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International Journal of English for Specific Purposes

Book Review Articles

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EDITORIAL

Foreword

Dear Readers,

It is with immense pleasure and anticipation that we bring forth the second issue of the International Journal of English for Specific Purposes (JoinESP). As we embark on this journey, we find ourselves enriched with a collection of thought-provoking articles that delve into the diverse realms of English for Specific Purposes (ESP).

In this issue, our contributors have graced us with four illuminating articles. Among the articles, one of them is a review of a book named "A Dialogic Teaching Companion" by Robin Alexander. Second is about digital addiction, which is to measure the addiction level of the users, a study of constructing a digital addiction scale. The last one focuses on English for Occupational Purposes (EOP).

The summarizes are given as follows:

The first article contributes to the contemporary discourse surrounding digital addiction, presenting a meticulous study that seeks to determine the factors influencing this phenomenon, meticulously examining validity and reliability. The study aimed to assess digital addiction levels in individuals across different age groups in Düzce and Bolu city centers who use digital platforms. Using a sample of 385 participants via convenience sampling and employing an online survey, the researchers developed an 18-item scale initially, which was refined to a reliable 15-item scale through factor analysis. This final model exhibited a good fit to the data, with a Cronbach's α coefficient of 0.868 indicating high reliability. Additionally, analyses revealed significant differences in perceptions of factors influencing digital addiction across gender, age, education, income, and occupational groups. Ultimately, the study established the validity and reliability of the scale in gauging individuals' perspectives on the determinants of their digital addiction levels.

The next piece takes us into the realm of English for Occupational Purposes (EOP), focusing on the unique perspectives of students, lecturers, and experts in the field of tourism education. Through a needs assessment lens, the authors shed light on the intricacies of tailoring English language instruction to the demands of specific occupational settings. This study delves into the importance of English language proficiency in the tourism industry, aiming to evaluate the adequacy of current language teaching practices for tourism students based on both student and expert perspectives. With a sample of 498 students surveyed through a needs analysis and 20 lecturers providing their opinions via an assessment questionnaire, the research sheds light on the significance of foreign language education in the context of educational and tourism endeavors. By employing various nonparametric tests for data analysis, including Chi-square, one-sample K-S, Kruskal-Wallis, Friedman, and Kendall W, the study reveals shortcomings in the existing curriculum, teaching methods, and techniques, emphasizing the insufficiency in meeting students' needs. The findings underscore the necessity for language skills rooted in effective communication to better align with the demands of the tourism sector, leading to

conclusions that advocate for curriculum enhancements and a stronger focus on communication-based language abilities.

Finally, we have the privilege of presenting a review of "A Dialogic Teaching Companion" by Robin Alexander, a work that promises to enrich pedagogical practices through its dialogic approach to teaching. "The Companion" by Alexander explores the democratization of education, spotlighting the pivotal roles of both teachers and students in the educational process. However, it underscores that teachers bear the crucial responsibility of understanding their students' multifaceted needs, considering cultural, socioeconomic, and political factors, including war's repercussions. This work serves as a comprehensive guide blending theory and practical application of educational dialogue across all educational levels. Chapters 7 and 8 stand out as pivotal, offering theoretical foundations and step-by-step instructions for implementing educational dialogue in any institution. Condensing the collective experiences of various pedagogists, including the author, into a concise yet rich 250-page volume, "The Companion" serves as a valuable resource for those seeking to enhance educational systems within their pedagogical institutions and nations.

Each of these contributions brings a distinct flavor to the overarching theme of ESP, contributing to the ongoing dialogue on how language instruction can be finely tuned to meet the specialized needs of diverse contexts.

We extend our sincere gratitude to the authors and reviewers whose dedication, patience and timing have made this issue possible. Their commitment to advancing our understanding of ESP is evident in the depth and breadth of the research presented here.

As editor in chief, I hope that this collection stimulates your intellectual curiosity and fosters a deeper engagement with the evolving landscape of English for Specific Purposes. May these articles spark new ideas, initiate discussions, and inspire further research in the field.

Thank you for joining us on this scholarly voyage.

Warm regards,

Dr. İsmail GÜRLER

Editor-in-Chief

[International Journal of English for Specific Purposes - JoinESP]

SAKARYA UNIVERSITY
OF APPLIED SCIENCES

Review of A Dialogic Teaching Companion by Robin Alexander

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1. The Author

Robin Alexander is a British educationist and academic, born in 1941. Alexander mainly focused on primary education and his research orbited around education policies, culture, writing curricula, comparative education, and dialogic teaching. Alexander taught at Leeds, Warwick, and Cambridge Universities. He has also taken several public roles. He worked in the Council for Accreditation of Teacher Education (1989-94), in the Board of the Qualifications and Curriculum Authority (QCA) (1997–2002), as a president of the British Association for International and Comparative Education (2008–09) and in the Board of Trustees, Children and the Arts (2014–21).

2. The Companion

A Dialogic Teaching Companion (*The Companion*, from now on) is built on Alexander's landmark *Towards Dialogic Teaching* published in 2008. Alexander in this book, as in his other publications, *Education in Spite of Policy* (2022) and *Towards Dialogic Teaching: Rethinking Classroom Talk* (2017) attempts to democratise education; the teaching process is a give-and-take equation, where the teacher is a maestro tuning the music/knowledge to let the musicians/students deliver the right tone. *The Companion* works on stimulating students to be more engaged in the learning process, broadening their understanding to the maximum possible, so they can build on their ideas, and raise arguments and counterarguments. In the end, students reach the quest of any education policy: to attain independently a lifelong learning methodology. Alexander states in his book that dialogue between the teacher and the students and students among themselves should be taken "as an essential tool of education whose exploitation and development

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require understanding and skill" (Alexander, 2020, p. 9). Moreover, *The Companion* explores the different schools of education with regard to dialogic teaching. It also deals with students' voices and how they are reflected in classroom talk. Oracy and literacy in the classroom are also investigated. *The Companion* proves by evidence the importance of dialogue in any classroom to reach the expected outcome in the teaching process. These are the main concepts raised by the author in the first six chapters. In Chapter 7, Alexander discusses his framework of dialogic teaching.

3. The Framework

In Chapter 7, Alexander introduces his framework of dialogue, which as we already mentioned, is built on the 2008 publication *Towards Dialogic Teaching*. For him, classroom education is a matter of debate rather than an authoritative argument, mainly held from one side: the teacher or instructor. Knowledge, in this case, is negotiated and recreated, in addition to being transmittable. Knowledge is now impersonal and rather collective. Students in the new framework are given the leash to self-guide themselves and shoulder accountability with regard to the education process itself as active members and not passive recipients. The student is now in a social relationship with "other people, other minds, other places and other times" (Alexander, 2020, p. 129). Talking in dialogic teaching is meant for thinking, learning, mastery of knowledge, communication, relating incidents, acculturation, and democratic arguments. For teachers, it is to diagnose the needs of the students and to cope with the challenges they encounter. In other words, dialogic teaching is a collective act where learning and inquiry come together. Dialogic teaching is also supportive as students express themselves freely in a reciprocal atmosphere where deliberative discussions are held but in a cumulative and purposeful manner; each student builds on their peer's contribution where discussions, though open-ended, are charted with specific learning goals (Alexander, 2020, p. 131).

Alexander in *The Companion* changes the classroom culture to be solely built on reciprocity and deliberation. He asserts that the main purpose of educational dialogue is not the everyday talk people enjoy, it is rather informative. Students are now committed to lifelong learning. Knowledge is built on the previous, covers the current and forecasts the future. Teachers also learn how to critique the elements they deliver, and not to take them for granted. The teacher and the student reach what is known as "accountable talk" (Alexander, 2020, p. 132). Talk or dialogue is built on facts provided by evidence. If the discussed fact lacks explanatory supportive evidence, then counterarguments are raised to either support or refute the talk (Alexander, 2020, p. 132).

Alexander believes that teaching is not simply a formula, if applied the results are definite and clear. As a result, there is nothing called the "best practice" in teaching (Alexander, 2020, p. 133). Alexander adds that teachers' interactions with each class they teach are unique, and choices and judgements change according to the taught class and its action and reaction. The teacher of the classroom is the only physical arbiter deciding how to run the classroom to reach the aspired ultimatum: letting the students learn and reflect. Teaching is a common ground for the repertoire of the teacher and the student to come together. Teaching is framed within space, time, and the student.

Alexander discusses also an interesting concept related to routine and rules. Routine is the mainstream culture prevailing in a classroom. Directions are given to normalise the class and let the students work in accordance with the rules set by the teacher, management, society and/or the mainstream culture itself. Rules are a direct expression of the regulations, directions, and requirements to hold the ceremony of

using methodology *x* to enable the student(s) learn *y*. The five categories of this routine or aspects of classroom life are temporal, procedural, behavioural, interactive, linguistic and curricular (Alexander, 2020, p. 137). As for the classroom itself, Alexander believes that its discourse depends on three different norms: communicative, deliberative and epistemic. Communication is built on mutual careful listening among the students themselves and between the students and their teachers. Deliberation is built on distinguishing between fact and opinion, while the epistemology of class is built on the content of discussion.

As for grouping students during teaching within the context of a classroom, Alexander speaks about four types of groups: seating, working, cooperative and collaborative. In the seating one, each student is working alone, while in the working group, all students execute the same work but independently. In the cooperative, on the other hand, students undertake separate but related tasks. In the collaborative, students work together on the same task.

Time plays a significant role for Alexander. A lesson should be balanced in its length and pace. Length depends on the topic raised. Pace refers to the time students need to receive *y* and digest it. Organizational space makes the lesson well-charted but never known if efficient or not. On the other hand, a cognitive learning pace should be applied as it is context-related.

As for the functions of talk, Alexander believes that it should be:

- Transactional in managing situations,
- Expository by narrating and explaining the argument,
- Interrogatory, raising different questions depending on the varying contexts,
- Exploratory in nature,
- Deliberative based on argument and reason,
- Imaginative in a way that helps to contemplate,
- Expressive as thoughts are put into words,
- Evaluative in delivering opinions and articulating judgement (Alexander, 2020, p. 134).

Regarding managing the questions raised in the classroom, Alexander discusses several methods such as:

- *Bidding* where the question is open to everyone to answer.
- *Nomination*, where a student raises a question to have their answer in comparison to another answer asked to a different student.
- *Time*: Thinking of an answer and its response
- *Rotation*: All students participate in the question-answer debate to guarantee everyone is in.
- *Extension*: The Teacher accumulates the answers to reach a comprehensive response covering the needed information which is built on the give-and-takes of the students (Alexander, 2020, p. 147).

When it comes to question types, Alexander refers to two types: *test* and *authentic*. Test questions are the ones which hold a single correct answer. Authentic questions are open to different probabilities. However, before raising a question, the teacher should look for its purpose, which usually falls under one of the following categories:

1. Initiate:

a. *Recalling or reviewing* what has been already discussed.
b. *Eliciting facts* or information depending on what some or all the students know.
c. *Eliciting reasons by* asking why.
d. *Eliciting observation* or *opinion.*
e. *Eliciting deduction*, especially in science classes.
f. *Inviting reflection or speculation* by changing one part of the equation and raising an *if* clause.
g. *Inviting affective* or *emphatic response* by asking how do you feel about….?

2. Probe:
a. *Test* the thinking behind the response by asking how do you know that….?
b. *Clarify* the thinking behind the response by asking do you mean that….?
c. *Invite evaluation* by asking about what do you think about *x…*?

3. Expand:
a. *Expand* the initial exchange by asking can you give me another example?
b. *Sustain or develop* a line of thinking by asking connected questions.

4. The structure of the questions
a. *Open*, allowing various responses,
b. *Closed*, requiring definite answers,
c. *Leading* to elicitations,
d. *Narrow*: context-specific requiring distinct answers,
e. *Discursive* questions which are broad in nature and general in answer (Alexander, 2020, p. 148-9).

Alexander also talks about the "feed-forward" concept where the teacher does not close the gate of answers by his counter response of feedback but moves to the "third turn" (Alexander, 2020, p. 150). The teacher in the third turn seizes the moment of answer by elaborating, revoicing, reformulating the response and helping the student predict the next moment of knowledge. The aim of the third turn is not to turn feedback into something phatic, repetitive, monotonous or quite expected. Thus, feedback should come from the students themselves. It should be live while they are in the process of learning and acquiring knowledge. Moreover, Alexander refers to an interesting fact that students from high economic status receive facilitative feedback. This helps them to know where their mistakes are and how to build on their strength. Encouraging their self-regulation develops their metacognition and self-reliant literacy skills.

Alexander sees that "talk deployment" can never be merely mechanical. A student should be encouraged to deliver a contributary statement, upon which their peers would listen and build. The argument or discussion should not be superficial; rather, it should be built on reasoning, which is part of critical thinking. Students should have time to think, say more, and have a reflection on what they raise, with their classmates listening carefully. Students' reasoning will, consequently, leave shallowness to move to deeper reasoning, especially when they ask each other for evidence, examples, and counterexamples. Students, in this case, will show their agreement or disagreement; they will start adding to the talk by explaining what they mean and what their friends mean (Alexander, 2020, p. 153).

Alexander encourages inquiry dialogue, where participants work together to formulate a reasonable judgment concerning complex questions. To achieve the inquiry talk, the discussion should be diverse, clear, armed with acceptable reasons and, above all, logical. The talk itself should be accountable to the

learning community, to the standards of reasoning and to knowledge. In other words, the talk should be built on the talks of others, emphasizing logical connections that lead to reasonable conclusions. All in all, talk should be based on facts accessible to the public.

Discussions in the classroom are aimed at learning; they start with interrogatory remarks, and end with evaluative remarks. The culture of the class is deliberative and argumentative. It helps the students initiate, probe, and expand the raised questions, which are open, yet narrow and discursive. The ultimatum is to clarify meaning, connect ideas, and track the development of the question to an answer open to evaluation and articulated reasoning. To guarantee the success of this process, the teacher should have a clear model of how the lesson moves and where the students are to be encouraged to elaborate; thus, clear rules of talk are to be established. The questions raised during the class are contestable, where students share their responsibilities and are open to alternative arguments other than theirs.

At the end of his framework, Alexander gives indicators that let the observer distinguish a dialogic class from none.

- Respect is paid to the right of students to discuss, especially in communities where their members find it difficult to express themselves.
- Speaking, listening and discussion have clear norms.
- Being prepared to attend a talk and connect it to reading and writing.
- Encouraging interactions for students to participate.
- Flexible teaching strategies.
- Open questions that need more than a simplistic response, whether on the side of the teacher or the student.
- Answers result from inferred rather than received arguments.
- Feedback is given by both the teacher and the student.
- Ideas are exchanged coherently forming a chain of knowledge.
- Argumentation tests and builds evidence.
- The patterns of organisation in the classroom are conductive.
- The classroom culture is dynamic, collective, supportive and collective.
- Teachers hold a dialogic stance towards learning, knowledge and human relationships (Alexander, 2020, p. 164).

At the end, Robin Alexander provides a sketched plan representing his framework. The last few pages outline the program of dialogic teaching through seven orientations, detailing through clear steps the framework presented in Chapter 7. The orientations are then followed by what Alexander calls cycles (Alexander, 2020, p. 181). The goal of these cycles is to follow up on the results of the orientations given. To apply any dialogic teaching project, one needs to focus on the theoretical argument raised in Chapter 7 and then the practical application of the theory in Chapter 8.

4. Final Word

In the epilogue of *The Companion*, Alexander refers again to the concept of the democratisation of education, where both the teacher and the student play an important role in the education process. However, Alexander emphasises that the teacher alone is the one capable of deciding the actual needs of

their student as there are many aspects to delve in, such as cultural differences, class distinctions, governmental policies, poverty, and social disadvantages, let alone wars and their consequences.

The Companion is a piece of art in the field of education; it provides both theory and practice of applying educational dialogue for all classes and levels of education. Probably, the most important parts that I highly recommend reading are Chapter 7 and 8. In these two chapters the reader finds all the needed details to apply the concept of educating through talk. Chapter 7, which is covered in detail in this review, represents the theoretical premises of the work, while Chapter 8 shows fully and in obvious practical steps how to run educational dialogue in any educational institution from A to Z. Consequently, *The Companion* summarises in about 250 pages the experiences of many pedagogists, including the write himself; the magnanimous work of years or application and test on different schools is summarised in this thin book. It is a treasure for anyone interested in developing and upgrading the education system in their pedagogical institutions and nations.

5. Statements

5.1. Conflict of Interest

There is no conflict of interest in this study

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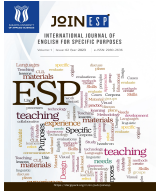
Dijital Bağımlılığı Etkileyen Faktörlerin Belirlenmesine Yönelik Bir Araştırma: Geçerlik ve Güvenirlik Çalışması

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ÖZ

Amaç: Bireylerin dijital bağımlılık düzeylerini ortaya koymak ve dijital bağımlılıkta etkili olan faktörleri belirlemek amaçlanmıştır.

Gereç ve Yöntemler: Araştırmanın evrenini Düzce ve Bolu il merkezlerinde ikamet eden ve dijital platformları kullanan genç, orta ve ileri yaş grubu bireyler oluşturmaktadır. Araştırmanın örneklemi ise 385 katılımcıdan oluşmaktadır. Araştırmada kolayda örnekleme yöntemi kullanılmıştır. Veriler online (internet üzerinden anket tekniği ile toplanmıştır. Verilerin analizinde SPSS 26 ve AMOS 24 paket programları kullanılmıştır. Araştırmada bağımsız örneklemler t testi, ANOVA ve doğrulayıcı faktör analizi teknikleri kullanılmıştır.

Bulgular: Katılımcılara 18 maddeden oluşan taslak ölçek uygulanmış ve elde edilen veriler analiz edilmiştir. Verilere doğrulayıcı faktör analizi uygulanmıştır. Bu aşamada modele uyum sağlamayan 3 madde ölçekten çıkarılmış ve geriye kalan 15 madde ile model oluşturulmuştur. Modelin verilere iyi derecede uyum gösterdiği ve dolayısıyla elde edilen ölçeğin geçerlik şartını sağladığı görülmüştür. Ölçeğin Cronbach α katsayısı 0,868 bulunduğundan, ölçeğin yüksek derecede güvenilir olduğu sonucuna varılmıştır. Katılımcıların dijital bağımlılığa bakış açılarında; cinsiyet, yaş, eğitim durumu, gelir düzeyi ve meslek gruplarına göre anlamlı farklılık gösterdiği belirlenmiştir.

Sonuç: Geliştirilen ölçeğin; bireylerin dijital bağımlılık düzeylerini ölçmek için, geçerli ve güvenilir bir araç olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Dijital Bağımlılık, Doğrulayıcı Faktör Analizi, Yapısal Eşitlik Modellemesi

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A Research To Determine Factors Affecting Digital Addiction:
A Study of Validity and Reliability

ABSTRACT

Aim: It is aimed to reveal the digital addiction levels of the society and to reveal the factors that are effective in digital addiction.

Material and Methods: The population of the research consists of young, middle and elderly individuals residing in the city centers of Düzce and Bolu and using digital platforms. The sample of the study consists of 385 participants. Convenience sampling method was used in the research. The data were collected with the online survey technique. SPSS 26 and AMOS 24 package programs were used in the analysis of the data. Explanatory factor analysis and confirmatory factor analysis techniques were used in the research.

Results: A draft scale consisting of 18 items was applied to the participants and the obtained data were analyzed. Confirmatory factor analysis was applied to the data. At this stage, 3 items that were not collected under any factor were removed from the scale, and finally, 3 factors including 15 items were found. It has been determined that the obtained model fits the data well. The Cronbach α coefficient of the scale was calculated as 0.868 and it was concluded that it was reliable. In addition, according to the results of the Independent T Test and ANOVA analysis, which was conducted to determine whether the participants' thoughts on the factors affecting their digital addiction levels differ significantly according to gender, age, education level, income level and occupational groups; It was observed that there was a significant difference in the answers given according to the subgroups in all demographic variables.

Conclusion: It was concluded that the developed scale is a valid and reliable tool to measure individuals' attitudes towards determining the factors that are effective in determining their digital addiction levels.

Keywords: Digital addiction, confirmatory factor analysis, structural equation modeling

1. GİRİŞ

Modern zamanların en önemli rahatsızlıklarından biri, insanların İnternet ile artan meşguliyetidir. Bir araç olarak internet, günümüzde işten eğlenceye, satın alma ve sosyalleşmeye kadar her türlü çevrimiçi aktivite için bir platformdur (Young, 1998). Araştırmacılar, internet bağımlılığının gerçek hayattaki kişiler arası ilişkileri sürdürmede zorluklara yol açtığını, günlük aktiviteleri bozduğunu, mesleki işleyişi engellediğini (Greydanus, 2012) ve akademik çalışmalar üzerinde olumsuz etkilerinin olduğunu (Er, 2022) söylemektedir.

Bağımlılık, bireyin sağlığı ve sosyal yaşamı üzerindeki olumsuz etkisine rağmen bir nesneye karşı kontrol edilemeyen bir istek duymasıdır (Tereshchenko ve Kasparov, 2019). Bir davranış ana odak haline geldiğinde ve diğer faaliyetler ihmal edildiğinde, davranış sorunlu kabul edilir ve bağımlılık oluşur (Garcia-Oliva ve Piqueras, 2016). Bağımlılık kavramının genel olarak madde bağımlılığını ifade ettiği düşünülse de günümüzde teknolojiye olan ilginin artması ve kolay ulaşılabilir olması, kişisel bilgisayar kullanımının yaygınlaşması ve özellikle gençlerde internet kullanımının artması, internete, bilgisayarlara ve akıllı telefonlara olan bağımlılığı tanımlamak için dijital bağımlılık terimini ortaya çıkarmıştır. (Zhang,vd., 2018).

Dijital bağımlılarda; depresyon, bağımlılık davranışıyla ilişkili uyku bozuklukları ve uykusuzluk sıklıkla gözlenmektedir (Saikia,vd., 2019). Uykusuzluk, bağımlılığın hem tetikleyicisi hem güçlendiricisi hem de kronik olarak gelişen bir sonucu olabilir. Bu nedenle internet aktivitelerine bağımlılık, uykusuzluk ve depresyonu bir bütün olarak ele almak yeterli görülebilir. İnternet bağımlılığının doğrudan bir sonucu olarak, ergenlerde daha yüksek depresyon, uykusuzluk insidansı ve intihar oranları, dünya çapında endişe kaynakları olarak kabul edilmektedir (World Health Organization [WHO], 2022).

İnternet bağımlılığı dünya çapında tam olarak değerlendirilmesi gereken ciddi bir durumdur (Shaw, 2008). Gençlerin beyin fonksiyonları üzerinde ciddi bir etkiye sahip olduğu anlaşılan internet bağımlılığı, patolojik veya problemli internet kullanımı olarak da adlandırılabilir ve yaygın olarak, kontrolsüz internet kullanımı ile karakterize edilen bir kontrol bozukluğu olarak tanımlanır (Kuss, vd., 2014).

31'den fazla ülke üzerinde yürütülen kapsamlı bir meta-analizde, Chen vd., (2013) dijital bağımlılık insidansının trafik sıkışıklığı, çevre kirliliği ve genel olarak yaşam durumlarından memnuniyetsizliğin olduğu Orta Doğu gibi bölgelerde en yüksek olduğunu belirlemiştir. Araştırmalar gençlerin teknolojiden fazla anlamadıklarını ve internette çok fazla zaman geçirdikleri için yüksek düzeyde risk altında olduklarını göstermektedir (Hur, 2006).

Çalışmanın ikinci bölümünde literatürün mevcut bir incelemesi sunulmaktadır. Üçüncü bölümde, araştırma metodolojisi ve izlenen yaklaşım ele alınmakta ve bunu çalışma bulguları takip etmektedir. Dördüncü ve son bölüm, çalışmanın sınırlılıklarının ve gelecekteki araştırma önerilerinin sunulmasıyla birlikte çalışma bulgularının teorik ve yönetsel çıkarımlarını belirterek makaleyi sonlandırmaktadır.

Günümüzde internet, birçok insanın günlük yaşamının önemli bir parçası haline geldi. İnternet kullanımı bireylere, kişisel iletişim, boş zaman ve eğlence, bilgi aramanın yanı sıra çalışma zamanı ve yeri konularında büyük esneklik ve rahatlık sağlanmaktadır. 1999'dan 2013'e kadar, İnternet kullanıcılarının sayısı dünya çapında neredeyse on kat artmıştır. 2014 yılında dünya çapında 3 milyar insanın internet kullanıcısı olduğu ve bunların %26,5'inin 15 ile 24 yaşları arasında olduğu tahmin edilmektedir. İnternet, insanların hayatlarına pek çok değerli değişiklik getirmiş olsa da, bazı kullanıcılar bu araca bağımlı hale gelmiş sorunlu internet kullanımı ortaya çıkmıştır. İnternetle yoğun meşgul olma, internette aşırı zaman geçirme, internetin olmadığı dünyanın sıkıcı olduğunu hissetme ve gerçek insanlarla azalan sosyal etkileşim (Yellowless, 2007) gibi durumlar yaygın olarak "İnternet bağımlılığı" olarak anılmaktadır (Young, 1998). Başlangıçta iş ve araştırma amacıyla sınırlı olan (Morahan-Martin & Schumacher, 2000) internet kullanımı, günümüzde tüm dünyada genel halk arasında yaygın bir şekilde kullanılmaktadır (Kim, vd., 2006).

Akdeniz ülkelerinde yapılmış az sayıda internet bağımlılığı yaygınlık çalışması bulunmaktadır. Türkiye'de yapılan bir çalışmada (N = 983), İnternet kullanıcılarının %38'i İnternet kullanımlarının bir bağımlılığa yol açabileceğini düşünürken, ergenlerin %55'i internet kullanımının bağımlılığa yol açmayacağını düşünmektedir (Evren, vd., 2014). Kuzey Kıbrıs'ta 851 öğrenciyi (yaşları 14 ila 26 arasında değişen 300 lise öğrencisi, 300 lisans öğrencisi ve 251 lisansüstü öğrencisi dahil) inceleyen bir araştırma, yanıt verenlerin %49,4'ünün tipik internet kullanıcıları olduğunu, %44,1'inin risk altında olduğunu gösterdi. Güney Afrika'da, Young'ın İnternet Bağımlılığı Teşhis Anketi ve Young'ın 20 maddelik İnternet Bağımlılığı Testinden (IAT) uyarlanan Problemli İnternet Kullanım Anketi (PIUQ) kullanılarak üniversite öğrencilerinden oluşan bir örneklem (N = 1.795) üzerinde bir çalışma yapılmıştır. Kullanılan farklı değerlendirme kriterlerine bağlı olarak internet bağımlılığı yaygınlığının %1,67 ile %5,29 arasında değiştiği gösterilmiştir.

İnternet bağımlılığı ile ilgili çalışmalar artmasına rağmen, internet bağımlılığının kavramsallaştırılmasında ve değerlendirme araçlarında tartışmalar devam etmektedir. İnternet bağımlılığının zaman içindeki istikrarını ve değişimini araştırmak için tutarlı sınıflandırma kriterlerini ve değerlendirme araçlarını benimseyen boylamsal çalışmalara ihtiyaç bulunmaktadır (Shek, 2013).

İnternet bağımlılığı davranışlarını öngören kişisel faktörler de vardır. Araştırmalar, bireyin kişiliğinin (örneğin, yüksek nevrotiklik ve düşük uyumluluk), olumsuz yaşam olaylarının, düşük yaşam

doyumunun, güven eksikliğinin, düşük sosyal desteğin ve yalnızlığın internet bağımlılığı ile bağlantılı olduğunu göstermiştir (Bener, 2013).

Dijital bağımlılık ile ilgili literatürdeki diğer çalışmalar incelendiğinde; birkaç çalışmada dijital bağımlılığın işe gelmeme, düşük notlar alma, iş ve akademik performansla ilgili daha fazla soruna, depresyon ve fobiler gibi diğer akıl hastalıklarına neden olacak daha ciddi sorunlara kadar geniş bir yelpazede değişebileceğini göstermiştir (Shaffer, 2004). Diğer araştırmalarda da internet bağımlılığının kişisel yaşam ve ilişkiler üzerinde olumsuz etkisi olabileceği ve başkalarıyla olan ilişkileri olumsuz etkileyebileceği konusunda benzer bulgulara ulaşmıştır (Kraut, 1998). Bazı araştırmacılar, internetin yoğun kullanımının, ayrılık hissinin yanı sıra daha fazla depresyona yol açabileceğini ortaya koymuştur (Morahan-Martin & Schumacher, 2000).

Diğer çalışmalar; bireyin diğer aktivitelerini ihmal ederek internette çok fazla zaman geçirmesinin sonucu olarak dijital bağımlılığın patolojik bir durum haline geleceğini göstermektedir (Young, 1996). Kendall (1998) internet bağımlılığını psikolojik bağımlılık olarak tanımlamıştır. Tüm bu çalışmalar incelendiğinde bu araştırmada ülkemizde dijital bağımlılığı etkileyen faktörleri ölçmeye yarayan bir ölçeğin geliştirilmesi amaçlanmıştır.

2. YÖNTEM

2.1. Evren ve Örneklem/Çalışma Grubu

Araştırmanın evrenini Düzce ve Bolu il merkezlerinde yaşayan ve dijital platformları kullanan her yaş grubundan kişiler oluşturmaktadır. Araştırmanın örneklemine ise kolayda örnekleme yöntemi ile ulaşılmıştır. Bolu ve Düzce'nin toplam nüfusları 729000'dır. Daha önceki çalışmalardan standart sapma 0,6 ve yanılma payı 0,06 olarak belirlenmiştir. Yapılan çalışmada 0,05 anlamlılık düzeyinde, anakütleden çekilecek örneklem miktarı $n=[N \cdot \sigma^2 \cdot Z^2 \alpha/2]/[d^2 \cdot (N-1)+\sigma^2 \cdot Z^2 \alpha/2]=[729000 \cdot (0,6)^2 \cdot (1,96)^2]/[(0,06)^2 \cdot (729000-1)+(0,6)^2 \cdot (1,96)^2]=384$ olarak bulunmuştur.

2.2. Veri Toplama Araçları

Verilerin elde edilmesi için internet üzerinden anket ve yüz yüze anket tekniği kullanılmıştır. Çalışma anketi hazırlanırken detaylı alan taraması yapılarak alanında uzman olan kişilerle görüşülmüş ve kavramsal çerçeve oluşturulmuştur. Madde havuzu 27 maddelik taslak ölçek olarak oluşturulmuştur. Taslak ölçek için olguyla ilgili ciddi bilgi alt yapısına sahip, teknoloji ve iletişim alanlarında uzman 8 kişi, havuzdaki her bir maddeyi incelemiş ve kavramsal çerçeveyi göz önüne alarak ölçekte kalacak ve çıkarılacak maddeler belirlenmiştir. Uzman görüşleri dikkate alınarak anketten 9 madde çıkarılmış 18 maddelik taslak ölçek oluşturulmuştur. Ölçek maddeleri 1-Kesinlikle Katılmıyorum, 2-Katılmıyorum, 3-Ne Katılıyorum Ne Katılmıyorum, 4-Katılıyorum, 5-Kesinlikle Katılıyorum şeklinde derecelendirilmiştir. Uzman görüşleri sonucunda taslak ölçeğin kapsam geçerlik indeksi 0,81 olarak hesaplanmıştır. Anket formu, iki bölümden oluşmaktadır. Birinci bölümde katılımcıların demografik özelliklerini tanımlayan ifadeler yer alırken, ikinci bölümde dijital bağımlılıkta etkili olan faktörleri belirlemeye yönelik ifadeler yer almaktadır.

2.3. Verilerin Analizi

Araştırma kapsamında toplanan veriler SPSS 26 ve AMOS 24 istatistiksel analiz programlarına yüklenmiş ve analiz edilmiştir. Yürütülen araştırmanın amacına bağlı olarak veri analizinde doğrulayıcı faktör analizi kullanılmıştır. Farklı grupların ölçek puan ortalamalarının karşılaştırılmasında t testi ve ANOVA testi kullanılmıştır.

2.4. Araştırma Etiği

Bu araştırma, Düzce Üniversitesi Bilimsel Araştırma ve Yayın Etik Kurulu'ndan (2023/1. Toplantısı – E-63781167-100-256530 Sayılı Kararı) etik onayı alınarak gerçekleştirilmiştir. Çalışma süresince herhangi bir etik kural ihlal edilmemiş olup, çalışma ayrıca değerlendirilmek üzere başka bir dergiye gönderilmemiştir.

3. BULGULAR

3.1. Araştırma Verilerinin Güvenilirliği ve Pilot Çalışma

Kavramsal yapı (çerçeve) oluşturulması; madde havuzu oluşturulması için ilgili literatür taranmış ve ölçülecek olgunun kavramsal çerçevesi kapsamlı bir biçimde oluşturulmuştur. Madde havuzu oluşturulması; literatür taranarak konu hakkında daha önce geliştirilen ölçekler incelenmiş, cevaplayıcı kitlesine açık uçlu sorular sorulmuş ve uzman görüşleri sonucunda madde havuzu oluşturulmuştur. Madde havuzunda, beşli Likert ölçeğine göre 27 madde oluşturulmuştur. Uzman görüşleri istatistiksel olarak değerlendirilerek kapsam geçerliği sağlanması; havuzdaki maddeler uzman görüşüne sunulmuş ve kalan 18 maddelik taslak ölçeğin kapsam geçerliği %81 olarak bulunmuştur. Pilot çalışma yapılması; taslak ölçek 20 farklı kişiye uygulandıktan sonra maddelerdeki ifade, imza ve yazım hataları, yanlış anlaşılma durumları vb. hatalar düzeltilmiştir. Test yeniden test güvenilirliği yapılması; test yeniden test güvenilirliği için taslak ölçek 35 kişiye 3 haftalık zaman aralığıyla, iki defa uygulanmış ve birinci ve ikinci uygulama arasındaki Pearson korelasyon katsayısı 0,86 (%86) bulunmuştur. Yani, kararlılık katsayısı $\rho=0,86$'dır. Dolayısıyla ölçek yüksek derecede güvenilirdir. Hedef kitleye taslak ölçek uygulanması; 400 kişiye yüz yüze ve online anket uygulanmıştır. Düzgün doldurulmayan 15 anket iptal edilmiştir. Analiz 385 anket üzerinden yapılmıştır. İç tutarlılık güvenilirliği için madde analizi yapılması; güvenilirlik analizi için hedef kitleden elde edilen verilere, "Madde-toplam korelasyonuna dayalı madde analizi" yapılmış ve güvenilirlik katsayısı ,868 bulunmuştur. Bu değerler $0,80 \leq \alpha < 1,00$ arasında olduğundan, ölçek yüksek derecede güvenilir olduğu görülmüştür.

3.2. Demografik Bulgular

Araştırmaya katılan bireylerin %30,6'sını kadın, %69,4'üni erkek katılımcılar oluştururken; %57,'ünü genç yaş gurubu (18-25 arası) katılımcılar oluşturmakta, %37,9'unu üniversite mezunları oluşturmakta, %48'ini öğrenciler oluşturmaktadır.

3.3. Doğrulayıcı Faktör Analizi Bulgular

Bu bölümde, AMOS paket programı ile dijital bağımlılıkta etkili olan faktörlere, DFA yapılarak verinin varsayılan modele uyum derecesi test edilmiştir. Kullanılan ölçeğin geçerliğini test etmek için doğrulayıcı faktör analizi yapılmıştır. Şekil 1' de doğrulayıcı faktör analizi ile yapısal geçerlik analizi yapılmış ve model uyumunun diyagramı aşağıda verilmiştir. Modele uyum sağlamayan DBÖ1 (Çevrimiçi geçirdiğim süreyi kısaltmaya çalışmakta başarısız olurum), DBÖ6 (Çevrimiçi olduğum zamanlarda sırt ağrılarım/diğer fiziksel rahatsızlıklarım olur), DBÖ16 (Geç saatlere kadar çevrimiçi olduğum zamanlarda gün içinde kendimi yorgun hissederim) maddeleri modelden çıkarılmıştır.
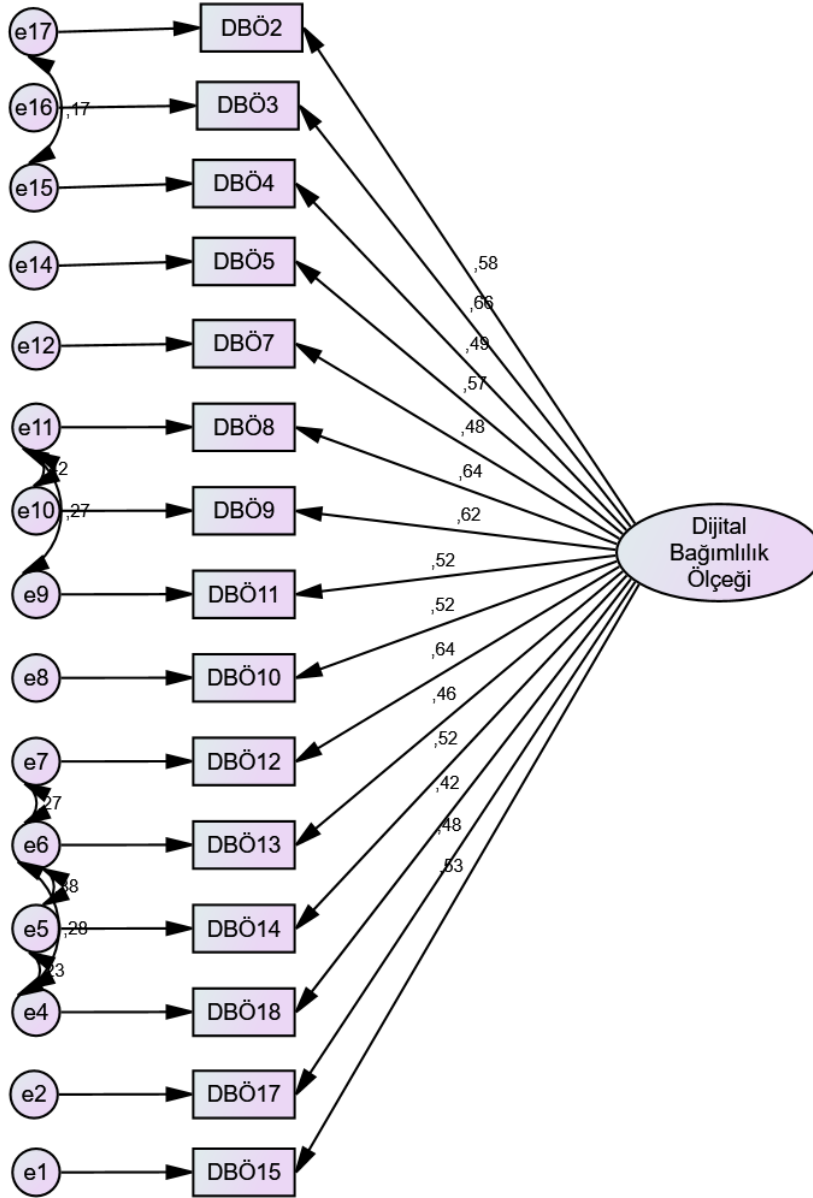
Şekil 1. *Dijital bağımlılıkta etkili olan faktörlerin araştırma modeli (ölçüm modeli) ve uyum iyiliği sonuçları*

Oluşturulan model ile ilgili uyum değerleri aşağıda verilmiştir. Uyum değerleri model uyumunun (model fit) iyi sağlandığını göstermektedir. Bakılacak değerlerle ilgili bir sınırlama yoktur. Raporlanan değerler araştırmacının dikkat çekmek istediği değerlere göre değişebilmektedir.

Tablo 1. *Ki kare uyum iyiliği tablosu*

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	37	240,966	83	,000	2,903
Saturated model	120	,000	0		
Independence model	15	1842,342	105	,000	17,546

İncelenen CMIN/DF=2,903<3, 0,85≤GFI=0,918, 0,85≤AGFI=0,882, 0,90≤IFI=0,910, 0,90≤CFI=0,909, RMSEA=0,070<0,08, SRMR=0,0554<0,08 uyum değerleri, verilerin modele iyi uyum sağladığını göstermektedir. Verilerin modele iyi uyum sağlaması modelin yapı geçerliğinin olduğunu göstermektedir.

Tablo 2. *Regresyon ağırlıkları değerleri*

	Estimate	S.E.	C.R.	P
DBÖ17	,863	,118	7,310	***
DBÖ18	,824	,125	6,572	***
DBÖ14	1,041	,135	7,704	***
DBÖ13	,880	,125	7,018	***
DBÖ12	1,253	,142	8,794	***
DBÖ10	,980	,127	7,697	***
DBÖ11	1,068	,139	7,694	***
DBÖ9	1,388	,161	8,612	***
DBÖ8	1,344	,153	8,762	***
DBÖ7	,926	,127	7,295	***
DBÖ5	1,135	,138	8,200	***
DBÖ4	,796	,108	7,399	***
DBÖ3	1,191	,133	8,952	***
DBÖ2	,990	,119	8,317	***

Regresyon değerleri, takip edilen değerlerin görünür olmayan değerleri tahmin etme gücünü, yani faktör yüklenimlerini gösterir. İlgili tablodaki her ikili ilişki için "p" değerleri 0,001'den küçük olduğu için faktör yüklenimleri önemlidir. P değerinin anlamlı çıkması maddelerin faktörlere yüklendiğini ortaya çıkarmaktadır.

Tablo 3. *Standartlaştırılmış regresyon değerleri*

	Estimate
DBÖ15	,526
DBÖ17	,479
DBÖ18	,417
DBÖ14	,517
DBÖ13	,457
DBÖ12	,637
DBÖ10	,516
DBÖ11	,517
DBÖ9	,616
DBÖ8	,635
DBÖ7	,478
DBÖ5	,568
DBÖ4	,490
DBÖ3	,657
DBÖ2	,582

Field (2013)'e göre faktör yüklenimlerinin (standartlaştırılmış regresyon değerlerinin) 0,30-0,59 arasında olması orta düzeyde büyüklüktür. Standardize edilmiş regresyon katsayılarının 0,417 ve daha

büyük olması gizli değişkenleri tahmin etme gücünün, yani her bir maddenin faktör yüklenimlerinin yeterli olduğunu göstermektedir.

Tablo 4. *AVE, CR uyum değerleri ve cronbach α güvenilirlik katsayısı*

Boyut	Maddeler	Tahmin	Cronbach's α	AVE	CR
	DBÖ15	,526			
	DBÖ17	,479			
	DBÖ18	,417			
	DBÖ14	,517			
	DBÖ13	,457			
	DBÖ12	,637			
	DBÖ10	,516			
Dijital Bağımlılık	DBÖ11	,517	,868	,30	,81
	DBÖ9	,616			
	DBÖ8	,635			
	DBÖ7	,478			
	DBÖ5	,568			
	DBÖ4	,490			
	DBÖ3	,657			
	DBÖ2	,582			

Hair vd., (2010) göre CR'nin 0,60'tan büyük olduğu durumlarda AVE değerinin 0,50'den küçük olması uyum geçerliğinin olduğunu göstermektedir. Yukarıdaki tabloda hesaplanan AVE değerleri 0,30 ve CR değeri de 0,81 olduğundan model uyum geçerliğini sağlamaktadır.

Doğrulayıcı faktör analizi ile elde edilen regresyon ağırlıkları (regression weights) değerleri için elde edilen "p" değerleri 0,001'den küçük olması, modeldeki maddelerin, faktörlere doğru yüklendiğini göstermektedir. Ayrıca standardize edilmiş regresyon katsayılarının 0,417 ve daha büyük olması gizli değişkenleri tahmin etme gücünün, yani her bir maddenin faktör yüklenimlerinin yeterli olduğunu göstermektedir. Yine doğrulayıcı faktör analizi ile elde edilen uyum değerleri (CMIN/DF=2,903<3, 0,85≤GFI=0,918, 0,85≤AGFI=0,882, 0,90≤IFI=0,910, 0,90≤CFI=0,909, RMSEA=0,070<0,08, SRMR=0,0554<0,08) verilerin modele iyi uyum sağladığını göstermektedir. Verilerin modele iyi uyum sağlaması modelin yapı geçerliğinin olduğunu göstermektedir. Ayrıca doğrulayıcı faktör analizi ile elde edilen modele ait AVE değeri 0,30 ve CR değeri de 0,81 olduğundan model uyum geçerliğine sahiptir. Dolayısıyla model geçerlik şartını sağlamaktadır. Güvenilirlik katsayısı 0,868 bulunmuştur. Bu değer de 0,60≤α<1,00 arasında olduğundan, model yüksek derecede güvenilir. Elde edilen sonuçlar; geliştirilen dijital bağımlılık ölçeğinin, geçerliğinin ve güvenilirliğinin olduğunu göstermektedir.

Çalışmada ayrıca demografik verilere göre katılım düzeylerine yer verilmiş ve ölçeğin boyutuna bakış açılarında farklılık olup olmadığı da incelenerek ve aşağıdaki sonuçlar elde edilmiştir.

Tablo 5. *Demografik özellikler ve test sonuçları*

Variables	Frequency (n)	Percentage (%)	t/ANOVA*	p-value (2tailed)
Cinsiyet				,005<,05
Erkek	265	69,4	2,839	
Kadın	117	30,6		
Yaş				
18-25	220	57,3		,000<,05
26-31	63	16,4	32,726	
32-38	51	13,3		
38 ve Üzeri	50	13,0		
Eğitim				
İlköğretim	4	1,0		,000<,05
Lise	164	42,6	29,116	
Üniversite	146	37,9		
Lisansüstü	71	18,4		
Meslek				
Akademisyen	28	7,5		
Devlet Memuru	23	6,2		,000<,05
Hemşire	25	6,7	18,176	
Öğretmen	48	12,9		
Öğrenci	178	48,0		
Diğer	69	18,6		
Aylık Gelir				
5500 TL ve Altı	39	10,5		
5501 TL - 7500 TL	52	14,0		,000<,05
7501 TL - 9000 TL	65	17,5	12,585	
90001 TL -12500 TL	98	26,4		
12500 TL ve Üzeri	117	31,5		
*t=Bağımsız Örneklemler t Testi, ANOVA=Tek Yönlü Varyans Analizi				

p=,000<0,05 olduğundan dijital bağımlılık boyutu için yaşın alt gruplarına göre farklılık vardır. Yaş olarak; 38 ve üzeri olanlar (2,1560) "katılmıyorum", diğerleri (2,7682) "ne katılıyorum ne katılmıyorum" demişlerdir.

Sig. değeri p=,000<0,05 olduğundan dijital bağımlılık boyutu için eğitimin alt gruplarına göre farklılık vardır. İlköğretim ve lisans üstü olanlar (2,1779) "katılmıyorum", diğerleri (2,8999) "ne katılıyorum ne katılmıyorum" demişlerdir.

Sig. değeri p=,000<0,05 olduğundan dijital bağımlılık boyutu için mesleğin alt gruplarına göre farklılık vardır. Akademisyen ve Öğretmen olanlar (2,2609) "katılmıyorum", diğerleri (2,871725) "ne katılıyorum ne katılmıyorum" demişlerdir.

Sig. değeri p=,005<0,05 olduğundan dijital bağımlılık boyutu için gelirin alt gruplarına göre farklılık vardır. Geliri 12500 TL olanlara göre (2,4752), diğerleri (2,9560) daha fazla "ne katılıyorum ne katılmıyorum" demişlerdir.

4. TARTIŞMA, SONUÇ VE ÖNERİLER

Bu çalışma; dijital bağımlılığı etkileyen faktörleri ölçmek üzere bir ölçek geliştirmek amacıyla oluşturulmuştur. Doğrulayıcı faktör analizi ile elde edilen regresyon ağırlıkları değerleri için elde edilen "p" değerleri 0,001'den küçük olması, modeldeki maddelerin, faktörlere doğru yüklendiğini göstermiştir.

Ayrıca standardize edilmiş regresyon katsayılarının 0,417 ve daha büyük olması gizli değişkenleri tahmin etme gücünün, yani her bir maddenin faktör yüklenimlerinin yeterli olduğunu göstermektedir. Yine doğrulayıcı faktör analizi ile elde edilen uyum değerleri verilerin modele iyi uyum sağladığını göstermektedir. Verilerin modele iyi uyum sağlaması modelin yapı geçerliğinin olduğunu göstermektedir. Ayrıca doğrulayıcı faktör analizi ile elde edilen modele ait AVE ve CR değerleri de modelin uyum geçerliğinin olduğunu göstermiştir. Dolayısıyla model geçerlik şartını sağlamıştır. Bulunan güvenilirlik katsayısı da modelin yüksek derecede güvenilir olduğunu göstermiştir. Elde edilen sonuçlar; geliştirilen dijital bağımlılık ölçeğinin, geçerliğinin ve güvenilirliğinin olduğunu göstermektedir. Dolayısıyla "dijital bağımlılık ölçeği" için geçerlik ve güvenilirlik sağlandığından, aşağıdaki tabloda verilen "dijital bağımlılık ölçeği" dijital bağımlılıkla ilgili beklentileri ölçmek için rehber ölçek olarak kullanılabilir.

Tablo 6. *Dijital bağımlılık ölçeği*

DBÖ2: Başkalarıyla dışarı çıkmak yerine çevrimiçi vakit geçirmeyi seçerim.	0,582
DBÖ3: Çevrimdışıyken depresif, karamsar veya gergin hissederim.	0,657
DBÖ4: Çevrimiçiyken enerji dolu hissederim.	0,49
DBÖ5: Çevrimiçi olduğum çoğu zaman altı saatten az uyurum.	0,568
DBÖ7: Çevrimiçi geçirdiğim süre işlerimi/ödevlerimi olumsuz etkiler.	0,478
DBÖ8: Çevrimiçi çok fazla vakit geçirdiğim söylenir.	0,635
DBÖ9: Çevrimiçiyken biri beni rahatsız ederse sinirlenirim.	0,616
DBÖ10: Çevrimiçi olduğum zamanlarda uykum kaçar.	0,516
DBÖ11: Çevrimiçiyken kendimi "birkaç dakika daha" derken bulurum.	0,517
DBÖ12: Yaşıtlarımla vakit geçirmektense çevrimiçi vakit geçirmeyi tercih ederim.	0,637
DBÖ13: İnternet olmadan hayatın boş, sıkıcı ve neşesiz olacağından korkarım.	0,457
DBÖ14: Belirli bir süre çevrimiçi olmazsam bir şeyleri kaçırıyormuş gibi hissederim.	0,517
DBÖ15: İnternet kullanımı sonucu yemeğimi zamanında yiyemediğim zamanlar olur.	0,526
DBÖ17: İnternet kullanımı sonucunda boş zaman aktivitelerim azaldı.	0,479
DBÖ18: İnternete erişemeyeceğim bölgelere gitmek beni endişelendirir.	0,417

Ayrıca demografik verilere göre ölçeğin boyutuna bakış açılarında farklılık olduğu görülmüştür. Erkekler, kadınlara göre daha fazla "ne katılıyorum ne katılmıyorum" demişlerdir. 38 ve üzeri yaş grubu olanlar "katılmıyorum", diğer yaş grupları "ne katılıyorum ne katılmıyorum", ilköğretim ve lisans üstü olanlar "katılmıyorum", diğer eğitim düzeyindekiler "ne katılıyorum ne katılmıyorum", akademisyenler ve öğretmenler "katılmıyorum", diğerleri "ne katılıyorum ne katılmıyorum" demişlerdir. Geliri 12500 TL olanlara göre ise diğer gelir düzeyindekiler daha fazla "ne katılıyorum ne katılmıyorum" demişlerdir.

Ortaöğretim öğrencilerinin dijital bağımlılık düzeylerini araştıran bir çalışma; cinsiyet, ekonomik durum gibi değişkenler açısından anlamlı farklılık gösterdiğini ortaya koymuştur. İlgili çalışma sonuçları çalışmamızla örtüşmektedir (Arslan, 2019). Benzer şekilde üniversite öğrencilerinin dijital bağımlılık düzeylerinin belirlemek üzere yapılan çalışmada cinsiyet, mezuniyet durumu, ailenin ekonomik durumu gibi değişkenler açısından anlamlı farklılık gösterdiği (Arslan, 2020), bu çalışma sonuçlarının da çalışmamızla benzer olduğu anlaşılmaktadır. Benzer şekilde, Bhandari vd., (2017) lisans öğrencilerinde uyku kalitesinin istatistiksel olarak internet bağımlılığına aracılık ettiğini bildirdi. Başka bir çalışma, dijital medyayı kullanarak harcanan daha fazla zamanın toplam uyku süresinin azalmasıyla ilişkili olduğunu, ancak dijital medya faaliyetlerinde daha fazla çeşitliliğin toplam uyku süresinin artmasıyla ilişkili olduğunu bulmuştur (Orzech, vd., 2016).

Gelecekteki çalışmaların, yaş ve internet bağımlılığı arasındaki ilişkiyi daha net ortaya çıkarabilmesi için daha geniş bir yaş aralığındaki katılımcıları dahil etmelidir. İnternet bağımlılığı konusunda diğer bağımlılık yapıcı davranışların aksine erkeklerin genellikle kadınlardan daha yüksek düzeyde bağımlılık davranışı gösterdiği anlaşıldığından, ilerini çalışmalarda daha geniş katılımlı ve daha uzun süreli çalışmalar yapılabilir. Ayrıca tüm sosyodemografik bulgular için bu gözlemin zaman ve popülasyonlar arasında tekrarlanıp tekrarlanamayacağı ile ilgili çalışmalar yapılmasında fayda olacaktır.

5. BEYANLAR

5.1. Çıkar Çatışması

Bu çalışmada herhangi bir çıkar çatışması bulunmamaktadır.

5.2. Katkılar

Bu çalışmada yazarlar eşit miktarda katkıda bulunduğunu belirtmişlerdir.

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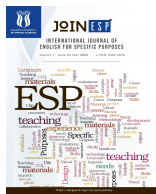
Needs Assessment of English for Occupational Purposes (EOP): The case of Students – Lecturer – Expert Opinions in Tourism Education

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ABSTRACT

Tourism industry, which is developing day by day, makes its sustainability essential not only by natural resources, quality products and infrastructure on the supply side but also by services degree and touristic experience. Tourists who are satisfied with service and the country are just possible by tourism owners and employees who establish a good relationship with them. Effective communication with a foreigner includes foreign language teaching that meets occupational requirements. This study of assessing English for tourism vocational purposes on the basis of students' and lecturer-experts' opinions has been designed to examine current language teaching situation by needs analysis survey conducted on 498 students sample; and to evaluate the effectiveness of this situation by assessment questionnaire conducted on 20 lectures-experts sample. It is seen important because it shows the importance of foreign language teaching in search of education and tourism activities. In this context, past studies on the subject in the literature have been examined, conceptual terms such as education, vocational training, and tourism education have been explained, the methodology of the research has been cleared up, findings in light of the data that have been processed and analyzed by nonparametric tests such as Chi-square, one-sample K-S, Kruskal-Wallis, Friedman and Kendall W and discussion of the findings have been presented, and proposals for results has put an end to the study. It has drawn various conclusions such as current curriculum, the methods and techniques are insufficient to meet the needs of students; language skills and abilities are to be based on communication.

Keywords: needs assessment, English for occupational purposes (EOP), tourism education

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Meslek Amaçlı İngilizcenin (EOP) İhtiyaç Değerlendirmesi: Turizm Eğitiminde Öğrenci – Öğretim Elemanı – Uzman Görüşü Örneği

ÖZ

Günden güne büyüyen turizm endüstrisi, dengenin arz tarafında sadece doğal kaynaklar, kaliteli ürün, alt yapı ile değil hizmet derecesi ve turistik deneyim memnuniyeti ile sürdürülebilirliğini gerekli kılmaktadır. Hizmet ve ülkeden memnun ayrılan turistler ise onlarla iyi ilişkiler kuran turizm sahipleri ve çalışanları sayesinde mümkün olmaktadır. Farklı uyruktan biriyle kurulacak etkili iletişimde mesleğin gereklerini karşılayan yabancı dil öğretimi önemli bir yer teşkil etmektedir. Turizm mesleğine yönelik İngilizce öğretimin öğrenci ve öğretici-uzman görüşlerine dayalı değerlendirilmesi amacıyla yapılan bu çalışma, 498 öğrenci örneklemine uygulanan ihtiyaç analizi anketi vasıtasıyla mevcut dil öğretim durumunu ortaya koymak; 20 öğretici-uzman grubuna uygulanan değerleme anketi vasıtasıyla etkililiğini değerlendirmek üzere tasarlanmıştır. Bu çalışma, turizm eğitiminde yabancı dil öğretiminin önemini ve etkinliğinin araştırdığı için önemli görülmektedir. Bu kapsamda alan yazında konuya ilişkin geçmiş çalışmalar incelenmiş, eğitim, mesleki eğitim, turizm eğitimi gibi kavramsal ifadeler açıklanmış, araştırmanın metodolojisi hakkında bilgi verilmiş, işlenen ve Ki-Kare, tek örneklem K-S, Kruskal Wallis, Friedman ve Kendall W gibi parametrik olmayan testlerle analiz edilen verilerin ışığında bulgular ve bulgulara dair tartışmalar ortaya konmuş ve sonuçlara dair önerilerle çalışmaya son verilmiştir. Araştırma sonucunda mevcut öğretim programı, yöntem ve tekniklerinin öğrenci ihtiyaçlarını karşılamakta yetersiz olduğu; turizm mesleğine yönelik dil beceri ve yeteneklerinin iletişime dayalı olmasının umulduğu gibi sonuçlara ulaşılmıştır.

Anahtar kelimeler: ihtiyaç değerleme, meslek amaçlı İngilizce (MAİ), turizm eğitimi

1. Introduction

We all are well aware that tourism industry is growing apace and enlarging its market day by day. Thanks to improvements in people's daily life notion and consumption, it has become seashore of escaping from every day's state of mind; which makes people tend to attend in this phenomenon increasingly.

People need, people mediate, people travel and people are served by other people. In this sense, tourism is a total of activities that humans are in great contact with each other; some of whom are greeted, some of whom are greeters; that is, some of whom are being served, some of whom serve.

Regarding this close related interaction, it can indisputably be said that the two parts of tourism, the customer and the employee, should understand each other as perfect as possible. There lays the importance of knowing a common language that the two side share, and it is so-called *lingua franca,* English.

Before English became an international language, people were learning a language without any vocational or educational purposes. However, it is recently seen that people are tending to learn the language to meet different purposes and the requirements. If examined closely, this incline of people for learning a language nowadays is that they try to learn a side of language which serve themselves more in terms of sectorial and professional concerns by more effective and useful methods rather than learning it arbitrarily. For this reason, English for Occupational Purposes (EOP) under the umbrella of English for Specific Purposes comes to the fore. Vocational foreign language education, especially in labor-intensive sectors of human relations like tourism, is of critical importance both because a majority of people to be served are from foreign nations and because the communication with these people is based on interpersonal linguistic agreement.

This foreign language education is a part of tourism education, which is one of the most important factors for opening touristic supplies to the outer world and therefore it is at least as important as infrastructure in the determination of tourism policies. The tourism associate degree programs are of great importance

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for training future senior and middle level managers and workers as they form the backbone of this service-oriented industry by giving workforce as intermediate staff; also some of which continue bachelor's education, which means they are potential managers. The existence of more qualified and professional employees and managers in future touristic objectives plays a key role in touristic demand progress as much as touristic products. The most important instrument to achieve this goal is education which will give individuals who will work in this sector a dynamic insight, make them be able to understand developments in science and technology easily, use their qualifications in the professions and in their own lives. Given international intensive interaction, foreign language teaching is of utmost importance within this education. To give much more effective education, it is necessary to implement a foreign language teaching program which identifies students' expectations, makes up deficiencies and meet the needs. In addition, lecturers' and experts' opinions to those of the students give us insight what should be done to make up a better program.

2. Literature Review

Although no exact-related study could be found after literature review, some of them which partially the view of this study are examined as follows:

Yiğit (1990) has conducted a research to determine specific requirements for foreign language learning in the field of tourism. For this purpose, he has applied a survey to a total of 54 subjects working in various positions such as director, assistant manager, front office manager, sales manager, public relations currently working in touristic enterprises. 57% of the subjects have stated that to understand what is said, 43% of them have stated that to be able to speak is "absolutely necessary" while performing their duties and priorities. Reading skills come in third place while writing in the fourth.

Sert (1997) has conducted a research to investigate whether existing curriculum is enough to meet the needs of preparatory class students in Ankara Anatolian Hotel Management and Tourism Vocational High School. To do so, she has identified the perceptions of students (preparatory and third grade students), English teachers and staff directors of hotel and compared them. The questionnaire has been applied to 13 staff directors, 38 vocational course teachers, 100 trainees, 9 English teachers and 129 preparatory students. In conclusion, the study suggests that current education program remains insufficient to get students acquire in accordance with the requirements of the basic language skills, by which failure in education is inevitable.

Turan (1998) has conducted a research to make an analysis of requirements to a German Hotel and Tourism front desk program so as to investigate the effectiveness of gaining target behaviors. He has chosen his subjects among those who are currently working as a front desk clerk in the tourist business and trained in Tourism Training Center and those who are spending their holidays in those hotels as tourists. The subjects are split into two groups as 'experimental group' and 'control group' with random method. "Grammar-Translation Method" has been applied to the control group, "Communicative Method" which has been developed previously with needs analysis has been applied to the experimental group. As a result of analyzing the obtained data, the author has determined that there are significant differences between those two groups in terms of achieving listening, comprehension, speaking, reading and writing skills. These differences are summarized as follows by the researcher: to achieve knowledge, comprehension and application levels of goals, the applicants who have been submitted to communicative method, those are better in i- understanding what they hear, ii- speaking fluently, iii- understanding what they read, iv- writing more clearly and v- developing integrated language skills than others.

Ekici (2003) has conducted a study at Başkent University, Tour Guiding Department of the Faculty of Applied Sciences. She has examined whether there is a correlation on the basis of needed English skill perception among students, English teachers and program coordinators. The researcher has collected data from 45 students, 2 program coordinators and 3 English teachers by attitude scale and needs assessment survey. At the end of the study, she has found both the similarities and differences in perceptions between groups. Based on the results, she has proposed to give weight on speaking, listening

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and vocational terminology in order to meet students' special needs. She has also suggested that we should take skills-based methods primary rather than attitudinal approach.

Diken (2006) has also tried to identify needs and deficiencies for the present and target areas of the learning process of students in their freshman year. She has stated as an output of her study that students' opinions of their needs and objectives in determining the design of a curriculum should be taken into consideration.

Ege (2006) has made a similar study upon Tourist Guide Associate Degree students. He has applied his questionnaire to 60 preparatory students, 22 trainees, 11 vocational course teachers and 9 English teachers. Target Language Usage of these four groups has been determined. As a result of the analysis of the collected data, he has found that the language curriculum is insufficient to meet target language use. So, he has proposed that students' suggestions should be taken into account when designing a language training program be more efficient.

Prachanant (2012) has conducted another needs analysis study on 40 tourism employer. His findings are that while 'communication skills' are the most important skill, 'listening', 'reading' and 'writing' skills come afterwards. He also lists three important functions associated with these skills: 'giving information', 'delivering service' and 'offering assistance'. He finally emphasizes that the difficulties of using English are 'inability to understand visitors' accents', 'improper use of words or phrases', 'insufficient vocabulary' and 'lack of grammar'.

Orang'i (2013) has carried out a research at Kenyatta University of Tourist Guiding Department to determine the needs of the students as they need communicative skills in the upper levels in their careers. This study seems important as it expresses the wishes of students in the English curriculum, the opinions of lecturers and industry executives about what should be taught in language education.

2.1. Education

Education is defined by Hacıoğlu (1995, p. 6) as "the event to gain new grown generations required information, skill and comprehension so as to prepare them to a communal life and to help them to develop a personality". Another term for education by Sabuncuoğlu, (1991, p.124) is that "it is the most effective means to increase the community's creative power and efficiency, to train required quality and quantity of the staff for development and to allow the proliferation of people in accordance with their ability".

Education system in common sense is a set of principles that imbue individuals with a particular opinion as well as gaining them knowledge and skills; that train people bodily, mentally, morally, spiritually and emotionally; that provide these trainees with a balanced and healthy personality and character; that give them a free and scientific thinking power with wide vision and respectful to human rights; that dignify entrepreneurship value, and that have a kind of responsibility towards society by raising constructive and productive individuals who are trained according to their developed interests and abilities (Üzümcü and Bayraktar, 2004, p. 80; Hacıoğlu et al, 2008, p. 1-3). Kızılırmak (2000, p. 192) also suggests that one of the points that make education important as well as these principles is the social benefits of it to the strength of a country, as a matter of the fact that 'labor is a factor of production and no matter how good capital, another factor of production, is, it gains meaning with value of skilled labor'.

2.2. Vocational Education

The constant but rapid changing in science and technology, and competitive conditions affect education systems directly or indirectly. So, the circumstances of new era require people be better equipped; thus, individuals need to have more qualified and target-driven education. As stated by Öncüler (2006, p. 56), 'those people who are trained according to these circumstances; who can produce solutions to problems encountered; who keep up themselves with contemporary professional, technical and sectorial changes have nowadays become preferable in terms of the development of society'. In this regard, education, particularly vocational education, is to be focused on.

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Vocational education is a form of training that provides individuals general and professional knowledge, skills, competencies, understanding, work habits and attitude necessary as employees and that covers applied sciences in itself to do so (Boylu and Ünlüönen, 2005, p.159). In other words, vocational education is a kind of process that builds physical and practical skills in anyone by improving one's intellectual, emotional and professional abilities (Pelit and Güçer, 2006, p.141).

One of the most important aspects of vocational education is to train students so that they can be business owner in field they have chosen. Even those who do not have any clue about the job should be cultivated as an output of labor force, intermediate staff and managers through this process both theoretically and practically. As Üzümcü and Bayraktar (2004, p.80) sums up: 'vocational education is a set of studies in order to prepare the un/semi-skilled labor force to the tasks that require special expertise qualifications'.

Hacıoğlu (1995, p. 4) has reified the main features of vocational education as follows:

- Vocational education is based on psychology of habits and relies on learning by hands-on experience principle,
- In vocational education providing low-cost but effective social efficiency is essential,
- It is essential that programs are to be adapted according to changes and developments in the occupational field,
- It conforms changing socio-economic conditions and demand,
- Learning and teaching environment in vocational education is business environment itself,
- Vocational education continues until a student can work in a job productively,
- Management of vocational is elastic and dynamic,
- Vocational education is preparatory to life in its nature.

2.3. Vocational Tourism Education

Of countries which want to get greater share from the international tourism market, those which can keep an eye on competitive environment and include high level of vocationally and technically trained service labor force employed will be successful (Kızılırmak, 2000, p.193). A labor force in any industry should have been trained adequately enough as the key for vocational education is to get as much effective utilization as possible (Timur, 1992, p.56).

From a general definition point view, vocational and technical education can be defined as training and preparing those who do not have any expertise in the field of tourism; equipping them with knowledge and skills to respond to the expectations of the sector; making them acquired a variety of disciplines ranging from theoretical and practical application to professional ethics (Hacıoğlu et al, 2008, p.12; Üzümcü and Bayraktar, 2004, p.80). However, tourism education is not only about occupational purposes but also in close relation with raising tourism consciousness in the community as well as explaining the folks to respect the economic power, race, nationality, religion, social status, morality and decency level of a tourist equally without discrimination (Hacıoğlu et al, 2008, p.12). Supporting this social emphasis of tourism education, Pelit and Güçer (2006) has defined tourism education in their research as teaching tourism phenomenon to the citizens and pupils.

To understand the importance of vocational tourism education better, it should be understood that the key to be successful in an already competitive deep down tourism sector lays in service and service quality (Gökçe, 2014, p.20). Under the conditions of increasingly fierce competition, those who want to have a share of the tourism pie at the desired level need to improve the quality of service (Hacıoğlu et al, 2008, p.14). Quality serving labor force can be provided with efficient and high quality tourism education as well as employment of graduates within the sector (Pelit and Güçer, 2006, p.143).

Üzümcü and Bayraktar (2004, p.80) have listed the objectives of vocational tourism training as follows:

- To establish relationships through theoretical and practical training,
- To contribute to the development of the tourism sector,
- To provide qualified staff to tourism sector,
- To explain the importance of tourism in economic development,

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- To create positive tourism awareness in citizens,
- To provide professional training to employees in the tourism sector,
- To increase the knowledge and skills of those working in tourist enterprises,
- To attract the attention of people to tourism,
- To train qualified tourism educators.

Hacıoğlu et al. (2008, p.16) have laid stress on the fact that 'the aim of the vocational tourism education is to train humanist personnel rather than to train specialists; to educate man of culture rather than man of science'.

2.4. Foreign Language Teaching and the Importance of English for Occupational Purposes (EOP)

Language is 'a tool that allows people to communicate' (Roucek, 1986, p.6) and 'a social system' (Dilaçar, 1968, p.28-29); 'a set of principles that establishes relationship between whole sequences of meaning and sound' (Langacker, 1972, p.1); 'a very advanced and many-sided system that allows to transfer thoughts, feelings and aspirations through common rules in a society in terms of sound and meaning' (Aksan, 1977, p.55).

In today's world the number of languages used by different societies is estimated to be about four thousand (Demirel, 2011, p.3). Despite the number, few languages come forward in accordance with the political, militarist, commercial, cultural and historical power, the most important of which is English.

English for Occupational Purposes (EOP) is a means of communication in what specific 'lexical, 'structural' and 'functional' language abilities depends on a particular verbal space such as science, technology and occupations; another name for what is 'the specific purpose language' (Demircan, 1990, p.261).
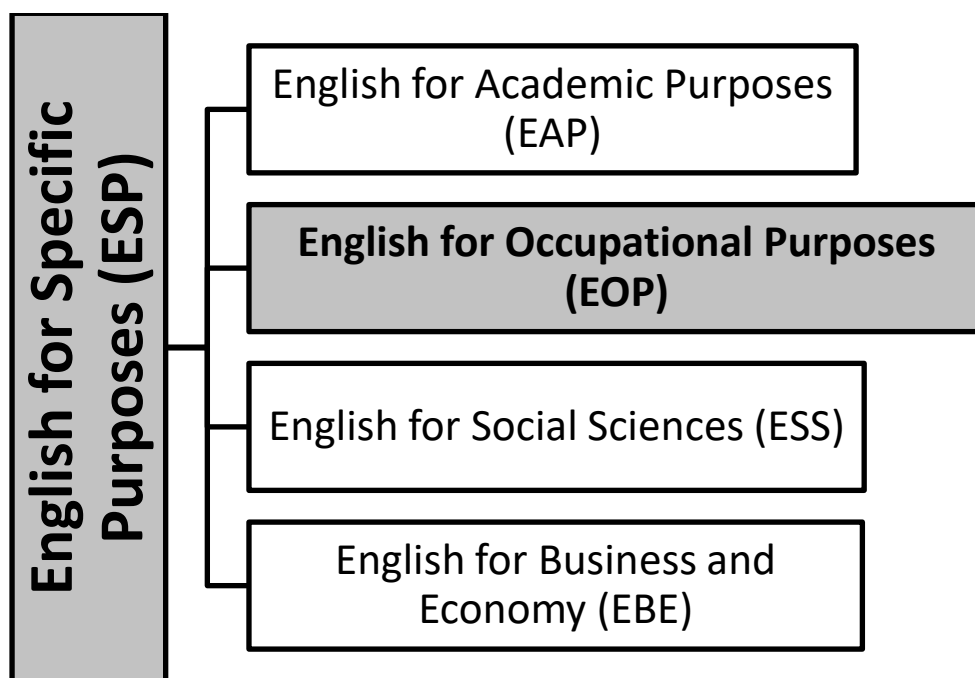
Figure 1: English for Occupational Purposes
(**Source:** Gündüz 1999, p.14; Albostan, 2012, p.3)

EOP, according to another definition, 'aims to fulfill professional and academic roles successfully' (Robinson, 1980, p.13-14). This can vary even within a discipline: for instance while someone in Hotel, Restaurant and Catering Services Program who wants to work at the front desk might be taught to make the phone calls and to take reservation etc. those who will work in restaurant might be taught to take orders, to explain menus and to handle a complaint about the food. This is the main reason why EOP

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should be student-centered. If the main axis of this study is regarded, greeting and welcoming guests, operating check-in and check-out procedures, taking phone calls, providing information about the goods and services as well as the facilities, giving direction to the customers, handling complaints and requests, explaining menus and ingredients, expressing personal opinions are the cases that should be conveyed to the students through specifically purposed English.

3. Methodology

3.1. Population and Universe

The participants of this study comprised 498 tourism sophomore students in the first round, 14 English lecturers and 6 experts (4 of them are program design experts and 2 of them are lifelong learning practitioners) in the second. The students and lecturers are from 11 Vocational High Schools from 7 universities located in West Black Sea Region. The experts have mostly PhD degree in education but few are doing in their master degree in lifelong program.

3.2. Instrument

The research instrument are two sets of questionnaires which have been used to gather data concerning the level and motivation, expectation, difficulties and needs for problems of English use in tourism education from points of view of both students and educators. The questionnaires include 6 parts namely a checklist for demographic features, program and motivation, level of English, expectation, difficulties, and lingual needs. The questionnaires are written in Turkish language in order to minimize problems related to ambiguity and misinterpretation. To ensure the validity of the questionnaires the draft versions derived from previous studies have been modified and revised based on the suggestions of the two program development experts who were English instructors previously and one statistics expert. After that, a pilot study was carried out to test the effectiveness and to improve the language appropriateness of the questionnaires. The 70 subjects of the pilot study have been requested to fill out the questionnaire, to give their comments on the content and wording, and to give suggestions on items that should be added or excluded. Lastly, the final draft of the questionnaire was revised and administered to the target sample.

3.3. Data Collection

This study has been carried out in two steps. Survey method is used to gather first hand data. First, a needs analysis questionnaire was delivered to 498 students of tourism associate degree programs in West Black Sea Region in 2014. For this purpose 7 universities and 11 Vocational High School Administrations were arranged. The questionnaires were handed in responsible lecturers by the researchers and they conducted them to the students. Second another questionnaire for lecturers and experts were conducted by the researchers online. Any ambiguities during respond were dissolved by phone calls at the moment of both questionnaires were being performed.

3.4. Data Analysis

This study is two-sided. On the first hand an explanatory needs analysis was applied to sophomore year students in all of 11 Vocational High Schools of 7 universities in 2013 – 2014 academic year. Data from students for needs analysis have been obtained by descriptive method which is defined by Çepni (2005, p.20) as 'a part of screening model that is commonly used in educational research and aims to uncover given status of a situation -past or present- as it exists, makes making assessments in accordance with the standards and within the framework of the relationship of events.' That is why needs assessment data based on students' opinions are subjected to frequency analysis via SPSS.

On the other hand lecturer-expert questionnaire was subjected to Reliability Statistics on 24 items except from demographic items. After Cronbach's Alpha value for this analysis has been found 0.706, the study is found worth to carry on and other analysis carried out. As the sample size is 20, only nonparametric tests have been used. Chi-squared test, Kruskal–Wallis one-way analysis of variance, Kendall's coefficient of concordance and Friedman Test are among nonparametric tests that have been used to

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compare lecture-expert opinions to those of students and to present significance (if there is) between answers.

4. Findings and Discussion

4.1. Sample Characteristics

Of 498 students participated in the study, 53% of them are girls and 47% are men. 67.7% of these students are between 20 - 22 years old; 19.3% are between 23 - 25 years of age, 10.8% are between 17 - 19 years old and 2.2% are over 26. 72.3% of these students are in day classes. 46% of them are graduated from regular high school, 21,3% are from vocational school for girls and only 9,4% are from hotel management and tourism vocational high school.

Of 20 lecturers-experts participated in the study, 60% of them are male, 80% are between 26-40 years old, 55% have PhD degree in their field and 70% of them have between 6-20 years of work experience.

4.2. Program Reputation and Motivation

When it is asked to students whether they have information about their programs and whether they have any motivation to be in tourism department, they have responded as in Table 1. As seen in the table, students are familiar with tourism sector and department over 70%. They have work experience anyhow at about same percentage rate. Nevertheless, this work experience could mostly be because of apprenticeship training as all of subjects are sophomore students and traineeship period is generally in the summer holiday between freshman and sophomore years. It should also be noted that students have responded to come to this short cycle degree consciously, which could significantly indicate that Tourism Associate Degrees are well-known among the youth.

As to program motivations in the same table, students have stated that the motivators for them are the program itself, instructors and schools, city where they are and finally the lessons respectively.

Table 1: Program Reputation and Motivation

			n	%
Do you have any acquaintance / relatives working in toursim sector?	Yes		356	71,5
	No		142	28,5
		TOTAL	498	100
Did you choose this program consciously?	Yes		394	79,1
	No		104	20,9
		TOTAL	498	100
Do you have any work experience?	Yes		337	67,7
	No		161	32,3
		TOTAL	498	100
Program Motivations	I love my school	Yes	130	26,1
		No answer	368	73,9
		TOTAL	498	100
	I love my program	Yes	276	55,4
		No answer	222	44,6
		TOTAL	498	100
	I love academic staff	Yes	220	44,2
		No answer	278	55,8
		TOTAL	498	100
		Yes	90	18,1

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	I love the courses	No answer	408	81,9
		TOTAL	**498**	**100**
	I love the city	Yes	129	25,9
		No answer	369	74,7
		TOTAL	**498**	**100**
	I love none	Yes	53	10,6
		No answer	445	89,4
		TOTAL	**498**	**100**

Students' responds to whether they would work in tourism sector and which department they would pick up is seen in Table 2. According to this, it is seen that nearly three quarters of the total are willing to work in tourism department, and most of them have stated to work in accommodation enterprises and travel agencies.

Table 2: Students' Wish to Work in Tourism and Department Crosstab

			In which department will you work in the future?								
			Travel Agency	Accommodation Services	Food And Beverage Services	Tour Operator	Tourist Guidance	Event Management in Tourism	Academic Career in Tourism	No Wish to Work in Tourism	TOTAL
Will you work in tourism after graduation?	Yes	n	97	218	8	22	7	1	3	13	**369**
		%	19,5	43,8	1,6	4,4	1,4	0,2	0,6	2,6	**74,1**
	No	n	38	16	2	9	2	0	0	62	**129**
		%	7,6	3,2	0,4	1,8	0,4	0	0	12,5	**25,9**
	TOTAL	n	**135**	**234**	**10**	**31**	**9**	**1**	**3**	**75**	**498**
		%	**27,2**	**47**	**2**	**6,2**	**1,8**	**0,2**	**0,6**	**15,1**	**100**

The sectorial department that students wish to be included in is particularly important for their Vocational English needs. It is because as Hacıoğlu (1995, p.4) coins vocational education into the literature as 'learning and teaching environment itself', the contents of language teaching programs to be implemented should be designed by authorities taking this fact into account. For instance, to gain the ability to count restaurant menu content to those who say that they would work in accommodation services is just as important as general knowledge of English. However, if they were taught phrases about reservation, taking phone calls, asking ID etc., their education would be more purpose-oriented and useful. That does not mean the other way is useless but vocational purposes should be prominent more than general knowledge.

4.3. English Level and Motivation

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Students' opinion for their current level of English and level of English to be is seen in Table 3. Whether their previous level is advance, a vast majority of them (81.3%) thinks that they should know English in advance level.

Nunan (1991, p.45) defines needs analysis process as determining the parameters of a training program directory. These parameters determine the extent of the separation of students into groups. If we intend to split students into group by a student-centered approach, we should take their level of English as basis.

Table 3: Students' Levels of English Crosstab

			Necessary level of English (for students)			TOTAL
Students' level of English before short cycle			Elementary	Intermediate	Advance	
	Elementary	n	8	47	185	**240**
		∑%	1,6	9,4	37,1	**48,2**
	Intermediate	n	3	35	206	**244**
		∑%	0,6	7,0	41,4	**49,0**
	Advance	n	0	0	14	**14**
		∑%	0,0	0,0	2,8	**2,8**
	TOTAL	**n**	**11**	**82**	**405**	**498**
		∑%	**2,2**	**16,5**	**81,3**	**100,0**

As it is seen in Table 4, X^2 test about students' level of English before and after short cycle shows that as asymptotical significance of Pearson's Chi-square value is $p > 0.05$, whatever undergraduate level is, there is no statistically significant difference between the levels they expect. It means students hope to learn advance level of English indiscriminately.

Table 4: Chi-Square Test on Students' Level of English (before & current)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,551[a]	4	**,073**
Likelihood Ratio	11,096	4	,026
Linear-by-Linear Association	7,860	1	,005
N of Valid Cases	**498**		

As for lecturer-expert opinions seen in Table 5 about level and motivation, there is statistically significant difference only in the statement '*Tourism associate programs should have English for Occupational Purposes training*' as $p < 0.05$. We can infer from these data that lecturers and experts are all in favor of level and motivation items but this one. The mean for all items are between 1.00 and 2.45 (around *agree* level) except curriculum design. The highest standard deviation is in students' level of English before short cycle (which is contrary to the opinions of students that their level is low before short cycle).

Table 5: Lecturer-Expert Opinions on Level and Motivation

	N	Mean	S.D.	Sig.
EOP courses should be given by a lecturer who has PHD degree in his/her field.	20	2,35	1,309	,308
Students' level of English before short cycle is high.	20	2,45	1,504	0,26
Students' opinion should be taken into account when designing education program.	20	2,70	,923	0,261
Current curriculum meets students' needs.	20	4,40	1,046	0,659

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Tourism associate programs should have EOP training.	20	1,00	,000	**,000**

Test: *One Sample Chi-Square Test*. **The significance level is ,05.**

(1=Definitely agree, 2= Agree, 3=Neither agree nor disagree, 4= Disagree, 5=Definitely disagree)

4.4. Expectations

The sum of students' expectations from English is as follows:

- They think that they will use English in hotel/motel (62.2%) with the people whose mother tongue are and are not English (61.4%).
- They think that the mean of English they will use is face-to-face communication (79.9%).
- They think that current curriculum partly meets their needs or does not meet them at all (79.3%). As for reason for this, they have stated that it varies from the lack methods and techniques for communication, to insufficient timing; to improper materials usage, and to insufficient physical conditions.
- Students think that they should at least have a vote in designing curriculum (96.4%).
- Prior skills to be taught in Tourism Associate Degree Programs according to students are speaking (67.7%), translation (10.6%), listening (9.6%), reading (6.8 %) and writing (5.4%).
- Prominent specific abilities about these skills are speaking ability to communicate face to face to a foreign customer in touristic facility, listening ability to make a direct contact with a stranger, reading ability to understand the resources for tourism and writing ability to make official correspondence. They also think that they will make translations on to professional publications such as newspapers, magazines and articles.

To compare the sample with a reference one-dimensional probability distribution One-Sample Kolmogorov-Smirnov Test is performed on lecturer-expert opinions on expectations. As for one-sample K-S test on lecturer and experts opinions about the expectations, there is no statistically significant difference between subjects' answers (Table 6). So, it can be said that both lecturers and experts think that lecturers should be more active in EOP teaching, students will have to use English frequently in their future life and they would face with official English, and they will have to know English in advance level.

However, there is mean difference among answers especially on skills. Lecturers and experts have listed speaking and listening skills as prior contrary students' responds.

Table 6: One-Sample Kolmogorov-Smirnov Test on Lecturer-Expert Opinions on Expectations

Statements	n	Normal Parameters		Test Statistic	Lilliefors Significance Correction.
		Mean	Std. Deviation		Asymp. Sig. (2-tailed)
Lecturers should be more active in EOP teaching	20	1,80	,894	,264	,001
Students will face with English frequently.	20	1,20	,410	,487	,000
Students will mostly use official English.	20	3,30	1,174	,274	,000
Students will have to have advance level of English.	20	1,90	1,021	,261	,001
Students will interact mostly with those whose mother tongue is English.	20	3,20	1,056	,226	,009
Reading skills should be prior in EOP teaching.	20	3,20	1,056	,376	,000

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Statements	n	Normal Parameters		Test Statistic	Lilliefors Significance Correction.
		Mean	Std. Deviation		Asymp. Sig. (2-tailed)
Writing skills should be prior in EOP teaching.	20	3,45	,887	,432	,000
Listening skills should be prior in EOP teaching.	20	1,80	,768	,297	,000
Speaking skills should be prior in EOP teaching.	20	1,40	,754	,402	,000
Translation abilities should be prior in EOP teaching.	20	2,95	1,234	,229	,007

(1=Definitely agree, 2= Agree, 3=Neither agree nor disagree, 4= Disagree, 5=Definitely disagree)

4.5. Difficulties

Students think in Table 7 that they will have difficulties in expressing themselves fluently (33.5%), comprehension of English grammar (18.3%), and pronunciation (14.9%), understanding what is spoken and listened (14.3%), translation (10.8%) and finally reading comprehension (8.2%).

Table 7: Student Difficulties

What difficulties do you think you will face in the future?	n	%
Comprehension of English grammar	91	18,3
Reading comprehension	41	8,2
Speaking fluently	167	33,5
Comprehension of what is spoken and listened	71	14,3
Pronunciation	74	14,9
Translation	54	10,8
TOPLAM	498	100,0

To investigate whether samples originate from the same distribution Kruskal Wallis Test is performed on lecturer-expert opinions of language difficulties. As for Kruskal Wallis Test of lecturer and expert opinions on language difficulties no significant difference based on work experience can be found. This could be interpreted as that lecturers and experts have similar opinions about abilities of language skills.

Table 8: Kruskal Wallis Test of Lecturer-Expert Opinions on Difficulties

	Mean Ranks							
	Work Experience (years)							
Statements	1-5 (n=4)	6-10 (n=8)	11-15 (n=3)	16-20 (n=3)	21+ (n=2)	Chi-Square	df	Asymp. Sig
Most important reading ability for students is speed reading for detailed and general info	15,25	8,00	10,00	14,33	6,00	7,038	4	,134
Most important writing ability for students is to make grammatically correct sentences.	10,50	11,50	10,33	10,33	7,00	1,178	4	,882

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Most important listening ability for students is to listen during face-to-face communication.	10,00	8,75	8,33	15,00	15,00	5,406	4	,248
Most important speaking ability for students is to ask questions and respond.	10,25	7,88	10,33	15,00	15,00	5,698	4	,223

(1=Definitely agree, 2= Agree, 3=Neither agree nor disagree, 4= Disagree, 5=Definitely disagree)
Grouping variable: *Work experience*

4.6. Needs

Nearly all students think that they need vocational English in their professional lives (91.2%). To descend to particulars of better teaching, students are asked to answer which interclass activities they are willing to attend and how often (Figure 2). Their answers vary from *mechanical exercises* to *songs and play* from *never* to *always*. The clustering activity-frequency appears as *pair work* and *mechanical exercises* on *sometimes* level; *pair work* on *always* level. Vice versa, the least attendance is *always* frequency and *role playing*. It can be inferred from this that those students who are unwilling to attend interclass activities prefer *pair work* and *ask-answer* activities while students who *always* attend activities prefer all.
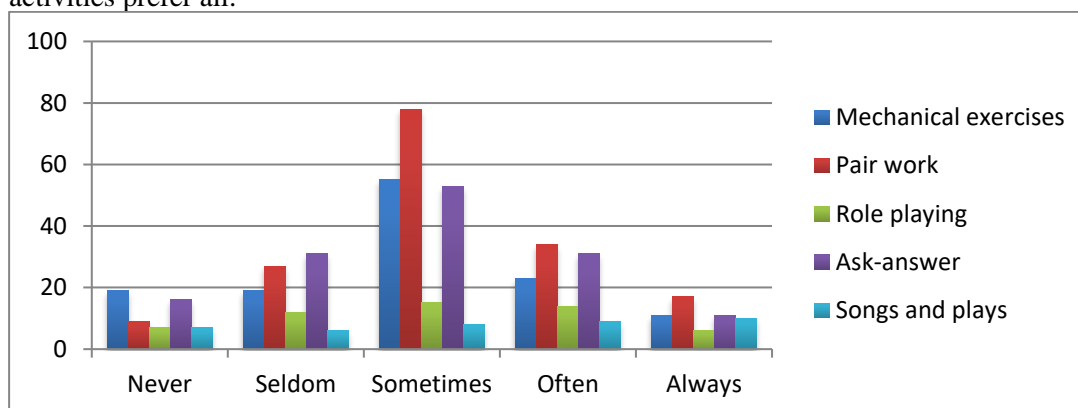

Figure 2: Interclass Activities and Attendance Frequency

Lecturers, on the other hand, have stated that they conduct these activities around *sometimes* level (mean rank is 3.05, standard deviation is 0.67082). They use *ask-answer* and *mechanical exercises* more frequently than others. Kendall's W (also known as Kendall's coefficient of concordance) Test for normalization of the statistic of the Friedman test value has been found 0.502 and to assess agreement among raters. on 0 (no agreement) to 1 (complete agreement) basis it could be argued that there is half agreement between participants. This means that lecturers do not have a specific activity to compromise. This is supported by the fact that there is statistically significant difference between subjects as significance level (,000) is less than $p < 0,05$.

Table 9: Friedman and Kendall W Tests on Lecturer Interclass Activities

	n	Mean	Chi-Square	df	Kendall's W*	Asymp. Sig.**
Mechanical Exercises		3,25				
Role play		2,90				
Songs and play	20	2,35	50,226	5	,502	,000
Pair work		3,85				
Ask-answer		4,40				

* Kendall's Coefficient of Concordance
** Tests: *Friedman Test* and *Kendall's W Test*.

(1= Never, 2= Seldom, 3= Sometimes, 4= Often, 5= Always)

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5. Conclusion and Proposals

English for Occupational Purposes teaching in tourism associate degree programs has been so far evaluated on the basis of both students' opinions via need analysis and lecturer-expert opinions via data obtained through questionnaire. Touristic goods and services are not free from foreign engagement. This engagement can be better in the favor of us with healthy interaction and communication with that society thanks to understanding both parts each other smoothly. The key for this better understanding lies beneath learning a foreign language. As the most common language on earth is English, two-sided opinions of teaching and learning English have been discussed throughout this study.

In this era of growth tourism has increasingly been source of prosperity. Healthy interaction with welcoming guests to our country through better understanding facilitates this prosperous progress. The more we know about a foreign language and culture the more we understand the details and depths of giving our guests a hilarious travel experience. It is as much important as natural beauty, infrastructure, goods and products and policy.

This study handles the problematic language teaching deficiencies on the basis of occupational concerns. For this purpose, it draws a conceptual framework first, expresses the path and methodology having been taken before-and-during the research second, and interprets data on six levels (sample characteristic, program recognition, level and motivation, expectation, difficulties and language needs) third. Proposals as follows are hoped to crown these processes:

- Students' are different from each other in various aspects and this difference should be considered when anything is wished to be taught to them. However, it is not free from holistic approach. Authorities should be aware of the *tune of difference*.
- Physical conditions, interclass activities, teaching materials and applied approaches and methods should be rehabilitated for language teaching essence.
- Students have touristic and educational motivations such as program of school, academic staff, and the courses. They should be canalized for more success using these internal motivations.
- Academic personnel who will give occupational English lectures should be obliged to have PhD degree in tourism administrative.
- Students somehow are determined to work certain departments from travel agencies to food and beverages services. Their incline should be taken into account when designing the context of occupational English.
- Students level of English should be identify by for example placement tests so that they could be trained simultaneously for desired advance level.
- As common sense indicates interaction through language, students should be encouraged to attend lingual practices via communicative methods.
- As to skills and lingual abilities, speaking and face-to-face communication come to fore among others. So, trainers should design their syllabus accordingly.
- Students think that they have various difficulties from expressing themselves fluently to comprehension. They should be helped to overcome these difficulties by enough exercises, practices, job shadowing, etc.
- Students should be exposed to more occupational English because they absolutely think that they need it.
- Although speaking and listening abilities should be prior skills in EOP, other skills should be gained at least basic level.
- Inter-/Outer-class activities should be melted into occupational language practices.
- Tourism associate degree programs should be supported for language laboratories and materials.

6. Statements

6. 1. Conflict of Interest

There is no conflict of interest in this study

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6.2. Contributions

It is stated that each author has equally contributed to this study.

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