SAKARYA UNIVERSITY
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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).
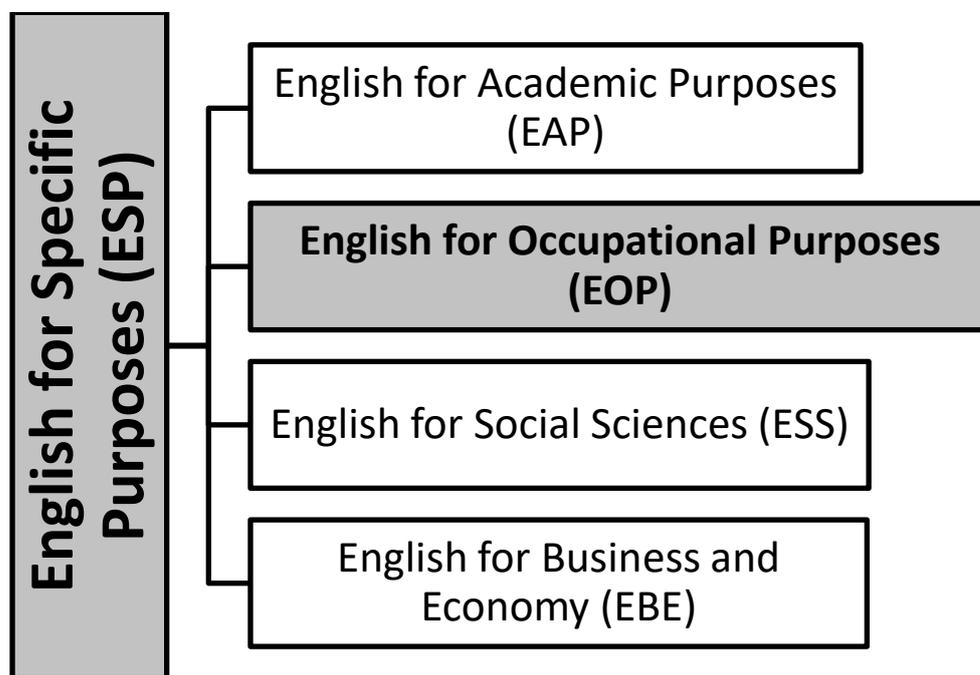
Figure 1: English for Occupational Purposes
(**Source:** Gündüz 1999, p.14; Albostan, 2012, p.3)

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

Students' level of English before short cycle			Necessary level of English (for students)			TOTAL
			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.
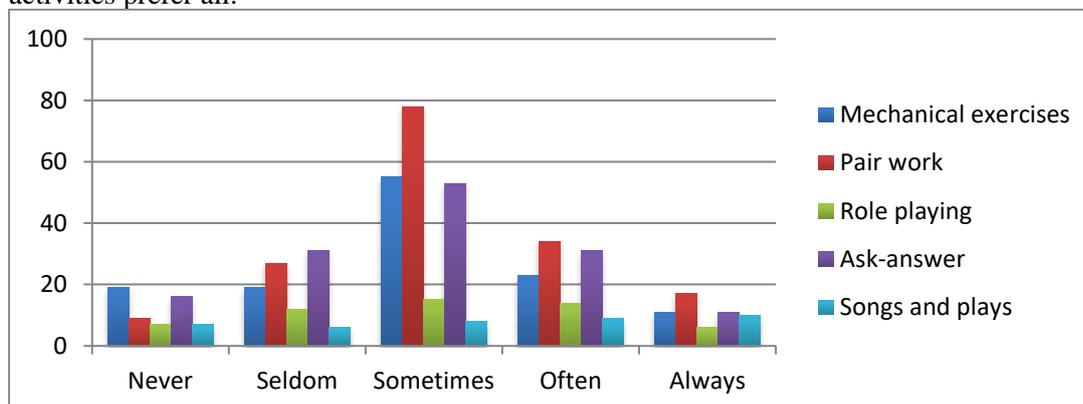

Figure 2: Interclass Activities and Attendance Frequency

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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