

EVALUATION OF AN ENGLISH LANGUAGE PROGRAM  
IMPLEMENTED AT CIVIL AVIATION CABIN SERVICES PROGRAM  
AT AN AVIATION VOCATIONAL SCHOOL IN TURKEY

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CEMİLE ALKUR

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Approval of the Graduate School of Social Sciences

---

Prof. Dr. Yaşar Kondakçı  
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

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Prof. Dr. Cennet Engin Demir  
Head of Department

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

---

Prof. Dr. Cennet Engin Demir  
Supervisor

**Examining Committee Members**

Assoc. Prof. Dr. Pervin Oya Taneri	(Çankırı Uni., EBB)	_____
Prof. Dr. Cennet Engin Demir	(METU, EDS)	_____
Assist. Prof. Dr. Nur Akkuş Çakır	(METU, EDS)	_____



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Name, Last Name: Cemile Alkur

Signature:

## **ABSTRACT**

### **EVALUATION OF AN ENGLISH LANGUAGE PROGRAM IMPLEMENTED AT CIVIL AVIATION CABIN SERVICES PROGRAM AT AN AVIATION VOCATIONAL SCHOOL IN TURKEY**

Alkur, Cemile

M.S. Department of Educational Sciences

Supervisor: Prof. Dr. Cennet Engin Demir

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The study aims to evaluate the effectiveness of the English Language program implemented at Civil Aviation Cabin Services Program. To this end, CIPP (context, input, process, product) evaluation model developed by Stufflebeam (1971) was utilized. The sample composed of 63 students registered at the Civil Aviation Services Program in the 2018-2019 academic year, 2 English Language instructors and 5 flight attendants graduated from the program. The data were gathered through qualitative and quantitative data collection methods. A self-reported questionnaire was conducted to students. Besides, focus group interviews were conducted with students and individual interviews were conducted with instructors and flight attendants. Written documents were also examined to obtain more detailed data. While the quantitative data were analyzed through descriptive statistics, the qualitative data were examined via content analysis.

The results revealed that the English Language program implemented at Civil Aviation Cabin Services Program was mostly served for its purpose. Findings suggested that some physical conditions could be enhanced and the content of some courses could be revised for the improvement of the program.

**Keywords:** Curriculum, Curriculum Evaluation, CIPP, English Language Education, Aviation Vocational School

## ÖZ

### TÜRKİYE'DE BİR HAVACILIK MESLEK YÜKSEKOKULU'NDA SİVİL HAVACILIK KABİN HİZMETLERİ PROGRAMI'NDA UYGULANAN İNGİLİZ DİLİ PROGRAMININ DEĞERLENDİRİLMESİ

Alkur, Cemile

Yüksek Lisans Eğitim Bilimleri Bölümü

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Bu çalışma, Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngiliz Dili programının etkililiğini değerlendirmek amacıyla geliştirilmiştir. Bu amaçla, Stufflebeam (1971) tarafında geliştirilen CIPP (bağlam, girdi, süreç, ürün) değerlendirme modeli kullanılmıştır. Örneklem 2018-2019 eğitim öğretim yılında Sivil Havacılık Kabin Hizmetleri Programı'na kayıtlı olan 63 öğrenci, 2 İngilizce öğretim görevlisi ve programdan mezun olan 5 kabin memurundan oluşmaktadır. Veriler nicel ve nitel veri toplama yöntemleriyle toplanmıştır. Öğrencilere anket uygulanmıştır. Ayrıca, öğrenciler ile odak grup görüşmeleri, öğretim görevlileri ve kabin memurları ile bireysel görüşmeler gerçekleştirilmiştir. Program ile ilgili daha ayrıntılı bilgi elde etmek için doküman analizi yapılmıştır. Nicel veriler betimsel istatistik yöntemleri kullanılarak analiz edilir iken, nitel veriler içerik çözümlemesi tekniği ile incelenmiştir.



Çalışmanın sonuçları, Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanmakta olan İngiliz Dili programının amacına büyük oranda ulaştığını göstermiştir. Elde edilen bulgular, programın geliştirilmesi için bazı fiziksel şartların iyileştirilmesine ve bazı derslerin içeriğinin gözden geçirilmesine ihtiyaç duyulduğunu ortaya koymuştur.

**Anahtar Kelimeler:** Program, Program Değerlendirme, CIPP, İngiliz Dili Eğitimi, Havacılık Meslek Yüksekokulu

To My Beloved Family

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## **LIST OF ABBREVIATIONS**

UTAA	University of Turkish Aeronautical Association
ESP	English for Specific Purposes

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background to the Study

Considering the importance and necessity of keeping up with the requirements of modern era, people are expected to be competent users of the English Language. As Kachru and Smith (2009) mention, nations need to use the English Language as an international language to extend their international trade, business and economics. The English Language is called “*lingua franca*” since it dominates as the language of science, education, tourism, trade, business and aviation. Most of the scientific studies have been conducted in the English Language, so people need to have a base of English to conduct a research (Kachru and Smith, 2009). Regarding its importance in education, many countries have been increasingly giving importance to teaching English as a foreign language (Zhu, 2003). Likewise, Nunan (2003) states that the distinctive role of English is also revealed in its being preferred as a foreign language in school curricula. Therefore, the countries has given more space and importance to the English Language as the foreign language in their school curricula.

When the importance of the English Language is considered in the field of aviation, it is the official language of aviation in the international area. As stated by Kim and Elder (2009), the notion that English as a *lingua franca* might be a more productive way of conceptualizing Aviation English than calling it as a second language because it is more than a restricted specific code in aviation. That’s why it has become a must and an inevitable requirement of the 21<sup>st</sup> century especially in the field of aviation. As a result of its growing popularity, the English Language has become one of the most frequently discussed issues in education, especially in terms

of curriculum development and curriculum evaluation. There have been many studies conducted in various fields of education to find the best way to teach the desired language skills or information. In addition, many studies have been conducted to find the best way to get the desired results in the end of the given education and applied curriculum throughout the process.

To give information about the importance of the English Language in Turkish education system, students start to learn the English Language at the 2<sup>nd</sup> grade in primary school. There are different policies at high schools. At the universities, if the medium of instruction is the English Language, a preparation year is required. If the medium of instruction is the Turkish Language, the preparation year is not obligatory, but students may study one-year of preparation if they want. Some other universities provide English lessons embedded to the curricula.

Curriculum evaluation studies are needed to investigate the effectiveness of the implemented programs. Dalođlu (1996) mentions that one of the most basic requirements of delivering effective and quality language education is having a clearly specified program in relation to its goals and objectives. As Ornstein and Hunkins (1998) state, evaluation is a process which is conducted to collect data to decide the points to make adaptations and eliminations or to accept something in the program. Therefore, curriculum evaluation studies are crucial so as to develop a program for better outcomes.

## **1.2 Purpose of the Study**

The main purpose of this study is to evaluate the effectiveness of the English Language program implemented at Civil Aviation Cabin Services Program at Izmir Aeronautical Vocational School of Higher Education. The English Language program was evaluated from the perspectives of instructors, students and flight attendants. For this purpose, CIPP evaluation model developed by Stufflebeam

(1971) was utilized in this study. Within the scope of this study, the context where the English Language program implemented was examined. In addition, the students', instructors' and flight attendants' perceptions about instructional materials, teaching methods, activities and assessment criteria of the courses were investigated. Besides, the students' perceptions of their own competencies in four language skills, business English and English grammar were aimed to be examined. At the end, the ultimate purpose of the researcher was to provide some suggestions for the necessary adaptations. In addition, it was aimed to make a contribution to the development of the English Language curriculum implemented at the program of Civil Aviation Cabin Services.

### **1.3 Significance of the Study**

As Daloğlu suggests (1996) having a clearly defined program is a must in order for having quality and effective language education at schools. Since the language of aviation is the English Language, it is significant to be competent users of the English Language for cabin crew members. They are expected to use the English Language effectively, fluently and clearly in order for having a smooth flight and solving problems during a flight. Cabin attendants use the English Language in order to communicate with their colleagues, pilots, co-pilots, control tower when necessary, and passengers. Since their most important task is to provide safety and security, clear communication in English carries great importance. Moreover, Aviation English is also aimed to be taught in the English Language program. Therefore, this study is also important considering English for Specific Purposes (ESP). As Hutchinson and Waters (1987, p.8) state, "Tell me what you need English for, I'll tell you the English you need" is the guiding principle of ESP and it draws the borders of the content material and the methodology through which English is taught. Also, Kim (1997) emphasizes that the starting point of ESP is the following question "Why do the learners need to learn this language?". That's why this curriculum evaluation study is crucial considering English for Aviation purposes.

The study was conducted to investigate the effectiveness of the current English Language program implemented in the Civil Aviation Cabin Services Program at Izmir Aeronautical Vocational School of Higher Education. The strengths and weaknesses of the program were identified from the perspectives of students, instructors and flight attendants. When the literature is considered, there are not many studies conducted to evaluate the effectiveness of the English Language Program implemented in Civil Aviation Cabin Services Program. Therefore, the findings of this study may contribute to the literature in that sense. As Cronbach (1963) mentioned the evaluation process should be focused on collecting data which can guide decision making in program development. Based on the results of this study, the administrators, curriculum specialists and instructors could develop the English Language Program to prepare students as cabin attendants.

#### **1.4 Definitions of Terms**

**Evaluation:** Owston (2008) explains evaluation as the line of piling information as to the merit or worth of a program to reach conclusions on the potency of it or to improve it. Harris (1968) describes evaluation as the examination formed on an attentive analysis of investigation data in terms of the specified and determined norms.

**Program evaluation:** According to Donaldson (2001), program evaluation is the process through which program components are presumed to affect outcomes and the conditions under which these processes are operated.

**Language program evaluation:** It is the evaluation of language teaching programs using information collected from various perspectives (Lynch, 1996).

**Context Evaluation:** Stufflebeam and Shinkfield (2007) explain that *context evaluation* is generally referred to needs assessment. It asks the questions such as

“What needs to be done?” and helps problem assessment within a defined community and environmental context.

**Input Evaluation:** Input evaluation is used to prescribe a project to address the needs. It asks the questions like “How should it be done?” It is also related to the procedural designs and educational strategies that will probably work to achieve the expected results.

**Process Evaluation:** It refers to monitoring of the program implementation. The basic question is “Is it being done?”. Input evaluation lets the researchers to observe the implementation process.

**Product Evaluation:** In this part, the output is the main concern. “Did the project succeed?” is the most important question to be asked. The purpose of a product evaluation is to measure the program, then interpret the results and lastly make a judgment of the outcomes. In other words, “the extent to which the needs of the participants were met” is the focus of product evaluation.

**Instructors:** They are the lecturers of the English Language at the Aeronautical Vocational School of Higher Education on the academic year 2018-2019. In this study, the terms instructor and teacher will be used alternatively.

**English Language Program:** It refers to the English Language courses integrated in 2-year education at Civil Aviation Cabin Services Program.

### **1.5 Limitations of the Study**

In this study, the sample consisted of students, instructors and flight attendants graduated from the program Civil Aviation Cabin Services. If graduated students who were not employed as flight attendants by airline companies had participated

to the study, they might provide feedback about the effectiveness of the English Language program. They could tell why they have become unsuccessful. If they had failed in the English test exam or interview because of lack of competency in the English Language, they might explain the reason for being unsuccessful.

Another limitation might be that there was not an external evaluator in this study. If an external evaluator contributed to the study, the objectivity and credibility of the program evaluation might have been enhanced.

Lastly, data collector bias can be considered as a limitation. Since the questionnaire and focus groups were administered by the teachers, students might have felt shy or doubtful to express their ideas explicitly.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

In this chapter, an overview of the importance of English Language as lingua-franca and as the language of aviation were mentioned. Definition of curriculum, curriculum design and evaluation models were explained. And lastly, literature about curriculum evaluation studies and CIPP (context, input, process, product) evaluation model were reviewed and presented.

#### **2.1 Definition of Curriculum and Curriculum Design**

There is not a single explanation of what a curriculum is. The term curriculum has been interpreted variously by curriculum specialists and educators. Olivia (2001, p.10) states that “the curriculum field is by no means clear; as a discipline of study and as a field of practice, curriculum lacks clean boundaries...” When the literature is considered, curriculum can be interpreted as a set of objectives, content, plans, documents and experiences. Ornstein and Hunkins (2004) suggest these five different descriptions for the concept of curriculum.

Wood and Davis (1978, p.16) consider a curriculum as a “totality of courses that constitute a course of study offered by an institution or followed by a student”. Tanner and Tanner (1980, p.54) define it as “The cumulative tradition of organized knowledge, modes of thought, race experience, guided experience, planned learning environment, cognitive content and progress, an instructional plan instructional ends and outcomes, and a technological system of production.” On the other hand, Pratt (1994, p.5) suggest that curriculum is “a plan for a sustained process of teaching and learning” regarding the focus on content and the process. In addition,

Barrow and Milburn (1990, p.84) comprehend curriculum as “syllabus”. According to them, curriculum composes of written documents and forms. As defined by Marsh (1997) curriculum is a set of plans and experiences which learners try to complete it under the guidance of the school. Similarly, Bobbitt (1923) also posits curriculum as a set of experience which children develop ability to do things.

## **2.2 Curriculum Evaluation**

The evaluators have developed various curriculum evaluation approaches depending on different conceptions of evaluation (Lewy, 1991). Evaluation has been considered as a crucial part of the curriculum development process by many (Cronbach, 1983; Fitzpatrick, Sanders & Worthen, 2004; Rossi, Freeman & Lipsey, 1999). According to Oliva’s curriculum development model, curriculum evaluation was the final component in the curriculum process (1992). Oliva supported that the primary purpose of curriculum evaluation was to determine whether the implemented curriculum reached its goals and objectives or not. Tyler (1949) stated that curriculum evaluation was necessary to determine whether the specified objectives of the program were attained or not (as cited in Wolf, 1991, p. 411). Similarly, Gredler (1996) regarded curriculum evaluation as identifying the strengths and weaknesses in the curriculum. In addition, Kelly (1999) defined curriculum evaluation as the process to assess the value and effectiveness of an educational activity.

### **2.2.1 Summative Evaluation and Formative Evaluation**

Scriven (1991) introduced the concepts of summative and formative evaluation into the literature. He specified them as the most distinctive roles of evaluation (as cited in Payne, 1994, p.8). In addition, the distinction between formative and summative evaluation was first mentioned by Scriven (1967). Formative evaluation was intended to foster the development within an ongoing activity. It provides a basis

for revising or adjusting the “materials, activities and organization” of a program (Morris & Fitz-Gibbon, 1978, p. 12). In contrast, summative evaluation was used to determine whether the results of the object being evaluated (a program, a person etc.) met the goals or not. It was carried out to measure the degree of achievement of the intended goals and determining the outputs of the program (Michaelis, Grossman & Scott, 1975). Saettler (1990) provided that formative evaluation was used to develop strategies for achieving goals and summative evaluation was used to test the validity of a theory or determine the results of an educational practice. Similarly, Bloom (1969) stated that the purpose of formative evaluation was to provide feedback in the teaching-learning process while summative evaluation was used to reveal what the learner had achieved at the end of a course or program. The differences between formative and summative evaluation is presented in Table 1.

*Table 1. Formative Evaluation vs. Summative Evaluation*

<b>Comparison Criteria</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>Aim</b>	Evaluation for learning To improve the program To improve what students learn	Evaluation of learning To check the final result To check what students learn
<b>Time</b>	Stage by stage During the process	At the end of the process
<b>How is it performed?</b>	In-class discussions Short exams Weekly quizzes	Standardized tests Final presentations Final projects
<b>Focus</b>	On process	On product

### **2.3 Evaluation Models**

Fitzpatrick, Sanders and Worthen (1997) defined six evaluation approaches:

1) *Objectives-Oriented Evaluation Approaches*: This type of evaluation is performed in order to determine the extent to which objectives are achieved. With

this purpose, the discrepancies between the students' performance and goals of the program are investigated. Tyler (1949) was credited with conceptualizing this approach and others have brought an expanded vision (Fitzpatrick et al., 2004; Popham, 1993; Stufflebeam & Shinkfield, 2007).

2) *Management- Oriented Evaluation Approaches*: The management-oriented evaluation models provide information to the decision-maker. The needs of the decision-makers guide the direction of evaluation.

3) *Consumer-Oriented Evaluation Approaches*: As explained by Ross (2010), the consumer-oriented approach aims to inform consumers about products. At the end, the customers have the informational basis for making judgments about human service products. Consumer-oriented evaluators use a variety of data collection methods such as checklists, needs assessments, cost analysis, experimental and quasi-experimental designs, and codes (Stufflebeam & Shinkfield, 2007).

4) *Expertise-Oriented Evaluation Approaches*: It is the oldest and most widely used evaluation approach to judge a program, activity, or institution (Worthen, Sanders, & Fitzpatrick, 1997). Evaluators using this approach draw on a panel of experts to evaluate a program and make recommendations based on their perceptions.

5) *Adversary-Oriented Evaluation Approaches*: Evaluators follow a judicial process to assess a program through this approach. Worthen et al. (1997) defined that the central focus of adversary-oriented evaluation was to get results through the examination of opposing views.

6) *Participant-Oriented Evaluation Approaches*: The aim is to understand and identify all of the concerns and consequences supplementary to human services enterprise. The emphasis is on the importance of the participants in the process. As

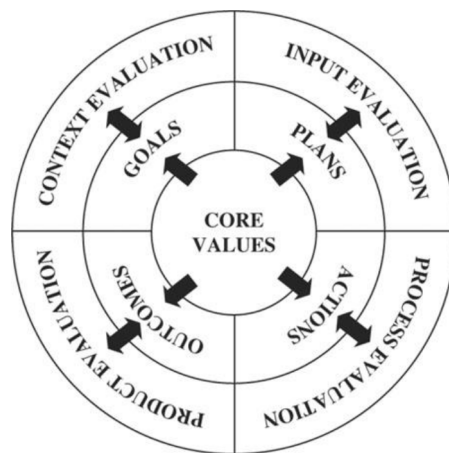
defined by Royse, Thyer, Padgett, and Logan (2006, p. 93), participative evaluation “centers on enlisting the cooperation of the least powerful stakeholders in the evaluation from start to finish”.

### **2.3.1 Stufflebeam’s Context, Input, Process, Product Model**

Stufflebeam’s CIPP evaluation model is “a comprehensive framework for conducting formative and summative evaluations of projects, personnel, products, organizations, and evaluation systems” (Stufflebeam & Shinkfield, 2007, p. 325). The model originated in the late 1960s in order to provide greater accountability for the U.S. inner-city school district reform project. It was to address the limitations of traditional evaluation approaches (Stufflebeam, 1971). Stufflebeam and Shinkfield (2007) stated that CIPP evaluation model was designed to enable and guide comprehensive, systematic examination of social and educational projects in the real world. According to Popham (1993), this model provided information to the decision makers through determining, gathering and interpreting the information in order to make it utilizable for the evaluation. Over the years, the model has been improved (Alkin, 2004) and used by a wide range of disciplines (Stufflebeam & Shinkfield, 2007). The CIPP evaluation model emphasizes “learning-by-doing” to identify the problematic parts. It is thus uniquely suited for evaluating projects or programs in a dynamic social context (Alkin, 2004). The most fundamental principle of the model is “not to prove, but to improve” (Stufflebeam & Shinkfield, 2007, p. 331). CIPP model of evaluation facilitates decision making and quality assurance. Also, its retrospective use allows the faculty member to continually review and identify project’s merit, worth, probity, and significance (Stufflebeam & Shinkfield, 2007).

The CIPP evaluation model has four components that are context, input, process and product. These components do not completely separate from each other. In

contrast, they have a certain focus. The key characteristic of the model provided by Stufflebeam (2003, p. 33) were presented in Figure 1.



*Figure 1. Key components of the CIPP evaluation model and symbiotic relationships with programs.*

As it is presented, there is a united association among the components of model around a certain focus. Context evaluation concerns with identifying goals and provides information about the goals of the program. Input evaluation involves planning, assessment of them and providing advice to improve the plans. Any kind of actions during the teaching and learning process is a part of process evaluation. Lastly, product evaluation measures the present outcomes of the program by comparing it with the desired ones (Fitzpatrick, Sanders & Worthen, 2004).

### **2.3.1.1 Context Evaluation**

Determining what needs a program is mainly concentrated on helps in setting objectives for the program (Worthen, Sanders and Fitzpatrick, 1997). Context evaluation helps to assess the needs and opportunities within a specific context or environment (Stufflebeam & Shinkfield, 2007). It is conducted to define and address the needs of the target population, determine the objectives and goals of

school, identify the problems and decide whether the goals are responsive to the desired needs or not (Khuwaja, 2001; Stufflebeam, 2001). Surveys, document reviews, data analysis and interviews can be used to collect data for context evaluation.

### **2.3.1.2 Input Evaluation**

Input evaluation refers to the strategies, operational plans, resources, and agreements for proceeding with a needed intervention (Stufflebeam & Coryn, 2014). It is conducted to determine the most appropriate sources, tools and methods to attain the goals of the program (Stufflebeam & Shinkfield 2012). It deals with the following questions: Are the instructional strategies appropriate? Are the aims and objectives of the program well-defined? Are the objectives consistent with the goals of the school? Does the content serve the goals and objectives of the program? Do the instructional strategies enable educators to successfully attain their objectives? (Ornstein and Hunkins, 1998).

### **2.3.1.3 Process Evaluation**

Process evaluation involves monitoring the implementation process of the project and documenting an intervention by inspecting work flows, making an observation and taking notes on activities, giving feedback, and interacting with participants (Stufflebeam, Madaus, & Kellaghan, 2000). It is conducted to assess the implementation process. What extent the program is being implemented and what needs improvement are investigated (Fitzpatrick, Sanders & Worthen, 2004). The purpose is to make sure that the participants accept and understand their roles and carry out activities as they are planned. It allows the evaluators to adjust the program properly. Moreover, the output of the process phase can result in problem resolving (Tseng et al., 2010). Additionally, process evaluation provides information to external audiences and assists program staff, evaluators, and

administrators in interpreting outcomes of the program (Gredler, 1996). It deals with the following questions: Are there any differences of teaching goals and content between the ideal and implemented curriculum? How satisfied are the students with their teacher in the process of teaching? What does the teacher think of the students' performance in this classroom? Are there any barriers such as insufficient equipment during the teaching?

#### **2.3.1.4 Product Evaluation**

The main function of product evaluation is “to measure, interpret, and judge the attainments of a program” in order to determine whether a program should be continued, revised and extended to other settings (Stufflebeam & Shinkfield, 1985, p. 176). The aim of the school is to make the students productive so that they can stand on their feet in society. (Scriven, 1994). Besides, it allows the evaluators to have an insight on the project's sustainability and transportability. Some important questions with respect to product evaluation are: How do students use what they have learnt? How do students practically implement what they have learned? How satisfied are the students with their learning situation? Is this curriculum helpful for the student getting a job? What is the final overall academic achievement of students?

#### **2.4 English for Specific Purposes**

As Hutchinson and Waters (1987) remarks, ESP aims to prepare learners to use the English Language in academic or professional environments. That's why it is significant for ESP course developers to be aware of the needs of learners. There are several definitions put forward by many researchers. Munby (1978) expresses that ESP program including its syllabus and course materials are planned regarding prior communication needs analysis of the learners. This definition is a useful starting point which reflects the state of ESP at a particular point in time.



Traditionally, ESP, divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The traditional classification of ESP is indicated in Figure 2.

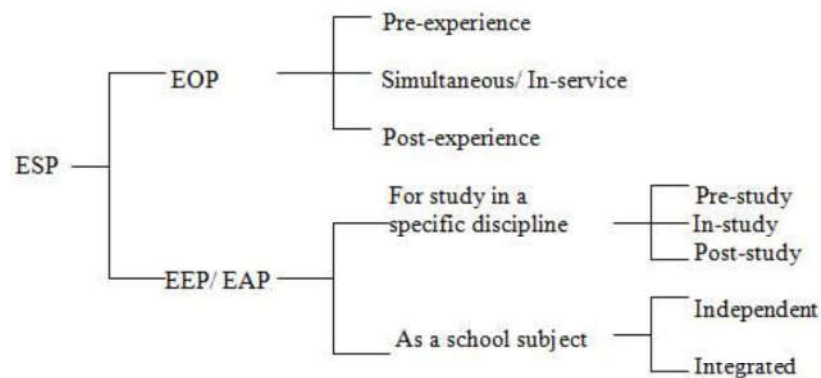


Figure 2. The classification of ESP by experience (Robinson, 1991)

According to Basturkmen (2006), a needs analysis is necessary to design effective ESP courses. Hyland (2006) states that needs analysis has been viewed as an ongoing process and a part of the process of course development. In other words, once the language that is needed for an ESP program are decided, material selection, teaching strategies, and assessment are determined accordingly to reach success in the program (Jin, Ying Liu, & Zhang, 2014). Hutchinson and Waters (1987) considered ESP as “an approach to language teaching which all decisions as to content and method are based on the learner’s reason for learning” (p.16). Figure 3 presents the ESP classification developed by Hutchinson and Waters (1987).

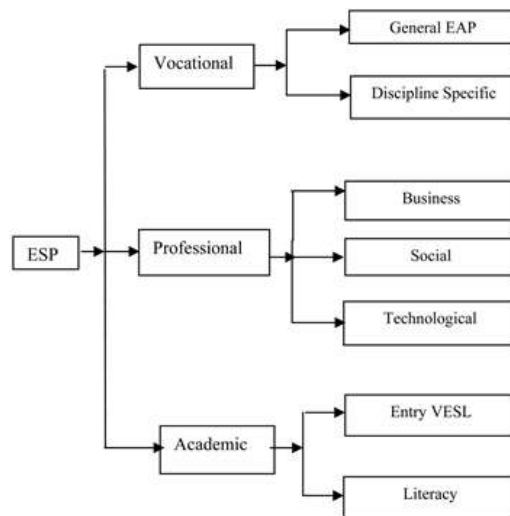


Figure 3. ESP classification by professional area (Hutchinson & Waters, 1987).

Hutchinson and Waters (1987) classified ESP into three subdivisions that are vocational, professional, and academic. The vocational area consists of English for Academic Purposes (EAP) and English for Specific Purposes (ESP). The professional area composes of three subdivisions: English for social purposes, English for business purposes, and English for technology. Lastly, English for academic purposes consists of vocational English as a second language and literacy.

In addition, Strevens (1988) drew attention to absolute characteristics and variable characteristics. As for absolute characteristics, Strevens mentioned that ESP was in contrast to general English because it was designed to meet specified learners' needs related to a specific subject. Regarding the variable features, ESP may be limited to the learning skills to be learned such as reading only. According to Strevens (1988), ESP is always and necessarily related to the subject content.

Robinson (1991) supported Strevens' definition of ESP. He also contributed that ESP was constrained by a limited period, and taught in homogenous classes regarding the work and studies that the students were engaged in.

Additionally, Dudley-Evans and St. John (1998) influenced by Strevens (1988) put forward a definition of ESP. Though they extracted some of the certain characteristic, they revised and added variable characteristics. The revised definition of ESP improved by Dudley-Evans and St. John (1998, p. 4-5) is presented in Table 2.

*Table 2. Absolute and variable characteristics of ESP*

Absolute characteristics	Variable characteristics
1. ESP is designed to meet specific needs of the learners.	1. ESP may be related to or designed for specific disciplines.
2. ESP makes use of the underlying methodology and activities of the disciplines it serves.	2. ESP may use, in specific teaching situations, a different methodology from that of general English.
3. ESP is centered on the language (grammar, lexis, register), skills discourse and genres appropriate to these activities.	3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
	4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

As it is seen in Table 2, three absolute and four variable characteristics are stated. Meeting the learner needs is emphasized. Also, it is highlighted that ESP may be designed for specific disciplines for adult learners in a professional work. Moreover, ESP does not strictly require high level of language proficiency from the learners. In contrast, ESP may be adapted to teach the learners who have basic knowledge of the English Language.

Later on, Basturkmen (2010) further specified themes of ESP courses. These themes were narrower than English Language teaching courses since they focused on learners' needs for work or study purposes. She classified ESP into three areas: English for academic purposes (EAP), English for professional purposes (EPP), and English for occupational purposes (EOP). Like Strevens (1988) and Dudley-Evans and St. John (1998), Basturkmen supported that ESP had both variable

characteristics and absolute characteristics. However, she referred to these terms as ESP variability and ESP constants respectively. Table 3 displays ESP variability and ESP constants identified by Basturkmen (2010, p.12).

*Table 3. ESP variability vs. ESP constants*

ESP variability	ESP constants
1. ESP stems from the range of areas which ESP courses are developed. These range from the relatively general (for example, academic English writing courses) to the highly specific (for example, English for hotel receptionists).	1. ESP involves discussion of learners' needs and viewing learners primarily in work and study-related roles.
2. ESP stems from the differing relationships ESP learners have with their target community of practice.	2. ESP courses of necessity require a narrowing down of language and skills that are to be taught.
3. ESP stems from differences in how familiar ESP teachers are with the target disciplines, professions and vocations and their specialist discourse.	3. ESP courses make use of texts and draw on descriptions of language use and communication from the target communities of practice and disciplines.

As described by many education specialists, the explanations of ESP have seemed to focus basically on the three main concepts: the specific language needed, the learners' specific purposes for learning, and the specific contexts in which language is taught and used either in academic or professional contexts. These definitions also emphasize variable and constant characteristics.

Tarnopolsky (2013) pointed that ESP teaching approaches at tertiary levels in non-English speaking countries have shifted from language focus on basically professional communication, to the integration of language with the content matter in recent years. The content-based instruction approach balances language teaching and content teaching though the central focus is on the language (Tarnopolsky, 2013). In other words, as described by Brinton (2013), this approach integrates reading, speaking, listening and speaking for occupational purposes in teaching and learning process. In content-based instruction, functional and thematic syllabi with a focus on the specific language relevant to the activities and content about a

specific discipline or occupation are followed (Robinson, 1991). Learning the language is the main concern of content-based instruction. The subject content is often adapted and even simplified so that it will suit better the learner's proficiency level (Liew & Khor, 2014).

In addition, content and language integrated approach has gained popularity in schools across Europe since the 1990s and with the political and social globalization of English (Arnó-Macià & Mancho-Barés, 2015; Coyle, 2012; Taillefer, 2013). The content and language integrated learning method is usually preferred since it allows students to learn the English Language and a specific discipline together (Räisänen & Fortanet-Gómez, 2008). The learning of content can help students learn the language naturally. At the same time, the language mastery facilitates students' access to their target subject matter. ESP teachers apply scaffolding strategies in order to help learners understand the content, without adapting the content to the learners' proficiency level in contrast to content-based instruction (Arnó-Macià & Mancho-Barés, 2015). However, studies have indicated that learners should have basic ability and knowledge in the English Language in an integrated ESP learning approach. Also, learners are expected to have basic vocabulary or syntax knowledge, read and write at a minimally skilled level (Tarnopolsky, 2013). In general, ESP relies on certain commonly used vocabulary, language functions, and language skills for specific academic branches or business activities.

The English Language program implemented at Civil Aviation Cabin Services Program at Izmir Aeronautical Vocational School of Higher Education aims to teach both Basic English and English for Aviation. To give more detailed information, Basic English courses provided in the first-year aim to teach Basic English grammar and vocabulary. In addition, Business English courses given in the second-year aim to teach both advanced grammar and business-related vocabulary through an additional book named as English for Cabin Crew. Reading and writing skills courses are also designed in order to bring students in having

basic reading and writing skills. Additionally, the course English Oral Communication Skills I aims to gain students basic speaking skills so that they can meet their needs in daily life. On the other hand, the courses English Oral Communication Skills II, English Speaking Skills I and English Speaking Skills II are completely developed for English for Aviation purposes. These courses aim to teach technical words, phrases and structures. To this end, the students analyze many example situations that cabin attendants may encounter. In addition, all the announcements that are made throughout a flight are studied. Moreover, students practice how to behave and communicate with various passengers such as disruptive passengers, unaccompanied minors (UM), wheel chaired passengers. Also, students are given information about emergency situations such as fire in galley, turbulence, a passenger having heart attack, landing in water, engine failure and bird strike. They are taught how to deal with these situations, how to behave in case of an emergency and how to inform flight crew and passengers about an emergency situation. In addition, students practice several job interviews with the instructors and they get prepared for job applications. Considering these content matters, it can be said that the English Language curriculum implemented at Civil Aviation Cabin Services Program aims to teach both Basic English and English for Aviation.

## **2.5 Evaluation Studies Conducted Abroad and In Turkey**

Curriculum evaluation studies carry vital importance in education in the sense that they allow the researchers to identify the strengths and the weaknesses of the current program. In other words, to come up with a solution of a problem or to make the current situation better, it should be identified first. Curriculum evaluation studies have been conducted for this purpose. This is a common understanding of program evaluation and different researchers can come up with various definitions according to their own purpose of evaluation. For this reason, there is not an only and exact definition of evaluation. According to Fitzpatrick et al. (2004), evaluation is the

identification, clarification and application of justifiable criteria to decide on an evaluation object's worth or merit related to those criteria.

Various curriculum evaluation models have been used throughout the years. Researchers decide on a model which will help them collect the data serving best to measure what the researcher want to measure. Therefore, different methods can be preferred considering the purpose of evaluation. In this study, the CIPP evaluation model developed by Stufflebeam was used. Stufflebeam et al. (2000) explains CIPP model as the following:

The model is intended for the use of service providers, such as policy boards, program and project staffs, directors of a variety of services, accreditation officials, school district superintendents, school principals, teachers, college and university administrators, physicians, military leaders, and evaluation specialists. The model is configured for use in internal evaluations conducted by organizations; self-evaluations conducted by individual service providers, and contracted external evaluations. (p. 279)

In this study, CIPP evaluation model was utilized in order to investigate the effectiveness of the English Language program implemented in Civil Aviation Cabin Services Program. The researcher aimed to investigate the context where the program was implemented. In addition, the perceptions of students, instructors, and flight attendants about the methods, teaching materials, and assessment dimension of the program were examined. CIPP evaluation model was preferred because it was the most suitable one to serve the purpose of the study.

In the literature, there have been lots of program evaluation studies conducted around the world. In Turkey, there are many studies carried out in order to evaluate the English Language programs at schools. Tunç (2010) conducted an evaluation study to investigate the effectiveness of Ankara University Preparatory School program through the perspectives of teachers and students using CIPP evaluation model. There were 406 student participants in the preparatory school in the 2008-2009 academic years. In addition, 12 instructors lecturing in the program took part

in the study. Data were gathered through a self-reported questionnaire conducted to students and interviews conducted to instructors. Moreover, written documents were examined to collect more detailed data. According to the results of the study, the program at Ankara University Preparatory School was decided to partially serve its purpose. The physical conditions, materials and assessment dimensions of the program were required some improvements to serve the purpose of the program better.

Another program evaluation study was conducted by Dollar, Tolu & Doyran (2014) in order to evaluate a graduate program of English Language Education at a foundation university. To this end, they carried out a qualitative case study with instructors and students. Data were collected through two online surveys, interviews and document analysis. The results revealed that the students found the program successful in general. It was decided that the strengths of the program were more than the weaknesses. For the strengths, students mentioned that the instructors were highly qualified and welcoming. For the weaknesses, the students complained about not having enough time to complete the assignments.

In addition, Topkaya and Küçük (2010) carried out a study to investigate state primary school English Language teachers' opinions about the general characteristics, aims/outcomes and the content of 4<sup>th</sup> and 5<sup>th</sup> grade English Language teaching program. For this purpose, they collected data through a questionnaire from 72 teachers from 26 schools in Beyoğlu district of Istanbul city. The results revealed that the English Language teachers had moderately positive opinions on the general characteristics, aims/outcomes, and content of the new program, yet there were some inefficient parts in the program.

Likewise, another program evaluation study was conducted by Yanık (2007) to evaluate the English Language curriculum of the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades of public primary schools. In this study, the teachers' and students' perceptions of the



curriculum goals, program content, instructional strategies used in the program, evaluation and assessment procedures, students' attitudes and commonly encountered problems during the implementation of the curriculum were investigated. Yanık (2007) carried out this study on a large scale involving 7 regions, 21 cities and 42 sub-provinces in Turkey. The sample composed of 368 teachers and 1235 students. Data were collected through a questionnaire. The results of this study indicated that there were differences in the implementation process of the English Language curriculum. The facilities of schools and classrooms, and characteristics of teachers and students differed. The results also revealed that the goals of the curriculum were moderately achieved. It was concluded that teachers used teacher-centered or student-centered strategies depending on the language skill or subjects taught.

Besides, Karataş and Fer (2009) evaluated English II curriculum implemented at Yıldız Technical University using CIPP evaluation model. The data were collected from 35 instructors and 415 students via two forms of a single questionnaire. According to the results, there was a significant difference between the teachers' and students' opinions and perceptions of the curriculum. The findings obtained from teachers revealed that it was required to vary the audio-visual materials. Also, regarding students' opinions, the students' needs related with their fields of study and English knowledge necessary for business life must be decided.

With regard to studies conducted to evaluate an ESP program, one specific example is the study carried out by Turan (2016). In this study, the Aviation English Program implemented at 11<sup>th</sup> grade at a state school was evaluated using Stufflebeam's CIPP model of evaluation. The data were collected through both qualitative and quantitative data collection methods. First, a need assessment was applied to 221 students. Then, a questionnaire was applied to the same students and 15 teachers of Aviation English. Lastly, semi-structured interviews were conducted with 6 students and 6 teachers in order to collect qualitative data. According to the results,

there was a difference between the perceptions of students who studied preparatory class and the students who did not study preparatory class. Also, the results of the study revealed that both students and teachers were satisfied with the overall quality of the implemented program. At the end of the study, it was concluded that although the program met the institutional and individual needs to some extent, some weaknesses were identified by both teachers and students. Therefore, some revisions in the program were needed.

Another evaluation study was conducted by Ödemiş (2018). He aimed to evaluate the English language curriculum of Turkish Air Force NCO College through Stufflebeam' s CIPP evaluation model from the views of teachers, students, and graduated students. Data were collected through sequential mixed method design. 408 students at the 1<sup>st</sup> grade and 355 students at the 2<sup>nd</sup> grade registered to the program in the 2015-2016 academic year participated in the study. In addition, 11 students graduated from the school and 23 English Language instructors also participated. The results of the study showed that some adaptations were required in the program in order to develop students' speaking skills. The results about input dimension revealed that the course book and materials were sufficient to meet the aims of the curriculum. As for the process evaluation, the teaching methods and techniques used in the lessons were found as beneficial, but interactive activities for difficult subjects were not found as sufficient. Lastly, the results about product evaluation indicated that students found the program unsuccessful in teaching vocational English and improving their speaking skills.

Besides the studies carried out in Turkey, there are a lot of program evaluation studies conducted in other countries. Nam (2005) investigated the development of communication-based English Language instruction in a Korean university context. With this purpose, the researcher evaluated a specific college English program at Pusan National University. The perceptions about English instruction among Korean undergraduate college students and the teachers in English as a Foreign

Language (EFL) program were explored. The strengths and weaknesses of the EFL curriculum of the university were identified. The sample of this study consisted of 504 college students and 18 English teachers who were teaching the first-year students. A quantitative survey method complemented by qualitative interviews was utilized. Based on the findings, English courses were considered insufficient to meet students' needs and expectations. Overall, it was revealed that the students mostly had negative opinions whereas the teachers seemed to have positive opinions about the effectiveness of the English instruction. Also, according to results, the students were not fully prepared and ready to accept communication-based instruction. Lastly, in terms of using technology for EFL instruction, the results of the study were counter to what was expected. The results showed that although students enjoyed using technology or internet just for communication and entertainment purposes, they were reluctant to use technology for learning the English Language.

Moreover, Oribabor (2014) conducted a program evaluation study in Nigeria to investigate appropriateness of the English Language curriculum implemented in the senior secondary school. Also, the availability of instructional materials in the schools was examined in this study. 150 senior secondary school students participated in the study. Data were collected via two questionnaires from teachers and students. The results of this study revealed that there was a need for a revision of the new English Language curriculum in some areas. The areas dealing with cultural relevance, practical feasibility of objectives and availability of recommended instructional materials were needed a revision. More than half of the teachers indicated that the materials were not available most of the time, so the instructional materials were found insufficient.

There are also some studies conducted to investigate flight attendants' competency in the English Language. Kiatcharas (2011) investigated communication problems in English between Thai cabin crews and Korean passengers. The consequences of

these problems were also identified. 75 Thai cabin attendants working for Business Air participated in the study and they operated flights between Thailand and Korea more than three times a month. The researcher used a questionnaire to collect data. The outcomes of the study displayed that Korean passengers did not understand English and they knew very limited vocabulary. As a consequence of these problems, it was concluded that Thai cabin crew spent so much time to communicate with Korean passengers. This situation might reduce their effectiveness at work. Also, cabin crew members' professional advancement was negatively affected because of the communication problems that they experienced with the passengers.

Besides, Thepraksa (2017) conducted a research to investigate the awareness towards English pronunciation among Thai flight attendants working for Thai Airways International Company. The purpose of this study was to explore flight attendants' awareness level and their awareness towards pronunciation. In addition, it was aimed to discover the most difficult areas of English pronunciation. The sample of this study consisted of 93 Thai flight attendants. The data were collected through a questionnaire. The results revealed that most of the respondents needed to improve pronunciation of English words since they were not competent. In addition, the results indicated that correct pronunciation could make the flight attendants feel more confident in communication with foreign passengers. The participants also mentioned that they could not use linking words effectively and this affected fluency of their speech negatively.

## **CHAPTER 3**

### **METHODOLOGY**

In this section, design of the study, research questions, participants, research context, data collection methods and instruments, data collection and data analysis procedures were explained in detail.

#### **3.1 The Overall Design of the Study**

The purpose of the study was to evaluate the effectiveness of the English Language program implemented at Civil Aviation Cabin Services Program at Izmir Aeronautical Vocational School of Higher Education. The CIPP (context, input, process, product) evaluation model developed by Stufflebeam (1971) was utilized in the study. The perceptions of the 2 instructors of English Language, 5 flight attendants graduated from the program, 43 first grade students and 20 second grade students were examined. Both quantitative and qualitative data were gathered in this study. Quantitative data were collected through a self-reported questionnaire from the students. To collect qualitative data, focus group interviews were carried out with the students. Besides, individual interviews were conducted with the English Language instructors and flight attendants. In addition, written documents were reviewed to obtain more detailed data about the English Language program.

Descriptive analysis was conducted to analyze the data collected through quantitative data collection method. Besides, content analysis was conducted to analyze data gathered through qualitative data collection methods.

### **3.2 Research Questions**

The data collection and data analysis were guided by the research questions listed below:

#### **Context**

What kind of an educational setting is the English Language Program implemented in?

Is the physical environment appropriate to serve the objectives of the program?

#### **Input**

What are the students' and instructors' profiles?

What are the students' overall perceptions on the degree of emphasis on four language skills?

What are the purposes of the courses offered in the English Language Program?

#### **Process**

To what extent are the instructional materials sufficient from the perspectives of students, instructors and flight attendants?

How frequently are various teaching methods and activities used in the lessons from the perspectives of students, instructors and flight attendants?

How is the assessment of the courses executed from the perspectives of students, instructors and flight attendants?

What are the instructors' perceptions on the problematic parts in the implementation of the program?

## **Product**

What are the flight attendants' perceptions on the effectiveness of the English Language program?

What are the students' achievements in four language skills separately?

To what degree does the curriculum meet the needs of the flight attendants when they start working at airline companies?

What language skills do flight attendants use the most during a flight?

### **3.3 Participants**

A total of 63 students consisting of 43 students at the 1<sup>st</sup> grade and 20 students at the 2<sup>nd</sup> grade registered in the program of Civil Aviation Cabin Services participated in the study. Besides, 2 instructors of English Language and 5 flight attendants graduated from Civil Aviation Cabin Services Program contributed to the study.

### **3.4 Data Collection Instruments**

The data were collected through quantitative and qualitative methods. A self-reported questionnaire was conducted with 63 students. Besides, focus group interviews were conducted with 18 students. In addition, individual interviews were conducted with 2 English Language instructors and 5 flight attendants. Lastly, written documents were reviewed. The data collection instruments were explained in detail below.

#### **3.4.1 Questionnaires**

The literature was considered and the questionnaire was developed by the researcher herself. In order to determine the items of the questionnaires, a focus group interview was conducted with students. A self-reported questionnaire was

developed considering the literature and the perceptions of students gathered through focus group interviews. After the questionnaire was formed, it was checked by two instructors at two state universities to increase content and face validity. Based on the instructors' suggestions, some items in the questionnaire were revised. Then, a pilot study was conducted with 20 students. Later, the questionnaire was administered twice to all participants at the program in an academic year. The questionnaire that was administered at the beginning of academic year includes the following parts (see Appendix B):

*Part 1 (Demographic Information):* In this part of the questionnaire, information about participants' gender, class, high-school type, English Language background, and their parents' educational background were obtained.

*Part 2 (Students' perceived competencies in various language skills):* This part comprised of 6 sub-categories that were reading, writing, listening, speaking, grammar and business English. In total, there were 47 statements and the participants checked the items in a five-point scale. The values ranged from 1-5 (5= Completely Agree, 4= Agree, 3= Not Sure, 2=Disagree, 1= Completely Disagree).

The second questionnaire that was utilized at the end of the academic year included the following additional parts (see Appendix C):

*Part 3 (Students' perceptions of materials):* This part was included to the questionnaire in order to gather information about the students' opinion on the sufficiency of instructional materials. The participants checked the items on 5-likert scales (1= Quite Insufficient, 2= Insufficient, 3= Not Sure, 4= Sufficient, 5= Quite Sufficient).

*Part 4 (Students' perceptions on frequency of teaching methods and activities):* This part aims to obtain data about the type and frequency of teaching methods and



activities that are used in the lessons. A total of 12 methods and activities were presented to the students and they were asked to choose one of the frequency adverbs for each method or activity (5 = Always, 4 = Usually, 3 = Sometimes, 2 = Seldom and 1 = Never).

*Part 5 (Students' perceptions on assessment of the courses):* This section was designed to obtain students' opinions on course assessment. Students were asked to check 5 items on a 5-point scale (5 = Completely Agree, 4 = Agree, 3 = Not Sure, 2 = Disagree and 1 = Completely Disagree).

After collecting the data via the questionnaires at the beginning and end of the academic year, the researcher tested the reliability of the instruments for each section by calculating Cronbach's alpha. The reliability coefficient was found to be .86 for the language skills section including grammar and business English, .89 for instructional materials section, .85 for methods and activities section, and .85 for assessment section. The values supported that there was internal consistency of the items in the scale. The value over .90 was interpreted as excellent by George and Mallery (2003).

### **3.4.2 Focus Group Interviews**

Focus group interviews were conducted in order to determine the perceptions, feelings and opinions of the participants about an issue (Krueger & Casey, 2000). One study pointed out that focus group interviews provided "...stimulating exchange of ideas, experiences, and attitudes about a specific topic" (Kooker, Shoultz, Sloat, & Trotter, 1998, p. 283).

In this study, a semi-structured interview schedule was developed for focus group interviews. There were 6 students in each focus group. 2 focus group interviews were held with the 1<sup>st</sup> grade students at the beginning of the academic year (see

Appendix D). Students were asked questions about their proficiency levels of the English Language, their opinions about four language skills, their awareness of the importance of English Language in aviation and their expectations from the English Language program at school. Besides, 2 focus group interviews with the 1<sup>st</sup> grade students (see Appendix E) and 1 focus group interview with the 2<sup>nd</sup> grade students (see Appendix F) were conducted at the end of the academic year. The interview schedule utilized at the end of the year involved open ended questions to explore students' opinions in relation to the implementation of the English Language program. The questions aimed at revealing students' experiences and opinions about the instructional methods used by instructors, activities carried out in the lessons, the strengths and weaknesses of the English Language program, and students' competencies in four language skills and in Aviation English. Lastly, they were asked for suggestions for the improvement of the English Language program.

### **3.4.3 Interviews**

After a broad study on the literature, two interview schedules were developed by the researcher. In the development process of interview questions, 2 instructors were consulted to check whether the questions were understandable and clear. Also, a pilot study was administered with 2 colleagues who were instructors at state universities in Turkey. In addition, the interview questions developed for cabin attendants were piloted with 2 flight attendants. In the light of the pilot studies, some items were revised and adaptations were made where necessary.

Firstly, an interview schedule was designed to gather in-depth data about the instructors' perceptions on the English Language program (see Appendix G). The interviews were conducted with 2 English Language instructors who were lecturing in the program. They were asked to share their opinions, experiences and observations about the students' profile, their proficiency level in the English Language and their competencies in four language skills. In addition, the strengths

and weaknesses of the English Language program were identified from the instructors' perspectives.

Besides, an interview schedule was developed for collecting data from 5 flight attendants working at several airline companies in Turkey (see Appendix H). They graduated from Izmir Aeronautical Vocational School of Higher Education. They have been working as flight attendants for 2 years. They were asked to evaluate the effectiveness of the English Language program implemented at school considering the need for the English Language as cabin attendants. In addition, they provided information about job employment process, the content of English exams conducted in this process and the need for various language skills during a flight.

#### **3.4.4 Written Documents**

Course syllabi were reviewed to gather in-depth information about the goals and the objectives of the English Language program implemented at Civil Aviation Cabin Services Program.

#### **3.5 Data Collection Procedure**

Qualitative and quantitative data collection instruments were developed by the researcher and they were sent to METU Human Subjects Ethics Committee. The instruments were approved by the committee in March, 2017. Afterwards, the researcher informed the administration of the institution and got permission to conduct the study. Also, the participants were provided a consent form before the implementation of data collection methods (see Appendix I).

The questionnaire was conducted to all first and second grade students registered at the program Civil Aviation Cabin Services in 2018-2019 academic year. Besides, 5 focus group interviews were conducted with the students who voluntarily

participated in the study. The interviews were administered by the researcher and each interview was completed in around 15 minutes.

The interviews with the English Language instructors were conducted in April. Lastly, the interviews with cabin attendants were conducted in February and March because of their busy schedule.

### **3.6 Data Analysis**

Descriptive statistics were used to analyze quantitative data. The Statistical Package for the Social Sciences [SPSS] 15.0 program was employed to analyze the data collected through the questionnaires. Frequency distributions, means and standard deviations of students' responses were presented in tables.

The qualitative data were analyzed through content analysis which required finding the coherent and significant themes and patterns in the data (Patton, 1987). After the data were summarized through codes, themes and categories, they were interpreted and the meaning of the data was inferred (Miles & Huberman, 1994).

## **CHAPTER 4**

### **RESULTS**

This chapter reported the findings of the study, the purpose of which was to evaluate the effectiveness of the English Language program implemented in the program of Civil Aviation Cabin Services from the perspectives of students, instructors and flight attendants. Hence, the results were displayed under four parts of the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971). The data were presented in the sequence according to the four components of the curriculum: objectives, content, methods and materials, and assessment. The data obtained through the questionnaires were analyzed via descriptive statistics and the results were presented in terms of means, standard deviations, percentages and frequencies in the tables. Depending on the type and content of the data gathered, either mean scores and standard deviations or percentages and frequencies were displayed in the tables. In addition, interview findings were also presented following the quantitative data.

#### **4.1 Context**

In this part of the results section, information about students' characteristics and the educational setting where the English Language program implemented were described.

The University of Turkish Aeronautical Association (UTAA) was opened in 2011 and it has been enrolling students since then. The main campus of the university is in Ankara city. There are also two aeronautical vocational schools of higher education of the university. One of them is Ankara Aeronautical Vocational School

of Higher Education and the other one is Izmir Aeronautical Vocational School of Higher Education where this study was conducted. Izmir Aeronautical Vocational School of Higher Education is stated in Selcuk. At that school, there are two programs: Civil Aviation Cabin Services and Aircraft Technology. Since it is a vocational school of higher education, both of the programs are 2-year programs. There is not a preparatory year in English offered to students, so the English Language program has been integrated into the curriculum. At the first year in the program, students have to take the following courses: Basic English I and II, English Oral Communication Skills I and II, English Reading Skills I and II. The courses offered to students at the second year are English Speaking Skills I and II, English Writing Skills I and II, and Business English I and II.

Most of the students registered at the program are not competent users of the English Language, so the English Language program was developed accordingly. The students are supposed to be competent users of the English Language at B2 level when they graduate from the program. The English Language program aims to gain students basic reading, writing, listening and speaking skills, to enable students to utilize the language fluently and accurately in both social and professional life, and to understand and respond what they read and listen. Also, it is aimed to prepare students for the English Language exams conducted by airline companies.

All of the courses offered in the English Language program are compulsory courses. The students have to pass all of the courses successfully in order to graduate from the school. Students study the English Language 13 hours per week in the first semester of the first year. The offered courses are Basic English I (8 hours), English Reading Skills I (2 hours) and English Oral Communication Skills I (3 hours). In the second semester, Basic English II (8 hours) English Reading Skills II (2 hours), and English Oral Communication Skills II (3 hours) are the courses offered in the program. Besides, the courses offered in the first semester of the second year are

Business English I (8 hours), English Writing Skills I (2 hours) and English Speaking Skills I (4 hours). Lastly, students have to take the following courses in the second semester of the second year: Business English II (8 hours), English Writing Skills II (2 hours) and English Speaking Skills II (4 hours).

Students have to attend the courses to pass them. In addition, students have to get at least 45 points in the exams in order to pass the courses. For the courses Basic English I, Basic English II, Business English I and Business English II, the final score is calculated as the following: mid-term exam (30 pts.), 2 quizzes (20 pts.), final exam (40 pts.), and oral exam (10 pts.). The distribution of scores for skills courses are as the following: mid-term exam (30 pts.), quiz (20 pts.), final exam (40 pts.), oral exam (10 pts.).

The facilities and conditions in the school and the city were described below:

#### **4.1.1 Building and Classrooms**

The building of the Izmir Aeronautical Vocational School of Higher Education was used as a hotel beforehand, but it has been used as a school since 2011. The building has 4 floors and 20 classrooms. All of the classrooms are well-equipped. There is a projector, a desktop computer, a pair of speakers and air-conditioning in every classroom. The smallest classroom is sufficient for 20 students while the biggest one is enough for 35 students.

#### **4.1.2 Library**

At the beginning of the academic year 2018-2019, there was only a room for instructors to keep their books. However, there was not a library for students to study. At the end of the semester, one of the rooms at the first floor was adjusted to a library with the support of the district governorship of Selcuk. In addition, Ankara

Aviation Vocational School contributed to the library by sending books. Currently, there is a library where students can borrow books or study their lessons comfortably. Reading books in English are also available in the library. Besides, there are 4 desktop computers having internet connection and air conditioning in the library.

#### **4.1.3 Computer Laboratory**

There is a computer laboratory including 30 desktop computers, but they haven't been actively used in the English Language courses. If they are equipped with necessary tools, they can be used for improving language skills. The instructors may develop some activities for practicing listening skills so that the students can do these activities in their free time. In addition, students can use these computers in order to have tests in English because they will have a test conducted by airline companies in job employment process.

#### **4.1.4 Medical Service**

There is not a medical center that belongs to Izmir Aeronautical Vocational School of Higher Education. When the students and other staff need any medical service, they usually go to the state hospital in Selcuk. It only takes 5 minutes from the university on foot. In addition, there are a lot of community health centers where people can easily get examined. Additionally, since most of the students do not live in Selcuk, they usually visit doctors in the cities where they live.

#### **4.1.5 Accommodation**

There is not any dormitory option provided by the university in Selcuk. There are not any private dormitories, neither. The students coming from the cities close to Selcuk, such as Aydin and Izmir, don't usually move Selcuk. Other students either



hire a house or stay at hotels, hostels or teacher's house. This situation may affect students' participation to the group work activities outside the classroom. When the instructors give a project or homework that students need to work together in pairs or groups, students may have some difficulties to meet.

#### **4.1.6 Transportation**

UTAA provides transportation service to its students and university staff in Ankara, but there is not any transportation service provided by the university in Selcuk. People don't usually use public transportation in Selcuk because the city is so small that people can walk everywhere.

For the students living in different cities, there are several means of transportation. Firstly, they can take the train to go to Izmir or Aydın. As another option, they can take the bus to Izmir, Aydın, or Kusadası. Also, they can take the IZBAN in order for going to Izmir. The students using one of these means of transportation usually spend an hour to reach the school. This situation sometimes demotivates students because they feel tired because of spending nearly 2 hours for transportation every day. In addition, most of the students coming from other cities are late for the first lesson in the morning.

#### **4.1.7 Social Life in Selcuk**

Selcuk is a small city with the population of 36.360 people. Many tourists visit the city every year. To give information about food options, there are many traditional food restaurants, fast food restaurants, home-made food restaurants, and cafes in the city. In addition, the municipality organizes many festivals, theatre plays, shows, or open-air cinema during the year. Besides, many concerts, musicals and theatre plays have been organized at the ancient theatre or at Celsus library in Ephesus during the year. Since the city attracts lots of tourists from all over the

world, the students can easily meet foreign people and use the English Language in order to communicate with them. The city provides an international and intercultural environment where students practice the English Language and learn about various cultures.

## 4.2 Input

In this part, information about the characteristics of students, instructors and flight attendant were presented separately. In addition, the content of the courses offered in the English Language program were presented.

In this chapter, an overview of the importance of English Language as lingua-franca and as the language of aviation were mentioned. Definition of curriculum, curriculum design and evaluation models were explained. And lastly, literature about curriculum evaluation studies and CIPP (context, input, process, product) evaluation model were reviewed and presented.

### 4.2.1 Student Characteristics

63 students registered at the program of Civil Aviation Cabin Services completed the questionnaire. 30 students (47.6%) were female and 33 students (52.4%) were male. The frequencies and percentages were presented in Table 4.

*Table 4. Distribution of Students by Sex*

Sex	f	%
Female	30	47.6
Male	33	34.2
<b>TOTAL</b>	66	100

In the questionnaire, the students were also requested to provide information about the type of the high schools that they graduated from. Data revealed that the students

graduated from Anatolian High School had the highest percentage (71.4%). Following it, 27.0 % of the students graduated from vocational high schools and 1.6 % of the participants graduated from Social Studies High School. The frequencies and percentages of the type of high school graduated were presented in Table 5.

*Table 5. Distribution of Students by the Type of High Schools Graduated*

Type of High School Graduated	f	%
Vocational High School	17	27.0
Anatolian High School	45	71.4
Social Studies High School	1	1.6
<b>TOTAL</b>	<b>63</b>	<b>100</b>

In the study, the students were asked how many years they had been learning the English Language. As indicated in Table 6, most of the students (52.4 %) answered that they had learnt the English Language for 10-12 years. The percentages of students learning the English Language for 4-6 years and 7-9 years were 23.8% and 12.7% respectively. Data also presented that only 11.1% of the students had 1-3 year experience in learning this language.

*Table 6. Distribution of Students by Educational Background of English Language*

Experience of English	f	%
1-3 years	7	11.1
4-6 years	15	23.8
7-9 years	8	12.7
10-12 years	33	52.4
<b>TOTAL</b>	<b>63</b>	<b>100</b>

The students were also requested to provide information about their parents' levels of education. The frequencies and percentages of parents' educational background were presented in Table 7. More than one-third (39.7%) of the mothers graduated

from high school. On the other hand, almost half (47.6%) of the participants' fathers graduated from high school and 27.0% of them had undergraduate degrees.

*Table 7. Distribution of Students by Education Level of Parents*

Education Level	Mothers		Fathers	
	f	%	f	%
Illiterate	2	3.2	1	1.6
Primary School	9	14.3	7	11.1
Secondary School	15	23.8	8	12.7
High School	25	39.7	30	47.6
University	12	19.0	17	27.0
<b>TOTAL</b>	<b>63</b>	<b>100.0</b>	<b>63</b>	<b>100.0</b>

#### **4.2.2 Instructor Characteristics**

Data were collected from the instructors through interviews. 2 of 3 instructors of the English Language participated to the interview because one of them was the researcher herself. All of the instructors were female. Regarding the years of experience, they have been teaching English for 6 years.

In addition, the instructors were requested to provide information about the departments that they graduated from. One of them studied Translation and Interpretation and the other one studied English Language Teaching as an undergraduate degree. The instructor studied Translation and Interpretation had the certificate of teaching.

#### **4.2.3 Objectives**

The written documents were reviewed to gather information about the aims and objectives of the English Language program. The documents indicated that the purpose of Basic English courses is to make students gain A1-A2 level of proficiency in the English Language. For this purpose, various grammar subjects

and rich vocabulary are introduced to students. In addition, the purpose of skills courses is to gain basic level of reading, writing, speaking and listening skills to students.

Besides, The English Language program aims to teach Aviation English and train students as effective cabin attendants. The English Language program also prepares students for the English exams conducted by airline companies in job employment procedure.

#### **4.2.4 Content of the Courses**

Based on the focus group interviews, the students drew significant conclusions regarding their one-year and two-year experience at Izmir Aeronautical Vocational School of Higher Education. The data collected through focus group interviews revealed that the students were satisfied with the grammar lessons. They stated that the distribution of the subjects per week in the curriculum allowed them to learn and practice the new grammar subjects. Similarly, they were quite satisfied with the content of 2-hour reading lessons per week. They stated although some reading texts were boring, they were mostly arousing interest. Data also revealed that oral reading of the texts contributed to students' pronunciation. Lastly, the findings showed that students enriched their vocabulary knowledge in these courses.

The purpose of the course English Oral Communication I was to gain basic speaking skills to students so that they could express themselves and use the English Language in daily life. Other speaking courses (*English Oral Communication Skills II, English Speaking Skills I, and English Speaking Skills II*) were designed as ESP. The aim of these courses was to teach English for Cabin Crew. The speaking materials used in speaking skills courses included listening materials a lot.

As for English Writing Skills courses, it was stated in the syllabi that the aim of these courses was to gain students a basic level of proficiency in writing skills. However, the actual implementation of these courses was totally different than what was written in the syllabi. Instead of developing writing skills, students practiced grammar subjects through English tests. The instructors explained the reason for this implementation. They stated that the students had to pass an English test conducted by airline companies in job employment process. Therefore, the instructors working in Izmir and Ankara Aeronautical Vocational Schools of Higher Education decided to unfollow the writing course book. Instead, they brought test materials in relation to the grammar subject taught in Basic English and Business English courses.

### **4.3 Process**

In this section, the data obtained through quantitative and qualitative methods from the students, instructors and flight attendants were analyzed. The results were presented in terms of methods, teaching materials, activities and assessment dimensions of the English Language program.

#### **4.3.1 Teaching Methods and Activities**

This section of the questionnaire aimed to investigate the frequencies and percentages of the use of teaching methods and activities used in the lessons. Students were requested to check the frequencies of 5 instructional methods used in the lessons on 5-point scale items. (5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, 1 = Never)

Table 8 showed the frequencies and percentages for students' perceptions on the use of various teaching methods used in the courses. As indicated in Table 8, a great majority (71.4%) of students reported that instructors' lecturing "always" took

place and other students (28.6%) reported the instructors lectured “often”. Half (50.8 %) of the students pointed out that their teachers “always” and 42.9% of them reported that the teachers “often” asked questions while teaching. More than one-third (36.5 %) and almost one-third (31.7%) of the students agreed they “sometimes” and “rarely” did presentations respectively. Also, almost one-third (30.2%) of the students reported that they “rarely” and 27.0% of them stated that they “sometimes” did projects. Lastly, discussion method was “often” used according to more than one-third (39.7%) of the students and “always” used according to 22.2% of them.

*Table 8. Students’ Perceptions on Teaching Methods*

Teaching Methods	Always		Often		Sometimes		Rarely		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Lecturing	45	71.4	18	28.6	-	-	-	-	-	-
Question-answer	32	50.8	27	42.9	4	6.3	-	-	-	-
Presentation	2	3.2	9	14.3	23	36.5	20	31.7	9	14.3
Project	3	4.8	12	19.0	17	27.0	19	30.2	12	19.0
Discussion	14	22.2	25	39.7	13	20.6	5	7.9	6	9.5
<b>TOTAL</b>	63	100	63	100	63	100	63	100	63	100

Table 9 indicated the frequencies and percentages for students’ perceptions on the activities used in the lessons. As shown in the table, one-third (33.3%) of the students reported that they “often” and almost one-third (31.7%) of them stated they “always” performed problem solving activities in the lessons. A majority of students reported that online activities were frequently performed. More than half (58.7%) of the students checked “always” and 23.8% of them checked “often” for online activities. As for acting in the lessons, most (44.4%) of the students indicated they “often” acted in the lessons while some (23.8%) of them checked “sometimes”. More than one-third (34.9%) of the students reported that they “often” and one-third (33.3%) of them stated that they “always” did individual work activities. The percentages of students who reported that they “often” and “always” did pair work

activities were 42.9% and 39.7% respectively. As for group work activities, 39.7% of the students reported that they “always” and they “often” did group work activities. Lastly, almost half (46.0%) of the students reported they “always” and 22.2% of them reported they “often” brainstormed in the lessons.

*Table 9. Students’ Perceptions on Activities Used in the Lessons*

Activities used in the lessons	Always		Often		Sometimes		Rarely		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Problem solving	20	31.7	21	33.3	14	22.2	5	7.9	3	4.8
Online activities	37	58.7	15	23.8	6	9.5	4	6.3	1	1.6
Acting	11	17.5	28	44.4	15	23.8	5	7.9	4	6.3
Individual work	21	33.3	22	34.9	17	27.0	3	4.8	-	-
Pair work	25	39.7	27	42.9	8	12.7	3	4.8	-	-
Group work	25	39.7	25	39.7	6	9.5	7	11.1	-	-
Brainstorming	29	46.0	14	22.2	7	11.1	10	15.9	3	4.8
<b>TOTAL</b>	63	100	63	100	63	100	63	100	63	100

In addition, the instructors were requested to provide their opinions about the instructional methods they used in the lessons. The data collected from the instructors through interviews revealed that lecturing was the most frequently used teaching method in teaching English grammar. As for activities performed in the lessons, the instructors stated that students practiced grammar subjects via online activities such as Kahoot or Quizizz. They also expressed that individual work and pair work activities were often utilized in reading skills courses. Students worked together in order to answer the questions about reading texts. On the other hand, the instructors pointed out that they tried to prepare at least one discussion activity about the topic of the week in speaking lessons. The students had a discussion about the topic either as a class or they worked in groups. The instructors reported that discussion method was more effective with the students at the second grade. Besides, instructors said that students often did pair work and group work activities in speaking skills courses. They often wrote dialogues related to the responsibilities of a flight attendant or the problems encountered in the cabin. After writing



dialogues, they acted them in the classroom. In addition, students did presentations once or twice a year in speaking skills courses.

To sum up, the instructors stated that more communicative activities could be conducted because the students would be active users of the English Language as cabin attendants. Although they agreed that English grammar and English for Cabin Crew were taught effectively, students' improvement in writing and speaking skills could be supported more.

Lastly, flight attendants' perceptions on the use of instructional methods and activities were also investigated. The data collected through interviews revealed that speaking skills was the most frequently used language skills at work. In that sense, the participants emphasized that group work and pair work activities were more useful than individual work activities in the lessons. Also, they stated that instructors' lecturing was often used in teaching English grammar. They usually performed individual work activities in reading courses and they always participated in pair work or group work activities in speaking skills courses. One of them stated that:

We can be successful in our job as far as we can speak English. Therefore, the most useful activities were the pair and group work activities for me. I sometimes found them hard and boring when I was a student, but I had understood their importance for us. English is a must in aviation.

Another teaching method stated by the flight attendants was problem solving. All of them remembered that they were doing problem solving activities and they talked a lot about the problems in the cabin. Flight attendants expressed that they found a problem between a flight attendant and a passenger. They wrote some example situations in pairs or groups. Then, they acted these problematic situations that they might encounter during a flight. One of the participants said that:

At the job interview, I was asked how to deal with a passenger showing disruptive behavior during a flight and I easily answered that question because we did lots of activities like this in the speaking courses. I remembered that we were given roles of a mother having a crying baby, an unaccompanied minor, a wheel chaired passenger and a flight attendant... and we were expected to create a problem and solve it as if we were flight attendants in the courses and in the exams... In the cabin, a problem may occur anytime and we have to find a solution for it immediately.

### **4.3.2 Materials**

This section of the questionnaire aimed to reveal the students' perceptions on the materials used in the lessons. This part of the questionnaire was composed of 9 items: Course books, Audio materials, Visual materials, Grammar materials, Speaking materials, Listening materials, Daily life materials, Reading materials and Writing materials.

As indicated in Table 10, course books were found sufficient by half (50.8%) of the students and quite sufficient by 28.6% of them. Audio materials were found sufficient by most (41.3%) of the students and quite sufficient by one-third (33.3%) of the students. Also, more than one-third (34.9%) of the students reported that visual materials were quite sufficient and a majority (41.3%) of them stated they were sufficient. As for grammar materials, almost one-third (31.7%) of the students found them quite sufficient and 41.3% of them found the grammar books sufficient. Also, speaking materials were stated as sufficient by more than one-third (38.1%) of the students. More than half (54.0%) of the students reported that listening materials were sufficient whereas almost one-fifth (19.0%) of them stated they were quite sufficient. In addition, the percentages of the students reporting that daily life materials as sufficient were 54.0% and as quite sufficient were 19.0%. A great majority (77.8%) of the students checked quite sufficient and 15.9% of them checked sufficient for reading materials. Lastly, writing materials were reported as quite insufficient by most (65.1%) and as insufficient by 22.2% of the students.

Table 10. Students' Perceptions on Teaching Materials

Materials	QS		S		S / I		I		QI	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.Course-books	18	28.6	32	50.8	8	12.7	5	7.9	-	-
2.Audio materials	21	33.3	26	41.3	9	14.3	7	11.1	-	-
3.Visual materials	22	34.9	26	41.3	9	14.3	6	9.5	-	-
4.Grammar materials	20	31.7	26	41.3	15	23.8	2	3.2	-	-
5.Speaking materials	11	17.5	24	38.1	17	27.0	9	14.3	2	3.2
6.Listening materials	12	19.0	34	54.0	11	17.5	6	9.5	-	-
7.Daily life materials	12	19.0	29	46.0	15	23.8	6	9.5	1	1.6
8.Reading materials	49	77.8	10	15.9	2	3.2	2	3.2	-	-
9.Writing materials	-	-	3	4.8	5	7.9	14	22.2	41	65.1
<b>TOTAL</b>	63	100	63	100	63	100	63	100	63	100

(*QS=Quite Sufficient, S=Sufficient, S/I=Neither Sufficient nor Insufficient, I=Insufficient, QI=Quite Insufficient*)

The instructors also presented their opinions about the instructional materials. Both of the instructors agreed in two main issues. Firstly, they stated that the course books and worksheets used in teaching grammar and reading skills courses were quite sufficient. Even, they usually provided students with extra materials to study home.

In addition, the instructors stated that speaking materials used at the first semester in the first year were insufficient. The course book used in the speaking lessons did not promote students' speaking as it is desired. In speaking lessons, students listened to the conversations on the book, and checked the questions about the conversations. After the exercises were completed, students were given some time to talk about the topic in pairs or in groups. The instructors expressed that there

were usually 15-30 minutes left at the end of the lesson to have a conversation in English. They stated that the weekly course hours were insufficient to conduct speaking activities. On the contrary, the speaking materials used in the second term in the first year and in the second year were reported as quite sufficient by the instructors. They mentioned these materials promoted students' learning English for Cabin Crew as it was desired. In that sense, these materials were found sufficient to meet the aimed objectives.

Moreover, the instructors observed that listening activities were usually done in speaking courses because there wasn't a separate course to improve students' listening skills. Also, the course books followed in the speaking skills courses included many listening exercises.

Lastly, since there were not any materials to improve writing skills, writing materials were found to be quite insufficient by the instructors.

Besides, flight attendants were requested to provide their opinions about the materials used in the lessons as far as they remembered. 2 of the them stated that the course books were quite sufficient. On the other hand, 3 of them indicated that the course books used in writing skills courses were unnecessarily difficult. Meanwhile, there was a course book used in the courses English Writing Skills I and II when they were students. The students were taught how to write main idea, minor ideas, examples, introduction and conclusion parts in a paragraph every week. In addition, they learnt how to write various paragraph types such as expository paragraph, descriptive paragraph, narrative paragraph and persuasive paragraph in detail. 60% of the flight attendants found the writing materials very demanding and unnecessarily difficult.

On the other hand, flight attendants reported that they were quite satisfied with the course books and worksheets used in Basic English and Business English courses.

Lastly, they mentioned that speaking lessons could be supported with more additional materials that would promote students' speaking.

### **4.3.3 Assessment**

This section of the questionnaire aimed to reveal the students' perceptions on assessment criterion. For this purpose, students were given 5 items with five-point scales: 5=completely agree, 4=agree, 3=neither agree nor disagree, 2=disagree, 1=completely disagree.

As reported in Table 11, a great majority (60.3%) of the students completely agreed and almost one-third (31.7%) of them agreed that exams reflected the content of the courses. Similarly, half (50.8%) of the students completely agreed and more than one-third (39.7%) of them agreed that quizzes assisted their learning. Almost half (47.6%) of the students completely agreed and one-third (33.3%) of them agreed that exams were at proper level. The percentages of students who completely agreed and agreed that the number of exams were enough were 54.0% and 38.1% respectively. Lastly, the percentages of the exams were found fair by a great majority of students. 47.6% of the students completely agreed and almost half (49.2%) of them agreed with that statement in the questionnaire.

Table 11. Students' Perceptions on Assessment

Assessment	CA		A		A / D		D		CD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Exams reflect the content	38	60.3	20	31.7	5	7.9	-	-	-	-
2. Quizzes assist learning	32	50.8	25	39.7	4	6.3	2	3.2	-	-
3. Exams are at proper level	30	47.6	21	33.3	10	15.9	-	-	2	3.2
4. Number of exams is enough	34	54.0	24	38.1	4	6.3	-	-	1	1.6
5. Percentages are fair	30	47.6	31	49.2	2	3.2	-	-	-	-
<b>TOTAL</b>	63	100	63	100	63	100	63	100	63	100

(CA=Completely Agree, A=Agree, A/D=Neither Agree nor Disagree, D=Disagree, CD=Completely Disagree)

In addition, the instructors were requested to provide their opinions about the assessment dimension of the English Language program. The fifth question in the interview was about the assessment of the courses provided in the program. Both of the instructors stated they were satisfied with the number of exams. They highlighted that quizzes assisted learning. The instructors expressed that the content of the exams reflected the course content because they prepared the exams with a great attention. In addition, the instructors indicated that they tried to prepare the exams at a moderate level of difficulty. Though there were a few easier and more difficult questions to differentiate levels of students. Lastly, they pointed out that if students listened to the lessons carefully, attended to the classes regularly, participated in the lessons actively and had the motivation to learn the English Language, they could easily pass the courses.

Lastly, the flight attendants expressed their opinions about the assessment dimension of the English Language program. When they were students, there were two quizzes for each course. 2 of the participants stated that the number of exams were excessive for skills courses. One of them stated that “We had exams every two

weeks and it was tiring. Even, for some courses we had exams without learning something new because of official holidays.”.

The flight attendants stated that they were quite excited in the exams of speaking skills courses. They also mentioned that writing exams were the most difficult ones. One of them said that “We usually wrote paragraphs before the exam and memorized them. Otherwise, it was so difficult to produce a text in the exam.” As for the quality of the exams, all the participants reported that the content of the courses and exams were coherent with each other.

#### **4.3.4 The Perception of Instructors on Commonly Encountered Problems**

The fourth question in the interview was aimed to obtain data about the problems that instructors commonly encountered in the implementation of the English Language program. The instructors stated that they had some technical problems with the computers or air-conditioning during the year, but they were immediately dealt with by the technical staff. Also, they stated that weak internet connection affected students’ participation in online activities such as Kahoot or Quizizz. Since online activities were frequently utilized in the lessons, weak internet connection usually caused trouble during the lessons.

As for problems regarding student quality, the instructors stated the differences at the proficiency levels of students might affect the flow of a lesson. They indicated that this situation was usually observed among the second-grade students.

#### **4.4 Product**

The main concern of this part was the outcomes of the English Language program. Students’ perceived competencies in four language skills, English grammar and

business English were investigated. The results of the data collected through the questionnaires and focus group interviews were presented.

#### **4.4.1 The Perceived Competencies of Students**

Students' perceived competencies in reading, writing, listening and speaking language skills were investigated through some questions in the questionnaire. In addition, their perceived competencies in business English and English grammar were examined. The mean scores for reading, writing, listening, speaking, business English and English grammar were found as 3.75, 3.35, 3.71, 3.57, 3.85 and 4.18 respectively.

Students' perceived competencies in reading skills were presented in Table 12. The results indicated that the students perceived themselves as highly competent in understanding the topic of a text in English ( $M=4.15$ ;  $SD=0.745$ ). Though they felt less competent in identifying main and minor ideas in a text ( $M=3.61$ ;  $SD=0.887$ ). The lowest mean score ( $M=3.57$ ;  $SD=0.855$ ) was observed in the third item which was about guessing the meaning of the words in a text. The mean score ( $M=4.04$ ;  $SD=0.811$ ) for the fourth item showed that the students felt highly competent in answering true-false questions about a text. On the contrary, they felt less competent in answering comprehension questions about a text ( $M=3.58$ ;  $SD=0.961$ ). The results revealed that students felt somewhat competent in identifying introduction, body and conclusion parts of a paragraph ( $M=3.60$ ;  $SD=1.008$ ) and understanding the relationship between different paragraphs ( $M=3.69$ ;  $SD=0.944$ ).



Table 12. Students' Perceived Competencies in Reading Skills

Reading Skills Item	N	Student	
		M	SD
1. I can understand the topic of a text in English.	63	4.1587	.74501
2. I can identify main idea and minor ideas of a text in English.	63	3.6190	.88770
3. I can guess the meaning of words that I don't know in a text.	63	3.5714	.85599
4. I can answer "True-False" questions about a text.	63	4.0476	.81178
5. I can identify introduction, body and conclusion parts of a paragraph.	63	3.6032	1.00867
6. I can answer comprehension questions about a text.	63	3.5873	.96110
7. I can understand the relationship between different paragraphs.	63	3.6984	.94417

Table 13 presented the results for students' perceived competencies in listening skills. According to the results, the students perceived themselves competent in understanding the topic of a recorded speech ( $M=3.88$ ;  $SD=0.844$ ). Moreover, they perceived themselves more competent in understanding the topic when somebody was talking ( $M=4.00$ ;  $SD=0.823$ ). The lowest mean score ( $M=3.36$ ;  $SD=0.885$ ) was found in the third item showing that the students noted a lower level of competency in understanding all the details when they listened to a speech. On the other hand, the mean score ( $M=3.84$ ;  $SD=0.953$ ) for the fourth item indicated that the students felt slightly more competent in understanding the emphasized parts in a speech. The mean score ( $M=3.58$ ;  $SD=0.815$ ) for the fifth item revealed that the students noted a lower level of competency in taking notes while listening to a speech. Likewise, they did not feel highly competent in taking notes of words while listening to someone ( $M=3.58$ ;  $SD=0.961$ ). However, they perceived themselves slightly more competent in taking notes of words while listening to a recorded speech ( $M=3.77$ ;  $SD=0.974$ ).

Table 13. Students' Perceived Competencies in Listening Skills

Listening Skills	Student		
	Item	N	M
1. I can understand the topic when I listen to a recorded speech.	63	3.8889	.84455
2. I can understand the topic of the speech when somebody is talking.	63	4.0000	.82305
3. I can understand all the details of a recorded speech when I listen to it.	63	3.3651	.88539
4. I can understand the emphasized parts in a speech.	63	3.8413	.95388
5. I can take notes while I am listening to a speech.	63	3.5873	.81587
6. I usually need to listen to a speech more than once understand it.	63	3.6825	1.17536
7. I can take notes of words I don't know while listening to a speech face to face.	63	3.5873	.96110
8. I can take notes of words I don't know while listening to a recorded speech.	63	3.7778	.97459

Students' perceived competencies in writing skills were presented in Table 14. The mean score of ( $M=2.14$ ;  $SD=1.148$ ) indicated that students noted a very low level of competency in writing an introductory sentence for a paragraph. Similarly, they did not feel competent themselves in writing minor ideas ( $M=2.06$ ;  $SD=1.075$ ) and in writing a conclusion sentence for a paragraph ( $M=2.31$ ;  $SD=1.029$ ). For the fourth item, students indicated that they were somewhat competent in using punctuation marks correctly in a paragraph ( $M=3.69$ ;  $SD=0.909$ ). The highest mean score ( $M=3.92$ ;  $SD=0.938$ ) was found in the fifth item showing that the participants felt slightly more competent in writing a suitable title for a paragraph. Lastly, the mean scores ( $M=2.07$ ;  $SD=1.004$ ) and ( $M=2.20$ ;  $SD=1.018$ ) for the sixth and seventh items respectively indicated that the students had a very low level of competency in using conjunctions and managing transitions in a paragraph.

Table 14. Students' Perceived Competencies in Writing Skills

Writing Skills Item	Student		
	N	M	SD
1. I can write an introductory sentence for a paragraph.	63	2.1429	1.14803
2. I can easily write minor ideas that support the main idea in a paragraph.	63	2.0635	1.07573
3. I can write a conclusion sentence for a paragraph.	63	2.3175	1.02902
4. I can use punctuation marks correctly in a paragraph.	63	3.6984	.90936
5. I can write a suitable title for a paragraph.	63	3.9206	.93845
6. I can use conjunctions for transitions between ideas in a paragraph.	63	2.0794	1.00485
7. I can manage the transitions between paragraphs in a text.	63	2.2063	1.01852

Students' perceived competencies in speaking skills were demonstrated in Table 15. The results indicated that students perceived themselves somewhat competent in expressing their ideas about a topic ( $M=3.69$ ;  $SD=0.961$ ). The mean score of ( $M=3.80$ ;  $SD=0.964$ ) for the second item indicated that the students felt a higher level of competency in expressing themselves in the classroom. However, they felt slightly less competent in expressing themselves outside the classroom with the mean score of ( $M=3.71$ ;  $SD=0.869$ ). The results also indicated that students found themselves relatively less competent in starting dialogues with a mean score of ( $M=3.44$ ;  $SD=0.875$ ) and in answering a question fluently with a mean score of ( $M=3.31$ ;  $SD=0.912$ ). The highest mean score ( $M=3.85$ ;  $SD=0.877$ ) in this part was observed in the sixth item revealing that students perceived themselves highly competent in using new vocabulary words in their speech. On the contrary, the lowest mean score ( $M=3.15$ ;  $SD=1.124$ ) revealed that students noted a lower level of competency in using conjunctions in their speech.

Table 15. Students' Perceived Competencies in Speaking Skills

Speaking Skills Item	Student		
	N	M	SD
1. I can easily express my ideas about a topic.	63	3.6984	.96110
2. I can easily express myself in classroom.	63	3.8095	.96482
3. I can easily express myself outside in an English-spoken environment.	63	3.7143	.86934
4. I can start a dialogue and continue it in English.	63	3.4444	.87580
5. I can fluently answer a question in English.	63	3.3175	.91273
6. I can use new vocabulary words in my speech.	63	3.8571	.87726
7. I try to use conjunctions for a fluent speech.	63	3.1587	1.12460

In the questionnaire, statements about English grammar were presented. As indicated in Table 16, the mean score ( $M=3.76$ ;  $SD=0.892$ ) showed that students found the English Language program successful in teaching English grammar. Similarly, the students agreed with the statement that the exercises on course books were efficient ( $M=3.79$ ;  $SD=0.986$ ). Also, the students expressed that they highly agreed with the statement that extra exercises were helpful in learning English grammar with the mean score of ( $M=4.49$ ;  $SD=0.737$ ). Likewise, online activities were found useful to practice and revise the topics with the mean score of ( $M=4.31$ ;  $SD=0.799$ ). In the same way, the students highly agreed that doing a test after learning a new grammar subject was helpful with the mean score of ( $M=4.33$ ;  $SD=0.823$ ) and revisions were done by the teacher when necessary with the mean score of ( $M=4.30$ ;  $SD=0.815$ ). The results revealed the English Language program was successful in teaching English grammar from students' perspective.

Table 16. Students' Perceived Competencies in English Grammar

English Grammar Item	Student		
	N	M	SD
1. The English Language program let us learn English grammar effectively.	63	3.7619	.89288
2. I think the exercises on course books are efficient in learning grammar.	63	3.7937	.98634
3. I think extra exercises on worksheets are helpful in learning grammar.	63	4.2857	.77102
4. I think online activities such as Kahoot or Quizizz are useful to practice and revise the topics.	63	4.4921	.73776
5. I think doing a test after learning a new grammar subject is helpful to learn English grammar.	63	4.3175	.79971
6. We do lots of exercises after learning a new grammar subject.	63	4.3333	.82305
7. Enough revisions are done by the teacher when necessary.	63	4.3016	.81587

In addition, the questionnaire included some statements about business English. As indicated in Table 17, the highest two mean scores were found in the second and third statements. These statements were that students learnt the terminology of aviation and students analyzed lots of example situations that flight attendants might experience. The mean scores for these two statements were ( $M=4.03$ ;  $SD=0.841$ ) and ( $M=4.04$ ;  $SD=0.791$ ) respectively. The mean score of ( $M=3.95$ ;  $SD=0.749$ ) and ( $M=3.82$ ;  $SD=0.773$ ) for the fourth and seventh items respectively indicated that the students noted to have higher competency in using grammar subjects properly in business life. The lowest mean score ( $M=3.60$ ;  $SD=1.024$ ) was found in the last item. The result indicated that students felt somewhat competent in dealing with a problem and finding a solution for it by speaking English. The results of the questionnaire revealed that the English Language program achieved its purpose of teaching business English. Though, it could be improved in some ways.

*Table 17. Students' Perceived Competencies in Business English*

Business English Item	Student		
	N	M	SD
1. I think the English curriculum prepares me to be an equipped flight attendant.	63	3.8095	.83968
2. I think I have learnt the terminology about my job.	63	4.0317	.84182
3. We analyze lots of example situations that are possible to encounter in business life in oral communication and speaking skills lessons.	63	4.0476	.79166
4. I think the English curriculum is useful to teach the grammar structures I will use in my job.	63	3.9524	.74981
5. I can clearly express myself in written English in my business life.	63	3.6349	.90343
6. As we analyze lots of example situation possible to encounter in the cabin, I think I can use English effectively to deal with problems when I encounter such situations.	63	3.7460	.96667
7. I have learnt the grammar structures that I need to use in business life.	63	3.8254	.77334
8. I have learnt the terminology that I will use in business life.	63	3.8889	.86343
9. I have learnt how to express a situation in business life.	63	3.9524	.79166
10. I can easily explain situations in a kind and respectful manner in business life.	63	3.8730	.90682
11. I can deal with a problem and find a solution for it in the cabin by speaking English.	63	3.6032	1.02453

Lastly, the mean scores of 1<sup>st</sup> grade students' perceived competencies in four language skills at the beginning of the year and at end of the year were compared through paired samples t-test. The results were presented in Table 18.

Table 18. Paired Samples T-Test Results

		M	SD	SEM	t	df	p
Pair 1	reading_pre – reading_post	-.36213	1.05548	.16096	-2.250	42	.030*
Pair 2	writing_pre - writing_post	.15947	.95943	.14631	1.090	42	.282
Pair 3	listening_pre - listening_post	.04070	.81546	.12436	.327	42	.745
Pair 4	speaking_pre - speaking_post	-.53156	1.22030	.18609	-2.856	42	.007*

\*p<.05

Paired samples t-test was conducted in order to investigate whether there was any significant difference between first grade students' perceived competencies in four language skills at the beginning and at the end of the academic year. The results of the dependent t-test revealed that, there was a significant difference between students' perceived competencies in reading skills [ $t(42) = -2.25, p < 0.05$ ]. Likewise, the difference between students' perceived competencies in speaking skills at the beginning and end of the year was found to be significant [ $t(42) = -2.85, p < 0.05$ ]. The results indicated that there was an increase in students' perceived competencies in reading and speaking skills after having taken the courses English Reading Skills and English Oral Communication Skills in the first year. On the contrary, the mean differences in students' perceived competencies in writing and listening skills were not found to be significant.

#### 4.4.2 The Effectiveness of Program from the Instructors' Perspectives

Both of the instructors stated that the English Language program was highlighted in the program of Civil Aviation Cabin Services. Students were provided several English courses in order to improve each language skill. The instructors indicated that students have made remarkable progress in a year. They stated the English Language program attained its aims in the courses Basic English, Business English

and English Reading Skills. Both of them indicated that the English Language program was quite successful in teaching English grammar and English for Cabin Crew. Also, the instructors mentioned that students could enrich their vocabulary through excessive reading materials. Moreover, the instructors were satisfied with the speaking skills courses at the second year. They stated that the materials used in these courses provided terminology of aviation and authentic conversations. On the other hand, the instructors highly suggested that the hours of speaking classes should be increased at the first year or alternative solutions could be considered. One of the instructors stated that:

Students at the 1<sup>st</sup> grade are less willing to participate in speaking activities than students at the 2<sup>nd</sup> grade. Since the students at the 2<sup>nd</sup> grade have higher proficiency level of English, they feel more comfortable to participate in speaking activities in the classroom. Also, they show more interest and enthusiasm in learning English for Cabin Crew.

As for writing skills courses, the instructors stated that the English Language program failed to achieve its goals in improving writing skills.

Lastly, they added that a high percentage of students graduated from the program in the last 2 years have been working as flight attendants at several airline companies. This showed that the program achieved its goals. Though it could be revised and improved in some ways for better outcomes.

#### **4.4.3 The Effectiveness of Program from the Flight Attendants' Perspectives**

All of the flight attendants highlighted the importance of the English Language for their occupation. They stated that the most frequently used language skill was obviously speaking as a flight attendant. One of them said that:

Starting from the pre-flight meeting with crew members before the flight until the last passenger on board leaves the plane, we have to speak English. I always remember the role-playing activities in the courses while solving a problem of a



passenger during a flight. Also, post-flight meetings with crew members are conducted in English.

In addition, one of the flight attendants said that:

We have to speak English well, and also we have to listen well because when a passenger says something for a few times, and you don't understand it, this is not appreciated. They may write a complaint letter even.... Or, when you communicate well, fluently and kindly, passengers may write a letter of thanks which is very valuable for us.

When they were asked how effective was the English Language program, they all agreed that the program was quite successful in teaching English grammar and business English. In addition, they stated the program was successful in improving students' reading and speaking skills. Also, all the participants complained about the difficulty of writing courses.

Lastly, the flight attendants stated that they felt relaxed and confident in the job interviews. They indicated that they felt ready for it since they conducted many example interviews with their teachers. On the contrary, they were more nervous for the English test exam conducted in the first step of the job employment process. 3 of them highly suggested that more tests could be administered to the students to practice vocabulary and grammar. They felt nervous because they were not used to solving test questions in the courses.

To sum up, the results of the interviews conducted with 5 flight attendants indicated that the English Language program was successful in many ways, though it could be improved through some adaptations.

#### **4.5 Summary of Findings**

The key findings of the study were summed up as follows:

Objectives of the English Language program were clearly defined in the curriculum. All the materials and activities used in the lessons served these objectives except the materials used in English Writing Skills courses. As written in the syllabi, English Writing Skills I and II were expected to develop students' writing skills. However, these courses were implemented for practicing English grammar subjects through solving tests in reality. On the other hand, the materials used in reading lessons were found as the most sufficient materials.

The students, instructors and flight attendants were quite satisfied with the technical equipment in the classrooms. All the necessary equipment such as a projector, a computer, speakers were available in the classrooms. However, weak internet connection might cause some problems in conducting online activities.

As for teaching methods, it was concluded that English grammar was usually taught by instructors' lecturing. In addition, question-answer and discussion methods were found among the most frequently used instructional methods in the lessons. As for activities, the results revealed that students frequently did online activities. In addition, pair work and group work activities were mostly performed in speaking lessons.

The descriptive statistics indicated that there was an increase in 1<sup>st</sup> grade students' perceived competencies in reading and speaking skills during the year. Also, it was concluded that students had relatively higher competency in reading skills than their perceived' competencies in listening and speaking skills. Students noted a very low level of competency in writing skills.

In addition to four language skills, descriptive statistics were presented for grammar and business English sections, too. The results indicated that a high percentage of students, both of the instructors and all of the flight attendants agreed that grammar was taught effectively. They also agreed that grammar teaching was supported by lots of extra worksheets and online exercises. In addition, participants of the study were satisfied with the course books used for teaching English grammar and English for Cabin Crew.

As for business English, the program attained its goals and objectives to some extent. The results signified that the program was successful in teaching aviation terminology. In addition, the program prepared students as efficient flight attendants since various situations possible to experience during a flight were examined in the lessons. Similarly, most of the students stated that they had necessary knowledge and confidence in dealing with a problem. Also, they mentioned that they could use vocabulary and language structures properly in order to communicate with other crew members and passengers in the cabin. All these results presented that the English Language program reached its goals in teaching English for Cabin Crew integrated in oral communication and speaking courses. Still, the results indicated more speaking activities could be conducted to improve students' speaking skills.

Most of the students and flight attendants, and both of the instructors stated that the assessment of the courses was fair. Also, they mentioned that the content of the exams reflected the content of the courses.

Lastly, the results of the interviews conducted with 5 flight attendants revealed that the speaking skills was the most frequently used language skills at work. On the contrary, writing skills was the least frequently used language skills. Moreover, flight attendants also highlighted the importance of getting used to solving tests to pass the test exam conducted by airline companies. In addition, they all agreed that

improving speaking skills was quite significant to be successful in the interviews in English conducted by the airline companies during job employment process.

## **CHAPTER 5**

### **DISCUSSION, CONCLUSIONS AND IMPLICATIONS**

#### **5.1 Discussion and Conclusions**

The present study aimed to evaluate the English Language program implemented at the Civil Aviation Cabin Services Program. To achieve this, Stufflebeam's CIPP model of evaluation was utilized. The context, input, process and product components of CIPP were taken into consideration in analyzing the data. Information about students' perceived competencies in four language skills, teaching methods, teaching activities and assessment dimensions of the program were obtained. The results were presented in detail at Chapter 4.

The final chapter dealt with the discussion of results, conclusions drawn from the findings and implications for practice and further research.

##### **5.1.1 Context Evaluation**

In this study, the main question related to context component of CIPP evaluation model was whether the classroom environment and teaching materials were appropriate to serve the objectives of the program or not. To this end, the educational setting where the English Language program was implemented was investigated. The word "context" can be perceived in various ways. In this study, it was the environment where the English Language program implemented. Borg and Gall (1979) indicated that context evaluation involved the examination of problems and needs in a specific educational context. As Ramsden (1984) argued a student's perception of the learning context was central to his or her experience of learning.

Therefore, the context in this study included the classroom environment, school environment and the city with its facilities and opportunities. The results indicated that weak wireless internet connection affected the flow of the activities in the lessons. On the other hand, the school context met students' expectations and needs considering the technology and equipment available in the classrooms.

The results showed that the objectives of the English Language program were clearly defined. As pointed out by Arap (2016), informing the students of the goals of the program before being exposed to intensive language instruction may help students anticipate in the courses and perform the tasks expected from them better. Considering the aims and objectives, it was concluded that the English Language program was effective in achieving its goals. Also, it was found successful in meeting students' and flight attendants' needs in many ways. Likewise, the study conducted by Tunç (2009) revealed that the curriculum of Ankara University Preparatory School Program was successful to meet the actual needs of the students. Similarly, Yurtseven, Altun and Aydın (2015) supported the point of view that goals should be set in line with the actual needs of the students.

Regarding the students' perceived competencies in various language skills, the English Language program met its goals except the goals defined for writing skills courses. In addition, it was concluded that the course hours for speaking skills were insufficient to meet the goals set for speaking skills courses. In the light of the findings of the study, it was revealed that the goals of the English Language program were mostly attained in terms of teaching English grammar and improving students' reading skills. Besides, the English Language program partly achieved its goals related to business English, listening and speaking skills. Lastly, it failed to achieve its goals defined for writing skills courses.

### **5.1.2 Input Evaluation**

The data related to input component of CIPP evaluation model were collected through questionnaires and interviews. Since the purpose of input evaluation was to decide how to use resources, the questions were developed accordingly. Firstly, as the most important components of the study, information about students, instructors and flight attendants were gathered. In addition, data about the students' perceptions about language skills were obtained. The results of qualitative data collected through focus group interviews and individual interviews revealed that students were aware of the importance of the English Language for their field so, they were motivated to learn it.

Besides, the purposes of the courses offered in the English Language program (Basic English, Business English, English Oral Communication Skills, English Speaking Skills, English Reading Skills and English Writing Skills) were investigated. The results indicated that the goals of the courses were clearly defined. As Ediger (2006) explained, it had crucial importance to state each objective carefully so that teachers and learners could understand what was to be achieved. When the written documents were considered, it was revealed that the English Language program aimed to develop students' reading, writing, listening and speaking skills. Besides, it aimed to teach English for Cabin Crew through the courses Business English and English Speaking Skills. The findings revealed that the goals of the English Language program were achieved except the goals related to writing skills. The results were similar to the results of the study carried out by Soontornwipast (2008). In this study, the researcher examined the impact of Master of Arts program in Teaching English as a Foreign Language program on the graduates of the first three years of the program in Thailand. This study revealed that the program achieved its goal in improving the quality and standards of English teachers to meet workplace requirements.

The findings also revealed that the English grammar was taught effectively and grammar subjects were practiced by many exercises in addition to the ones on the course books. This finding was in tune with the studies conducted by (Karataş, 2007; Mersinligil, 2002; Seçkin, 2011). These studies revealed that reinforcement of new subject matter with adequate exercises in the classroom supports learning of the subject better.

It was concluded that there was not a separate course in order to improve students' listening skills in the English Language program. Instead, students usually practiced listening skills at speaking skills courses through the CDs, audios and other listening materials available online. As for speaking skills, the intensive syllabi that focused on English for Cabin Crew and insufficient course hours per week caused students improve speaking skills less than it was expected. Brown (2001) pointed out that sufficient time for learning was important to promote students' motivation for the subject.

Lastly, there was a part in the questionnaire about the assessment of the courses. The findings indicated that the students, instructors and flight attendants found the content of the exams relevant with the course content. This result was in tune with the results of the studies carried out by Erdem (1999), İnal and Aksoy (2014), Tunç (2009) and Tunç (2010).

### **5.1.3 Process Evaluation**

Stufflebeam (2007) stated that the main purpose of the process evaluation was to provide feedback about the implementation of the curriculum and to decide whether there was a need for modification if the implementation was not adequate. Based on his idea, data were collected through the questionnaires and focus group interviews conducted with students. Besides, the interviews were conducted with teachers and flight attendants. Participants' perceptions on course materials,



teaching methods, teaching activities and assessment dimensions of the program were investigated. The questionnaire and interview results revealed that the materials used in teaching English grammar were quite sufficient. Similarly, materials used in reading skills courses were found as sufficient. In addition, materials used in speaking skills courses were found as sufficient to improve students' listening skills. On the contrary, materials used in speaking lessons could be revised so that they would promote students' speaking more. This result was corroborated with the results of many studies indicating that speaking and listening were the least developed language skills in English Language education in Turkey (Akyel & Özek, 2010; Büyükduman, 2005; Günal & Demir, 2012; İnal & Aksoy, 2014; Kırkgöz, 2009; Sert, Saraç, & Dağdeviren, 2013; Seçkin 2011; Tunç, 2010; Özkanal, 2009; Yanık, 2007).

As another concern of input dimension, the instructors' perceptions on the problematic parts in the implementation of the English Language program were investigated. The results revealed that weak internet connection was the technical problem encountered in the lessons. This situation sometimes blocked doing online exercises. As another issue, the difference in the English levels of the students, especially at the second grade, was observed. The instructors indicated that this situation could sometimes affect the flow of a lesson. According to the instructors, the reason for this was that not all of the students showed the same interest in English Language. The results showed similarity with the results of the study conducted by Vırlan (2014). In that study, it was observed that students did not want to participate in the lessons actively and seemed unwilling to take part in the activities while the teachers were trying to encourage them to speak.

With regard to the type of teaching methods used in the lessons, the results of the questionnaires and interviews indicated that grammar subjects were usually taught through lecturing. Question-answer method and brainstorming were also administered during the lessons frequently. As for activities, pair work and group

work activities were mostly conducted in speaking lessons. These results were in tune with the study conducted by Tunç (2010). The results of that study indicated that the mostly used type of instructional method was lecturing in addition to other methods such as eliciting and group working. Using various methods in teaching was also supported by Luk (2006). She stated that the use of different, various and contemporary teaching methods had a significant role in providing a better mastery of English. Moreover, it was observed that using several instructional methods, techniques and activities in order to teach different skills carried importance in language learning. This idea was supported by the related literature (Lewis and Hill, 1992; Nunan, 1992; Richards and Rodgers, 2001).

As for materials used in the courses, students, instructors and flight attendants were satisfied with them in general. To state specifically, reading and listening materials and course books were found to be sufficient. Although, some revisions were suggested for the speaking materials and daily life materials. On the other hand, writing materials were found to be completely insufficient by the students and instructors.

Lastly, participants' opinions about the assessment dimension of the courses were investigated through some questions in the questionnaires and interviews. This part concluded with satisfactory results. Most of the participants agreed that exams reflected the course content and quizzes promoted learning. Moreover, the exams were found at the proper level in terms of difficulty. Also, the number of exams was found as sufficient and the percentages of the exams were stated as fair. Only two of the student participants stated that exams were not at the proper level, and one of them indicated that the number of exams was insufficient.

#### **5.1.4 Product Evaluation**

Stufflebeam (2007) acknowledges that the main concern of product evaluation is to identify and assess project outcomes. In the present study, the participation of flight attendants in the study was significant. They provided information by comparing what they learnt at school and what they performed at work. Their perceptions on the effectiveness of the English Language program were investigated through some questions. The results revealed that flight attendants found the English Language program successful in developing four language skills. Also, they stated that the program prepared them for the job interviews conducted in English in the employment procedure. Though they had some difficulties in passing the English test exam because they did not practice test skills much at school.

Additionally, students' achievements in four language skills were investigated in the scope of product dimension. The focus group interviews with the students and individual interviews with the instructors revealed that the students at the first grade considered themselves less competent in speaking and listening skills than in reading skills. This finding was in tune with the study carried out by Yıldız (2004) indicated that the students experienced more difficulties in listening and speaking. Also, the study conducted by Al-Darwish (2006) showed evidence that the students regarded themselves much less competent in speaking and listening skills. Moreover, the results of the study carried out by Ödemiş (2018) provided parallel evidence that almost half of the students had great difficulty in speaking even if they were informed beforehand and got prepared for it. According to related literature, despite the barriers such as an intensive program, insufficient course hours, crowded classrooms, students were required to be exposed to various language tasks and related strategies should be taught to students (Nunan, 2003; Murcia, 2001). In this way, they could learn how to cope with anxiety related to speaking and listening skills (Kurita, 2012; Hamouda, 2013; Öztürk & Gürbüz, 2014; Richards & Renandya, 2002). In addition, the literature revealed that

insufficient numbers of communicative activities might have negative effect on students' motivation and the efficiency of teaching/learning process. Therefore, listening and speaking skills should be emphasized in curriculum implementation (Deniz, Avşaraoğlu & Fidan 2006; Hu, 2005, Jeon & Hahn, 2006; Savignon, 1983).

On the contrary to students at the first grade, the students at the second grade felt much more comfortable and competent especially in speaking courses. They explained that they had written many example dialogues and acted these dialogues as if they were a passenger, a purser or a flight attendant. They also analyzed many situations in the cabin and talked about lots of example cases. As a result, they developed their competence and gained fluency in speaking skills.

The results indicated that both first and second grade students did not feel competent in writing skills. This result provided parallel evidence with the result of the study conducted by Turan (2016). In this study, the Aviation English program implemented at eleventh grade at a state school was evaluated. The results showed that reading, listening and speaking skills were much more emphasized than writing skill in the program. As a result, the program did not include much material in order to improve writing skill of the students. Since both studies were conducted to evaluate the English Language program implemented in the field of aviation, it was concluded that reading, listening and speaking skills were emphasized more than writing skills.

Besides, flight attendants were asked about the importance of four language skills in their field. All of them stated that speaking skills was the most significant one since it was the most frequently used language skill during a flight. They stated that they had to speak English with the customers and give the instructions in English. Additionally, they use the English Language to deal with the problems in the cabin, especially in international flights. They highlighted that it was a must for a flight attendant to have high competence in English speaking skills. The participants also

stated that the airline companies performed interviews in English with the applicants. This also supported the importance of speaking skills for cabin crew members.

Lastly, the research question “To what degree does the curriculum meet the needs of the flight attendants when they start working at airline companies?” was asked to the flight attendants in the interviews. They stated that they were interested in the English Language at school since they were aware of its significance in the field of aviation. They indicated that they learnt the English Language at Izmir Aeronautical Vocational School of Higher Education. They were satisfied with the English Language program because the curriculum aimed to develop each language skill separately. Even, they found the emphasis on writing skills unnecessary. They also found the program quite sufficient in teaching English for Cabin Crew. They mentioned that they learnt the terminology of aviation and the grammar structures they needed to use. Also, they analyzed many example situations that a cabin attendant might encounter. They talked about many problems flight attendants would deal with. Moreover, all the flight attendant participants emphasized the importance of job interview demos conducted with the instructors in the lessons and in the exams. One of them stated that although he had found those interviews very hard at that times, they had prepared him for the real job interviews. The findings were consistent with the study conducted by Işık (2013). This study resulted with the conclusion that the English Language program met the job-related demands of the students. On the other hand, unlike this study, Arap (2016) concluded that, students’ and instructors’ perceptions did not show true contentment in relation to the preparation for language demands and expectation of the workplaces.

To sum up the results of the interviews conducted with flight attendants, it was indicated that the English Language program met the needs of the flight attendants. Also, the program prepared the students for the job interviews, but did not prepare them for the tests conducted by the airline companies. This was the only weakness

of the program mentioned by the flight attendants. They suggested more test questions could be solved to prepare the students for the tests.

## **5.2 Implications for Practice**

Concerning the results of the study, the present study has some implication for the implementation of the English Language curriculum at Izmir Aeronautical Vocational School of Higher Education. Some revisions and improvements are needed in order to make it more effective. The following recommendations considering the objectives, content, and material dimensions of the program might contribute to the improvements and revisions.

Firstly, the aims and objectives for all of the English courses in the English Language program are defined clearly in the program. However, the actual implementation in some of the courses are totally different from pre-defined aims and objectives. For the courses English Writing Skills I and II, there is huge gap between what is aimed and what is implemented in the lessons. Regarding the importance of various language skills in aviation for flight attendants, writing can be given less importance and necessity than other language skills. Still, this is not a valid justification for not doing anything to improve writing skills in writing courses. Although writing skill is the least frequently used language skill by cabin attendants, they might need to write reports in English. For this reason, the program should also promote students' improvement in writing skills. As a solution, the course book that is supposed to be used in the writing skills courses can be changed with another book that is easier to follow regarding the content and tasks in it. On the other hand, getting prepared for the English tests conducted by airline companies was emphasized by the flight attendants and instructors. For this reason, placing a new course to improve students' test skills into the English Language program may be a solution to overcome this problem.

In addition, the results revealed that alterations in the syllabus are necessary to allocate some time for speaking practice in the courses English Oral Communication Skills I and II. Decreasing the course content or increasing weekly course hours for these courses can be some solutions to get over this problem. As another suggestion, arranging speaking clubs can be a solution for this problem so that the students would have a chance to practice speaking more. In this way, they may also feel more comfortable to speak since there will not be graded for their performance.

As another suggestion to improve the implication of the program, weak internet connection problem should be dealt with immediately. This problem blocks the flow of the courses and distracts students' attention from the activity. The results indicated that the instructors emphasized the use of online materials to keep the students motivated and to provide variety in teaching activities. It is apparent that instructors and students need to use the internet with educational purposes, so this technical problem can be solved to enhance learning/teaching environment.

### **5.3 Implications for Further Research**

This study has several limitations. Firstly, it is limited to the implementation of the English Language program at Civil Aviation Cabin Services Program at a private aeronautical vocational school of higher education in Turkey. The sample of this study composed of 63 students, 2 instructors and 5 flight attendants. The findings of this study are limited to the instructors and students who took part in the study. The study could be conducted with other aviation vocational schools in Turkey. In this way, the sample would be greater and a comparison could be performed between the schools. Even, the English Language program implemented in state schools, foundation schools and private schools can be compared.

Provided that these limitations are avoided, the study can be replicated at all state, foundation and private universities. Results can be compared in terms of physical environments, equipment used in teaching, students' entrance points to the university, and the English Language curriculum implemented in those schools. Even, the employment rates of the graduated students from various universities could be compared. This may reveal results about the effectiveness of the programs. The English Language programs which attained their aims better could be studied as a research topic.

As another suggestion for further research, the job employment procedure could be studied. The requirements of airline companies from the participants, the exams they conducted to the applicants and the proficiency level in English they expected from the applicants may differ. In case necessary permission is received, the job employment procedures at several airline companies can be studied. Based on the results, revisions or adaptations in the Aviation English Language programs can be considered.



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## APPENDICES

### APPENDIX A. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLA İPİNAR GÜLVARLIK ODUR  
ÇAPKAYA ANKARA/TÜRKİYE  
T: +90 312 210 22 91  
F: +90 312 210 29 94  
odur@metu.edu.tr  
www.iamr.metu.edu.tr

Sayı: 28620816 / *LLT*

08 MART 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (IAEK)

İlgili: İnsan Araştırmaları Etik Kurula Başvurusu

Sayın Prof.Dr. Cennet Engin DEMİR,

Danışmanlığını yaptığımız yüksek lisans öğrencisi Cemile ALKUR' un "*Türk Hava Kurumu Üniversitesi İzmir Havaçılık Meslek Yüksekokulu Sivri Havaçılık Kabın Hizmetleri Programı'nda Uygulanan İngilizce Programına CIPP Modeli ile İncelenmesi*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-EGT-034 protokol numarası ile 28.03.2017 – 31.05.2017 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinizi saygılarımla sunarım.

Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Mehmet UTKU

IAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR

IAEK Üyesi

Yrd. Doç. Dr. Anar KAYGAN

IAEK Üyesi

Prof. Dr. Ayhan SOL

IAEK Üyesi

Doç. Dr. Yaşar KONDARCI (Y.)

IAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK

IAEK Üyesi

**BU BÖLÜM, İLGİLİ BÖLÜMLERİ TEMSİL EDEN İNSAN ARAŞTIRMALARI  
ETİK ALT KURULU TARAFINDAN DOLDURULACAKTIR.**

Protokol No: 2017-EGT-04

**İAEK DEĞERLENDİRME SONUCU**

Sayın Hakem,

Aşağıda yer alan üç seçenektan birini işaretleyerek değerlendirmenizi tamamlayınız. Lütfen "Revizyon Gereklidir" ve "Ret" değerlendirmeleri için gerekli açıklamaları yapınız.

Değerlendirme Tarihi: 06.03.2017

Ad Soyad: Herhangi bir değişiklik için tıklayın

<input checked="" type="checkbox"/> Herhangi bir değişikliğe gerek yoktur. Veri toplama/uygulama başlatılabilir.	
<input type="checkbox"/> Revizyon gereklidir	<input type="checkbox"/> Gönüllü Katılım Formu yoktur. <input type="checkbox"/> Gönüllü Katılım Formu eksiktir. Gerekçenizi ayrıntılı olarak açıklayınız: <u>Herhangi bir değişiklik için tıklayın</u> <input type="checkbox"/> Katılım Sonrası Bilgilendirme Formu yoktur. <input type="checkbox"/> Katılım Sonrası Bilgilendirme Formu eksiktir. Gerekçenizi ayrıntılı olarak açıklayınız: <u>Herhangi bir değişiklik için tıklayın</u> <input type="checkbox"/> Rahatsızlık kaynağı olabilecek sorular/maddeler ya da prosedürler içerilmemektedir. Gerekçenizi ayrıntılı olarak açıklayınız: <u>Herhangi bir değişiklik için tıklayın</u> <input type="checkbox"/> Diğer. Gerekçenizi ayrıntılı olarak açıklayınız: <u>Herhangi bir değişiklik için tıklayın</u>
<input type="checkbox"/> Ret	Ret gerekçenizi ayrıntılı olarak açıklayınız: <u>Herhangi bir değişiklik için tıklayın</u>

## APPENDIX B. QUESTIONNAIRE FOR FIRST GRADE STUDENTS CONDUCTED AT THE BEGINNING OF THE ACADEMIC YEAR

### ANKET SORULARI

Sevgili Öğrenciler,

Bu çalışmanın amacı, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri bölümünde uygulanan İngilizce dersleri programını değerlendirme çalışması kapsamında görüş ve düşüncelerinizi almaktır. Aşağıda İngilizce dersleriyle ilgili ifadeler yer almaktadır. Anket sonuçlarının sağlıklı olabilmesi için, soruları doğru ve samimi olarak yanıtlamanız gerekmektedir. Anket yoluyla toplanan veriler sadece bilimsel amaçlı kullanılacaktır. Sorulara verdiğiniz cevaplar ve kişisel bilgileriniz kesinlikle gizli tutulacaktır. Lütfen tüm sorulara cevap vermeye özen gösteriniz.

İlgi ve yardımlarınız için şimdiden teşekkür ederiz.

CEMİLE ALKUR  
ODTÜ, Eğitim Programları ve Öğretim Bölümü  
Yüksek Lisans Öğrencisi

### 1.KİŞİSEL BİLGİLER

Cinsiyet: Kadın ( ) Erkek ( )

Yaş: \_\_\_\_\_

Sınıfınız: \_\_\_\_\_

Mezun olunan lise türü: ( ) Meslek Lisesi

( ) Anadolu Lisesi

( ) Sosyal Bilimler Lisesi

( ) Fen Lisesi

( ) İmam Hatip Lisesi

( ) Diğer \_\_\_\_\_

Kaç yıldır İngilizce öğreniyorsunuz: ( ) 1-3

( ) 4-6

( ) 7-9

( ) 10-12

Annelerinizin eğitim durumu:

( ) Okuryazar değil

( ) İlkokul mezunu

( ) Ortaokul mezunu

( ) Lise mezunu

( ) Üniversite mezunu

( ) Diğer \_\_\_\_\_

Babanızın eğitim durumu:

( ) Okuryazar değil

( ) İlkokul mezunu

( ) Ortaokul mezunu

( ) Lise mezunu

( ) Üniversite mezunu

( ) Diğer \_\_\_\_\_

2.Aşağıda okuma, yazma, dinleme ve konuşma dil becerileri hakkında belirtilmiş olan ifadelere ne derece katılıyorsunuz?

OKUMA	5 Kesinlikle katılıyorum	4 Katılıyorum	3 Kararsızım	2 Katılmıyorum	1 Kesinlikle katılmıyorum
1. İngilizce yazılmış bir metni okuduğumda metnin konusunu anlayabilirim.					
2. İngilizce yazılmış bir metni okuduğumda metindeki ana fikir ve yardımcı fikirleri bulabilirim.					
3. İngilizce yazılmış bir metindeki anlamı bilmediğim kelimelerin anlamlarını tahmin edebilirim.					
4. İngilizce bir metni okuduğumda metin ile ilgili "Doğru-Yanlış" sorularına cevap verebilirim.					
5. İngilizce bir metindeki giriş gelişme sonuç bölümlerini ayırt edebilirim.					
6. İngilizce bir metin ile ilgili cevabında bilgi ve detay isteyen sorulara cevap verebilirim.					
7. İngilizce bir metnin içindeki farklı paragraflar arasındaki anlam bağlantısını kavrayabilirim.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					



YAZMA	5 Kesinlikle katılıyorum	4 Katılıyorum	3 Kararsızım	2 Katılmıyorum	1 Kesinlikle katılmıyorum
1. İngilizce olarak yazacağım bir metin için, konuya uygun bir giriş cümlesi yazabilirim.					
2. İngilizce olarak bir metin yazarken ana fikrimi destekleyen yardımcı fikirleri kolaylıkla yazabilirim.					
3. İngilizce yazı yazarken konuya uygun bir sonuç cümlesi yazabilirim.					
4. İngilizce bir metin yazarken noktalama işaretlerini doğru bir şekilde kullanabilirim.					
5. İngilizce olarak yazdığım metne uygun bir başlık bulabilirim.					
6. Metin içindeki fikirler arasındaki geçişi sağlamak için uygun bağlaçlar kullanabilirim.					
7. Yazdığım yazının birbirini takip eden paragrafları arasındaki düşünce geçişlerini sağlayabilirim.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

<b>DİNLEME</b>	<b>5</b> Kesinlikle Katılıyorum	<b>4</b> Katılıyorum	<b>3</b> Kararsızım	<b>2</b> Katılmıyorum	<b>1</b> Kesinlikle katılmıyorum
1. Önceden kaydedilmiş İngilizce bir konuşmayı dinlediğimde konusunu anlayabilirim.					
2. Yüz yüze İngilizce konuşma yapan birini dinlediğimde konuşmanın konusunu anlayabilirim.					
3. İngilizce önceden kaydedilmiş bir konuşmayı dinlerken konuşmadaki tüm detayları anlayabilirim.					
4. İngilizce bir konuşmada vurgulanan konuları anlayabilirim.					
5. İngilizce bir konuşmayı dinlerken not alabilirim.					
6. Genelde İngilizce bir konuşmayı anlayabilmek için bir kereden fazla dinleme ihtiyacı duyarım.					
7. Yüz yüze yapılan İngilizce bir konuşmayı dinlerken anlamını bilmediğim kelimeleri not alabilirim.					
8. İngilizce kaydedilmiş bir konuşmayı dinlerken anlamını bilmediğim kelimeleri not alabilirim.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

<b>KONUŞMA</b>	<b>5</b> Kesinlikle katılıyorum	<b>4</b> Katılıyorum	<b>3</b> Kararsızım	<b>2</b> Katılmıyorum	<b>1</b> Kesinlikle katılmıyorum
1. Bir konu hakkındaki düşüncelerimi İngilizce olarak kolaylıkla ifade edebilirim.					
2. Sınıf içinde kendimi İngilizce olarak rahatlıkla ifade edebilirim.					
3. Sınıf dışında İngilizce konuşulan bir ortamda kendimi rahatlıkla ifade edebilirim.					
4. İngilizce bir diyalog başlatıp aktif bir şekilde devam ettirebilirim.					
5. Sorulan soruya akıcı bir İngilizceyle cevap verebilirim.					



6. Yeni öğrendiğim kelimeleri İngilizce konuşmalarında kullanabilirim.					
7. İngilizce konuşmamın daha akıcı olması için bağlaç kullanmaya özen gösteririm.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

DİL BİLGİSİ	5 Kesinlikle katılıyorum	4 Katılıyorum	3 Kararsızım	2 Katılmıyorum	1 Kesinlikle katılmıyorum
1. Uygulanan İngilizce müfredatı dil bilgisini etkili bir şekilde öğrenmemizi sağlıyor.					
2. Kitaptaki alıştırmaların İngilizce dil bilgisi öğreniminde etkili olduğunu düşünüyorum.					
3. Kitaptaki alıştırmalara ek olarak konu anlatımından sonra kullanılan fotokopilerin İngiliz dil bilgisini öğrenmemde etkili olduğunu düşünüyorum.					
4. Konuları pekiştirmek ya da tekrar etmek amaçlı sınıfta kullanılan online materyallerin (Kahoot, Quizizz...vb.) etkili olduğunu düşünüyorum.					
5. Konu anlatımından sonra pekiştirmek amaçlı konu ile ilgili test çözümlerinin İngilizce dil bilgisi öğreniminde faydalı olduğunu düşünüyorum.					
6. Konu anlatımından sonra konuyu anlamak için bol bol alıştırmaya çalışıyoruz.					
7. Gerekli olduğunda derslerde yeterince konu tekrarı yapılıyor.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

## APPENDIX C. QUESTIONNAIRE FOR STUDENTS CONDUCTED AT THE END OF THE ACADEMIC YEAR

### ANKET SORULARI

Sevgili Öğrenciler,

Bu çalışmanın amacı, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri bölümünde uygulanan İngilizce dersleri programını değerlendirme çalışması kapsamında görüş ve düşüncelerinizi almaktır. Aşağıda İngilizce dersleriyle ilgili ifadeler yer almaktadır. Anket sonuçlarının sağlıklı olabilmesi için, soruları doğru ve samimi olarak yanıtlamanız gerekmektedir. Anket yoluyla toplanan veriler sadece bilimsel amaçlı kullanılacaktır. Sorulara verdiğiniz cevaplar ve kişisel bilgileriniz kesinlikle gizli tutulacaktır. Lütfen tüm sorulara cevap vermeye özen gösteriniz.

İlgi ve yardımlarınız için şimdiden teşekkür ederiz.

CEMİLE ALKUR  
ODTÜ, Eğitim Programları ve Öğretim Bölümü  
Yüksek Lisans Öğrencisi

### 1.KİŞİSEL BİLGİLER

Cinsiyet: Kadın ( ) Erkek ( )

Yaş: \_\_\_\_\_

Sınıfınız: \_\_\_\_\_

Mezun olunan lise türü: ( ) Meslek Lisesi

( ) Anadolu Lisesi

( ) Sosyal Bilimler Lisesi

( ) Fen Lisesi

( ) İmam Hatip Lisesi

( ) Diğer \_\_\_\_\_

Kaç yıldır İngilizce öğreniyorsunuz: ( ) 1-3

( ) 4-6

( ) 7-9

( ) 10-12

Annenizin eğitim durumu:

( ) Okuryazar değil

( ) İlkokul mezunu

( ) Ortaokul mezunu

( ) Lise mezunu

( ) Üniversite mezunu

( ) Diğer \_\_\_\_\_

Babanızın eğitim durumu:

( ) Okuryazar değil

( ) İlkokul mezunu

( ) Ortaokul mezunu

( ) Lise mezunu

( ) Üniversite mezunu

( ) Diğer \_\_\_\_\_

2.Aşağıda okuma, yazma, dinleme ve konuşma dil becerileri hakkında belirtilmiş olan ifadelere ne derece katılıyorsunuz?

OKUMA	5 Kesinlikle katılıyorum	4 Katılıyorum	3 Kararsızım	2 Katılmıyorum	1 Kesinlikle katılmıyorum
1. İngilizce yazılmış bir metni okuduğumda metnin konusunu anlayabilirim.					
2. İngilizce yazılmış bir metni okuduğumda metindeki ana fikir ve yardımcı fikirleri bulabilirim.					
3. İngilizce yazılmış bir metindeki anlamını bilmediğim kelimelerin anlamlarını tahmin edebilirim.					
4. İngilizce bir metin okuduğumda metin ile ilgili "Doğru-Yanlış" sorularına cevap verebilirim.					
5. İngilizce bir metindeki giriş gelişme sonuç bölümlerini ayurt edebilirim.					
6. İngilizce bir metin ile ilgili cevabında bilgi ve detay isteyen sorulara cevap verebilirim.					
7. İngilizce bir metnin içindeki farklı paragraflar arasındaki anlam bağlantısını kavrayabilirim.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

+

YAZMA	5 Kesinlikle katılıyorum	4 Katılıyorum	3 Kararsızım	2 Katılmıyorum	1 Kesinlikle katılmıyorum
1. İngilizce olarak yazacağım bir metin için, konuya uygun bir giriş cümlesi yazabilirim.					
2. İngilizce olarak bir metin yazarken ana fikrimi destekleyen yardımcı fikirleri kolaylıkla yazabilirim.					
3. İngilizce yazı yazarken konuya uygun bir sonuç cümlesi yazabilirim.					
4. İngilizce bir metin yazarken noktalama işaretlerini doğru bir şekilde kullanabilirim.					
5. İngilizce olarak yazdığım metne uygun bir başlık bulabilirim.					
6. Metin içindeki fikirler arasındaki geçişi sağlamak için uygun bağlaçlar kullanabilirim.					
7. Yazdığım yazının birbirini takip eden paragrafları arasındaki düşünce geçişlerini sağlayabilirim.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

DİNLEME	5	4	3	2	1
	Kesimlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesimlikle Katılmıyorum
1. Önceden kaydedilmiş İngilizce bir konuşmayı dinlediğimde konusunu anlayabilirim.					
2. Yüz yüze İngilizce konuşma yapan birini dinlediğimde konuşmanın konusunu anlayabilirim.					
3. İngilizce önceden kaydedilmiş bir konuşmayı dinlerken konuşmadaki tüm detayları anlayabilirim.					
4. İngilizce bir konuşmada vurgulanan konuları anlayabilirim.					
5. İngilizce bir konuşmayı dinlerken not alabilirim.					
6. Genelde İngilizce bir konuşmayı anlayabilmek için bir kereden fazla dinleme ihtiyacı duyarım.					
7. Yüz yüze yapılan İngilizce bir konuşmayı dinlerken anlamını bilmediğim kelimeleri not alabilirim.					
8. İngilizce kaydedilmiş bir konuşmayı dinlerken anlamını bilmediğim kelimeleri not alabilirim.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

KONUŞMA	5	4	3	2	1
	Kesimlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesimlikle Katılmıyorum
1. Bir konu hakkındaki düşüncelerimi İngilizce olarak kolaylıkla ifade edebilirim.					
2. Sınıf içinde kendimi İngilizce olarak rahatlıkla ifade edebilirim.					
3. Sınıf dışında İngilizce konuşulan bir ortamda kendimi rahatlıkla ifade edebilirim.					
4. İngilizce bir diyalog başlatıp aktif bir şekilde devam ettirebilirim.					
5. Sorulan soruya akıcı bir İngilizceyle cevap verebilirim.					

6. Yeni öğrendiğim kelimeleri İngilizce konuşmalarında kullanabilirim.					
7. İngilizce konuşmamın daha akıcı olması için bağlaç kullanmaya özen gösteririm.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

DİL BİLGİSİ	5 Kesinlikle katılıyorum	4 Katılıyorum	3 Kararsızım	2 Katılmıyorum	1 Kesinlikle katılmıyorum
1. Uygulanan İngilizce müfredatı dil bilgisini etkili bir şekilde öğrenmemizi sağlıyor.					
2. Kitaptaki alıştırmaların İngilizce dil bilgisi öğreniminde etkili olduğunu düşünüyorum.					
3. Kitaptaki alıştırmalara ek olarak konu anlatımından sonra kullanılan fotokopilerin İngiliz dil bilgisini öğrenmemde etkili olduğunu düşünüyorum.					
4. Konuları pekiştirmek ya da tekrar etmek amaçlı sınıfta kullanılan online materyallerin (Kahoot, Quizizz...vb.) etkili olduğunu düşünüyorum.					
5. Konu anlatımından sonra pekiştirmek amaçlı konu ile ilgili test çözenin İngilizce dil bilgisi öğreniminde faydalı olduğunu düşünüyorum.					
6. Konu anlatımından sonra konuyu anlamak için bol bol alıştırma çözüyoruz.					
7. Gerekli olduğunda derslerde yeterince konu tekrarı yapılıyor.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

MESLEKİ İNGİLİZCE	5 Kesinlikle katılıyorum	4 Katılıyorum	3 Kararsızım	2 Katılmıyorum	1 Kesinlikle katılmıyorum
1. Uygulanan İngilizce müfredatının beni donanımlı ve yeterli bir şekilde meslek hayatına hazırladığını düşünüyorum.					
2. Mesleğimle ilgili terimleri öğrendiğimi düşünüyorum.					
3. Sözlü iletişim ve konuşma becerileri derslerinde mesleğimle ilgili yaşanma ihtimali olan ve gerçek hayatta yaşanan birçok örnek durumlar inceliyoruz.					
4. İngilizce müfredatının mesleğimde kullanacağım dil bilgisi yapılarımı öğrenmemde etkili olduğunu söyleyebilirim.					
5. Meslek hayatında ihtiyaç halinde İngilizce yazılı olarak kendimi düzgün bir şekilde ifade edebilirim.					
6. Sözlü iletişim ve konuşma becerileri derslerinde mesleğimle ilgili örnek durumlar üzerinden çok pratik yaptığımız için, çalışmaya başlayınca böyle bir durumla karşılaşsam İngilizceyi etkili bir şekilde kullanabileceğimi düşünüyorum.					
7. Mesleki hayatta kullanmamız gereken dil bilgisi yapılarını öğrendim.					
8. Mesleki hayatta kullanmamız gereken terimleri öğrendim.					
9. Mesleki hayatta kullanmamız gereken ifade tarzlarını öğrendim.					
10. Meslek hayatında kibar ve saygılı bir şekilde bir durumu rahatlıkla ifade edebilirim.					
11. Meslek hayatında bir problemle İngilizce konuşarak kolaylıkla baş edebilir, çözüm bulabilirim.					
Eklemek istediğiniz başka bir şey varsa belirtiniz:					

3.Aşağıda belirtilmiş olan İngilizce derslerinde kullanılan ders materyallerini İngilizce öğrenme sürecine katkısı açısından ne derece yeterli buluyorsunuz?

DERS MATERYALLERİ	5 Oldukça yeterli	4 Yeterli	3 Kararsızım	2 Yetersiz	1 Çok yetersiz
1. Ders kitapları					
2. İşitsel materyaller (Dinleme CD leri, DVD ler...vb.)					
3. Görsel Materyaller (video vb..)					
4. Dil bilgisi materyalleri					
5. Konuşma becerisini geliştirmeye yönelik materyaller					
6. Dinleme becerisini geliştirmeye yönelik materyaller					
7. Okuma becerisini geliştirmeye yönelik materyaller					
8. Günlük yaşantıyla ilgili çeşitli materyaller					
9. Akademik olarak gelişimi amaçlayan materyaller					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

4.Aşağıda belirtilen ders işleme yöntemleri/ etkinlikleri hangi sıklıkla uygulanmaktadır?

YÖNTEM / ETKİNLİK	5 Her zaman	4 Sık sık	3 Bazen	2 Nadiren	1 Hiç
Öğretmen tarafından konu anlatımı					
Soru-cevap					
Öğrencilerin sunum yapması					
Proje çalışması					
Tartışma					
Problem çözme					
Online materyal kullanımı (Kahoot, Quizizz...vb.)					



Rol yapma					
Bireysel çalışma					
Eşli çalışma					
Grup çalışması					
Beyin fırtınası					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

5.Aşağıda belirtilmiş olan değerlendirme ifadelerine ilişkin düşünceleriniz nelerdir?

DEĞERLENDİRME	5 Kesinlikle	4 Katlıyorum	3 Kararsızım	2 Katılmıyorum	1 Kesinlikle
Sınavların içeriği işlenen konularla ilgili.					
Yapılan kısa sınavlar eksiklerimi görmeme yardımcı oluyor.					
Sınavların zorluk derecesinin seviyemize uygun olduğunu düşünüyorum.					
Yapılan sınav sayısını yeterli buluyorum.					
Ara sınav, kısa sınav ve final sınavlarının her birinin dersi geçme notuna olan etkisinin adil olduğunu düşünüyorum.					
Ekleme istediğiniz başka bir şey varsa belirtiniz:					

Anket soruları bitmiştir. Zaman ayırdığınız için teşekkür ederim.

**APPENDIX D. FOCUS GROUP INTERVIEW QUESTIONS FOR FIRST  
GRADE STUDENTS CONDUCTED AT THE BEGINNING OF THE  
ACADEMIC YEAR**

Sevgili Öğrenciler,

Bu çalışmanın amacı, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri bölümünde uygulanan İngilizce dersleri programını değerlendirme çalışması kapsamında görüş ve düşüncelerinizi almaktır. Bu amaç doğrultusunda gerçekleştirecek olduğumuz odak grup görüşmesinde, verdiğiniz cevaplar araştırmacı tarafından not alınacaktır. Elde edilen bilgilerin tamamı bilimsel amaçla kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. İlgili ve yardımlarınız için şimdiden teşekkür ederiz.

CEMİLE ALKUR  
ODTÜ, Eğitim Programları ve Öğretim Bölümü  
Yüksek Lisans Öğrencisi

1. İngilizce dilinin önemi hakkında ne düşünüyorsunuz? Mesleğiniz için İngilizce dilinin önemi nedir? İngilizceyi mesleğinizde ne kadar etkili kullanacağınızı düşünüyorsunuz?
2. Okulda İngilizce derslerinden beklentileriniz neler?
3. Şu an sahip olduğunuz İngilizce seviyenizin mesleğiniz için yeterli olduğunu düşünüyor musunuz?
4. En çok hangi dil becerisinde ya da becerilerinde (okuma-yazma-dinleme-konuşma) kendinize güveniyorsunuz?
5. Şu anki seviyenizi düşündüğünüzde en çok hangi dil becerisinde ya da becerilerinde (okuma-yazma-dinleme-konuşma) yetersiz ve eksik olduğunuzu düşünüyorsunuz?

**APPENDIX E. FOCUS GROUP INTERVIEW QUESTIONS FOR FIRST  
GRADE STUDENTS CONDUCTED AT THE END OF THE ACADEMIC  
YEAR**

Sevgili Öğrenciler,

Bu çalışmanın amacı, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri bölümünde uygulanan İngilizce dersleri programını değerlendirme çalışması kapsamında görüş ve düşüncelerinizi almaktır. Bu amaç doğrultusunda gerçekleştirecek olduğumuz odak grup görüşmesinde, verdiğiniz cevaplar araştırmacı tarafından not alınacaktır. Elde edilen bilgilerin tamamı bilimsel amaçla kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. İlgi ve yardımlarınız için şimdiden teşekkür ederiz.

CEMİLE ALKUR  
ODTÜ, Eğitim Programları ve Öğretim Bölümü  
Yüksek Lisans Öğrencisi

1. İngilizce dilinin önemi hakkında ne düşünüyorsunuz? Mesleğiniz için İngilizce dilinin önemi nedir? İngilizceyi mesleğinizde ne kadar etkili kullanacağınızı düşünüyorsunuz?
2. Okulda İngilizce derslerinden beklentileriniz nelerdi? Uygulanan İngilizce müfredatı beklentilerinizi ne ölçüde ve hangi bakımlardan karşıladi ya da karşılıyamadı?
3. Şu an sahip olduğunuz İngilizce seviyeniz ile dönem başındaki seviyenizi karşılaştırdığınızda ne düşünüyorsunuz? Şu anki seviyenizin mesleğiniz yeterli olduğunu düşünüyor musunuz?
4. Sene başında en çok hangi dil becerisinde ya da becerilerinde (okuma-yazma-dinleme-konuşma) kendinize güveniyordunuz? Şu an en çok hangisine güveniyorsunuz? En çok geliştirdiğinizi düşündüğünüz dil becerisi hangisidir?
5. Şu anki seviyenizi düşündüğünüzde en çok hangi dil becerisinde ya da becerilerinde (okuma-yazma-dinleme-konuşma) yetersiz ve eksik olduğunuzu düşünüyorsunuz? Okula başladığımızdaki seviyenizi düşündüğünüzde bu beceriyi geliştirebildiğiniz mi?
6. 1 yıl boyunca uygulanan İngilizce müfredatını nasıl değerlendirirsiniz? Özellikle hangi açıdan size nasıl katkı sağladığını düşünüyorsunuz?
7. Okulda uygulanan İngilizce müfredatına yönelik olumlu ya da olumsuz görüşleriniz nelerdir?

## APPENDIX F. FOCUS GROUP INTERVIEW QUESTIONS FOR SECOND GRADE STUDENTS CONDUCTED AT THE END OF THE ACADEMIC YEAR

Sevgili Öğrenciler,

Bu çalışmanın amacı, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri programında uygulanan İngilizce dersleri programını değerlendirme çalışması kapsamında görüş ve düşüncelerinizi almaktır. Bu amaç doğrultusunda gerçekleştirecek olduğumuz odak grup görüşmesinde, verdiğiniz cevaplar araştırmacı tarafından not alınacaktır. Elde edilen bilgilerin tamamı bilimsel amaçla kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. İlgi ve yardımlarınız için şimdiden teşekkür ederiz.

CEMİLE ALKUR  
ODTÜ, Eğitim Programları ve Öğretim Bölümü  
Yüksek Lisans Öğrencisi

1. İngilizce dilinin önemi hakkında ne düşünüyorsunuz? Mesleğiniz için İngilizce dilinin önemi nedir? İngilizceyi mesleğinizde ne kadar etkili kullanacağınızı düşünüyorsunuz?
2. Okulda İngilizce derslerinden beklentileriniz nelerdi? Uygulanan İngilizce müfredatı beklentilerinizi ne ölçüde ve hangi bakımlardan karşıladi ya da karşilayamadı?
3. Şu an sahip olduğunuz İngilizce seviyeniz ile 2 yıl önceki seviyenizi karşılaştırdığınızda ne düşünüyorsunuz? Şu anki seviyenizin mesleğiniz için yeterli olduğunu düşünüyor musunuz?
4. Okula ilk başladığınızda çok hangi dil becerisinde ya da becerilerinde (okuma-yazma-dinleme-konuşma) kendinize güveniyordunuz? Şu an en çok hangisine güveniyorsunuz? En çok geliştirdiğinizi düşündüğünüz dil becerisi hangisidir?
5. Şu anki seviyenizi düşündüğünüzde en çok hangi dil becerisinde ya da becerilerinde (okuma-yazma-dinleme-konuşma) yetersiz ve eksik olduğunuzu düşünüyorsunuz? Okula başladığınızdaki seviyenizi düşündüğünüzde bu beceriyi geliştirebildiğiniz mi?
6. Uygulanan İngilizce müfredatı, sizi mezun olduktan sonra işe alım süreçlerinde gerçekleşecek olan İngilizce test sınavına yeterince hazırladı mı? Bu sınavı geçebileceğinizi düşünüyor musunuz?
7. Uygulanan İngilizce müfredatı, sizi mezun olduktan sonra işe alım süreçlerinde gerçekleşecek olan İngilizce mülakatına yeterince hazırladı mı? Bu sınavı geçebileceğinizi düşünüyor musunuz?

8. 2 yıl boyunca uygulanan İngilizce müfredatını nasıl değerlendirirsiniz? Özellikle hangi açıdan size nasıl katkı sağladığını düşünüyorsunuz?
9. Okulda uygulanan İngilizce müfredatına yönelik olumlu ya da olumsuz eleştiri ve önerilerinizi yazabilir misiniz?

## APPENDIX G. INTERVIEW QUESTIONS FOR INSTRUCTORS

**Tarih:**

**Saat:**

Sevgili Meslektaşım,

Bu çalışmanın amacı, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri programında uygulanan İngilizce dersleri programını değerlendirme çalışması kapsamında görüş ve düşüncelerinizi almaktır. Bu amaç doğrultusunda gerçekleştirecek olduğumuz odak grup görüşmesinde, verdiğiniz cevaplar araştırmacı tarafından not alınacaktır. Elde edilen bilgilerin tamamı bilimsel amaçla kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Yardımlarınız için çok teşekkür ederim.

CEMİLE ALKUR

ODTÜ, Eğitim Programları ve Öğretim Bölümü  
Yüksek Lisans Öğrencisi

### KİŞİSEL BİLGİLER

Cinsiyet: Kadın ( ) Erkek ( )

Mezun olduğunuz üniversite ve fakülte:

Kaç yıldır öğretmenlik yapıyorsunuz:

Kaç yıldır bu kurumda görev yapıyorsunuz:

### PROGRAM SORULARI

1. Sizce Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngilizce programının amaçları nelerdir? Bu amaçlara yeterince ulaşıyor mu? Neden?
2. Sizce programda okuma, yazma, dinleme ve konuşma becerilerine ne derece önem veriliyor? Öğrenciler kendilerini ne ölçüde geliştirebiliyor? Neden?
3. Derslerinizde hangi yöntemleri uyguluyorsunuz? Ders anlatımı, grup ve ikili çalışma yöntemlerini ne sıklıkla uyguluyorsunuz?
4. Programı uygularken karşılaştığınız problemler nelerdir? Materyaller ve öğrenci niteliğini göz önüne alarak değerlendirebilir misiniz?
5. Kısa sınav, vize ve final sınavları hakkında ne düşünüyorsunuz? Yapılan sınavları nitelik ve nicelik bakımından uygun buluyor musunuz?
6. İngilizce programı ve uygulamaları hakkında eklemek istediğiniz başka bir şeyler var mı? Neler?

Katıldığınız için teşekkür ederim.

## APPENDIX H. INTERVIEW QUESTIONS FOR FLIGHT ATTENDANTS

**Tarih:**

**Saat:**

Sevgili katılımcı,

Bu çalışmanın amacı, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri programında uygulanan İngilizce dersleri programını değerlendirme çalışması kapsamında görüş ve düşüncelerinizi almaktır. Bu amaç doğrultusunda gerçekleştirecek olduğumuz odak grup görüşmesinde, verdiğiniz cevaplar araştırmacı tarafından not alınacaktır. Elde edilen bilgilerin tamamı bilimsel amaçla kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Yardımlarınız için çok teşekkür ederim.

CEMİLE ALKUR  
ODTÜ, Eğitim Programları ve Öğretim Bölümü  
Yüksek Lisans Öğrencisi

### KİŞİSEL BİLGİLER

Cinsiyet: Kadın ( ) Erkek ( )

Mezuniyet tarihi:

Mezun olduğunuz lise:

Liseden mezun olduğunuz bölüm:

Kaç yıldır kabin memuru olarak çalışmaktasınız:

### PROGRAM SORULARI

1. Sizce Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngilizce programının amaçları nelerdir? Siz programın amaçlarına ulaştığını düşünüyor musunuz? Neden?
2. Sizce programda okuma, yazma, dinleme ve konuşma becerilerine ne derece önem veriliyordu? Öğrencilik döneminizde, kendinizi ne ölçüde geliştirebildiniz? Neden?
3. Derslerinizde hangi yöntemler uygulanıyordu? Ders anlatımı, grup ve ikili çalışma yöntemleri ne sıklıkla uygulanıyordu?
4. İngilizce derslerinde ne gibi problemlerle karşılaşıyordunuz? Materyaller ve öğrenci ve öğretmen niteliğini göz önüne alarak değerlendirebilir misiniz?
5. Kısa sınav, vize ve final sınavları hakkında ne düşünüyorsunuz? Yapılan sınavları nitelik ve nicelik bakımından uygun buluyor muydunuz?
6. Kabin memurluğu için işe alım sürecindeki İngilizce test ve mülakat sınavlarını düşündüğünüzde, okulda aldığınız eğitimin sizi bu sınavlara ne derece hazırladığını düşünüyorsunuz? Nasıl?
7. Meslek hayatınızda İngilizcenin yeri ve önemini dikkate alarak, okulda aldığınız İngilizce derslerinin size ne gibi katkıları olduğunu söyleyebilirsiniz?

8. Mesleğinizde en çok hangi dil becerini kullanıyorsunuz? Okulda uygulanan İngilizce programında bu beceriye ne derece önem veriliyordu?
9. İngilizce programı ve uygulamaları hakkında eklemek istediğiniz başka bir şeyler var mı? Neler?

Katıldığınız için teşekkür ederim.



## APPENDIX I. INFORMED CONSENT FORM

### ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Programları ve Öğretim Bölümü yüksek lisans öğrencilerinden CEMİLE ALKUR tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

#### **Çalışmanın Amacı Nedir?**

Araştırmanın amacı, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri Bölümü'nde uygulanan İngilizce Dersleri programının etkililiğini öğrenciler, öğretim üyeleri (İngilizce) ve mezunların bakış açısından, CIPP (bağlam, girdi, süreç, ürün) modelini kullanarak değerlendirmektir.

#### **Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?**

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, görüşme sırasında size sorulacak olan soruları içtenlikle cevaplandırmanızdır. Bu çalışmaya katılım ortalama olarak 20 dakika sürmektedir.

#### **Sizden Topladığımız Bilgileri Nasıl Kullanacağız?**

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşme sırasında, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

#### **Katılımla ilgili bilmeniz gerekenler:**

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

#### **Araştırmayla ilgili daha fazla bilgi almak isterseniz:**

Bu çalışmaya katıldığımız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Eğitim Programları ve Öğretim Bölümü öğrencilerinden Cemile Alkur ile iletişime kurabilirsiniz. (E-posta: [cemile.alkur@gmail.com](mailto:cemile.alkur@gmail.com))

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.  
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad-Soyad

Tarih

İmza

\_\_\_\_\_

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## APPENDIX J. TURKISH SUMMARY / TÜR KÇE ÖZET

### TÜR KİYE’DE BİR HAVACILIK MESLEK YÜKSEKOKULU’NDA SİVİL HAVACILIK KABİN HİZMETLERİ PROGRAMI’NDA UYGULANAN İNGİLİZ DİLİ PROGRAMININ DEĞERLENDİRİLMESİ

#### 1. GİRİŞ

Modern çağın gerekliliklerini yerine getirmenin önemi düşünül düğünde, içinde olduğumuz 21. yüzyılda, insanların İngilizce dilinin yetkin kullanıcıları olması beklenmektedir. Kachru ve Smith (2009) ulusların İngilizceyi uluslararası ticareti, iş imkanlarını ve ekonomiyi genişletmek için kullanılan bir dil olarak kullanmaya ihtiyaç duyduklarını belirtmişlerdir. İngiliz Dilinin eğitimdeki önemi düşünül düğünde, birçok ülkenin yabancı dil olarak İngilizce öğretimine artan şekilde önem verdiği görülmektedir. Aynı şekilde, Nunan (2003) İngilizce’ nin ayırt edici rolünün okullardaki müfredatta yabancı dil olarak da tercih edildiğinin ortaya çıktığını ifade etmiştir. Sonuç olarak, ülkeler okullarındaki müfredatta yabancı dil olarak İngilizce’ ye daha çok yer ve önem vermişlerdir. Diğer alanlardaki öneminin yanı sıra İngilizce uluslararası alanda havacılığın resmi dilidir. Bu nedenle havacılık sektöründe çalışmak üzere yetiştirilen personelin İngilizceyi günlük işlerini yürütmek üzere etkili olarak kullanmaları beklenmektedir. Bu durumda bu personeli yetiştiren okulların İngilizce dil eğitimi verdikleri programlarının iyi tasarlanmış ve uygulanmış olması beklenir.

Daloğlu (1996)’na göre, etkili ve nitelikli dil eğitimi verilebilmesi için en temel gerekliliklerden biri, programın amaçlarının net bir şekilde belirlenmiş olmasıdır. Amaçlar belirtilmiş olsun ki, daha sonrasında bu hedeflerin ne kadar etkili bir şekilde gerçekleştirilip gerçekleştirilemediği incelenebilsin. Bu yüzden, daha iyi

sonular elde edebilmek iin program geliřtirme ve program deęerlendirme alıřmaları nem arz etmektedir.

### **1.1 alıřmanın Amacı**

Bu alıřmanın temel amacı İzmir Havacılık Meslek Yksekokulu Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngiliz Dili programının etkililięini deęerlendirmektir. Bu amala, Stufflebeam (1971) tarafından geliřtirilen Baęlam-Girdi-Sre-rn (CIPP) deęerlendirme modeli kullanılmıřtır. Bu model, yabancı dil ğretim programlarında uygulanabilir olması ve baęlam, girdi, sre ve ıktı olmak zere uygulanan eęitim programının farklı sreleriyle ilgili deęerlendirme tiplerini iermesi sebebiyle tercih edilmiřtir (demiř, 2018). alıřmaya ęrenciler, İngilizce derslerini veren ğretim grevlileri ve Sivil Havacılık Kabin Hizmetleri Programı'ndan mezun olan kabin memurları katkı saęlamıřtır. Katılımcılardan, ğretim materyalleri, ğretim yntemleri, derslerde yapılan etkinlikler ve ęrenci bařarisının deęerlendirilmesi ile ilgili grřlerini belirtmeleri rica edilmiřtir. Bunun yanı sıra; ęrencilerin okuma, yazma, dinleme ve konuřma dil becerileri; mesleki İngilizce ve İngilizce dil bilgisinde kendilerini ne kadar yeterli grp grmedikleri zerine algıları de bu alıřmada incelenmiřtir. Sonu olarak; arařtırmacının amacı, Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngilizce Dili programının etkililięini ęrencilerin, ğretim grevlilerinin ve kabin memurlarının bakıř aısından deęerlendirip, programın geliřtirilmesi iin neri saęlamaktır.

### **1.2 alıřmanın nemi**

Alan yazında nerildięi zere, okullarda nitelikli ve etkili bir dil eęitimi sunulması iin net olarak belirlenmiř programlara ihtiya vardır (Daloęlu, 1996). Yabancı dil ğretiminde hedeflenen sonulara ulařılabilmesi iin ncelikle ihtiyacın doęru tespit edilmiř olması, ihtiyalar dikkate alınarak yapılan planlamanın etkin bir

şekilde uygulanması ve programdan elde edilen ürünlerin değerlendirilmesi gerekmektedir (Ödemiş, 2018).

Havacılık dilinin İngiliz Dili olması sebebiyle, kabin memurlarının İngiliz Dili'nin yetkin kullanıcıları olmaları gerekmektedir. Çünkü, kabin memurlarından bir uçuş sırasında karşılaştıkları problemleri çözmek için, İngilizce Dili'ni etkili, akıcı ve anlaşılır bir şekilde kullanmaları beklenir. Bu, uçuşun emniyetli ve güvenli bir şekilde gerçekleştirilmesi için önemli bir husustur. Ayrıca, kabin memurları İngiliz Dili'ni meslektaşları, kaptanlar, yardımcı pilotlar, gerektiğinde hava trafik kontrolörleri ve yolcularla iletişim kurmak için kullanırlar. Kabin memurlarının en önemli görevleri emniyet ve asayişini sağlamak olduğundan anlaşılır bir iletişim kurmak büyük önem taşır.

Ayrıca, Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngiliz Dili Eğitimi Programı'nda Havacılık İngilizcesinin de öğrencilere öğretilmesi amaçlanmıştır. Bu sebeple; bu çalışma Özel Amaca Yönelik (Havacılık) İngilizce bakımından da önem arz etmektedir. Hutchinson ve Waters (1987, p.8) "Bana neden İngilizceye ihtiyaç duyduğunu söyle, ben sana ihtiyacın olan İngilizceyi söyleyeyim." cümlesiyle Özel Amaca Yönelik İngilizce'nin önemini vurgulamıştır. Turan (2016) da genel İngilizce programlarından farklı olarak, Özel Amaca Yönelik İngilizce programlarının; öğrenenlerin belirli bir alandaki öğrenme ihtiyaçlarını belirli bir sürede karşılayacak şekilde tasarlanması gerektiği görüşündedir. Ayrıca, program geliştiricileri, öğrenenlerin iletişim becerilerinin geliştirilmesi ve meslek alanında özellikle daha fazla ihtiyaç duyacakları dil becerilerine odaklanması gibi ölçütleri de göz önüne almalıdırlar (Liton, 2015).

Belirtilen sebeplerle, bu çalışma İngilizcenin uluslararası iletişim dili olarak kullanıldığı Havacılık alanında hizmet verecek personeli yetiştiren eğitim kurumlarına, bu kurumlarda görev yapan idareci ve öğretmenlere, program geliştiricilere kaliteli bir eğitim planlamasının yapılabilmesi için alan yazına katkı

sağlamaktadır. Çalışmanın sonuçları dikkate alınarak bir eğitim planlaması yapılabilir ve başta ders kitapları olmak üzere diğer eğitim yardımcı materyallerinin bu doğrultuda belirlemesi programın amacına ulaşmasına yardımcı olabilir (Turan, 2016). Özel Amaca Yönelik İngilizce, İngiliz Dili'nin öğretileceği öğretim yöntemlerinin, kullanılan öğretim materyallerinin ve öğretilmesi hedeflenen içeriğin sınırlarını çizer. Bu çalışma İzmir Havacılık Meslek Yüksekokulu'ndaki Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan mevcut İngilizce eğitimi programının etkililiğini araştırmak için yürütülmüştür. Uygulanan İngiliz Dili programının güçlü ve zayıf yönleri öğrencilerin, öğretim görevlilerinin ve kabin memurlarının bakış açısından belirlenmiştir. Alan-yazın göz önünde bulundurulduğunda, Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngilizce programının etkililiğini değerlendiren çok fazla çalışma bulunmamaktadır. Bu nedenle, bu çalışmanın sonuçları alan-yazına katkı sağlayabilir. Cronbach (1963) program geliştirmede karar vermeye yol gösterebilen verilerin toplanmasına, program değerlendirme sürecinde odaklanılması gerektiğini düşünür. Özetle, yetkililer, program geliştirme uzmanları ve öğretim görevlileri bu çalışmada elde edilen bulguları dikkate alarak, öğrencilerin donanımlı birer kabin memuru olarak yetiştirilmesi amacına hizmet edecek uygun bir İngiliz Dili programı geliştirebilir, ya da uygulanan programda bazı değişiklikler yapabilirler.

### **1.3 Sınırlılıklar**

Bu çalışma İzmir Havacılık Meslek Yüksekokulu Sivil Havacılık Kabin Hizmetleri Programı'na kayıtlı olan öğrencilerin görüşleri ile sınırlıdır. Çalışma başka üniversitelerde de tekrarlanarak, daha geniş katılımcı kitlesi sağlanabilirdi. Ayrıca anket, odak grup görüşmeleri ve bireysel görüşmeler yoluyla veriler, aynı okulda öğretim görevlisi (İngilizce) olarak çalışan, araştırmacının kendisi tarafından toplanmıştır. Bu durum, katılımcıların kendilerini yeterince özgür hissetmemelerine yol açmış olabilir.

## 2. YÖNTEM

Bu çalışmada İzmir Havacılık Melek Yüksekokulu'ndaki Sivil Havacılık Kabin Hizmetleri Programı'ndaki İngiliz Dili Programı'nın etkililiği, Stufflebeam (1971) tarafından geliştirilen CIPP değerlendirme modeli kullanılarak değerlendirilmiştir. Bu çalışmada kullanılan araştırma modeli çerçevesinde, araştırma sürecinde aşağıdaki sorulara yanıt aranmıştır.

Bağlam değerlendirilmesi boyutu ile ilgili araştırma soruları:

1. İngiliz Dili Programı nasıl bir eğitim ortamında uygulanmaktadır?
2. Fiziksel çevre İngiliz Dili Programı'nın amacına hizmet etmek için uygun mudur?

Girdi değerlendirilmesi boyutu ile ilgili araştırma soruları:

1. Öğrenci ve öğretmen katılımcıların özellikleri (yaş, cinsiyet, İngilizce yeterlilik seviyeleri...vb.) nelerdir?
2. Dört dil becerisine verilen önemin derecesi ile ilgili öğrencilerin algıları nelerdir?
3. İngiliz Dili Programı kapsamında verilen derslerin amaçları nelerdir?

Süreç değerlendirilmesi boyutu ile ilgili araştırma soruları:

1. Öğrenci, öğretmen ve kabin memurlarının bakış açısından, öğretim materyalleri ne derece yeterlidir?
2. Öğrenci, öğretmen ve kabin memurlarının bakış açısından, derslerde çeşitli öğretim yöntemleri ve etkinlikleri ne sıklıkla uygulanmaktadır?
3. Öğrenci, öğretmen ve kabin memurlarının bakış açısından, derslerin değerlendirilmesi nasıl gerçekleştirilir?
4. İngiliz Dili Programı'nın uygulanması sürecinde karşılaşılan sorunlu kısımlar ile ilgili öğretmenlerin algıları nelerdir?

Ürün değerlendirilmesi boyutu ile ilgili araştırma soruları:

1. İngiliz Dili Programı'nın etkililiği ile ilgili kabin memurlarının algıları nelerdir?
2. Öğrencilerin dört dil becerisindeki başarıları nelerdir?
3. Kabin memurları bir havayolu şirketinde çalışmaya başladıkları zaman, İngiliz Dili Programı onların ihtiyaçlarını ne derece karşılar?
4. Kabin memurlarının bir uçuş sırasında en çok kullandıkları dil becerisi hangisidir?

Belirtilen araştırma sorularına cevap bulmak amacıyla, iki İngilizce öğretim görevlisinin, programdan mezun olan beş kabin memurunun, kırk üç birinci sınıf ve yirmi ikinci sınıf öğrencisinin görüşleri incelenmiştir. Araştırmacı hem nicel hem de nitel veriler toplamıştır. Nicel veriler öğrencilerden öz bildirim anketleriyle, nitel veriler ise öğrencilerle gerçekleştirilen odak grup görüşmeleriyle toplanmıştır. Ek olarak, kabin memurları ve İngilizce öğretim görevlileriyle de bireysel görüşmeler gerçekleştirilmiştir. Ayrıca, İngiliz Dili Programı ile ilgili daha detaylı veriler elde etmek için yazılı belgeler incelenmiştir.

Nicel veri toplama yöntemleri ile toplanan verileri analiz etmek için betimleyici analiz yürütülmüştür. Nitel veri toplama yöntemleri ile toplanan verileri analiz etmek için ise içerik analizi yapılmıştır.

Kırk üçü birinci sınıf ve yirmisi ikinci sınıf olmak üzere toplamda altmış üç Sivil Havacılık Kabin Hizmetleri Programı öğrencisi çalışmada yer almıştır. Bunun yanı sıra, iki İngilizce öğretim görevlisi ve beş kabin memuru da çalışmaya katkı sağlamıştır.

Nitel ve nicel veri toplama araçları araştırmacı tarafından geliştirilmiş ve ODTÜ Etik Kurulu'na gönderilmiştir. Veri toplama araçları, 2017 Mart tarihinde ODTÜ Etik Kurulu tarafından onaylanmıştır. Daha sonra ise araştırmacı kurum yönetimine

bilgi verip izin aldıktan sonra veri toplamaya başlamıştır. Ayrıca, veri toplamaya başlamadan önce katılımcılar bilgilendirilmiş ve gönüllü katılım formu aracılığıyla onlardan da izin alınmıştır.

2018-2019 akademik yılında Sivil Havacılık Kabin Hizmetleri Programın' a kayıtlı olan bütün birinci ve ikinci sınıf öğrencilerine anket uygulanmıştır. Ek olarak, gönüllü olarak katılmak isteyen öğrencilerle beş odak grup görüşmesi gerçekleştirilmiştir. Her odak grup görüşmesine altı öğrenci katılım sağlamıştır. Görüşmeler araştırmacı tarafından gerçekleştirilmiş ve her bir odak grup görüşmesi yaklaşık on beş dakikada sürmüştür.

İngilizce öğretim görevlileri ile gerçekleştirilen bireysel görüşmeler ise Nisan ayı içerisinde yapılmıştır. Son olarak, kabin memurları ile olan görüşmeler Şubat ayı ve Mart ayında gerçekleştirilmiştir.

### **3. VERİ ANALİZİ**

Nicel verileri analiz etmek için betimleyici istatistik yöntemi kullanılmıştır. Anketler aracılığıyla toplanan veriler, SPSS 15.0 programı kullanılarak analiz edilmiştir. Öğrenci cevaplarının frekans dağılımları, ortalama ve standart sapma değerleri tablolarda gösterilmiştir. Odak grup görüşmeleri ve bireysel görüşmelerden elde edilen verilerin sonuçları, anket sonuçlarıyla ilişkili olarak gerekli yerlerde belirtilmiştir.

### **4. BULGULAR**

Öğrencilerden, öğretmenlerden ve kabin memurlarından toplanan veriler analiz edildiğinde, elde edilen bulgular Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngiliz Dili Programı'nın amaçlarının açık bir şekilde belirtildiğini göstermiştir. İngilizce Yazma Becerileri dersleri hariç, İngiliz Dili Programı



kapsamında yer alan derslerde kullanılan materyallerin ve yapılan etkinliklerin, belirlenen amaçlara hizmet ettiği sonucuna varılmıştır. Ders programında İngilizce Yazma Becerileri I ve II derslerinin, öğrencilerin yazma becerilerinin geliştirilmesini amaçladığı belirtilmiştir. Ancak, toplanan veriler, bu iki dersin aslında İngilizce dil bilgisi konularını pekiştirilmesi amacıyla işlendiğini ortaya koymuştur. Bu derslerde öğrenciler mesleki İngilizce derslerinde öğrendikleri dil bilgisi konularıyla ilgili test çözmektedirler. Diğer dersler için ise böyle bir durum söz konusu değildir. Derslerin içeriği ve işleniş şekli derslerin amacına hizmet etmektedir. Özellikle İngilizce dil bilgisi ve İngilizce okuma becerileri derslerinde kullanılan materyaller katılımcılar tarafından yeterli bulunmuştur. İngilizce Okuma Becerileri derslerinde kullanılan ders materyalleri en yeterli materyaller olarak belirtilmiştir.

Çalışmanın sonuçları öğrencilerin, öğretim görevlilerin ve kabin memurlarının sınıflardaki teknik araç-gereçlerden oldukça memnun olduğunu ortaya koymuştur. Her sınıfta bir projektör, bir masaüstü bilgisayar, bir çift hoparlör gibi derslerde gerekli olabilecek ekipmanlar mevcuttur. Fakat, öğretmenler zayıf internet bağlantısının çevrimiçi etkinlikler esnasında dersin akışını böldüğünü ve öğrencilerin dikkatinin dağılmasına sebep olduğunu belirtmişlerdir. Öğrencilerin internet yoluyla katılım sağlamaları gereken çevrimiçi etkinliklerin özellikle İngilizce dil bilgisi konularını ve kelime bilgisini pekiştirmek amacıyla derslerde sık sık kullanıldığı, bu nedenle zayıf internet bağlantısının bu etkinliklerin yapılmasında sorun yarattığı ortaya çıkmıştır.

Öğretim yöntemleri bakımından, İngilizce dil bilgisinin genellikle öğretim görevlisi tarafından konu anlatımı yapılarak öğretildiği sonucuna varılmıştır. Ayrıca, soru-cevap ve münazara yöntemleri de derslerde en çok kullanılan öğretim yöntemleri arasındadır. Derslerde yapılan etkinlikler bakımından ise, öğrencilerin sık sık çevrimiçi etkinlikler yaptığı ortaya çıkmıştır. Ayrıca hem öğrenciler hem öğretmenler ikili çalışma ve grup çalışmalarının İngilizce Sözlü İletişim Becerileri ve İngilizce Konuşma Becerileri derslerinde sık sık kullanıldığını belirtmişlerdir.

Öğrencilerden anket yoluyla elde edilen veriler betimleyici istatistik yöntemiyle analiz edildiğinde, birinci sınıf öğrencilerinin İngilizce okuma ve İngilizce konuşma becerilerindeki yeterliliklerinde yıl boyunca artış olduğu ortaya çıkmıştır. Ayrıca, öğrencilerin okuma becerilerindeki yeterliliklerinin dinleme ve konuşma becerilerindeki yeterliliklerinden oldukça yüksek olduğu sonucuna varılmıştır. Öğrenciler İngilizce yazma becerisinde kendilerini oldukça yetersiz gördüklerini belirtmişlerdir.

Dört dil becerisine ek olarak, İngilizce dil bilgisi ve mesleki İngilizce bölümleri için de betimleyici istatistik yöntemi kullanılmıştır. Sonuçlar, oldukça yüksek oranda öğrencinin, her iki öğretim görevlilerinin ve tüm kabin memurlarının İngiliz Dili programının İngilizce dil bilgisini etkili bir şekilde öğrettiği konusunda hemfikir olduğunu göstermiştir. Ayrıca katılımcılar, İngilizce dil bilgisi öğretiminin çok fazla çalışma kâğıdı ve çevrimiçi etkinliklerle de desteklendiğini belirtmişlerdir. İngiliz Dili programı, kabin memurları için mesleki İngilizce öğretiminde de birçok katılımcı tarafından etkili bulunmuştur.

Sonuçlar, Mesleki İngilizce bakımından, programın amaçlarına büyük ölçüde ulaştığını göstermiştir. Program, havacılık terminolojisini öğretiminde başarılı bulunmuştur. Ek olarak, katılımcılar, derslerde, kabin memurlarını mesleki hayata hazırlamak amacıyla uçuş esnasında gerçekleşmesi muhtemel birçok durumun incelendiğini belirtmişlerdir. Aynı şekilde, öğrencilerin birçoğu uçuş sırasında karşılaşılabilecekleri herhangi bir problemle ilgilenme konusunda gerekli bilgi ve güvene sahip olduklarını belirtmişlerdir. Aynı zamanda, öğrenciler yolcularla ve diğer kabin görevlileriyle iletişim kurmak için İngiliz Dilini etkili bir şekilde kullanabileceklerini belirtmişlerdir. Bu sonuçlar, uygulanan İngiliz Dili programının Kabin Memurları için İngilizce öğretiminde hedeflerine ulaştığını göstermiştir. Ancak, katılımcılar İngilizce konuşma becerisini geliştirmeye yönelik etkinliklere daha fazla yer verilmesi gerektiğini belirtmişlerdir.

Elde edilen veriler, katılımların derslerin değerlendirilmesi ile ilgili görüşlerini de içermektedir. Öğrencilerin birçoğu, bütün kabin memurları ve öğretim görevlileri, ders değerlendirmesinin adaletli olduğunu belirtmişlerdir. Ayrıca, sonuçlar, sınav içeriklerinin ders içeriklerini yansıttığını desteklemektedir.

Beş kabin memuruyla gerçekleştirilen bireysel görüşmeler sonucunda, konuşma becerisinin profesyonel hayatta en sık kullanılan dil beceri olduğunu ortaya çıkmıştır. Aksine, katılımcılar yazma becerilerinin en az sıklıkla kullanılan dil beceri olduğunu belirtmişlerdir. Bu bulgu, Kaygan (2005)'in askeri pilotlarla yaptığı çalışmanın sonuçlarıyla benzerlik göstermektedir. Bu çalışmada, katılımcıların %62,2'si konuşma becerilerinin, %48,9'u dinleme becerilerinin, %37,8'i okuma becerilerinin, %17,8'i ise yazma becerilerinin en önemli dil becerisi olduğunu düşündüklerini belirtmişlerdir.

Son olarak, kabin memurları işe alım sürecinde test çözme ve konuşma becerilerinin çok önemli olduğunu vurgulamışlardır. Çünkü bütün havayolu şirketleri, kabin memuru adaylarına ilk olarak bir İngilizce çoktan seçmeli sınav uygulamakta ve başarılı olan adaylar ile İngilizce dilinde görüşme yapmaktadırlar.

## **5. TARTIŞMA, SONUÇLAR VE ÖNERİLER**

Bu çalışma, bir Havacılık Meslek Yüksekokulu'nda Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngiliz Dili programını değerlendirme çalışmasıdır. İngilizce dilini etkili bir şekilde kullanabilen kabin memuru yetiştirmeyi amaçlayan bu program, Özel Amaca Yönelik İngilizce öğretimi açısından da önem arz etmektedir. Bu program değerlendirme çalışması, iki yıllık bir süre içerisinde yoğun İngilizce eğitimi veren bir meslek yüksekokulunda gerçekleştirildiği için, diğer program değerlendirme çalışmalarından farklılık göstermektedir (Ödemiş, 2018).

## 5.1 Baęlam Deęerlendirmeye İlişkin Sonular

Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngiliz Dili programı CIPP deęerlendirme modelinin ilk ögesi olan baęlam deęerlendirme kapsamında incelendięinde, öęretmen, öęrenci ve kabin memurlarının görüőlerinin birbirleriyle paralellik gösterdięi görülmektedir. Programın uygulandıęı fiziksel ortam, sınıflar, okul ve okulun bulunduęu Őehir ile ilgili elde edilen veriler incelendięinde, sınıfların İngilizce Dilinin öęretilmesi için uygun olduęu sonucuna varılmıő; ancak zayıf internet baęlantısının bazı etkinliklerin akıőını olumsuz yönde etkiledięi belirtilmiőtir. Okulda bulunan kütüphanede öęrencilerin İngilizce yazılmıő okuma kitaplarına erişebilmeleri mümkündür.

Okulda bulunan bilgisayar laboratuvarının İngilizce dilinin öęretilmesi amacıyla öęretmenler ve öęrenciler tarafından kullanılmadıęı sonucuna varılmıőtir. Ancak öęretim görevlileri, bilgisayarlara gerekli programlar yüklendięinde ve hoparlör gibi bazı materyaller temin edildięinde, bilgisayar laboratuvarındaki bilgisayarların çeőitli dil becerilerini, özellikle dinleme dil becerisini, geliőtirmek amacıyla kullanılabileceęi belirtmiőlerdir. Buna ek olarak, havayolu Őirketleri tarafından yapılan oktan semeli sınavlara hazırlanmak için de öęrencilerin bu bilgisayarları kullanabilecekleri belirtilmiőtir.

Ayrıca, İngiliz Dili programının uygulandıęı havacılık meslek yüksekokulunun bulunduęu Őehir olan İzmir'in Seluk ilçesi de baęlam kapsamında incelenmiőtir. Seluk Őehri turistik bir Őehir olması nedeniyle öęrencilere çeőitli ülkelerden gelen kişilerle tanışma ve İngilizce aracılıęıyla iletişim kurma fırsatı sunmaktadır. Dięer taraftan, ok küçük bir Őehir olması ve öęrenciler için konaklama seeneklerinin ok kısıtlı olması yüzünden birok öęrenci İzmir ve Aydın'da yaşamayı tercih etmektedir. Bu durumun, öęrencilerin verilen grup ödevlerine katılmalarını zorlaőtıran bir durum olduęu sonucuna varılmıőtir.

## 5.2 Girdi Değerlendirmeye İlişkin Sonuçlar

CIPP değerlendirme modelinin ikinci ögesi olan girdi boyutu ile ilgili olarak, İngiliz Dili programı kapsamında verilen derslerin amaçları incelenmiştir. İngilizce Yazma Becerileri dersleri dışındaki derslerin amaçlarına uygun olarak işlendiği sonucuna varılmıştır. Dört dil becerisine verilen önem açısından öğrencilerin algıları incelendiğinde, yazma becerisi en az önem verilen ders olarak ortaya çıkarken, okuma ve konuşma becerileri en fazla önem verilen dil becerileri olarak belirtilmiştir. Dinleme becerisini geliştirmeye yönelik ayrı bir ders olmamasına rağmen, bu becerinin konuşma becerisi derslerinde geliştirildiği sonucuna varılmıştır.

İngiliz Dili programı dört dil becerinin yanı sıra İngiliz Dil bilgisi ve mesleki İngilizce öğretimini de hedeflemektedir. Programın hem İngiliz Dil bilgisi öğretiminde hem de kabin memurları için İngilizce öğretiminde amaçlarına büyük oranda ulaştığı sonucuna varılmıştır.

## 5.3 Süreç Değerlendirmeye İlişkin Sonuçlar

Süreç değerlendirmeyle ilgili olarak, öncelikle derslerde kullanılan materyallerin ne derece yeterli olduğu incelenmiştir. Elde edilen veriler İngiliz Dil bilgisi öğretiminde kullanılan ders materyallerinin katılımcılar tarafından oldukça yeterli bulunduğunu göstermiştir. Öğrenci ve öğretmenlerin en az yeterli buldukları ders materyalleri ise yazma becerisini geliştirmeye yönelik materyallerdir. Kabin memurları ise İngilizce yazma Becerileri derslerinde kullanılan materyalleri fazlasıyla yeterli bulmuşlardır. Çünkü çalışmaya katılan kabin memurlarının öğrenci oldukları dönemde, yazma derslerinde İngilizce yazma becerisini geliştirmeye yönelik ders materyalleri kullanılıyordu. Son iki yıldır ise, bu derslerin içeriğinin değiştirilmiş; yazma becerisini geliştirmeye yönelik materyallerin yerini İngiliz dil bilgisini geliştirmeye yönelik çoktan seçmeli sorular almıştır. Ek olarak,

dört dil becerisini geliştirmeye yönelik kullanılan ders materyalleri arasından, bütün paydaşlar (öğrenciler, öğretmenler, kabin memurları) İngilizce Okuma Becerileri derslerinde kullanılan ders kitaplarını oldukça yeterli bulmuşlardır.

Süreç değerlendirmesi kapsamında, öğretim yöntemleri ve etkinlikleri ile ilgili olarak da veri toplanmıştır. Elde edilen bulgular, dil bilgisinin daha çok öğretmen tarafından konu anlatımı yoluyla öğretildiğini ortaya koymuştur. Derslerde yapılan etkinlikler açısından ise, konuşma becerileri derslerinde ikili çalışma ve grup çalışmalarının sık sık yapıldığı belirlenmiştir. Ayrıca çevrimiçi etkinlikler de yoğun olarak temel İngilizce ve mesleki İngilizce derslerinde yapılmaktadır.

Ayrıca, derslerin değerlendirilmesi ile ilgili öğrencilerden, öğretmenlerden ve kabin memurlarından düşüncelerini belirtmeleri rica edilmiştir. Ulaşılan sonuçlar, sınavların içeriğinin derslerin içeriğiyle tutarlı olduğunu ve sınav sayılarının büyük oranda katılımcılar tarafından yeterli bulunduğu yönündedir.

Son olarak, İngiliz Dili Programı'nın uygulanması sürecinde karşılaşılan sorunlu kısımlar ile ilgili öğretmenlerin algıları incelenmiştir. Öğretmenlerle yapılan görüşmeler sonucunda, özellikle ikinci sınıf öğrencileri arasında gözlenen İngilizce seviyesindeki farklılıkların dersin akışını etkileyebileceğini göstermektedir.

#### **5.4 Ürün Değerlendirmeye İlişkin Sonuçlar**

İlk olarak, öğrencilerden anket yoluyla toplanan veriler incelendiğinde, öğrencilerin kendilerini en yeterli buldukları dil becerisi İngilizce okuma becerileri olarak ortaya çıkarken, kendilerini en az yeterli buldukları dil becerisinin ise İngilizce yazma becerileri olduğu ortaya çıkmıştır.

Kabin memurları ile gerçekleştirilen bireysel görüşmeler, Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanmakta olan İngiliz Dili programının ürün boyutunun değerlendirilmesi açısından oldukça önemlidir. Görüşmeler sonucunda,

kabin memurlarının programın amacına çok büyük oranda ulaştığını düşündükleri anlaşılmıştır. Ancak, kabin memurları da İngilizce konuşma becerisini geliştirmeye yönelik etkinliklerin daha fazla yapılması gerektiğini vurgulamışlardır. Özellikle işe alım sürecinde ve iş hayatında en çok faydasını gördükleri şeyin, İngilizce Konuşma Becerileri derslerinde yapılan örnek durum incelemeleri olduğunu belirtmişlerdir. Derslerde çok fazla kabin memuru ve yolcu arasında geçebilecek durumlar üzerinden inceleme yaptıklarını ve bu sayede problem çözme yeteneklerini geliştirdiklerini belirtmişlerdir. Bu tür etkinliklerin özellikle havayolu şirketlerinin işe alım sürecinde yaptığı İngilizce gerçekleştirilen görüşmelerde çok fazla kolaylık sağlayabileceğini üzerine basarak belirtmişlerdir.

Ayrıca, kabin memurlarına en çok hangi dil becerilerini kullandıkları sorulmuştur. Bütün katılımcılar bu sorunun cevabının konuşma becerisi olduğu konusunda hem fikirdirler. Diğer taraftan, yazma becerisinin bir uçuş esnasında en az kullanılan dil becerisi olduğu ortaya konmuştur.

### **5.5 Uygulayıcılar İçin Öneriler**

Araştırmanın sonucunda Sivil Havacılık Kabin Hizmetleri Programı'nda uygulanan İngiliz Dili programının büyük oranda amacına ulaştığı ortaya çıkmıştır. Ancak, belirlenen amaçlar, derslerin içerikleri ve derslerde kullanılan materyallerin gözden geçirilmesinin programın daha başarılı bir şekilde amaçlarına ulaşması için gerekli olduğu belirtilmiştir.

İlk olarak, yazma becerisini geliştirmeye yönelik programda yer alan İngilizce Yazma Becerileri I ve II dersleri, bu amaca uygun olarak işlenmelidir. Eğer bu derslerde takip edilmesi planlanan ders kitapları öğrencilerin seviyeleri göz önünde bulundurulduğunda zor kalıyorsa, yeni bir ders kitabının araştırılması tavsiye edilir. Diğer taraftan, çoktan seçmeli soru çözümünü için programa ayrı bir ders eklenmesi önerilmiştir.

İkinci olarak, birinci sınıfta öğrencilerinin aldığı İngilizce Sözlü İletişim Becerileri I ve II dersleri için haftalık belirtilen ders saatleri, planlanan ders içeriğini yetiştirmek için yetersiz kalmaktadır. Bu derslerde takip edilen ders kitapları daha çok dinleme becerisini geliştirmeye yönelik alıştırmalar içermektedir. Her hafta planlanan kısım yapıldıktan sonra, konuşma becerisini geliştirmek için öğrencilere verilen zaman genelde dersin son on beş dakikası olmaktadır. Bu süre, katılımcılar tarafından yetersiz bulunmaktadır. Bu sorunu çözmek için, ders saatlerinin artırılması önerilmiştir.

### **5.6 Araştırmacılar İçin Öneriler**

Araştırmanın bulgularına dayalı olarak, araştırmacılar için öneriler sunulmuştur. Öncelikle, bu çalışmaya katılan kabin memuru olarak çalışmakta olan mezun öğrencilere ek olarak, işe alım sürecinde başarılı olamamış öğrencilerin de çalışmaya katılması önerilir. Hangi aşamada hangi sebeple başarısız oldukları dikkate alınarak, uygulanan İngiliz Dili programı gözden geçirilebilir.

Ayrıca, bu çalışma devlet üniversiteleri, vakıf üniversiteleri ve özel üniversitelerde de uygulanarak belirlenen kriterlerle ilgili karşılaştırma çalışmaları yapılması önerilir.

Son olarak, gerekli izinlerin alınabilmesi durumunda, havayolu şirketlerinin kabin memurlarını işe alım süreçlerinin ve bu süreçlerde özellikle dikkat ettikleri şeylerin incelenebileceği önerilmiştir.



## APPENDIX K. THESIS SUBMISSION FORM / TEZ İZİN FORMU

### ENSTİTÜ / INSTITUTE

- Fen Bilimleri Enstitüsü** / Graduate School of Natural and Applied Sciences
- Sosyal Bilimler Enstitüsü** / Graduate School of Social Sciences
- Uygulamalı Matematik Enstitüsü** / Graduate School of Applied Mathematics
- Enformatik Enstitüsü** / Graduate School of Informatics
- Deniz Bilimleri Enstitüsü** / Graduate School of Marine Sciences

### YAZARIN / AUTHOR

**Soyadı** / Surname : Alkur  
**Adı** / Name : Cemile  
**Bölümü** / Department : Eğitim Programları ve Öğretim

### TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) :

Evaluation of an English Language Program implemented at Civil Aviation Cabin Services Program at an Aviation Vocational School in Turkey

**TEZİN TÜRÜ / DEGREE:** **Yüksek Lisans** / Master  **Doktora** / PhD

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide.
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