

# **Evaluating an English Language Course for Monolingual Gastronomy Students**

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## **ABSTRACT**

The current study aims at evaluating an English course which is ENGL 108 by finding out EFL Gastronomy students` and instructors` opinions about the course in the Faculty of Tourism at Eastern Mediterranean University. To this aim, the study helps shed a light to address and identify the students` needs as perceived by the Gastronomy students and their instructors for improving the course. Also, the present study purports to find out Gastronomy students` and teachers` recommendations regarding the improvement of the course.

This study is a case study that uses a mixed methods research approach. In brief, both qualitative and quantitative data were gathered through student questionnaire and teacher interviews. The participants of the study consist of eighty-three EFL Gastronomy students and three English instructors in the Faculty of Tourism at Eastern Mediterranean University.

Generally, the results of the current study indicate that the students and their instructors have positive attitudes regarding ENGL 108 course. In other words, both groups evaluated the course positively in terms of its aims and objectives, content and materials, teaching-learning procedures and assessment procedures. However, some suggestions have been offered by the students and their instructors for the improvement of the course.

Additionally, the current study provides some implications in terms of helping both the students and the teachers in terms of the improvement in the language course. The study also provides feedback to the instructors and administration regarding the

improvement of the existing English lesson as perceived by the students and the instructors. Moreover, the present study contributes to the existing ESP (English for Tourism) literature. Furthermore, some suggestions are provided for the future studies.

**Keywords:** program evaluation, language education, English for Specific Purposes, Gastronomy students, students` needs and attitudes, instructors` needs and attitudes

## ÖZ

Bu çalışma, Doğu Akdeniz Üniversitesi Turizm Fakültesi'ndeki Gastronomi öğrencileri ve öğretim görevlilerinin ders hakkındaki görüşlerini öğrenerek ENGL 108 olan bir İngilizce dersini değerlendirmeyi amaçlamaktadır. Bu amaç doğrultusunda, çalışma Gastronomi öğrencileri ve dersi geliştirmek için eğitmenleri tarafından algılanan öğrencilerin ihtiyaçlarını belirleme ve tanımlama konusunda bir ışık tutmaya yardımcı olmaktadır. Ayrıca, bu çalışma Gastronomi öğrencileri ve öğretmenlerinin dersin iyileştirilmesiyle ilgili önerilerini bulmayı amaçlamaktadır.

Bu araştırma, karma yöntemler tekniğini ele alarak bir durum çalışması şeklinde tasarlanmıştır. Özetle, hem niteliksel hem de niceliksel bilgiler, öğrencilerin ve öğretmenlerin anketlerinden elde edilerek toplanmıştır. Çalışmanın katılımcıları, Doğu Akdeniz Üniversitesi Turizm Fakültesi'nde seksen üç Gastronomi öğrencisi ve üç İngilizce öğretmenidir.

Genelde, bu araştırmanın sonuçları özellikle öğrencilerin ve de eğitmenlerin İngilizce dersine ilişkin olumlu düşünceler ifade ettiğini ortaya koymaktadır. Bu dersin, hem öğrencilerin hem de öğretmenlerin amacına hizmet ettiği belirtildi. Ancak, eğitmenler ve öğrenciler kursun geliştirilmesi için bazı önerilerde bulunmuşlardır.

Ek olarak, mevcut çalışma, öğretim üyeleri ve öğretmenler tarafından algılanan mevcut dersin gelişmesi hakkında öğretim üyelerine ve yönetime bazı pedagojik geribildirimler sağlamaktadır. Ayrıca, Gastronomi öğrencilerinin İngilizce öğrenmedeki ihtiyaçları hakkında daha fazla bilgi edinmek için geleceğin araştırmacılarına bazı önerilerde bulunulmuştur.

**Anahtar Sözcükler:** program değerlendirme, dil eğitimi, Özel Amaçlı İngilizce, Gastronomi öğrencileri, öğrencilerin ihtiyaçları ve tutumları, öğretmenlerin ihtiyaçları ve tutumları

## DEDICATION

*To my beloved family and dearest fiancé.*

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# TABLE OF CONTENTS

ABSTRACT .....	iii
ÖZ .....	v
DEDICATION .....	vii
ACKNOWLEDGEMENT .....	viii
LIST OF TABLES .....	xii
1 INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	2
1.3 Purpose of the Study .....	3
1.4 Research Questions .....	3
1.5 Importance of the Study .....	4
1.6 Definition of Terms .....	4
1.7 Summary .....	5
2 LITERATURE REVIEW .....	6
2.1 English for Specific Purposes (ESP) .....	6
2.2 Needs Analysis in ESP .....	11
2.3 Program Evaluation .....	14
2.4 Evaluation of ESP Programs and Courses .....	15
2.5 Summary .....	17
3 METHODOLOGY .....	19

3.1 Design of the Research.....	19
3.2 The Context of the Study.....	20
3.3 Research Questions .....	22
3.4 Participants of the Study.....	22
3.4.1 Students.....	23
3.4.2 Instructors .....	23
3.5 Data Collection Instruments.....	23
3.5.1 Teacher Interview .....	24
3.5.2 Student Course Evaluation Questionnaire .....	24
3.6 Data Collection Procedures.....	26
3.7 Data Analysis .....	27
3.8 Summary .....	27
4 FINDINGS .....	28
4.1 Student Questionnaire .....	28
4.1.1 Students` Opinions about Aims, Objectives and Learning Outcomes of ENGL 108 Course .....	28
4.1.2 Students` Opinions about the Content and Materials of ENGL 108 Course .....	31
4.1.3 Students` Opinions about Teaching-Learning Process of ENGL 108 Course .....	34
4.2 Teacher Course Evaluation Interviews.....	39
4.3 Summary .....	49

5 DISCUSSION AND CONCLUSION.....	50
5.1 Discussion of Findings .....	50
5.1.1 How do the Gastronomy students and their English language instructors evaluate ENGL 108 course regarding its aims\objectives, content and materials, teaching-learning procedures, and assessment procedures?.....	50
5.1.2 What do the Gastronomy students and their English language instructors recommend for the betterment of ENGL 108 course?.....	52
5.1.3 Students` and their English Language Instructors` Perceptions concerning the Needs of the Students in ENGL 108 course.....	53
5.2 Conclusion.....	54
5.3 Implications of the Study .....	55
5.4 Limitations of the Study .....	56
5.5 Suggestions for Future Studies.....	56
APPENDICES .....	64
Appendix A: Student Course Evaluation Questionnaire .....	65
Appendix B: Teacher Interview .....	75
Appendix C: Letter from Ethics Committee .....	78

## LIST OF TABLES

Table 4.1: Students` opinions about the aims, objectives and learning objectives of ENGL 108 course (in percentages) .....	29
Table 4.2: Students` opinions about content and materials of ENGL 108 course (in percentages).....	32
Table 4.3: Students` opinions about teaching-learning process of ENGL 108 course (in percentages) .....	35

# Chapter 1

## INTRODUCTION

The first chapter comprises four parts. Regarding the first part, it is aimed to provide background information about the study. As for the second part, the purpose of the study and the research questions are presented. In part three, it provides an explanation about the importance of the study is provided. And finally, in the last part the definition of the terms which have been used in the current study are explained.

### 1.1 Background of the Study

As it has been observed in different researches, Tsou and Chen (2014) described program evaluation as an important progress concerning ESP, which provides sufficient planning, applications, and enduring improvement of the program. Moreover, Tsou and Chen (2014) proposed a joint, modernized model for ESP program evaluation and accounted on how the model functioned when it was utilized to assess an ESP program in a university in Taiwan in their study. By updating the model for higher education ESP program evaluation, this research combined Hutchinson and Waters' 1987 model and the broad framework for foreign language program evaluation developed by Watanabe, Norris, and Gonzalez-Lloret (2009), while also integrating current results from emerging research on ESP learning and teaching that contain topics such as authenticity, learner autonomy and learning transfer. Additionally, when the framework was utilized to assess a university ESP program, the findings allowed the scholars to scrutinize pros and cons of the modernized framework. So, scholars expect that the

discussions of the modernized framework and the assessment progression suggest deeper understanding for the preparation and application of ESP program evaluation.

Moreover, Hutchinson and Waters (1987) stated that program evaluation plays prodigious role when the point comes to ESP for the reason that it assesses whether the objectives of an ESP program have been fulfilled as well as providing the program's enduring development. On the other hand, establishing the meeting of aims, evaluating the ESP course is the solution. From many reviews of course, the information is gotten and also help to guide the design of similar courses. Showing the various parties involved, course evaluation is as a social role. Teacher, learners, sponsors etc. are the parties involved that their opinions are important.

## **1.2 Statement of the Problem**

To the knowledge of the researcher, Tourism industry is one of the fast growing industries in the world. This observation is also supported by Sormaz et al. (2016) and Prachanant (2012). According to Sormaz et al. (2016), gastronomy has turned out to be a quickly developing element of the attraction of tourism destination. Prachanant (2012) also mentions that currently, the existence of English is incredibly essential for tourism industry because there is an urgent need for communication, negotiation, and execution transaction with many tourists by employees in tourism. Because of mentioned reasons, many people try to be eligible in order to work in this sector. However, employers prefer to employ people who are proficient enough in English. When it comes to education, most of the students have some expectations regarding English language learning especially Gastronomy students who are in need of English knowledge for their future career. According to another informal observation of the researcher, Gastronomy Department has become a distinguished department of Eastern

Mediterranean University, but the students are not proficient enough in English. That is why, this study aims to investigate the actual needs of monolingual Gastronomy students in learning English and to identify their opinions to make the already existing course better address their needs at Eastern Mediterranean University.

### **1.3 Purpose of the Study**

This study aims to evaluate an English language course for monolingual Gastronomy students in the Faculty of Tourism to increase the quality of the course and make it address the needs of the Gastronomy students and their instructors better. By considering the above-mentioned aim, the current study tries to find out EFL Gastronomy students` and their instructors` opinions concerning the English course which is taught in the Faculty of Tourism. Also, the present study aims to explore Gastronomy students` and teachers` recommendations for improving the course, and identify the students` needs as perceived by the Gastronomy students and their instructors.

### **1.4 Research Questions**

In this this section, the research questions which are formed according to the aim of the study are given. By finding the answers of these research questions, the students` and the instructors` needs, opinions and their suggestions for the improvement of ENGL 108 course, which is offered by Tourism and Hospitality Management Faculty at Eastern Mediterranean University, can be identified. The following research questions are attempted to be answered:

- 1- How do the Gastronomy students and their English language instructors evaluate ENGL 108 course regarding its aims/objectives, content and materials, teaching-learning procedures, and assessment procedures?

2- What do the Gastronomy students and their English language instructors recommend for the betterment of ENGL 108 course?

3- What are the perceptions of the Gastronomy students and their English language instructors concerning the needs of the students in ENGL 108 course?

### **1.5 Importance of the Study**

The findings concerning the needs of the students can be beneficial for enhancing the quality of the course and thus addressing the needs of the students better. The findings may add to the existing ESP (English for Tourism) literature. This study may also help shed light on English needs of Gastronomy students. The present study can support both the students and the teachers by improving of the existing English language course. The findings can be effective in terms of providing feedback to the teachers and administration regarding the effectiveness of the existing course. The feedback can help the course instructors to revise, i.e. to improve the course, to select more appropriate teaching materials, etc.

### **1.6 Definition of Terms**

Tsou and Chen (2014) defined *Program Evaluation* as an essential process in ESP which requires an organized technique for gathering, investigating, and getting detailed data to focus on demands especially about the efficiency of the course or program.

Dudley-Evans, T. & St John, M. (1998) stated that *English for Specific Purposes (ESP)* is the approach of teaching English for professionals in different fields by focusing directly on kinds of terminologies, words, standard and proper phrases which can be used in all particular fields. ESP is a based on practice as well as the methodology of English language instruction that deals with the language teaching in definite settings.



According to Brown (2016), *Needs Analysis* requires doing some kind of task through learners to be able to find out what their education necessities are. A well planned understanding of learner needs can be effective in creating and organizing a prosperous course planning.

## **1.7 Summary**

The aim of this chapter is to give explicit information about the context of the research. In brief, this current study aims to evaluate an English language course for monolingual Gastronomy students in the Faculty of Tourism. Additionally, the research questions are presented in this chapter. Regarding the importance of the study, the results about the needs of the students can be beneficial for increasing the quality of the course and addressing the needs of the students better. Finally, some important terms which are related to the study such as, Program Evaluation, English for Specific Purposes and Needs Analysis are explained by referring above-mentioned scholars. The review of the related literature will be included in the following chapter.

## **Chapter 2**

### **LITERATURE REVIEW**

In this chapter, it is aimed to present a review of literature on English for Specific Purposes (ESP), program evaluation, needs analysis and evaluation of ESP programs and courses. The first part provides a review of literature on English for Specific Purposes and some features of ESP which are related with the present study. The second part explains about program evaluation which can be regarded as crucial in the field of ESP. The third section gives detailed information about needs analysis which is a significant component in guiding the present study. The fourth section highlights the importance of evaluation of ESP studies in different areas such as Business, Tourism, Medicine and etc. Finally, the last part summarizes the studies which have been critically reviewed in this chapter.

#### **2.1 English for Specific Purposes (ESP)**

In consistent with Holme (1966); English for Specific Purposes means of narrowing down the language focus to meet specific needs such as using the target language more efficiently in work context i.e. aviation, medical sciences human resources etc. A broader definition of ESP comes from Hutchinson and Waters. They defined ESP as an approach of language teaching in which all decisions as to content and method are based on the learners' reasons for learning. This means that, this approach does not focus on a precise language neither on a particular methodology nor teaching materials of a certain type. The ESP approach focuses on the learners and their specific needs in language learning. By following this, Hutchinson & Walters (1987) stated the main aim

of ESP is to classify the requirements and at that time offer the essential and specific areas of English language. Robinson (1991) viewed ESP as an enterprise involving education, training and practice and drawing upon three major realms of knowledge; language, pedagogy, and students' / participants' specialist area of interest. Richards and Rodgers (2001) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake. Regarding to Basturkmen (2010), ESP is based on the language which is related to the learners' studies about their needs rather than more general and individual aims.

In this context, ESP teachers have also a great role in shaping their learners' education. According to Pradhan (2013), the aim of ESP teachers should not only be meeting their learners' particular desires but also offering contextual learning such as designing a course, deciding on the goals and aims, and choosing materials according to the need of their field.

Dudley-Evans and St John (1998) modified ESP definition by deleting the last absolute characteristic and adding more characteristics on the variable one. Dudley-Evans and St John (1998) classified the specific features of ESP into two sections depending on its 'variable' and 'absolute' features. According to Dudley-Evans and St John (1998), the absolute features of ESP are stated as follows:

- ESP is designed to meet learners' specific needs.
- ESP is broadly based on the language that includes grammar, vocabulary, register, as well as skills, discourse and genres according to the suitability of these activities.

- ESP makes use of the basic approach and activities of the discipline it serves.

Dudley-Evans (1998) stated the variable features of ESP in five statements as follows:

- ESP can be associated with and designed for specific fields.
- ESP can be used in different teaching methods with a different methodology apart from general English.
- It is likely to design ESP according to adult learners, either university level learners or other learners who work in a professional situation.
- ESP is mostly designed for intermediate or advanced learners
- To be able to design ESP courses, learners are expected to have basic knowledge about the language system but ESP can also be used with beginner learners.

Pinelopi (2015) expresses that, in recent times, English for Tourism is becoming extremely important in the field of Tourism. It is obvious that, English holds a prestigious place in all over the world and it has become the most important language among other languages to be able to communicate or conduct written tasks in occupations related to tourism.

As Basturkmen (2014) stated, the curricula of ESP mostly focus on the explanation and communication and the use of linguistic features in the specialist field. Many ESP programs have a main aim that the learners will have better understanding of interaction and language usage in specialist field or target discourse community at the end of the course. Furthermore, these courses aim to propose accurate explanation of discourse derived from interaction and language usage in specialist field or the community.

According to Zahedpisheh, Abu Bakar and Saffari (2017) there is a rapid progress in the field of tourism and hospitality which has an effective impact on English language. As it is known English is the most commonly spoken and used language in worldwide tourism in the present century. Because of that reason, there has been a rising demand in generating an idea and learning English for tourism since it also has a major impact on the delivering a quality service in the workplace. As Zahedpisheh, Abu Bakar and Saffari (2017) mention employees who work in this industry are seriously aware of the importance of learning English because they need to have well-supported knowledge of English. In this regard, English for tourism can be categorized under English for Specific Purposes. It can also be regarded as a vital part of specialization in the field of English language teaching and learning. The need of teaching and learning English for professional purposes and especially in the field of tourism is indisputable. Moreover, being proficient is incredibly crucial and necessary in every professional field precisely in the tourism industry by reason of its explicit nature and conceptions. As a result, it is a must that the instructors comprehend the practical presentations of this approach. Briefly, the authors aim to put an emphasis on the purpose of ESP and ETP which can be useful for the educators and the learners as well. It has also been stated that specific English instruction is provided if the ESP concepts and features are determined which can help the learners become prepared in meeting the requirements of their workplace. It is extremely vital and important to learn foreign language skills because of the fact that employees who works in the service sector such as hospitality industry as it is the denotes for interacting with tourists face-to-face, voice-to-voice as well as comprehending cultural patterns or differences, also for rising subordinates' opportunities for the job that they want to be hired in this global industry.

Regarding ESP studies, Cho (2005) emphasized that English for Hospitality is regarded as a part of commercial English and it is integrated into the industry by linking organizational interaction and classroom practice. Moreover, significant studies which were done by number of academics illustrated that teaching the language requires interactions between individuals from different cultures in the hospitality industry such as in hotels, airports, casinos or travel agencies.

In another ESP study, Nordin et al (2015) demonstrated an analysis on the instruction and learning of vocabulary in ESL classrooms, especially gaining particular terminology in the domain of tourism industry. Previous studies demonstrated and showed that scope and attention of terminology has a huge effect in learning terminology, and that terminology acquisition can benefit from both purposeful and related means. Moreover, especially in the L2 classroom environment, teaching of vocabulary plays an essential and vital role in defining English language skill. Students who are not non-native with an inadequate range of L2 vocabulary will certainly come across with abundant problems in comprehending resources in English, which may cause difficulties in reading and writing. Therefore, more emphasis ought to be put concerning the instruction of terminology in EFL classrooms. When point comes to ESP context, the same emphasis should be also put concerning the understanding of particular and technical terminology. In this regard, the chief aim of ESP courses is to provide learners the rhetoric discourse in a specific domain, so learners should be experienced in the utilizing of the vocabulary within the domain such as hospitality sector. Culinary art is one example of a specific domain with a different spoken as well as written discourse in a specific field.

In ESP related context, Hossain (2013) used a learner-centered approach and it is aimed to find the ESP teachers` roles while dealing with the learners` needs. According to this approach, it is a skill to understand or produce the language features of the target situation. A learner-centered approach can be mentioned divided into two categories which are target needs and learning needs. Regarding target needs, they focus on what the students need to achieve in target situation. On the other hand, learning needs are based on what the students require to do in order to acquire the language. In that study, the main focus was the learners and their target needs. The reason is that, the researcher aimed to focus on learners` target needs, according to their desires; thus the learners` can show higher improvement in terms of language learning in ESP effectively.

## **2.1 Needs Analysis in ESP**

According to Lepetit and Cichocki (2002), needs analysis (NA) is an influential as well as effective instrument that supports elucidate and confirm true and exact necessities. Moreover, Grier (2005) stated that ESP allows teachers and specialists to form the curriculum development that bases the content of language courses on desires and benefits of the students. Long (2005) also clarified that needs analysis draws learning meticulously to training or teaching, it gives tips and know-how to instructors and specialists to deliver and ensure better as well as more reachable foundations for the learners of the program concerned.

According to Al-Khatib (2005), the hospitality sector is distinctive among other service industries due to its particular requirement. There is a need of superior skills for better service to be able stand as competitive in the market. Therefore, needs analysis appears most crucial in this specific industry. A small number of analyses have been done on English communication needs in the hospitality sector. With the help of the needs

analysis, the results show that the workers' perceptions of their needs, wants and lacks are greatly affected by their attitudes toward English. The results also show that studying ESP is extremely important as a means of communication in relation to the group of workers using it and the workplace. As for another aspect of needs analysis, Widodo (2017) stated needs analysis as an essential component of language curriculum improvement which offers number of progresses such as material evaluation, syllabus design, instructional design planning as well as materials. Generally speaking, needs analysis is common practice in English for Specific Purposes programs.

The article `Needs Analysis and Situational Analysis: Designing an ESP Curriculum for Thai Nurses` by Gass (2012) tried to show the important of communication in Medicine field. The study can be classified as target-situation learning analyses because the study directly focused on nurses` actual needs in the target situation. For example, in this study nurses expressed that they are in need of learning English structures especially for speaking in order to help the patients, be good-mannered and make them feel relaxed by communicating with them.

According to Prachanant (2012), needs analysis plays a prodigious and important role in developing English for Specific Purposes curriculum. Prachanant (2012) also emphasized that English language plays a very critical role as the major instrument for interaction in the international field. Additionally, English is utilized as a means to exchange views and cultures to be able to generate beneficial associations among people in different nations. Consequently, English has turn out to be a global language and is extensively utilized as a medium for comprehending and exchanging thoughts among individuals all over the world. That is why; the learners` needs in English have to be specified by analyzing their actual needs.



According to Dubin and Olshtain (1986), needs are connected with the learners; every learner is unique and their needs can be regarded as crucial for instructors and also this idea has been supported by Yule and Tarone (1989) that the effective learning experience for a group of learners unavoidably based on the individual instructors' skill to deal with those learners appear to need. Consequently, conducting needs analysis is the main step in identifying learners' needs regarding language priorities, self-analysis, learning styles and motivation. Besides this, the diagnostic test tool will help to provide a more accurate idea of the learners' deficiency in specified productive skills (speaking and writing).

Noor (2008) researched the language needs of tourism students in Malaysia. Author collected data using mixed method by using surveys and interviews of learners also instructors. In this study findings demonstrated that there is discrepancy between learners and professionals in view of communicative abilities. Industry workers found learners weak in terms of talking in English, which according to them was significant for work in the front office as well as restaurant.

Similarly, the need for tourism language in the department of front office in hotel entrepreneurship in Britain was examined by Blue and Harun (2003). In their research, four major hotels were selected for the needs analysis. Interviews with hotel staff show that some hospitality skills can be developed through in-service training. It is also believed that this kind of training can be viewed as an ESP requirement of the Tourism profession. It has been also recommended by the author that communication skills are extremely important in that profession and it must be given more serious attention by academics and educators in the field of hospitality management.

## **2.2 Program Evaluation**

It is obvious that the course and its evaluation play a vital role to see whether the course objectives and students aims have been met. According to Rea-Dickins and Germaine (1992), evaluation is an inherent element of education and knowledge. It is also noted that evaluation is extremely vital for the instructors for delivering valuable data for utilizing the upcoming direction of classroom exercises, for the planning of lessons, and for the organization of learning tasks and learners.

Tsou and Chen (2014) also explain the course evaluation as a central procedure in English for Specific Purposes which confirms suitable preparation, application and constant progress of the program. Course evaluation includes three components in ESP program evaluation framework. Regarding to this framework, it has been focused on three vital questions: if the learners needs have been fulfilled, if the resources and materials are suitable and authentic for the learners, and if the course has effectively promoted learner autonomy. It has been discussed in a detailed way by Hutchinson and Waters (1987) and is also widely approved by ESP scholars. Hutchinson and Waters have not address authenticity and learner autonomy but the both items can be regarded as important aspects of ESP courses.

In another study Çelik and Topkaya (2016) investigated the method of an obligatory, assessed, intensive reading course at a Turkish university for undergraduate students who were going to study Medicine in Bulgaria. The evaluation was conducted with the help of observation checklist which was followed by a post observation interview with the academics.

The findings revealed that the main method was text-based and lexical. The academics as an initiator provided instant feedback and used tasks focusing on text analysis. Even though teaching of lexis and translation of texts may be criticized occasionally, the data gathered from the interview revealed that the used method matched students' needs.

Brunton (2009) aimed at investigating hotel employees' attitudes toward two components in an 8-week course of English studies. One component was hotel English, the other general English. Small Needs Analysis was conducted to the participants with the help of interview and questionnaires before the course started. There was a final questionnaire on both components at the end of the course. The results show that the participants' attitudes toward both components were not different significantly. The administration of the hotel preferred to focus on just specific English because of the main limitations of time and money. Fulfillment with the ESP component was high but; it was found that the majority of participants preferred to learn general English.

### **2.3 Evaluation of ESP Programs and Courses**

According to Coşkun and Daloğlu (2010), their research emphasized on the significance of program evaluation as well as display the pre-service English instructors education program elements that are in need of development both from instructors' and learners' viewpoint by utilizing Peacock's (2009) novel evaluation framework in higher education. The data for this study gathered by distributing surveys as well as interviews demonstrated that although joining instructors as well as assistant teachers have similar opinions toward number of program elements, they have dissimilar views concerning the balance through linguistic as well as pedagogical abilities in the program. While instructors had consensus on program doesn't suffice to develop learner

instructors' linguistic ability, student teachers think pedagogical part of the program required to be developed.

Altıncı (2016) aimed to gauge the features of programs and describe some explicit characteristics of this process. In this research, the learners, the teachers, the course process, the activities, the materials, the measurement and evaluation are focused on and the basic criteria of the ESP programs are determined. Afore-mentioned research also examined the view and requirements of the learners and instructors on ESP programs to be able to evaluate and improve the program in different ways. According to the findings of this study, the instructors as well as the learners are aware of the significance of the needs and expectations regarding the program. Furthermore, the self-study is a key factor in motivating students while learning the language. The findings also showed that the basic language skills can be integrated and taught in that way, or the skills can be taught as separate courses depending on the aims and objective of the ESP program.

Anwar (2016) underlined the importance of English Language program evaluation before and after teaching English language. Additionally, the author emphasized that program evaluation is an ignored area of English language teaching. To date, there has been little research into the evaluation of academic programs in the field of ESP. A study conducted in Pakistan, English for Engineers university program is a case in point. Afore-mentioned study defines how observations, surveys, interviews, as well as document analysis were established and utilized to collect both qualitative and quantitative data revealing a positive attitude toward teaching/learning English as a foreign language. Generally, the results demonstrated that the insufficiencies of the program were because of some important reasons, chief among them being the

disregard of detailed learners' 'needs analysis' regarding their 'wants' and lack of requirements for teacher training, inconsistency between the view of significances by administrators as well as program designers, inadequacy of teacher support, also the disregard of learner assessment and evaluation.

Alaei and Ershadi (2017) research is an tried to evaluate specific domains of the Iranian ESP program by utilizing its direct stakeholders such as policy makers, writers, instructors as well as students. Utilizing mixed method approach, survey, interviews as well as classroom observations, the gathered data were scrutinized. The outcomes of the research showed that the program is lacking from absence of systematic observation and evaluation strategy, as well as its stakeholders particularly in the users' strand are not fulfilled with the program's contemporary position, aim, methodology as well as textbooks. The source of the problems and displeasure in the program was observed to have some type of shares from various sources. Contextual issues, inappropriate strategies, unprincipled teaching strategies, and inappropriate textbooks were found as well as concluded to have their impeding roles in ESP program accomplishment and fulfilment in Iran.

## **2.4 Summary**

In this chapter, main issues, which are needs analysis and program evaluation, are studied regarding the English for Specific Purposes. According to the preceding studies in the literature, English for Specific Purposes is considered as a useful component in English language teaching since ESP shapes students' academic and vocational life that enables teacher to enhance their teaching understanding and teaching skills by designing their teaching methods according to students' needs. Furthermore, it is important to mention that the researchers have pointed out the importance of ESP

besides needs analysis and program evaluation accordingly and they have pointed out the positive attitudes towards the necessity of ESP in classrooms.

Yet, in the literature there seems to be a gap in terms of Gastronomy students` needs in English language course. Consequently, this study aimed to find out teachers' and students' needs, expectations, and recommendations regarding the improvement of the ENGL 108 course by evaluating its aims/objectives, content and materials, teaching-learning procedures, and assessment procedures to make it better satisfy Gastronomy students' needs.

## **Chapter 3**

### **METHODOLOGY**

This chapter focuses on the method of the present research study. Firstly, the research design of the study is presented. Secondly, the context of the research is explained. Thirdly, the research questions of the study are presented. Fourthly, detailed information about the participants is given. Then, in fifth part, the data collection instruments which are teacher interview and student questionnaire are explained. In the sixth part, data collection procedures are clarified in detail. In the last section, the data analysis procedures are described.

#### **3.1 Design of the Research**

The study adopts a mixed method approach to research: both quantitative and qualitative methods are used to collect data. The study is a case study and also an evaluation study. Both quantitative and qualitative data were collected from the students through a course evaluation questionnaire, and the qualitative data was gathered from the instructors through interviews.

According to Yin (2014), case study is an empirical analysis that investigates an existing case in detail and within its actual context. Also, Rowley (2002) defined case study as useful analysis for the initial, empirical stage of research project as a base for the development of the more organized research which is essential for investigation.

As it is mentioned previously, this study is also an evaluation study which is also known as program evaluation which aims to evaluate and ESP course in the field of tourism. Powell (2006) explained evaluation study as a research type which uses social investigation approaches for evaluation purposes. Evaluation study is the systematic assessment of the resources in order to achieve a goal. It is also mentioned by the scholar that evaluation study enhances understanding, knowledge and decision making and result in concrete applications.

As aforesaid, a quantitative and qualitative (mixed method) method was utilized in the present study to be able to obtain the data. The investigator aimed to combine both approaches for strengthening the validity of the current study. Brannen (2005) explained mixed methods research as a technique for guiding investigation which includes gathering, analyzing as well as combining quantitative and qualitative data. According to the scholar, the combination results in grasping the research problem better. Mixed methods research also means operating different types of data. According to another scholar, Dörnyei (2007), it has been specified that qualitative and quantitative methods as a mixed method provide the investigators a better understanding along with a deeper examination into the case.

### **3.2 The Context of the Study**

This study aims to evaluate ENGL 108 course which is offered to monolingual Gastronomy students at Eastern Mediterranean University. ENGL 108 is a 2<sup>nd</sup> semester ESP course of the Culinary Arts Program in the Faculty of Tourism at Eastern Mediterranean University. This course is designed to teach two-year students whose proficiency levels are A2 level of English according to CEFR. During the semester the learners basically study culinary arts vocabulary and grammar besides tenses. The



purpose of this course is to further provide learners specific and general English vocabulary and terms that will support their knowledge in understanding basic culinary instructions and to give instructions for making recipes step by step. The chief importance is given to the strategies needed for professional communication in their own field (Eastern Mediterranean University, 2018).

The scope of current study embraces an evaluation of an English language course (ENGL 108) which was taught in the Spring Semester of 2017-2018 academic year to undergraduate Gastronomy students at Eastern Mediterranean University (EMU). EMU was established in 1979 and since then it has given tertiary education with different programs which are all accredited by the Turkish Higher Education Council. It is the only government university in Turkish Republic of Northern Cyprus and located in Famagusta, North Cyprus. Eastern Mediterranean University has highly developed infrastructure, more than 1,000 qualified academic members from more than 30 different nations and 20,000 students from 106 countries. Eastern Mediterranean University helps its students to have an international career by educating them to become competitive and innovative individuals. Presently, the university has been delivering excellence education through 100 B.A\B.S and 81 M.A\PhD programs offered by twelve faculties, five schools and Foreign Languages and English Preparatory School (Eastern Mediterranean University, 2018).

The Tourism Faculty offers four-year undergraduate and graduate programs in Tourism and Hospitality Management field. In the current study, Gastronomy and Culinary Arts Undergraduate Program was selected as a context, and the basic aim of this program to provide education at an international level with professional skills and also it aims to provide for the demand of food and beverage sectors for qualified and certified chefs

who have the abilities to make different kind of quality food and beverages from national and international cuisines. With this purpose, this program is intended to educate creative and talented individuals who own analytical thinking, active communication and research skills in generating information as well as applying it in an effective way. The medium language of this program is Turkish and courses, both philosophy and training, are provided by professional staff who have valuable experience in that field. The students who successfully complete this four-year degree program obtain an undergraduate degree in the field of Gastronomy and Culinary Arts (Faculty of Tourism-Eastern Mediterranean University, 2018).

### **3.3 Research Questions**

This study tries to answer the following research questions to be able to find out students` and course instructors` evaluations about ENGL 108 course.

1. How do the Gastronomy students and their English language instructors evaluate ENGL 108 course regarding its aims\objectives, content and materials, teaching-learning procedures, and assessment procedures?
2. What do the Gastronomy students and their English language instructors recommend for the betterment of ENGL 108 course?
3. What are the perceptions of the Gastronomy students and their English language instructors concerning the needs of the students in ENGL 108 course?

### **3.4 Participants of the Study**

The current study was conducted with the 1st year undergraduate students and their English language instructors in the Faculty of Tourism at Eastern Mediterranean University. After distributing consent forms among the student and the instructors,

totally 83 students and 3 instructors agreed to participate in the research study. The participants are introduced in detail in the following subsections.

### **3.4.1 Students**

The data were collected from 83 undergraduate Gastronomy students (54 male, 29 female) who are enrolled in ENGL 108 (English for Culinary Arts II) course in their 1st year of the department of Gastronomy and Culinary Arts of Eastern Mediterranean University. The student participants are native speakers of Turkish Language; 44 of them are Turkish Cypriot and the others are Turkish. The age range of student participants varies between 18 and 40.

### **3.4.2 Instructors**

The ENGL 108 course is offered by three English language teachers in the Tourism Faculty. The first instructor has an experience in teaching at Tourism Faculty for about 20 years. This instructor has been teaching English for Specific Purposes course for Culinary Arts in the Tourism Faculty for the last 6 years. The instructor is also a member of Eastern Mediterranean University around 20 years. The second instructor has 3 years experience in teaching ESP course for Gastronomy students and 5 years experience in teaching English in general and currently the instructor is a member of Eastern Mediterranean University in North Cyprus. The third instructor has been a senior instructor at Eastern Mediterranean University for 20 years. The instructor teaches Tourism Vocational English and also Culinary English for three years.

## **3.5 Data Collection Instruments**

Two sources of data were used in the present study which are student questionnaire (Appendix A) and semi-structured instructor interview (Appendix B). The data collection instruments have been adapted from Erozan (2005) according to the features of ENGL 108 course in the current study. After designing the questionnaire and the

interview, expert opinions were taken for both instruments; they were piloted for validity and reliability purposes. Also, the Turkish version of the student questionnaire has been prepared (adapted from Erozan, 2005) through back translation method and again opinions of two experts have been taken.

### **3.5.1 Teacher Interview**

The teacher interview has been designed to identify the instructors' opinions about ENGL 108 (English for Culinary Arts II) course in order to evaluate the course and improve it to make it better address their students' needs. The teacher interview has been adapted from Erozan (2005) according to the features of ENGL 108 course. After obtaining the consents of the instructors, three instructors volunteered to take part in the interview sessions (Appendix B), and they responded to the questions. Accordingly, twenty-two parallel questions were designed by the researcher in order to identify the opinions of the instructors as well as their needs, suggestions and expectations. In this regard, the teachers were asked to assess the course in terms of its features namely learning outcomes, content and materials, teaching-learning process and, assessment and evaluation.

### **3.5.2 Student Course Evaluation Questionnaire**

At the end of the course, the students were given a questionnaire to evaluate the course instructor, in-class projects, grades, course materials and exams. The student questionnaire (Appendix A) has been adapted from Erozan (2005) according to the features of ENGL 108 course. The reliability score of Cronbach Alpha value was .925 for the reliability of student questionnaire. The course evaluation questionnaire for students was designed to obtain the students' ideas about ENGL 108 course by evaluating the course according to its features. The student questionnaire comprises five parts which are the course aims and objectives, the course content and materials,

teaching-learning process, assessment and performance and overall evaluation of ENGL 108 course. To the questionnaire, the consent form is attached, and in the consent form the participants are given information about the aim of the study. The participants are asked to sign the consent form. Also, the participation is on voluntary basis.

The first part contains 16 statements about aims, objectives, and learning outcomes of ENGL 108 course. This part is divided into two sub-sections as A and B. In section A, the respondents are required to specify the points in which statement helped them in achieving various aims in the course. Specified points can be assigned from selection number one to five (strongly disagree-strongly agree. So, in this part respondents circled them according to the 5 point Likert scale that “1” is “Strongly Disagree” and “5” is “Strongly Agree”. In section B, there is one open-ended question which asks about the respondents` suggestions about the other aims and objectives.

Part two has some issues which are about the content of the course and its materials. This part contains three sub-sections as A, B and C. Section A has 19 closed items (5 point Likert scale). Section B contains an open-ended question that asks respondents` ideas about the strong and weak points and section C asks about suggestions for change that may be made in ENGL 108 course materials.

Next part (part three) focuses on teaching and learning process. This part is divided into four sub-sections which are A, B, C and D. Section A has 21 closed items. Sections B and C include open-ended questions that aim to get respondents` ideas and reasons about the activities that they think are the most useful and the least useful in ENGL

108. Lastly, section D contains another open-ended question related with the respondents` suggestions in terms of other activities that can enhance their learning.

The next part (part four) has three open-ended questions about assessment and student performance in ENGL 108 course. The first question asks the respondents about the way that they are assessed/evaluated. The second question aims to gather respondents` opinions about the assessment/evaluation procedures (tasks) and the third question asks the respondents` suggestions about the assessment/evaluation in ENGL 108 course.

The last part (part five) is about the overall evaluation of the course. In this part, the respondents are required to list three things that are essential for them to improve their English (three strengths), three things that are not beneficial for them to improve their English (three weaknesses) and their recommendations for improving the course.

### **3.6 Data Collection Procedures**

The data for the present study were collected during the Spring semester of 2017-2018 Academic Year. Some steps were taken orderly by the researcher in order to collect the data: (1) the approval letter (Appendix C) was collected from the Ethics Committee of Eastern Mediterranean University. (2) Consent forms and the questionnaires were distributed among the students as well as their instructors in the Faculty of Tourism at EMU, and after collecting the Consent forms, the participants spent roughly 20 minutes to respond to the questionnaires. (3) Likewise, the Consent forms for the interviews were signed by the instructors. They agreed to participate in the interview sessions. Their responses to the interview questions were audio recorded and each interview took approximately 25 minutes.

### **3.7 Data Analysis**

The current study comprised of qualitative and quantitative data which can be considered as mixed method, and the analysis of data was completed with the help of different stages. Regarding the analysis of quantitative data, it was obtained through 5-Point Likert Scale, the researcher used the Statistic Package for Social Sciences (SPSS) for the analysis of data, besides that the mathematical indicators such as mean as well as standard deviations were gauged by statistical package. In contrast, analysis of qualitative data was obtained through content analysis. In this regard, the questions (open-ended) of student surveys and teacher surveys also analyzed. The investigator considered similar answers under dissimilar themes, and at that point these themes and keywords were coded by the investigator, and finally, the frequencies were designed with the help of coded data. Moreover, the investigator transcribed the audio-recorded interviews and applied the same technique for the clarification of open-ended questions in the phase of analyzing teacher interviews.

### **3.8 Summary**

The methodology of the current research was primarily clarified in this chapter. As for the first and second part, research design and the context of the research were introduced. The third and fourth sections presented the research questions as well as the participants of the study. The next two sections were basically about the data collection instruments and procedures. And the last section focused on the data analysis procedures. In the next chapter, the findings of the study will be explained.

## **Chapter 4**

### **FINDINGS**

This chapter presents the results of the present study. First of all, the results which are obtained from the student questionnaire are provided. And then, the results of the teacher interviews are explained in a detailed way.

#### **4.1 Student Questionnaire**

The student questionnaire consists of five parts and it intends to clarify the students' attitudes, needs, expectations, and recommendations about ENGL 108. The results of each part are presented separately.

##### **4.1.1 Students' Opinions about Aims, Objectives and Learning Outcomes of ENGL 108 Course**

In the first part, there are 16 closed-items in the form of five-point Likert scale and in the second part there is one open-ended question which aims to obtain students' evaluations of course aims and objectives. The results of the 16 items can be found in Table 4.1 below.



Table 4.1: Students` opinions about the aims, objectives and learning objectives of ENGL 108 course (in percentages)

<b>ENGL 108 course has helped me...</b>		<b>SA</b>	<b>A</b>	<b>Neutral</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
<b>1</b>	to develop the language of culinary arts from an insiders' occupational perspective.	68.7	26.5	4.8	0	0	4.64
<b>2</b>	to develop listening skills as required by the culinary industry.	57.8	32.5	6.0	0	3.6	4.45
<b>3</b>	to develop speaking skills as required by the culinary industry.	60.2	28.9	9.6	0	1.2	4.48
<b>4</b>	to develop reading skills as required by the culinary industry.	57.8	30.1	9.6	0	2.4	4.43
<b>5</b>	to develop writing skills as required by the culinary industry.	57.8	30.1	9.6	0	2.4	4.43
<b>6</b>	to develop an autonomous and self-directed approach to learning.	53.0	31.3	10.8	0	4.8	4.33
<b>7</b>	to raise my awareness of code of ethics regarding the occupations in the culinary industry.	45.8	31.3	14.5	1.2	7.2	4.13
<b>8</b>	to develop culinary arts specific vocabulary within different contexts.	61.4	24.1	10.8	1.2	2.4	4.42
<b>9</b>	to become aware of the way in which grammatical choices convey meaning.	48.2	28.9	16.9	1.2	4.8	4.18
<b>10</b>	to raise my awareness regarding the use of technology in language learning.	41.0	33.7	13.3	2.4	9.6	4.01
<b>11</b>	to develop academic and occupational honesty in different situations.	54.2	25.3	20.5	0	0	4.34
<b>12</b>	to develop study skills to conduct my own studies.	45.8	38.6	13.3	1.2	1.2	4.27
<b>13</b>	to be able to conduct a speaking task.	49.4	28.9	15.7	1.2	4.8	4.20
<b>14</b>	to be able to conduct a listening task.	48.2	39.8	9.6	0	2.4	4.34
<b>15</b>	to be able to conduct a reading task.	45.8	43.4	8.4	0	2.4	4.33
<b>16</b>	to be able to conduct a writing task.	47.0	39.8	10.8	0	2.4	4.31

As for the results displayed in Table 4.1 above, students` evaluations of aims, objectives and learning objectives of ENGL 108 course` table included 16 items. 79

out of 83 students (95%) showed a strong agreement (SA/A) with item 1 (ENGL 108 course has helped me to develop the language of culinary arts from an insiders' occupational perspective), 75 out of 83 (90%) students indicated a strong agreement/agreement (SA/A) with item 2 (development of listening skills as required by the culinary industry) and 74 out of 83 students (89%) indicated a strong agreement/agreement (SA/A) with item 3 (development of speaking skills as required by the culinary industry), and with the item 4 (development of reading skills as required by the culinary industry) 73 out of 83 students (89%) indicated a strong agreement/agreement (SA/A). Among all the closed-items the highest agreement was with items 1, 2 and 3 and the means for above-mentioned items were 4.64, 4.45, 4.48 and 4.43, respectively.

Furthermore, in Table 4.1, it can be seen that, 17 out of 83 (20%) indicated neutral (N) perception regarding item 11 (development of academic and occupational honesty in different situations), and 14 out of 83 (16%) indicated neutral view for item 9 (raising awareness of various grammatical choices in conveying meaning). The results also show that, 13 out of 83 (15%) students specified their ideas as neutral for item 13 (performing a speaking task). Moreover, 12 out of 83 stated their views as neutral with the percentage of 14% which belongs to item 7 (raising awareness of code of ethics regarding the occupations in the culinary industry). Mean scores for the afore-mentioned items were 4.34, 4.18, 4.20 and 4.13 respectively. On the other hand, in Table 4.1, 10 out of 83 students (12%) indicated strong disagreement/disagreement (SD&D) for item 10 (raising awareness of the use of technology in language learning). Also, 7 out of 83 (8%) students stated their opinions as strong disagreement/disagreement (SD&D) for item 7 (raising awareness of code of ethics regarding the occupations in the culinary industry). As for the other

percentage about strong disagreement/disagreement (SD&D), item 9 (gaining awareness of various grammatical choices in conveying meaning) and 13 (performing a speaking task) can be mentioned. Five out of 83 (6%) students gave their viewpoints as strong disagreement/disagreement (SD&D). The mean scores for items 10, 7, 13 and 9 were 4.01, 4.13, 4.20 and 4.18 respectively.

Regarding the open-ended question (Suggestions for other aims and objectives in ENGL 108), most of the students mainly declared that there should be two different classes suitable for their proficiency levels (basic and advanced levels) and they need to be placed into these classes according to their levels. Moreover, majority of the students stated that the main objective of this course should be focusing more on listening and speaking because the students also declared that they cannot speak English fluently and they stated that they are in need of communicating in English which is a kind of challenge for them in their job field.

#### **4.1.2 Students` Opinions about the Content and Materials of ENGL 108 Course**

The second part of the questionnaire comprises 19 closed-items in the form of five-point Likert scale and two open-ended questions which focus on gathering students` opinions regarding the content and materials of ENGL 108 course. According to the findings of this part, majority of the students showed strong agreement and agreement for nearly all items except item 10 by indicating strong disagreement/disagreement and neutral perception regarding the visual quality of ENGL 108 course book. The results can be seen in Table 4.2 in detail.

Table 4.2: Students' opinions about content and materials of ENGL 108 course (in percentages)

Items	SA	A	Neutral	SD	D	Mean
1 The course materials provide me with what I need to know or do.	34.9	48.2	8.5	2.4	6	4.07
2 The course content is generally interesting for me.	41.0	42.2	14.5	0	2.4	4.22
3 The course materials meet my needs.	33.7	43.4	15.7	0	7.2	4.04
4 The course materials are effective in improving my listening skills.	36.1	41.0	15.7	1.2	6.0	4.05
5 The course materials are effective in improving my speaking skills.	33.7	36.1	18.1	1.2	10.8	3.90
6 The course materials are effective in improving my reading skills.	36.1	48.2	12.0	0	3.6	4.17
7 The course materials are effective in improving my writing skills.	33.7	47.0	12.0	0	7.2	4.07
8 I find the course pack useful for my improvement in English.	19.3	32.5	34.9	2.4	10.8	3.55
9 The course pack is suitable for my proficiency level in English.	28.9	42.2	20.5	4.8	3.6	3.87
10 The course pack is visually attractive.	1.2	8.4	48.2	12.0	30.1	2.57
11 ENGL 108 course pack is appropriately priced.	36.1	37.3	12.0	9.6	4.8	3.86
12 The vocabulary pack is useful in improving my vocabulary knowledge.	33.7	49.4	16.9	0	0	4.17
13 The handouts are useful.	39.8	49.4	9.6	1.2	0	4.27
14 The course materials are in line with the course objectives.	44.6	42.2	12.0	0	1.2	4.30
15 I can easily follow the course materials.	41.0	45.8	9.6	2.4	1.2	4.22
16 There is a need for supplementary materials to improve my listening skills.	32.5	25.3	25.3	1.2	15.7	3.72
17 There is a need for supplementary materials to improve my speaking skills.	38.6	25.3	25.3	0	10.8	3.92
18 There is a need for supplementary materials to improve my writing skills.	32.5	31.3	18.1	1.2	16.9	3.77
19 There is a need for supplementary materials to improve my reading skills.	32.5	31.3	18.1	1.2	16.9	3.77

According to the results displayed in Table 4.2 above, 76 out of 83 students (89%) expressed a strong agreement (SA/A) with item 13 (The handouts are useful). Similarly, 72 out of 83 students (86%) indicated a strong agreement (SA/A) with item 14 (The course materials are in line with the course objectives) and with item 15 (It is easy to follow the course materials). Furthermore, 69 out of 83 students (83%) responded as strongly agree / agree with item 1 (The materials address my needs) and item 2 (Interesting course content). The mean scores for items 13, 14, 15, 1 and 2 were 4.27, 4.30, 4.22, 4.07 and 4.22 respectively.

It can be also clearly seen that, 40 out of 83 (48%) indicated neutral (N) perception regarding item 10 (The course pack is visually attractive). Moreover, as for item 8 (I find the course pack useful for my improvement in English), 29 out of 83 students (35%) showed very high Neutral perception. Additionally, regarding item 16 (Need for supplementary materials on listening) and item 17 (Need for supplementary materials on speaking) 21 out 83 students (25%) did not have explicit idea about the items which can be understood by their Neutral answer.

On the other hand, it is explicitly clear that 35 out of 83 students (42%) indicated the highest strong disagreement/disagreement (SD&D) with item 10 (The course pack is visually attractive). Moreover, another strong disagreement/disagreement (SD&D) was for item 18 (Need for supplementary materials on writing) and item 19 (Need for supplementary materials on reading). The frequency of both items was 15 out 83 students (18%). The mean scores for items 10, 18 and 19 were 2.57, 3.77 and 3.77 respectively.

As for the first open-ended question about the strong and weak points of the course materials, high number of students stated that this course helps them improve their vocabulary knowledge with the help of vocabulary portfolio in an effective way. Also, ENGL 108 course supports their grammar learning and they acquire the grammar rules specifically required by their field. Besides that, they declared that their instructors supply huge variety of activities through handouts which enable them doing more practice on specific topic. On the other hand, nearly all students stated their dissatisfaction regarding the course book. The students mentioned that they use a compiled course book and it is not colorful. That is why they are not satisfied with the quality of the book. Moreover, they believe that having a compiled course book has some disadvantages, for example, it is not possible for them to practice listening outside the classroom because the course book is not original and it does not have CDs.

As for the third open-ended question, re suggestions, all students mentioned about similar aspect they declared in the second question. The students believe that the only change should be done in the course book, because they claimed that it is not visually attractive and they do not feel motivated when they do exercises from the course book.

#### **4.1.3 Students` Opinions about Teaching-Learning Process of ENGL 108 Course**

The third part of students` questionnaire aims to find students` evaluations of the teaching and learning process of ENGL 108 course. As for the findings of this part, the students showed positive attitude towards teaching-learning process of their course. However, the students pointed out strong disagreement/disagreement for using only English in classroom. The details of the findings can be seen in Table 4.3 below.

Table 4.3: Students` opinions about teaching-learning process of ENGL 108 course (in percentages)

<b>Items</b>		<b>SA</b>	<b>A</b>	<b>Neutral</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
<b>1</b>	There is a good student-teacher interaction in the course.	78.3	20.5	1.2	0	0	4.77
<b>2</b>	The teacher encourages the students to participate in the lessons.	74.7	24.1	1.2	0	0	4.73
<b>3</b>	Group/pair work is encouraged in the classroom.	62.7	19.3	15.7	0	2.4	4.42
<b>4</b>	Student talk is more than teacher talk in the classroom.	31.3	20.5	24.1	3.6	20.5	3.55
<b>5</b>	The class time is used efficiently.	66.3	28.9	4.8	0	0	4.61
<b>6</b>	I use the instructors' office hours.	38.6	22.9	21.7	4.8	12.0	3.78
<b>7</b>	The teaching methodology of the teacher is effective in our learning.	57.8	37.3	2.4	0	2.4	4.51
<b>8</b>	The students helped each other to learn.	27.7	25.3	36.1	2.4	8.4	3.67
<b>9</b>	The teacher's instructions are clear.	65.1	32.5	2.4	0	0	4.63
<b>10</b>	The teacher helps me to learn in this course.	74.7	22.9	2.4	0	0	4.72
<b>11</b>	The teacher gives equal attention to all students in the class.	72.3	26.5	1.2	0	0	4.71
<b>12</b>	The teacher corrects our mistakes in an effective way.	81.9	18.1	0	0	0	4.82
<b>13</b>	I prefer to work individually in class.	16.9	12.0	20.5	25.3	25.3	2.70
<b>14</b>	I prefer to work with (a) partner(s) in class.	51.8	22.9	16.9	2.4	6.0	4.16
<b>15</b>	I use only English in class.	1.2	7.2	21.7	20.5	49.4	2.19
<b>16</b>	The lessons are taught in an interesting way.	41.0	38.6	16.9	0	3.6	4.17
<b>17</b>	I study daily for this course.	3.6	12.0	20.5	21.7	42.2	2.34
<b>18</b>	The teacher gives sufficient feedback on our performance.	45.8	39.8	9.6	1.2	3.6	4.25
<b>19</b>	The students give feedback on each other's performance.	10.8	21.7	43.4	6.0	18.1	3.13
<b>20</b>	The teacher encourages us to participate in the lessons.	74.7	20.5	4.8	0	0	4.70
<b>21</b>	The teacher uses technology effectively in the classroom.	50.6	32.5	13.3	0	3.6	4.30

In Table 4.3, students (83 out of 83) expressed the highest strong agreement/agreement (SA&A) with item 12 (The teacher corrects our mistakes in an effective way). Regarding another top percentages, the vast majority of students (98.8%) indicated strong agreement/agreement (SA&A) with items 1, 2 and 11 respectively. The mean scores for items 12, 1, 2 and 11 were 4.82, 4.77, 4.72 and 4.71 respectively.

It can be also seen that, 36 out of 83 (43%) students indicated the highest neutral (N) perception regarding item 19 (Peer-feedback). Regarding item 8 (Cooperation among students), 30 out of 83 students showed another highest neutral (N) opinion (36%). Moreover, for items 6 (I use the instructors' office hours) and 15 (I use only English in class) 18 out of 83 students showed the same neutral (N) perception (21%). The mean scores for items 19, 8, 6 and 15 were 3.13, 3.67, 3.78 and 2.19 respectively. On the other hand, 58 out of 83 students indicated high strong disagreement/disagreement (SD&D) for item 15 (I use only English in class) with 70%. Furthermore, 53 out of 83 students expressed another strong disagreement/disagreement (SD&D) for item 17 (I study daily for this course) with 64%. Lastly, 42 out of 83 (50%) students indicated strong disagreement/disagreement (SD&D) for item 13 (Preference for individual work). The mean scores for items 15, 17, and 13 were 2.19, 2.34 and 2.70 respectively.

As regards the first open-ended question, (the most useful activities in ENGL 108), the students stated that they have variety of activities and they think that most of the activities are useful for them, such as vocabulary activities, matching exercises, reading texts, writing about favorite restaurant/food and role plays. By doing these



activities, the students experience real life situations and they improve their vocabulary knowledge more, as indicated by the students themselves.

In response to the second open-ended question, (the least useful activities in ENGL 108), most of the students stated that the visual quality of the course book is not good so, if the activity has some pictures, they do not understand them clearly so they skip that exercise. However, other students stated that there are not any activities which are the least useful, because they stated that their teachers supply them the activities which are needed for their future career.

As to open-ended question 3, (“What other activities should be added to ENGL 108 course to help you learn better? Please list your suggestions.”), the students mainly mentioned that they are in need of practicing their speaking skills, that is why they suggested having more speaking activities. The students also believe that they need to communicate in English for their future career that is why they stated that there should be added more speaking activities that they can practice their speaking skill in class.

In the assessment and student performance part of the questionnaire, the students were asked three open-ended questions. Regarding the first question, (“How are you assessed/evaluated in ENGL 108 course?”), the students stated that they are evaluated through written exam which are midterm and final exam. Also, they we have reading portfolio and vocabulary portfolio. Moreover, the students are required to do end of semester project which is also evaluated by their instructors.

As for the second open-ended question, the students declared that they are satisfied with the existing evaluation procedures in general. Also, the students mentioned that they participate in social responsibility project which is as a part of their assessment. The students stated that these kinds of activities are important for their learning and motivation.

Regarding the open-ended question 3 (suggestions), the students did not suggest anything because they stated that they are extremely satisfied with the evaluation system.

As to the last part which is the overall evaluation of the course, the students were posed three questions. As for the first question (3 strengths), the students clarified that their instructors make them feel motivated in class and thus they become enthusiastic towards learning. Also, the students agreed with the fact that having different kinds of activities helps them improve their English by practicing the knowledge they learn.

For the second question (3 weaknesses), the students stated that the instructors mainly use Turkish in class and this is a kind of barrier in terms of improving their English. Moreover, the students commonly stated that timing can be considered as a disadvantage because they claimed that existing class hours are not adequate for improving their English. Lastly, the students declared that level differences among students make their learning difficult.

In response to the last open-ended question (suggestions) the students suggested that there should be more listening tasks and speaking activities in the classroom as they

mentioned before. Also, instead of using a compiled course book, they stated that they should have an original book for this course. Furthermore, they stated that the class needs to be divided into two groups, because if this is done, they believe that they will be more motivated. Finally, the students demanded more class hours because they think that it is essential for them for improving their English.

In conclusion, the results gathered from this part obviously show that nearly all the participant students feel positive about the course in general and they believe that this course serves their aims in terms of obtaining specific skills that they will need in their workplace.

#### **4.2 Teacher Course Evaluation Interviews**

Teacher interviews were conducted to obtain detailed information about the instructors' ideas related with the aims and objectives, content and materials, teaching-learning process, evaluation and assessment in ENGL 108 course. Three instructors agreed to participate in the interviews. Teacher course evaluation interview comprises five main parts. The first three parts have five questions in each, part four has four questions and the last part has three questions. In total, twenty-two questions were asked to the course instructors. In terms of duration, each interview took 15 to 30 minutes.

In the first part of the teacher course evaluation interview, the teachers were asked to give their opinions about aims and objectives of the course.

As for the first question, all three instructors stated that the aims/objectives of this course are to equip learners with culinary arts terminology, grammar knowledge and expressions which are important in helping them with the cooking instructions.

Basically, they all emphasized that the importance is placed on strategies necessary for effective professional communication in their own field. Also, the instructors underlined the significance of equipping students with the vocabulary knowledge due to the need in their profession. For example, T2 stated:

The predominant objective is to teach students vocabulary because we don't teach them general English. We teach them some context related lexis in which it will help them in their departments. As to our course learning outcomes the main thing is that we give students some readings which are related to their department and then they try to analyze the reading; they have to get the gist and also we give them some vocabulary in which they have to categorize. But unfortunately, these students are Elementary level students so it's impossible to teach them how to speak but we teach them the basic grammar and context related vocabulary.

When asked question number two, the instructors expressed that despite the level of the students they reach the specific aims and objectives at the end, because their students have a kind of capacity in understanding the vocabulary that they teach them. Moreover, the instructors mentioned that they have limited teaching hours; that is why they sometimes have difficulty to achieve all the aims. For example, T1 stated:

Whatever is planned in our curriculum and in the outline, we achieve them. However, in two semesters it is not possible to equip them with all the terminology and all the grammar because we only see them four hours a week and I don't believe that this is enough. In general, we don't have any problems but I think this English course should be continued in their second year as English 3 and English 4 for better communication ability.

In response to the third question, the instructors indicated that there is a crucial need for focusing more on speaking and listening skills. For example, T2 declared:

I think we need to add some speaking or maybe more grammar because what I get from the students as feedback at the end of the semester, they always say we want more grammar but I tell them that this is just an ESP course.

With respect to question four, three instructors commonly mentioned the proficiency level of the students. They emphasized that their level is not high in terms of English;

that is why when they start this course, they don't even know anything such as related cooking, food and beverage related terminology. However, by the end of the second English course, which is ENGL 108, they learn everything about all needed terminologies. The instructors believe that this course improves the students` knowledge specific terminology and they are able to understand all kinds of instructions and language required by their field. T2 stated:

Even though the students` proficiency level in English is not high, I think this course 100% meets students` expectations because we teach them what they want and students also learn new words which are related to their field. For example, when they go abroad and when they work there, they can use those kinds of lexis and they can gain some awareness about the vocabulary.

As for question five, the instructors said that they mostly focus on terminology, grammar and writing, but they believe that speaking and listening skills need to be developed further. The reason that the instructors cannot focus more on speaking and listening is that they do not have an original English book with a CD, so that they keep searching for a gastronomy English book according to the students` level. For this reason, the instructors try to find external materials from the Internet which is not enough for developing students` speaking and listening skills. The instructors see this as a deficiency because if they had an original book with CD, they would be able to do more listening and speaking tasks. For instance, T3 explained:

Definitely, students need to learn how to speak more. That will provide more confidence because I believe that they are not encouraged to speak enough outside the school. So, we need to give them more activities, so their English could be better.

Besides, T2 indicated:

The future need of the students is just speaking but this course is a preliminary course that means we don't teach integrated skills like reading, writing and speaking. So, it's not impossible because we teach the basic things like vocabulary, reading and short writing. For example, students write menus, they write about their favorite food in the exam but it's impossible to teach them a

kind of intensive writing or essay. Students want to write more, that's why we may need to open a new course in the future which will help students more. Also, another main thing is that the students want to speak in their workplace or when they go to a foreign country. For this reason, this is a kind of blankness in this course because the students are in devoid of speaking skills in this course.

Regarding the second part of teacher course evaluation interview, the instructors were requested to express their ideas concerning course content and materials. When the first question was asked, there was a conflict of ideas among teachers and students because the instructors stated that they are using supplementary pack and it definitely serves the needs of students. However, according to the results obtained from the student questionnaire, the students declared that they are not satisfied with the course book and it does not address their needs.

As for the next question, all the instructors mentioned that there is an immediate need for more speaking and listening activities because they mainly cover grammar aspects, terminology. For instance, most of the students prefer to go to Italy or England for their training and when they come back they keep telling the teachers that they have difficulty in communication. Also, T2 declared:

In the course content, we can add more listening and speaking activities. I personally think that, when they go abroad, primarily they need to speak and understand. That is why the more focus should be on speaking and listening.

As to the third question, the instructors underlined that they revise the booklet every year according to the needs of the students. As it is mentioned before, the teachers are happy with the course book and they do not want to change anything about it. They also believe that the course booklet is compiled according to students' needs. But, the teachers added that the change could be finding an original and colorful book for this course. The instructors of this course evaluate the materials and choose them together and they meet to decide on the accurate material before the semester starts. They

evaluate and adapt the materials by adding some extra activities or maybe removing some activities from the book. For example, T3 said:

Because it is supplementary and it is not a proper book, that makes it difficult for students to become motivated. So, if we could find colorful culinary book that would change everything.

When asked the fourth question (Should some changes be made in the course materials?), T3 replied “I don’t think so, because it is a supplementary text book, but if we found original book that would be better.”. Also, as it is aforementioned, other two instructors agreed on adding more speaking and listening activities.

Regarding question five, T2 stated that they integrated the technology in classrooms and the students go to labs. One of the instructors also designed a website especially for students. In this website, the students can go and practice online exercises which are related to their field and interest. Moreover, they give an opportunity to the students to experience lab environment once a week. In general, all the teachers believed in the importance of integrating technology into teaching. For example, T1 explained:

I believe in the importance of technology that is why I have designed a website for this course which enables students to do interactive tasks. In the website, students can do online exercises for example, about grammar and while they are doing online exercises they have got the freedom to repeat the exercise and also they can see their mistakes including the punctuation, capitalization, grammar errors. Apart from this, as I mentioned before we don't have and CDs but I make them listen different speakers pronouncing the words in American English or British English again through technology like YouTube. So, I keep using technology every week and I'm happy about using technology as well as integrating it. With the help of these activities, they can improve their listening skills while watching these videos according to their levels.

As for the third part of the teacher course evaluation interview, the instructors were asked to talk about their ideas about teaching - learning process. Regarding the first

question, the teachers stated that the lessons are conducted according to task-based method to be able to serve students` needs. They sometimes use Communicative Language Teaching to make them interact more in class. For example, T1 explained and gave examples about how the lessons are conducted:

I try to conduct the lessons in a task based learning approach, rather than presenting them the grammar rules, I generally prefer to put down the examples on the board let them drive the rule by themselves. By doing this, I believe that the learning becomes more meaningful when they discover the rule by themselves, because if I keep presenting them, they keep forgetting. So, my approach is generally conducting the course in a task based learning approach.

T2 also stated:

I sometimes use Communicative Language Teaching. I put them in groups and make them discuss simple things in class.

In relation to the second question, the instructors mainly highlighted that they benefit from the use of technology such as online tasks and activities out of the classroom. As for in classroom activities, teachers stated that they do various tasks and activities to motivate students and support their learning in an effective way.

For instance, T2 declared:

In considering me, when the semester starts, I open a Facebook group and I add all the students to that group. I sometimes share new activities and exercises on our Facebook group and I ask them to do these activities online. I make the students always deal with something outside of the class. In class, we have some tasks that are in our course books. Most of them are fill in the blanks activities or matching headings in reading or matching vocabulary definitions. These are the main activities that I do in class. Also we have writing activities; for example, we ask students to write a menu. Besides that, we have reading tasks which include referencing words and multiple choice questions about reading. In general, I can say that what we have done is effective when considering the students` proficiency levels.

As to question three (Do you believe that you provide variety in terms of activities/tasks?), the instructors believed that they do some activities from the course book but it is sometimes insufficient. That is why the instructors sometimes give



supplementary materials to their students. T2 supported this idea by giving a good example, “For example, we did a quiz last week and I realized that some of my students had a difficulty in solving passive questions, so I found a really useful handout about passives and we did this handout in class. I don’t only focus on the course book, I like using some supplementary materials from other sources...”

As for the third question, the instructors decided that teaching-learning method is definitely effective as well as efficient, because the students have some expectations before taking this course, so their students learn what they need, which is related with their departmental aims. For example, T1 stated:

Yes, I do believe that because I always keep motivating our students that we have designed the course just considering what you will need in your field. We are telling them that this is an ESP course; we are selecting every material according to your needs and interests.

Regarding the fifth question, the instructors stated that they are satisfied with teaching-learning process in this course in general, but they declared that there are some challenging facts which make teaching less effective; one of them is students` proficiency level in English which they have already mentioned. Another thing is allocation of time and other thing is lack of having an original course book. For example, T2 said:

The only problem is that, when I first started teaching Gastronomy students, I was delivering the course all in English. Later on, I realized that the students struggled and they had difficulty in understanding me because the proficiency level of the students is not that much high. So, it`s been 3 years that I teach them English by explaining in Turkish. This is so challenging for me.

T3 also stated:

The most important thing is allocation of time. If we can provide this course in the second, third and fourth year of students` studies, this would be better. Also, we need a course book that will motivate students more.

With regard to the fourth part of the teacher course evaluation interview, the instructors were asked to share their ideas about evaluation and assessment in the course.

In response to the first question, all the teachers talked about the same assessment tools that they use in class and they also believe that these tools are quite effective in assessing students' performances as well as preparing them as responsible individuals for future. For instance, T2 said:

As assessment tools, we have exams, quizzes and projects. The quizzes are really effective because they prepare the students for the real exam, because they are partly sample of the exams. In these quizzes, we test students' vocabulary and reading knowledge. In projects, students actually have fun, and at the same time they do donation to some charities. We have stabled tourism week. In this week, students have stands and they sell some food and earn money. That money is donated to the charities at the end. That is why; all the assessment tools are really effective.

T1 also stated that they have the written assessment as midterm and final exam which cover 60% of their assessment and also they have a reading portfolio and vocabulary portfolio to test whether their students can handle the terminology in their field. The teachers believe that these assessment tools are effective for their students because they are all designed according to their interests.

Concerning the second question, the instructors mainly stated that if the students follow the requirements of the course, it reflects their success. And if they are not interested in the course, it results in fail. So, the teachers are satisfied with their students' performance in general. T1 said:

When we design our test, we try to choose the items that we cover throughout the semester, so I believe that it reflects their performance. However, there are some external factors affecting the students such as health problems etc. but if there is not such a problem, and if the student goes over the course materials that we cover, I believe that our test will really reflect what they have achieved.

With regard to question three, the instructors stated that they measure students` performance through exams. As to the changes, they do not want to make any changes, because everything is just prepared for the students` needs. However, they only stated that they need to have more assessment tools for measuring students` speaking and listening skills. For example, T3 declared:

The structure of our assessment system is good for the students, but we need more speaking and listening assessment...

As for the fourth question, the instructors stated that although they have limited teaching hours, they are pleased with the success of the students. T3 clarified this idea by saying, "If I had more time with the students, everything would be better for them but despite timing we do the teaching well...". T1 also mentioned:

Yes, definitely. Students` performances also reflect their results. Most of the students are really successful in class, they like learning in class. So, I'm very satisfied, but the teaching method is very important for this course, because it is not a general English course, it is an ESP course. So, you need to show a kind of effort in class. You need to make students satisfied about learning ESP context.

Regarding the last part of the teacher course evaluation interview, the instructors were asked to evaluate the course in general. As to question one, all the instructors mainly stated that the most important strength of this course is to teach students content-based vocabulary knowledge. For instance, T2 stated:

The main strength of this course is to test students` vocabulary knowledge. Whatever they need about their field, we teach them in terms of vocabulary.

This will continue to exist because the main aim of an ESP course is to teach learners specific knowledge about their occupation.

When asked the second question, as all the instructors mentioned before, there is deficiency of having speaking activities, not having enough teaching hours and students` proficiency levels. For instance, T2 stated:

The primary weakness is the lack of speaking activities, we don't have much speaking tasks in class, because we have limited time, we only teach them four hours a week. Without having background knowledge, it is difficult to teach students speaking because primarily they need to know all grammar structures to be able to speak. That is why, if we had more time, we would have chance to add more speaking, thus we would put more emphasis on speaking.

T3 also mentioned:

Timing is the first weakness because this course is only delivered in the first year. And the second weakness is the students` proficiency levels, because not all the students are at the same level, and this makes the course less effective.

With regards to the last question (suggestions for the improvement of the course), all the teachers stated that they are extremely satisfied with the course in general. However, the instructors only suggested that there is an immediate need of having original course book and there should be more listening and speaking activities accordingly. For instance, T3 said:

For the improvement, we need an original course book and we should work on improving students` speaking and listening level more with the help of activities. If we do that, this course will definitely address students` needs.

T2 also declared:

As for the suggestion, we may have another course as an elective, and if the students want to learn English in a detailed way, they can take that course as well.

### **4.3 Summary**

To conclude, this chapter specifically explained the results of the student questionnaire and instructor interviews. Generally, the gathered data shed a light on the students` and instructors` opinions about ENGL 108 course. The results indicated that the students and instructors generally feel positive about ENGL 108, but there is an immediate need of enhancing the quality of the course to be able to address students` needs better. The following chapter provides the discussion of the findings under the research questions.

## Chapter 5

### DISCUSSION AND CONCLUSION

The current chapter comprises five sections. The first section discusses the findings of the present by answering the research questions. The next section is the conclusion. The third, fourth and fifth sections explain the practical implications, limitations of the research, and suggestions for the future research respectively.

#### **5.1 Discussion of Findings**

In this section the answers of the research questions are given by referring to the relevant literature.

##### **5.1.1 How do the Gastronomy students and their English language instructors evaluate ENGL 108 course regarding its aims\objectives, content and materials, teaching-learning procedures, and assessment procedures?**

Overall, the results demonstrate that the participants mainly have positive attitudes. More specifically, they evaluated the aims and objectives of ENGL 108 course positively. According to the findings obtained from teacher interviews, one of the aims and objectives of the course is to teach students context-related vocabulary which will help the students in their departments. The instructors also claim that they do not teach General English to their students, because the aim is to teach English for Specific Purposes. That is why the instructors mentioned that there may be some gaps in their teaching method such as, not focusing on teaching all skills. Likewise, Hou (2013) stated that ESP courses mainly focus on specific skills which students need in their

future field. For this reason, this may be a deficiency when comparing with the general English courses.

Regarding the course content and materials, the results obtained from student questionnaire reveal that the students generally have positive attitudes towards the supplementary resources used in the course. According to another remarkable finding, the students stated that the vocabulary pack/portfolio is useful in improving their vocabulary knowledge. Similarly, Widodo (2016) argued that the utilization of the ESP vocabulary portfolio in the vocational school is extremely effective. According to this author` research, the vocational instructors stated that their learners need specific or practical vocabulary portfolio. In the literature, some studies emphasized and argued that vocabulary can be one of the most essential elements when the point comes to text understanding (Widodo, 2015; Akbarian, 2010; Fengxiang, 2013). To be able to help learners acquire specific terminology, students need to practice by working on vocabulary portfolios. Portfolios help acquiring jargon and improve lexical knowledge. According to the findings obtained from teacher interviews, there is a need to add more listening and speaking activities in the course content, because they think that the current activities are not sufficient for the students.

As for the results obtained from teacher interviews, the instructors stated that the method that they use in the course is communicative language teaching which helps students to be communicatively competent. Moreover, they stated that there is a variety of learning task and activities in their course which enables students to do a lot of practice. According to Rajkhowa and Borah (2015) stated that the course content and materials of an ESP course might be used as a device to improve the communicative competence of learners. It is also underlined that, instructors who teach languages are

required to involve the learners in interactive teaching methods by allowing them to cope with real life circumstances, such as presentations, role plays or group discussions; shifting from the outdated technique in the direction of student-centered tasks. By involving students into these tasks their motivation and interest will be enhanced and they will participate more to these activities in order to achieve effective learning. When communicative language method is used in classrooms, this helps to provide a platform for students that they will be exposed on the structure and concrete use of English learning. Regarding to ESP, communicative competence refers to capability of students to speak using suitable registers for their work field. With the help of communicative language method implementation in ESP classroom, instructors can support learners` education through authentic communication by improving language input. Regarding evaluations about assessment and student performance, students stated that they are satisfied with the existing evaluation procedures in general. Also, the students participate in social responsibility project as a part of their assessment which makes them feel motivated.

### **5.1.2 What do the Gastronomy students and their English language instructors recommend for the betterment of ENGL 108 course?**

The results show that the instructors and the students have similar suggestions in terms of improving the course. For example, they both stated that the timing of the course is not sufficient for effective education. The teachers claimed that they if they had more time with the students, everything would be better for them. Moreover, both the teachers and the students suggested that there is a need for having an original course book suitable for students` level and ESP context. Similarly, Nguyen and Nguyen (2017) stated that English for Specific Purposes (ESP) is generating significant attention for quality education and knowledge among the medium of English teaching



in Vietnam; but, instructional materials and set course books made by instructors are witnessed to have inadequate link with students' necessities at vocational college or schools. Hence, above-mentioned authors offer ideas into the insights of learners as well as lecturers in Vietnam at a vocational school concerning the requirements of learners in the ESP courses. Moreover, the both teachers and the students suggested that there should be more listening tasks and accordingly there should be some kind of oral assessment for improving the course.

### **5.1.3 What are the perceptions of the Gastronomy students and their English language instructors concerning the needs of the students in ENGL 108 course?**

The results obtained from teacher interviews and students questionnaire show that the students need to learn how to speak more. This will provide students more confidence because it is believed that they are not encouraged to speak enough outside the school. So, the students need more activities which can help them develop their English better. That is why the immediate need of the students is just improving the speaking skill for their field which is in line with the results obtained from a parallel study by Prachanant (2012). According to the findings of this study by Prachanant (2012), it has been revealed that speaking and listening are the most important skills in ESP, because learners need to be able to communicate and understand foreigners in their field. Also, the students stated that there is a need for more listening activities because they believe that they should be able to understand the spoken English in their work field. However, to be able to teach students the integrated skills like reading writing, speaking and listening, the teachers need to teach General English. So, in this case it's not impossible to teach all these skills, because the instructors only teach students the basic things like vocabulary, reading and also writing. For example, Kazar and Mede (2015) stated in their study the ESP program ought to deal with the effective use of

language approaches in tasks such as developing presentation abilities, learning specific vocabulary, writing email, and reading short texts.

## **5.2 Conclusion**

Both qualitative and quantitative results in the present study showed that the participants are generally satisfied with ENGL 108 course as perceived by both the instructors and the students in the Faculty of Tourism Eastern Mediterranean University. Additionally, they held positive attitudes as regards aims and objectives, content and materials, teaching-learning activities and, assessment and evaluation, which has been supported by some other scholars in the literature (e.g., Hou, 2013; Widodo, 2016; Rajkhowa and Borah, 2015; Nguyen and Nguyen, 2017; Kazar and Mede, 2015; Yasmin, Sarkar, and Sohail, 2016).

In general, the gathered data shed a light on the students` and instructors` needs in terms of learning and teaching English at Eastern Mediterranean University. Moreover, the results indicated that both the students and instructors are particularly satisfied with ENGL 108 course, but there is an immediate need of enhancing the quality of the course in order to serve students` needs in an effective way. Both instructors and students have similar suggestions in order to improve the quality of the course. For instance, it has been stated that there is a need for having an original course book suitable for students` level and ESP context. Moreover, there should be more speaking and listening activities which can help students` communicate and understand the spoken English well. Accordingly, there can be some assessments regarding these skills. Similarly, Ramadhani (2017) stated that teaching speaking for EFL students is never an easy way for an English teacher. Teachers must motivate the students to speak up to be able to develop EFL students` communication in an effective way. In this

regard, content-input approach can be a good method. Teaching speaking based on content-oriented input enable students to prepare their speaking by giving pre-teach terminology in listening test as a series of teaching and learning exercise before the students practicing the speaking skill. By doing this, the students can become confident when they speak because they have already taken the information for the following speaking activity. Regarding another study by Yasmin, Sarkar, and Sohail (2016), the results show that the communicative activities are necessary for students which help them improve their communicative skills, foster autonomy by enabling students to enter into the world of work.

In the end, it can be concluded that the instructors and students in the Faculty of Tourism EMU held strongly positive attitudes towards the aims and objectives, content and materials, teaching-learning activities and, assessment and evaluation. The teachers believe that this course meets their students` needs and the students also stated that they learn whatever they need for their field. Also, they indicated some suggestions as regards the improvement of ENGL 108 course in terms of aims and objectives, content and materials, teaching-learning activities and, assessment and evaluation.

### **5.3 Implications of the Study**

This study helped shed a light on the needs of gastronomy students in terms of English. It also helped both the students and the teachers in terms of the improvement of the course. The findings provided feedback to the instructors and administration regarding the effectiveness of the existing course as perceived by the students and the instructors. The findings concerning the needs of learners also helped for the improvement of the course to make it better address the needs of the students. Specifically, the findings may add to the existing ESP (English for Tourism) literature because there are limited

studies which specifically focus on Gastronomy students` needs regarding English learning.

#### **5.4 Limitations of the Study**

Some limitations exist in the current study. The first limitation is the lack of previous research studies on Gastronomy students. Depending on the scope of this research topic, prior research studies that are relevant to this study is limited. Secondly, the absence observations could be considered as another limitation of the present research study. By doing observations, more reliable data could be obtained in terms of the identifying actual needs of students and instructors. Lastly, the present study could be also done with other students who had taken this course before to be able to generalize the findings in an effective way.

#### **5.5 Suggestions for Future Studies**

Some recommendations can be given for further studies. Initially, it is extremely suggested that the present study can be also done with other students who had taken this course before. By doing this, more reliable data can be obtained and the researcher can generalize the results in an effective way. Furthermore, it is certainly advised that other investigators can conduct this research by also employing observations and gather the data with the help of observations as a supplementary data collection tool to be able to get more detailed data. Finally, it is suggested that future researchers can do more studies on Gastronomy students in different schools or universities in order to learn more about their needs in learning English.

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## **APPENDICES**

## Appendix A: Student Course Evaluation Questionnaire

### Öğrenci Anketi için Bilgilendirilmiş Onam Formu

#### Değerli öğrenciler,

Ben bir yüksek lisans öğrencisi olarak, tek dilli gastronomi öğrencileri için tasarlanmış İngilizce dil dersinin değerlendirilmesi konusundaki tezimi yürütmekteyim. Bu anket, *ENGL 108* dersini değerlendirmek ve siz gastronomi öğrencilerinin İngilizce ilgili ihtiyaçlarınızı belirleyip, onları daha iyi karşılamak amacı ile fikirlerinizi ortaya çıkarmayı amaçlamaktadır. Bu nedenle, tüm soruları içtenlikle cevaplamanız çok önemlidir. Kişisel bilgileriniz ve bireysel yanıtlarınız gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. İstedığınız zaman çalışmadan çekilebilirsiniz. Daha fazla bilgiyi doğrudan benim tarafımdan veya tez danışmanımdan elde edebilirsiniz.

Katılımınız ve işbirliğiniz için teşekkür ederim.

#### Zehra Değirmencioğlu

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Yüksek lisans tez danışmanı

Yabancı Diller Eğitimi Bölümü

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✂-----

#### Onam formu

Bu çalışmanın asıl amacını okudum ve anladım ve bu ankete cevap vererek bu çalışmaya katılmayı kabul ediyorum.

Adı - Soyadı: \_\_\_\_\_

Tarih: \_\_\_\_\_

İmza: \_\_\_\_\_

## ENGL 108 - Mutfak Sanatları İngilizcesi II

### Ders Değerlendirme Anketi

#### BÖLÜM I – GENEL BİLGİ

Lütfen aşağıdakileri işaretleyerek (x) ya da uygun ifadeler kullanarak doldurunuz.

- 1- Yaşınız: \_\_\_\_\_
- 2- Cinsiyetiniz:  Erkek  Kız
- 3- Uyuğunuz:  Türk  Kıbrıslı Türk  Diğer (lütfen belirtiniz) \_\_\_\_\_
- 4- Ana diliniz:  Türkçe  İngilizce  Diğer (lütfen belirtiniz) \_\_\_\_\_

- 5- Aşağıdaki alanlarda İngilizce açısından kendinizi nasıl değerlendiriyorsunuz?

	Çok iyi	İyi	Yeterli	Kötü
Okuma				
Dinleme				
Konuşma				
Yazma				
Dilbilgisi				
Kelime bilgisi				

- 6- Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Dilbilgisi				
Kelime bilgisi				

## BÖLÜM II- DERS HEDEFLERİ

Lütfen uygun şekilde işaretleyiniz (x).

5	4	3	2	1
<i>Kesinlikle katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle katılmıyorum</i>

A. ENGL 108 dersi aşağıdaki alanlarda bana yardımcı olmaktadır :

		<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
		5	4	3	2	1
1	Mutfak sanatları dilini mesleki açıdan geliştirmek					
2	Mutfak endüstrisinin gerektirdiği şekilde <i>dinleme</i> becerilerini geliştirmek					
3	Mutfak endüstrisinin gerektirdiği şekilde <i>konuşma</i> becerilerini geliştirmek					
4	Mutfak endüstrisinin gerektirdiği şekilde <i>okuma</i> becerilerini geliştirmek					
5	Mutfak endüstrisinin gerektirdiği şekilde <i>yazma</i> becerilerini geliştirmek					
6	Öğrenmeye özerk ve kendine yönelik bir yaklaşım geliştirmek					
7	Mutfak endüstrisindeki mesleklere ilişkin etik kurallar bilincimi artırmak					
8	Farklı içerikler ile mutfak sanatlarına özgü kelime dağarcığımı geliştirmek					
9	Dilbilgisi ile ilgili farkındalığımı artırmak					
10	Dil öğreniminde teknolojinin kullanımı ile ilgili farkındalığımı artırmak					
11	Farklı durumlarda akademik ve mesleki doğruluğu geliştirmek					
12	Kendi çalışmalarımı yürütmek için ders çalışma becerilerimi geliştirmek					
13	Bir <i>konuşma</i> görevini yapabilmek					

		<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
		5	4	3	2	1
14	Bir <i>dinleme</i> görevini yapabilmek					
15	Bir <i>okuma</i> görevini yapabilmek					
16	Bir <i>yazma</i> görevini yapabilmek					

B. *ENGL 108* dersine başka hangi *amaç ve hedefler* eklenebilir? Lütfen önerilerinizi listeleyiniz.

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### BÖLÜM III- DERSİN İÇERİĞİ VE MATERYALLER

A. Aşağıda verilen *ENGL 108* dersıyla ilgili konulardaki düşüncelerinizi lütfen uygun şekilde işaretleyerek (x) belirtiniz.

5	4	3	2	1
<i>Kesinlikle katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle katılmıyorum</i>

		<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
		5	4	3	2	1
1	Ders materyalleri, bilmek veya yapmak istediğim her şeyi kapsamaktadır.					
2	Ders içeriği genel olarak benim için ilgi çekicidir.					
3	Ders materyalleri ihtiyaçlarımı karşılamaktadır.					
4	Ders materyalleri <i>dinleme</i> becerilerimi geliştirmede etkilidir.					
5	Ders materyalleri <i>konuşma</i> becerilerimi geliştirmede etkilidir.					
6	Ders materyalleri <i>okuma</i> becerilerimi geliştirmede etkilidir.					
7	Ders materyalleri <i>yazma</i> becerilerimi geliştirmede etkilidir.					
8	İngilizce gelişimim için ders kitabını faydalı buluyorum.					
9	Ders kitabı İngilizce yeterlilik seviyem için uygundur.					
10	Ders kitabı görsel olarak ilgi çekicidir.					
11	ENGL 108 ders kitabının fiyatı uygundur.					
12	Kelime kitapçığı, kelime bilgimi geliştirmede yardımcıdır.					
13	Sınıfta verilen teksirler benim için yararlıdır.					
14	Ders materyalleri ders amaçlarıyla paraleldir (uyumludur).					
15	Ders materyallerini kolaylıkla takip edebiliyorum.					

		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
		5	4	3	2	1
16	İngilizce <i>dinleme</i> becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardır.					
17	İngilizce <i>konuşma</i> becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardır.					
18	İngilizce <i>yazma</i> becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardır.					
19	İngilizce <i>okuma</i> becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardır.					
20	<i>Diğer (lütfen belirtiniz)</i>					

B. **ENGL 108** dersinde kullandığımız materyaller (ders kitapları, teksirler, vb.) ile ilgili *iyi* ve *iyi olmayan* noktaları belirtiniz?

İyi (*olumlu*) noktalar: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

İyi olmayan (*olumsuz*) noktalar: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C. **ENGL 108** ders materyallerinde sizce ne gibi *değişiklikler* yapılmalıdır?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### BÖLÜM IV- DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ

A. Lütfen, aşağıda *ENGL 108* dersi ile ilgili verilen konular hakkındaki görüşlerinizi uygun şekilde işaretleyerek (x) belirtiniz.

5	4	3	2	1
<i>Kesinlikle katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle katılmıyorum</i>

		<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
		5	4	3	2	1
1	Derste iyi bir öğrenci-öğretmen iletişimi vardır.					
2	Öğretmen, öğrencileri derslere katılmaya teşvik eder..					
3	Sınıfta grup / ikili çalışma teşvik edilir.					
4	Sınıfta öğrenciler, öğretmenden daha fazla konuşur (aktiftir).					
5	Ders saati verimli bir şekilde kullanılır.					
6	Ders öğretim elemanlarının ofis saatlerini kullanırım.					
7	Öğretmenin öğretme yöntemi (methodology) öğrenmemizde etkilidir.					
8	Öğrenciler, öğrenmelerinde birbirlerine yardımcı olurlar.					
9	Öğretmenin verdiği talimatlar (yönergeler) açık ve anlaşılır bir biçimdedir.					
10	Öğretmen, bu dersi öğrenmemde bana yardımcı olur.					
11	Öğretmen, sınıftaki tüm öğrencilerle eşit olarak ilgilenir.					
12	Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltir.					
13	Sınıfta yalnız çalışmayı tercih ederim.					
14	Sınıfta başkalarıyla bir arada çalışmayı tercih ederim.					

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
		5	4	3	2	1
15	Sınıfta sadece İngilizce kullanırım.					
16	Dersler ilgi çekici bir şekilde işlenir.					
17	Bu ders için günlük çalışırım.					
18	Öğretmen yaptığımız çalışmaların (performansımızın) nasıl olduğuyla ilgili olarak yeterli dönüt/geribildirim (feedback) verir.					
19	Öğrenciler birbirlerine yaptıkları çalışmaların (performanslarının) nasıl olduğuyla ilgili dönüt/geribildirim verirler.					
20	Öğretmen derslere katılmamızı teşvik eder.					
21	Sınıfta, öğretmen teknolojiyi etkili bir biçimde kullanır.					

B. ENGL 108 dersinde *en çok* hangi aktivitelerin *yararlı* olduğunu düşünüyorsunuz? Neden?

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C. ENGL 108 dersinde *en az yararlı* olan aktiviteler hangileridir? Neden?

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D. *ENGL 108* dersine, daha iyi öğrenmenize yardımcı olmak için başka hangi *aktiviteler* eklenmelidir? Lütfen önerilerinizi listeleyiniz.

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#### BÖLÜM V- DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI

1- *ENGL 108* dersinde nasıl değerlendiriliyorsunuz?

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2- *ENGL 108* dersindeki *değerlendirme yöntemleri* hakkında ne düşünüyorsunuz?

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3- Bu derste nasıl değerlendirilmek isterdiniz? Lütfen *önerilerinizi* yazınız.

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## BÖLÜM VI- GENEL DEĞERLENDİRME

1. *ENGL 108* dersinde İngilizcenizi geliştirmenize en çok yardımcı olan 3 şeyi belirtiniz.  
(Dersle ilgili 3 *OLUMLU* nokta)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

2. *ENGL 108* dersinde İngilizcenizi geliştirmenize yardımcı olmayan 3 şeyi belirtiniz.  
(Dersle ilgili 3 *OLUMSUZ* nokta)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

3. Bu dersin geliştirilmesi (iyileştirilmesi) ve öğrencilerin ihtiyaçlarına daha iyi cevap verebilmesi için neler yapılmalıdır? Lütfen *önerilerinizi* listeleyiniz.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**İŞBİRLİĞİNİZ İÇİN ÇOK TEŞEKKÜRLER.**

## Appendix B: Teacher Interview

### Teacher Course Evaluation Interview

Dear teachers,

I am a master's student and I am conducting my thesis on the topic of *Evaluating an English Language Course for Monolingual Gastronomy Students*. This interview has been designed to identify your opinions about *ENGL 108 (English for Culinary Arts II)* course in order to evaluate the course and improve it to make it better address your students' needs. In this interview, you will be asked to evaluate the course in terms of its features such as learning outcomes, content and materials, teaching-learning activities and, assessment and evaluation. It is important that you express your views freely because the data to be collected through your responses will add a great value to the improvement of the course (*ENGL 108*). Your identity and individual responses will be kept strictly confidential and the data to be obtained from the interview view will be used only for research purposes.

Also, the interview will be audio-recorded and please be informed that if you do not want to continue, you can withdraw from the study at any time. Further information can be obtained directly from me or my thesis supervisor.

I thank you in advance for your participation and cooperation.

**Zehra Değirmencioğlu**

MA Student

Department of Foreign Language Education

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Eastern Mediterranean University

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### Consent form

Having read and understood the purpose of this study and how my responses to the interview questions will be used, I agree to participate in this interview and give permission for the recording of my responses.

Name - Surname: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **ENGL 108- English for Culinary Arts II**

### **Teacher Course Evaluation Interview**

#### **Part I – Course Aims and Objectives**

1. What are the aims and objectives (learning outcomes) of this course?
2. Do you believe that all the aims and objectives (learning outcomes) have been achieved? Please explain.
3. Should there have been any other aims and objectives (learning outcomes) of this course?
4. To what extent, do you think this course has met your students' expectations and needs?
5. What do you think your students still need in terms of developing their English? What are their further needs?

#### **Part II- Course Content and Materials**

1. How do you evaluate the course content?
2. What changes do you suggest in the course content?
3. How do you evaluate the course materials (i.e. course pack, compiled vocabulary pack, handouts, etc.)? What is good and not so good about the materials used in this course?
4. Should some changes be made in the course materials? Please explain.
5. Do you think technology should be integrated into this course as a course material? If yes, to what extent can it be integrated and how?

#### **Part III- Teaching - Learning Process**

1. How are lessons / classes conducted in this course?
2. What kinds of activities / tasks are done in and out of the classroom? How do you evaluate these activities? Are they effective?
3. Do you believe that you provide variety in terms of activities/tasks? Please give examples.
4. Do you believe that the teaching – learning process in this course is effective in general? Why? Why not?
5. Do you suggest any changes in terms of the teaching-learning process in this course? If yes, what kinds of changes do you suggest?



#### **Part IV – Evaluation/Assessment**

1. Which assessment tools do you use in this course? What do you think about these assessment tools? Are they effective?
2. To what extent do the assessment results (students' grades) reflect your students' actual performance/success?
3. How should students' performance/success be measured in this course? Which assessment methods do you suggest to be used? If you were to make some changes in your assessment procedure, what would they be?
4. Are you satisfied with your students' performance/success in this course?

#### **V- Overall Evaluation**

1. What are the strengths of ENGL 108 course? Which aspects should continue to exist (shouldn't be changed) in this course?
2. What are the weaknesses of ENGL 108? Which aspects should NOT continue to exist in this course? What are the things that need to be changed?
3. What are your suggestions for making this course more effective and useful, better adjusted to students' needs? What are your suggestions for the improvement of the course?

## Appendix C: Letter from Ethics Committee



Etik Kurulu / Ethics Committee

**Eastern  
Mediterranean  
University**  
"For Your International Career"

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Sayı: ETK00-2018-0113  
Konu: Etik Kurulu'na Başvurunuz Hk.

27.03.2018

Sayın Zehra Değirmencioğlu  
Yabancı Diller Eğitimi Bölümü  
Yüksek Lisans Öğrencisi

Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun **19.03.2018** tarih ve **2018/56-39** sayılı kararı doğrultusunda, ***Evaluating an English Language Course for Monolingual Gastronomy Students*** adlı tez çalışmanızı, Yrd. Doç. Dr. Fatoş Erozan'ın danışmanlığında araştırmanız, Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.

Bilginize rica ederim.



Doç. Dr. **Sükrü TÜZMEN**  
Etik Kurulu Başkanı

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