

A PROFILE ON TEACHING ENGLISH AS A FOREIGN LANGUAGE
AT TURKISH VOCATIONAL COLLEGES

A THESIS PRESENTED BY

ZAFER YURTERI

TO

THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

SEPTEMBER, 1995

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ABSTRACT

Title: A Profile on Teaching English as a Foreign Language
at Turkish Vocational Colleges
Author: Zafer Yurteri
Thesis Chairperson: Ms. Bena G. Peker, Bilkent
University, MA TEFL Program
Thesis Committee Members: Ms. Susan D. Boshier,
Dr. Teri S. Haas, Bilkent
University, MA TEFL Program

This descriptive study examined the general profile of English as a foreign language (EFL) programs at 14 vocational colleges in Turkey. The data collected in this study was not previously available for educators.

Fourteen administrators, 22 EFL teachers, and 265 students of vocational colleges from seven different geographical regions in Turkey participated in this study. A structured questionnaire was mailed to the subjects.

The present study considered three specific research questions as a part of the general profile. The first research question concerned the EFL curriculum. The results of the EFL teachers' questionnaires indicated that the great majority of EFL teachers were not provided with a curriculum, whereas a large majority of administrators claimed that they provided EFL teachers with a curriculum.

The second research question pertained to all subjects' preferences for the ideal number of semesters for EFL courses. A large majority of EFL teachers and students agreed that the ideal number of semesters should not be less than four. Almost half of the administrators agreed with

the teachers and students, but half wanted only two semesters.

The third research question considered whether the students would take EFL courses if not mandated by the Higher Education Council (YOK). Most of the administrators and EFL teachers thought that the students would not take EFL courses at all, whereas a large majority of the students disagreed.

Some of the responses suggest that many issues must be reconsidered at vocational colleges: preparation of the curriculum; the ideal number of semesters and hours per week of EFL courses; types of English necessary. This study can guide in reorganizing and improving EFL programs at all vocational colleges. The results can also be helpful in the development of EFL programs at the many new vocational colleges opening throughout Turkey.

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

August 31, 1995

The examining committee appointed by the
Institute of Economics and Social Sciences for the
thesis examination of the MA TEFL student

Zafer Yurteri

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.

Thesis Title : A profile on teaching English as a
foreign language at Turkish vocational
colleges

Thesis Advisor : Dr. Teri S. Haas
Bilkent University, MA TEFL
Program

Committee Members : Ms. Susan D. Boshier
Bilkent University, MA TEFL
Program

Ms. Bena G. Peker
Bilkent University, MA TEFL
Program

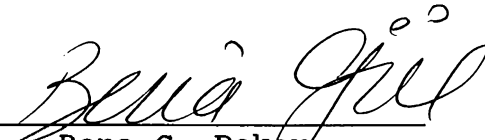
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



Teri S. Haas
(Advisor)



Susan D. Boshier
(Committee Member)



Bena G. Peker
(Committee Member)

Approved for the
Institute of Economics and Social Sciences



Ali Karaosmanoglu
Director
Institute of Economics and Social Sciences

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To my beloved wife, Figen, and son, Berkay

TABLE OF CONTENTS

| | |
|---|----|
| LIST OF TABLES | x |
| CHAPTER 1 INTRODUCTION | 1 |
| Background of the Problem | 1 |
| Purpose of the Study | 4 |
| Research Question. | 5 |
| CHAPTER 2 LITERATURE REVIEW. | 6 |
| Introduction | 6 |
| Definitions of English Language Teaching (ELT) and English for Specific Purposes (ESP) | 6 |
| Needs Assessment | 7 |
| Global Needs Analysis | 8 |
| A Profile of English Language Teaching at Technical Colleges | 9 |
| Student Motivation | 10 |
| Rationale for the Profile | 11 |
| CHAPTER 3 METHODOLOGY | 13 |
| Introduction | 13 |
| Subjects | 13 |
| Instrument | 15 |
| Procedure | 17 |
| Data Analysis | 19 |
| CHAPTER 4 DATA ANALYSIS | 20 |
| Introduction | 20 |
| Data Analysis | 20 |
| Analysis of the Administrators' Questionnaire | 21 |
| Description of Vocational Colleges | 21 |
| Perception of Needs | 30 |
| Analysis of the EFL Teachers' Questionnaire | 38 |
| Profile of Teachers | 39 |
| Necessity of English | 46 |
| Language Skills and Subskills. | 48 |
| Instructional Materials. | 50 |
| Analysis of the Students' Questionnaire | 51 |
| Necessity of English and Instructional Materials | 52 |
| Language Skills | 55 |
| CHAPTER 5 CONCLUSION | 57 |
| Overview of the Study | 57 |
| Major Findings and Discussion. | 57 |
| Limitations of the Study | 60 |

Implications for Further Research 60

REFERENCES 62

APPENDICES 64

 Appendix A: Letter to Administrators 64

 Appendix B: Instructions for Completing
 the Questionnaires 65

 Appendix C: Consent Form 66

 Appendix D: Questionnaire for Administrators . 67

 Appendix E: Questionnaire for EFL Teachers . . 70

 Appendix F: Questionnaire for Students 74

LIST OF TABLES

| <u>TABLE</u> | <u>PAGE</u> |
|--|-------------|
| 1 Categorization of Items in the Administrators' Questionnaire | 21 |
| 2 Total Number of Students at Vocational Colleges and in EFL Programs | 23 |
| 3 Number of Majors in the Department of Economics and Administrative Sciences and in the Technical Departments | 24 |
| 4 Number of EFL Teachers Employed at Vocational Colleges | 25 |
| 5 Average Number of Students in Each EFL Class | 26 |
| 6 Obligatory Number of Semesters of English at Vocational Colleges | 27 |
| 7 Number of Hours of English Classes per Week at Vocational Colleges | 28 |
| 8 Availability of EFL Curriculum at Vocational Colleges | 30 |
| 9 Preference for the Ideal Number of Semesters of English at a Vocational College | 31 |
| 10 Preference for Increased Number of English Instructional Hours per Week | 32 |
| 11 Necessity of English for Three Majors at Vocational Colleges | 34 |
| 12 Importance of English for Vocational College Students | 35 |
| 13 Preference for EFL Courses even if not Mandated by the Higher Education Council | 37 |
| 14 Preference for Elective EFL Courses for Majors at Vocational Colleges | 38 |
| 15 Categorization of Items in the EFL Teachers' Questionnaire | 39 |

| | | |
|----|---|----|
| 16 | Graduation Majors of EFL Teachers Employed at Vocational Colleges | 40 |
| 17 | Length of EFL Teachers' Teaching Experience In General and at Vocational Colleges | 41 |
| 18 | Level of English Taught by EFL Teachers at Vocational Colleges | 42 |
| 19 | Number of Hours of English Classes per Week Taught by EFL Teachers at Vocational Colleges | 44 |
| 20 | Frequency of EFL Teachers' Meetings with Their Colleagues at Vocational Colleges | 45 |
| 21 | Preference for Types of English in EFL Programs | 46 |
| 22 | Purposes for Learning English | 48 |
| 23 | Importance of Language Skills and Subskills for Students at Vocational Colleges | 49 |
| 24 | Use of EFL Textbooks at Vocational Colleges | 50 |
| 25 | Categorization of Items in the Students' Questionnaire | 51 |
| 26 | Foreign Languages Necessary for Graduation | 52 |
| 27 | Meeting Students' EFL Needs at Vocational Colleges | 53 |
| 28 | Meeting Students' Language Needs of EFL Textbooks at Vocational Colleges | 55 |
| 29 | Language Skills Required Outside the EFL Class | 56 |

CHAPTER 1 INTRODUCTION

Background of the Problem

As English has become the principle international language of science, technology and commerce, many Turkish students favor learning this language. All Turkish students at universities are mandated by the Higher Education Council (YOK) to learn one foreign language (usually English) for their academic or job needs¹. Therefore, English as a foreign language (EFL) is an important educational area because technology is growing very rapidly and demands more and more English-speaking technical personnel.

When the researcher conducted informal interviews with some undergraduate students of vocational colleges in Turkey, they complained that they could not learn English well. There may be several reasons for this. First, students may not be well motivated because they preferred to attend four-year university faculties, but did not have high enough scores on the Student Selection and Placement Test for Universities (OYS) in Turkey. Thus, they had to opt for their majors as very poor second bests at the two-year vocational colleges. Other reasons that students may not be well motivated to learn English are numerous: the time

¹Article 5 of the Section 2 of the Turkish Higher Education Law no. 3747 dated May 29, 1991.

period of the vocational college EFL course is insufficient for them to learn English; class attendance at EFL courses in some vocational colleges is not obligatory, although the same schools demand that all EFL students must pass the EFL final examination; also many vocational colleges do not offer special English courses for students in different majors.

Teachers interviewed at vocational colleges also complained that students were unmotivated to learn English, and their attendance in EFL classes was erratic.

There are, as of now, 331 vocational colleges in Turkey. The term for vocational college in this study refers to a two-year course of study at a university. A vocational college may have 2 to 23 different majors including electronics, electrics, computer programming, building, management, accounting, tourism management, and marketing. These majors are offered either in the Department of Economics and Administrative Sciences or in the Technical Department. Graduates work as technicians or qualified personnel in business and commerce.

At vocational colleges English as a foreign language called Service English is taught to various majors of those schools. It is taught to all students in the same way, as a part of their studies regardless of their needs or their majors.

The following definitions will clarify the types of English taught at vocational colleges. The broad umbrella term for EFL courses is Service English. There are two types of courses under Service English: English for Occupational Purposes (EOP), and General English (GE). McDonough (1984) states that English for Occupational Purposes (EOP), also known as Vocational English as a Second Language (VESL), is one of the two main branches of English for Specific Purposes; however, in this study the researcher uses the term for English for Specific Purposes (ESP) in place of English for Occupational Purposes (EOP). EOP is taught when technicians need to use English to read technical manuals or hotel staff need it to talk to customers. Yet, EOP or VESL is not always offered to students who need them. There is no rationale as to why some schools teach EOP or GE.

There are some vocational colleges offering their students EFL courses for two semesters whereas other schools offer four semesters. Nor is anyone sure why these schools offer a particular EFL course and no one in Turkey including the Higher Education Council (YOK), which administers vocational colleges, knows what is going on in EFL programs at vocational colleges. Moreover, when the researcher contacted the Higher Educational Council (YOK), they could not offer the necessary basic information about vocational

colleges in Turkey. Most of the vocational colleges have not investigated what type of English their students need.

Purpose of the Study

The purpose of the study was, therefore, to examine EFL teaching at vocational colleges in Turkey by means of three different types of questionnaires to be administered to the three different subject groups (i.e., administrators, EFL teachers, and students). Since no study of this field has been done in Turkey, the results from this profile should be valuable for the Higher Education Council (YOK) to learn more about the vocational colleges which might reveal a need to revise their EFL programs. Certainly before any revision of EFL programs, the administration must know what is currently happening at vocational colleges. This completed profile may also guide the Ministry of National Education to recognize these needs to increase the budget in EFL funds at vocational colleges. Also, the principals of the schools will be able to use this information to compare their schools with the other vocational colleges in Turkey. This study may also be used as an example for researchers who wish to investigate other fields (e.g., teacher training in EFL) at vocational colleges.

The results can also be helpful for teachers in planning curriculum and selecting more relevant books and

materials in EFL teaching at vocational colleges. In addition, if this study leads to appropriate changes in foreign language instruction at vocational colleges, students may benefit by getting the appropriate length and type of English courses.

Research Question

The researcher investigated the current situation of EFL teaching at vocational colleges in Turkey. The following question guided the study: What is the general profile of English language teaching programs at vocational colleges? This included the type of English (ESP or GE), the length of the course of EFL study, EFL curriculum, textbooks, teachers' training background, and what administrators, teachers, and students think about EFL courses in general.

CHAPTER 2 LITERATURE REVIEW

Introduction

This chapter focuses upon the issues which must be clarified before the research questions can be answered. First, definitions of English Language Teaching (ELT) and English for Specific Purposes (ESP) are given. Second, a general overview of needs analyses in the history of teaching ELT and ESP is given. Third, student motivation is discussed.

Definitions of English Language Teaching (ELT) and English
for Specific Purposes (ESP)

Strevens (1977) defines ELT as a mode of language teaching in which there is no clear linguistic or functional content restriction. According to him, ELT presents content mostly from the easiest (basic English knowledge) to the most difficult. ELT covers a wide range of audiences.

To Hutchinson and Waters (1987), "English for Specific Purposes can be defined as an approach to language learning, which is based on learner need" (p. 19). As ESP can be specific and technical, professional areas which ESP serves can be divided into following categories (Kennedy & Bolitho, 1984): (a) occupational (for example, technicians, pilots), and (b) academic (for example, engineering, medicine, and agriculture). ESP is different from ELT in terms of the

nature of student needs, instructional objectives, and syllabus.

Needs Assessment

While this study is not simply a needs assessment, it requires some of the same information. Therefore, a definition of needs assessment is offered. In language teaching, the impact of needs analysis has been greatest in the area of special purposes program design, and a considerable literature exists on the role of needs assessment in English for Specific Purposes (Robinson 1980). Smith (1990) defines needs assessment as follows:

[It is] a process for identifying the gaps between the educational goals that have been established for students and students' actual performance. These gaps can be used to determine students' needs. Then, needs can be identified by comparing goals, objectives, and expectations of a system with the data that shows the current performance. (p. 6)

According to Tarone and Yule (1989), there are four levels of analysis in investigating what students need to learn: (a) the global, (b) the rhetorical, (c) grammatical-rhetorical, and (d) grammatical level.

First, the global needs analysis specifies the situations in which learners will need to use the language. Second, the rhetorical level relates to the organization of information in the discourse which occurs within any given situation. Third, the goal of the grammatical-rhetorical

analysis is to determine what linguistic forms are used to realize the information structure at the rhetorical level. Finally, the grammatical level relates to the frequency with which grammatical forms are used in specific communicative situations.

Global Needs Analysis

A global needs analysis at the system level was carried out by Mackay (1978). He investigated the learners' needs in order to adapt a language program in the Faculty of Veterinary Medicine at the National Autonomous University of Mexico (UNAM) in 1975. He developed a structured interview questionnaire for both subject matter teachers and students. His aim was to identify any difference between the needs as stated by the subject professors and those as stated by the students. The results revealed that reading skill was much more important than other skills for the students at UNAM.

Mackay (1978) also did a second global needs analysis. Mackay tried to distinguish the nature and number of English Language teaching programs which provide English for Special Purposes in the Southeast Asian Ministers of Education Organization (SEAMEO) countries in 1974. His aim was to identify students' academic or job needs. The researcher adapted some questions from Mackay's questionnaire for the present students' questionnaire

Schutz and Derwing (1981) conducted a similar research study in Taiwan. They used survey methodology for a large scale project aimed at collecting information in developing programs that would serve the interests of learners by more relevant course work or off-campus programs for science, technology, business, and industry. Schutz and Derwing argued that recent trends in needs assessment concentrated almost exclusively on individual rather than on group needs. On the other hand, McDonough (1984) pointed out that any teaching program should focus on the learners. Thus, information on the learner's language needs will help in drawing up a profile to set consistent objectives, and make appropriate decisions on course content.

A Profile of English Language Teaching at Technical Colleges

One study to investigate English at technical colleges is the Sri Lankan project. Dharmapriya (1988) examined the present system of ESP in Sri Lanka and reported that there were, as of 1985, twenty-two technical colleges in Sri Lanka offering many courses in commerce, technology, and agriculture to meet the "manpower" needs of the country. Having realized the importance of English in technology, the Ministry provided English for over a hundred courses and an English for Specific Purposes Program (ESPP) was introduced by the Ministry. All Sri Lankan technical colleges were

included in ESPP which was developed and carried out under the auspices of the Ministry and British Council consultants.

The following issues emerged during a "fact-finding" seminar in 1979 in which all technical college staff participated: (a) teacher's motivation, (b) students' motivation, (c) timetabling, and (d) lack of equipment and resources. First, English teachers did not like to be in technical colleges as there were no career opportunities, organized professional meetings, or coordinated English programs. Second, students desired to learn English, but English classes were not motivating. Third, the number of hours of English classes per week was insufficient to meet the needs of students in technical colleges. Finally, there were not many books in English in the libraries of technical colleges. After the identification of the problems in all Sri Lankan technical colleges, the Ministry initiated an action plan to solve the problems mentioned above.

Student Motivation

Students' motivation is one of the important issues in English for Specific Purposes. Kennedy and Bolitho (1984) state that a student's instrumental motivation to learn English should not be taken for granted by the teacher. This is a complex issue and an integrative motivation for

ESP may gain priority over instrumental motivation for many students, chiefly for those who find themselves in an English-speaking community. Selecting texts on the assumption that students who are studying a subject such as engineering because they truly want to be engineer is risky. In many educational institutions, a student's major is determined according to his exam scores. It may be that what the engineer-to-be student wanted to study, in fact, was medicine rather than engineering, but he or she did not have high enough exam scores and was not admitted to a medical school. Therefore, he or she will probably develop a negative attitude towards his or her major (i.e. engineering) and this is likely to cause a de-motivating effect for him in studying his subject specific texts in the English class.

Rationale for the Profile

According to Mackay and Bosquet (1981), there are three stages involved in the total curriculum development operation. They are namely: pre-development stage, program development stage, and program maintenance and quality control stage. The pre-development stage is the stage in which educational decision-making or policy formulation is usually accomplished by the administrative body in authority. Mackay and Bosquet suggest that the basic

information-gathering phase in the program development stage will allow the program developer to define as clearly and as fully as possible the nature of the needs of those who will benefit from it (the students, the institution, the community) and of those who will be required to teach it.

The researcher's aim was to gather the basic information to illustrate the changes that are needed in EFL teaching to Turkish vocational college policy makers.

Richterich and Chancerel (1980) suggest that the identification of a learner's needs is undertaken by three separate sources: the learner himself, the teaching establishment, and the user-institution (i.e., learner's employer). Information is sought regarding resources (the financial and technical resources of the learner and of the teaching establishment), objectives, methods of assessment, curricula, syllabi and teaching methods. The learner is encouraged to find out as much as possible about available language courses and to see how these match up against his resources, experience, and objectives. In this study, the learners', teachers' and administrators' perceptions of the English language needs of vocational college students in Turkey were investigated and the present situation of English language teaching at vocational colleges was examined through questionnaires.

CHAPTER 3 METHODOLOGY

Introduction

This descriptive survey aimed at investigating English language teaching at 331 vocational colleges in Turkey. Data were obtained from questionnaires mailed to a representative sample of administrators, teachers, and students. As described in Chapter 1, the present study sought to discover, firstly, the general profile of types of EFL courses currently offered; secondly, what administrators and EFL teachers think about the EFL courses currently offered; and thirdly, what the vocational college students' attitudes towards the EFL courses were. The researcher also gathered factual information about the teachers as well as about the vocational colleges through the questionnaires.

Subjects

As there are seven different geographical regions in Turkey, the researcher chose two representative colleges from each region². Thus, 14 colleges out of 194 were selected, two from each region. The following vocational

²Thirty-one vocational colleges were not investigated in this study as they are in the World Bank Education Project in Turkey and have a special EFL curriculum developed by Turco-British consultants. Three English-medium vocational colleges in Turkey were also not examined in this study. All of the colleges in this profile are Turkish-medium schools.

colleges were chosen: Edirne, Sakarya, Kutahya, Denizli, Isparta, Antakya, Corum, Trabzon, Erzurum, Van, Kirsehir, Eskisehir, Diyarbakir, and Adiyaman Vocational Colleges. The sample vocational colleges were chosen by the following criteria: firstly, these colleges have the largest or the second largest number of students in each region; secondly, there is a large variety of majors numbering from 4 to 23 at each college; and finally the principals of the schools agreed to participate in the study and they were willing to cooperate in distribution and collection of the questionnaires for teachers and students.

The researcher first planned to select one administrator (i.e., the principal of each vocational college), two teachers and 20 students from the vocational schools in each region. The selection process was organized through the administrators. However, as reported by the administrators, some vocational colleges only employed one EFL teacher; therefore selection of teachers was limited. Of 28 EFL teachers intended for the present study, only 22 participated in the study, because only 22 EFL teachers were employed at these 14 colleges. Of 280 students' questionnaires (20 students at each of 14 colleges), 13 were returned uncompleted and two were unusable. Thus, the researcher analyzed the data from the 14 administrators, 22 EFL teachers, 265 students as the sample population.

The researcher planned to choose EFL teachers with at least a minimum of two years' experience were planned to choose because they were expected to have sufficient experience with vocational college students. Of 22 EFL teachers, however, 3 indicated that they had had less than one year's experience at a vocational college and 7 reported that they had had one to three years' experience at a vocational college.

First-year students were used in this profile, because EFL courses are only offered for the first two semesters at some vocational colleges. The teachers and the students were volunteer subjects solicited by the principals of each vocational college. All participants in the study agreed to participate and signed a consent form (see Appendix C).

Instrument

Data were collected through structured questionnaires and the questionnaire items were adopted from many sources, but primarily from Mackay's study in 1978. The instrument consisted of three different types of questionnaires for the three different populations at the vocational colleges mentioned above.

The administrators' questionnaires (see Appendix D) had 16 items. In the first part of the administrators' questionnaire, some factual information was gathered and in

the second part, administrators' opinions about EFL courses offered in their institutions were sought.

The EFL teachers' questionnaires (see Appendix E) consisted of 17 items. In the EFL teachers' questionnaire, both factual and attitudinal questions were asked. In the first section of this questionnaire, subjects were asked factual questions about their educational background, whereas in the second section subjects were asked some questions related to their opinions towards EFL courses.

The students' questionnaires (see Appendix F) included 14 items. In these, the questions about their needs and expectations from their EFL courses at their vocational colleges were covered.

Some of the questionnaire items elicited the same information from administrators, EFL teachers, and students. The forms of the questionnaires included yes/no questions, Likert-type questions, as well as multiple-choice questions. There were also a few open-ended questions in the questionnaires to allow respondents to fully express their views and opinions about the EFL courses offered in their institutions.

The questionnaires were originally developed in English. Then, they were translated into Turkish because the researcher felt the level of English proficiency of some subjects might not be good enough to fill in the

questionnaires. The Turkish versions of the questionnaires were back-translated into English by a bilingual Turkish teacher of English so as not to have any inconsistencies between the two forms. When some discrepancies arose between the two versions of the questionnaires, the researcher had a second bilingual teacher solve the problems in the translations of the questionnaires.

Before mailing the final forms of the questionnaires to the administrators, teachers, and students, the questionnaires were pilot-tested at Ankara Vocational College of Hacettepe University in Ankara. The researcher administered the questionnaires to one administrator, two EFL teachers, and 20 students from various majors in the two departments of the college on March 30, 1995. The 23 subjects volunteered to participate in the pilot-test. The subjects were also asked to comment on the content and the format of the questionnaires. After the pilot-test, some poorly-stated and ambiguous phrases in the questionnaires were reworded, thus increasing the reliability of the instrument.

Procedure

The researcher telephoned all of the principals of the 14 vocational colleges and they agreed to participate in the study. The questionnaire packets were mailed to the

selected vocational colleges on April 5, 1995, and the principals were asked to return the completed questionnaires to the researcher no later than April 20, 1995. However, it took about one month to get them back.

At the end of April, the researcher telephoned the principals (administrators) of the two nonrespondent vocational colleges, in order to raise the response rate, and he mailed a second set of the same questionnaires to them. After two weeks, these colleges returned the completed questionnaires.

The questionnaires were mailed to the principals of the selected schools with a letter describing the purpose of the survey and requesting their participation (see Appendix A and B). In all questionnaires, there was an introductory paragraph that explained the aim of the study. The subjects were asked to write their names on the consent forms (see Appendix C), but not on the questionnaires. They were also informed that all data would be treated confidentially and complete anonymity was assured.

The questionnaires were distributed to the subjects by the principals of each vocational college. Self-addressed stamped envelopes for the administrators were used for return of the completed questionnaires to the researcher.

Data Analysis

Descriptive analysis was done for this survey, including both quantitative and qualitative data analysis. For closed-ended questionnaire items, frequencies and percentages were calculated, whereas for Likert-type items, mean scores were calculated. Qualitative data analysis-- developing categories from the data-- was done for open-ended questionnaire items. Tables were designed to show the results.

CHAPTER 4 DATA ANALYSIS

Introduction

This chapter aims at answering the research question: What is the general profile of English as a foreign language programs at vocational colleges in Turkey? The data was collected from the questionnaires mailed to 14 administrators (see Appendix D), 22 language teachers (see Appendix E), and 265 vocational college students (see Appendix F) in Turkey. The analyzed data are presented in three parts. In the first part, administrators' questionnaires are analyzed. In the second part, the questionnaires given to the language teachers are analyzed. In the last part, students' questionnaires are analyzed.

Data Analysis

In analyzing the data in the questionnaires the frequencies and percentages of the responses first were calculated for each group (administrators, teachers, and students). Then, the mean scores for Likert-scale items were computed. The data were further displayed in tables. Three of the items were the same in all questionnaires to identify the different perceptions of the three groups. Another item was the same for only the administrators' and teachers' questionnaires. In addition, four of the items were the same for only the teachers' and students'

questionnaires. The same items were analyzed and compared together.

Analysis of the Administrators' Questionnaire
Administrators' responses to the items regarding factual information about the vocational colleges were analyzed. Also the three items which were the same in all three of the questionnaires were analyzed.

In analyzing the questionnaire, each item was put into one of these two categories: "Description of vocational colleges" or "Perception of needs". Table 1 shows the spread of questionnaire items within the categories.

Table 1

Categorization of Items in the Administrators' Questionnaire

| Category | Item |
|------------------------------------|---|
| Description of vocational colleges | I1, I2, I3, I4, I5, I6, I7, I9, I12, I13, I14 |
| Perception of needs | I8, I10, I11, I15, I16 |

Note. I = Item.

Description of Vocational Colleges

First, data concerning the total number of students at vocational colleges and the total number of students in EFL classes (Table 2) is presented. Next, the number of majors in two departments of vocational colleges (Table 3) is

given. The number of EFL teachers, average number of students in an EFL class (Table 4 and 5), the obligatory number of semesters of English, and number of hours of English classes per week (Table 6 and 7) is displayed. The data concerning the availability of EFL curriculum at vocational colleges is presented in Table 8; since this last item was the same on both administrators' and teachers' questionnaires, both sets of data are presented together.

Item 1 asked administrators to indicate how many students were in their vocational colleges, and item 4 asked the same respondents to report how many students were in EFL programs. The results (see Table 2) demonstrate that there is no common average number of students for both the colleges and EFL programs in individual schools.

Table 2

Total Number of Students at Vocational Colleges (ASI1) and
in EFL Programs (ASI4)

| Number of Students | Administrator (n=14) | | | |
|--------------------|----------------------|-------|-------|-------|
| | TNS | | NSEFL | |
| | f | % | f | % |
| 1-400 | 3 | 21.43 | 5 | 35.71 |
| 401-800 | 6 | 42.86 | 4 | 28.57 |
| 801-1200 | 1 | 7.14 | 1 | 7.14 |
| 1201-1600 | -- | -- | 1 | 7.14 |
| Over 1600 | 4 | 28.57 | 3 | 21.43 |

Note. TNS = Total Number of Students at Vocational Colleges;
NSEFL = Number of Students in EFL Programs;
AS = Administrators; I = Item.

As the data indicate the largest number of students in each vocational college are in EFL classes. As can be seen in Table 2, these results suggest that the categories with the largest number of students were 401-800 (43%), followed by over 1600 (29%), and 1-400 (21%), whereas the largest category of vocational colleges, item of number of students in EFL programs, was 1-400 (36%), followed by 401-800 (29%), and over 1600 (21%).

In the second item, the respondents were asked to identify how many different types of majors were in the Department of Economics and Administrative Sciences; in the

third item, they were asked to report the number of majors in the technical department. The second and third items were analyzed together in Table 3 to illustrate the comparison of the number of majors between the two departments represented in all vocational colleges.

Table 3

Number of Majors in the Department of Economics and Administrative Sciences (ASI2) and in the Technical Departments (ASI3)

| Major | Administrator (n=14) | | | |
|--------|----------------------|----------|-----------------|----------|
| | DEAS | | TD | |
| | <u>f</u> | <u>%</u> | <u>f</u> | <u>%</u> |
| | <u>M</u> = 3.43 | | <u>M</u> = 5.86 | |
| 1-2 | 6 | 42.86 | 1 | 7.14 |
| 3-4 | 6 | 42.86 | 6 | 42.86 |
| 5-6 | 2 | 14.29 | 3 | 21.43 |
| 7-8 | -- | -- | 1 | 7.14 |
| Over 8 | -- | -- | 3 | 21.43 |

Note. DEAS = Department of Economics and Administrative Sciences; TD = Technical Department; AS = Administrators; I = Item.

The results in Table 3 show that the number of majors in the Department of Economics and Administrative Sciences did not exceed six majors; the technical departments of three

colleges had over eight types of majors. It appears that the number of different majors in technical departments is higher than in departments of Economics and Administrative Sciences at all vocational colleges.

In Item 5, the respondents were asked to report how many EFL teachers were employed at their vocational colleges (see Table 4).

Table 4

Number of EFL Teachers Employed at Vocational Colleges
(ASI5)

| Administrator (n=14) | | |
|----------------------|-----------------|-------|
| $\bar{M} = 3.71$ | | |
| Teacher | \underline{f} | % |
| 1-2 | 9 | 64.29 |
| 3-5 | 3 | 21.43 |
| 6-8 | 1 | 7.14 |
| 9-11 | 1 | 7.14 |
| Over 11 | -- | -- |

Note. AS = Administrators; I = Item.

In Table 4, most of the administrators (64%) reported that they had one or two EFL teachers in their vocational colleges. Two vocational colleges, however, had more than five EFL teachers. The average number was 3.71.

Item 6 asked the administrators to report the average number of students in each EFL classroom in their vocational colleges (see Table 5). Of 14 administrators, 8 reported that they had 31-45 students in EFL classes, whereas 4 indicated that they had EFL classes with smaller number of students. The average number of students per EFL class was 43. It appears that some schools have overcrowded EFL classes.

Table 5

Average Number of Students in Each EFL Class (ASI6)

| Administrator (n=14) | | |
|----------------------|----------|----------|
| <u>M</u> = 42.85 | | |
| Student | <u>f</u> | <u>%</u> |
| 1-15 | -- | -- |
| 16-30 | 4 | 28.57 |
| 31-45 | 8 | 57.14 |
| 46-60 | 2 | 14.29 |
| Over 60 | -- | -- |

Note. AS = Administrators; I = Item.

Item 7 was related to the number of obligatory semesters of English in vocational colleges (see Table 6).

A great majority (71%) of administrators reported that students in their colleges were mandated to take EFL classes for two semesters.

Table 6

Obligatory Number of Semesters of English at Vocational Colleges (ASI7)

| Administrator (n=14) | | |
|----------------------|-----|-------|
| $\bar{M} = 2.35$ | | |
| Semester | f | % |
| 1 | 1 | 7.14 |
| 2 | 10 | 71.43 |
| 3 | -- | -- |
| 4 | 3 | 21.43 |

Note. AS = Administrators; I = Item.

As seen in Table 6, students were mandated to take EFL classes for either two or three semesters. However, it is interesting that one administrator reported that students in his college were mandated to take EFL classes for one semester. This is contradictory with the regulations of Higher Education Council (YOK) which state that every student at university level should take EFL courses for at least two semesters (see footnote 1 in Chapter 1).

Item 9 was about the number of English classes per week at vocational colleges (see Table 7). Of 14 administrators, 8 reported that they provided their students 1-2 hours of English classes per week, whereas 6 administrators indicated that the number of English classes per week was between 3-5 hours. The estimated average number of hours of EFL classes per week is 2.86.

Table 7

Number of Hours of English Classes per Week at Vocational Colleges (ASI9)

| Administrator (n=14) | | |
|----------------------|-----|-------|
| $\bar{M} = 2.86$ | | |
| Number of Hours | f | % |
| 1-2 | 8 | 57.14 |
| 3-5 | 6 | 42.86 |
| 6-8 | -- | -- |
| 9-11 | -- | -- |
| Over 11 | -- | -- |

Note. AS = Administrators; I = Item.

The results show that no students at vocational colleges were taking English more than five hours per week and over half had only one to two hours per week.

Item 12 was related to whether attendance in EFL classes was obligatory. All of the administrators (100%) reported that attendance is obligatory in their vocational colleges.

In Item 13, the respondents were asked to indicate whether an English proficiency test is given to vocational college students before the beginning of the first semester. Upon their enrollment to vocational colleges, students are exempted from EFL courses when they succeed in the test. If they do not pass the proficiency test, they are placed in EFL classes. Of the 14 administrators, 10 indicated that such a test was given to the students, whereas four administrators reported that they did not give it to the students at their vocational colleges.

Item 14 in the administrators' questionnaire and Item 8 in the EFL teachers' questionnaire were related to an EFL curriculum. Administrators were asked whether they provide EFL teachers with an EFL curriculum and EFL teachers were asked whether they were provided with an EFL curriculum (see Table 8).

Table 8

Availability of EFL Curriculum at Vocational Colleges
(ASI14, TSI8)

| Response | Subject Group | | | |
|-------------|---------------|-------|-------------|-------|
| | AS (n = 14) | | TS (n = 22) | |
| | f | % | f | % |
| Yes | 9 | 64.29 | 3 | 13.64 |
| No | 3 | 21.43 | 19 | 86.36 |
| No response | 2 | 14.28 | -- | -- |

Note. AS = Administrators; TS = Teachers; I = Item.

It is interesting to note that a large majority (64%) of administrators reported that they provided EFL teachers with a curriculum, whereas a great majority (86%) of teachers claimed that administrators did not provide them with a curriculum for their EFL classes.

Perception of Needs

In this section, subject groups' responses to the ideal number of EFL courses (Table 9) and their preference for increased English instructional class hours (Table 10) are presented. The results for the necessity of English for three majors at vocational colleges are displayed. The importance of English and preference for EFL courses even if

not mandated by the Higher Education Council (YOK) are displayed.

As item 8 in the administrators' questionnaire, item 6 in the teachers' questionnaire, and item 6 in the students' questionnaire were the same, subjects' responses regarding how many semesters a vocational college student should take English classes were analyzed together in Table 9.

Table 9

Preference for the Ideal Number of Semesters of English at a Vocational College (AI8, TI6, SI6)

| Semester | Subject Group | | | | | |
|-------------|---------------------|-------|---------------------|-------|----------------------|-------|
| | AS (<u>n</u> = 14) | | TS (<u>n</u> = 22) | | SS (<u>n</u> = 265) | |
| | <u>f</u> | % | <u>f</u> | % | <u>f</u> | % |
| 1 | 1 | 7.14 | 1 | 4.55 | 22 | 8.30 |
| 2 | 7 | 50.0 | 2 | 9.09 | 22 | 8.30 |
| 3 | -- | -- | -- | -- | 3 | 1.13 |
| 4 | 6 | 42.86 | 18 | 81.82 | 217 | 81.89 |
| No response | -- | -- | 1 | 4.55 | 1 | 4.55 |

Note. AS = Administrators; TS = Teachers; SS = Students; I = Item.

As seen in Table 9, a large majority of the teachers (82%) and students (82%) agreed that the ideal number of semesters of English should not be less than four semesters. On the other hand, administrators were not in agreement on

the number of semesters. Half of the administrators wanted only 2 semesters (50%), but almost half agreed with the teachers and the students (43%).

Item 10 of the administrators' questionnaire, and item 7 of both the teachers' and students' questionnaires asked the subjects to identify their preference for increased number of English instructional hours per week (see Table 10).

Table 10

Preference for Increased Number of English Instructional Hours per Week (ASI10, TSI7, SSI7)

| Response | Subject Group | | | | | |
|-------------|---------------------|-------|---------------------|-------|----------------------|-------|
| | AS (<u>n</u> = 14) | | TS (<u>n</u> = 22) | | SS (<u>n</u> = 265) | |
| | <u>f</u> | % | <u>f</u> | % | <u>f</u> | % |
| Yes | 4 | 28.57 | 17 | 77.27 | 188 | 70.94 |
| No | 10 | 71.43 | 4 | 18.18 | 75 | 28.30 |
| No response | -- | -- | 1 | 4.55 | 2 | 0.76 |

Note. AS = Administrators; TS = Teachers; SS = Students; I = Item.

A large majority (71%) of the administrators said that the number of English class hours per week should remain the same, but 77% of the EFL teachers and 71% of the students disagreed. A strong difference was observed between the

administrators' and both the teachers' and students' responses.

As a part of the same item above, the administrators and students were also asked to specify the number of hours per week that English classes should be increased. Of four administrators, two (50%) indicated four hours a week, one (25%) reported five hours a week, and one administrator (25%) said six hours a week. Of 185 students, 54 (29%) indicated four hours per week, 33 (18%) reported six hours per week, 33 students (18%) specified eight hours per week, and 26 (14%) students wanted the number of English classes per week to be increased to 12-15 hours.

Item 11 asked the administrators to write the names of three majors (see Table 11) in which English is most needed for the students at vocational colleges.

Table 11

Necessity of English for Three Majors at Vocational Colleges
(ASI11)

| Major | Administrator (n=14) | |
|----------------------|----------------------|-------|
| | f | % |
| Tourism | 8 | 57.14 |
| Office Management | 5 | 35.71 |
| Computer Programming | 5 | 35.71 |
| Marketing | 3 | 21.43 |
| Import and Export | 2 | 14.29 |

Note. AS = Administrators; I = Item.

Eight administrators (57%) reported that English was the most necessary for Tourism and Hotel Management. Five administrators mentioned the same need for both Office Management and Computer Programming. Marketing and Import and Export were also among the names of the majors given by the administrators. It is interesting that there was only one major (Computer Programming) named from technical departments at vocational colleges. It appears that English for the students in the department of Economics and Administrative Sciences is regarded as more necessary than English for the students in the technical department of vocational colleges.

Item 15 in the administrators' questionnaire and item 2 in the students' questionnaire were related to the importance of English for the students at vocational colleges (see Table 12).

Table 12

Importance of English for Vocational College Students
(ASI15, SSI2)

| Level of Importance | Subject Group | | | |
|---------------------|------------------------|------|------------------------|-------|
| | AS ($n = 14$) | | SS ($n = 265$) | |
| | $\underline{M} = 3.50$ | | $\underline{M} = 3.91$ | |
| | \underline{f} | $\%$ | \underline{f} | $\%$ |
| Not | -- | -- | 12 | 4.53 |
| Somewhat | -- | -- | 17 | 6.42 |
| Important | 7 | 50.0 | 53 | 20.0 |
| Very | 7 | 50.0 | 80 | 30.19 |
| Extremely | -- | -- | 101 | 38.11 |
| No response | -- | -- | 2 | 0.75 |

Note. 1 = Not Important; 5 = Extremely Important;
AS = Administrators; SS = Students; I = Item.

Table 12 shows that the two groups (100% of the administrators and 88% of the students) agreed on the importance of English. However, the students seemed to place more importance on English than the administrators. Thirty-eight percent of the students said English was

extremely important, whereas no administrators said English was extremely important. On the other hand, 11% of the students said English was not important or somewhat important. All administrators reported English was at least important. In other words, there was a greater range of opinion among students than administrators.

In item 15b, the administrators were also asked to explain their answers. Four administrators out of 14 said that English is very important for the Tourism and Hotel Management students. Five administrators stressed the importance of English in order to follow the latest developments in science and technology. However, the administrators' responses to Items 11 and 15b seem to be contradictory. In item 11, five administrators wrote that only one major (Computer Programming) in the technical department was the one in which English is most necessary, whereas in item 15b, five administrators considered English most necessary for the students in all majors in technical departments of vocational colleges.

Item 16 in the administrators' questionnaire, item 5 in the teachers' questionnaire, and item 8 in the students' questionnaire asked the subjects whether the students would take EFL courses even if not mandated by the Higher Education Council (YOK) (see Table 13).

Table 13

Preference for EFL Courses even if not Mandated by Higher Education Council (YOK) (ASI16, TSI5, SS8)

| Response | Subject Group | | | | | |
|-------------|---------------------|----------|---------------------|----------|----------------------|----------|
| | AS (<u>n</u> = 14) | | TS (<u>n</u> = 22) | | SS (<u>n</u> = 265) | |
| | <u>f</u> | <u>%</u> | <u>f</u> | <u>%</u> | <u>f</u> | <u>%</u> |
| Yes | 6 | 42.86 | 9 | 40.91 | 216 | 81.51 |
| No | 8 | 57.14 | 13 | 59.09 | 48 | 18.11 |
| No response | -- | -- | -- | -- | 1 | 0.38 |

Note. AS = Administrators; TS = Teachers; SS = Students; I = Item.

As can be seen in Table 13, a great majority (82%) of students responded that they would take EFL courses even if not mandated by YOK, whereas 59% of the teachers and 57% of the administrators disagreed and said students would not take English. It is clear that the importance of English at vocational colleges is perceived in a different way by the subject groups.

As part of the same item above, the subjects who said students would not take EFL courses if not mandated by YOK were asked to report whether EFL courses should be elective for all or some majors such as Tourism and Hotel Management, and Secretarial Skills Training at vocational colleges (see Table 14).

Table 14

Preference for Elective EFL Courses for Majors at Vocational Colleges (ASI16, TSI5, SS8)

| Major | Subject Group | | | | | |
|-------------|--------------------|----------|---------------------|----------|---------------------|----------|
| | AS (<u>n</u> = 8) | | TS (<u>n</u> = 13) | | SS (<u>n</u> = 48) | |
| | <u>f</u> | <u>%</u> | <u>f</u> | <u>%</u> | <u>f</u> | <u>%</u> |
| Some | 4 | 50.0 | 11 | 84.61 | 35 | 72.92 |
| All | 4 | 50.0 | 2 | 15.39 | 11 | 22.92 |
| No response | -- | -- | -- | -- | 2 | 4.16 |

Note. AS = Administrators; TS = Teachers; SS = Students; I = Item.

In Table 14, 84% of the teachers and 72% of the students who felt students would not take EFL courses if not mandated agreed that EFL courses should be elective for some majors. On the other hand, the administrators who are the decision makers seemed not to have total agreement on this issue. Fifty per cent said EFL courses should be elective for some majors and 50% said EFL courses should be elective for all majors at vocational colleges.

Analysis of the EFL Teachers' Questionnaire

The teachers' responses to the items on the questionnaire were analyzed. Four of the items on the teachers' questionnaire, however, have already been analyzed on the administrators' questionnaire; another four items

which were the same on the students' questionnaire were analyzed and compared together in this section.

In analyzing the questionnaire, each item was put into one of four categories. Table 15 demonstrates the spread of questionnaire items within the categories.

Table 15

Categorization of Items in the EFL Teachers' Questionnaire

| Category | Item |
|-------------------------------|-------------------------|
| Profile of teachers | I1, I2, I3, I4, I5, I10 |
| Necessity of English | I12, I13, I14, I16 |
| Language skills and subskills | I17 |
| Instructional materials | I9, I11 |

Note. I = Item.

Profile of Teachers

Items 1-5 and 10 were all related to the EFL teachers at vocational colleges. The items sought to create a profile of these teachers including their school of graduation, their number of years of teaching experience in general, and the number of years of teaching experience at vocational colleges in particular. The teachers were also asked the level of English they were currently teaching.

Item 1 asked the subjects to report their major when they graduated from the university (see Table 16).

Table 16

Graduation Majors of EFL Teachers Employed at Vocational Colleges (TSI1)

| Major | Teacher (n=22) | |
|---------------------------------|----------------|-------|
| | f | % |
| English language teaching | 14 | 63.64 |
| English language and literature | 5 | 22.73 |
| Others | 3 | 13.63 |

Note. TS = Teachers; I = Item.

As can be seen in Table 16, 64% of the teachers graduated from an English Language Teaching department, whereas 23% of the teachers graduated from an English Language and Literature department. Fourteen per cent of the teachers reported that they graduated with other majors from a university. The majors were German Language and Literature, Mathematics, and Communication Sciences. It appears that a minority of the EFL teachers do not have the correct education for their positions at vocational colleges.

In Item 2 and 3, the subjects were asked to specify how long they had been teaching English in general and at a vocational college in particular.

Table 17

Length of EFL Teachers' Teaching Experience in General (TSI2) and at Vocational Colleges (TSI3)

| Year | Teacher (n=22) | | | |
|-------------|------------------|----------|-----------------|----------|
| | GTE | | TEVC | |
| | <u>M</u> = 10.45 | | <u>M</u> = 6.00 | |
| | <u>f</u> | <u>%</u> | <u>f</u> | <u>%</u> |
| Less than 1 | -- | -- | 3 | 13.64 |
| 1-3 | 2 | 9.09 | 7 | 31.82 |
| 4-6 | 5 | 22.73 | 6 | 27.27 |
| 7-9 | 2 | 9.09 | 2 | 9.09 |
| 10-12 | 3 | 13.64 | 1 | 4.55 |
| Over 12 | 10 | 45.45 | 3 | 13.64 |

Note. GTE = General Teaching Experience; TEVC = Teaching Experience at Vocational Colleges; TS = Teachers; I = Item.

The results in Table 17 exhibit the years of teaching experience of the teachers. Upon analysis of individual questionnaires of these experienced teachers, 10 teachers (45%) indicated that they had been teaching English for over 12 years. Their number of years of teaching experience

mostly ranged between 15-22 years. It is interesting to note that one teacher said that he had been teaching English for 36 years. The number of years of teaching experience at vocational colleges is varied. The largest category of vocational colleges, items of length of EFL teachers' teaching experience, was over 12 years (45%) followed by 46 years (23%), 10-12 years (14%). The mean score for general teaching experience of EFL teachers was 10.45, whereas the mean score for teaching experience at vocational colleges was 6.00.

Item 6 asked the respondents to indicate at what level(s) they taught English at vocational colleges.

Table 18

Level of English Taught by EFL Teachers' at Vocational Colleges (TSI4)

| Level | Teacher (<u>n</u> =22) | |
|--------------------|-------------------------|----------|
| | <u>f</u> | <u>%</u> |
| Elementary | 14 | 63.64 |
| Pre-intermediate | 8 | 36.36 |
| Intermediate | 13 | 59.09 |
| Upper-intermediate | 5 | 22.73 |
| Advanced | 3 | 13.64 |

Note. TS = Teachers; I = Item.

Some EFL teachers mentioned more than one level. As seen in Table 18, 14 teachers out of 22 reported that they were teaching elementary English and 13 teachers said that they were teaching intermediate English at the vocational colleges surveyed. Only three teachers indicated that the level of English they taught at the colleges was advanced. It seems that the number of semesters and instructional hours per week of EFL courses at the colleges do not enable the students to reach the advanced level. That is why so few teachers teach that level.

Item 5 (see Table 19) asked the EFL teachers to report how many hours of English per week they were teaching at the vocational colleges.

Table 19

Number of Hours of English Classes per Week Taught by EFL Teachers at Vocational Colleges (TSI5)

| Teacher ($n=22$) | | |
|--------------------|-----|-------|
| $\bar{M} = 17.59$ | | |
| Number of Hours | f | $\%$ |
| 1-6 | 4 | 18.18 |
| 7-11 | 4 | 18.18 |
| 12-16 | 3 | 13.64 |
| 17-21 | 3 | 13.64 |
| Over 21 | 8 | 36.36 |

Note. TS = Teachers; I = Item.

In Table 19, 36% of the teachers reported that they were teaching over 21 hours of English per week. The range for those who said "over 21 hours" was between 25-30 hours per week. The number of English instructional class hours taught by the teachers seemed to be high due to the insufficient number of EFL teachers employed at the vocational colleges. As can be seen in Table 4, nine vocational colleges had only one or two EFL teachers. The estimated mean score for number of hours of English classes per week taught by EFL teachers was 17.59.

Item 10 asked the teachers the frequency of meetings with their colleagues about EFL courses (see Table 20).

Table 20

Frequency of EFL Teachers' Meetings with Their Colleagues at Vocational Colleges (TSI10)

| Frequency | Teacher (n=22) | |
|----------------------------------|----------------|-------|
| | f | % |
| Once a week | 2 | 9.09 |
| Once a month | 2 | 9.09 |
| Once a semester | 6 | 27.27 |
| Once at the end of academic year | 3 | 13.64 |
| Never | 8 | 36.37 |
| No response | 1 | 4.54 |

Note. TS = Teachers; I = Item.

The results in Table 20 show that 36% of the teachers reported that they never met with their colleagues and 26% of the teachers said that they had a meeting once a semester. The once-a-semester meeting reported by the teachers might be a general meeting of both departments (department of Economics and Administrative Sciences and technical department) at vocational colleges. This joint meeting in which all faculty members take place is

obligatory at least once a semester by the Higher Education Council (YOK).

Necessity of English

EFL teachers' responses to the necessity of English were analyzed and the two items (item 12 and 16) which were the same both in the teachers' and students' questionnaires were analyzed and compared together.

Item 12 in the teachers' and item 3 in the students' questionnaire asked the subjects to identify what kind of English was the most beneficial for the students (see Table 21).

Table 21

Preference for Types of English in EFL Programs (TSI12, SSI3)

| Response | Subject Group | | | |
|-------------------------------|-----------------------------|-------|------------------------------|-------|
| | TS ($\underline{n} = 22$) | | SS ($\underline{n} = 265$) | |
| | \underline{f} | % | \underline{f} | % |
| General English | 6 | 27.27 | 82 | 30.94 |
| English for Specific Purposes | 3 | 13.64 | 56 | 21.13 |
| Both | 13 | 59.09 | 124 | 46.79 |
| No response | -- | -- | 3 | 1.14 |

Note. AS = Administrators; TS = Teachers; SS = Students; I = Item.

Fifty-nine per cent of the teachers and 47% of the students indicated that both general English and English for Specific Purposes would be the most beneficial for the vocational college students. Both subject groups gave similar responses for both General English and English for Specific Purposes.

Item 13 asked the teachers to specify whether their students were motivated to learn English. A large majority (82%) of the teachers believed that their students were not motivated to learn English; only 18% of them said that the students had enough motivation to learn English.

Item 14 asked the EFL teachers to indicate whether the students would benefit from learning English. A large majority (91%) of the teachers agreed that students at vocational colleges would benefit from learning English. However, English was regarded as not beneficial for the students by 9% of the teachers.

Item 16 in the teachers' and item 9 in the students' questionnaire asked the subjects to identify why vocational college students need English.

Table 22

Purposes for Learning English (TSI16, SSI9)

| Reason | Subject Group | | |
|---|---------------------|---|----------|
| | TS (<u>n</u> = 21) | SS (<u>n</u> = 255) | |
| | <u>M</u> | | <u>M</u> |
| Speak to customers | 4.48 | Get good jobs | 4.18 |
| Get good jobs | 4.43 | Speak to customers | 4.07 |
| Read technical manual to repair equipment | 3.09 | Read technical manual to repair equipment | 3.40 |
| Know foreign people | 2.48 | Know foreign people | 3.35 |

Note. 1 = Not Important; 5 = Extremely Important; TS = Teachers; SS = Students; I = Item.

Table 22 shows the results. The students ranked "Get good jobs" first, whereas the teachers ranked "Speak to customers" first. Both the students and the teachers placed "Read technical manuals to use or to repair equipment" as third most important and "Know people from other backgrounds and cultures" as the least important. It appears that purposes for learning English are perceived somewhat differently by the teachers and the students.

Language Skills and Subskills

In this section, the teachers' and the students' responses to the importance of language skills were analyzed.

In Item 17 of the teachers' and item 10 on the students' questionnaire, the subjects were asked to identify how important the skills and subskills were for the vocational college students (see Table 23).

Table 23

Importance of Language Skills and Subskills For Students at Vocational Colleges (TSI17, SSI10)

| Skill | Subject Group | |
|-------------|-----------------|------------------|
| | TS ($n = 22$) | SS ($n = 248$) |
| | <u>M</u> | <u>M</u> |
| Speaking | 4.55 | 4.71 |
| Listening | 3.95 | 4.08 |
| Writing | 3.77 | 4.07 |
| Reading | 3.68 | 4.03 |
| Translation | 3.68 | 4.02 |
| Grammar | 3.45 | 3.60 |

Note. 1 = Not Important; 5 = Extremely Important; TS = Teachers; SS = Students; I = Item.

Both the teachers and the students attributed the highest ranking to speaking. They also agreed on ranking grammar as the last one. The ranking of other basic skills by the EFL teachers differed somewhat from that of the students. There was a big difference between teachers' and students' opinions on the importance of reading. Students

gave more importance to reading than teachers did. No subjects provided additional skills/subskills in the "please specify the others" category in the same item.

Instructional Materials

In this section, the data concerning the instructional materials were analyzed.

Item 9 asked teachers to report whether they wrote a syllabus for each EFL course. A large majority (86%) of the teachers said that they prepared a syllabus, whereas 14% of them indicated they did not.

Item 11 in the teachers' questionnaire and item 5 in the students' questionnaire asked the subjects for their opinions about the EFL textbooks. Table 24 shows the results of the subjects' responses.

Table 24

Use of EFL Textbooks at Vocational Colleges (TSI11, SSI5)

| Response | Subject Group | | | |
|-------------|---------------------|----------|----------------------|----------|
| | TS (<u>n</u> = 22) | | SS (<u>n</u> = 265) | |
| | <u>f</u> | <u>%</u> | <u>f</u> | <u>%</u> |
| Yes | 19 | 86.36 | 166 | 62.64 |
| No | 2 | 9.09 | 99 | 37.36 |
| No response | 1 | 4.55 | -- | -- |

Note. AS = Administrators; TS = Teachers; SS = Students;
I = Item.

A large majority (86%) of the teachers reported that they used EFL textbooks in their EFL classes and 63% of the students claimed that they had EFL textbooks. Seventeen teachers out of 19 specified that they were free to choose their textbooks and the textbooks met the needs of the vocational college students. The two teachers not using a textbook did not explain why they did not use one.

Analysis of the Students' Questionnaire

In this section, students' responses to the items in the students' questionnaire were analyzed. Of 14 items, 8 have already been analyzed in comparison with the administrators' and teachers' questionnaire; the remaining 6 items were put into two categories: "Necessity of English" and "Skills." Table 25 shows the spread of the questionnaire items.

Table 25

Categorization of Items in the Students' Questionnaire

| Category | Item |
|--|--------------------|
| Necessity of English and instructional materials | I1, I4, I5 |
| Language skills | I11, I12, I13, I14 |

Note. I = Item.

Necessity of English and Instructional Materials

In this section, Item 1 and 4 asked students the perception of needs for a language for graduation, whereas item 5 asked subjects the perception of EFL textbooks.

Item 1 asked the students whether they considered knowledge of one foreign language necessary to graduate from their vocational college. A large majority (82%) of the students believed that one foreign language is needed to graduate from the college, whereas 18% of the students did not. In the same item subjects were asked to write what foreign language(s) students needed in order to graduate from a vocational college (see Table 26).

Table 26

Foreign Languages Necessary for Graduation (SSI1)

| Foreign Language | SS (<u>n</u> = 216) | |
|------------------|----------------------|-------|
| | <u>f</u> | % |
| English | 207 | 95.83 |
| German | 107 | 49.54 |
| French | 51 | 23.61 |
| Other | 26 | 12.04 |

Note. SS = Students; I = Item.

Some students mentioned that they needed more than one foreign language for graduation in their major. A great

majority (96%) of the students mentioned that English was necessary for them; 50% of students reported that German was also necessary, and 24% of students also indicated the necessity of French. Some students (12%) wrote "other" languages including Japanese, Russian, Spanish, Arabic, and Italian. The strong belief in the necessity of English may indicate subjects' belief that English is the lingua franca of technology.

Item 4 asked students to indicate to what extent present EFL courses at their vocational colleges meet their language needs. The results are shown in Table 27.

Table 27

Meeting Students' EFL Needs at Vocational Colleges (SSI4)

| Response | SS (<u>n</u> = 265) | |
|-------------|----------------------|-------|
| | <u>f</u> | % |
| Not at all | 73 | 27.55 |
| A little | 96 | 36.23 |
| Somewhat | 82 | 30.94 |
| Much | 11 | 4.15 |
| Very much | 2 | 0.75 |
| No response | 1 | 0.38 |

Note. SS = Students; I = Item.

As seen in Table 27, ninety-six students (36%) indicated that present EFL courses meet their language needs a little; 82 students (31%) reported it as somewhat. However, seventy-three students (28%) said the courses did not meet their language needs at all. Overall, 95% of the students reported that the EFL classes at their vocational colleges did not meet their needs. Only responses of much and very much (5%) were considered indicators of overall satisfaction.

The first part of item 5 has already been discussed in Table 24 in which over half of the students (63%) acknowledged using EFL textbooks; however their perception of whether they believed the textbook was meeting their needs was analyzed in Table 28.

Table 28

Meeting Students' Language Needs of EFL Textbooks at Vocational Colleges (SSI5)

| Response | SS (<u>n</u> = 166) | |
|------------|----------------------|----------|
| | <u>f</u> | <u>%</u> |
| Not at all | 15 | 9.04 |
| A little | 62 | 37.35 |
| Somewhat | 72 | 43.37 |
| Much | 17 | 10.24 |
| Very much | -- | -- |

Note. SS = Students; I = Item.

Seventy-two students (43%) indicated that their EFL textbook met their needs somewhat; 62 students (38%) reported a little; whereas 17 students (10%) said much. It is interesting to note that no subjects were very much pleased with their EFL textbooks.

Language Skills

Items 11-14 were all related to the English language skills required outside the EFL class. Table 29 shows the frequency of the skills.

Table 29

Language Skills Required Outside the EFL Class (SSI11-14)

| | SS (n = 265) | | | | | | | |
|-------------|--------------|-------|----------|-------|-----------|-------|---------|-------|
| | Reading | | Speaking | | Listening | | Writing | |
| Frequency | f | % | f | % | f | % | f | % |
| Never | 107 | 40.38 | 108 | 40.75 | 117 | 44.15 | 141 | 53.21 |
| Rarely | 75 | 28.30 | 94 | 35.47 | 70 | 26.42 | 62 | 23.40 |
| Sometimes | 62 | 23.40 | 49 | 18.49 | 54 | 20.38 | 41 | 15.47 |
| Often | 12 | 4.53 | 8 | 3.02 | 19 | 7.17 | 14 | 5.28 |
| No response | 9 | 3.39 | 6 | 2.27 | 5 | 1.88 | 7 | 2.64 |

Note. SS = Students; I = Item.

The results in Table 29 indicate that the basic four skills are never or rarely required outside the EFL class by the students while they are studying at vocational colleges. Of the 265 students, 77% indicated that both writing and speaking in English were never or rarely required outside the EFL class; 71% indicated that listening was never or rarely required; 69% reported that reading was also never or rarely required outside the EFL class.

CHAPTER 5 CONCLUSION

Overview of the Study

The purpose of the study was to develop a profile in EFL teaching at vocational colleges in Turkey. This included the type of English (General English or English for Specific Purposes), the length of the course of EFL study, the existence of an EFL curriculum and attitudes towards EFL textbooks currently in use. In addition, the administrators, the EFL teachers, and the students at vocational colleges were asked questions concerning their general needs and beliefs about EFL courses. Data concerning factual information about the vocational colleges were collected only from the administrators.

This chapter consists of three parts. In the first part, findings are discussed and recommendations are offered. In the second part, limitations of the study are mentioned. In the third part, suggestions for further research are provided.

Major Findings and Discussion

The first finding of this study shows that the EFL teachers were not provided with a curriculum by the administrators. Since most of the vocational colleges had only one to two EFL teachers, a curriculum development unit

should be established within each university where teachers from several vocational colleges can meet in order to develop curriculum specific to the vocational colleges of that university.

The results of the EFL teachers' and students' questionnaires indicated that preference for the type of English taught at the vocational colleges was for both General English and English for Specific Purposes. Therefore, In EFL programs, English for Specific Purposes as well as General English should be offered at vocational colleges depending upon their majors.

Analysis of the EFL teachers', and the students' responses to the item asking the ideal number of semesters for EFL courses revealed they believed four semesters is ideal, whereas the administrators who are the decision makers were divided. Some favored two and others agreed with the teachers and students and opted for four semesters. It is recommended that teachers' and students' responses be accepted and EFL courses should be offered to students for their period of study at vocational colleges.

Analysis of the subjects' responses to the preference for an increase in English instructional hours per week indicated that most of the teachers and the students are in favor of more EFL hours per week. However, a majority of administrators disagreed on the increase of the

instructional class hours per week. Despite the administrators' disagreement, it is recommended that six English instructional hours per week for four semesters would be sufficient for vocational college students to learn English well.

The most notable finding of this study is that a great number (82%) of Turkish vocational college students would take EFL courses even if language courses were not mandated by the Higher Education Council (YOK), whereas most (57%) of the administrators and 59% of the teachers believe that the students would not take EFL courses if not mandated. It appears that administrators and EFL teachers severely underestimate their students' desire to learn English at vocational colleges.

The results also demonstrated that the students' perceptions of the purposes for learning English are somewhat different from that of the teachers. Students ranked "to get good jobs" as the most important purpose for learning English, whereas the teachers attributed "to speak to customers" as most important.

The teachers' and the students' responses to the item regarding language skills revealed that speaking was the most important skill for the students. In the teachers' responses, the top four important skills consisted of only the basic skills (i.e., speaking, listening, writing, and

reading), whereas in the students' responses, reading, translation, and listening followed speaking. Although speaking was regarded as the most important skill in the students' responses, most of the students indicated that they would never or rarely need the four basic skills outside the EFL class while they were at vocational colleges.

Limitations of the Study

Two limitations regarding the study should be pointed out. First of all, the researcher selected 14 sample vocational colleges for this study from a large number of schools spread throughout Turkey. Although these schools represented the seven different regions. The use of a small sample of subjects from the colleges limited the generalizability of the results of the study.

Secondly, although this study had a very high (100%) response rate, questionnaires should be mailed directly to the respondents as well as to the administrators. The fact that the EFL teachers handed in their completed questionnaires to the administrator may have hampered their responses.

Implications for Further Research

The general scope of this study was to give a profile of the vocational colleges in Turkey; for further research,

more duplicate items should be in all three questionnaires, in order to identify the language needs of the students at vocational colleges. One group alone would provide information from only one point of view.

It is expected that the findings of this study might be useful in designing EFL programs for newly opened vocational colleges in Turkey.

As the present study aimed at examining the general profile of EFL teaching at vocational colleges in Turkey, a needs assessment of individual colleges would be most beneficial for vocational college students. In this needs assessment, information from subject matter teachers as well as EFL teachers should be taken into consideration.

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Appendix A

Letter to Administrators

Ankara, 5 Nisan 1995

Sayın İdareci,

Adım Zafer Yurteri. Süleyman Demirel Üniversitesi'nde İngilizce Okutmanı olarak görev yapmaktayım ve ayrıca Ankara, Bilkent Üniversitesi'nde İngiliz Dili Öğretimi alanında Yüksek Lisans öğrencisiyim. Türkiye'deki Meslek Yüksekokullarında halihazırda ortak zorunlu derslerden biri olarak okutulmakta olan İngilizce (Yabancı Dil olarak) derslerinin bugünkü durumuyla ilgili bir araştırma yapmaktayım.

Okulunuzu, sahip olduğu bazı özellikler (bulunduğu coğrafi bölge; İngilizce Öğretim Elemanı, bölüm ve öğrenci sayısı vb.) bakımından iyi bir örnek olacağı düşüncesiyle çalışmamda dahil ettim. Bu nedenle sizden, ilişkide gönderilen üç değişik anket formunun ilgili kişiler (İdareci, İngilizce Öğretim Elemanı ve Öğrenci) tarafından doldurulup ve ankete katılma formunun da imzalandıktan sonra aşağıdaki adresime 20 Nisan 1995 tarihine kadar göndermenizi istirham ediyorum. Bu iş için size üzerinde adres ve pul yapıştırılmış bulunan zarfı da ilişkide gönderiyorum.

Meslektaşlarımın, öğrencilerin ve de sizin ankete yansıtacak çok değerli görüş ve düşünceleri bana bu çalışmamda çok yardımcı olacaktır. Bununla beraber, bana verilen tüm bilgilerin kesinlikle gizli tutulacağından ve bunların hiç bir surette başka kişi ya da kişilere açıklanmayacağından sizi temin ederim.

Eğer arzu ederseniz Türkiye'deki diğer meslek yüksekokullarından da alacağım bilgileri de kapsayan çalışmamın bir özetini size daha sonra gönderebilirim.

Yardımlarınız için şimdiden teşekkür ederim. Herhangi bir sorunuz olursa beni aşağıdaki adreslerden arayabilirsiniz.

En içten saygılarımla.

Zafer Yurteri

Yazışma adresi:
Bilkent Üniversitesi
MA TEFL Programı
Bilkent 06533 Ankara
Tlf: 0 (312) 266 40 40'dan dahili 1930 nolu telefondan
Fax : 0 (312) 266 49 34
e-mail adresi: yurteri@bilkent.edu.tr

Teri Haas, Ph.D
Danışman Öğretim Üyesi
Bilkent Üniversitesi
MA TEFL Programı
Bilkent 06533 Ankara
Tlf: 0 (312) 266 43 90

Eki:
1 Adet Ankete katılma Kabul Formu
1 Adet Anketin doldurulmasına dair açıklama
1 Adet Anketlerin geri gönderilmesi için üzerinde pul ve adres bulunan Zarf
1 Adet İdareciler (Yüksekokul Md./Md. Yrd.) için anket formu
2 Adet İngilizce Öğretim Elemanları için anket formu
20 Adet Öğrenciler için anket formu

Appendix B**Instructions for Completing the Questionnaires****ANKET FORMLARININ DOLDURULMASINA DAİR
AÇIKLAMA**

- 1) "İDARECİLER İÇİN ANKET FORMU" YÜKSEKOKUL MÜDÜRÜ VEYA MÜDÜR YARDIMCISI TARAFINDAN DOLDURULMALIDIR.
- 2) "İNGİLİZCE ÖĞRETİM ELEMANLARI İÇİN ANKET FORMU" MESLEK YÜKSEKOKULUNDA (VARSA) EN AZ İKİ YIL GÖREV YAPMIŞ 2 İNGİLİZCE ÖĞRETİM ELEMANI TARAFINDAN DOLDURULMALIDIR.
- 3) "MESLEK YÜKSEKOKULU ÖĞRENCİLERİ İÇİN ANKET FORMU" MESLEK YÜKSEKOKULUNUN BİRİNCİ SINIFLARININ (MÜMKÜNSE) FARKLI PROGRAMLARINDA OKUYAN 20 ÖĞRENCİ TARAFINDAN DOLDURULMALIDIR.
- 4) BÜTÜN ANKET FORMLARININ ÜZERİNE KESİMLİKLE ANKETİ DOLDURAN KİŞİ TARAFINDAN AD VE SOYAD YAZILMAMALIDIR
- 5) ANKETE KATILAN KİŞİ ANKETİ DOLDURMADAN ÖNCE "ANKETE KATILMA KABUL FORMU"NA MUTLAKA ADINI VE SOYADINI YAZIP, KARŞISINA İMZASINI ATMALIDIR.

Appendix C

Consent Form

By way of introduction, my name is Zafer Yurteri and I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University in Ankara. I am doing research on teaching of English as a Foreign Language at Turkish vocational colleges and, therefore, I am asking you to provide me with information which will help me.

Let me assure you that any information given to me is CONFIDENTIAL. None of it will be released in any way that will permit the identification of individuals who participate. Cooperation is, of course, voluntary. However, I hope you will seriously consider taking part in this study.

If you have any questions about the study you may contact either the researcher

Zafer Yurteri
MA TEFL Program
Bilkent Universitesi
06533 Bilkent/Ankara
Tel: 0 (312) 266 42 00 - ext: 5138
E-mail: yurteri@bilkent.edu.tr

or the study advisor

Dr. Teri S. Haas
MA TEFL Program
Bilkent Universitesi
06533 Bilkent/Ankara
Tel: 0 (312) 266 43 90

Name and Surname _____ Signature

Appendix D

Questionnaire for Administrators

For the questions 1-14 please mark (x) in the space provided.

1. How many students are there in your school?
 1-400 401-800 801-1200
 1200-1600 over 1600 (please specify)
2. How many majors are there in the department of Economics and Administrative Sciences in your school?
 1-2 3-4 5-6
 7-8 over 8 (please specify)
3. How many majors are there in the technical department of your school?
 1-2 3-4 5-6
 7-8 over 8 (please specify)
4. How many students are there in the EFL program of your school?
 1-400 401-800 801-1200
 1200-1600 over 1600 (please specify)
5. How many EFL teachers are there in your institution?
 1-2 3-5 6-8
 8-10 over 11 (please specify)
6. What is the average size of each EFL class?
 1-15 students 16-30 students 31-45 students
 46-60 students over 60 students (please specify) ..
7. How many semesters is a student supposed to take EFL courses?
 1 semester 2 semesters (one academic year)
 3 semesters 4 semesters (two academic years)

8. How many semesters of English do you think is the most beneficial for your students?

- 1 semester 2 semesters (one academic year)
- 3 semesters 4 semesters (two academic years)

9. How many hours per week does a student attend each EFL course?

- 1-2 hours 3-5 hours 6-8 hours
- 9-11 hours over 11 (please specify)

10. Do you wish to increase the number of hours EFL classes per week in your school?

- Yes No

If YES, please specify hours per week

11. In your opinion, which majors in your schools need to learn English the most? (Please name them)

.....

12. Is attendance in EFL classes obligatory?

- Yes No

13. Is an English Proficiency Test given to your students before the beginning of the first semester?

- Yes No

14. Do you provide your EFL instructors with a curriculum to be followed in EFL classes?

- Yes No

15.a. In your opinion, how important are EFL classes for the vocational college students?

- not important somewhat important important
- very important extremely important

15.b. Please explain your answer briefly
.....
.....

16. If EFL courses were not mandated by Higher Education Council (YOK), do you believe your students would still enroll in them?

Yes

No

If your answer is No, do you believe EFL should be offered as an elective course for.....

- Some departments (Tourism, Secretarial Training, etc)
 All departments

Appendix E

Questionnaire for EFL Teachers

For the questions 1-15 please mark (x) in the space provided.

1. I graduated from.....department of a university.
 - English Language Teaching
 - English Language and Literature
 - other (please specify)

2. How long have you been teaching English?
 - less than 1 year 1-3 years 4-6 years
 - 7-9 years 10-12 years
 - over 12 years (please specify)

3. How long have you been teaching English at a vocational college?
 - less than 1 year 1-3 years
 - 4-6 years 7-9 years
 - 10-12 years over 12 years (please specify)..

4. What level(s) of English are you currently teaching?
(Mark all appropriate responses)
 - Elementary Pre-intermediate Intermediate
 - Upper-intermediate Advanced

5. How many hours per week do you teach each of these courses at this vocational college?
 - 1-6 hours 7-11 hours
 - 12-16 hours 17-21 hours
 - over 21 (please specify)

6. How many semesters of English do you think is the most beneficial for your students?
 - 1 semester 2 semesters (one academic year)
 - 3 semesters 4 semesters (two academic years)

7. In your opinion, if the number of EFL class hours per week were lengthened, would your students improve their language proficiency?
- Yes No
8. Does your institution provide you a curriculum to be followed in your EFL classes?
- Yes No
9. Do you generally write a syllabus for each of your courses?
- Yes No
10. How often do you meet with your EFL colleagues to discuss the course content?
- At least once a week
 At least once a week
 At least once a semester
 At least once at the end of an academic year
 Never
11. Do you use published textbooks in the course(s) you teach?
- Yes No
- a. If No, please skip to item 12. If your answer is Yes, are you free to choose your textbooks?
- Yes No
- b. If you use textbooks in your EFL classes, do they meet the needs of your students?
- Yes No
If no, please explain briefly
12. What kind of English do you think is the most beneficial for your students?
- General English
 English for Specific Purposes* (* e.g. English for Electricians/Accountants)
 Both

13. In your opinion, are your students well motivated to learn English?

Yes

No

14. Do you think your students benefit from learning English?

Yes

No

15. If EFL courses were not mandated by Higher Education Council (YOK), do you believe your students would still enroll in them?

Yes

No

If your answer is No, do you believe EFL should be offered as an elective course for.....

Some departments (Tourism, Secretarial Training, etc)

All departments

For the questions 16-17 please read the following statements and circle the number best indicates the extent of importance which you give on each statement.

Scale of responses: 1 NOT IMPORTANT
2 SOMEWHAT IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 EXTREMELY IMPORTANT

16. Why do you think vocational college students need English?

- | | | | | | |
|---|---|---|---|---|---|
| - to get good jobs | 1 | 2 | 3 | 4 | 5 |
| - to read technical manuals in order to use or repair equipment | 1 | 2 | 3 | 4 | 5 |
| - to speak to customers (e.g., tourism personnel speaking to tourists) | 1 | 2 | 3 | 4 | 5 |
| - to know people from other backgrounds and cultures | 1 | 2 | 3 | 4 | 5 |

* Please specify any other reasons why you think vocational college students need English

17. How important are the following skills for your students?

| | | | | | |
|----------------|---|---|---|---|---|
| a. Reading | 1 | 2 | 3 | 4 | 5 |
| b. Listening | 1 | 2 | 3 | 4 | 5 |
| c. Speaking | 1 | 2 | 3 | 4 | 5 |
| d. Writing | 1 | 2 | 3 | 4 | 5 |
| e. Translation | 1 | 2 | 3 | 4 | 5 |
| f. Grammar | 1 | 2 | 3 | 4 | 5 |

* Are there any additional skills? If yes, please specify...

.....
.....

Appendix F

Questionnaire for Students

For the questions 1-8 please mark (x) in the space provided.

1. In your opinion, is it necessary to know a foreign language(s) in order to graduate in your field?

Yes No

If YES, please specify the language(s)

.....

2. How would you describe the usefulness of English after graduation when you work as a well-qualified professional in your field?

not important somewhat important important
 very important extremely important

3. In your opinion, do you need to learn:

General English
 English for Specific Purposes* (* e.g. English for Electricians/Accountants)
 Both

4. To what extent do you think your EFL classes meet your language needs?

not at all a little somewhat
 much very much

5. Do you have a textbook to be followed in your EFL classes?

Yes No

If YES, in your opinion, to what extent do your textbook(s) meet your language needs?

not at all a little somewhat
 much very much

6. How many semesters of English do you think is the most beneficial for your students?

1 semester 2 semesters (one academic year)
 3 semesters 4 semesters (two academic years)

7. Do you wish the number of hours per week EFL classes to be increased in your school?

Yes No

If YES, please specify hours per week

8. If EFL courses were not mandated by Higher Education Council (YOK), would you still take them?

Yes No

If your answer is No, do you believe EFL should be offered as an elective course for.....

Some departments (Tourism, Secretarial Training, etc)
 All departments

For the questions 9-10 please read the following statements and circle the number best indicates the extent of importance which you give on each statement.

Scale of responses: 1 NOT IMPORTANT
 2 SOMEWHAT IMPORTANT
 3 IMPORTANT
 4 VERY IMPORTANT
 5 EXTREMELY IMPORTANT

9. Why do you think you need English?

| | | | | | |
|---|---|---|---|---|---|
| - to get good jobs | 1 | 2 | 3 | 4 | 5 |
| - to read technical manuals in order to use or repair equipment | 1 | 2 | 3 | 4 | 5 |
| - to speak to customers (e.g., tourism personnel speaking to tourists) | 1 | 2 | 3 | 4 | 5 |
| - to know people from other backgrounds and cultures | 1 | 2 | 3 | 4 | 5 |

* Please specify any other reasons other than above why you think you need English

10. How important are the following skills for you?

| | | | | | |
|----------------|---|---|---|---|---|
| a. Reading | 1 | 2 | 3 | 4 | 5 |
| b. Listening | 1 | 2 | 3 | 4 | 5 |
| c. Speaking | 1 | 2 | 3 | 4 | 5 |
| d. Writing | 1 | 2 | 3 | 4 | 5 |
| e. Translation | 1 | 2 | 3 | 4 | 5 |
| f. Grammar | 1 | 2 | 3 | 4 | 5 |

* Are there any additional skills other than above? If yes,
 please specify

For the questions 11-14 please mark (x) in the space
 provided.

11. How frequently do you read in English in general outside
 the class?

- never rarely
 sometimes often

12. How frequently do you speak in English in general
 outside the class?

- never rarely
 sometimes often

13. How frequently do you listen in English in general
 outside the class?

- never rarely
 sometimes often

14. How frequently do you write in English in general
 outside the class?

- never rarely
 sometimes often