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The Effect of Students' Academic Departments on General English and Vocational English Academic Success Scores

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ABSTRACT

The aim of this study is to investigate whether there is a statistically significant difference among the average success scores of General English courses and Vocational English courses of Tourism Faculty students according to the academic department. This study is a survey model research. Participants are 198 students that take the General English and Vocational English courses. One-way MANOVA method is in the analysis of collected data. According to the results of the study, there is no statistically significant difference among the average success scores of General English courses according to the academic department. However, a statistically significant difference has been found in the average success scores of Vocational English. It has been determined that the average academic Vocational English success scores of the Department of Tourism Management students were significantly higher than the Department of Gastronomy students'. Moreover, it has also been determined that the average academic Vocational English success scores of the Department of Tourism Management students were significantly higher than the Department of Tourism Guidance students'.

Key Words: Academic success, English for specific purpose [ESP], English as a foreign language, vocational English, MANOVA

Öğrencilerin Bölümlerinin Genel İngilizce ve Mesleki İngilizce Akademik Başarı Puanları Üzerindeki Etkisi

ÖZET

Bu araştırmanın amacı, Turizm Fakültesi öğrencilerinin bölümlerine göre Genel İngilizce ve Mesleki İngilizce akademik başarı puanlarının manidar farklılık gösterip göstermediğinin incelenmesidir. Bu çalışma tarama modelinde bir araştırmadır. Çalışmanın araştırma grubunu Genel İngilizce ve Mesleki İngilizce derslerini almış 198 öğrenci oluşturmaktadır. Verilerin analizinde tek yönlü MANOVA yöntemi kullanılmıştır. Araştırmanın bulguları incelendiğinde, öğrencilerin Genel İngilizce dersleri akademik başarı puanları arasında bölüm türüne göre manidar bir farklılık bulunmazken, öğrencilerin Mesleki İngilizce akademik başarı puanları arasında bölüm türüne göre manidar bir farklılık bulunmuştur. Turizm İşletmeciliği bölümü öğrencilerinin Mesleki İngilizce dersi akademik başarı puanları Gastronomi bölümü öğrencilerinin Mesleki İngilizce dersi akademik başarı puanlarına göre manidar şekilde daha yüksektir. Bunun yanı sıra, Turizm İşletmeciliği bölümü öğrencilerinin Mesleki İngilizce akademik başarı puanları Turizm Rehberliği bölümü öğrencilerinin Mesleki İngilizce akademik başarı puanlarına göre manidar şekilde daha yüksek olduğu bulgusuna ulaşılmıştır.

Anahtar Kelimeler: Akademik başarı, özel amaçlı İngilizce, yabancı dil olarak İngilizce, mesleki İngilizce, MANOVA

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1. Introduction

It is possible to state that learning a foreign language provides people many advantages such as business life, travel, cultural dimension, internet, hobbies, self-realization, understanding the world, making new friends, getting different perspectives, educational needs and so on. Increasing advances in science and technology, international relations, travel opportunities, increase in employment chances and educational opportunities have made it necessary to learn a foreign language. The companies' need for employees who speak a foreign language increased, educational institutions started to offer a wide range of opportunities to learn a foreign language, states all over the world competed with each other to offer a quality foreign language to their citizens. On the contrary, it is a fact that this change in the current era seems to be at high levels. People's minds, needs, expectations, habits and educational systems have been continuously changing. All these changes bring about some changes in foreign language education, too.

Teaching a foreign language in various contexts have influenced the change in foreign language teaching in such ways as using different approaches, methods, techniques, and principles. A student population who wants to learn a foreign language according to their needs with a high level of consciousness has emerged. This population knows a foreign language but wants to improve it for a specific vocation. Vocational English, which has been divided into a large number of sub-branches over time, is of great importance for the business life. To meet this need of business life, private and public education institutions (universities, vocational education institutions) have made various attempts in teaching Vocational English and have started to provide a wide range of educational opportunities to meet the individuals' needs. Compulsory or elective Vocational English courses, which include terminology and field knowledge of the relevant vocation (English for Specific Purpose [ESP], Technical English, Business English, Professional English), have been offered at each level of vocational education. Vocational English has turned out to be an area that has its unique materials, tutorials, teaching staff, plans and researches regardless of General English courses. It is seen that different terms have been used for these concepts in the literature review. In this study, General English [GE] for teaching English at the starting level for a general purpose at different grades at university (English I, II, III, IV, V, and VI) and Vocational English [VE] for teaching for a specific purpose (Vocational English I and II) have been used.

1.1. General English (GE) and Vocational English (VE)

Language, which is the most important means of communication, has become more valuable with the effect of globalization. It can be thought that language both directs this globalization process and gets affected by the globalization process itself. In this process, language plays a significant role in increasing interaction among countries and people in the world. At the same time, it has become a necessity to learn a foreign language with the effects of globalization, increasing advances in technology and the freedom of travel. Two different situations have emerged, such as learning English for general and specific purposes.

English for general purposes (EGP) can be called the general name of teaching English. Wei (2015) states that General English aims to bring students to a certain level concerning daily communicative competence and foreign language learning. According to Ning and Zhao (2014), General English aims to give students general skills that belong to that language. Therefore, in places where English is taught as a foreign language or as a second language, giving students listening, speaking, reading, and writing skills to a certain level are within the boundaries of General English. Robinson (1989, p.

398) defined General English as a language learning process given over a few hours a week to reach a certain level of that language or pass an exam. In these courses, there is no task-based instruction, which spreads out the whole process, parts that belong to vocabulary or grammar are taught and tested separately.

Vocational English can be said to be English courses that have been designed according to the needs of students and given to those with a certain level of awareness of the process for a specific purpose. In literature, Vocational English has been defined in many ways. However, above all, Hutchinson and Waters (1987, p. 19) emphasize that Vocational English should be seen as an approach rather than as a product. From their perspective, Vocational English is not a separate language, method or a teaching material but an approach to language learning and every single thing of the process is based merely on the student's reasons and needs for learning that language. Hutchinson and Waters (1987, p. 8) emphasized the importance of needs in teaching English by saying "Tell me why you need English, I will tell you which English you should have." Robinson (1989) described Vocational English as a goal-oriented language learning process, stated that needs analysis is necessary and highlighted that usually adult learners are involved in this language learning process. Hence, it can be said that the aims and needs have an undeniable role in the emergence of Vocational English. Richards (2001, p.28) has suggested a variety of elements that are influential in the emergence of Vocational English and listed them as follows:

- the preparations for a large number of students whose native language is other than English to get an education in American or English schools,
- efforts to create various resources for the individuals who are already good at General English but wish to learn English for vocational purposes at work,
- the need to teach immigrants the language that is necessary for their vocational life.

It is clear that the need for Vocational English is not a planned and consistent effort. Vocational English has gradually progressed to its current situation. Three factors have influenced the development of Vocational English. The first factor is the need for vocational English; the second is the developments in linguistics, and the final one is the reflection of educational psychology on foreign language teaching. English has turned out to be an internationally accepted language with the trend in technology and trade. When these three factors are examined in detail, the need for vocational English comes first. Traders needed English to sell their products, repairers to read manuals, doctors to have up-to-date information on their fields, and student to read textbooks/magazines published only in English. Later, the need to learn vocational English has also come out in the field of linguistics. The apparent emergence of the distinction between trade English and engineering English has revealed the concept of vocational English. In other words, the difference between the use of English in a case and another case has provided the emergence of a new teaching area. Finally, the trend of centralizing the student in educational psychology has required a language teaching parallel to the needs of students (Hutchinson & Waters, 1987, pp. 5-8). In this context, it can be said that Vocational English courses cover a narrower topic than General English courses. This situation can be explained by the fact that the topic is defined according to the students' needs (Basturkmen, 2010, p.3). In other words, Vocational English can be said to be an umbrella concept which means English is thought to the students for a job or a work field (Barnard & Zemach, 2003, p. 306).

The fact that there are a variety of differences between these two English has brought about some differences regarding the teachers, too. Hutchinson and Waters (1987, pp. 157-165) explained how the Vocational English teachers differed from the General English teachers and pointed out that Vocational English teachers are interested in the needs analysis of the students, course preparation process, material writing, adapting and evaluating stages as well as the roles of General English teachers. In addition to all these, another difference is that Vocational English teachers are not trained for this specific job, unlike General English teachers. For this reason, many teachers of General English make all preparations for Vocational English classes on their own. Finally, Vocational English teachers teach individuals who have reached a certain level of expertise in their fields. These individuals have a certain degree of awareness and various expectations towards the program conducted and the field itself.

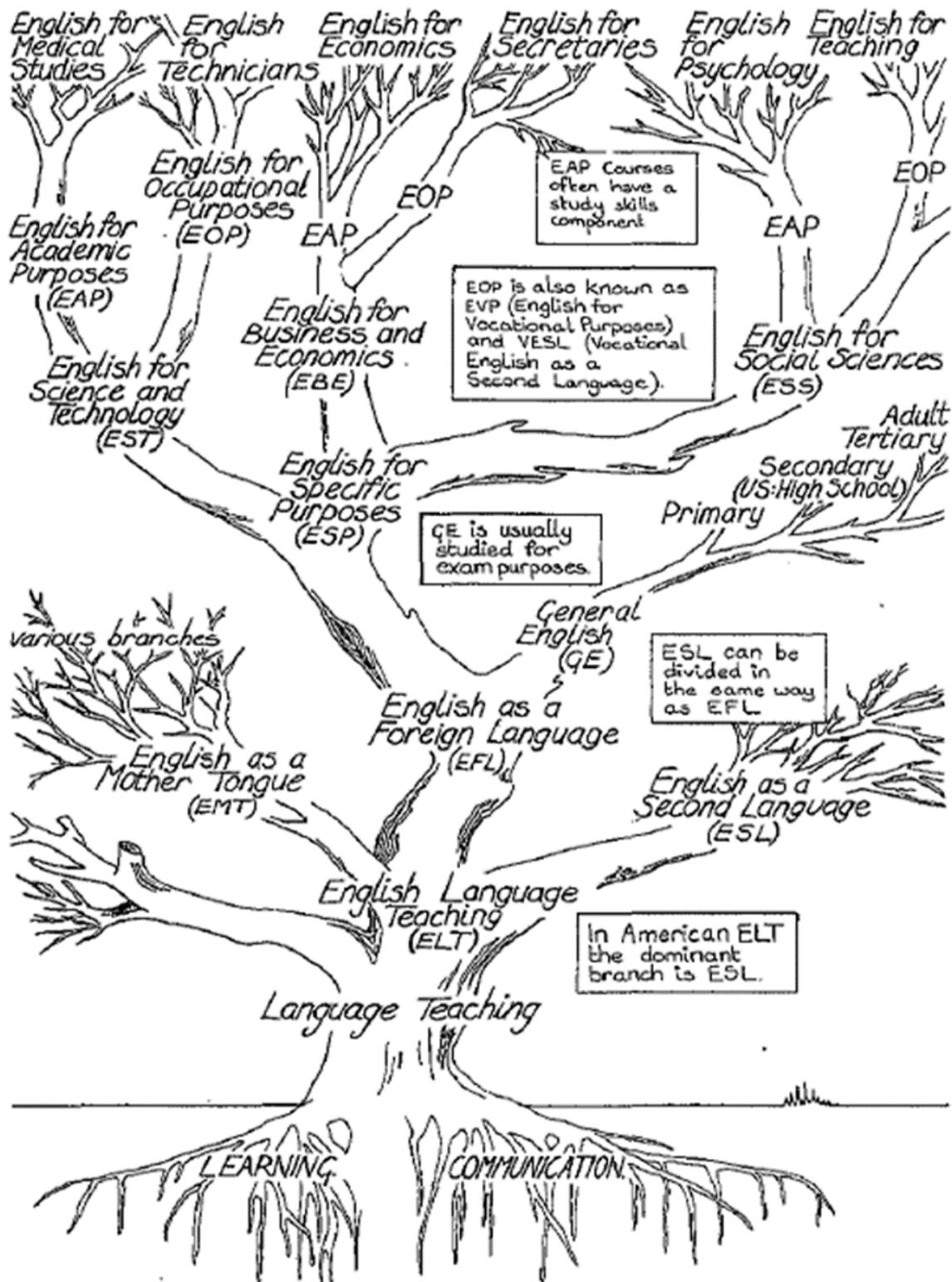
1.2. Types of Vocational English

As new vocations emerge in the developing world and these vocations need to reach larger groups of people under various factors, the necessity of learning a foreign language for these vocations has increased. The concept 'Vocational English' is also divided into sub-branches according to the sectors such as English for medical staff, technical staff, economists, office workers, and tourism employees. Each vocational field has had a terminology to meet the needs within it over time. This terminology has been then divided into sub-areas within each field, and this change evolved and became a foreign language teaching approach under the title of Vocational English.

Today, billions of people travel around the world to see a place, getting to know new things, cultural exchange or having fun. Every step from the starting point of this trip to the end requires the provision of various services. English, which includes the terminology, needed while providing those services in the tourism sector is called Vocational English. Tourism Faculties, which is one of the educational institutions that provide human resources to the tourism sector, offers General English courses with the names of Foreign Language (English) I, II, III, IV, V and VI in order to provide students with various skills in English in the first, second and third classes of teaching programs. Apart from this, students have Vocational English I and II courses in the last year of the program right before getting into the work life. Therefore, it can be said that both General English and Vocational English have been given intensively in educational institutions that provide human resources to the tourism sector.

Tourism sector and its activities are divided into various subcategories. These can be listed as accommodation, front desk, entertainment, gastronomy, guidance, transportation, housekeeping, and booking. In time, specific needs in foreign languages for these sub-branches have come out, and Vocational English has begun to be implemented in a more specific area to respond to these needs. Today in addition to Vocational English resources prepared to meet the needs of tourism English, there are also Vocational English resources designed to meet the specific needs of the subcategories within the tourism sector itself. For example, there are Vocational English coursebooks for tourism students who have a certain level in various general skills such as speaking, reading, listening and writing in English. These coursebooks include the concepts related to tourism. In addition to these resources, there are also Vocational English resources covering the subcategories such as gastronomy and travel services in the tourism sector (Baude, Iglesias, & Inesta, 2002; Dubicka & O'Keefe, 2015; Eastwood, 1980). Similarly, Hutchinson and Waters (1987) summarize language teaching, teaching English as a native language, as a foreign language, and as a second language and then put forward,

how General and Vocational English are divided into branches in detail in the image below named 'English Language Teaching Tree.'



* Figure 1. ELT Tree (Hutchinson & Waters (1987, p. 17))

* Tom Hutchinson, Alan Waters, *English for Specific Purposes* © Cambridge University Press' ELT Tree (1987). In order to use the image, necessary permission has been taken via email from Cambridge University Press (rights@cambridge.org) on 13.04.2018.

When Image 1 is examined, General English and Vocational English are separate two branches at the point of teaching English as a foreign language. For this reason, there are many differences between General and Vocational English. It can be stated that General English is based on education, school, and exam; in other words, it requires more emphasis on the skills learned. Moreover, the content of General English courses is more comprehensive than the other. In addition to being offered as a lesson given in educational institutions, Vocational English can be said to be need-oriented. In other words, Vocational English includes language teaching towards the limited or narrow vocational areas.

1.3. Foreign Language Learning and the Factors Affecting Academic Success

Human power is one of the leading resources that enable societies to improve themselves in all areas. This resource is expected to be trained and presented into society most effectively through educational institutions. The role of the educational institutions in presenting human resource to the society is the completion of educational process successfully. In general, success can be considered as achieving goals. Also, academic success can be defined as students' getting the learning outcomes by being aware of the responsibility of learning at school. York, Gibson and Rankin (2015) state that academic success is the achievement of grade, career success, satisfaction, acquiring skills and competencies, consistency and achieving the learning goals. Ahluwalia, Kugler, and Suzuki (2005) take academic success regarding school performance, attitudes towards school, attendance at school, adaptation to school, and active and consistent involvement in the physical and social environment of the school. For this reason, academic success is interpreted not only as a being successful in a lesson but also as a broader sense of being active in the school social and academic environment. At the same time, it can be interpreted as a concept involving career after-school.

There are a variety of studies about the factors affecting foreign language learning and the success of students in the literature. According to Lightbown and Spada (2006), factors affecting foreign language success can be listed as intelligence, aptitude, learning styles, personality, motivation, attitude, identity, and ethnic group, beliefs about learning and age. According to Güçlü and Şahan (2017), students' interests and attitudes towards foreign language learning, the relationship between mother tongue and foreign language, and the impact of parents on language teaching are among the factors affecting foreign language learning. Ekiz and Kulmetov (2016) focus on family, environment and teacher-driven factors on the success in foreign language learning. In his research, Ceylan (2014) concluded that training on language learning strategy in a foreign language has a positive effect on success in foreign language learning. Ceylan also points out that the training in language learning strategies has improved students' autonomy levels, which in turn has affected the success in learning foreign languages positively. Fan and Chen (1999) found a moderate and significant relationship between parental involvement and academic success. It has been seen that there are studies in the literature regarding the effect of various environmental, individual and psychological factors such as intelligence, aptitude, family, environment, and teachers on academic success in foreign language learning. Since Vocational English courses are determined in accordance with the students' departments, it is an undeniable fact that students' departments have a crucial role in their foreign language learning. In the literature review, there are limited studies that explore the effect of the students' departments on their academic success in both General English and Vocational English. Blue & Harun (2003) studied host-guest interaction patterns and used the term of hospitality language. They underlined that teaching of hospitality language seems to have been neglected. They suggested hospitality language should be included in general foreign language courses and further studies on this subject. Al-Tarawneh & Vancı-Osam (2019) suggested further research on learning/teaching

problems, evaluating curricula and syllabuses from different viewpoints and multiple data sources in different contexts. Yasmin, Sarkar, & Sohail (2016) suggested researchers to explore areas other like learning processes, teaching methodology used in English for hotel purpose classrooms, and program evaluation in these or other institutes. Leslie, Russell & Forbes (2002) examined the position of foreign language skills in undergraduate tourism management degree courses and concluded that there is a paucity of research in this important area. Therefore, it can be said that there is a need for research on whether the academic departments of students influence their academic success in a foreign language (General English and Vocational English) learning. In this framework, this study is thought to contribute to the field. This study is also thought to contribute especially to the workforce in tourism sector because the tourism sector has become "a knowledge-based sector rather than a sector that requires intensive labor" (Hsu, 2014) as a necessity of changing economic understanding. In this context, this research is thought to contribute positively to the academic knowledge of the people who are going to work in the tourism sector. In addition to this, it is expected that this study contributes to the comparison of the students' scores in terms of the variance rates explaining academic success in Vocational English and General English courses, and the problems related to the distributions of course credits. In this study, the research problem is whether General English and Vocational English average success scores of the students in the Tourism Faculty differ according to the academic departments or not. Examining whether the average General English and Vocational English success scores of the students differ according to their departments constitutes the problem statement of this study.

2. Methodology

2.1. Research Model

Since the current situation has been described in this study by examining the effects of students' departments on their academic success in General English and Vocational English courses, the research model of this study is the survey model. According to Karasar (2007) survey model is a research approach, aiming to describe a past or present situation as is.

2.2. Participants

It has been determined that when the missing data stemming from the exemption is excluded, there are 200 students taking General English and Vocational English courses respectively between 2012-2013 and 2014-2015 academic year at the Faculty of Tourism in Nevşehir Hacı Bektaş Veli University. When the z values regarding the average success scores of these 200 students in their General English and Vocational English courses are examined, a single variable extreme value for a student from the Gastronomy Department ($z=-4.77 < -4$) has been observed. Moreover, when the Mahalanobis coefficients are calculated, multivariate extreme value for a student from the Gastronomy Department has been observed since it exceeds the critical value ($\chi^2_{(2,.001)}=13.82$) (Khatree ve Naik, 2000; Tabachnick ve Fidell, 2007).

In this framework, when the extreme values are excluded, participants of this research consist of 198 students taking General English and Vocational English courses from 2012-2013 academic year fall term to 2014-2015 academic year spring term at the Faculty of Tourism, Nevşehir Hacı Bektaş Veli University. The distribution of the study group according to academic departments is given in Table 1.

Table 1. *The Distribution of Students According to the Academic Departments*

Department	f	%
Tourism Management (Day Class)	32	16.20
Tourism Management (Evening Class)	27	13.60
Tourism Guidance (Day Class)	38	19.20
Tourism and Hotel Management (Day Class)	40	20.20
Tourism and Hotel Management (Evening Class)	33	16.70
Gastronomy (Day Class)	28	14.10
<i>Total</i>	<i>198</i>	<i>100.00</i>

According to Table 1, there are 198 students in the study group with Gastronomy students having the least number of participants ($f=28$; 14.10%); Tourism and Hotel Management (Day Class) having the highest number of participants ($f=40$; 20.20%).

2.3. Data and Data Collection

The data related to the academic success of 198 students taking General English (English I, II, III, IV, V, VI) and Vocational English (I and II) courses from 2012-2013 academic year fall term to 2014-2015 academic year spring term has been obtained from Registrar's Office of Nevşehir Hacı Bektaş Veli University. This research has been limited to the academic success scores of students taking General English and Vocational English courses by order in related terms from 2012-2013 academic year fall term to 2014-2015 academic year spring term at the Faculty of Tourism, Nevşehir Hacı Bektaş Veli University.

2.4. Data Analysis

For the study, the one-way multivariate analysis of variance (MANOVA) method was used to examine whether the students' average success scores for General English and Vocational English courses differ according to their academic departments or not. While investigating the effect of one or more independent variables on dependent variables, examining their interactions between independent variables and comparing their differences at each level, MANOVA is used.

One-way MANOVA analysis is preferred in the analysis of the related research question since it has two dependent variables (the average success scores of General English courses of the students and the average academic success scores of the Vocational English course) and an independent variable (academic departments). The findings obtained from the assumptions of MANOVA, normality, linearity, homogeneity of variance-covariance matrices can be seen respectively as follows. According to the Bartlett test results, the chi-square value obtained at the level of .05 ($\chi^2=76.94$; $p<.05$) indicates that the assumption of the multivariate normality of the data is provided (Çokluk, Şekercioğlu, and Büyüköztürk, 2010). Besides this, the multivariate normality indicates that the relationship between the pairs of variables is linear (Tabachnick and Fidell, 2007). To support these findings, the Scatter Dot is also provided in below:

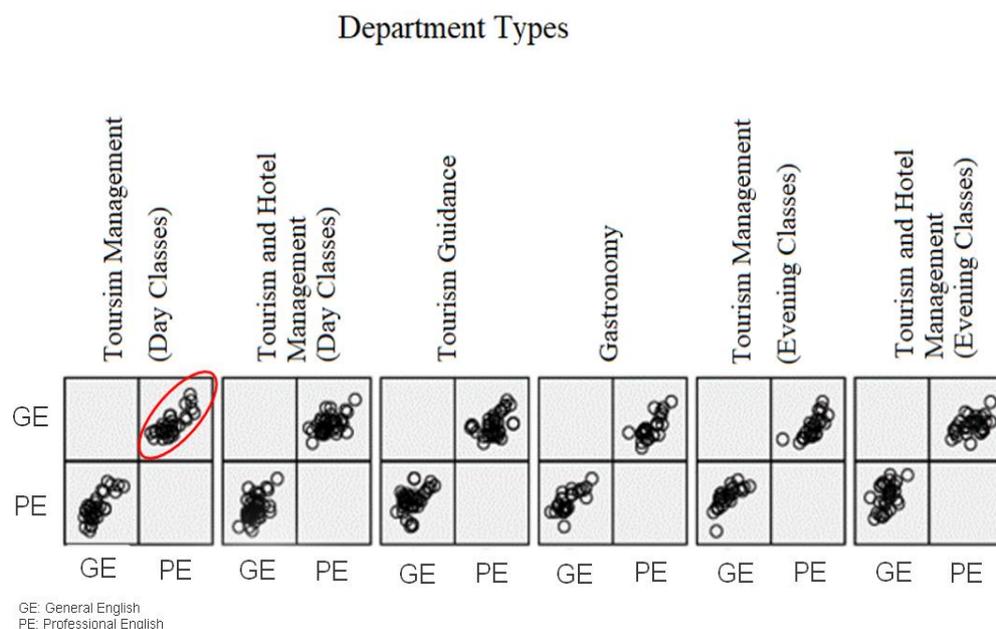


Figure 2. Scatter Dot

When the Scatter Dot is examined, the data provides the assumption of multivariate normality since it is distributed close to the elliptical form in each subgroup. Moreover, the fact that the dots on the diagram do not deviate directly shows that the relationship between students' average academic success scores in General English and Vocational English courses is linear.

Ramsey (1982) emphasizes that when the correlation between dependent variables increases, in other words, when they are highly correlated, this situation reduces Manova's influence (as cited in Field, 2009). Therefore, in order to be able to apply MANOVA, a moderate relationship between dependent variables must be found in the positive or negative direction (Tabachnick and Fidell, 2007). With this in mind, when the correlation coefficient between the average General English and Vocational English success scores are examined ($r = .57, p < .01$), a moderate positive correlation has been found.

Levene test results are examined in order to check whether the related dependent variables are obtained (Kalaycı, 2010) among the academic departments. It is observed that the variance matrices are homogeneous ($p > .05$) for the average success scores variable of the students' General English courses. On the other hand, it is observed that the assumption of homogeneity of variance matrices for the average academic achievement points of the Vocational English course is not provided ($p < .05$). In addition, when the Box's M test results are examined, it is concluded that the assumption of homogeneity of covariance matrices, which is one of Manova assumptions is not obtained because it is $p < .05$ (Field, 2009).

Since the assumption of homogeneity of covariance matrices is not provided, the Pillai's Trace value should be taken into account to understand among which groups there is a significant difference depending on the effect of the students' academic departments on their academic success in General English and Vocational English courses (Leech, Barrett, & Morgan, 2005; Mertler & Vannatta, 2005; Stevens, 2009).

Since MANOVA is a model, which has been designed to examine multiple dependent variables simultaneously, the power of the test is stated to depend on the combination of the dependent

variables and the effect size (Field, 2009). The effect size is interpreted as low at .01, moderate at .06 and high at .14 (Stevens, 2009).

3. Results

The descriptive statistics regarding the average academic success scores for General English courses and Vocational English courses are given in Table 2 and Table 3 below.

Table 2. *Descriptive Statistics on the Average Academic Success Scores for General English Courses*

	Mean	SD	n
Tourism Management (Day Class)	60.42	9.54	32
Tourism Management (Evening Class)	58.48	9.19	27
Tourism Guidance (Day Class)	60.01	8.85	38
Tourism and Hotel Management (Day Class)	60.76	7.44	40
Tourism and Hotel Management (Evening Class)	56.17	5.71	33
Gastronomy (Day Class)	57.54	9.70	28
<i>Total</i>	<i>59.03</i>	<i>8.49</i>	<i>198</i>

The average academic success scores for the General English courses are $M=59.03$, $SD=8.49$ in total regarding the total arithmetic mean value. According to the academic departments, this value is observed as follows: Tourism and Hotel Management (Day Class) $M=60.76$, $SD=7.44$, Tourism Management (Day Class) $M=60.42$, $SD=9.54$, Tourism Guidance (Day Class) $M=60.01$, $SD=8.85$, Tourism Management (Evening Class) $M=58.48$, $SD=9.19$, Gastronomy (Day Class) $M=57.54$, $SD=9.70$ and Tourism and Hotel Management (Evening Class) $M=56.17$, $SD=5.71$.

Table 3. *Descriptive Statistics on the Average Academic Success Score for Vocational English Courses*

	Mean	SD	n
Tourism Management (Day Class)	70.80	11.19	32
Tourism Management (Evening Class)	67.43	14.33	27
Tourism Guidance (Day Class)	67.71	13.77	38
Tourism and Hotel Management (Day Class)	76.46	7.94	40
Tourism and Hotel Management (Evening Class)	74.77	8.65	33
Gastronomy (Day Class)	61.30	14.43	28
<i>Total</i>	<i>70.21</i>	<i>12.67</i>	<i>198</i>

The average academic success scores for the Vocational English courses of the students are $M=70.21$, $SD=12.67$ in total regarding the total arithmetic mean value. According to the academic departments, this value is observed as follows: Tourism and Hotel Management (Day Class) $M=76.46$, $SD=7.94$, Tourism and Hotel Management (Evening Class) $M=74.77$, $SD=8.65$, Tourism Management (Day Class) $M=70.80$, $SD=11.19$, Tourism Guidance (Day Class) $M=67.71$, $SD=13.77$, Tourism Management (Evening Class) $M=67.43$, $SD=14.33$ and Gastronomy (Day Class) $M=61.30$, $SD=14.43$.

When the table of the descriptive statistics regarding the average success scores for General English and Vocational English courses are examined, it is seen that the sample size in each cell is not equal. Since the sample size in each cell is not equal, and the assumption of homogeneity of covariance matrices is not provided, the Pillai's Trace statistic is stronger to test the difference between group averages (Tabachnick ve Fidell, 2007). Moreover, Table 2 and Table 3 above is studied, the fact that there are at least 20 participants in each category guarantees robustness of the sample size in order to be able to apply MANOVA (Hair, Anderson, Tatham & Black, 1998; Tabachnick & Fidell, 2007). With this information in mind, the Pillai's Trace test results of the average success scores for General English courses and Vocational English courses according to the students' academic departments are given in Table 4 below:

Table 4. *The Pillai's Trace Test Results of the Average Academic Success Scores for General English and Vocational English Courses According to Academic Departments*

Variance Source		Value	F	Hypothesis SD	Error SD	P	η^2
Departments	Pillai's Trace	.26	5.77	10.00	384.00	.00	.131

When the Pillai's Trace test results are examined, it has been concluded that the academic departments of students have a significant effect (Pillai's Trace=.26, $F_{(10,384)}=5.77$, $p<.05$) on their academic success in General English and Vocational English courses. According to the Pillai's Trace test, when the partial eta-square value (η^2) is examined, the effect of the students' academic departments on their academic success in General English and Vocational English courses is seen to be ($\eta^2=.131$). Therefore, according to this model, the academic department has a considerable effect on the academic success of the students in their General English and Vocational English courses. The results of variance analysis according to the academic departments of students regarding the average success scores for General English courses and Vocational English courses are given in Table 5 below.

Table 5. *The Results of Variance Analysis According to The Academic Departments Regarding the Average Success Scores for General English Courses and Vocational English Courses*

Source	Dependent Variable	Sum of Squares	SD	Average of Squares	F	p	η^2
Corrected Model	GE	558.24	5	111.65	1.57	.17	.039
	PE	4929.55	5	985.91	7.09	.00	.156
Intercept	GE	672745.95	1	672745.95	9457.53	.00	.980
	PE	943426.28	1	943426.28	6781.14	.00	.972
Department	GE	558.24	5	111.65	1.57	.17	.039
	PE	4929.55	5	985.91	7.09	.00	.156
Error	GE	13657.61	192	71.13			
	PE	26712.01	192	139.13			
Total	GE	704142.36	198				
	PE	1007660.25	198				
Corrected Total	GE	14215.86	197				
	PE	31641.55	197				

When Table 5 is examined, there is no significant difference between the average academic success scores ($F_{(5,192)}=1.57, p>.05$) of the students for General English course according to the academic department type. On the other hand, there is a significant difference between the average academic success scores ($F_{(5,192)}=7.09, p<.05$) of the Vocational English course according to the academic department type. The average success scores of General English courses in terms of effect size by the type of department is calculated as $\eta^2 = .039$ (low effect size) and $\eta^2 = .156$ (high effect size) for Vocational English. While the independent variable (academic department) explains 3.90% percent of the total variance in the average success scores for General English courses, it explains 15.60% of the total variance in the average academic success scores for the Vocational English courses.

In order to understand the significant difference between the average academic success scores of the Vocational English course according to the students' academic departments, the Tamhane's T2 test results have been examined. According to Howell (2002), the Tamhane's T2 test is used in cases where the assumption of variance between groups is not assumed. According to Tamhane's T2 test results, in terms of the students' average academic success scores for Vocational English course, there is a significant difference ($p<.05$) between Tourism and Hotel Management (Day Class) ($M=76.46$) and Tourism Guidance (Day Class) ($M=67.71$); Tourism and Hotel Management (Day Class) ($M=76.46$) and Gastronomy (Day Class) ($M=61.30$); Tourism and Hotel Management (Evening Class) ($M=74.77$) and Gastronomy (Day Class) ($M=61.30$).

To sum up, when the results of the variance analysis regarding the students' academic departments are examined, there seems to be no significant difference among average success scores for General English courses. On the other hand, there is a significant difference among average academic success scores for Vocational English courses. While the independent variable (academic department) explains 3.90% of the total variance in the average success scores for General English courses, it explains 15.60% ($\eta^2=.156$) of the total variance in the average academic success scores for Vocational English courses. Parallel to these findings, no matter which academic department the student studies in, the academic department does not have a significant effect on the average success scores for General English courses ($\eta^2=.039, p>.05$). However, regardless of day class or evening class, the average academic success scores for Vocational English courses of Tourism and Hotel Management department students are found to be significantly higher than the students' scores for Vocational English courses of Gastronomy. Moreover, the average academic success scores for Vocational English courses of Tourism and Hotel Management (day class) department students are found to be significantly higher than that of Tourism Guidance (day class) department students.

4. Discussion and Conclusions

In this study, it is aimed to examine whether there is a significant difference between the average success scores of the General English and Vocational English courses or not at the Faculty of Tourism in Nevşehir Hacı Bektaş Veli University. The tourism sector is an indispensable development tool for countries. In this sense, there are a variety of researches on the qualifications of the tourism sector in different countries, and its economic and social contributions to the countries in the field (Brida Gómez & Segarraa 2020; Chou, 2013; Gündüz & Hatemi-J, 2005; Oh, 2005; Rivera, 2017).

The qualifications of human resources have an essential role in the contribution of the tourism sector to the countries. Foreign language knowledge at the focal point of tourism mobility is one of the first qualifications that tourism sector employees should have. There are various studies in the literature about foreign language teaching, applications and importance that will meet the needs of tourism

sector (Choi, 2010; Davies, 2000; Laborda, 2003; Leslie & Russell, 2006; Lin, Wu, & Huang, 2013; Luka, 2009; Pešić, 2017; Yasmin, Sarkar, & Sohail, 2016; Zahedpisheh, Abu bakar, & Saffari, 2017). In addition to these researches, some of the ongoing discussions within the tourism sector are foreign language education, measurement, and evaluation in foreign language education. Davras and Bulgan (2012) state that foreign language knowledge is a primary qualification in employees who will be employed in the tourism sector. Gürbüz and Dağdeviren (2007) indicate that the aim of the tourism programs of higher education institutions, which provide education at the undergraduate level, is to train competent individuals who are knowledgeable in the tourism sector and who speak foreign languages. In their research on practicing opportunities in the tourism sector, Soybalı and Bayraktaroğlu (2013) emphasize that individuals who lack practical foreign language skills have problems during the employment process.

Similarly, Littlejohn and Watson (2004) state that language courses should be an integral part of the tourism education curriculum and that language education should be given to students if it is wished to give those students a chance to have a full-time job opportunity in the sector. Chang and Hsu (2010) recommend tourism courses to be offered in English in the context of globalization. As it is seen in the literature, the researches put forward that foreign language is an organic part of the tourism sector. The place of the foreign language in the tourism sector causes discussions about the process of testing and evaluation in the foreign language which gives a direction to the quality control mechanism of the sector. Douglas (2000) thinks that testing tools for language skills for specific purposes are unnecessary, and language tests for general purposes are sufficient for this. In contrast to this idea, Nitu (2008) emphasizes that the development of special achievement tests, in other words, the development of Vocational English achievement tests, is necessary to determine the language levels of those who are experts or want to be experts in various fields such as business, law, medicine or tourism. Despite having an outstanding level in General English, many people can have trouble while communicating in a vocational area. They can need to communicate in such situations that are close to their own vocation. For this reason, Nitu (2008) suggests that Vocational English achievement tests should be developed to measure the vocational language level of a person. Keeping these in mind, it can be stated that the needs of students and the objectives of tourism programs have a role on General or Vocational English classes.

In this study, a significant difference in the average success scores of General English courses in terms of academic departments has not been found. On the other hand, a significant difference in the average academic success scores of Vocational English courses in terms of academic departments has been found. Regardless of being day class or evening class, the average academic success scores of Vocational English courses of Tourism and Hotel Management department students are found to be significantly higher than the average academic success scores of Gastronomy students. Moreover, the average academic success scores of Vocational English courses of Tourism and Hotel Management (day class) students are found to be significantly higher than that of Tourism Guidance department students.

The fact that there is not a significant difference in terms of academic departments in the average success scores for General English courses but Vocational English courses can be counted as usual when General English courses are thought to be universal than ESP courses. In general, students come to university with an average level of General English. They add new things to their existing General English knowledge in the first two years of university. In the last two years of their education, Vocational English courses that include the terminology of a specific academic department,

conversational activities and their use in business environments are offered. Casado (2003) calls these General English lessons as basic general course or solid knowledge, but Vocational English courses as hospitality common expressions, focus on everyday communication, and technical vocabulary and terms related to operations and guest interaction. As can be seen, General English lessons are similar to the lessons in the previous education level but Vocational English courses are pretty different. This may be the reason for no significant difference between the academic department and success scores. Akgöz and Gürsoy (2014) found no significant difference according to the academic department in terms of the determination of foreign language learning of tourism students. Therefore, it can be stated that the academic departments of the students do not differ in terms of the students' determination to learn General English. Diaz and Scholfield (2010) researched the effect of General English vocabulary and Vocational English vocabulary knowledge on understanding texts related to tourism. According to the results of this study, Vocational English vocabulary has been found to have a bigger effect on understanding the texts related to tourism than General English vocabulary. In line with this information, it can be indicated that Vocational English knowledge of the students studying in tourism programs has a positive impact on their both academic and business lives when compared to their General English knowledge. Tsao (2011) researched the students and teachers of English and concluded that they loved Vocational English courses more than General English courses. On the other hand, in another research, Brunton (2009) aimed to discover whether General English or Vocational English improves students more. As a result, General English has been found to improve students' conversational skills with a broader range of vocabulary.

The fact that there is a significant difference in the average academic success scores of Vocational English course according to the academic departments may result from content and nature of the Vocational English courses changing according to the academic department or the program. In literature there are lots of studies on the unique nature of courses with specific purposes. Abou-Shouk, Abdelhakim & Hewedi (2014) highlight the role of specialized courses on student competencies and state that different programs provide different specializations to students and all of these qualify them to work in different positions, and this definitely affects their competencies. Yasmin, Sarkar, & Sohail (2016) concluded that students of hotel management have specific English language needs and they need a particular lexis of the hotel industry. Hoehler-Alden (2000) suggest adding some pragmatic touches to language programs to succeed in specialized courses in respective fields. These factors can be the reason for the significant difference between the academic department and success scores of Vocational English.

In addition, coursebooks may be the reason for the significant difference. Vocational English coursebooks for both Tourism and Hotel Management programs and Gastronomy programs are examined to interpret the reason for the significant difference in the average academic success scores of Vocational English course according to the academic departments. It is seen that the coursebooks of the Vocational English courses are designed according to the nature of the academic department. Vocational English coursebooks designed for Tourism and Hotel Management mostly consist of social topics based on communication. These topics include asking personal information, conveying or forwarding a message, filling out a registration form, making a reservation, responding phone calls, renting a car, planning a vacation, dealing with complaints, describing a building to the other party in detail, writing an e-mail, a customer's check-in, tour sales, directions, an invoice, telling the weather, meeting hotel staff, welcoming guests, explaining hotel facilities, making check-in, booking and breakfast service (Dubicka & O'Keefe, 2015; Evans, Dooley, & Garza, 2011). On the other hand,

Vocational English coursebooks designed for Gastronomy programs include more technical topics. These topics include cocktail recipes, starters and main courses, utensils, equipment used and people working in the kitchen, kitchen measuring instruments, food safety, kitchen safety, nutritional values, vegetables, fruits, meats, bakery products, seafood, spices and varieties (Baude, Iglesias, & Inesta, 2002; Evans, Dooley, & Garza, 2014). The difference between the coursebooks described in detail above may be the reason why academic achievement scores differ significantly.

With this study, it has also been uncovered that the average academic success scores of Vocational English courses of Tourism and Hotel Management (day class) students are found to be significantly higher than that of Tourism Guidance department students. The reason for this result is hidden in the context of the Tourism Guidance department. In the last years of the undergraduate education, students of Tourism Guidance are prepared for English language proficiency exam in order to be an official tourist guide besides the school courses. Those who cannot get a certain score from this exam cannot be an official tourist guide. For this reason, students are engaged in both school and English language proficiency tests in a challenging process. This situation may occur as a factor that decreases the academic Vocational English success because the content of Vocational English course and English proficiency exam content are very different from each other.

The tourism sector provides significant economic benefits for countries. At the same time, thanks to the tourism sector, countries and cultures have good relations with each other. The literature indicates that foreign language is an organic part of the tourism sector. Education institutions that provide human resources for the tourism sector should provide a quality foreign language service to their students. The fact that the researchers examine foreign language education in detail and bring new recommendations will strengthen the language learning process. With this study, it has been investigated whether the academic departments of the students affect their academic success in learning foreign languages. As a result, the average academic success of the Vocational English courses varies according to the academic departments of the students. Based on the results of this study, it is recommended to plan Vocational English course contents according to different academic departments in Tourism Faculties. It is also recommended to determine the course contents according to the dynamics of the academic department. It is also advisable to inform foreign language instructors about the dynamics of each department. Similarly, supporting the vocational development of foreign language teaching instructors may contribute to the process. Moreover, credits of the courses carried out in the academic departments of tourism faculties can also be reviewed.

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