people with struggle the requirements of the world, such as learning a language to get a job, have a good career and be well-educated. To this purpose, teaching English comes into prominence depending on the sense of ESP, which has turned into a major issue, mainly in the contexts where English is taught as a foreign language (Gatehouse, 2001).

The Characteristics of English for Specific Purposes (ESP)

Stevens (1988) explains ESP with several features. ESP designs to meet the particular needs of the learner, related to the content that belongs to the particular disciplines, occupations, and activities, and ESP selects the language appropriate to the supplementary tasks in syntax, lexis, discourse and semantics. and analyses the discourse in contrast with General English. Teaching English to meet learners' needs using ESP may require closely look at the target needs. In this sense, Hutchinson and Waters (1987) attempt to explain what ESP is not rather than what ESP is:

- a) ESP does not aim at teaching' specialized varieties' of English. In other words, it does not imply the special forms of the language.
- b) ESP does not deal with only occupational word knowledge, but also it focuses on the learners' performances and abilities in the target language.
- c) Any ESP methodology does not exist, but there may be merely methodologies that have been applied in ESP classrooms in the learning of any kind of English (Hutchinson & Waters 1987, p. 18).

Summary

As a result, this chapter reviewed the relation of English and the tourism sector and the previous studies. This chapter presented the learners' needs and its types. It discussed the reports of the Ministry has published and the new revisions in vocational education. The most important point was to explain the ESP approach and addressed its history. The stages of needs analysis were described in the chapter.



Chapter III

Methodology

Introduction

This chapter focuses on the sample, data collection tools and the data analysis of this study. It involves the participants' demographic information and the setting. The questionnaires and interview questions are mentioned in detail, too.

Methodology of Research

The aim in this study is to identify the opinions of the tourism students and their English teachers towards their current ESP courses, the students' linguistic and occupational needs and performances. This is a descriptive survey study since it aims to obtain more information about the characteristics of a specific group of participants (Suter & Frechtling, 1998). It is more suitable for the research study.

100 second-year tourism students and 10 English course teachers participated in this study. This study was conducted at the spring term of 2019-2020 academic year. In this study, both quantitative and qualitative data were employed. The data were collected through two semi-structured questionnaires and the semi-structured interview questions. The descriptive and inferential statistics were employed in analysing the data. SPSS program and content analysis method were used to analyse the data.

Setting and Participants

'The sample of this study should be selected to represent a population to which the findings can be generalized' (Gall, Gall & Borg, 2007, p. 230). Therefore, two schools were identified concerning the number of the participants. 100 second-year tourism students in two vocational high schools in Balıkesir and Bursa were involved, and ten English teachers in the same schools took part in this study. The participants were selected through a quota sampling method. It aims to represent the particular traits of the participants. It's one of the non-sampling

methods (Etikan & Bala, 2017). In other words, the participants were selected on a particular purpose. In other words, the 10th grade students start to take ESP courses that are a compulsory course, so their first impressions are very important concerning the aim of this study.

Students

100 tourism students took part in this study. They are 10th grade students. They do not differ from one another concerning the socio-cultural background, ages and their socio-economic conditions.

Table 1 below shows the distribution of the students' gender types.

Table 1

The Frequency of the Students' Gender Types

Gender	<i>f</i>	<i>(%)</i>
Male	61	61
Female	39	39
Total	100	100

The table presents that 61 (61%) students are male while 39 (39%) of them are female students involving in this study. Since many of the students studying in vocational high schools are male, the male students outnumber the female ones in this study.

Table 2 describes the distribution of the students' ESP course hours.

Table 2

ESP Course Hours of Tourism Students

Grade	General English Course Hour	ESP Course Hour
10	2	4

The table above shows that the 10th grade students have only 4 hours of the ESP courses a week as well as 2 hours of general English teaching.

Teachers

Ten English teachers were involved in total. They have been working in the vocational and technical high schools in two different cities, Bursa and Balıkesir.

Table 3 presents how many years the teachers have the teaching experience of general English and the ESP courses.

Table 3

The Frequency of the Teachers' Experience Years

Experience year English	ESP Course Exp.		Total	General
	Yes	No		
25+	1	0	1	
15-20	0	3	3	
10-15	0	2	2	
6-10	3	1	4	
Total	4	6		10

According to the table 3, 4 teachers have the ESP course experience while 6 teachers have only general English teaching experience. It can be concluded that many teachers have no ESP course experience.

Instruments

In this study, the qualitative (the interview questions) and quantitative (the questionnaires) data were collected from the participants. Accordingly, two semi-structured teacher/student questionnaires were conducted, and semi-structured interview questions were employed on ten English teachers. The teacher and student questionnaires were adapted from a

needs analysis study conducted by Basturkmen (1998) and Ounis' thesis (2005) related to the ESP approach, and the interview questions were adapted from Sari's dissertation about ESP (2003).

Semi-structured Questionnaire

The semi-structured interview questionnaires were used to collect the qualitative and quantitative data in this study. The semi-structured questionnaires had yes/no answers, the ordering questions from one to four likert-type questions and the open-ended questions.

In the A part of the student questionnaire, the items from 1 to 6 focused on the demographic information.

In the B part of the questionnaire, 15 items were involved in the part where the participants answered the questions related to the English language skills/subskills, their purposes of learning English, the students' suggestions towards the ESP courses (**See Appendix 1**).

In the A part of the teacher's questionnaire, the items from 1 to 7 focused on the demographic information.

In the B part of the questionnaire, the eight items aimed to ask the teachers to answer some information of the students' language level and teachers' opinions towards ESP courses (**See Appendix 2**).

Semi-structured Interview

It has four open-ended questions which address the students' performances, the quality of the ESP courses and their current textbooks (**See Appendix 3**).

Data Collection Procedure

This study was carried out in the cities Balıkesir and Bursa. The permission was taken to conduct this study. Then, the researcher took the consent of the participants to take part in this study (**See Appendix 4**). The researcher informed them about the aim and importance of

this study and some terminologies such as ESP, professional English used in the questions. This study was conducted on 20th March 2020. The outbreak of COVID-19 virus caused all the schools to close in Turkey. Thus, the teachers were covering their courses through the distance education. The data were collected through the e-mail addresses of the participants. The teachers delivered the questionnaires to their own 10th grade students. Before sending the questionnaires, the researcher asked the teachers to inform their own students related to this study.

Data Analysis Procedure

The quantitative findings were analysed through the SPSS program. Independent samples t-test and descriptive analysis were employed for the data. The descriptive tables were formed in APA style through the SPSS program. These tables informed about the participants' demographic information, their opinions towards their courses and the English language. Moreover, the teaching and learning purposes of the participants were compared and the independent samples t-test was used to calculate the consistency of the opinions. Then, the content (document) analysis for the qualitative findings was implemented since the content analysis is a qualitative research method. According to Bowen (2009), the content analysis is a way of giving meaning to the documents around a topic. It consists of some steps such as combining, exemplifying, coding, making inferences, reporting (Krippendorff, 2013). Combining refers to the participants or the participants' answers. Exemplifying is to select the texts, messages or opinions of the participants. Coding is the way of recording the data. It can be recorded written or orally. The step of making inferences refers to divide the data into meaningful categories. It is to interpret them or give the data some codes that a researcher identifies. Finally, they are reported in a study.

Content Analysis Procedure

The researcher and her colleague determined some codes, titles, themes depending on the common points of the participants' answers. The theme consistency between the two raters was calculated as 83%. The participants' answers were classified depending on these codes. Those were interpreted through the content analysis. Table 4 shows the criteria that the researcher and her colleague identified. The criteria were identified depending on the common points of the participants' answers.

Table 4

The Criteria and Codes for the Suggestions of the Teachers on their current ESP Courses

Criteria	Coding
Speaking	More speaking tasks
	Low affective filter
	Listen to tourism-related topics
Speaking and Listening	A lot of listening activities
	More tourism-related dialogues
ESP Course	More ESP Course Hours
Suggestions	Yes
	No

Table 4 above presents the criteria that the researcher and her colleague identified depending on the teachers' suggestions. Concerning the criteria, the answers were classified under the title of 'codes'. These criteria are Speaking, Speaking and Listening, ESP Course and Suggestions.

Table 5 shows the coding process of the students' answers. The researcher and her colleague identified the certain criteria concerning the answers.

Table 5

The Criteria and Codes for the Suggestions of the Students on their current ESP Courses

Criteria	Coding
ESP Courses	More English classes Small groups of students
Speaking Prac.	No mother tongue in class Lots of speaking tasks Having a native speaker
Vocabulary Teaching	Affective techniques to memorize English words Focusing on YDS exam words
Tourism-related Tasks	Tasks about their internship problems Making tourism-related dialogues
Suggestion	Yes No

The table above presents the students' suggestions on their ESP courses. Depending on their answers, the criteria were identified such as Speaking Practice, ESP Courses, Vocabulary Teaching.

The Students' Current ESP Sources

The Ministry of Education (2020) founded a website called MEGEP (Mesleki ve Teknik Eğitim Programlar ve Öğretim Materyalleri) in the academic year 2005-2006. This website (megep.meb.) offers the students of the vocational high schools the ESP course modules towards their occupational courses. These modules are classified as the modules based on the acquisition and the modules based on adequacy. The modules on the acquisition are about on the theoretical base of the courses whereas the modules based on adequacy aims at teaching the implementation during courses. Then, the Turkish authorities prepared a network called EBA (Education Information Network) in 2012. Every year, EBA are being updated depending on the educational needs. It consists of numerous educational materials and course modules appropriate to each grade and school. This is the technological dimension of the education. However, main coursebooks are slightly neglected concerning the students' needs since the Turkish authorities distribute the same main course book to all the secondary education schools. The books are prepared according to theme-based syllabus model. In other words, the topics are on the specific themes such as culture, health problems, environment, nature which addresses the general English teaching. The names of the main coursebooks that used in vocational high schools are 'Teenwise', 'Count me In', 'Silver Lining'.

Summary

This chapter explained the actual aim of the study and its methods concerning the participants' demographic information. It focused on the data collection tools used in this study. Then, it explained the sampling method and the reason why it is used in this study. It also discussed about the current English course hours, the textbooks used in the classes.

Chapter IV

Findings

Introduction

This chapter presents the quantitative findings of this study. The findings of independent samples t-test are described. The participants' teaching and learning purposes are compared through the tables. Then, the participants' opinions towards the ESP course, the students' weaknesses on the language skills/subskills and their linguistic performances are mentioned in the chapter four.

Students' Opinions towards Their Learning Needs

The descriptive tables are below to show the frequency of the participants' responses given to the questions.

Table 6 and table 7 describe that the students' learning needs related to their jobs. The tables are relevant to their possible work settings, the communication ways that they will use and the importance of terminology that they should know.

Table 6
The Students' English Learning Needs

Items	<i>f</i>	%
Where do you use English the most?		
During Apprenticeship	52	52
At school	25	25
Other	14	14
During Interaction for Social Purpose	9	9
In which of the following work settings will you use English?		
In a Hotel, Motel, Café, Restaurant, Pub	68	68
In a Travel Agency	12	12
Other	11	11
In a Business Office	9	9
How often will you need to speak English in your future career?		
Frequently	71	71
Sometimes	18	18
Seldom	10	10
Never	1	1
Which of the following sorts of communication do you think you will use in your future career?		
Face to Face Conversations	76	76
Telephone Conversations	13	13
Others	8	8
Written Communication	3	3

This table presents that 52 (52%) students needed to use English during their internships while 9 (9%) of them needed English for the social purposes. On the other hand, 68 (68%) of the students reported that they wanted to work at food or accommodation sectors such as hotels, motels or restaurants while 9 (9%) of them thought that they would work at an office in their future careers. The students were asked how often they would need English. The most reported answer (71%) was 'frequently'. They often will need to use English for their professions while only one student reported that he would not need English in the future. Moreover, the students reported that 76 (76%) of the students needed face to face conversations in the future while only three students stated that they needed the written communication much more.

Table 7

The Importance of Special Tourism Terminology

To know special tourism terminology in English is useful and necessary...	RATINGS					
	Yes		No		Sometimes	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
For Listening	79	71.8	1	0.9	20	18.2
For Speaking	74	67.3	4	3.6	22	20
For Writing	72	65.5	1	0.9	27	24.5
For Reading	71	64.5	1	0.9	28	25.5

Table 7 describes that 79 (79%) of the students considered that it was very important to know the special tourism terminology for the listening skill whereas 74 (74%) of the students reported that it was fairly essential for the speaking skill. On the other hand, 71 (71%) of them stated that it was significant for the reading skill.

Teachers' and Students' Opinions: Students' Weaknesses on the Language Skills/Subskills

The tables below present that the students have difficulties in the language skills/subskills. They describe what problems the students have in the skills/subskills.

Table 8 describes the reading difficulties of the students in detail according to the students.

Table 8

The Reading Difficulties of the Students

The Difficulties	<i>f</i>	%
Lack of grammar	42	42
Difficulty in carrying the ideas of different paragraphs	18	18
Lack of vocabulary	12	12
Lack of vocabulary and grammar	10	10
Lack of vocabulary and grammar, difficulty in carrying the ideas of different paragraphs	9	9
Lack of grammar and difficulty in carrying the ideas of different paragraphs	5	5
All	4	4
Total	100	100

The table 8 above shows that 42 (42 %) of the students thought that lack of grammar would be very problematic in learning the target language for reading skill while 4 (4%) of the students reported that some problems such as lack of vocabulary and grammar, difficulty in carrying the ideas of different paragraphs might cause the difficulty in reading skill.

Table 9 shows that the writing difficulties of the students.

Table 9

The Writing Difficulties of the Students

	<i>f</i>	<i>%</i>
Lack of knowledge about word spelling	49	49
Lack of vocabulary	35	35
Lack of grammar	9	9
Lack of grammar and vocabulary,	6	6 spelling error
Other reasons	1	1
Total	100	100

According to the table 9, 49 (49%) of the students expressed that they had the difficulty in lack of knowledge about word spelling. On the other hand, 6 (6%) of them considered that lack of vocabulary and grammar caused having difficulty in the writing skill.

Table 10 below presents the speaking problems that the students have.

Table 10

The Speaking Difficulties of the Students

	<i>f</i>	<i>%</i>
I cannot remember the grammatical rules easily	41	41
I get nervous when I speak and forget what I would say	30	30
I cannot pronounce words easily and correctly	15	15
All the problems	14	14
Total	100	100

The students found this skill very compelling because of the reasons reported above. One of them they claimed was that they cannot easily remember the grammatical rules. 41 (41%) of the participants agreed with it. Another reason they reported was that they get nervous when they speak and forget what they would say. On the other hand, the students pointed out the mispronunciation of the words. 15 (15%) of them agreed with that.

Table 11 shows the listening problems of the students below.

Table 11

The Listening Difficulties of the Students

	<i>f</i>	<i>%</i>
I cannot remember the meanings of words quickly when I hear	44	44
People have different accents. They pronounce words more differently than my teachers do	36	36
I cannot understand the grammar people use	16	16
Other	4	4
Total	100	100

According to the table 11, the students reported some reasons why they had the difficulty in the listening skill. One of the most reported one was that they cannot remember the meanings of the words quickly when they hear. 44 (44%) of the students agreed with it. Another reason was that 36 (36%) students stated that people in a record had different accents. They pronounced words more differently than their teachers did. 16 (16%) of the students expressed that they cannot comprehend the grammar people use.

Table 12 below describes that the students' weaknesses on the language subskills according to the teachers. The teachers identified their opinions below.

Table 12

The Students' Weaknesses on the Language Subskills

LANGUAGE SKILLS/SUBSKILLS	RATINGS					
	Completely Agree		Agree		Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Writing projects	6	5.5	4	3.6	0	0
Speaking activities	2	1,8	7	6.4	1	0.9
Listening activities	4	3.6	4	3.6	2	1.8
Grammar applications	2	1.8	6	5.5	2	1.8
Composition activities	4	3.6	6	5.5	0	0
Conversational skills	5	4.5	3	2.7	2	1.8
Technical activities related to Tourism	3	2.7	6	5.5	1	0.9
General vocabulary	2	1.8	5	4.5	3	2.7

Table 12 shows that the students' weaknesses on the language skills/subskills depending on the opinions of the teachers. 10 (10%) of the teachers agree that the students are weak at writing activities. Moreover, 8 (9.2%) of them considered that the students were weak at the conversational skills while 2 (1.8 %) of the teachers disagree that the students are unsuccessful at them. On the other hand, 10 (10%) of the teachers stated that the students had difficulty in composition activities whereas 8 (7.2 %) of them expressed that the students were weak at listening activities. Besides this, 9 (8.2%) of the teachers considered that the students were unsuccessful at technical activities related to tourism while 7 (6.3%) of the teachers reported

that the students had difficulty in general vocabulary, but 3 (3%) of them did not think that the students were weak at the vocabulary.

Teaching/Learning Purposes of the Participants

The Independent Samples T-test was computed to show whether there is a significant difference between the teaching or learning purposes of the participants or not.

Table 13 describes the t-test values between the learning/ teaching purposes of the participants.

It shows whether there is a significant difference between the purposes or not below.

Table 13

The Independent Samples T-test Values of the Teachers' Teaching and Students' Learning Purposes of English

		<i>N</i>	<i>M</i>	<i>t</i>	<i>SD</i>	<i>p</i>
Learning/Teaching Purposes	Teacher	10	1.80	1.74	14.95	.10
	Student	100	1.64			

Table 13 shows that the teachers' teaching and students' learning purposes were compared to each other. The mean values were very close to each other ($M_{teac.}=1.80$, $M_{stu.}=1.64$). $p > .05$, $t(108)=1.74$. T-test value was computed very low. It can be understood that there is not any significant difference between their purposes. The purposes are consistent with each other.

Table 14 presents that the English teaching and learning purposes of the participants below.

Table 14

English Teaching/Learning Purposes of the Participants

Purposes		RATINGS							
		Most Important		Very Important		Important		Not Important	
		<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Read technical articles in tourism fields	Teacher	0	0	2	1.8	5	4.5	3	2.7
	Student	28	28.0	19	19.0	37	37.0	16	16.0
Read specific instructions in tourism	Teacher	8	7.2	2	1.8	0	0	0	0
	Student	28	28.0	49	49.0	21	21.0	2	2
Write food recipe, hotel rules	Teacher	5	4.5	3	2.7	2	1.8	0	0
	Student	38	38.0	25	25.0	23	23.0	14	14.0
Write tourism reports	Teacher	2	1.8	2	1.8	6	5.5	0	0
	Student	56	56.0	20	20.0	18	18.0	6	6
Listen to hotel guests in a record, etc.	Teacher	8	7.2	1	0.9	1	0.9	0	0
	Student	38	38.0	29	29.0	31	31.0	2	2
Listen to oral presentations	Teacher	3	2.7	3	2.7	4	3.6	0	0
	Student	50	50.0	25	25.0	25	25.0	0	0
Speak to a public on tourism issues	Teacher	5	4.5	3	2.7	2	1.8	0	0
	Student	43	43.0	33	33.0	16	16.0	8	8
Learn conversational English, such as telephoning, greeting, departing, invitation, etc.	Teacher	7	6.3	2	1.8	1	0.9	0	0
	Student	63	63.0	25	25.0	9	9	3	3

According to the table 14 above, 10 (100%) of the teachers consider that reading specific instructions in tourism is important and 98 (98%) of the students think that it is fairly important. On the writing skill, 10 (100%) of the teachers think that writing tourism reports are quite important whereas 94 (94 %) students identify that it is an essential point. Listening to oral presentation is regarded important for the participants. (10 % teachers and 100% students). As to the speaking skill, 97 (97%) of the students think that learning the conversational English is significant while 10 (10%) of the teachers agree with this statement.

In Table 15, the participants were asked to order the language skills according to the importance level. Each participant ordered the language skills from the most important one to the less one. Table 15 describes the p , t and M values of the language skill orders of the participants, and it compares the values. It shows whether there is a significant difference among the orders of language skills.

Table 15

The Independent Samples T-test Values of the Participants' Language Skill Orders

Language Skills		<i>M</i>	<i>t</i>	<i>SD</i>	<i>p</i>
Reading Skill	Teacher	1.95	-2.05	18.20	.05
	Student	2.20			
Writing Skill	Teacher	1.73	-2.60	108	.01*
	Student	2.12			
Listening Skill	Teacher	2.25	4.09	108	.00*
	Student	1.77			
Speaking Skill	Teacher	1.73	-1.03	9.782	.32
	Student	1.90			

* $p < .05$ Teacher ($N=10$), Student ($N=100$)

Table 15 presents the language skill orders depending on the importance degrees for the participants. The p and t values of reading and speaking skills show that there is not any significant difference in the orders of the participants ($p > .05$) while there is a significant difference among listening ($t(108) = 4.09, p < .05$) and writing skill orders of the participants ($t(108) = -2.60, p < .05$). The mean values are given for writing ($M_{stu.} = 2.12, M_{teac.} = 1.73$), for listening skill ($M_{stu.} = 1.77, M_{teac.} = 2.25$).

Semi-structured Interview Questions: The Participants' Opinions towards the ESP Courses

The open-ended questions were asked to the teachers. The SPSS Program and content analysis method were conducted to analyse the answers. Depending on the answers of the

participants, some themes and codes were identified by the researcher. The descriptive tables were made below.

The teachers were asked '*Do you have any suggestions for making the ESP courses more effective and relevant to the students' needs in their field of study*', the teachers proposed their suggestions to make the English courses more effective.

Interview Ques.: *Do you think the textbooks that are being used in tourism high schools are relevant and related to the students' needs?*

Table 16 shows the responses of the teachers about the relationship of the coursebooks and the students' needs related to whether they are connected to each other or not.

Table 16

The Current Textbooks and the Students' Needs

Responses	<i>f</i>	<i>%</i>
Irrelevant	6	60
Relevant	4	40
Total	10	100

According to the table 16, 60 % of the teachers reported that the textbooks and the students' needs were not connected to each other concerning the tourism context whereas 30 % of them stated that they were parallel to the students' needs. One of the teachers stated:

'No, I don't think the textbooks are relevant and related to the students' study. The ideal syllabus must include more speaking and listening activities. I don't know any ideal textbooks, though.'

One teacher expressed:

'We prepare a module according to our own students' level, but it's still relevant to our aims.'

Similarly, another teacher reported:

'The coursebooks should be relevant to the aims of those schools.'

One teacher expressed:

'It's irrelevant. We don't have textbooks provided by the government. Textbooks should cover vocabulary exercises, dialogues and interactive tasks.' Even if the ESP students reach the various materials and sources, the teachers stated that their problems with inadequate sources. According to a participant teacher:

'The modules that they get on the Internet are outdated and too much detailed for ESP learners. The modules should be updated according to their actual needs, and it should be accessible for each student. The course book addresses general English instead of business English. Also, since the most of the students begin to school with elementary level, they have difficulty in understanding the main course.'

Tables of Content Analysis: The Participants' Opinions on the ESP Courses

The tables below present the opinions of the teachers and students related to their ESP courses.

Interview Ques.: *What would your suggestions be for better English language proficiency of tourism high school students?*

Concerning this question above, the researcher formed some themes depending on the participants' answers. Table 17 shows the themes of the teachers' suggestions about their ESP courses. The themes were identified as the following: Speaking practice, Speaking and Listening practice, ESP course, No suggestion.

Table 17

Themes of teachers' opinions towards ESP Courses

Themes	<i>f</i>	<i>%</i>
Speaking Practice	4	40
Speaking and Listening Prac.	3	30
ESP Course Hour	2	20
No suggestion	1	10
Total	10	100

Table 17 describes the themes of the teachers' suggestions. 7 (70%) teachers proposed their opinions relevant to the speaking and listening practice while 2 (20%) teachers suggested something about ESP course hour. On the other hand, one teacher did not report any opinion towards the ESP courses.

Table 18 shows the codes of the teachers' opinions about their ESP courses.

Table 18

Codes of teachers' opinions towards ESP Courses

Codes	Themes	<i>f</i>	<i>%</i>
More speaking tasks	Speaking	2	20
Low affective filter		2	20
Listen to tourism-related topics	Speaking and Listening	2	20
More tourism-related dialogues		1	10
More ESP course hour	ESP Course	1	10
No suggestion		1	10
Total		10	100

According to the table 18, 4 (40 %) teachers suggested more speaking tasks and the environment with low affective filter under the 'speaking' theme and proposed:

'Students should speak and listen more. Possible dialogues that they may encounter during their career must be taught during classes.'

Another teacher pointed out speaking skill: 'They should try to speak English as much as they can.'

3 (30%) teachers reported that listening to tourism-related topics and integrating tourism-related dialogues into the courses can contribute to the ESP courses. On the other hand, one teacher expressed that it should be more ESP course hours. One of them reported: *'The*

number of English classes in a week should be increased.' On the other hand, some teachers highlighted the scarcity of English classes. One of them addressed the necessity of preparation class and said:

'They should start with prep class and then, there should be more English lessons in a week than today.'

Another teacher stated:

'The students have got English course for only two hours a week. It should be at least 8 hours. We should have proper materials to teach English.'

Table 19

Themes of Students' Opinions towards the ESP Courses

Themes	<i>f</i>	<i>%</i>
ESP Course Hour	38	38
Speaking Practice	20	20
Vocab. Teaching	16	16
Tourism-related tasks	14	14
No Suggestion	12	12
Total	100	100

Table 19 presents that 38 (38%) students stated their suggestions on ESP course hours. 20 (20 %) of them reported their suggestions on speaking while 16 (16%) students expressed their opinions on vocabulary teaching. On the other hand, 14 (14%) of them suggested tourism-related tasks. Only 12 (12%) of them did not suggest anything for the ESP courses.

Table 20

Codes of Students' Opinions towards ESP Courses

Codes		<i>f</i>	<i>%</i>
More English classes	ESP Courses	25	25
Small groups of students		13	13
No mother tongue in class		13	13
Lots of speaking tasks	Speaking Prac.	5	5
Having a native speaker		2	2
Affective techniques to memorize English words	Vocabulary Teac.	10	10
Focusing on YDS exam words		6	6
Tasks about their internship problems	Tourism-related	9	9
Making tourism-related dialogues	Tasks	5	5
No suggestion		12	12
Total		100	100

According to the table 20 above, 38 (38%) students suggested more English classes and small groups of students in classes. Under the code of speaking practice, 20 (20%) of them reported that the use of English during the lessons, many more speaking tasks and having a

native speaker can contribute to the ESP courses. In this sense, one student stressed the necessity of having a native speaker and reported:

'We need to have a teacher who was born in one of English-speaking countries and educated there with a great variety of world knowledge because speaking practice would be better with a native speaker.'

On the other hand, 16 (16 %) of the students expressed that focusing on YDS exam and learning effective techniques to memorize the target words can be helpful to make the courses more affective. Under the theme of tourism-related tasks, 14 (14%) students suggested making tourism-related dialogues and dealing with the tasks about their internship problems.

Interview Ques.: *Do you think that English teachers of tourism schools have some knowledge of tourism discipline? Do you recommend special trainings to English teachers in tourism high schools?*

Table 21 explains whether the special teacher training is necessary or not according to the teachers' opinions.

Table 21

Is the special teacher training necessary for the teachers?

Responses	<i>f</i>	<i>%</i>
Yes	7	70
No	3	30
Total	10	100

According to the table 21, 70 % of the teachers think that the ESP teachers need to take special trainings related to the tourism discipline while 30 % of the teachers consider that they do not need that kind of special training. A participant teacher delivered his thought and said: 'Yes, we need special trainings especially for vocational lessons.'

On the other hand, several teachers opposed them and stated: ‘Not much. However, as the years pass on, teachers will have more experience in conducting ESP courses.’ They believe that they do not need the special training. One of them uttered:

‘They don’t have so much knowledge at the beginning but with the collaboration among the ESP teachers, they learn about it so I think there is no need for special trainings.

Summary

Firstly, this chapter mentioned the participants’ learning and teaching needs related to the ESP courses and language skills through the descriptive tables. The students’ weaknesses were described depending on the teachers’ opinions. The teaching and learning purposes were compared to one another. Lastly, the open-ended questions were presented in the chapter.

Chapter V

Conclusion

Introduction

In this chapter, the results of this study are summarized and they are interpreted depending on the findings. Then, the pedagogical implications are stressed in the light of the results. The suggestions for further research studies are proposed in chapter 5.

Summary of the Study

The purpose of this study is to identify the opinions of the tourism students and their English teachers towards their current ESP courses, the students' linguistic and occupational needs and performances. This thesis is based on a need analysis study.

Summary of the Methodology

100 second-year tourism students and 10 English course teachers took part in this study. The thesis was a descriptive survey study. The qualitative and quantitative data were collected from the participants. Semi-structured teacher/student questionnaires and semi-structured teacher interview questions were used to collect the data. The analysis of the data was conducted through the content analysis method and the SPSS program.

Conclusion

This study set out to identify the opinions of the tourism students and their English teachers towards their current ESP courses, the students' linguistic and occupational needs and performances. This study was conducted through the needs analysis method. The researcher highlighted the specific points at the results of this study. The results were classified into three categories. The first category is related to the teachers' opinions related to their current ESP courses. The second category describes the teachers' opinions about the tourism students' language performances and needs. The third category presents the tourism students' opinions towards their ESP courses.

1 Teachers' Opinions towards the ESP Courses

This part deals with the opinions of the teachers against the ESP courses. Depending on their thoughts, it can be concluded that most of the teachers have not had ESP course experience before. Although the rise of global English has led to the need of ESP, tertiary level education has passed over ESP education. Thus, teachers graduate with a lack of ESP teaching experience. They may work at vocational schools that require ESP courses. However, they do not even take pre-education to be able to teach ESP courses. Little is known about how to prepare pre-service teachers for ESP-related professions (Hyslop-Margison & Strobel, 2007). Although the need has been increasing, the field of ESP remains unclear in teacher education (Basturkmen, 2017). In conclusion, it can be stated that the pre-service teachers in Turkey are not still prepared for ESP teaching like in many other countries.

Teaching ESP demands many more things rather than general English, such as determining learners' specific needs and preparing the necessary classroom materials (Basturkmen, 2014; Hutchinson & Waters, 1987; Onder-Ozdemir, 2014); therefore, this case may affect the practicality and performance of teachers while conducting ESP courses. For instance, designing ESP materials, knowing the target terminology and identifying tourism-related topics can cause the process to complicate for teachers. In this sense, so many research studies concern with this topic and collect educators' opinions as well as this study. In this study, the participant teachers were asked whether ESP teachers need special teacher training or not. The results show that most of the participant teachers consider that they need to take training courses related to how to teach an ESP course in the tourism discipline.

This study revealed that when the teachers were asked the order of the English language skills from the most important one to the less one, many teachers ranked the main skills of English as 'speaking-listening-reading-writing'. This order addresses the critic skills that the learners could need the most in their future careers. In particular, speaking and listening skills

were stressed since most of the teachers think that they were the necessary ones for their own students.

Likewise, many teachers highlighted another point of the conversational skills, and they addressed that the presentation skills were a fairly significant point in developing learners' speaking levels since a great number of the teachers considered that to learn how to speak in public about tourism issues was vital concerning the students' professions.

In the questionnaire, most of the teachers expressed that the reading skill is as required as other skills of English. Many teachers think that the reading passages that they use during the classes are supposed to be relevant to tourism and tourism-related topics. Some teachers state that the texts used during ESP courses are expected to cover all possible topics as well as the tourism-related ones.

As Erbasan and Erbasan (2020) reported, reading is considered the first and most important step of the education process. At this point, a great number of the teachers strongly believe that one of their English learning goals is to be able to read tourism articles as well. Depending on what the participant teachers reported, it can be expressed that many teachers want the students to learn how to read the books related to their study as well.

The participant teachers stressed another skill, writing. Half of them pointed out that writing tasks are neglected during the English courses since they require a long process for learners. A learner must write, think and compose while using proper grammar and spelling (Kieft, Rijlaarsdam, Galbraith & van den Bergh, 2007). Moreover, without this skill, it can be compelling or impossible for the ESP students to exercise their thinking abilities in the target language (cf. Peyton, 1993; Tran, 1997). In this study, most of the teachers expressed that ESP writing tasks, such as writing a food recipe or hotel rules, would contribute to students' writing abilities.

Another result was that many teachers reported that ESP listening exercises, such as teaching how to listen and understand hotel guests' conversations, would help the students in their future career. In this way, they will be able to understand what kind of sentence structure or words they will hear in their professional career. Evans and St. John (2000) shared similar opinions and stated that listening requires understanding the words and the key points. However, the teachers and students did not have enough and proper sources to be successful at ESP teaching and learning. Therefore, most of the teachers reported that they have difficulty in finding sufficient sources for teaching ESP courses. Likewise, the students have no sources to study. Some teachers use the prepared modules related to tourism target topics from the official website of the Ministry or they prepare some modules about ESP course topics by themselves considering the students' levels, the course hours. Some teachers cover the ESP courses through the general English coursebook given to each state school by the government. However, many teachers expressed that the students have difficulty in understanding the language of these coursebooks. Moreover, the teachers consider that the coursebooks and the students' needs are not connected to each other concerning tourism context. In other words, they think that they do not involve something related to the professions of the students.

2 Teachers' Opinions towards Students' Performances

This part reveals the opinions of the teachers related to the linguistic performances of their own students during ESP courses. The thesis concludes that most of the teachers agree with the students' language levels. The teachers take their linguistic performances, their exam grades into consideration and they reported that a great number of the students have an elementary level of English. Thus, a great number of the teachers consider that their students are not good at language skills. To illustrate, the teachers consider that their students are not capable of listening skill since listening which is a very compelling skill among other language skills requires more practice and patience since listening and understanding are a complex

cognitive process and is perceived as a demanding skill to learn and master (Cole & Flexer 2015, pp. 229–232). On the other hand, as to writing, many teachers highlighted that the students were weak in writing skills. Moreover, the teachers believed that they were unsuccessful in writing projects. According to Reid (2002), among the four language skills, writing is regarded as the most compelling and challenging skill for foreign language learners in general. This skill requires so many steps, such as identifying your writing aim, addressing this aim with coherent and consistent sentences and connecting a text with the writer's thoughts in a proper way.

Depending on the statements of the teachers related to the students' performances, particularly ESP writing tasks should be taught; however, ESP writing differs from general English writing. Through ESP writing tasks, learners face the specific genres of writing tasks, such as writing a complaint petition about the front desk clerk or making the dialogues between a customer and an employee. To this purpose, according to Hyland (2013), teachers in this case do not teach not only writing but specific types of writing well those are estimated and are expected in several academic and professional contexts.

Last but not the least, the teachers proposed their suggestions towards the question below.

Depending on the results, it can be concluded that the teachers suggested more speaking activities for the better English level of their students. The tourism industry has been a big part of the economy and has been growing fast. Thus, tourism employees are expected to meet the forthcoming needs of the sector, such as language, culture, self-confidence. Accordingly, the English language comes forward at first among those needs. In this sense, many teachers stressed the importance and necessity of it. In line with it, according to Prachanant (2012), Pinelopi (2015), and Li (2016), in their studies related to language use in the tourism industry,

speaking skill has more attention in exploring students' language skills. In other words, speaking is the core need of tourism, which is regarded by learners.

3 Students' Opinions towards ESP Courses and their Weaknesses in Language Skills

When the participants were asked to classify the skills depending on the importance level, it can be clearly understood that many participants started to order as speaking and listening, respectively. On the other hand, the least reported ones start with reading or writing skills. The most frequent one was like: speaking-listening-reading-writing. It can be understood that they need speaking and listening tasks the most.

The results showed that the students currently needed to use English the most when they were in apprenticeship. They experienced rehearsals of their professions during it and probably they came across real-life issues with customers. Especially with foreign customers, they had to deal with the problematic situations through the target language.

Some of them pointed that they used English actively during the classes. On the other hand, few of them said that they used English for real-life communication. In other words, before they started their work, they used English in very limited areas. These were their classrooms at first, their apprenticeship and environment, such as social environment, virtual environment where they could use their foreign language with their friends.

Their Weaknesses in Language Skills

Tourism industry has been growing all around the world; therefore, so many workplace options appear for tourism employees. When the students' preferences were asked for their professional lives, many of them reported that their working setting would be more likely places, such as hotels, motels and restaurants. Some of them expressed that it would be a travel agency. On the other hand, few of them expressed that it would be an office. While doing this, a great number of the students considered that they used face to face communication way at their workplaces. Some noted that they would use English through telephone conversation in

the future, while few students communicated with their customers through written language. However, the students reported the difficulties they had with those skills. Regarding reading skills, many students considered that they were lack of grammar to understand reading texts. Some expressed that they had difficulty in carrying the ideas of different paragraphs. Besides this, they stressed their vocabulary problems and they did not have enough word knowledge.

For the writing skill, many students had problems with word spelling while they had difficulty in the skill because of a lack of vocabulary and grammar knowledge. Regarding speaking skills, the students paid attention to that skill so much since they needed to use it much more in the future. Most of them claimed that they could not easily remember the grammatical rules while speaking. Some stressed that the tension during a conversation might raise, and they might forget what they would say. A few of them reported that they had the worry about the mispronunciation of the words. To this purpose, one student stressed the necessity of having a native speaker.

As to listening skills, the most frequent problem that the students reported was that they could not remember the meanings of the words quickly when they hear. Some students expressed that they sometimes did not understand the listening records because of different accents. People speaking in listening recorded might have different accents and they pronounced the words more different than their own teachers. Also, they pointed out the grammar structure. Many of them could not comprehend the grammar people use there. In addition to these main skills, it requires to master linguistic domain (vocabulary, grammar, pronunciation, discourse) of that language according to Al-Lawati (1995). He stated that this linguistic domain is the most complicated and serious part of a language.

The students were asked if they had any suggestions towards ESP courses to be effective. Many students said that their ESP course hours were very limited, while some pointed that speaking practice could be more during the classes to make the courses effective. Some

remarked that more vocabulary practice could be done because they were generally not competent at the skills because of their insufficient word knowledge. On the other hand, some of the suggestions were more tourism-related topics and to have a native speaker to make ESP courses better. Relevant to this, one student pointed out the necessity of having a native speaker and reported: ‘We need to have a teacher who was born in one of the English-speaking countries and educated there with a great variety of world knowledge because speaking practice would be better with a native speaker.’ However, few of the students have no suggestions towards ESP courses.



Chapter VI

Discussion, Suggestions and Implications

Discussion and Suggestions

Introduction

This chapter presents the discussion, suggestions and implications of this dissertation. Firstly, the research questions are listed below, and the research questions are discussed in the light of the findings. Then, the suggestions are proposed for the study. Lastly, the implications are presented for this study and further research studies.

Research Questions

The questions below were addressed:

- RQ1: What are the participants' opinions of the students' linguistic needs, their ESP courses and the students' weaknesses on language skills/subskills?
- RQ2: Do the ESP learners and teachers have enough sources for their ESP Courses?
- RQ3: What are the participants' purposes of teaching/learning English?
- RQ4: Is there any significant difference between the teaching and learning purposes of the participants?
- RQ5: Do the English teachers need the special teacher training in ESP?

RQ1: What are the participants' opinions of the students' linguistic needs, their ESP courses and the students' weaknesses on language skills/subskills?

This research question aimed to identify the participants' opinions related to the students' linguistic needs, their ESP courses and the students' weaknesses in language skills/subskills. In particular, it focuses on the students' linguistic skills and their linguistic performances since the tourism students will be engaged in using the target language in the future. At this point, Masoumpanah and Tahririan (2013) stated that the students studying

Tourism and Hotel Management could be capable of speaking, listening, reading, and writing. They are supposed to know how to use them. Likewise, according to Ur (1996), those who know a language are thought of as the speaker of that language (Ur, 1996, p. 43). In this study, the teachers and students started to order the skills with speaking and listening since they considered that those skills would be more necessary in the future careers of the students. Similarly, Mendelson (1994) stressed that point and claimed “of the total time spent on communicating, listening takes up 40-50%; speaking 25-30%; reading 11-16%, and writing about 9%” (p. 9). However, the participant students had difficulty in nearly all the language skills since their levels were generally regarded as the elementary level of English. Their teachers considered the students’ performances and their English course grades. They lastly identified the levels of many students as the elementary level of English. Since their language levels and the course aims were not relevant to each other according to their teachers, they were generally weak at these skills. This case might affect the success of the students. To illustrate, most of the students were not good at productive skills, such as listening and speaking. However, the listening skills required so many steps to progress for learners. This process consisted of five stages, such as hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013). When learners integrate all the stages, they will be capable of this skill. The participant students in this study are supposed to need to take input, integrate it with other information in their minds and respond to it properly in the contexts related to their professions. However, as they practice listening to tourism-related exercises, their success will increase in the listening skills. According to Dudley-Evans and St. John (2000), in ESP contexts, doctors and other professional people participate in seminars and conferences and listen to presentations; technicians need to listen to and understand instructions; business people and other professionals listen to policy conferences. The people working in the tourism sector probably have conversation with their customers, and attend the critic meetings with foreign

business people. For instance, listening to hotel guests requires a proper interaction with the receiver concerning tourism students. On the other hand, due to the tourism students' occupations, orally interaction is fairly significant in particular while making a presentation, talking with their customers. Chang and Huang (2015) claimed that oral presentation is among the most common spoken genres for learners concerning academic and workplace settings. In their professional career, the learners are more likely going to encounter these presentations and demo to deliver so much, which is viewed an essential way of improving their target language and success. In line with it, Rivers (1981) shared similar thoughts and stated that speaking is used twice as much as reading and writing in our communication. For instance, since the tourism sector requires the publicity of their works by their staff members, these tourism staff is expected to have the ability of speaking in front of the crowd.

From this perspective, presentation skills are viewed as a mean for achieving success in an academic and professional way (Kim, 2006; Evans, 2013). Their daily routines in work settings more likely include these tasks a lot. Thus, the more they practice these tasks in their classroom settings or training periods, the more they have experience and are prepared for their future careers. With interaction, learners are provided to understand how to respond properly to someone speaking in the target language. Relevant to this, Jarramillo (1996) discussed that the "surrounding social nature of learning encompasses the students' interaction with peers and with instructors" (p. 137). The essential one is to fill in the learning environment of learners with real communication. In this sense, teachers should be conscious of creating a communicative setting for learners. Through this setting, according to Jarramillo (1996), learners will encounter "an egalitarian setting, rather than teacher-centered" (p. 136). Moreover, since speaking skill has been widely used in active communication rather than other skills of a language. In this sense, Capel et al. (2009) exemplified that speaking could take place in a variety of ways during ESP classes. These primarily include questioning, pair work,

collaborative group work or whole class discussions. Each of these is adapted to different tasks or situations (Capel et al., 2009). It is supposed to involve more acting out performances, presentation tasks, interview rehearsals, interactive works within the plan to make learners master and confident in conversational skills. The way of being proficient in speaking skill passes from mastering other language skills as well.

According to Reid (2002), among the four language skills, writing is regarded as the most compelling and challenging skill for foreign language learners, which requires so many steps, such as identifying your writing aim, addressing this aim with coherent and consistent sentences and connecting a text with writer's thoughts in a proper way. In this study, the teachers reported that writing tasks generally were neglected during the ESP courses since it required a long process to complete for the students and the teachers. Likewise, a great number of educators argued that writing skill was a complicated cognitive task (Al-Khairiy, 2013). It required an organized text which included introduction, development and result with properly structured sentences. Fareed et al. (2016) shared a similar idea and stated a text "must be cohesive, logical, clearly structured, interesting and properly organized with a great number of vocabulary and mastery of conventions in structure" (Fareed, et al., 2016, p. 81). This organization helps learners convey their thoughts. Relevant to this, as the technology develops, different ways of written communication would be available. To illustrate, social media has strengthened written language use, and people feel more comfort while communicating through written language because of the easiness of e-mail, or other written communication ways as well as face to face one. From this perspective, technology provides learners the opportunity to serve related to their works for so many purposes. Similarly, their work settings are contributed by technology. The important one is to integrate technology into language learning process by stakeholders, which may stimulate learners more towards learning.

Another skill that the students stress their difficulties is reading. They reported that they generally deal with lack of word knowledge, spelling mistakes in reading skill. Likewise, in Arpa and Zeki' study (2020), they searched the reading difficulties of learners. They had the problems, such as mis-spelling, reading slowly and having difficulty in combining sounds. These problems may result from lack of vocabulary and grammar knowledge. When this is the case, the learners may refrain from reading something in the classroom. Apart from that, during the classes, ESP texts are sometimes neglected by educators according to Sari and Atmanegara (2018). This case may make the learners less enthusiastic towards all kinds of reading texts. Thus, the use of ESP reading passages helps learners familiarize themselves with specific content-based chunks and words, and become capable of recognizing the organization of the information and the structure of English (Baron, 2013). As a result, the exposure to ESP reading texts for learners is very essential in majoring English.

RQ2: Do the ESP learners and teachers have enough sources for their ESP Courses?

This research question intended to question whether ESP teachers and learners in vocational high schools have sufficient sources or not since supplementary sources are the essential facilitator to learners along with teachers. "Without a resource or guide provided by a coursebook, a teacher must continuously answer the questions of students, which can become complicated in large classes" (Nieweiler, 2000, p. 19). The use of textbooks is definitely vital, especially for ESP courses since "coursebooks provide teachers with complete guidance and a basic framework" (Nieweiler, 2000, p. 18). From learners' perspective, textbooks help learners repeat what they have learnt, be prepared for upcoming courses. In other words, it is like a reference for not only teachers but learners as well. In this study, the teachers complained about their insufficient sources for the ESP courses. Although they reached some modules prepared by the Ministry, those modules were not proper to the levels of the students and they were prepared in detail so much depending on the teachers' statements. In addition to that, they did

not have ESP coursebooks given by the Ministry. In particular, recently along with the outbreak of the COVID-19 virus, The United Nations Educational, Scientific and Cultural Organization [UNESCO] (2020) reported that 190 countries worldwide have closed schools. Therefore, teaching remotely has become prevalent, and autonomous learning has come forward on learners. Today, helpful resources, textbooks which are supposed to support learners' individual learning have become more important for learners. The charts, lists and some important figures related to the target course that take place in coursebooks are expected to facilitate the learning process. Moreover, concerning assigning tasks and homework, main courses are regarded as the necessary sources. However, these coursebooks for the tourism students should be suitable for the aims of ESP program, which aims to meet the specific needs of learners, especially while they struggle to learn something new about ESP English remotely. However, the teachers in this study reported that the textbooks given by the Ministry was related to general English teaching not ESP teaching. They were not relevant to the aims of ESP. Likewise, Leong and Li (2011) have stated that the relevant English coursebooks with the Tourism Program are very limited. In this sense, Wang (2011) has detailed about what features ESP textbooks should have. He has grounded these textbooks on nine principles: The principles are respectively to meet learners' needs, to be relevant to teaching objectives, to determine the content which is authentic and communicative, help learners solve problems using the target language, adapt textbooks to the Turkish culture environment, teachers and learners, ensure learners comprehensive knowledge, provide learners adequate difficulty, be up to date, raise the autonomy and creativity of learners. All in all, textbooks are supposed to be relevant since according to Richards (2002, p. 252). This year, the Turkish authorities have made a decision for these vocational high schools. This decision is to make 9th grades a preparation class. Thus, some vocational high schools have been selected as the project schools. One of them is the participant school involved

in this study, which is situated in Bursa. According to the project, the 9th grade learners have 20-hour English course. 'Teenwise' English main course will be given by the government.

RQ3: What are the English teachers' purposes of teaching English to the tourism students?

This question aimed to appear the teaching and learning purposes of the participants. Both teachers and students identified that they wanted to learn or teach something about the tourism discipline. These purposes were related to the language skills/subskills. Most of them aimed to contribute to the professions of the students and to promote the progress of the students' language development. This consistency also shows that the aims of teachers and learners are parallel to each other. This may promote the mutual understanding concerning the requirements of ESP.

RQ4: Is there any significant difference between the teaching and learning purposes of the participants?

This question aimed to appear whether there was a significant difference between the participants' purposes of teaching and learning English. The purposes were compared to each other through the independent samples t-test. As a result, the findings showed that there was not any significant difference between their purposes. The purposes were consistent with each other.

RQ5: Do the English teachers need the special teacher training in ESP?

This research question intends to emerge at whether there was a need of special teacher training in ESP or not. According to the teachers' statements, the findings showed that the ESP teachers needed to take special teacher training. An ESP course program has some certain characteristics. It addresses teaching language instead of teaching structure. Especially, while these educational programs are examined, needs analysis method appears the all reality of the target education system and their actual needs. Not only for learners but also teachers will have

benefits since Graves (1999) suggests that needs analysis should be considered a component in teacher training. In particular, teachers have fairly important responsibilities in managing the ESP program and leading to their learners. From this view, Strevens (1980, p. 7) summarized the significance of teachers' responsibility:

Certain recent pedagogical developments have had the effect of placing upon teachers new responsibilities which they did not previously bear[...] in particular, the analysis of learners' needs, the design (or at least the adaptation or modification) of syllabuses, the writing of teaching materials, even the development of tests, now often fall upon the teachers with little experience- who may be 'instructors' in the sense outlined earlier.

However, the findings obtained in this study suggest that ESP teachers may have difficulty in the courses with little experience and little teacher collaboration, so teachers may experience more anxiety in their teaching process, feeling inadequate and insecure in transferring the target instruction and input into ESP learners. Especially, some of General English teachers start their ESP teaching career without any preparation process to get practical and familiar with the target specific content. This problem in the area of ESP Teacher Education exists across the ESP practitioners' communities in general across the world (Abedeen, 2015; Bracaj, 2014; Chostelidou, Griva & Tsakiridou, 2009; Sifakis, 2005). Nevertheless, with the help of the needs analysis, ESP teachers can understand the ESP program better concerning the process, the learners and the teachers. As they are provided more teacher training courses, they feel enough and more qualified concerning preparing ESP materials, modifying syllabuses and developing exams.

Teachers are expected to question some details about their ESP learners. As it follows: "Is ESP course intensive or extensive? Are learners' needs delayed or immediate? Are the target group homogenous or heterogeneous?" (Harding, 2007, p. 17). Then, they are expected to ask themselves what subject students are responsible for, what their possible career paths are and

how their working settings are. Moreover, teachers are supposed to stimulate the learners in this process. Besides this, teachers are expected to select the appropriate materials, use some methods and techniques as well as enough knowledge in the target special field. In such a situation, as a language instructor, the teacher feels insecure since he/she lacks the academic standing of the subject specialist and the learners will sense these emotions (Early, 1981). That point is as important as other components, such as methods and learning strategies. However, it is a fact that becoming an effective ESP teacher requires more experience, extra training, effort compared with being a teacher of ELT (Stevens, 1988). In other words, there still may be a gap concerning collaborative work between ELT teachers and subject teachers. Although every ELT teacher has a teaching ability about every function of English, sometimes they may need special training for their teaching practice like ESP experience. Moreover, ELT teachers are supposed to understand students' special needs and purposes. To this purpose, they need to follow technological developments in education, to question and to plan what s(he) is going to do during ESP courses. They should question: Could I adapt the current course program according to students' special goals and needs? or Do I give my students enough opportunity to be aware of their needs and express their ideas? Or Am I capable of having enough knowledge and covering the target special subjects during ESP classes with proper classroom materials? Those are expected to do by ESP teachers. In this sense, Stevens (1988) described how an ESP teacher should be and stressed that the ESP teacher is an "educated layman who becomes familiar with the language of a subject though without pretending or seeking to become a specialist in the subject itself" (p. 9). Therefore, opportunities to gain more experience should be offered to English teachers, such as some seminars, teacher collaboration area with mutual feedbacks.

Implications

This study contributes to promote the awareness of the ESP teachers towards their teaching purposes of ESP, the ESP courses, their students' learning needs and purposes through the needs analysis. Therefore, not only it intends to help the students and teachers see their real needs towards English language, but also the participants question the strengths and weaknesses of their courses. Especially, conducting this study based on the Turkish context and at a secondary education level would be a helpful source for other researchers who want to conduct research in the Turkish context. Since there have been many of the research studies implemented in the tourism departments of universities around the world, collecting data from a vocational high school may lead other researchers to stress different points concerning ESP learners' language needs. After this research, many educators can understand the needs of the learners, and they may collaborate with each other in preparing ESP materials and cover the needs of their ESP programs. Moreover, in the Turkish context, so many different job profiles may be investigated concerning teaching ESP to nurses, flight attendants, engineer candidates. To Savas (2009), EFL/ESP teachers and lecturers agree that they need to have a prior content knowledge, knowledge of methodologies suitable to ESP teaching. On the other hand, the students in their future careers are expected to use English effectively. To this purpose, their language needs should be well understood, and be considered, and their ESP program should be rearranged depending on their learning purposes. Keeping this in mind, it is thought that there is always a need to gather information to understand whether ESP taught at schools needs to be reoriented and investigated. Furthermore, ESP Teacher Education (TE) has less attention by researchers; literature reviews related to ESP TE show a lack of research studies in the field of TE; thus, more ESP TE research studies are probably expected to meet the needs of ESP practitioners. (Kakoulli Constantinou, Papadima-Sophocleous, & Souleles, 2019). Through previous needs analysis studies, a suggested syllabus, which is arranged considering students'

and teachers' suggestions, can be proposed by researchers. Even appropriate textbooks to the tourism discipline can be prepared depending on several suggested syllabi since the ESP practitioners have difficulty in finding enough sources in ESP.



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The Appendices

Appendix 1

Students' Questionnaire

A. Demographic Information Part

I. **Gender:** Male () Female ()

II. **Your department at school:**

Kitchen () Pastry () Service ()

Housekeeping () Reception () Travel ()

Other (please specify) ()

III. **English language experience before you join high school:**

- I have been abroad with native speakers ()
- I attended private English courses ()
- I learnt English by playing computer games ()
- Other (please specify)..... ()

B. The Questionnaire

1. **To be well qualified in the discipline that you are studying, you would consider English as:**

Most Important () Very Important () Important () Least Important ()

2. **Rank the following skills by priority:**

Listening skill () Speaking skill () Reading skill () Writing skill ()

3. **Where do you use English?**

At school () During apprenticeship ()

During interaction for social purpose () Other (please specify) ()

4 In which of the following work settings will you use English?

Tick the most likely one (s).

In a business office () In a travel agency ()

In a hotel, motel, café, restaurant, pub () Other (please specify)

5 How often will you need to speak English in your future career?

Frequently () Sometimes () Seldom () Never ()

6 Which of the following sorts of communication do you think you will use in your future career?

Please tick the most likely one(s)

- Face to face conversations ()
- Telephone conversations ()
- Conversations through radio contact ()
- Written communication (by messages, notes and etc.) ()
- Other(please specify)..... ()

7. Which of the following level of English is required in your future career?

Please tick the most likely one(s).

Elementary () Intermediate () Advanced () Native-like ()

8. Which of the followings cause difficulty for you in reading? Tick the applicable one(s).

Lack of vocabulary() Lack of grammar ()

Other () Difficulty in carrying the ideas of different paragraphs ()

i. Which of the followings cause difficulty in writing for you? Choose the applicable ones.

Lack of vocabulary () Lack of grammar ()

Lack of knowledge about word spelling () Other ()

ii. Which of the following cause difficulty for you in speaking? Tick the most likely one(s).

() I cannot pronounce words easily and correctly

() I cannot remember the meanings of words easily when I speak English

() I get nervous when I speak and forget what I would say

() I cannot remember the grammatical rules easily

() Other

iii. To know special tourism terminology in English is useful and necessary

For listening: Yes () No () Sometimes ()

For speaking: Yes () No () Sometimes ()

For writing: Yes () No () Sometimes ()

For comprehension: Yes () No () Sometimes ()

iv. Which of the followings cause difficulty for you in listening? Please tick the most applicable ones.

() I cannot remember the meanings of words quickly when I hear.

() People have different accents. They pronounce words more differently than my teachers do.

() I cannot understand the grammar people use.

() Other

- v. The following table refers to your purposes of learning English, your language preference and ways of testing that you prefer in learning English.

I learn to:	Strongly Agree	Agree	Disagree	Strongly agree
study other subjects				
interact with people				
read something related to tourism				
perform activities in my study				
write something related to tourism				
use in my future career				

- vi. Which subskills do you want to learn? Thick in the box please.

Major Language Skills	Most Important 1	Very Important 2	Important 3	Not Important
Reading				
Reading technical articles in tourism fields				
Reading manuals in my study				
Reading course handouts in my field				
Reading instructions of assignments and projects				

Reading specific instructions in tourism				
Reading tourism books				
Reading general books				
Writing				
Writing food recipe, hotel rules, etc.				
Writing projects				
Note taking from lecture				
Note making from written sources				
Writing apprenticeships reports				
Writing assignments				
Answering comprehension questions				
Listening				
Listening to lecture and other spoken sources				
Listening to oral presentations				
Listening to instructions for assignments				
Listening to audio video sources				
Listening to hotel guests in a record, etc.				
Speaking				

Asking questions in the class				
Giving spoken presentation				
Talking with a friend				
Sharing ideas with classmates				
Speaking to a public on tourism issues				
Learning conversational English, such as telephoning, greeting, departing, invitation, etc.				
Other Specify).....				(Please

vii. Do you have any suggestions for making the English courses more effective and more useful?

.....

Appendix 2

Teachers' Questionnaire

A. Demographic Information Part

I. Male () Female ()

II. Experience Year: (1-5) (6-10) (10-15) (15-20) (25+)

III. Your School Name:

Your qualification:

Bachelor () MA () PhD ()

Did you have any ESP (English for Specific Purposes) training courses?

Yes () No ()

B. The Questionnaire

1. What are the students' English levels in general?

Elementary () Pre- Intermediate () Intermediate () Advanced ()

2. How would you classify the following skills in terms of importance to your students' needs?

Macro Skills	Very important	Important	Not important
Listening			
Speaking			
Reading			
Writing			

3. Choose the best options that represent your purpose of teaching English.

	Strongly agree	Agree	Disagree	Strongly Disagree
Purposes of Learning I teach them English to:	1	2	3	4
1 Study other subjects				
2 Interact with people				
3 Read tourism articles				
4 Perform activities in their study				
5 Write about tourism reports				
6 Use in their future career				

4. Which language skills/subskills do you want your students to learn?

Major Language Skills	Most important	Very important	Important	Not important
	1	2	3	4
Reading				
Reading technical articles in tourism fields				
Reading manuals in their study				

Reading instructions of assignments and projects				
Reading specific instructions in tourism				
Study notes of the courses				
Reading tourism books				
Reading general books				
Writing				
Writing food recipe, hotel rules				
Writing tourism reports				
Writing projects				
Note taking from lecture				
Note making from written sources				
Writing apprenticeships reports				
Writing assignments				
Answering comprehension questions				
Listening				
Listening to lecture and other spoken sources				
Listening to oral presentations				
Listening to instructions for assignments				
Listening to audio video sources				
Listening to hotel guests in a record, etc.				
Speaking				

Asking questions in the class				
Giving spoken presentation				
Talking with a friend				
Sharing ideas with classmates				
Speaking to a public on tourism issues				
Learning conversational English, such as telephoning, greeting, departing, invitation, etc.				
Other, (Please specify).....				

5. Tick aspects of English that you think your students are usually weak.

	Completely agree	Agree	Disagree	Completely disagree
	1	2	3	4
Listening Activities				
Speaking Activities				
Reading Assignments				
Writing Projects				
Grammar Applications				
Composition Activities				
Conversational Skills				

Technical Activities Related to Tourism				
General Vocabulary				
Other (please specify).....				

6. How often will your students need to speak English in their future career?

Frequently () Sometimes () Seldom () Never ()

7. Do you have any suggestions for making the English courses more effective and more relevant to the students' needs in their field of study?

Yes () No ()

- If your answer is 'yes', what are your suggestions?

.....
.....

- If your answer is 'no', please provide the reasons why you think so.

.....
.....

Appendix 3

Semi-Structured Interview Questions

1. Do you think the textbooks that are being used in tourism high schools are relevant and related to the students' needs?

2. What would your suggestions be for better English language proficiency of tourism high school students?

3. Should the students be taught with texts related to their profession or with texts of universal nature?

4. Do you think that English teachers of tourism schools have some knowledge of tourism discipline? Do you recommend special trainings to English teachers in tourism high schools?

Appendix 4: The Permission Provided by Ministry of National Education



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Meslekî ve Teknik Eğitim Genel Müdürlüğü

Sayı : 20880154-605.01-E.6196142
Konu : Araştırma uygulama izni

06.04.2020

DAĞITIM YERLERİNE

- İlgi : a) Çanakkale 18 Mart Üniversitesi'nin, Bakanlığımız evrak sisteminde 12.03.2020 tarihli ve 5332779 sayılı kayıtlı yazı.
b) 21/01/2020 tarihli, 81576613-10.06.02-E.1563890 sayılı ve (2020/2) numaralı Genelge.

Çanakkale 18 Mart Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans Programı öğrencisi Gülsüm DURAN GÜLER'in "Turizm ve Otelcilik Meslek Okullarında Okutulan Mesleki İngilizce Dersine Yönelik Dil ve İçeriği Bütünleştiren Öğrenime Dayalı Bir İhtiyaç Analizi" konulu ve Genel Müdürlüğümüze bağlı Balıkesir Merkez Gazi Mustafa Kemal Atatürk MTAL ile Bursa Osmangazi Muradiye MTAL'nin öğrenci ve öğretmenlerine uygulanacak olan araştırma ve anket soruları ilgi (b) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda söz konusu araştırmanın onaylı örneği Genel Müdürlüğümüzde muhafaza edilen anket sorularının Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Millî Eğitiminin Genel Amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim öğretim faaliyetlerini aksatmayacak şekilde ve gönüllülük esas olmak koşuluyla Genel Müdürlüğümüze bağlı Balıkesir Merkez Gazi Mustafa Kemal Atatürk MTAL ile Bursa Osmangazi Muradiye MTAL'da uygulanması uygun bulunmuştur.

Bilgilerinizi ve gereğini arz/rica ederim.

Kemal Varın NUMANOĞLU
Bakan a.
Genel Müdür

Ek:

1. Anket (9 sayfa)

Dağıtım:

Çanakkale 18 Mart Üniversitesi Rektörlüğüne,
Balıkesir ve Bursa Valiliklerine (İl Millî Eğitim Müdürlüğü)



Adres: MEB 1. Kat A Blok 06648 Bakanlıklar/ANKARA
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Appendix 5: Curriculum Vitale**CV****PERSONAL INFORMATION**

Name-Surname: Glsm DURAN GLER

Birth of Place: [REDACTED]

Birth of Date: [REDACTED]

EDUCATION

Undergraduate: Gazi University, Faculty of Education, Department of English Language Teaching (16.06.2017)

Graduate: anakkale Onsekiz Mart University- English Language Education, Department of English Language Teaching (Master Thesis) (18.02.2021)

Languages: English (C2)

RESEARCH INTERESTS:

a) Publications, SCI, Other

In-Service EFL Teachers' Suggestions for Prospective Teachers of English

International Journal of Research in Teacher Education 2019, Vol. 10(4) 35-49

b) Papers -International -National

METU (2016) ELT Conferences

c) Projects

EXPERIENCE

Institution/Year:

National Defense University (3 Years)

CONTACT

E-mail Address:

[Redacted]

ORCID NU

[Redacted]



Özgeçmiş

KİŞİSEL BİLGİLER

Adı Soyadı: Gülsüm DURAN GÜLER

Doğum Yeri: [REDACTED]

Doğum Tarihi: [REDACTED]

EĞİTİM DURUMU

Lisans Öğrenimi: Gazi Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi (16.06.2017)

Yüksek Lisans Öğrenimi: Çanakkale Onsekiz Mart Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bölümü Tezli Yüksek Lisans (18.02.2021)

Bildiği Yabancı Diller: İngilizce (İleri Düzey)

BİLİMSEL FAALİYETLERİ:

a) Yayınlar, SCI, Diğer

In-Service EFL Teachers' Suggestions for Prospective Teachers of English
International Journal of Research in Teacher Education 2019, Vol. 10(4) 35-49

b) Bildiriler -Uluslararası -Ulusal

ODTÜ (2016) ELT Konferansı

c) Katıldığı Projeler

İŞ DENEYİMİ

Çalıştığı Kurumlar ve Yıl:

Milli Savunma Üniversitesi (3 Yıl)

İLETİŞİM

E-posta Adresi:

[REDACTED]

ORCID NO

[REDACTED]