

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS**

**A SUGGESTED SYLLABUS FOR SPEAKING COURSE AT AN
AVIATION VOCATIONAL SCHOOL IN ACCORDANCE WITH
CEFR B1 LEVEL**

MASTER THESIS

**PREPARED BY
EMEL YILMAZ KUŞÇU**

ANKARA - 2021

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS**

**A SUGGESTED SYLLABUS FOR SPEAKING COURSE AT AN
AVIATION VOCATIONAL SCHOOL IN ACCORDANCE WITH
CEFR B1 LEVEL**

MASTER THESIS

**PREPARED BY
EMEL YILMAZ KUŞÇU**

**ADVISOR
ASSIST. PROF. DR.
GÜLİN DAĞDEVİREN KIRMIZI**

ANKARA - 2021

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı çerçevesinde Emel YILMAZ KUŞÇU tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Tez Savunma Tarihi: 11 / 01 / 2021

Tez Adı: Havacılık Meslek Yüksekokulu İngilizce Konuşma Dersi İçin CEFR B1 Seviyesiyle Uyumlu Bir İzlen Önerisi

Tez Jüri Üyeleri (Unvanı, Adı - Soyadı, Kurumu)

İmza

Tez Danışmanı: Dr. Öğr. Üyesi Gülin Dağdeviren Kırmızı, Başkent Üniversitesi

.....

Jüri Başkanı: Dr. Öğr. Üyesi Ceyhun Karabıyık, Ufuk Üniversitesi

.....

Jüri Üyesi : Dr. Öğr. Üyesi Senem Üstün Kaya, Başkent Üniversitesi

.....

ONAY

Başkent Üniversitesi

Eğitim Bilimleri Enstitüsü Müdürü

Prof. Dr. Servet Özdemir

Tarih: ... / ... /

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORJİNALLİK RAPORU

Tarih: 11 / 12 / 2020

Öğrencinin Adı, Soyadı: Emel Yılmaz KUŞÇU

Öğrencinin Numarası: 21710375

Anabilim Dalı: Yabancı Diller Eğitimi Anabilim Dalı

Programı: İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

Danışmanın Unvanı/Adı, Soyadı: Dr. Öğr. Üyesi Gülin Dağdeviren KIRMIZI

Tez Başlığı: Havacılık Meslek Yüksekokulu İngilizce Konuşma Dersi İçin CEFR B1 Seviyesi ile Uyumlu Bir İzlençe Önerisi

Yukarıda başlığı belirtilen Yüksek Lisans/Doktora tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 88 sayfalık kısmına ilişkin, 11 / 12 / 2020 tarihinde tez danışmanım tarafından “Turnitin” adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 15’tir. Uygulanan filtrelemeler:

1. Kaynakça hariç
2. Alıntılar hariç
3. Beş (5) kelimeden daha az örtüşme içeren metin kısımları hariç

“Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını” inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Öğrenci İmzası:.....

ONAY

Tarih: 11 / 12 / 2020

Dr. Öğr. Üyesi Gülin Dağdeviren KIRMIZI

İmza:

DEDICATION

To My Dear Father Turgut and My Dear Son Turgut İnan

ACKNOWLEDGEMENTS

Foremost, I would like to thank my thesis advisor Assist. Prof. Dr. Gülin DAĞDEVİREN KIRMIZI, for her precious support and guidance during the all stages of this thesis, and for her valuable comments and feedback.

I would also like to thank the examining committee members, Assist. Prof. Dr. Senem ÜSTÜN KAYA and Assist. Prof. Dr. Ceyhun KARABIYIK for their valuable feedback and recommendations.

I would like to express my gratitude to my colleagues Emre AYDIN, Başak BUCAK ALTIN and Handan KARAKÜLAH for sharing their knowledge and their precious contributions to my thesis. I am also indebted to the students at University of Turkish Aeronautical Association for their cooperation and participation in my study.

My deepest gratitude goes to my family for their constant support and standing by me during my thesis and all the time. I would like to thank my mother Behice for her help, patience and encouragement. I would like to thank my sister Sibel for being my best friend since my childhood and for her endless support.

My speacial thanks go to my dear husband Bilgin for his endless help and support during my thesis. I am very lucky to have him by my side.

I dedicate this thesis to my dear father Turgut, who passed away years ago. He always supported me during my education. I hope he will be proud of me when he sees my accomplishments.

Lastly, I also dedicate this thesis to my son Turgut İnan, who is the most beautiful gift and the joy of my life. I am sorry for the time I have taken from you during my thesis and I hope my thesis will be inspiring for you to achieve your goals.

ÖZET

Emel YILMAZ KUŞÇU, Havacılık Meslek Yüksekokulu İngilizce Konuşma Dersi İçin CEFR B1 Seviyesiyle Uyumlu Bir İzlençe Önerisi, Başkent Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Öğretimi Tezli Yüksek Lisans, 2021

Bu çalışmanın amacı, havacılık meslek yüksekokulu öğrencilerinin İngilizce Konuşma II dersi için Diller için Ortak Avrupa Referans Çerçevesi (CEFR) kriterlerine dayalı ve havacılık öğrencilerinin ihtiyaç ve ilgilerine göre oluşturulmuş bir izlençe tasarlamaktır. Bu amaçla, bu çalışmada hem nicel hem de nitel metotlar kullanılmıştır. İlk olarak, İngilizce Konuşma dersini alan ikinci sınıf öğrencilerine, konuşma dersi ile ilgili ihtiyaç ve hedeflerini öğrenmek için CEFR'nin B1 öz değerlendirme kontrol listeleri uygulandı. İkinci olarak, öğrencilere dersle ilgili görüş ve beklentileri hakkında bilgi edinmek için açık uçlu bir anket uygulandı. Veriler, 97 sivil havacılık kabin hizmetleri ve sivil hava ulaştırma işletmeciliği öğrencilerinden toplandı. Veri analizi yapıldıktan sonra, araştırmacı tarafından bir İngilizce Konuşma dersi izlençesi hazırlandı. Araştırmanın bulguları, havacılık öğrencilerinin Havacılık İngilizcesine çok önem verdiklerini ve konuşma becerilerini özellikle mesleki gelişimleri için geliştirmek istediklerini ortaya koymuştur. Bir diğer göze çarpan bulgu, kabin hizmetleri öğrencilerinin konuşma konusunda genel olarak ulaştırma işletmeciliği öğrencilerine göre kendilerini daha yeterli görmeleridir. Ayrıca, öğrencilerin konuşma ihtiyaçlarını karşılamak için konuşma dersi saatlerinin artırılması gerektiği ortaya çıkmıştır. Bu çalışma, Özel Amaçlar için İngilizce, ve özellikle Havacılık İngilizcesi alanında öğrenciler ve ders tasarımcıları için katkı sağlamayı hedeflemektedir.

Anahtar kelimeler: Özel Amaçlar için İngilizce (ESP), Diller için Ortak Avrupa Referans Çerçevesi (CEFR), konuşma, ihtiyaç analizi, havacılık öğrencileri.

ABSTRACT

Emel YILMAZ KUŞÇU, A Suggested Syllabus for Speaking Course at an Aviation Vocational School in Accordance with CEFR B1 Level, Başkent University, Institute of Educational Sciences, Department of Foreign Languages, Master in English Language Teaching with Thesis, 2021

The purpose of this study is to design a syllabus for English Speaking II course at an aeronautical vocational school based on Common European Framework of Reference for languages (CEFR) criteria and tailored to the needs and interests of aviation students. In order to achieve this purpose, both qualitative and quantitative methods were used in this study. First, B1 self –assessment checklists of CEFR were administered to the students in second grade taking English Speaking course to explore their needs and goals about the speaking course. Second, an open-ended questionnaire was administered to them to obtain their viewpoint and expectations of the course. The data were collected from 97 cabin services and transportation management students. After the data were analyzed, an English Speaking course syllabus was designed by the researcher. The findings of the study revealed that aviation students place high value on Aviation English and aim to enhance their speaking skills especially for their professional development. Another key finding is that cabin services students feel themselves more competent in speaking than transportation management students. It was also found that lessons hours of speaking course should be increased to meet the students’ speaking needs. This study aims to contribute to the field of ESP, particularly to Aviation English for both students and course designers.

Key words: English for Specific Purposes, the Common European Framework of Reference for languages (CEFR), speaking, needs analysis, aviation students.

TABLE OF CONTENTS

DEDICATION	i
ACKNOWLEDGEMENTS	ii
ÖZET	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
ABBREVIATIONS	xi
1. INTRODUCTION	1
1.1. Problem Situation	1
1.2. Purpose	2
1.3. The Significance of The Study	3
1.4. The Restrictions of The Study	4
2. LITERATURE REVIEW	5
2.1. Theoretical Framework	5
2.1.1. ESP (English for Specific Purposes)	5
2.1.1.1. Needs analysis.....	7
2.1.2. Speaking skill.....	7
2.1.2.2. Communicative tasks	10
2.1.2.3. Criteria for speaking tasks	11
2.1.3. Types of syllabuses.....	13
2.2. Conceptual Framework	18
2.2.1. The Common European Framework of Reference for Languages (The CEFR)	18
2.2.1.1. The purpose of the CEFR	18
2.2.1.2. The common reference levels of the CEFR.....	20
2.2.1.3. Communicative tasks and the CEFR	20
2.2.1.3.1. Task performance.....	21
2.2.1.3.2. Task difficulty	22
2.2.1.3.3. Task conditions and constraints	23
2.2.1.4. The European language portfolio (The ELP).....	25
2.2.1.4.1. The language passport	26

2.2.1.4.2. The language biography.....	27
2.2.1.4.3. The dossier	28
2.2.1.5. The functions of the ELP	29
2.2.1.5.1. The pedagogical function.....	29
2.2.1.5.2. The reporting function	29
2.3. Related Studies	30
3. METHOD	32
3.1. Model of Study	32
3.2. Sample	32
3.3. Data Collection Instrument.....	33
3.3.1. CEFR B1 self-assessment checklists	33
3.3.2. Open-ended questionnaire	34
3.4. Data Analysis.....	34
4. RESULTS	35
4.1. Research Question 1	35
4.2. Research Question 2	40
4.3. Research Question 3	63
5. DISCUSSION.....	68
5.1. Discussion of The Findings	68
5.1.1. Speaking skills needs and goals of the students at an aeronautical vocational school	68
5.1.2. The difference between cabin service students and transportation management students in terms of needs and goals	70
5.1.3. The expectations of the aviation students from the speaking course.....	71
6. CONCLUSION	75
6.1. Implications and Suggestions	76
6.2. Recommendations for Further Research	77
7. SUGGESTED SYLLABUS	79
REFERENCES	138
APPENDICES	144
APPENDIX 1. EDUCATIONAL BACKGROUND.....	144
APPENDIX 2. SELF-ASSESSMENT CHECKLISTS	145
APPENDIX 3. OPEN-ENDED QUESTIONNAIRE.....	148

LIST OF TABLES

Table 1. Frequency of the Answers Related to Spoken Interaction.	36
Table 2. Frequency of the Answers Related to Goals in Spoken Interaction	37
Table 3. Frequency of the Answers Related to Spoken Production	38
Table 4. Frequency of the Answers Related to Goals in Spoken Production.....	39
Table 5. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS1.	40
Table 6. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS1 is Their Primary Goal.	41
Table 7. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS2.....	41
Table 8. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS2 is Their Primary Goal.	42
Table 9. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS3.....	42
Table 10. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS3 is Their Primary Goal.	43
Table 11. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS4.....	43
Table 12. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS4 is Their Primary Goal.	44
Table 13. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS5.....	44
Table 14. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS5 is Their Primary Goal.	45
Table 15. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS6.....	46

Table 16. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS6 is Their Primary Goal.	46
Table 17. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS7.....	47
Table 18. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS7 is Their Primary Goal.	47
Table 19. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS8.....	48
Table 20. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS8 is Their Primary Goal.	48
Table 21. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS9.....	49
Table 22. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS9 is Their Primary Goal.	49
Table 23. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS10.....	50
Table 24. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS10 is Their Primary Goal.	50
Table 25. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS11.....	51
Table 26. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS11 is Their Primary Goal.	51
Table 27. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS1.....	52
Table 28. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS1 is Their Primary Goal.	53

Table 29. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS2.....	53
Table 30. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS2 is Their Primary Goal.	54
Table 31. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS3.....	54
Table 32. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS3 is Their Primary Goal.	55
Table 33. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS4.....	55
Table 34. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS4 is Their Primary Goal.	56
Table 35. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS5.....	56
Table 36. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS5 is Their Primary Goal.	57
Table 37. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS6.....	57
Table 38. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS6 is Their Primary Goal.	58
Table 39. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS7.....	58
Table 40. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS7 is Their Primary Goal.	59
Table 41. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS8.....	60

Table 42. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS8 is Their Primary Goal.	60
Table 43. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS9.....	61
Table 44. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS9 is Their Primary Goal.	61
Table 45. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS10.....	62
Table 46. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS10 is Their Primary Goal.	62
Table 47. Speaking Activities Preferred by Aviation Students	64
Table 48. Speaking Topics Preferred by Aviation Students.....	65
Table 49. Speaking Suggestions by Aviation Students	66

ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELP	European Language Portfolio
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
TBLT	Task-Based Language Teaching
TEPAV	Türkiye Ekonomi Politikaları Araştırma Vakfı

1. INTRODUCTION

1.1. Problem Situation

Turkey is not a country in which English is used in daily life except for education and business purposes. English is offered at schools as a foreign language starting at grade two at primary schools (Milli Eğitim Bakanlığı, 2018). Despite of this, Turkish students usually have difficulty in learning English. TEPAV (Türkiye Ekonomi Politikaları Araştırma Vakfı) and British Council (2013) prepared a highly comprehensive report around Turkey and they observed five findings including grammar-based teaching, textbook-centered learning, lack of differentiation regarding needs/interests/levels of students with respect to the failure of Turkish students to speak/understand English.

English is the official language of aviation in the international area. Therefore, English is crucial for students attending aeronautical vocational schools in Turkey. Students are expected to speak English well both in job interviews and in their future jobs. Since speaking English is an essential requirement in aviation for both civil aviation cabin services and civil air transportation management staff. Flight attendants and ground services crew often need to communicate with customers from different countries. Therefore, speaking skills is vital for good communication. Moreover, students who speak English well are most likely to be employed in job interviews.

Since aviation is a developing industry in Turkey, there is a great need for staff who speaks English well. Students attending aviation vocational schools need to be taught English in accordance with their needs related to their work field. They should have speaking skill courses based on their needs and interests. For these reasons, aviation English belongs to the field of English for Specific Purposes (ESP). ESP “has tended to be a needs- and materials-led movement” (Johns & Dudley-Evans, 1991, p.305). This study was conducted at Ankara Aeronautical Vocational School of Higher Education and students don't have a speaking course book prepared for their needs in their professional lives. Therefore, speaking activities related to aviation such as making announcements, giving instructions, preparing for interviews, asking customers to do something politely etc. were included in the suggested speaking syllabus. These activities will provide

students with necessary information to develop their speaking skill and students will be prepared for their future work.

1.2. Purpose

The purpose of this study is to determine the needs and interests of the aviation students and design a suggested syllabus for English Speaking II course at an aeronautical vocational school based on this need analysis and also Common European Framework of Reference for Languages (hereafter, CEFR) criteria.

The CEFR supporting language learning at all levels has been established to enhance and ensure collaboration among educational institutions in different countries, to offer a common reference point for developing mutual language qualifications across Europe and to help teachers, learners, course designers, professionals working in educational administration to settle and work in coordination (Council of Europe, 2001). Since CEFR offers a wide range of information and sources for course designers, it was used as a basis to create B1 level ESP materials and help aviation students improve their speaking skill.

CEFR includes a section called “Communicative language activities and strategies” and objectives are stated for different types of communicative activities in this section. Speaking activities, tasks and exercises were designed in accordance with this section in the Framework and also with ESP needs of students. Based on these purposes, this study addresses the following research questions:

Research Question 1: What are the spoken interaction and spoken production needs and goals of the students at an aeronautical vocational school in accordance with the CEFR?

Research Question 2: What is the difference between Cabin Service students and Transportation Management students in terms of needs and goals?

Research Question 3: What are the expectations of the aviation students from the speaking course?

Research Question 4: How can the CEFR be implemented in the speaking course at an aeronautical vocational school?

1.3. The Significance of the Study

The CEFR was developed through a process of scientific research including drafting, piloting and consultation undertaken by the Council of Europe and it's one of the best known and most used Council of Europe policy instruments (Council of Europe, 2018). It is used in many countries to develop curricula and materials in language teaching. There are a number of studies done in Turkey based on CEFR criteria to develop syllabuses, activities and materials. These studies are related to different language learners and levels and most of them focus on one language skill. The master's thesis by Büyükkınacı (2011) aims to develop a spoken interaction syllabus at A2 level defined in the CEFR by mainly focusing on conversations. Okçu (2007) suggests a speaking syllabus for B2 level. Another example is the master's thesis by Akan (2007), which aims to develop a suggested speaking course syllabus for C1 level students. In her doctoral thesis, Ekşi (2008) suggests a syllabus for the ELT preparatory students at Gazi University in accordance with the criteria at B2 level in the CEFR by using a study skills questionnaire and an interest checklist.

Moreover, there are a number of studies on ESP done in Turkey, but there aren't many studies which deal with the implementation of the CEFR in teaching ESP students. To the best of our knowledge, there is only one thesis done in Turkey which used the CEFR criteria to create ESP materials for tourism department at a university. Büyükkalay (2016) aims to develop speaking and listening activities based on the CEFR and investigates its effects on the success of students at tourism departments. Yet, there isn't a study which used the CEFR criteria to design a speaking syllabus for students at aviation departments. Therefore, this study aims to fill in the gap in the literature in this field.

It's necessary to prepare students for their professional lives after graduation in ESP. Therefore, students should be taught through materials in accordance with their needs in their work field. Aviation students at Ankara Aeronautical Vocational School don't have an English Speaking II course book tailored to their needs and which will help them acquire the speaking skills and other qualifications necessary for their jobs. Because of these reasons, this suggested syllabus might be valuable to the students at this school and also students at other universities. Moreover, this study may be of use for course designers and teachers to use in ESP courses.

1.4. The Restrictions of the Study

This study is limited to the second year students in the civil aviation cabin services and civil air transportation management departments at Ankara Aeronautical Vocational School. Furthermore, this study is limited to spoken interaction and spoken production skills defined in the CEFR. Finally, another limitation is that activities in the syllabus consisted of ESP speaking activities at B1 level.



2. LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. ESP (English for Specific Purposes)

As noted by Hutchinson and Waters (1987), there are three factors to lead to the emergence of ESP: the demand for English to suit specific needs of learners and the developments in linguistics and educational psychology. After the end of World War II in 1945, the tremendous developments in technology and commerce around the world led to a demand for an international language and mostly because of the economic reasons this role fell into English. Before World War II people had learned English as well as other languages in their own right and most of them didn't ask why they needed to learn English. However, when English became the international language of technology and commerce, learners came to know why they needed it: They needed it to keep up with current improvements in their professional fields. Because of these reasons, English became big business and a demand for English courses suitable for the needs and wishes of learners according to their fields emerged (Hutchinson & Waters, 1987).

Hutchinson and Waters (1987) points out that the demand for English courses designed for the needs of specific fields was accompanied by a sea change in language teaching field. Traditional idea of focusing grammar in language teaching was replaced by focusing on the communication aspect of language. Studies on language teaching carried out in this period indicated that language we use changes remarkably according to different contexts, for instance, English for commerce is different from engineering English. This led to the idea that if language changes from one situation to another, we might establish the qualities of specific situations and use these qualities as the basis of courses for specific purposes. Thus, research into the different contexts of English increased significantly in the late 1960's and early 1970s (Hutchinson & Waters, 1987).

As indicated by Hutchinson and Waters (1987), another factor that influenced the emergence of ESP was the improvements in educational psychology. The learner began to be given primary status in learning processes and different needs and interests of learners came to be taken into consideration. The needs and interests of students were thought to

have significant impact on their motivation and consequently on their learning performance. This gave rise to the development of courses that attach central importance to the relevance to the learners' needs and interests. It was thought that if English course was relevant to their needs, this would enhance the learners' motivation and, therefore make learning more efficient (Hutchinson & Waters, 1987).

According to Strevens, (as cited in Johns & Dudley-Evans, 1991) the definition of ESP has both absolute and variable characteristics:

1. Absolute characteristics: ESP consists of English language teaching which is:
 - designed to meet specified needs of the learner
 - related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities
 - centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
 - in contrast with "General English"
2. Variable characteristics: ESP may be, but is not necessarily:
 - restricted as to the language skills to be learned (e.g., reading only)
 - not taught according to any pre-ordained methodology

Claims: the claims for ESP are:

- being focused on the learner's need, wastes no time
- is relevant to the learner
- is successful in imparting learning
- is more cost-effective than "General English". (p.298)

As noted by Hutchinson and Waters (1987), ESP is an approach to language learning and it's based on the fundamental question: Why does the learner want to learn a foreign language? Therefore, all decisions related to course design are made in accordance with that question, that is, the learner's reason for learning. There are various branches of ESP. The best known branch is EAP (English for Academic Purposes) which is taught to learners at usually higher educational levels. Less well-known branch is EOP, or English for Occupational Purposes (Belcher, 2009). The main aim of ESP is to help learners acquire the language they need or achieve academic, professional or occupational goals (Feak, 2013).

2.1.1.1. Needs analysis

Needs analysis is one of the most salient features of ESP. Needs analysis is the “type of investigation ESP curriculum developers use to identify the gap between what the learner already know and what they need to know in order to study or work in their specific target environments” (Basturkmen, 2006, p.15). It’s the first stage in ESP course development. After curriculum developers obtain data from needs analysis, they follow the steps curriculum design, materials selection, methodology, assessment and evaluation. However, Johns and Dudley-Evans (1998) state, these stages don’t proceed in a linear fashion. On the contrary, they are activities in a cyclical process which are overlapping (as cited in Flowerdew, 2013, p.325).

The syllabus is based on an analysis of the need of the students in ESP course design. Since the syllabus is based on needs, it is expected to be motivating for learners, who see the relevance of what they are studying to their future work. Furthermore, students in ESP classes usually have limited time to learn English. Therefore, it’s required to teach them only the language items and functions they need. Thus, ESP course developer should identify the needs of the learner and design a course accordingly (Basturkmen, 2006).

According to Flowerdew (2013), needs analysis has been a part of ESP for a long time and continues redefining itself. Needs analysis appeared first in the literature on ESP as a concept in the 1970s. The concept of needs analysis was first developed by the Council of Europe when they designed a model to determine the language proficiency of adults who were required to work in different countries in the European Economic Community.

2.1.2. Speaking skill

Speaking is “producing systematic verbal utterances to convey meaning” (Bailey, 2005, p.5). Speaking is the productive, oral skill. Speaking is considered as the most important skill by most language learners because it is thought that you know the language well if you are able to speak that language well. We usually ask “Can you speak French?”, “Can you speak Japanese?” implying that we see speaking as the main skill in a language (Nation, 2011).

Goh (2007) states that language knowledge alone -knowledge of basic grammar and a working vocabulary- is not sufficient to speak a foreign language effectively. Learners must also improve skills in four key areas of speaking competence. These areas are:

- Phonological skills: Producing accurate sounds of the target language (vowels and consonants) and having knowledge of stress and intonation.
- Speech function skills: Using words to fulfil communicative functions such as explain, agree, complain, accept, decline, request, encourage, warn and beg.
- Interaction management skills: Performing face-to-face interactions by initiating, maintaining and closing conversations, regulating turn-taking, changing topics and negotiating meaning.
- Extended discourse organization skills: Building coherence and cohesion in extended discourse by using established conventions to form different types of spoken text (e.g. narrative, procedural).

Similarly, Hughes and Reed (2017) points out that speaking in a foreign language is usually offered as only a transition of linguistic features to the spoken form. They disagree with this view indicating the complexity of speaking skill. They argue that being competent in grammar, vocabulary and phonology isn't sufficient to speak a language. As Hughes and Reed (2017, p.78) observes: "The spoken form, unlike the written, calls for the learner to draw on oral/aural, cognitive, processing, pragmatic, inter-personal, cultural and motor skills simultaneously".

According to Hughes and Reed (2017), another aspect of speaking skill that makes it unique is that it is related to a great number of other study fields. In terms of knowledge of cultural issues, it is related to pragmatics and ethnography. It is related to syntax and semantics (knowledge of grammar and vocabulary). In terms of processing of language, it is connected to neurolinguistics and psycholinguistics. In addition to these fields, two disciplines directly attend to speaking. One of them is the combined fields of phonetic and phonology "which cover the physical nature of sound production and the way it relates to the meanings conveyed by language" and the other is connected to the areas of discourse analysis and conversation analysis "where the social behaviour that humans engage in through speaking are explored" (Hughes & Reed, 2017, p.4). Except from those areas, there is another area linked to speaking which is called "prosodic aspects of speech". This area deals with the "musical elements of speech production such as intonation and speech

rhythm” and how these elements affect the meanings of words and sentences (Hughes & Reed, 2017, p.5).

2.1.2.1. Historical overview of speaking skill in language learning methods

As Hughes and Reed (2017) states, views on the spoken form and how much we should focus on it in the curriculum have changed greatly in time and different cultures. Grammar translation methods were based on teaching grammar through isolated sentences and translation and they were associated with written forms. They didn't involve any teaching of spoken communication.

According to Hughes and Reed (2017), the audio-lingual methods emerged as a backlash against grammar translation approach late in the twentieth century and they put the spoken form at the center of teaching methodology. In the Audio-lingual Approach or the Direct Method, spoken form was a medium to present oral input, to prompt automatic output and to reinforce grammatical forms. However, although the spoken form was used in these *natural* or *direct* methods as the means of instruction, these forms were very different from natural speech or spoken communication. They were based on repetitive oral work which is called *drilling*. The spoken exercises were limited to practice certain grammatical rules (Hughes, 2011).

Hughes and Reed (2017) points out that with the development of communicative approaches in the 1970s and in the 1980's, the place of the spoken form in the language teaching has changed considerably. The spoken mode wasn't only the medium of instruction anymore, instead it became the channel that forms and changes the process of language learning. In addition, communicative approaches claim that communication in real contexts is vital to acquire a language. Therefore, they adopt communication tasks which are similar to real-life tasks in real settings in contrast to tasks intending to practice grammatical forms. As indicated by Hughes and Reed (2017), communication tasks are student-centered, they demand negotiation and discussion with other students and they don't focus on accuracy and explicit instruction of linguistic items.

As noted by Hughes and Reed (2017), similarly, the American linguist Stephen Krashen emphasized the significance of communication in learning a language in the 1980s by his Natural Approach. In the same way as the Communicative Language Teaching (CLT), Krashen's theory proposes that active participation in communication by

the learner is the best way to learn a second language in contrast to instruction of grammatical forms by the teacher. Both CLT and the Natural Approach by Krashen were based on the concept of meaningful interaction and they placed great emphasis on communication instead of linguistic features. Moreover, Krashen (1981) argues that we acquire second languages in a process as naturally as children acquire their first language. Children acquire first and second languages through spoken interaction and that's why spoken mode was placed high value in second language learning theory and in language teaching classrooms by the late 1980s.

According to Hughes and Reed (2017), another prominent improvement in CLT which puts high value on spoken interaction is the Task-Based Language Teaching (TBLT). It was first developed by Prabhu (1987) in the late 1980s and it has retained a strong impact on syllabus design and discussions on language learning. TBLT paved the way for designing and using tasks which involve copious amount of spoken interaction, demand active participation of learners and foster authentic language use. It can be concluded that there are two common aspects in current trends in language theory: First, students' talking time should be much more than teacher talking time in lessons. Second, speech in the classrooms is closely connected with language acquisition (Hughes & Reed, 2017).

2.1.2.2. Communicative tasks

Bailey (2005) suggests that after Communicative Language Teaching emerged in the 1970s, it was understood that people don't learn the parts of languages and just put them together to speak. Instead, people acquire first language and second languages through interaction with other people. CLT includes interaction-based activities, such as role-plays and information gap tasks (activities in which learners must use English to convey information they know but their partners don't know). Because of the strong emphasis put on students' spoken interaction, small group and pair work became popular in CLT classrooms (Hughes & Reed, 2017). "Pairwork and group work are typical organizational features of interaction-based lessons in CLT" (Bailey, 2005, p.19).

Shumin (2002) also emphasizes the role of interaction as the key to improve EFL learners' speaking abilities. He suggests that there are two functions of spoken language: interactional and transactional. The purpose of the interactional function is to maintain

social relationships, while the purpose of the transactional function is to convey information and ideas. Much of our daily communication is interactional, therefore, interaction in a language is essential (Shumin, 2002). Communicative tasks which are related to real life activities provide many opportunities for interaction between learners in the classroom and EFL teachers should take advantage of them as much as possible.

According to Shumin (2002), effective interactive activities “should (1) be based on authentic source materials; (2) enable learners to manipulate and practice specific features of language; (3) allow learners to rehearse, in class, communicative skills they need in the real world; and (4) active psycholinguistic process of learning” (p.209).

Thornbury (2005) also points out the advantages of communicative tasks in teaching of speaking. According to him, while learners are carrying out a task, they don't focus on linguistic features; instead, they are forced to communicate with their available resources to achieve an outcome. To prevent learners from thinking over the grammar rules, tasks can be made more demanding. For example, task time can be reduced or an extra-linguistic goal such as shopping in a store or talking to a travel agency can be set. Thus, Thornbury (2005) suggests that communicative tasks meet two language learning needs: “They prepare learners for real-life language use, and they encourage the automatization of language knowledge” (p.79). In addition, he indicates the features of communicative tasks as below:

- The main purpose is to achieve an outcome communicating in the target language.
- They happen in real time.
- Interaction is crucial for the learners to achieve the outcome.
- The outcome isn't certain due to the spontaneity of the interaction.
- Participants don't have to use specific linguistic features. (p.79)

2.1.2.3. Criteria for speaking tasks

Thornbury (2005) suggests that speaking tasks should fulfill certain conditions for the learners to make use of them more:

1) Productivity: A speaking activity should encourage learners to produce speech as much as possible. For example, if students perform an information gap activity by speaking only with a few words or if only several people take part in an activity, the tasks

won't achieve their goals. In addition, if learners speak mainly in L1, the tasks won't be useful for them.

2) Purposefulness: When a task has a specific outcome, in particular, if learners need to work together for a common purpose, learners are more likely to participate in the task. For example, if they organize an event together, or try to find the best solution for a problem, they will be encouraged to speak more. Having learners report to the class on the information they get from their classmates and adding a competitive element to the task such as a race can encourage participation.

3) Interactivity: Interaction, that is to both listen and speak, is vital for communication tasks. Because it is believed we learn languages through interaction with other people. Interaction is necessary even in formal, monologic tasks such as presentations and talks. In these type of tasks, the presenter can ask questions and the audience can show interest and comment on the presentation. Thus, interaction can take place.

4) Challenge: The task should force learners to employ their communicative resources. If learners carry out challenging tasks, they feel they are successful. However, tasks shouldn't be too challenging. If the tasks are too high above the learners' level, they become discouraging, learners don't want to perform them or they speak in their L1. Therefore, the teacher should adapt the tasks to the students' level.

5) Safety: While learners are challenged by the task, they also should feel secure that they don't take too much risk. They should have a positive classroom environment and the teacher should be supportive and helpful. The teacher shouldn't be judgmental when learners make errors. Moreover, learners need to feel confident that the teacher will help them when they have difficulty doing tasks.

6) Authenticity: Speaking tasks should be related to real-life tasks to prepare learners for real-life language use. Authenticity also means that learners sometimes have to carry out tasks in real conditions: they need to speak unplanned, with minimum preparation, without help, and draw on their communicative resources. Another aspect of authenticity is that topics and genres chosen for speaking tasks should be tailored to learners' needs and interests.

2.1.3. Types of syllabuses

Syllabus is “concerned essentially with the selection and grading of content” (Nunan, 1998, p.5). According to Basturkmen (2006) the procedure of specifying and ordering content involves theoretical stances. A syllabus reveals its designers’ viewpoints about the nature of language and learning. There are different types of syllabuses in general English language courses. A list of types of syllabuses was compiled by Richards (1990) as follows:

Structural: organized primarily around grammar and sentence patterns.

Functional: organized around communicative functions, such as identifying, reporting, correcting, describing.

Notional: organized around conceptual categories, such as duration, quantity, location.

Topical: organized around themes or topics, such as health, food, clothing.

Situational: organized around speech settings and the transactions associated with them, such as shopping, at the bank, at the supermarket.

Skills: organized around skills, such as listening for gist, listening for specific information, listening for inferences.

Task or activity-based: organized around activities, such as drawing maps, following directions, following instructions. (p.9)

Structural Syllabus: Nunan states (1988) this type of syllabus is probably the most well-known syllabus to language teachers. In this syllabus, content of a language lesson is determined and divided according to structural items. One aspect of this syllabus is that one grammatical feature is given at a time and only after learners have mastered that grammatical feature they would move to the next one. The theoretical view behind this syllabus is that language is comprised of set of rules and these rules should be introduced to learners one by one to help learners internalize each grammatical item better. Another assumption of this type of syllabus is that if learners internalize the form of a language item, they will spontaneously be able to use it in real life communication. Structural syllabuses began to be criticized in the 1970s because they focused on only grammar and they didn’t pay any attention to other aspects of language (Nunan, 1988).

Functional-Notional Syllabus: Although functional syllabi and notional syllabi are classified separately in the Richards’ (1990) list above, usually they are used

interchangeably. As noted by Nunan (1988), during the 1970s, linguists began to hold a broader view of language, that is, they started to focus on language use rather than isolated grammatical forms and this was reflected in functional-notional syllabus design. In this type of syllabus, language content is selected and organized according to *functions* and *notions*. Functions can be defined as “the communicative purposes for which we use language” (Nunan, 1988, p.35). Examples of functions might be greeting people, giving information, apologizing, suggesting, warning, requesting, saying good bye etc. Functional-notional syllabus also consists of abstract conceptual categories called *notions*. For Nunan (1988), notions mean “the conceptual meanings (objects, entities, states of affairs, logical relationships and so on) expressed through language” (p.35). Examples of notions might be time, location, size, quantity, quality, distance, duration and so on.

According to Krahnke (1987), studies on communicative competence in the 1970s formed the theoretical basis for functional-notional syllabus and thus this syllabus has usually been linked to communicative language teaching. In CLT, language use or communicative purposes form the basis for language teaching. Krahnke (1987) points out that the most important feature of functional-notional syllabus is that instruction is organized around language use rather than language forms. Another positive feature of this syllabus is learners can get involved in real-life interaction in lessons and they might perform better in written or spoken interaction (Krahnke, 1987).

Like structural syllabus, functional-notional syllabus has also been criticized. One of the criticisms was that the selection and grading of language items in a functional-notional syllabus was much more complex. The content is determined not only according to linguistic features but also to communicative purposes which syllabus designers think would be helpful for learners. In addition to linguistic analysis, it is also necessary to conduct needs analysis to determine what these communicative purposes are. It is especially necessary in designing ESP syllabuses (Nunan, 1988).

Topical Syllabus: Topical syllabuses are organized by topics or themes such as greeting people, life plans, customs and cultures around the world, family, hobbies. As noted by Brown (1995), the topics are usually chosen by the text author and the author selects the topics according to what s/he believes important for the learners to study. In addition, topics are listed according to their perceived importance or difficulty in the reading texts in the syllabus design (Brown, 1995).

Situational Syllabus: Situational syllabuses are organized by situations such as *in the restaurant, at the cinema, at the airport, in the doctor's, in a clothes' store, in a travel agency*. As suggested by Brown (1995), "The selection of situations is usually based on some feeling for the likelihood that the students will encounter such situations" (p.8). There might be a chronologic sequencing of situations in some situational syllabi (Brown, 1995). Krahnke (1987) suggests that situational syllabus has been employed in language teaching for a long time but it has usually been applied as a supplementary content. Situations might be used to introduce a new subject or to practice material that has been presented before.

According to Krahnke (1987), this syllabus isn't associated with a specific teaching method; it is used with many methods. Examples of situational syllabus can be seen in audio-lingual, cognitive and experiential instruction. Situations or settings can be exploited to focus on different linguistic features such as grammar, vocabulary, functions, or discourse. Situations are mostly presented as dialogues usually in the beginning of a lesson. They are also introduced in role plays in which learners act out roles in certain situations. In role plays, language content can be given to learners or learners can determine the language content necessary for their role play. Situational syllabus is especially useful for specific and predictable language and setting, for example, with hotel staff in hotels. If learners study some specific situations, they might perform better when they encounter with these situations in real life. One of the positive features of situations is that they give context for the language being learned (Krahnke, 1987).

Skill-based Syllabus: Skill-based syllabuses are organized around language or academic skills. Krahnke (1987) defines skill as "a specific way of using language that combines structural and functional ability but exists independently of specific settings or situations". Examples for reading skills are *skimming for the general idea, scanning for specific information, guessing the vocabulary from the context* and so on. Examples for writing skills are writing *topic sentences, reference words, connectors* and the like. Skill-based syllabus isn't linked to a particular learning theory.

As indicated by Krahnke (1987), skill-based syllabus has been used extensively in ESL programs on the grounds that it would help learners to learn the basic skills necessary for their jobs in a short time. This syllabus is especially efficient in ESL programs in which students need to improve specific language parts. If skills are predictable and narrow, the skill-based syllabus is more likely to be useful. When learners are provided with skills that

they might use in similar work conditions (e.g. taking orders, welcoming passengers, giving instructions, servicing food and drink) they might function better in their jobs. In addition, since this syllabus is organized around learners' needs and goals, learners are more likely to show interest in instruction (Krahnke, 1987).

Task-based Syllabus: This syllabus is organized around tasks that students might perform in real life using the target language. These tasks might be *making appointments, ordering food at a restaurant, writing a resume, solving a problem, making a hotel reservation, writing reports* and so on. According to Krahnke (1987), the salient feature of this syllabus is that it uses tasks that learners have to carry out in real life as instructional activities. Thus, it brings the real life into the classroom. In task-based syllabus, the main focus of a lesson is to complete the task rather than the explicit instruction of linguistic features. Therefore, language forms aren't taught by themselves or provided before the introduction of tasks. They are provided or learners discover them if the task requires them.

As noted by Krahnke (1987), task-based syllabus was built around Krashen's acquisition theory (Krashen, 1982) and the language theory it is usually linked to is communicative language theory (CLT). Both theories suggest that language is learnt by exposure to or participation in it, not with instruction. Therefore, tasks are suitable learning activities to have learners use language. Another salient feature of tasks is that "they require the student to apply cognitive processes of evaluation, selection, combination, modification or supplementation (so-called "higher-order thinking skills") to a combination of new and old information" (Krahnke, 1987).

Authors who use task-based syllabuses usually begin designing the syllabus by conducting needs analysis. Long (1985, as cited in Nunan 1987) favors needs analysis as a starting point and offers a procedure for developing a task-based syllabus:

1. Conduct a needs analysis to obtain an inventory of target tasks.
2. Classify the target tasks into task types.
3. From the task types, derive pedagogical tasks.
4. Select and sequence the pedagogical tasks to form a task syllabus. (Long, 1985, p. 91)

Content-based Syllabus: This syllabus is organized around the contents of school subject areas such as science, social sciences, history or academic specialized areas such as engineering, medicine or tourism. According to a definition by Krahnke (1987, p.66), content-based teaching is "the teaching of content or information in the language being

learned with little or no direct or explicit effort to teach the language itself separately from the content being taught". Therefore, any syllabus of a subject area at any level might be a content-based syllabus. In addition, another type of content-based instruction can be extensive reading of literature or other content material in a target language. The learning theory that content-based instruction is linked to is Krashen's (1982) acquisition theory which argues for explicit language instruction. Although in most content-based instruction explicit language teaching isn't provided, in some type of content-based syllabus explicit formal instruction might be given if necessary (Krahnke, 1987).

Krahnke (1987) suggests that content-based syllabus is most useful with younger children in primary and secondary schools because younger children acquire language without explicit language instruction more easily than adults. However, content-based instruction is also applicable with older students and adults if some specific language instruction (ESL) is provided along with the content instruction. Moreover, content-based syllabus is suitable in foreign language settings, particularly in vocational language instruction where occupational skills and the necessary language abilities can be taught simultaneously.

A strong aspect Krahnke (1987) notes about content-based syllabus is that it enables learners to learn language and subject matter at the same time. Another positive feature of this syllabus is language is learned in its context. Because learners learn language use, they might transfer their language ability to use in real life. A third benefit of content-based syllabus is that students learn what they need to learn. Therefore, there is no need to conduct a needs analysis to determine learners' language needs (Krahnke, 1987).

2.2. Conceptual Framework

2.2.1. The Common European Framework of Reference for Languages (The CEFR)

As the Council of Europe stated (2018), The Common European Framework of Reference for Languages: Learning, teaching, assessment “presents a comprehensive descriptive scheme of language proficiency and a set of common reference levels (A1-C2) defined in illustrative descriptive scales” (p.25) and choices for curriculum development encouraging intercultural and plurilingual education.

The CEFR was established after a process of Council of Europe’s study in language education in the 1970s and the 1980s. It was published by Council of Europe in 2001 in Strasbourg and since then has been translated into forty languages. The CEFR adopts an action-oriented approach and it’s based on and enhance the communicative approach emerged in the 1970s (Council of Europe, 2018).

The CEFR considers language as a means of communication rather than a subject to study. Therefore, it recommends an investigation into learners’ language needs and the implementation of communicative tasks and “can do” descriptors. “Can do” descriptors present a “clear roadmap” for learners and help them set their goals and follow their language progress. According to the CEFR, the main purpose of the language learning is to teach learners how to express themselves, perform in real-life situations and accomplish different tasks (Council of Europe, 2018).

2.2.1.1. The purpose of the CEFR

The Council of Europe (2001) has explained the main purpose of the CEFR as stated below:

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which

language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (p.1).

The CEFR aims to prevent communicational problems between professionals working in the language teaching which are caused by the different educational systems in Europe. It is also intended to help teachers, teacher trainees, educational administrators, course designers, and so on, to consider their professional development, to promote mutual cooperation between them and it tries to make sure that they fulfill the needs of the learners (Council of Europe, 2001).

The framework consists of the designing of language learning programs on the basis of their aims and content, the planning of language certification and the arrangement of autonomous learning involving self-assessment of the learner's proficiency, setting objectives by themselves and determination of materials (Council of Europe, 2001).

According to Council of Europe (2001), the criteria of Common European Framework (CEF) must be comprehensive, transparent and coherent. 'Comprehensive' means that the CEF need to try to define as many skills, uses and language competences as possible and that all learners should be able to set their goals in accordance with it. CEF should offer a series of level or steps by which improvement in language learning can be assessed. Moreover, it needs to be taken into consideration that communicative competence includes not only linguistic but also other dimensions such as sociocultural awareness and discovering how to learn. 'Transparent' denotes that information has to be inarguably stated and accessible, unambiguous and easily understandable to users. 'Coherent' denotes that the criteria don't include internal contradictions. In educational systems, there must be a balanced relation among the components which are stated below:

- “•the identification of needs,
- the determination of objectives,
- the definition of content,
- the selection or creation of material,
- the establishment of teaching/learning programs,
- the teaching and learning methods employed,
- evaluation, testing and assessment”. (Council of Europe, p.7)

2.2.1.2. The common reference levels of the CEFR

As the Council of Europe states (2018), the CEFR identifies six common reference levels (A1, A2, B1, B2, C1, C2) to promote and compare language curricula, courses and textbooks and to describe the learning process. These levels can be grouped into three broad categories: Basic user (A1 & A2), Independent user (B1 & B2) and Proficient user (C1 & C2). They can be also subdivided according to the needs of the learners.

Moreover, the CEFR presents these six levels for four kinds of language activities: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting) and it uses “can do” descriptors to determine the learner’s proficiency at each level (www.coe.int).

2.2.1.3. Communicative tasks and the CEFR

The CEFR is based on the belief that language primarily exists for communication and it sees the learners and users of a language mainly as “social agents” – individuals who have *tasks* (both general and language related) to accomplish in specific conditions and contexts and within a given field of action. Communication and learning include the performance of tasks. Learners and users of a language need to use *strategies* to perform tasks. Carrying out these tasks include *language activities*- reception, production, interaction or mediation (Council of Europe, 2001).

According to Council of Europe (2001) a *task* means “any purposeful action” carried out by an individual “to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved” (p.10). Moreover, “tasks are a feature of everyday life in the personal, public, educational or occupational domains” (p.157). There might be excessively various types of tasks and they may involve language activities or may not, for example they may be creative (story writing, singing), skills based (driving or repairing), or may be related to problem solving (jigsaw, crossword), routine transactions (ordering a meal in a restaurant, buying a product) discussing, giving a presentation, translating a foreign language text, reading and making a phone call etc. (Council of Europe, 2001).

Tasks similar to the ones above-mentioned are often involved in syllabuses, textbooks, classroom learning experiences and tests, but usually they are adapted to suit

learning purposes. These “real-life” tasks are determined in accordance with the learners’ needs and these needs might be occupational or educational (Council of Europe, 2001).

Other kinds of classroom tasks are *pedagogic*; they intend to teach a linguistic form or function and they are not directly related to learner needs and real life tasks. Learners use the target language to accomplish a task and speak as if no one among their classmates knows their mother tongue during the task. Some communicative pedagogic tasks might include *metacommunicative* subtasks, that is, they might be related to talking about task implementation and the language parts used while performing the task (Council of Europe, 2001).

According to Council of Europe (2001), both real-life and pedagogic classroom tasks are communicative; “they require learners to comprehend, negotiate and express meaning in order to achieve a communicative goal” (p.158). Regarding tasks aimed to teach languages, both meaning and form, and fluency and accuracy should be taken into consideration in the selection and preparation of tasks to promote both language learning progress and task performance.

2.2.1.3.1. Task performance

Task performance is related to learners’ competences, conditions and constraints specific to a particular task and learners’ strategies employed to carry out tasks. To carry out communicative tasks, learners need to draw on general competences such as knowledge and experience of the world, sociocultural knowledge (knowledge about the values, beliefs and customs in other communities), skills such as intercultural skills (mediating between the two cultures) and know-how. They also employ communicative language competences (linguistic, socio-linguistic and pragmatic knowledge and skills). Moreover, task performance is influenced by the personality traits of the learners. Language teachers may help learners perform tasks successfully by providing necessary linguistic forms, by employing experience and prior knowledge and by motivating task planning and rehearsal (Council of Europe, 2001).

2.2.1.3.2. Task difficulty

According to Council of Europe (2001), when determining levels of task difficulty, these factors should be taken into consideration:

- user / learner's competences and characteristics, including the learner's own purposes and learning style;
- task conditions and constraints which may affect the language user/learner's performance in carrying out specific tasks, and which, in learning contexts, may be adjusted to accommodate learner competences and characteristics. (p.160)

The learner's different competences are related to cognitive, affective and linguistic factors which need to be given consideration in determining task difficulty. *Cognitive factors* consist of task familiarity, skills and ability to cope with processing demands. Firstly, *task familiarity* involves the learner's familiarity with factors such as "task types, genres (text types), themes, background knowledge, knowledge of social norms and rules" (Council of Europe, 2001, p.160).

Second cognitive factor is *skills* and task completion depends on the learner's different skills such as "organizational and interpersonal skills, the learning skills and strategies including discovering for oneself, planning and monitoring task implementation and intercultural skills involving the understanding of native speakers" (Council of Europe, 2001, p.160).

Third cognitive factor is the *ability to cope with processing demands*. A task requires demands depending on the learner's capacity to "handle the number of steps or 'cognitive operations' involved and attend to the processing demands of the task and to relating different steps of the task to one another". (Council of Europe, 2001, p.161)

Affective factors are other factors connected to the learner's competences and they consist of self-esteem, involvement and motivation, state and attitude (Council of Europe, 2001). Considering *self-esteem*, self-confidence and lack of shyness are important factors to continue performing the task; for example, controlling interaction (e.g. seeking clarification, checking understanding, taking risks or, when encountered with comprehension difficulties, continuing to read or listen and making inferences).

Another affective factor is *involvement and motivation*. If students are engaged in the task, they are more likely to do a successful task performance. Both intrinsic and extrinsic motivation plays a positive role in carrying out the task. If learners carry out the task

because they're interested in it or they find it relevant to their real-life needs (educational or occupational), these are examples of intrinsic motivation. If students perform the task because they want to be prominent in the classroom or get good marks, these are related to extrinsic motivation. *State* is the third affective factor: The learner's physical and emotional state affects the performance of the task. Attentive and easy-going learners tend to learn and do better than fatigued and worried ones. The last affective factor is *attitude*: If a task involves new sociocultural knowledge and experiences, the learner's interest and openness to other cultures will influence the difficulty of the task.

Linguistic factors are the third factor related to the learner's competences. When determining the suitability of a task or controlling task parameters, learners' linguistic competences such as knowledge and use of vocabulary, phonology, grammar or orthography is a primary factor to be considered. In addition, in performing a task, learners need to deal with both form and content. A task might be challenging in terms of linguistic skills but be simple in terms of cognitive skills or vice versa, and therefore linguistic factors and cognitive factors can be balanced in task selection.

2.2.1.3.3. Task conditions and constraints

According to Council of Europe (2001), conditions and constraints influencing the difficulty of interaction and production tasks are: "support, time, goal, predictability, physical conditions and participants" (p.162). With regard to *support*, if students are provided with enough information regarding contextual features and with language assistance, task difficulty can be reduced. Concerning contextualization, students can be provided with sufficient information about participants, roles, content, goals and setting (including visuals). Moreover, clear and adequate instructions and guidelines for performing the task might facilitate task accomplishment. In interaction activities, task rehearsal or showing a similar task as an example and offering language support (key words, useful expressions etc.) enable prior knowledge or experience and schemata to activate.

Time is the second factor affecting the difficulty of tasks. In spontaneous communication, planning isn't possible, and therefore use of strategies subconsciously is needed for task accomplishment. In non-immediate communication, for example, "where communication schemata are fairly predictable or determined in advance as in routine

transactions” (Council of Europe, 2001, p.163) or where there is enough time for planning, performing, evaluating and editing text, learners can employ strategies at a more conscious level because they are more likely to be under less severe time pressure. If there is short time for learners to carry out the task, the time pressure becomes greater. In addition, the duration of the task also affects the difficulty of the task. For instance, longer duration in spontaneous interaction (e.g. telling a story) is usually more difficult than short duration. Moreover, a task involving many steps, organizing and performing of a long spoken or written text or a long non-immediate interaction is likely to be more difficult than a shorter one.

Goal is the third factor influencing the difficulty of tasks. If a task requires considerable negotiation, it’s likely to be more demanding. A common goal between participants includes more negotiation than a different goal in an interaction task. A convergent goal requires learners to reach a solution together (such as finding the shortest way to go to a given place) by exchanging definitive information which is crucial to task implementation, while a divergent goal “has no single, specific intended outcome (e.g. a simple exchange of views)” (Council of Europe, 2001, p.163). Additionally, learner and teacher attitudes to goals, that is, teacher and learner acquaintance of the acceptability and possibility of different outputs might affect task performance.

Another task condition is *predictability*. Changes in task parameters during task performance make a task more demanding. The placement of a new element (event, conditions, facts, people) requires learners to employ strategies to deal with the dynamics of the new situation in an interaction task. “The development of a ‘dynamic’ text (e.g. a story involving regular changes of characters, scenes and with time shifts) is likely to be more demanding than producing a ‘static’ text (e.g. describing a lost or stolen object)” in a production task (Council of Europe, 2001, p. 164). *Physical conditions* is another element related to task conditions. A poor telephone line or noise, for instance, might oblige learners to employ prior experience, schemata, inference etc. to make up for the gaps in the message.

Participants is another factor connected to task conditions. Different types of factors related to participants, although they can’t generally be changed, should be taken into consideration when thinking over the difficulty of real life tasks including interaction. Cooperativeness of interlocutors is one of these factors. A supportive interlocutor will help communication by determining goals together and by speaking slowly, repeating and

explaining during interaction to make meaning clear. Another factor is the features of speech of interlocutors such as “rate, accent, clarity, coherence” (Council of Europe, 2001, p.164). Visibility of interlocutors is another factor regarding participants and it is related to paralinguistic features such as tone of voice, body language, gestures and facial expressions. They help clarify meaning in face to face communication. General and communicative competences of the interlocutors involving knowledge of the social rules in the target community and familiarity with the topic are also participant-related factors (Council of Europe, 2001).

2.2.1.4. The European language portfolio (The ELP)

According to the definition by Council of Europe, “The European Language Portfolio (The ELP) is a document in which those who are learning or have learned one or more languages can record and reflect on their language learning and intercultural experiences” (www.coe.int). It is considered as a supplementary piece to the Common European Framework of Reference for Languages (CEFR; Council of Europe 2001). Users of the ELP assess themselves in accordance with the CEFR’s proficiency levels. The ELP was developed by the Language Policy Programme of the Council of Europe together with the final version of the CEFR in 2001, the European Year of Languages (Little, 2011).

According to the Principles and Guidelines approved by the Council of Europe (DGIV/EDU/LANG (2000) 33), the ELP has the following features. The ELP:

- is a tool to promote plurilingualism and pluriculturalism;
- is the property of the learner;
- values the full range of the learner’s language and intercultural competence and experience regardless of whether acquired within or outside formal education;
- is a tool to promote learner autonomy;
- has both a pedagogic function to guide and support the learner in the process of language learning and a reporting function to record proficiency in languages;
- is based on the Common European Framework of Reference with explicit reference to the common levels of competence;
- encourages learner self-assessment and the recording of assessment by teachers, educational authorities and examination bodies;

- it incorporates a minimum of common features which make it recognizable and comprehensible across Europe;
- may be one of a series of ELP models that the individual learner will possess in the course of life-long learning. ELP models can cater for the needs of learners according to age, learning purpose and context and background. (p.5)

In short, the ELP promotes the development of learner autonomy, plurilingualism and intercultural awareness. According to the Council of Europe, the main aims of the ELP are “to help learners give shape and coherence to their experience of learning and using languages other than their first language; to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels and to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad)” (www.coe.int) .

The ELP has three components: the Language Passport, the Language Biography, the Dossier.

2.2.1.4.1. The language passport

The Principles and Guidelines approved by the Council of Europe (DGIV/EDU/LANG (2000) 33) define the Language Passport as follows:

The Language Passport section provides an overview of the individual’s proficiency in different languages at a given point in time; the overview is defined in terms of skills and the common reference levels in the Common European Framework; it records formal qualifications and describes language competencies and significant language and intercultural learning experiences; it includes information on partial and specific competence; it allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards; it requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out. To facilitate pan-European recognition and mobility a standard presentation of a Passport Summary is promoted by the Council of Europe for ELPs for adults. (p.7)

The language skills mentioned in the language passport are understanding (listening and reading), speaking (spoken interaction and spoken production), and writing. The levels are obtained from the Council of Europe’s Common European Framework (Little & Perclova, 2001).

The language passport is the main tool for presentation and it can be seen as a summary of the language biography. That is, learners will have to repeat the content and information selected for the language biography in the language passport. The distinguishing features of the language passport are: it is usually briefer; it gives an overview of language and intercultural competence and experiences of language learning and interculturality at a glance; it contains reporting of products rather than processes in the interest of up-to-date information; it doesn't include explicit evidence of language skills (Schneider & Lenz, 2001).

2.2.1.4.2. The language biography

The Principles and Guidelines approved by the Council of Europe (DGIV/EDU/LANG (2000) 33) define the Language Biography as follows:

The Language Biography facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress; it encourages the learner to state what he/she can do in each language and to include information on linguistic, cultural and learning experiences gained in and outside formal educational contexts; it is organized to promote plurilingualism, i.e. the development of competencies in a number of languages. (p.9)

Schneider and Lenz (2001) point out that the language biography deals with processes rather than final results and products. It is based on the idea that reflection on one's own learning processes will maximize learning outcomes and also the language learner's motivation and ability to learn languages. However, the language biography doesn't have only pedagogic function, but it also has reporting function. Information and content related to the learner's language learning process and intercultural experiences might be used for documentation for the people and institutions that need more background information and details than the language passport offers.

The language biography section might include the parts as follows (Schneider & Lenz, 2001):

- a personal and detailed biography containing language learning and intercultural experiences;
- checklists based on the Common Reference Levels;
- checklists or other descriptors of skills and competences that aren't linked to the Common reference levels;
- planning tools such as personal goal settings.

“Checklists” is a tool that is often used in ELPs for planning and self-assessment. There are two types of checklists: checklists based on the Common Reference Levels can be used to assess language proficiency in different skills at different levels and other checklists can be used for skills that can’t be graded by calibrated descriptions. Checklists related to Common Reference Levels are more comprehensive than overviews such as the Self-assessment Grid so that learners can describe their skills in more detail and set their goals accordingly. Both learners and teachers usually find checklists appealing because they define concrete goals and provide learner self-assessment (Schneider & Lenz, 2001). The language biography also promotes reflection on learning styles and strategies and intercultural experience.

2.2.1.4.3. The dossier

The Principles and Guidelines approved by the Council of Europe (DGIV/EDU/LANG (2000) 33) define the Dossier as follows:

The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport. (p.10)

Schneider and Lenz (2001) point out that there are two different approaches to the Dossier: pedagogic function and reporting function. In terms of the pedagogic function, the dossier is the process part of the ELP that organizes and documents everyday language learning in a very detailed way. That is, any item related to learning process such as worksheets, texts, reflection, planning, self-assessment etc. might be placed in the dossier. This function might be preferred where an ELP is used along with “portfolio learning”.

The second approach to the dossier is the reporting function. In terms of reporting function, the Dossier is the product part of the ELP that illustrates, exemplifies and gives evidence for the content and information given in the Language Biography and the Language Passport. When people or institutions would like to have more information, appropriate materials might be selected from the dossier for presentation. Examples of products that can be used for reporting are written texts, checklists, tests, audio and video recordings and certificates. The ELP developers and learners can determine which approach they adopt in the dossier (Schneider & Lenz, 2001).

According to Little and Perclova (2001), the Dossier is the component of the ELP that mostly associated with the artist’s portfolio. Young learners might use it like a scrap

book in which they can put language materials to complement their textbook. Older school learners can collect the pieces of project works. Adult learners might fill their dossier with the materials that show their ability to carry out real-life tasks in the target language. Therefore, their dossier might include letters, reports, audio and video cassettes and so on.

2.2.1.5. The functions of the ELP

The ELP has two functions: the pedagogical function and the reporting function. Developers of the ELP and learners might place more emphasis on a function than the other depending on their aims.

2.2.1.5.1. The pedagogical function

The pedagogical function concerns with the language learning processes and self-assessment. Schneider and Lenz (2001) state that the ELP aims to promote learner motivation, helps learners to reflect on their own language learning process and competence in language learning, and also helps plan their learning, set goals and learn autonomously. In addition, it supports learners to improve their intercultural and plurilingual experience, for example via contacts and visits, media, reading and projects. Little and Perclova (2001) suggest that this function is connected to Council of Europe's emphasis on learner autonomy and lifelong learning.

2.2.1.5.2. The reporting function

Schneider and Lenz (2001) point out that the ELP aims to report learners' language proficiency and language learning and intercultural experiences in a detailed and clear way. This function allows learners to see their achievements in different skills of language and also to show others in a comprehensible way when needed. Those who obtain an ELP from a learner might be interested in diplomas and certificates, information based on self-assessment, descriptions/attestations of schooling in the target language, bilingual education, participation in student exchange programs, contacts with speakers of other languages, selected written materials, audio and video recordings of spoken production and so on. According to Little and Perclova (2001), this function is connected to Council of

Europe's concern for promoting individual mobility and linking local qualifications to international standards such as the common reference levels of the Common European Framework.

2.3. Related Studies

There are a considerable number of studies on ESP conducted in different countries and in different fields. Moreover, there are some studies on aviation done in Turkey which should be taken into consideration. Alkur (2019) evaluates the English language program implemented at civil aviation cabin services department. The results indicate although the program is successful in general in achieving its goals, it partly achieved its goal for speaking skills. Therefore, it is suggested that more speaking activities could be conducted to improve students' speaking skills.

Demirdöken (2019) carries out an Aviation English needs analysis study and suggests focusing on speaking skills at aviation programs. Since students state in the questionnaire speaking skill is crucial for them and they want to improve their speaking skills more than other skills. Koparan (2016) conducts a needs analysis research regarding vocabulary learning at a cabin services department. She finds that learning vocabulary in chunks, introducing new vocabulary in sentences and using visuals when teaching new words are useful techniques for students.

Şahinkarakaş and Arifi (2007) carry out a study on the needs of public administration students. They investigate to what extent the descriptors in the CEFR reflect the needs of ESP students and whether we need to develop more descriptors for ESP learners. They specify what further descriptors we need for public administration students.

There are a number of studies on designing suggested syllabuses for different learners and different CEFR levels. Büyükkınacı (2011) suggests a spoken interaction syllabus for A2 level consisting of ten units by mainly concentrating on conversations. She has studied the theory of speaking in details and given guidelines for development of speaking skills. Akan (2007) develops a suggested speaking course for C1 level and studies the assessment of speaking skill in details. Ekşi (2008) suggests a syllabus at B2 level for an ELT preparatory year and designs two sample units. She also uses interest checklists when she designs the units.

There are also two experimental studies on the implementing of the CEFR criteria in speaking courses which apply pre-test and post-test control group design. Büyükkalay (2016) finds that implementing the CEFR based ESP speaking and listening activities have been effective in developing those skills. Yavuz (2017) also obtains positive results after the treatment process including the CEFR based activities. He finds that these activities have been useful to improve both the speaking skills and the communicative competence of the students.



3. METHOD

3.1. Model of Study

This study was carried out with 2nd graders at Ankara Aeronautical Vocational School of Higher Education at University of Turkish Aeronautical Association. Students in second grade taking English Speaking II courses (ING 210 and ING 222) were asked about their needs, expectations and goals related to this course through B1 self –assessment checklists of CEFR and an open-ended questionnaire.

After self-assessment checklists and the questionnaire were administered to students, both the quantitative findings of the B1 self-assesment checklists and qualitative findings of the open-ended questionnaire were analyzed and an English Speaking II course syllabus was designed by the researcher based on the results of this investigation and also CEFR criteria related to speaking skill.

This study was composed of both quantitative and qualitative research. For quantitative research, B1 self-assessment checklists of CEFR (2018-updated versions) were used to find out students’ needs and goals about the speaking course. For qualitative research, an open-ended questionnaire was administered to students to find out their viewpoints and expectations of English Speaking course.

3.2. Sample

This study was conducted at Ankara Aeronautical Vocational School of Higher Education at University of Turkish Aeronautical Association with 2nd grade Civil Aviation Cabin Services students and Civil Air Transportation Management students in the second semester of the 2019-2020 academic year. This sample is an example of “convenience sampling”. Lavrakas (2008) explains the term as follows:

Convenience sampling is a type of nonprobability sampling in which people are sampled simply because they are "convenient" sources of data for researchers. In probability sampling, each element in the population has a known nonzero chance of being selected through the use of a random selection procedure. Nonprobability sampling does not involve known nonzero probabilities of selection. Rather, subjective methods are used to decide which elements should be included in the sample. (p.149)

The participants of the study consisted of 97 students who were attending in second grade at these two departments. Forty-nine Civil Aviation Cabin Services students and forty-eight Civil Air Transportation Management students participated in the study. The first group has English Speaking II course four hours a week. The second group has this course two hours a week. The age of the subjects ranges from 19-23. Fifty-five of the students were female and forty-two of them were male. The gender is not important in the study. Students attended different types of high schools. The majority of the students (47,4%) have studied English for more than seven years. In addition, most of them would like to have courses preparing them for their future jobs. Since most of them would like to begin working as soon as they graduate from the university.

3.3. Data Collection Instrument

Two instruments were used to collect data in this study: CEFR B1 level self-assessment checklists taken from Generic Checklists which were formed to use in European Language Portfolio and an open-ended interview for students. CEFR self-assessment checklists can be adapted and used in studies provided that it is stated. The open-ended interview was prepared by the researcher.

3.3.1. CEFR B1 self-assessment checklists

Self-assessment checklists were obtained from European Language Portfolio (ELP). They were designed to use in ELPs for language learners 15+. There are items in these checklists beginning with “I can do” statements. Checklists of “I can” descriptors are an obligatory requirement in all ELPs. They give detailed information about learners’ communicative activity and they can be used for regular goal-setting and self-assessment.

There are goal setting and self-assessment checklists – “I can” checklists - related to all language levels (A1, A2, B1, B2, C1, C2) and skills such as Listening, Spoken Interaction, Spoken Production, Reading and Writing in ELP.

B1 Spoken Interaction and B1 Spoken Production checklists were used in this study in accordance with the participants’ level. These checklists were translated into Turkish and Turkish versions were used in this study. In B1 Spoken Interaction checklist, there are 11 items and in B1 Spoken Production checklist, there are 10 items. Learners are provided

with space beside each descriptor that allow them to mark how often they can do a communicative activity by checking “always”, “sometimes” and “never”. Learners can also mark if a communicative activity is their next goal by checking “my next goal”.

3.3.2. Open-ended questionnaire

An open-ended questionnaire was used to obtain qualitative data in this study. The aim of this questionnaire was to obtain detailed data on the students’ viewpoints and expectations of English Speaking II course. Students filled in this questionnaire after they completed self-assessment checklists. The questionnaire consists of three questions. The first question aimed to find out what type of communicative activities students would like to do in the course. The second question investigated students’ preferences for the topics they would like to cover in the course. The third question aimed to obtain students’ viewpoints and expectations of the course. Students were expected to express their views sincerely.

3.4. Data Analysis

In this study, quantitative data consisted of self-assessment checklists. The checklists included two sections with 21 statements. Students were asked to check “my goal” for the things they can’t do but see as their objectives in their learning process or check “always”, “sometimes”, or “never” for the things they can do according to how good they are at doing those things.

Descriptive statistics were used to analyze the answers of the aviation students to the B1 spoken interaction and B1 spoken production self-assessment checklists. Also, Chi-square test was used to see both whether there was a difference between cabin services students and transportation management students in terms of their self-assesment in B1 spoken interaction and B1 spoken production checklists and also whether there was a difference between them in terms of their primary goals in those skills.

Qualitative part of the study consisted of an open-ended questionnaire. After obtaining data from the students, themes were identified to analyse the responses to the open-ended questions.

4. RESULTS

4.1. Research Question 1

The first research question was “What are the spoken interaction and spoken production needs and goals of the students at an aeronautical vocational school in accordance with the CEFR?” In order to find an answer to this question, B1 Spoken Interaction and B1 Spoken Production checklists from the European Language Portfolio were used. There are 11 items in B1 Spoken Interaction checklist and there are 10 items in B1 Spoken Production checklist. Firstly, students were asked to mark “I can do” statements according to how often they can do these communicative tasks by ticking “never”, “sometimes” and “always”.

Descriptive statistics were used to analyze the answers of the aviation students to the checklists. According to the results, the aviation students marked “Never” mostly in InteractionS2 (42,3%) and in InteractionS11 (48,5%). InteractionS2 is the statement “I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect” and this means that aviation students may have difficulty in talking about their professional field and this is a primary need for them. InteractionS11 is the statement “I can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions”. This is the statement that the aviation students feel most incompetent in spoken interaction skill (never 48,5 %). This is an expected result because vocational school students don’t take a course related to carrying out interviews and they are not expected to do this in their job.

More than 30% of the aviation students marked “Never” in the statements InteractionS6 “I can explain why something is a problem, discuss what to do next, compare and contrast alternatives” (32,0%), InteractionS7 “I can obtain detailed information and can ask for and follow detailed directions” (35,1%) and InteractionS10 “I can take some initiatives in an interview/consultation (e.g., bring up a new subject) but am very dependent on the interviewer to provide support” (33,0%). These results suggest that explaining and talking about problems, asking for and following directions and taking initiative in an interview are also important needs for the aviation students.

Aviation students marked “Always” in InteractionS4 the most (53,6%). InteractionS4 states “I can express and respond to feelings and attitudes (e.g., surprise, happiness,

sadness, interest, uncertainty, indifference)” and this means that the students feel most competent in talking about feelings and since they feel they are good at it, it is not a primary need for them. Table 1. indicates the frequency of the answers’ of the participants related to Spoken Interaction.

Table 1. Frequency of the Answers Related to Spoken Interaction.

	Never		Sometimes		Always	
	n	%	N	%	n	%
SSInteractionS1	26	26,8%	52	53,6%	19	19,6%
SSInteractionS2	41	42,3%	42	43,3%	14	14,4%
SSInteractionS3	26	26,8%	51	52,6%	20	20,6%
SSInteractionS4	13	13,4%	32	33,0%	52	53,6%
SSInteractionS5	27	27,8%	42	43,3%	28	28,9%
SSInteractionS6	31	32,0%	46	47,4%	20	20,6%
SSInteractionS7	34	35,1%	43	44,3%	20	20,6%
SSInteractionS8	19	19,6%	49	50,5%	29	29,9%
SSInteractionS9	15	15,5%	48	49,5%	34	35,1%
SSInteractionS10	32	33,0%	46	47,4%	19	19,6%
SSInteractionS11	47	48,5%	34	35,1%	16	16,5%

Secondly, students were expected to mark “No” or “Yes” according to whether the items in the Spoken Interaction checklist are their next goal or not. According to the results, InteractionS2: “I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect” got the highest score by the aviation students as their primary goal (46,4%). This is an expected result, since it is related to their professional field. The students gave the lowest point to InteractionS4: “I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, interest, uncertainty, indifference)” as their primary goal

(%17,5). This indicates that most students don't see it as their primary goal, since they feel they are good at talking about feelings.

More than % 30 of the students marked "Yes" in the items InteractionS1 (%37,1), Interaction3 (36,1) and InteractionS7 (38,1). InteractionS1 is the item " I can sustain an extended conversation or discussion on most topics that are familiar or of personal interest but may sometimes need help in communicating my thoughts". InteractionS3 states: "I can exchange, check and confirm factual information on familiar routine and non-routine matters within my field with some confidence". InteractionS7 is the statement "I can obtain detailed information and can ask for and follow detailed directions". The frequency of the answers of the students related to their goals was indicated in Table 2.

Table 2. Frequency of the Answers Related to Goals in Spoken Interaction

	No		Yes	
	n	%	n	%
SSInteractionS1Goal	61	62,9%	36	37,1%
SSInteractionS2Goal	52	53,6%	45	46,4%
SSInteractionS3Goal	62	63,9%	35	36,1%
SSInteractionS4Goal	80	82,5%	17	17,5%
SSInteractionS5Goal	64	66,0%	33	34,0%
SSInteractionS6Goal	64	66,0%	33	34,0%
SSInteractionS7Goal	60	61,9%	37	38,1%
SSInteractionS8Goal	66	68,0%	31	32,0%
SSInteractionS9Goal	70	72,2%	27	27,8%
SSInteractionS10Goal	74	76,3%	23	23,7%
SSInteractionS11Goal	64	66,0%	33	34,0%

The aviation students were also given B1 Spoken Production checklists to assess themselves in this skill. Firstly, students were asked to mark "I can do" statements

according to how often they can do these communicative tasks by ticking “never”, “sometimes” and “always”. According to the results, the aviation students marked “Never” mostly in ProductionS2 (43,3%) in ProductionS5 (50,5%) and in ProductionS9 (42,3%). ProductionS2 is the statement “I can narrate a story or relate the plot of a film or book”. ProductionS5 states “I can develop an argument well enough to be followed without difficulty most of the time.” ProductionS9 is the statement “I can give a short and straightforward prepared presentation on a chosen topic in my academic or professional field in a reasonably clear and precise manner.” This is an expected result because aviation students do not learn how to prepare presentations in their English lessons. In addition, they are not required to know it in their jobs. Table 3. indicates the frequency of the answers’ of the participants related to Spoken Production.

Table 3. Frequency of the Answers Related to Spoken Production

	Never		Sometimes		Always	
	n	%	n	%	N	%
SSProductionS1	37	38,1%	45	46,4%	15	15,5%
SSProductionS2	42	43,3%	44	45,4%	11	11,3%
SSProductionS3	19	19,6%	49	50,5%	29	29,9%
SSProductionS4	26	26,8%	44	45,4%	27	27,8%
SSProductionS5	49	50,5%	37	38,1%	11	11,3%
SSProductionS6	11	11,3%	47	48,5%	39	40,2%
SSProductionS7	27	27,8%	52	53,6%	18	18,6%
SSProductionS8	24	24,7%	39	40,2%	34	35,1%
SSProductionS9	41	42,3%	31	32,0%	25	25,8%
SSProductionS10	16	16,5%	43	44,3%	38	39,2%

Secondly, students were expected to mark “No” or “Yes” according to whether the items in the Spoken Production checklist are their next goal or not. According to the results, ProductionS2 (%40,2) and ProductionS5 (%46,4) got the highest scores by the aviation students as their primary goal. As mentioned before, the aviation students also marked

“Never” mostly in ProductionS2 (%43,3) and in ProductionS5 (%50,5). ProductionS2 states: “I can narrate a story or relate the plot of a film or book.” ProductionS5 states: “I can develop an argument well enough to be followed without difficulty most of the time”.

The aviation students gave the lowest points to ProductionS6 (%17,5), ProductionS8 (%19,6) and ProductionS10 (%19,6) as their primary goal. ProductionS6 states: “I can give a simple summary of short written texts” and ProductionS10 states: “I can explain simply how to use a piece of equipment”. These are not surprising results because those two tasks are not related to the fields of the students. Another statement the aviation students gave the lowest point is ProductionS8: “I can deliver short rehearsed announcements and statements on everyday matters within my field” (%19,6). This is the most surprising result to emerge from the data because aviation students are required to make announcements and statements as part of their duties in their job. Interestingly, they did not mark this statement as their primary goal. The frequency of the answers of the students related to their goals was indicated in Table 4.

Table 4. Frequency of the Answers Related to Goals in Spoken Production

	No		Yes	
	N	%	n	%
SSProductionS1Goal	62	63,9%	35	36,1%
SSProductionS2Goal	58	59,8%	39	40,2%
SSProductionS3Goal	68	70,1%	29	29,9%
SSProductionS4Goal	69	71,1%	28	28,9%
SSProductionS5Goal	52	53,6%	45	46,4%
SSProductionS6Goal	80	82,5%	17	17,5%
SSProductionS7Goal	62	63,9%	35	36,1%
SSProductionS8Goal	78	80,4%	19	19,6%
SSProductionS9Goal	67	69,1%	30	30,9%
SSProductionS10Goal	78	80,4%	19	19,6%

4.2. Research Question 2

The second research question was "What is the difference between Cabin Service students and Transportation Management students in terms of needs and goals?" and Chi-square test was used to see whether there is a significant difference between the two groups. The difference between the two groups was analyzed in terms of both the frequency of the answers related to spoken interaction and spoken production skills and whether the two groups have different goals in spoken interaction and spoken production. The results are indicated in the tables below. Table 5. shows the difference between the two groups in their answers to InteractionS1.

Table 5. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS1.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS1: I can sustain an extended conversation or discussion on most topics that are familiar or of personal interest but may sometimes need help in communicating my thoughts.	Never	N	5	21	26
		%	19,2%	80,8%	100,0%
	Sometimes	N	33	19	52
		%	63,5%	36,5%	100,0%
	Always	N	11	8	19
		%	57,9%	42,1%	100,0%
Total		N	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 14,080 \quad p=0,001$					

*p<0.05

There is a significant difference between the two groups in terms of their answers to InteractionS1 (p<0.05). As can be seen from Table 5., transportation management students feel more incompetent in extended conversation than cabin service students. Table 6. shows the difference between the two groups in terms of their goal of InteractionS1.

Table 6. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS1 is Their Primary Goal.

			Department		Total	
			Cabin Services	Transportation Services		
SSInteractionS1Goal: I can sustain an extended conversation or discussion on most topics that are familiar or of personal interest but may sometimes need help in communicating my thoughts.	No	n	35	26	61	
		%	57,4%	42,6%	100,0%	
	Yes	n	14	22	36	
		%	38,9%	61,1%	100,0%	
Total			n	49	48	97
			%	50,5%	49,5%	100,0%
$\chi^2 = 3,096$ p=0,079						

No significant difference was found between the two groups in terms of whether InteractionS1 is their primary goal or not ($p>0.05$). Table 7. shows the difference between the two groups in their answers to InteractionS2.

Table 7. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS2.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS2: I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect.	Never	n	17	24	41
		%	41,5%	58,5%	100,0%
	Sometimes	n	23	19	42
		%	54,8%	45,2%	100,0%
	Always	n	9	5	14
		%	64,3%	35,7%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 2,709 \quad p=0,258$					

No significant difference between the two groups was evident in terms of their answers to InteractionS2 ($p>0.05$). Table 8. shows the difference between the two groups in terms of their goal of InteractionS2.

Table 8. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS2 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS2Goal: I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect.	No	n	25	27	52
		%	48,1%	51,9%	100,0%
	Yes	n	24	21	45
		%	53,3%	46,7%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,267$ p=0,606					

No significant difference was found between the two groups in terms of whether InteractionS2 is their primary goal or not ($p>0.05$). Table 9. shows the difference between the two groups in their answers to InteractionS3.

Table 9. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS3.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS3: I can exchange, check and confirm factual information on familiar routine and non-routine matters within my field with some confidence.	Never	n	9	17	26
		%	34,6%	65,4%	100,0%
	Sometimes	n	28	23	51
		%	54,9%	45,1%	100,0%
	Always	n	12	8	20
		%	60,0%	40,0%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 3,742$ p=0,154					

No significant difference between the two groups was evident in terms of their answers to InteractionS3 ($p>0.05$). Table 10. shows the difference between the two groups in terms of their goal of InteractionS3.

Table 10. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS3 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS3Goal: I can exchange, check and confirm factual information on familiar routine and non-routine matters within my field with some confidence.	No	n	31	31	62
		%	50,0%	50,0%	100,0%
	Yes	n	18	17	35
		%	51,4%	48,6%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,018$ $p=0,892$					

No significant difference was found between the two groups in terms of whether InteractionS3 is their primary goal or not ($p>0.05$). Table 11. shows the difference between the two groups in their answers to InteractionS4.

Table 11. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS4.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS4: I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, interest, uncertainty, indifference).	Never	n	3	10	13
		%	23,1%	76,9%	100,0%
	Sometimes	n	17	15	32
		%	53,1%	46,9%	100,0%
	Always	n	29	23	52
		%	55,8%	44,2%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 4,577$ $p=0,101$					

No significant difference between the two groups was evident in terms of their answers to InteractionS4 ($p>0.05$). Table 12. shows the difference between the two groups in terms of their goal of InteractionS4.

Table 12. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS4 is Their Primary Goal.

			Department		Total	
			Cabin Services	Transportation Services		
SSInteractionS4Goal: I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, interest, uncertainty, indifference).	No	n	39	41	80	
		%	48,8%	51,3%	100,0%	
	Yes	n	10	7	17	
		%	58,8%	41,2%	100,0%	
Total			n	49	48	97
			%	50,5%	49,5%	100,0%
$\chi^2 = 0,569$ $p=0,451$						

No significant difference was found between the two groups in terms of whether InteractionS4 is their primary goal or not ($p>0.05$). Table 13. shows the difference between the two groups in their answers to InteractionS5.

Table 13. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS5.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS5: I can express my thoughts about abstract or cultural topics such as music or films, and give brief comments on the views of others.	Never	n	9	18	27
		%	33,3%	66,7%	100,0%
	Sometimes	n	21	21	42
		%	50,0%	50,0%	100,0%
	Always	n	19	9	28
		%	67,9%	32,1%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 6,562$ p=0,038					

* $p<0.05$

There is a significant difference between the two groups in terms of their answers to InteractionS5 ($p < 0.05$). This result suggests that transportation management students feel more incompetent in expressing their opinions about cultural topics such as music or films compared to cabin services students. Table 14. shows the difference between the two groups in terms of their goal of InteractionS5.

Table 14. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS5 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS5Goal: I can express my thoughts about abstract or cultural topics such as music or films, and give brief comments on the views of others.	No	n	32	32	64
		%	50,0%	50,0%	100,0%
	Yes	n	17	16	33
		%	51,5%	48,5%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,020$ $p = 0,888$					

No significant difference was found between the two groups in terms of whether InteractionS5 is their primary goal or not ($p > 0.05$). Table 15 shows the difference between the two groups in their answers to InteractionS6.

Table 15. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS6.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS6: I can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	Never	n	10	21	31
		%	32,3%	67,7%	100,0%
	Sometimes	n	28	18	46
		%	60,9%	39,1%	100,0%
	Always	n	11	9	20
		%	55,0%	45,0%	100,0%
Total	n	49	48	97	
	%	50,5%	49,5%	100,0%	
$\chi^2 = 6,267$ p=0,044					

*p<0.05

There is a significant difference between the two groups in terms of their answers to InteractionS6 (p<0.05). This result demonstrated that transportation management students feel more incompetent in explaining problems compared to cabin services students. Table 16. shows the difference between the two groups in terms of their goal of InteractionS6.

Table 16. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS6 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS6Goal: I can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	No	n	31	33	64
		%	48,4%	51,6%	100,0%
	Yes	n	18	15	33
		%	54,5%	45,5%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,325$ p=0,569					

No significant difference was found between the two groups in terms of whether InteractionS6 is their primary goal or not (p>0.05). Table 17. shows the difference between the two groups in their answers to InteractionS7.

Table 17. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS7.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS7: I can obtain detailed information and can ask for and follow detailed directions.	Never	n	14	20	34
		%	41,2%	58,8%	100,0%
	Sometimes	n	22	21	43
		%	51,2%	48,8%	100,0%
	Always	n	13	7	20
		%	65,0%	35,0%	100,0%
Total	n	49	48	97	
	%	50,5%	49,5%	100,0%	
$\chi^2 = 2,872$ p=0,238					

No significant difference between the two groups was evident in terms of their answers to InteractionS7 ($p > 0.05$). Table 18. shows the difference between the two groups in terms of their goal of InteractionS7.

Table 18. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS7 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS7Goal: I can obtain detailed information and can ask for and follow detailed directions.	No	n	32	28	60
		%	53,3%	46,7%	100,0%
	Yes	n	17	20	37
		%	45,9%	54,1%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2=0,500$ p=0,480					

No significant difference was found between the two groups in terms of whether InteractionS7 is their primary goal or not ($p > 0.05$). Table 19. shows the difference between the two groups in their answers to InteractionS8.

Table 19. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS8.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS8: I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchase).	Never	n	7	12	19
		%	36,8%	63,2%	100,0%
	Sometimes	n	25	24	49
		%	51,0%	49,0%	100,0%
	Always	n	17	12	29
		%	58,6%	41,4%	100,0%
Total	n	49	48	97	
	%	50,5%	49,5%	100,0%	
$\chi^2 = 2,188 \quad p=0,335$					

No significant difference between the two groups was evident in terms of their answers to InteractionS8 ($p>0.05$). Table 20. shows the difference between the two groups in terms of their goal of InteractionS8.

Table 20. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS8 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS8Goal: I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchase).	No	n	33	33	66
		%	50,0%	50,0%	100,0%
	Yes	n	16	15	31
		%	51,6%	48,4%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,022$ $p=0,882$					

No significant difference was found between the two groups in terms of whether InteractionS8 is their primary goal or not ($p>0.05$). Table 21. shows the difference between the two groups in their answers to InteractionS9.

Table 21. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS9.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS9: I can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision.	Never	n	4	11	15
		%	26,7%	73,3%	100,0%
	Sometimes	n	22	26	48
		%	45,8%	54,2%	100,0%
	Always	n	23	11	34
		%	67,6%	32,4%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 7,826$ p=0,020					

*p<0.05

There is a significant difference between the two groups in terms of their answers to InteractionS9 (p<0.05). This result revealed that transportation management students feel they are not very good at talking at interviews compared to cabin services students. From the table above, it can be seen that cabin service students feel more competent in talking at interviews. Table 22. shows the difference between the two groups in terms of their goal of InteractionS9.

Table 22. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS9 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS9Goal: I can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision.	No	n	34	36	70
		%	48,6%	51,4%	100,0%
	Yes	n	15	12	27
		%	55,6%	44,4%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,380$ p=0,537					

No significant difference was found between the two groups in terms of whether InteractionS9 is their primary goal or not ($p>0.05$). Table 23. shows the difference between the two groups in their answers to InteractionS10.

Table 23. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS10.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS10: I can take some initiatives in an interview/consultation (e.g., bring up a new subject) but am very dependent on the interviewer to provide support.	Never	n	11	21	32
		%	34,4%	65,6%	100,0%
	Sometimes	n	27	19	46
		%	58,7%	41,3%	100,0%
	Always	n	11	8	19
		%	57,9%	42,1%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 4,980 \quad p=0,083$					

No significant difference between the two groups was evident in terms of their answers to InteractionS10 ($p>0.05$). Table 24. shows the difference between the two groups in terms of their goal of InteractionS10.

Table 24. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS10 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS10Goal: I can take some initiatives in an interview/consultation (e.g., bring up a new subject) but am very dependent on the interviewer to provide support.	No	n	37	37	74
		%	50,0%	50,0%	100,0%
	Yes	n	12	11	23
		%	52,2%	47,8%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,033$ p=0,855					

No significant difference was found between the two groups in terms of whether InteractionS10 is their primary goal or not ($p>0.05$). Table 25. shows the difference between the two groups in their answers to InteractionS11.

Table 25. The Difference Between Cabin Services Students and Transportation Management Students in InteractionS11.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS11: I can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	Never	n	21	26	47
		%	44,7%	55,3%	100,0%
	Sometimes	n	18	16	34
		%	52,9%	47,1%	100,0%
	Always	n	10	6	16
		%	62,5%	37,5%	100,0%
Total	n	49	48	97	
	%	50,5%	49,5%	100,0%	
$\chi^2 = 1,639$ $p=0,441$					

No significant difference between the two groups was evident in terms of their answers to InteractionS11 ($p>0.05$). Table 26. shows the difference between the two groups in terms of their goal of InteractionS11.

Table 26. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether InteractionS11 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSInteractionS11Goal: I can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	No	n	30	34	64
		%	46,9%	53,1%	100,0%
	Yes	n	19	14	33
		%	57,6%	42,4%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,997 \quad p=0,318$					

No significant difference was found between the two groups in terms of whether InteractionS11 is their primary goal or not ($p>0.05$).

The difference between Cabin services students and Transportation services students were also analyzed in terms of their answers to B1 Spoken Production checklists. Table 27. shows the difference between the two groups in their answers to ProductionS1.

Table 27. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS1.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS1: I can give a straightforward description of a subject within my academic or professional field, presenting it as a linear sequence of points.	Never	n	15	22	37
		%	40,5%	59,5%	100,0%
	Sometimes	n	27	18	45
		%	60,0%	40,0%	100,0%
	Always	n	7	8	15
		%	46,7%	53,3%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 3,181 \quad p=0,204$					

No significant difference between the two groups was evident in terms of their answers to ProductionS1 ($p>0.05$). Table 28. shows the difference between the two groups in terms of their goal of ProductionS1.

Table 28. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS1 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS1Goal: I can give a straightforward description of a subject within my academic or professional field, presenting it as a linear sequence of points.	No	n	29	33	62
		%	46,8%	53,2%	100,0%
	Yes	n	20	15	35
		%	57,1%	42,9%	100,0%
Total	n	49	48	97	
	%	50,5%	49,5%	100,0%	
$\chi^2 = 0,962 \quad p=0,327$					

No significant difference was found between the two groups in terms of whether ProductionS1 is their primary goal or not ($p>0.05$). Table 29. shows the difference between the two groups in their answers to ProductionS2.

Table 29. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS2.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS2: I can narrate a story or relate the plot of a film or book.	Never	n	16	26	42
		%	38,1%	61,9%	100,0%
	Sometimes	n	26	18	44
		%	59,1%	40,9%	100,0%
	Always	n	7	4	11
		%	63,6%	36,4%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 4,644$ p=0,098					

No significant difference between the two groups was evident in terms of their answers to ProductionS2 ($p>0.05$). Table 30. shows the difference between the two groups in terms of their goal of ProductionS2.

Table 30. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS2 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS2Goal: I can narrate a story or relate the plot of a film or book.	No	n	27	31	58
		%	46,6%	53,4%	100,0%
	Yes	n	22	17	39
		%	56,4%	43,6%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,907 \quad p=0,341$					

No significant difference was found between the two groups in terms of whether ProductionS2 is their primary goal or not ($p > 0.05$). Table 31. shows the difference between the two groups in their answers to ProductionS3.

Table 31. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS3.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS3: I can describe personal experiences, reactions, dreams, hopes, ambitions, real, imagined or unexpected events.	Never	n	8	11	19
		%	42,1%	57,9%	100,0%
	Sometimes	n	23	26	49
		%	46,9%	53,1%	100,0%
	Always	n	18	11	29
		%	62,1%	37,9%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2= 2,337$ p=0,311					

No significant difference between the two groups was evident in terms of their answers to ProductionS3 ($p > 0.05$). Table 32. shows the difference between the two groups in terms of their goal of ProductionS3.

Table 32. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS3 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS3Goal: I can describe personal experiences, reactions, dreams, hopes, ambitions, real, imagined or unexpected events.	No	n	32	36	68
		%	47,1%	52,9%	100,0%
	Yes	n	17	12	29
		%	58,6%	41,4%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 1,087 \quad p=0,297$					

No significant difference was found between the two groups in terms of whether ProductionS3 is their primary goal or not ($p > 0.05$). Table 33. shows the difference between the two groups in their answers to ProductionS4.

Table 33. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS4.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS4: I can briefly give reasons and explanations for opinions, plans and actions.	Never	n	5	21	26
		%	19,2%	80,8%	100,0%
	Sometimes	n	26	18	44
		%	59,1%	40,9%	100,0%
	Always	n	18	9	27
		%	66,7%	33,3%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2=14,292$ p=0,001					

* $p < 0.05$

There is a significant difference between the two groups in terms of their answers to ProductionS4 ($p < 0.05$). This result revealed that transportation management students feel they are not very good at giving reasons and explanations for their opinions, plans and actions compared to cabin services students. From the table above, it can be seen that cabin

service students feel more competent in doing those. Table 34. shows the difference between the two groups in terms of their goal of ProductionS4.

Table 34. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS4 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS4Goal: I can briefly give reasons and explanations for opinions, plans and actions.	No	n	33	36	69
		%	47,8%	52,2%	100,0%
	Yes	n	16	12	28
		%	57,1%	42,9%	100,0%
Total	n	49	48	97	
	%	50,5%	49,5%	100,0%	
$\chi^2 = 0,692$ p=0,406					

No significant difference was found between the two groups in terms of whether ProductionS4 is their primary goal or not ($p > 0.05$). Table 35. shows the difference between the two groups in their answers to ProductionS5.

Table 35. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS5.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS5: I can develop an argument well enough to be followed without difficulty most of the time.	Never	n	21	28	49
		%	42,9%	57,1%	100,0%
	Sometimes	n	22	15	37
		%	59,5%	40,5%	100,0%
	Always	n	6	5	11
		%	54,5%	45,5%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 2,405$ p=0,300					

No significant difference between the two groups was evident in terms of their answers to ProductionS5 ($p>0.05$). Table 36. shows the difference between the two groups in terms of their goal of ProductionS5.

Table 36. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS5 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS5Goal: I can develop an argument well enough to be followed without difficulty most of the time.	No	n	23	29	52
		%	44,2%	55,8%	100,0%
	Yes	n	26	19	45
		%	57,8%	42,2%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
1,771 p=0,183					

No significant difference was found between the two groups in terms of whether ProductionS5 is their primary goal or not ($p>0.05$). Table 37. shows the difference between the two groups in their answers to ProductionS6.

Table 37. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS6.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS6: I can give a simple summary of short written texts.	Never	n	4	7	11
		%	36,4%	63,6%	100,0%
	Sometimes	n	21	26	47
		%	44,7%	55,3%	100,0%
	Always	n	24	15	39
		%	61,5%	38,5%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2=3,417$ p=0,181					

No significant difference between the two groups was evident in terms of their answers to ProductionS6 ($p>0.05$). Table 38. shows the difference between the two groups in terms of their goal of ProductionS6.

Table 38. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS6 is Their Primary Goal.

			Department		Total	
			Cabin Services	Transportation Services		
SSProductionS6Goal: I can give a simple summary of short written texts.	No	n	40	40	80	
		%	50,0%	50,0%	100,0%	
	Yes	n	9	8	17	
		%	52,9%	47,1%	100,0%	
Total			n	49	48	97
			%	50,5%	49,5%	100,0%
$\chi^2 = 0,049$ $p = 0,826$						

No significant difference was found between the two groups in terms of whether ProductionS6 is their primary goal or not ($p>0.05$). Table 39. shows the difference between the two groups in their answers to ProductionS7.

Table 39. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS7.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS7: I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident).	Never	n	9	18	27
		%	33,3%	66,7%	100,0%
	Sometimes	n	26	26	52
		%	50,0%	50,0%	100,0%
	Always	n	14	4	18
		%	77,8%	22,2%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
8,546 p=0,014					

* $p<0.05$

There is a significant difference between the two groups in terms of their answers to ProductionS7 ($p < 0.05$). This result revealed that transportation management students feel more incompetent in talking about problems and incidents compared to cabin services students. Table 40. shows the difference between the two groups in terms of their goal of ProductionS7.

Table 40. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS7 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS7Goal: I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident).	No	n	28	34	62
		%	45,2%	54,8%	100,0%
	Yes	n	21	14	35
		%	60,0%	40,0%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 1,971 \quad p = 0,160$					

No significant difference was found between the two groups in terms of whether ProductionS7 is their primary goal or not ($p > 0.05$). Table 41. shows the difference between the two groups in their answers to ProductionS8.

Table 41. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS8.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS8: I can deliver short rehearsed announcements and statements on everyday matters within my field.	Never	n	6	18	24
		%	25,0%	75,0%	100,0%
	Sometimes	n	21	18	39
		%	53,8%	46,2%	100,0%
	Always	n	22	12	34
		%	64,7%	35,3%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 9,163$ p=0,010					

*p<0.05

There is a significant difference between the two groups in terms of their answers to ProductionS8 (p<0.05). As can be seen from the table above, cabin services students feel more competent in making announcements than transportation management students. Table 42. shows the difference between the two groups in terms of their goal of ProductionS8.

Table 42. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS8 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS8Goal: I can deliver short rehearsed announcements and statements on everyday matters within my field.	No	n	39	39	78
		%	50,0%	50,0%	100,0%
	Yes	n	10	9	19
		%	52,6%	47,4%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,042$ $p=0,837$					

No significant difference was found between the two groups in terms of whether ProductionS8 is their primary goal or not (p>0.05). Table 43. shows the difference between the two groups in their answers to ProductionS9.

Table 43. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS9.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS9: I can give a short and straightforward prepared presentation on a chosen topic in my academic or professional field in a reasonably clear and precise manner.	Never	n	16	25	41
		%	39,0%	61,0%	100,0%
	Sometimes	n	16	15	31
		%	51,6%	48,4%	100,0%
	Always	n	17	8	25
		%	68,0%	32,0%	100,0%
Total	n	49	48	97	
	%	50,5%	49,5%	100,0%	
$\chi^2 = 5,238$ p=0,073					

No significant difference between the two groups was evident in terms of their answers to ProductionS9 ($p > 0.05$). Table 44. shows the difference between the two groups in terms of their goal of ProductionS9.

Table 44. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS9 is Their Primary Goal.

			Department		Total	
			Cabin Services	Transportation Services		
SSProductionS9Goal: I can give a short and straightforward prepared presentation on a chosen topic in my academic or professional field in a reasonably clear and precise manner.	No	n	34	33	67	
		%	50,7%	49,3%	100,0%	
	Yes	n	15	15	30	
		%	50,0%	50,0%	100,0%	
Total			n	49	48	97
			%	50,5%	49,5%	100,0%
$\chi^2 = 0,005 \quad p=0,946$						

No significant difference was found between the two groups in terms of whether ProductionS9 is their primary goal or not ($p > 0.05$). Table 45. shows the difference between the two groups in their answers to ProductionS10.

Table 45. The Difference Between Cabin Services Students and Transportation Management Students in ProductionS10.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS10: I can explain simply how to use a piece of equipment.	Never	n	3	13	16
		%	18,8%	81,3%	100,0%
	Sometimes	n	23	20	43
		%	53,5%	46,5%	100,0%
	Always	n	23	15	38
		%	60,5%	39,5%	100,0%
Total	n	49	48	97	
	%	50,5%	49,5%	100,0%	
$\chi^2 = 8,134$ p=0,017					

*p<0.05

There is a significant difference between the two groups in terms of their answers to ProductionS10 (p<0.05). As can be seen from the table above, cabin services students feel more competent in explaining how to use a piece of equipment than transportation management students. Table 46. shows the difference between the two groups in terms of their goal of ProductionS10.

Table 46. The Difference Between Cabin Services Students and Transportation Management Students in Terms of Their Views on Whether ProductionS10 is Their Primary Goal.

			Department		Total
			Cabin Services	Transportation Services	
SSProductionS10Goal: I can explain simply how to use a piece of equipment.	No	n	39	39	78
		%	50,0%	50,0%	100,0%
	Yes	n	10	9	19
		%	52,6%	47,4%	100,0%
Total		n	49	48	97
		%	50,5%	49,5%	100,0%
$\chi^2 = 0,042$ p=0,837					

No significant difference was found between the two groups in terms of whether ProductionS10 is their primary goal or not (p>0.05).

4.3. Research Question 3

The third research question was: “What are the expectations of the aviation students from the speaking course?” In order to find the answer to this question an open-ended questionnaire was implemented. The questionnaire consisted of three questions:

1. What type of activities would you like to do in the speaking course?
2. What topics would you like to cover in the speaking course?
3. What are your suggestions and / or expectations of the speaking course?

The findings that were obtained from the open-ended questionnaire are illustrated in the tables below. Table 47. shows what type of activities aviation students would like to have in their speaking course.

Table 47. Speaking Activities Preferred by Aviation Students

Themes	Sample Student Views	<i>n</i>
Conversations	"I'd like to have more dialogues and role-plays related to our field (such as between a passenger and an agent).in our lessons." (S62)	25
Games	"I'd like the speaking course to be more interactive, fun and engaging. Different types of games may make the course dynamic." (S6)	23
Movies-TV series	"If watch movies and TV series related to our topics and talk about them, we can improve both our grammar and pronunciation". (S19)	12
Vocabulary activities	"I think teachers should put more emphasis on business English and prepare curriculum that aims to develop our vocabulary so that we can be prepared for the situations and talks that we might encounter in our job". (S8)	12
Role-play	"Role-plays might be very useful. Since they are audio- visual, we can retain information better." (S42)	9
Personal talks	"We can take turns talking about current affairs and latest news..." (S15)	8
Songs	"We can study on song lyrics, watch movies and TV-series, and read books. Also, teachers can assign homework related to these topics." (S9)	6
Aviation	"We can do pronunciation practices, contests, role-play interviews, aviation activities. To make lessons more fun, we can watch short films and listen to music and comment on them." (S53)	6
Engaging activities	"I'd like to do engaging activites based totally on our job." (S14)	5
Discussion	"We can discuss on topics related to our field." (S69)	5
Presentation	"We can prepare short presentations by including the words and structures that we have covered in lessons..." (S2)	4
Reading books	"We can read books and discuss on them". (S72)	4
Short film/ short story	"I'd like to read short stories and watch short films to improve my ability to giving summaries in English". (S13)	4
Listening	"We can listen to native speakers on videos to practice listening". S(89)	4
Video	"We can watch videos more and we can have conversations more". (S37)	4
Pronunciation	"We can do role-plays and dramas. We can play visual games and Kahoot. Also, we can do pronunciation and vocabulary activities." (S28)	4
Others		26

The first question was answered by 87 students out of 97. As can be seen from table 4.47, favourite speaking activities chosen by students were conversations (n=25), games (n=23), movies and TV series (n=12), vocabulary activities (n=12) and role-play (n=9). There were 33 themes in total. Other twenty-six students chose different activities ranging from short talks, job interviews, and sentence formation to impromptu speech, activities based on visuals and drama. Table 48. shows aviation students' preferences for topics in the speaking course.

Table 48. Speaking Topics Preferred by Aviation Students

Themes	Sample Student Views	<i>n</i>
Everyday matters	"We can put strong emphasis on everyday matters. We can study useful phrases in every day conversation." (S5)	43
Aviation	"We can talk about the topics in aviation more. We can talk about real-life stories and affairs related to our field." (S13)	39
Job interviews	"We should study on aviation topics more. I'd be very pleased if we study on job interviews more." (S18)	19
Hobbies	"I'd like to talk about hobbies, favorites, experiences and plans." (S7)	6
Current affairs and latest news	"I'd like to talk about current affairs such as economic rivalry between China and the USA." (S56)	5
Books	"We can read books and do homework related to them. We can read biographies of prominent people." (S9)	4
Art and culture	"We can talk about books, art and popular culture topics such as British royal family." (S72)	3
Everyday speaking phrases	"We can learn phrases and forms used in everyday conversations". (S52)	2
Movies-TV series	"I'd like to talk about films, TV series, books and other cultural activities." S(56)	2
Others		7

The second question was answered by 89 students out of 97. The topics most preferred by students for speaking were everyday matters (n=43), aviation (n=39) and job interviews (n=19). Other students (n=7) suggested different topics such as biographies, travelling, social life and dreams. Table 49. indicates suggestions for speaking course offered by aviation students.

Table 49. Speaking Suggestions by Aviation Students

Themes	<i>n</i>
I don't want our lessons to depend on a book firmly.	9
I'd like our lesson to be more fun.	8
I'd like to speak more.	8
I'd like to have high-level oral skills.	7
The language level should be suitable for students.	7
I'd like to begin with easy topics and then move on to more difficult ones.	5
I'd like to have more hours of speaking course.	5
I'd like to do vocabulary activities.	5
I'd like to speak about everyday needs at least after graduation.	4
I'd like to listen to songs and watch films and TV series more in lessons.	3
I'd like to do more activities.	3
I'd like to speak about aviation.	3
I'd like to do speaking activities only.	3
We should be encouraged to talk.	3
I don't want our lessons to be based on grammar.	3
I'd like different activities.	2
I'd like to talk about our interests.	2
I'd like our lessons to be more efficient.	2
I don't think this course is useful.	2
This course fulfil my expectations.	2
I don't want our teachers to give us grades when we speak in lessons.	2
I'd like our lesson to be related to aviation, we don't have a book related to aviation.	1
I don't want to watch the videos of our book.	1
I'd like to learn different accents and pronunciation.	1
I'd like to study on sentence formation.	1
Teachers' attitude towards us affect our motivation.	1

Out of 97 participants 78 wrote suggestions for the speaking class to be better. Nine students suggested not depending on course books strictly. Eight students stated they would be happier if they had more fun in lessons. Some students recommended speaking more in lessons (n=8). While seven students suggested learning high-level oral skills, the other seven students recommended that the language level should be suitable for students. Two students expressed that they were satisfied with their current speaking course. The views of students on this item are as follows:

“ We study topics that are not related to our field. I’d like to speak about our job more. We should practise more. When we study only from books, I don’t find it efficient.” (S35)

“ My expectation is that I will have easy conversations and talk in English without having difficulty after graduation. If we continue with rote learning, I don’t think we can learn anything. Instead of studying constantly from books, we can have conversations”. (S43)

“ I expect the course to be more efficient, fun and entertaining. (S71)

“ I’d like to speak all the time in lessons. I don’t want to study from books and write” (S22).

“ I expect that you will increase weekly lesson hours of speaking course. We should have elective English courses”. (S1)

5. DISCUSSION

5.1. Discussion of the Findings

5.1.1. Speaking skills needs and goals of the students at an aeronautical vocational school

The first question in this study aimed to determine the needs and goals of the students at an aeronautical vocational school in terms of speaking skill. Speaking skill consists of spoken interaction and spoken production and each was examined separately in this study in terms of whether they are needs and goals of the aviation students. Aviation students marked “Never” the most in the item Interaction S2 “I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect”. Students also gave the highest score to this item as their primary goal. This result indicates that aviation students feel that they lack knowledge and skills to communicate properly in English in their professional field. However, they are aware of their incompetence and see this item as their primary goal. They also place high value on Aviation English and aim to enhance their speaking skills particularly for their professional development.

More than 30% of the aviation students marked “Never” in the statements InteractionS6 “I can explain why something is a problem, discuss what to do next, compare and contrast alternatives”, InteractionS7 “I can obtain detailed information and can ask for and follow detailed directions” and InteractionS10 “I can take some initiatives in an interview/consultation (e.g., bring up a new subject) but am very dependent on the interviewer to provide support”. All of these items are related to tasks that aviation students might carry out in their jobs. For instance, passenger service agents should handle flight problems, offer alternatives and find solutions for passengers. Moreover, they usually need to communicate with their co-workers while doing their job. To illustrate, they communicate with both ground handling agents and flight attendants. Therefore, asking for and following directions are crucial to them. Finally, taking initiatives in an interview makes a positive impression. Since the aviation students see themselves as lacking in those skills and they are necessary for their job, it might be said that these items

are also primary needs of the students. Therefore, communicative tasks related to these items should be performed in lessons to prepare students for their future jobs.

More than % 30 of the students marked “Yes” as their primary goal in the items InteractionS1, Interaction3, and InteractionS7. InteractionS1 is the item “I can sustain an extended conversation or discussion on most topics that are familiar or of personal interest but may sometimes need help in communicating my thoughts”. InteractionS3 states: “I can exchange, check and confirm factual information on familiar routine and non-routine matters within my field with some confidence”. InteractionS7 is the statement “I can obtain detailed information and can ask for and follow detailed directions”. Aviation students need to have these skills described in the mentioned items for their job. Therefore, they might be primary goals for aviation students.

The second part of first research question sought to determine the spoken production needs and goals of the aviation students. The results of this study show that aviation students saw the item ProductionS2 “I can narrate a story or relate the plot of a film or book.” as their primary need voting as “Never” the most and also primary goal marking the most. This result might be explained by the fact that students are usually eager to telling stories or talking about films and books especially at their age. Moreover, they want to talk about entertaining topics and their interests. Most of these students do not know a lot about cultural topics such as movies and music in target language. They do not usually watch movies or TV series in English or listen to music in English. They are used to study English as a course. Therefore, including authentic materials related to these cultural topics in lessons might be a great idea to introduce students to a fun and effective way to learn English. At the same time, they can also learn about the target culture to a great extent.

Another item that students marked as their primary goal is ProductionS5 and it states: “I can develop an argument well enough to be followed without difficulty most of the time”. This is a surprising result because developing arguments is not a required skill for aviation students. Developing arguments requires reasoning and it is a “higher-order thinking skill” (Bloom, 1956). Aviation students do not learn higher-order thinking skills in their lessons. This is not a primary need for them, because they aren’t expected to use this skill in their job. Surprisingly, they voted it as their primary goal.

ProductionS8: “I can deliver short rehearsed announcements and statements on everyday matters within my field” took place in the list of the lowest score statements of spoken production goals. This is the most surprising result to emerge from the data because

aviation students are required to make announcements and statements as part of their duties in their job. Interestingly, they did not mark this statement as their primary goal. A possible explanation for this might be that aviation students do not know much about their job. It is a well-known fact that most Turkish university students choose their departments at university without knowing about them a lot. Therefore, talking about requirements and responsibilities of their jobs in lessons and conducting tasks related to them might be a useful idea.

5.1.2. The difference between cabin service students and transportation management students in terms of needs and goals

The second research question in this study aimed to determine whether there is a difference between cabin services students and transportation management students in terms of their needs and goals for the speaking course. Firstly, the difference in the answers to spoken interaction checklist was analysed. A significant difference was found between the two groups in terms of spoken interaction needs in the items InteractionS1, InteractionS5, InteractionS6, and InteractionS9. InteractionS1 states: “I can sustain an extended conversation or discussion on most topics that are familiar or of personal interest but may sometimes need help in communicating my thoughts.” InteractionS5 states: “I can express my thoughts about abstract or cultural topics such as music or films, and give brief comments on the views of others.” InteractionS6 states: “I can explain why something is a problem, discuss what to do next, compare and contrast alternatives.” InteractionS9 is the statement: “I can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision.”

In all the above-mentioned statements, cabin services students feel more competent than transportation students. A possible explanation for this result might be the lack of adequate lesson hours of the speaking course. Cabin services students begin the speaking course in the first year while transportation students begin it in the second year. In addition, cabin services students have more lesson hours of speaking than transportation management students. This might have had a positive impact on the self-assessment of cabin services students. As for InteractionS5, the difference between the two groups might be caused by the fact that cabin services students are more interested in cultural topics than transportation students are. Considering InteractionS9, cabin services students take a

course including vocabulary related to job interviews whereas transportation management students don't and this might have had an effect on this result.

Secondly, the difference between cabin services students and transportation management students in terms of spoken production needs and goals were investigated. A significant difference was found between the two groups in the statements ProductionS4, ProductionS7, ProductionS8 and ProductionS10. ProductionS4 is the statement: "I can briefly give reasons and explanations for opinions, plans and actions." ProductionS7 states: "I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident)." ProductionS8 states: "I can deliver short rehearsed announcements and statements on everyday matters within my field." This is not a surprising result since cabin services students are taught how to make announcements in their speaking course but transportation management students are not. Production S10 is the statement "I can explain simply how to use a piece of equipment." The results related to spoken production needs and goals of aviation students are consistent with that of spoken interaction. Similarly, cabin services students feel that they are more competent in this skill than transportation students.

The most striking result of the study is that although there are significant differences between the two groups in their self-assessment in terms of spoken interaction and production skills, there are no significant differences in their primary goals. This might be explained by the reasons such as their perceptions of self-efficacy, motivation or previous knowledge and experiences.

5.1.3. The expectations of the aviation students from the speaking course

The third research question of this study aimed to learn about the suggestions and expectations of the aviation students from their speaking course. An open-ended questionnaire consisting of three questions was implemented to obtain data from the students. Ninety seven students answered the questionnaire.

The first question of the questionnaire was "What type of activities would you like to do in the speaking course?" In the top five score list of this question were conversations, games, movies-TV series, vocabulary activities and role-play. Some of the activities preferred by the students were songs, discussion, reading books, aviation activities, short film, short story, listening and video. This result is in line with those of previous studies.

Uyanik (2018), who investigated the relationship between willingness to communicate and motivation in the context of ESP, considering the findings of the study, recommended speaking activities such as role-plays and conversations and teaching useful expressions to the students. She also suggested task-based conversation activities and using adapted authentic materials. Similarly, Turan (2016) conducted a needs analysis of 11th grade aviation students and program evaluation. In his study, students stated watching videos in lessons was one of the strengths of the lesson. In addition, teachers also suggested making the lesson more entertaining by using videos and other audio materials.

In this study, most of the students reported that they gave priority to vocabulary activities. This finding suggests that aviation students feel themselves lacking in vocabulary knowledge. There are a few recent studies on vocabulary teaching to ESP students (Koparan, 2018; Arslan, 2020). Koparan (2018) carried out a quasi-experimental research to determine the perceptions of civil aviation cabin services students toward the use of keyword method in aviation English. She found the keyword method had a positive impact on students' ESP vocabulary learning and retention. Another research on vocabulary teaching was carried out by Arslan (2020) with pilotage students. He investigated the effects of using quizlet online application and concluded that quizlet had a positive effect on the students' vocabulary enhancement and it was also a motivating tool for learning vocabulary.

Considering the first question, it might be said there is a great variety of activities expressed by the aviation students. It can be argued that aviation students would like to have variety in their lessons. This result is encouraging for course designers to develop different communicative activities for speaking courses. In addition, it can be said that some students are familiar with communicative activities such as role-plays. Some students stated that they would like to do activities related to aviation. Two unanticipated findings related to this question were that some students reported that they would like to read books and some others stated they preferred to read short stories and watch short films. Considering most students do not read books in Turkey, these findings are promising.

The second question of the questionnaire was "What topics would you like to cover in the speaking course?" The five most preferred topics by the aviation students for the speaking course were everyday matters, aviation, job interviews, hobbies and current affairs and latest news. According to these findings, it might be said that aviation students would like to develop their speaking skills for both carrying out daily tasks related to basic

needs and for communicating in their job. The majority of the students reported that they would like to speak about topics including aviation and job interviews. This finding is significant because it can be suggested that aviation students are aware of the importance of speaking English in their job and would like to improve their speaking skills to fulfil professional requirements and to improve their career prospects. This result is in agreement with Demirdöken's (2019) findings which revealed that the students' expectations of aviation English were formed by the requirements of their profession. In his study on the needs analysis of aviation students at a university, Demirdöken (2019) found that aviation students put a great emphasis to aviation English, because if they were good at it, they could meet their job requirement and would be able to have better opportunities in their jobs.

In their answers to the second question, some students noted that it was a good idea to cover topics such as problems they might encounter in their worklife and interesting stories and incidents related to their job. This finding was also reported by Turan (2016) who exemplified aviation teachers' suggestions that real-life experiences and real people should take place in lessons. Students also expressed their preferences for topics such as hobbies, books, art and cultural topics, movies and TV series. We can infer that in addition to aviation related topics, students chose entertaining topics. If teachers want more students to participate in lessons, they should choose fun topics for students. This finding is in accord with Uyanık's (2018) study in which students stated if the topic is interesting and fun, they are eager to speak English more.

The third question of the questionnaire was: "What are your suggestions and / or expectations of the speaking course?" The five most reported expectations of aviation students were: I don't want our lessons to depend on a book firmly. I'd like our lesson to be more fun. I'd like to speak more. I'd like to have high-level oral skills. The language level should be suitable for students. According to these findings, it might be said that like most students, aviation students would not prefer to do a language lesson only by studying from books. They usually find it very boring. This finding was also reported by Uyanık's (2018) study in which students stated teachers should not stick to course books in speaking classes because it is boring and not creative. Moreover, most students in this study stated they would like to have fun in lessons. These two findings are consistent with their activity preferences- games, movies and TV series, role-plays.

Another striking result was that while some students would like to have high-level oral skills, some prefer a lower level for the lesson and this is a contradictory finding.

Vocational school of higher education students must reach at least B1 level to communicate well in their job. In contrast, Aiguo (2007) reports that Chinese aviation students have to finish a two-year English program to have ESP courses. Therefore, students' English level must be high in China.

One remarkable result of this part in the questionnaire is that aviation students expressed their preferences for more speaking hours and activities in the statements: "I'd like to speak more". "I'd like to have more hours of speaking course." "I'd like to do speaking activities only". These results are in agreement with those obtained by Aiguo (2007), Uyanık (2018) and Demirdöken (2019). Demirdöken (2019) recommended allocating more time for speaking activities such as role-plays, simulations, information gaps and less time to lectures in class. As another answer to the third question, some students stated that they didn't want to focus on grammar too much. This finding is consistent with that of Uyanık (2018) who conducted interviews to obtain data indicating students' views on the speaking skill.

6. CONCLUSION

The purpose of this study was to determine the needs and interests of the aviation students and design a suggested syllabus for English Speaking II course at an aeronautical vocational school based on this need analysis and also Common European Framework of Reference for languages (CEFR) criteria. For this purpose, this study was conducted at Ankara Aeronautical Vocational School of Higher Education at University of Turkish Aeronautical Association with second grade Civil Aviation Cabin Services students and Civil Air Transportation Management students. The participants were 97 students who were taking English Speaking II course at these departments.

Both quantitative and qualitative research was carried out in this study. For quantitative research, B1 self-assessment checklists of CEFR were used to find out students' needs and goals about the speaking course. Two self-assessment checklists were used in the study: B1 spoken interaction checklist consisting of 11 items and B1 spoken production checklist consisting of 10 items. For qualitative research, an open-ended questionnaire was administered to the students to explore their viewpoints and expectations of the speaking course.

Firstly, descriptive statistics was used to analyze the answers of the aviation students to the B1 spoken interaction and production self-assessment checklists. Also, Chi-square test was used to see both whether there was a difference between the cabin services and transportation services students in terms of their self-assessment in B1 spoken interaction and production checklists and also whether there was a difference between them in terms of their primary goals in those skills. Secondly, themes were identified to analyze the responses to the open-ended questions.

The main conclusion that can be drawn from the analysis of the results is that aviation students feel that they lack knowledge and skills to communicate properly in English in their professional field. However, they also place high value on Aviation English and aim to enhance their speaking skills particularly for their professional development. Other conclusions that can be drawn are that the students want to talk about entertaining topics such as movies, books and music and their interests in the speaking course. The students do not know a lot about their future jobs. Therefore, talking about requirements and responsibilities of their jobs in lessons and conducting tasks related to them might be a useful idea. Another striking result is that cabin services students feel

more competent in the items than transportation students. A possible explanation for this result might be that cabin services students have more lesson hours of speaking than transportation management students. Another explanation for this could be that cabin services students take a course including their professional matters while transportation students don't. An interesting result is that although there are significant differences between the two groups in their self-assessment in terms of spoken interaction and production skills, there are no significant differences in their primary goals. Lastly, it can be said that aviation students prefer to do communicative activities such as conversations, games, movies-TV series, and role-plays in speaking lessons instead of depending on course books firmly.

6.1. Implications and Suggestions

In this study, both qualitative and quantitative findings revealed that aviation students place a high value on aviation English and they aim to develop their speaking skills for their career development and for communicating well in their work. Therefore, an ESP syllabus was designed based on the CEFR criteria and also the needs and goals of the aviation students. Most of the units in the syllabus include contents related to students' field but also there are units consisting of everyday tasks and hobbies. This syllabus was designed for transportation management students because they do not have a book or material related to their field. Therefore, it might be of great use to those students. This syllabus can be used at the university in which this study was carried out and also at other universities. In addition, ESP teachers working related to aviation or other professions can take advantage of this syllabus to design other ESP syllabuses suited to their students' needs.

This study was carried out with cabin services students and transportation management students. The findings revealed that cabin services students felt themselves more competent than transportation students in all the statements in which there was a significant difference between the two groups. A possible explanation for this might be that cabin services students have a course book containing English for cabin crew and also an extra booklet to study in speaking lessons while transportation management students have neither of them. Another possible explanation for this is that cabin services students have more lesson hours of speaking. Therefore, speaking courses should be offered to

transportation management students beginning from the first year and lesson hours should be increased to develop these students' speaking skills.

Considering the expectations of the students from the speaking class, it can be said that ESP speaking teacher should prepare communicative activities such as role-plays, dialogues and games and also different audio – visual materials. Teachers should use them to a great extent in their lessons because most students do not prefer traditional teaching of English. They should provide variety in lessons. Talking about books, reading short stories and watching short films might be good alternatives to make speaking lessons vivid as suggested by aviation students. Another suggestion for ESP speaking teachers would be to include everyday communicative tasks in their syllabus such as checking in a hotel, buying food at a grocery store. Because most aviation students expressed that they want to know how to speak in everyday situations.

In the self-assessment checklists, the findings revealed that students did not mark some items related to the requirements of their job as their goal. Therefore, another recommendation for ESP teachers would be to inform the students about the requirements of and duties in their profession. In the syllabus, there is a great variety of contents about the necessary skills and responsibilities of their jobs.

Other points to take into consideration are that teachers should allocate more time for students to speak and the lesson hours of speaking courses should be increased. ESP teachers should not stick to books firmly and put a strong emphasis on grammar.

6.2. Recommendations for Further Research

This study was conducted in ESP context at an aviation university with the participation of aviation students. To generalize the findings of the current study future studies can be carried out in different contexts and at different universities or high schools.

According to results of this study, an ESP speaking syllabus was designed for a specific field of aviation- airport passenger agents. Airport passenger agent is one of the jobs transportation management students can have after finishing their schools. The current syllabus is limited to only this job because different aviation jobs require different language specific to their field. Other studies might be done on other fields of aviation such as cabin services or aircraft technicians. English used in these jobs vary to a great degree because of their different contexts and communications specific to the field. Language

needs analysis for the students attending at different aviation departments should be carried out and speaking and aviation English courses should be designed in accordance with the students' needs and goals.

Further studies can examine the effects of different communicative activities on the development of speaking skill in the ESP context. Also, research might be carried out to determine the impact of different vocabulary techniques on the retention of ESP students.

One question remain unanswered at present is that although there are some significant differences between transportation management students and cabin services students in terms of their self-assessment in spoken interaction and production skills, there are no significant differences between the two groups in terms of their primary goals. Future studies might be conducted to explore whether the reason is the students' perceptions of self-efficacy, motivation or previous knowledge and experience.

7. SUGGESTED SYLLABUS

UNIT 1: AT THE AIRPORT

Starter

Listening

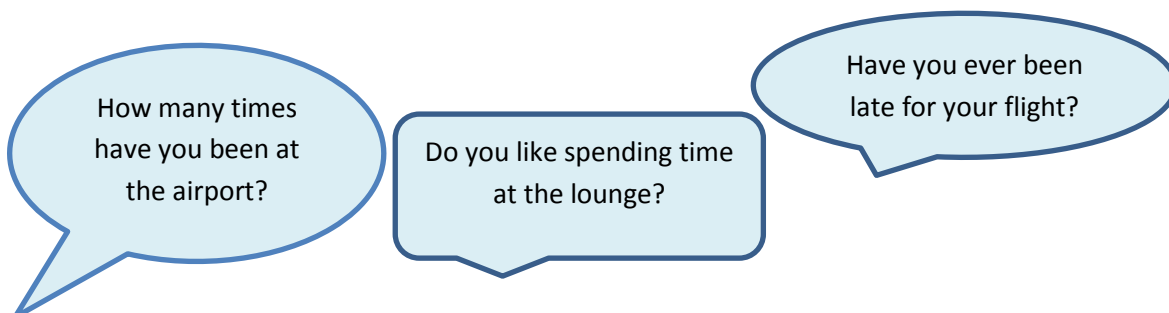
1. Watch the video twice and answer the questions below.

Rachel at the airport <https://www.youtube.com/watch?v=OBhirBbK81E>

1. Where is Rachel at the airport?
2. What time is the next flight to London?
3. How much is the flight ticket?
4. What does the check-in counter agent want Rachel to show?
5. Could Rachel get on the plane at the end?

Speaking

1. *Pair Work.* Work with your partner. Take turns to ask and answer questions about your flight experiences and tell the class what you learned about your partner's experiences.



Vocabulary

1. Match the words in the box with the pictures below.

terminal

carry-on luggage

gate

arrivals lounge /hall

boarding

gate attendant/ agent

departure lounge

check your luggage

arrival

flight information monitor

baggage claim

departure



1.

2.

3.



4.

5.

6.



7.

8.

9.



10.

11.

12.

2. Watch the video for the meaning of the words in exercise 1. and check your answers. (min. 2.45-8.37)

(Learn Airport English Vocabulary) <https://www.youtube.com/watch?v=qF6fbkE-Qn0>

3. Fill in the blanks with the new words in exercise 1.

1. If your plane is landing, it is an incoming flight or _____.

2. If your plane is taking off, it is an outgoing flight or _____.

3. A: Did we miss our flight?

B: I hope not. Let's look at the _____ and learn if our flight is on time or closed.

4. Agent: "Sir, I'm sorry but you are going to have to _____. Your baggage is too big, it should fit through the frame."

5. Announcement: "Flight 358 with service to Los Angeles will now begin _____ at Gate No.42."

6. Agent: "I'm sorry, madam. Your suitcase is too big, you can't take it into the airplane. Only _____ is allowed."
7. A free shuttle bus runs between the airport _____ and the train station.
8. Announcement: "Welcome to Los Angeles International Airport. Follow yellow signs to _____." You can collect your bags over there.
9. Call me when you get off the plane. I will wait for you at the _____.
10. Air France flight 76 leaves from _____ 6A.
11. You have to show your passport and boarding pass to the _____ before you get onto the plane.
12. Before boarding Jane likes drinking coffee at the _____.

4. Play the word-search game online or on the print below.

Airport vocabulary

G	I	A	M	D	G	R	R	M	C	O	E	G	L
C	A	B	I	E	R	U	T	R	A	P	E	D	T
V	T	O	A	L	E	G	N	U	O	L	O	C	M
U	O	A	L	A	G	A	A	L	T	A	B	I	T
P	D	R	C	R	A	C	M	A	T	R	B	R	A
N	G	D	E	E	E	A	D	V	R	A	G	T	G
M	T	I	G	A	R	R	M	I	R	A	T	E	H
O	E	N	A	E	A	R	I	R	B	G	A	R	E
N	G	G	G	D	I	Y	T	R	G	R	C	M	T
I	A	O	G	G	O	O	O	A	E	N	N	I	A
T	R	C	A	H	I	N	T	R	R	E	C	N	G
O	N	L	B	T	N	R	A	Y	O	E	I	A	G
R	N	U	E	E	C	H	E	C	K	A	G	L	T
T	N	A	D	N	E	T	T	A	E	T	A	G	T

ARRIVAL
BAGGAGE CLAIM
GATE
MONITOR
DEPARTURE
CARRY-ON
BOARDING
TERMINAL
GATE ATTENDANT
LOUNGE
CHECK

Play this puzzle online at : <https://thewordsearch.com/puzzle/1588683/>

Speaking

1. *Pair work.* With your partner take turns describing places and actions. Describe the words on your list. See if your partner can guess the words.

Student A

- Boarding
- Check your luggage
- Flight information monitor
- Gate attendant
- Departure

Student B

- Gate
- Carry-on luggage
- Baggage claim
- Departure lounge
- Arrival

For example: You : You can rest and drink or eat something there before your flight departs.

Your friend: Departure lounge!

UNIT 2: AT THE CHECK-IN

Starter

Vocabulary

1. What are the types of flights and tickets? Match the pictures with the words in the box below.

a connecting / a layover flight

a one-way ticket / a single ticket

a non-stop flight

a round-trip ticket / a return ticket

a direct flight

Birdy Air

Flight 124

Istanbul – Berlin - London

1.

Birdy Air

Flight 602

Istanbul - London

2.

Birdy Air

Flight 820

Ankara - Istanbul

3.

Birdy Air

Flight 345

Istanbul - London

4.

PASSENGER TICKET

ENGLAND BUS LINE

LONDON - MANCHESTER

5.....

PASSENGER TICKET

ENGLAND BUS LINE

LONDON-MANCHESTER-LONDON

6.

2. Complete the conversations with the words from exercise 1.

1. We had a three-hour _____ in San Francisco and had to change planes on the way to Hawaii.
2. Pax: A ticket to Paris, please.
Agent: One way or round-trip?
Pax: I need a _____ ticket. I'll stay for a year.
3. Agent: Flight 304 is a _____ flight. It makes a stop in Chicago, but you don't have to change planes.
4. Pax: I'd like a ticket to Barcelona.
Agent: Would you like a _____ ticket? It's cheaper.
5. John usually travels by _____ flights on his business trips. They are expensive but it takes short time to go to his destinations.

Listening

1. Watch the video and circle the correct the answer.

(Mitch and Cam are lost at the airport.)

<https://www.youtube.com/watch?v=QFMHbHLNq2k>

1. The plane didn't take off because of the heavy storm / mechanical problem.
2. The connecting flight makes a stop in Dallas / Las Vegas.
3. The men are going to Turks and Caicos / Dallas.
4. The gate number of their flight is 5 / 32.

2. Watch the video again and answer the questions below.

1. Why does the man return to the check-in counter and say "There's been a horrible mistake."?
2. Why does the announcement say "Please report to Gate 32 immediately!" ?
3. Did they catch their flight? How do you know it?
4. Do they remember what they did in Dallas?

3. Watch the video with subtitles and check your answers.

(Modern family at the airport) <https://www.youtube.com/watch?v=GhbWy6d23k4>

Speaking

1. The following dialogue is made between a check-in agent and a passenger. Match the questions/ instructions with the answers.

- | | |
|---|---|
| A. Are you checking any bags? | 1. Montreal |
| B. Place your bag on the scale. | 2. An aisle seat, please. |
| C. Have you left your bag unattended at any time? | 3. Here you are. |
| D. Where are you flying to, today? | 4. Thank you, good bye. |
| E. Here is your boarding pass. Go through security and your flight to Montreal will depart from Gate C26 at 5.30. Have a good flight. | 5. Just one suitcase and I have a carry-on. |
| F. May I see your passport and ticket please? | 6. No, I haven't. |
| G. Would you like a window or an aisle seat? | 7. Sure. |

2. The dialogue at exercise 1. is scrambled. Put the sentences in the correct order. The first one is given for you.

- | | |
|------------------------------------|-----------|
| 1. (D) Where are you flying today? | Montreal. |
| 2. _____. | |
| 3. _____. | |
| 4. _____. | |
| 5. _____. | |
| 6. _____. | |
| 7. _____. | |

Asking Politely

Polite Response (positive)

Can I have / see your passport?

Certainly!

May I have / see your passport?

Here you are.

Passport and ticket, please.

Sure!

Would you like a window seat or an aisle seat? (I'd like) a window seat, please.

Can I get a window seat?

Can you say / repeat that again, please?

Reading

1. Read the dialogue between a check-in agent and a passenger.

Agent : Good afternoon, where are you flying to?

Passenger: Good afternoon. I am flying to San Francisco.

Agent : Do you have your tickets?

Passenger: Here is my ticket.

Agent : How many people are travelling?

Passenger: It's my son and I, he is under two years old.

Agent : Can I have your passports and I will need to see his birth certificate to prove that he is under two years of age.

Passenger: Sure. Here they are.

Agent : Would you like a window or an aisle seat?

Passenger: I would be very happy if we can get an aisle seat. I may have to walk him around if he gets fussy.

Agent : Alright, I'll put you near the restrooms too.

Passenger: Wonderful, thanks. Can I take my stroller to the gate?

Agent : Yes, we'll check it in the over-sized luggage after you board. Are you just checking these two bags today?

Passenger: Yes, this suitcase and my backpack.

Agent : Let's put them on the scale, one at a time, please.

Passenger: Sure. And by the way, I have a layover in London. Do I have to pick up my luggage there?

Agent : No, it'll go straight through to San Francisco. Here are your boarding passes. You are all set. Be at the gate at least 45 minutes prior to the departure time. You will be able to preboard because you are traveling with an infant.

Passenger: Thank you for your help, have a good day.

Agent : Thank you, have a nice flight.

Adapted from <https://www.grammarbank.com/dialogue-examples-airport-check-in.html>

2. Answer the questions about the text.

1. Why does the passenger want an aisle seat?
2. Does the passenger require special assistance?
3. Does the passenger need to pick up his luggage in London?
4. When should the passenger be at the gate?

Speaking

Phrases You May Need at the Check-in

Passenger

Excuse me, where is (the..... Airlines) check-in desk?

How many bags can I check?

Will my luggage go straight through, or do I need to pick it up in (Chicago)?

How much is the fee?

Please mark this bag as "fragile".

Is the flight on time?

When should I be at the gate?

Where can I get a luggage cart?

Where do I collect my baggage?

Check-in Agent

How many bags are you checking?

Do you have a carry-on bag?

Your baggage is overweight. (Remove some contents or pay a fine.)

Your carry-on luggage is too large.

I'm afraid that bag exceeds the size restrictions.

Your flight is delayed.

Your flight / connecting flight has been cancelled. (You must rebook a new flight.)

Do you require special assistance? (a wheelchair, etc.)

Please be at the gate thirty minutes before your scheduled flight.

You'll be able to preboard because.....

I'm afraid you 're too late to check in.

1. **Role-play:** With your partner, role -play a dialogue between a check-in agent and a passenger at the check in. Choose from the phrases above. Then change roles.

STAPLE HERE Luggage: Hand Luggage:	Air France Welcome on board! Boarding Pass 1) Welcome the passenger. 3) Ask the passenger's name. 5) Ask for his/her destination. 7) Ask for His/her flight number. 9) Ask to see his/her ticket and passport. 11) Ask if he/she wants a window or aisle seat. 13) Tell him/her his/her seat number then ask if he/she has any luggage. 15) Ask if he/she has any hand luggage. 17) Tell him/her the departure gate. 19) Tell him/her the boarding time then give him/her his/her boarding card. 21) Say goodbye.	Passenger/Name: Flight N°: ☐ Window 24I ☐ Aisle 24K Departure Gate and Time: Gate: 30 Time: 7.55 a.m. Destination:
		
STAPLE HERE Luggage: 3 Hand Luggage: 1	Air France Welcome on board! Boarding Pass 2) Say hello and say that you would like to check in. 4) Tell him/her your name and surname. 6) Tell him/her your destination. 8) Tell him/her your flight number. 10) Show him/her your ticket and passport. 12) Tell him/her if you want a window or aisle seat. 14) Tell him/her how much luggage you want to check in. 16) Tell him/her how much hand luggage you are carrying. Then ask him/her for the departure gate. 18) Ask him/her for the boarding time. 20) Say thank you and goodbye.	Passenger/Name: Flight N°: AF 327 Aisle seat Number: Departure Gate and Time: Gate: Time: . Destination: PARIS
		

Retrieved from:

<https://en.islcollective.com/english-esl-worksheets/vocabulary/travel/airport-role-play/76711>

UNIT 3: DEPARTING PASSENGER

Starter

1. Look at the skills and knowledge below and check (✓) if you have them and write (D) for the ones you should develop.

Skills and Knowledge a Passenger Service Agent Should Have

- ___ customer service skills
- ___ to be thorough and pay attention to detail
- ___ the ability to work well with others
- ___ sensitivity and understanding
- ___ patience and the ability to remain calm in stressful situations
- ___ the ability to accept criticism and work well under pressure
- ___ excellent verbal communication skills
- ___ active listening skills
- ___ to be able to use a computer and the main software packages competently

(retrieved from) <https://nationalcareers.service.gov.uk/job-profiles/airline-customer-service-agent>

2. *Pair Work:* Compare your answers to your partner's answers. Which of these skills do you think are the most important for your job? Why?

Listening

1. Watch the video and answer the questions.

(Learn Airport English Vocabulary) (min.6-13-6.46)

<https://www.youtube.com/watch?v=qF6fbkE-Qn0>

1. Where is the man at the airport?
2. What is he doing?

2. Watch the video again and fill in the blanks with the correct word / phrases.

1. Sir, that's not going to _____.
2. The bag is _____.
3. You've got to _____ it.
4. So, don't you think I can maybe _____ it _____ ?
5. If it isn't fitting _____, you aren't carrying it on the plane.
6. It'll _____ for you on the other side.

3. Match the words from the listening with their meanings.

- | | |
|---|----------------|
| 1. If you take your bag with you to the airplane, you _____. | a) check |
| 2. If you leave your bags to an agent to be put on a plane,
or if someone takes bags to do this, it means _____. | b) fit |
| 3. If something is the right size or shape to go somewhere,
it _____(s) in a place. | c) carry it on |

4. Listen to the dialogue between a check-in agent and a passenger. Circle True (T) or False (F).



Missing flight.mp3

<https://www.eslfast.com/robot/topics/travel/travel16.htm>

- | | | |
|---|----------|----------|
| 1. The passenger missed her direct flight. | T | F |
| 2. Check-in agents can solve her problem at the arrival gate. | T | F |
| 3. It's too late for the passenger to take the shuttle. | T | F |
| 4. The airline won't pay for the hotel room because
the passenger booked her flight very late. | T | F |

5. Listen to the dialogue again. Complete the sentences.

1. Our flight was late and I _____ flight.
2. We can help you find an _____ .
3. _____ is where you need to find someone to help you.
4. What if I _____ here and can't get out of this airport?
5. The flight that you missed is not _____ ,
6. and we wouldn't have suggested _____ together.

READING

Handling a Delay at the Airport

Tom's flight to Chicago on Flyaway Airlines has been delayed and now he worries he'll miss his meeting. He talks to Mike, a representative of the airline.

VOICE: Attention passengers on Flight 394 to Chicago. This flight has been delayed. Please stand by for more information.

Tom: Excuse me, I'm on the flight to Chicago. When will it depart now?

Mike: It looks like it'll be delayed at least two hours. I'll keep you updated.

Tom: I have a 4 o'clock meeting in Chicago. If the flight gets in at 3:30, there's no way I'll make it.

Mike: Sorry, but there's nothing I can do. There are lots of other people here in the same boat.

Tom: Are there any other flights to Chicago?

Mike: Yes, there's a 1 p.m. departure, but it's fully booked.

Tom: Can you put me on the waiting list?

Mike: I'll add you to the list, but don't count on it. There are a lot of people already on the list.

Tom: Can I fly another airline?

Mike: Other airlines won't accept your Flyaway Airlines ticket.

Tom: Oh, for goodness' sake! This is so annoying.

Mike: I'm sorry you're annoyed, but there's nothing more I can do.

Tom: Let me tell you something. I won't be using Flyaway Airlines again anytime soon!

Adapted from <https://www.essentialenglish.review/book/speak-english-around-town/lesson-16-handling-a-delay-at-the-airport/>

1. Read the text. Circle T (True) or F (False).

- | | | |
|--|----------|----------|
| 1. The flight will depart in two hours. | T | F |
| 2. Tom is worried because he can be late for his meeting. | T | F |
| 3. There aren't other flights to Chicago on the same day. | T | F |
| 4. Most likely, Tom can get a ticket for 1.00 p.m. flight. | T | F |
| 5. Tom is very angry with Flyaway Airlines. | T | F |

2. Find the underlined words below in the text. Choose the best word or phrase to complete each sentence.

1. This flight has *been delayed* means ...
 - a) The flight will depart early.
 - b) The flight will depart at the planned time.
 - c) The flight will depart late.
2. I'll *keep you updated* means ...
 - a) give someone very detailed information
 - b) give someone information especially in a situation that's quickly changing.
 - c) give someone information on daily routines.
3. *in the same boat* means
 - a) in the same difficult situation as others.
 - b) in the same flight as others.
 - c) in the same pleasant situation as others.
4. It's *fully booked* means
 - a) A few seats are available.
 - b) No more seats are available.
 - c) Only one seat is available.
5. *Put me on the waiting list* means
 - a) delete from the waiting list
 - b) remove from the waiting list
 - c) add to the waiting list

Speaking

1. Role-play: With your partner, role-play a dialogue between a check-in agent and a passenger at the check in. Choose two from the different scenarios below. Use reassuring phrases and show your feelings.

Your flight is delayed. You have a meeting on your destination and you are angry. Because you want to be there on time.	You've lost your passport somewhere at the airport. Your flight is in 2 hours.	Because of the long security check you missed your flight.	You want to upgrade from economy to first class. The agent says it's not possible but you insist on it. It's your honeymoon.
Your flight is overbooked and you don't want to give up your seat. The agent tries to talk you into it and s/he tells you your perks.	Your partner feels unwell. Only 30 minutes to the flight are left.	Due to bad weather conditions, your flight is cancelled. You're flying with a budget airline so the ticket's return is not possible.	You want to fly with a hand luggage which is 2 kg overweight. The agent tells you can't do this but you insist.

Adapted from <https://en.islcollective.com/>

UNIT 4: ARRIVING

PASSENGER

Starter

Listening & Speaking

1. Watch the video and answer the questions.

(Learn airport English vocabulary) (min. 6.15 -6.45.)

<https://www.youtube.com/watch?v=qF6fbkE-Qn0&t=750s>

1. What problem has the passenger encountered ?
2. What's in his bag?
3. Do you think the passenger is rude?

2. *Pair work:* With your partner, discuss the questions below:

1. How would you answer the passenger's last question? What would you say to reassure him?
2. Which words / phrases can you use to calm the passenger down and show him that you understand him?
3. Has an airline ever lost a piece of your luggage? Talk about it.

Reading & Speaking

1. Read the text about the day of a check-in agent.

A day in the life of a Passenger Service Agent at Zurich Airport

I wanted to share with you “A day as a Passenger Service Agent”, as it may give you some inspiration and impressions about the ground handling world. I am myself working as Check-in/Gate Agent. Our shifts at Zurich Airport are in between 4 am to 11.15pm. My day starts with taking my work mobile phone and signing in. The mobile phone is indicating me my assigned tasks. I have to “confirm”, “start” and “end” these tasks at the right moment. For example, I may start with 30 minutes of First Class check-in counter, and then have 10 minutes to go to gate E42 for flight LX38 to San Francisco, and so on... These tasks are dispatched according to the flight timetable and/or the need at the check-in counters and may be adapted if delays are occurring. So, in fact, I never know what I will be doing in 3 hours, which is what I like, as every day is completely different than the previous one. The only thing I know is my main task for the shift (Check-in or Gate).

One thing you need to know is that it is interesting to meet plenty of passengers- all having other stories, different cultures, different destinations, and so on. Of course, not every passenger is friendly: like for every service providing business, there are always people complaining or unhappy, which in some cases is understandable. What I definitely like the most regarding this job, is that you learn how to deal with people, have a chat with them, or make them happy if possible.

Every day there are special cases such as technical issues, delays, medical cases, and so on. Of course, major cases luckily don't happen that often, but still. I remember the Christmas period of December 2014, as there was so much snow falling that the airport wasn't able to maintain the runways clean without closing the runway every 30 minutes, which of course caused major delays and cancellations. After 3 or 4 days like this, we had approximately 10,000 passengers stranded in Zurich, with half of the flights cancelled. Everybody was waiting in a 4/5 hour long queue to be rebooked for the next possible flight. As you can imagine, it was Christmas time and every passenger wanted to get home to see their family, friends and relatives. The airport had to provide and prepare thousands of beds into the terminal, provide enough drinks and food. We rebooked passengers on a later flight, which at the end got cancelled as well. And so on ...It was very difficult to handle, as nobody really knew if the flight was going to depart or not. After 5 or 6 days, the weather was getting better, most of the flights were departing and we were able to get the passengers out of Zurich. Of course, a few days were needed to resume normal operations, but it was a great learning experience for everybody.

I have hundreds of cases I could tell, but this is definitely the most impressive one. One thing is sure, you will never get bored at an airport!

Adapted from <https://virtualsky.ivao.aero/real-world/a-day-in-the-life-of-a-passenger-service-agent-at-zurich-airport/>

2. Answer the questions about the text.

1. Why does the check-in agent can have different tasks in a day?
2. Does the check-in agent like routine or flexibility at work?
3. What does the check-in agent like about her job best?
4. Why was the case difficult to handle?

3. Discussion: Read the text again and discuss in groups of three:

1. What are the advantages and disadvantages of being a ground service agent? You can develop the ideas in the text.
2. What you would do and say if you had to deal with passengers stranded in the airport for hours/ days on holiday time?

Listening & Speaking

1. Listen to the dialogue and answer the questions:



1. What did the airline lose? _____
2. Where does the passenger have to go today? _____
3. What is in the passenger's suitcase? _____

2. Listen again and match the words or phrases to complete each sentence.

1. _____ means to find the exact position of something. a) lost
2. immediately means _____. b) locate
3. If you can't something, it is _____. c) right away

3. Listen to the dialogue about missing luggage and answer the questions.



1. What does the passenger have to fill out? _____
2. What does the passenger have in her suitcase? _____
3. Where is the passenger staying? _____

4. Listen again and match the words or phrases to complete each sentence.

- | | |
|---|-------------|
| 1. If you call or write someone, you _____ them. | a) report |
| 2. If you tell the authorities about something, you _____ it. | b) fill out |
| 3. If you write all of the information on an official document, form etc., you _____ that document. | c) contact |

5. Pair work : Role-play a dialogue between a passenger who has lost their luggage at the airport and a passenger service agent. Study and choose from the useful phrases below. Then, change your roles.

Student 1

Situation 1

You are a passenger. Your suitcase didn't arrive on the carousel. Ask the agent about it kindly.

Situation 2

You are the check-in agent. You should handle a very angry passenger. Try to calm and reassure the passenger.

Student 2

Situation 1

You are the check-in agent. Answer the passenger's questions. Show understanding and say that you're sorry about the problem / inconvenience.

Situation 2

You are a passenger. Your baggage is lost and you're very angry. Complain to the agent. Show your feelings.

Useful Phrases at the Baggage Claim and Customer Service

Passenger

Is this all the luggage from this flight?

My luggage did not arrive. I flewAirlines.

Can you tell me where to go?

Where do I report lost luggage for Airlines?

I've just arrived from (Madrid) and we're missing one suitcase.

I hope it's only delayed.

I need to report lost luggage.

Flight 3543.

My suitcase was not on the conveyor belt /
baggage carousel / at the baggage claim.

It's green, quite big and it has a red ribbon.

I have business papers / suit..... in my suitcase.

I'm staying at the hotel downtown.

Will you contact me as soon as you locate it?

When will it arrive?

Thank you for your help.

Customer Service Agent

Yes.

Go ahead and turn right.

Please show me your boarding pass and passport.

Let's see if your suitcase is delayed or missing.

Can you fill out this lost luggage form?

What flight were you on?

Let me look on the computer. It says that your
luggage is still in Madrid.

Can you describe your suitcase?

Did you have a luggage tag on the suitcase?

Can you tell me two items that were inside the
suitcase in case the tag fell off?

Here is another form. Fill out the form and we will
reimburse you.

Can you give me a contact number, please.

What's your local address?

We'll send it to you right away.

When the bag arrives, airline service will deliver it
to your hotel.

We're very sorry about this problem.

Just for fun ☺

At the airline check in at London Heathrow, Guy has three bags. He puts them down and says to the young lady, 'I'd like you to send this one to Los Angeles, that one to Hong Kong and the last one to Durban.' Her face shows signs of confusion before her training takes over and she says, 'I'm afraid we can't do that, sir.'

'Why not?' demands Guy, 'you did the last time I flew with you.' I have the picture!

Describing your Suitcase: I was flying into Boston last week and when I went to find my luggage, it seemed to be missing. So I went to the airlines customer service center to find out how to locate it. So the clerk asks me "Sir, can you describe your suitcase?" So I tell her, "it's a hot pink suitcase shaped like a star". She looks up and asks "Okay, and is there anything distinctive about your bag?")

Retrieved from <https://www.cristinacabal.com/?p=451>

Just for fun ☺ Where should you wait for your girlfriend at the airport?

Tell your opinions and compare your answers with the one in the clip.

(Learn Airport English Vocabulary **min. 7.40-8.35**)

<https://www.youtube.com/watch?v=qF6fbkE-Qn0&t=660s>

UNIT 5: BOOKING A FLIGHT TICKET

Starter

1. Watch the video about the tips of booking a flight from a world traveler. Tell what tips you learned about booking a flight.

(How to Book a Flight / Basics of Backpacking)

<https://www.youtube.com/watch?v=gNf2wKspJQQ>

Listening

1. Listen to the conversation about a flight reservation and fill in the blanks.



flight reservation.mp3

Reservations clerk:	—	Northwind Airways, good morning. May I help you?
Mary Jones:	—	Yes, do you have any flights to Sydney next Tuesday afternoon?
Reservations clerk:	—	One _____(1), please... Yes. There's a flight at 16:45 and one at 18:00.
Mary Jones:	—	That's fine. Could you tell me how much a _____(2) flight _____(3)? I'll be staying three weeks.
Reservations clerk:	—	Economy, business class or first class ticket?
Mary Jones:	—	Economy, please.
Reservations clerk:	—	That would be € _____(4).
Mary Jones:	—	OK. Could I make a _____(5)?
Reservations clerk:	—	Certainly. Which flight would you like?
Mary Jones:	—	The _____(6), please.
Reservations clerk:	—	Could I have your name, please?
Mary Jones:	—	My name is Mary Jones, that's M-A-R-Y J-O-N-E-S.

Reservations clerk:	—	_____ (7) would you like to pay, Ms. Jones?
Mary Jones:	—	Can I pay at the check-in desk when I pick up my ticket?
Reservations clerk:	—	Yes, but you will have to _____ (8) this reservation at least two hours before departure time.
Mary Jones:	—	I see.
Reservations clerk:	—	Now you have been _____ (9), Ms. Jones. The flight leaves at 16:45, and your arrival in Sydney will be at 9:25 a.m., local time.
		The flight number is _____ (10).
Mary Jones:	—	Thank you.

https://www.audioenglish.org/english-learning/subject_reservations_airline.htm

2. Read the dialogue. Answer the questions.

1. Where is Mary Jones flying to?
2. How much does the flight cost?
3. What time does the flight depart?
4. How would Mary Jones like to pay?
5. What's the arrival time?

Reading & Vocabulary

1. Read the dialogue about booking a flight.

Travel Agent: Freedom Travel. How may I help you?

Caller: Yes, I'd like to make a flight reservation for the twenty-third of this month.

Travel Agent: Okay. What is your destination?

Caller: Well, I'm flying to Helsinki, Finland.

Travel Agent: Okay. Let me check what flights are available?. [Okay] And when will you be returning?

Caller: Uh, well, I'd like to catch a return flight on the twenty-ninth. Oh, and I'd like the cheapest flight available.

Travel Agent: Okay. Let me see. Um, hmm . . .

Caller: Yeah?

Travel Agent: Well, the price for the flight is almost double the price you would pay if you leave the day before.

Caller: Whoo. Let's go with the cheaper flight. By the way, how much is it?

Travel Agent: It's only \$980.

Caller: Alright. Well, let's go with that.

Travel Agent: Okay. That's flight 1070 from Salt Lake City to New York, Kennedy Airport, transferring to flight 90 from Kennedy to Helsinki.

Caller: And what are the departure and arrival times for each of those flights?

Travel Agent: It leaves Salt Lake City at 10:00 AM, arriving in New York at 4:35 PM, then transferring to flight 90 at 5:55 PM, and arriving in Helsinki at 8:30 AM the next day.

Caller: Alright. And, uh, I'd like to request a vegetarian meal.

Travel Agent: Sure, no problem. And could I have your name please?

<https://www.esl-lab.com/difficult/travel-arrangements/>

2. Circle True (T) or False (F).

- | | |
|--|-------|
| 1. He'd like a single ticket. | T / F |
| 2. He'd like a non-stop flight. | T / F |
| 3. The man's layover between flights is less than two hours. | T / F |
| 4. The flight arrives at Kennedy Airport at 4.35 pm. | T / F |
| 5. The man asks for a special meal. | T / F |

3. Find the words in the box below from the text. Complete the sentences with the correct words or phrases.

transfer	available	go with	catch	destination
----------	-----------	---------	-------	-------------

1. I liked your suggestion, but I'll _____ my original idea.
2. They always _____ the 16.30 p.m. train home on weekdays.
3. It took us six hours to arrive at our _____.
4. We'll meet you on arrival at the airport and _____ you to the hotel by taxi.
5. We have double rooms _____ this weekend.

4. Read the dialogue about changing a flight reservation.

CHANGING YOUR FLIGHT TICKET

Bruce: Could you please help me? I've got this ticket from Glasgow to Geneva for 18th February, but I have changed my plans and I'm going to go to Rotterdam instead. Would it be possible to cancel my ticket and change it for one to Rotterdam? I want to leave on the 19th.

Clerk: You want to cancel the 18th and re-book on the 19th?

Bruce: Yes, re-book to Rotterdam.

Clerk: Is it a one-way or round-trip ticket?

Bruce: A round-trip, please.

Clerk: What time of the day would you like to go?

Bruce: I prefer to leave in the morning, please, if there's a flight available.

Clerk: Morning. O.K, I'll just check in the computer... Yes, we can do a flight at 8.20 to Rotterdam, arriving at Rotterdam airport at 10.50.

Bruce: Fine. Can you change the ticket for me?

Clerk: Sure, we'll give you a new one.

Bruce: Oh, thank you. And what about the money? It isn't as expensive as to Geneva, is it?

Clerk: As a matter of fact, you have a refund sir. Though we can not give the refund in cash. So, I'll make a voucher for you and when you get home, give it to your travel agents and they'll know what to do.

Bruce: Uh-huh. So you can give me a ticket to Rotterdam now without cancellation

fee, is that possible?

Clerk: That's it. We'll take the other ticket in exchange.

Bruce: That's all right then, is it?

Clerk: Yes, it's cancelled. And here's your new ticket. A return to Rotterdam.

Bruce: Thank you. Where do I have to proceed for my connecting flight? Do I have to go to the Transfer Desk?

Clerk: No. The flight leaves from the same terminal you arrive at, so you just go to the check-in.

Bruce: So I just check-in again, do I?

Clerk: That's right.

Bruce: Thank you very much.

Clerk: I'll just prepare the voucher.

Bruce: Oh, yes. Thank you.

<http://rucrespogri.blogspot.com/2011/05/changing-your-ticket-conversation.html>

5. Answer the questions about the text.

1. What is Bruce's new destination?
2. When is Bruce going to his destination?
3. What time does the flight depart for Rotterdam?
4. Does Bruce need to pay additional charges?
5. Where should Bruce go for his connecting flight?

6. Find the words in the box below from the text. Complete the sentences with the correct words or phrases.

voucher	proceed	cancellation fee	refund
----------------	----------------	-------------------------	---------------

1. He had to pay _____ because he changed his reservation after 24 hours.
2. She took the dress back to the store within 30 days and was given a _____.
3. They needed to get on the train and _____ to Gatwick Airport.
4. The tour price includes a _____ for a meal in restaurants.

Speaking

Useful Phrases for Booking a Flight Ticket

Ticket Agent

May I help you?

I'll have a look in the timetable. /

I'll just see what there is. /

Could you wait a minute while I check availability?

BEA flight BE 502 takes off from Heathrow at 9.25 and flies direct.

Which airline would you like to use?

What time do you want to leave / arrive?

How many people is the booking for? /

How many seats would you like?

Would you like a return ticket?

Would you like to fly in economy, business or first class?

How long does the flight take?

How would you like to pay?

Can you give me your credit card number and expiry date?

Would you like to take advantage of our special insurance / extra facilities?

You'll have to be at West London Air Terminal by 8.10 at the latest.

Passenger

I'd like to book a flight (from London to Paris for Tuesday November 10th).

What flights are there from London to Vienna tomorrow? / Are there any planes to Zurich on Sunday? / Do you have any flights to Sydney?

Which is the cheapest?

I'd like to arrive in London by 6 pm.

It's for two people. / It's only me. / Just one.

I'd like seats.

Yes, I'm coming back on the 30th.

I'd like to travel / go first class. / I'll need an economy class.

Total time is 10 hours. / It takes 10 hours.

Can I pay by credit card? / I'd like to pay by credit card.

Yes, it's

Does this price include all taxes?

Is there a booking fee?

How much is the baggage allowance?

Could you confirm my booking?

What time do I have to check in? /

What time do I have to be at the airport?

1. Role-play: Take turns roleplaying booking a flight with your partner. Make a dialogue using the instructions below.

TICKETING AGENT



TRAVELLER



Welcome the customer and offer help.

Thanks him/her and say you need a ticket to Rome.

Say you have three flights to Rome weekly: Monday, Wednesday and Friday.

Ask if they are direct or have stopovers.

Say Monday and Friday flights - direct but Wednesday flight - stopover in Spain.
Ask when he is thinking of flying to Rome.

Say you would prefer on Wednesday.

Ask if it will be one way or round trip.

Tell it will be round trip returning the following Monday.

Ask if he would like to fly in Economy, Business or First class.

Say you'd like to fly in Business.

Ask if anyone will travel with him.

Say you're going to travel alone in an aisle seat.

Make him wait while you check price and availability. Say two seats - available. The flight departs at 11:20 AM and arrives in Rome at 6:40 PM local time. The price is \$877.00. Ask if you book it for him.

Agree. Give your name, phone number, ID and passport.

Ask payment method. Give ticket. Say thanks and goodbye.

Say you'll pay by credit card. Take the ticket. Say thanks and goodbye.

UNIT 6: AIRPORT ANNOUCEMENTS

Starter : Listening & Speaking

1. Watch the video from “Modern Family” and answer the questions.

(Mitchell and Cam are high at the airport.) (min.3.13-4.41)

<https://www.youtube.com/watch?v=l7dyyBce4w4&t=9s>

1. What is the announcement the men hear at the airport for?
a) gate change b) boarding c) last call for the passengers
2. What is the gate number in the announcement?

2. Watch the video again and complete the sentences.

1. “Are we in _____ ? He sounds _____ .”
2. Gate agent: “You _____ it just _____ .”

3. In which situations do passenger service agents make announcements at the airport?

Listening & Vocabulary

1. Listen to the airport announcements and find where the planes are going.



1. Speaker A: The plane is going to: _____ .
2. Speaker B: The plane is going to: _____ .
3. Speaker C: The plane is going to: _____ .
4. Speaker D: The plane is going to: _____ .
5. Speaker E: The plane is going to: _____ .

2. Listen again and complete the sentences.

1. The 9.25 flight to Rome is delayed by _____ hours.
2. Passengers going to Tokyo should go to boarding gate _____.
3. Passengers going to Athens should go to boarding gate _____.
4. The flight number of the plane going to Amsterdam is _____. It will leave from gate _____.
5. The time in _____ is 18.30.

3. Match each announcement with the correct situation.

- | | |
|-------------------|-------------------|
| 1. Announcement 1 | a) final boarding |
| 2. Announcement 2 | b) pre-boarding |
| 3. Announcement 3 | c) boarding |
| 4. Announcement 4 | d) landing |
| 5. Announcement 5 | e) delay |

Adapted from <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/travelling-abroad>

4. Listen and complete the announcement.



announcement 1.mp3

Good afternoon passengers. This is the _____ (1) announcement for flight 89B to Rome. We are now _____ (2) those passengers with small children, and any passengers _____ (3) _____ (4), to begin boarding at this time. Please _____ (5) your boarding pass and _____ (6) ready. Regular boarding will begin in _____ (7) ten minutes time. Thank you.

5. Listen again and check your answers. Practice reading the announcement out loud.

6. Listen and complete the announcement.



announcement 2.mp3

This is the _____ (1) boarding call for passengers Erin and Fred Collins _____ (2) on flight 372A to Kansas City. Please _____ (3) gate 3 immediately. The _____ (4) are being _____ (5) and the captain will _____ (6) for the doors of the aircraft to _____ (7) in approximately five _____ (8) time. I repeat. This is the final boarding call for Erin and Fred Collins. Thank you.

7. Listen again and check your answers. Practice reading the announcement out loud.

Adapted from <https://www.englishclub.com/english-for-work/airline-announcements.htm>

8. Read the announcements in ex.4 and 6. Complete the sentences with the correct words from the box.

proceed to	check	special assistance	order
------------	-------	--------------------	-------

1. Flight attendants make a final _____ on your boarding pass when you board the aircraft.
2. Passenger requiring _____ are those with a disability or reduced mobility such as the elderly, wheelchair users or those with autism.
3. Police officers can _____ passengers to take off their hats and shoes at the security checkpoints.
4. Passengers for Miami should _____ the United Airlines desk at gate 25.

9. Read the announcement and circle the correct answers.

Hello. Passengers of flight 17 bound for Caracas, with stops in Atlanta and Miami. The departure gate has been changed to 30B. Also, there will be a slight departure delay due to inclement weather outside. The ground crew is in the process of deicing the wings in preparation for departure. It also looks like the flight is slightly overbooked, so we are offering complimentary round-trip tickets to a few passengers willing to take a later flight. We should be boarding about a quarter to the hour. Thank you for your patience.

1. Who is making the announcement? pilot / flight attendant / ticket agent
2. It's a non-stop flight. T / F
3. What change has been announced? the flight number /the gate number /
the arrival time
4. The flight be delayed due to a mechanical problem. T / F
5. The airline offers free tickets for some passengers. T / F

Adapted from <https://www.esl-lab.com/academic-english/airport-announcement/>

10. Find the words in the box in the announcement in ex.9 and complete the sentences with the correct words.

de-ice	inclement	complimentary	bound for	overbooked
--------	-----------	---------------	-----------	------------

1. Her flight was _____, but she was lucky. She was put on “upper class” of the next flight.
2. Karen’s sister works at the New York Ballet and she got us some _____ tickets.
3. Salt is used to _____ roads in winter.
4. The concert in the park was cancelled because of the _____ weather.
5. He was on a plane _____ Moscow when he got sick.

Speaking

Useful Phrases in Airport Announcements

Gate change:

Attention passengers on flight AA934 to Boston. There has been a gate change. The flight will now be leaving from Gate 26.

The departure gate has been changed to 32.

Pre-boarding:

This is the pre-boarding announcement for flight CD775 to Los Angeles.

We are now inviting passengers with small children and any passengers requiring special assistance to begin boarding first.

We would like to invite our first and business class passengers to board.

We would like to begin pre-boarding with our first-class passengers. First-class passengers only please.

Boarding

United Airlines flight 880 to Miami is now boarding / ready for boarding.

Would (Will) all passengers for this flight please proceed to gate B1.

Have your boarding pass and identification ready.

We would now like to invite all passengers to board.

Passengers for Easy Jet departure to Berlin, flight number 2103 are requested to proceed to gate 4.

Final boarding

This is the final boarding call for passengers Mr and Mrs Scofield booked on flight TT 590 to Las Vegas. Please proceed to gate 42 immediately.

This is the final boarding call for United Airlines flight 880 to Miami.

This is the last call for passengers traveling to Rome on Alitalia flight 571, due to leave (departing) at 12.40.

Will any remaining passengers, please go immediately to gate 12, where the flight is now closing.

Will passenger Jenkins, please go to gate 13, where the flight is ready to depart.

Easy Jet, departure to Venice, flight number 2045, final call, now closing at gate 3.

Delay

Flight number BAW289 will be / has been delayed due to heavy rain / bad weather conditions / technical problems two hours. Please contact / report to the check-in-desk for further information.

Olympic Airways regret to announce the delay of flight 4022 to Athens, due to depart at 13.45, this flight is now scheduled to depart at 15.40.

1. Pairwork: Working with your partner, prepare airport announcements. Choose one or two of these situations : gate change, pre-boarding, boarding, final boarding or delay and use your own words. Use also the expressions above. Then, practice reading the announcement loudly by paying attention to pronunciation.

UNIT 7: GETTING A JOB

Starter : Listening

1. Watch the video about a day of a passenger service agent and circle the statements T (True) or F (False). Correct the false sentences.

(Welcome on Board airBaltic Passenger Service Agent) (6.44 min.)

<https://www.youtube.com/watch?v=-FYmFUkEYJM>

- | | | |
|---|---|---|
| 1. Passenger service agent says about her job “Each day is different, because you may meet different people and face different challenges.” | T | F |
| 2. Before she begins working, she makes sure all information about flight procedures is properly displayed. | T | F |
| 3. The passenger with baby can't take the buggy to the gate. | T | F |
| 4. PSA tells the flight attendant how many people are booked and there is one passenger needing wheelchair on the flight. | T | F |
| 5. Each passenger is limited to one piece of hand baggage and two personal items. | T | F |

Reading

1. Below are sample questions you'll be asked in an interview for airport passenger service agent. Answer the questions.

1. Why do you want to be an airport passenger service agent?
2. Why do you want to work for our airline?
3. Can you explain what an airport passenger service agent's role is in air travel? / What do you believe is the essence of working as a passenger service agent?
4. What are your skills regarding customer service?
5. Why do you want to work in the aviation industry?
6. Do you think that an airport passenger service agent's job is challenging? Why?

7. How do you make sure that you have issued the right boarding pass to the right passenger, especially if the pressure is high?

8. This job requires you to be able to use the computerized reservation system. What is your experience with technology?

9. How would you handle irate passengers during cancelled or delayed flights?

10. As part of your duties, you have to monitor the baggage and customer weight. How do you deal with customers who either have bags that are too heavy or won't be able to fit in the seat?

11. What type of passengers do you think need the most assistance?

12. Sometimes in this job you may be required to provide special assistance to passengers. What is your experience with people who have special needs?

13. Have you ever found yourself to be in an unpleasant situation?

14. What would you do if you had an inkling that a passenger could be a threat to the airport or the aircraft?

15. How do you typically deal with excess weight problems where baggage is concerned?

2. Match the answers with the questions in exercise 1. Are there similar to the answers you gave?

a) ____ I believe that it is extremely challenging to work as an airport passenger service agent. Because you have to ensure passenger satisfaction from the very beginning and hold it till the very end. Airport passenger agents are the first people that passengers meet and usually become representatives of good services, so there is a lot on their shoulders.

b) ____ I like helping people. I can meet people from different walks of life. Everyday can be different from each other and there are constant challenges.

c) ____ There was a time when an irate passenger who had missed a connecting flight because he overslept while waiting in the lounge, marched over to my counter and demanded to know why the flight had left without him. I explained that announcements were made and the flight left on schedule. He got aggressive to the point that I had to call in the security and have him arrested.

d) ____ Three things have attracted me to your airline. The first thing is you want to provide brilliant service to your passengers and you obviously genuinely care about their experience once they arrive at the airport. The second reason is, you are a commercially responsible airline who takes the impact of climate change seriously. Finally, it appears that you are very supportive and encouraging of all your staff, and on that basis, I would feel proud to be a part of your team.

e) ____ I meet a lot of passengers who try to cajole me into letting excessive weight go. The company that I am presently working for allows a leeway – that is, if the weight is

only a little above the allowed limit. I do provide leeway where I have the opportunity to, by keeping within the parameters of company procedures. Beyond that, I have to refuse.

f) ____ I have good communication skills. I am patient and I am a good listener. In addition, I have great empathy for people's feelings and I think this is vital for this job.

g) ____ The airport passenger service agent is the face of the airline. Their job is to make passengers feel at ease and welcome during all aspects of their trip. They must ensure that information regarding passenger needs is effectively communicated to other members of the team. Most of all, passenger service agents should be devoted to providing excellent service to travelers.

h) ____ I prefer to work in a customer-facing role where providing great service is important. I want to become an airport passenger service agent because, I feel the skills, qualities and attributes necessary to perform to a high standard, are a match for my own experience and expertise. Within this role you have to be punctual, represent the airline in a positive manner and also provide outstanding passenger service. I can do all of these things, and if you hire me, I will be a good role model for the airline while going about my duties.

i) ____ I have always been comfortable with all forms of technology. In my previous job, I was proficient with their individual system for product orders. Additionally, I had to use various programs, such as Microsoft Word and Outlook, in order to prepare documents and maintain communication within the organization. Technology is a great tool that can make things much easier for businesses.

j) ____ As airport passenger service agents, we are trained in reading and gauging body language of passengers. If we feel that something is wrong, it is our duty to stall the passenger and report him or her covertly to a supervisor.

k) ____ This is where my attentiveness comes in. I make sure that I check each ticket and passport thoroughly before issuing a corresponding boarding pass. Because I have had a lot of practice, it doesn't take long to do this.

l) ____ Unaccompanied children, the elderly, people with special needs and first time travelers are usually ones that need most assistance.

m) ____ For the baggage issue, I think that's a common occurrence mostly because people don't travel enough to know that there's a weight limit. One solution would be to go through the line before passengers get up to the desk, to remind them of the weight limit and to invite them to weigh their bags ahead of time. With an overweight passenger, I would do my best to gently let them know that they would need to purchase an additional seat.

n) ____ I have experience of providing assistance to the elderly. Within my own family and some volunteer opportunities, I have helped seniors get around to complete their daily tasks. I've also helped with meal preparation and financial advice. Within the customer service industry, I'm capable of recognizing when someone is in need of special assistance,

and also can determine exactly what should be done to help an individual. My goal would be to make sure every passenger receives help from the beginning to their final destination.

o) ____ The best way to handle irate passengers is to be polite with them and to make them feel that you understand their situation. Trying to help them is the best way of dealing with an unpleasant situation like this. Keeping your cool is important.

<https://passmyinterview.com/airport-passenger-service-agent-interview/>

<https://www.myperfectresume.com/career-center/interviews/questions/5-common-questions-for-airport-passenger-service-agent>

<https://coverlettersandresume.com/airline/airline-customer-service-agent-interview-questions-and-answers/>

https://www.glassdoor.ie/Interview/Swissport-Passenger-Service-Agent-Interview-Questions-EI_IE24212.0,9_KO10,33.htm

https://www.glassdoor.sg/Interview/los-angeles-passenger-service-agent-interview-questions-SRCH_IL.0,11_IM508_KO12,35.htm

3. Read the example passenger service agent resume.

Elizabeth Smith

54 Dragon Street, Miami, FL 65741

(000) 654-8185

e.smith @ email.com

Highlights

- Highly skilled in greeting passengers and help them check-in.
- Proficient in providing passengers with general travel information.
- Customer focused approach with good attention to detail.
- Able to give accurate and detailed information regarding flight schedules.
- Demonstrated ability to verify passenger departure documents.
- Comprehensive knowledge of making reservations, preparing and issuing tickets, calculating fares and issuing refunds.
- Complies with all security requirements.
- Remains extremely professional at all times.
- Trained to handle any type of crisis situation.
- Able to work any shift and any amount of hours.

Professional Skills

- MS Word and Excel
 - Skilled in reservation and ticketing software
 - Ticket and baggage tag printing equipment
 - Scales for weighing passenger baggage
-

Work Experience

Passenger Service Trainee

Swissport International Ltd. – Miami, FL *Jan 2019 – Apr 2019*

- Greeted and checked-in airline passengers. (1)
 - Assisted passengers on arriving domestic and international flights. (2)
 - Checked-in passenger baggage. (3)
 - Rescheduled passengers with flight interruptions. (4)
 - Documented all international departures. (5)
 - Assisted unaccompanied minors (UMs). (6)
 - Assisted passengers with lost baggage. (7)
 - Verified passenger departure documents. (8)
 - Produced all required business documentation. (9)
-

Education & Certification

High School Diploma

City Public School, Miami, FL | 2015

Customer Service Certification – 2016

Additional Skills

- Excellent interpersonal and communication skills
- Demonstrated leadership, initiative, and judgment qualities
- Ability to work under pressure
- Adaptable nature
- Collaborative team player

<https://coverlettersandresume.com/agent/airport-passenger-service-agent-resume-no-experience/>

<https://www.myperfectresume.com/resume/examples/aviation/airport-customer-service-agent>

<https://www.livecareer.com/resume/examples/customer-service/passenger-service-agent>

4. Read day –to –day tasks of a passenger service agent below. Work with a partner. Check (✓) if the tasks are related to with one of the duties in the “Work experience” part in the resume and write the numbers of related duties.

- a) ___ issuing flight tickets
- b) ___ responding to passenger enquiries about flight departures and arrivals
- c) ___ checking in passengers and giving seat numbers
- d) ___ providing boarding passes and luggage labels
- e) ___ telling passengers about luggage restrictions
- f) ___ weighing baggage and collecting any excess weight charges
- g) ___ taking care of people with special needs, and unaccompanied children
- h) ___ handling (calming and reassuring) nervous passengers
- i) ___ making public announcements as required

<https://nationalcareers.service.gov.uk/job-profiles/airline-customer-service-agent>

5. Read the “Highlights” in the resume. Check (✓) the ones you meet. Mark the ones you don’t meet with X.

6. Read the interview with a passenger service agent.

PASSENGER SERVICE AGENT: INTERVIEW WITH AN EXPERT

Passenger service agent – For the past two years, Rodrigo has been working in customer service for a large Canadian airline.

What does your job as a passenger service agent consist of?

I welcome the passengers of the airline I work for and help them check in and drop off their luggage. I then meet them again before they board the aircraft when I turn into a gate agent. But customer service is my main activity. When a passenger misses their connection, for example, and is searching for another flight, I help them find a solution.

Is there training required?

It’s essential to have experience in customer service and to speak an additional language. Once hired, the company gives its own customer service agent training over six weeks. This allows you to work at check-in. Subsequently there is a variety of training sessions offered each year that allows you to develop. So the position of check-in agent can be supplemented by that of gate agent or at the connections counter. Each training session lasts about one week.

A good way of entering the profession is to accept a temporary job first. During the summer months, from June to September, the airlines need more manpower since there are more flights. So they hire part time employees. Then it is easier to get a permanent job.

What are your hours like?

I currently work 25 hours a week. But there is the possibility of working full time if I want to. Regarding the choice of shift, this goes by seniority – the longer you have worked in the company, the greater your chances of getting the work schedule you want. It's the same for holidays. But the system is well made and allows for considerable flexibility – there again, I can exchange my days off with someone else, if they agree.

In your opinion, what are the main qualities that you must have for this profession?

To be a passenger service agent, you have to be very empathetic, since you are in direct contact with the customers. Every day, I put myself in the shoes of the passenger who comes to see me to try to help him. For example, last week a young woman with a baby had missed her connection. She was very frustrated with the situation because there were no more seats on the other flights. After listening to her, I called the customer service manager. We put her as priority on the waiting list and she finally got a seat.

What are the main obstacles that you faced?

Generally, I would say that you are confronted with all sorts of people and personalities. You have to know how to adapt and be patient and empathetic.

What is that you love about your profession?

I like meeting people, getting to know them, talk to them, find out who they are. Many are inspiring. And then it's a job where you don't get bored – every day is different. Finally, I like to travel. As an airline employee, it costs less to travel.

Is continuous education necessary?

Yes. There are various training sessions on customer service offered during the year.

What advice would you give to someone who wants to become a passenger service agent?

I would say that above all you have to like people. You don't always deal with nice people, but you have to work with them and try to help them nonetheless. By listening to them, you can often understand their frustrations which helps to find a solution.

<https://www.jobs.ca/passenger-service-agent-interview/>

7. Read the sentences and circle T (True) or F (False).

- | | | |
|--|---|---|
| 1. It is easier to find a job as a passenger service agent (PSA) if you start as a part-time employee. | T | F |
| 2. In your first years in the job, you can have the work schedule you want. | T | F |
| 3. According to Rodrigo, being empathetic is essential for the PSA job. | T | F |
| 4. Passenger service agents can get free flight tickets and meal vouchers. | T | F |
| 5. To become a passenger service agent, firstly you should like people. | T | F |

Speaking

Useful Phrases for Job Interviews

I believe / I think ...	I like / really enjoy...
I would feel proud of / happy about / very good about...	I prefer...
I'm interested in ...	I don't mind...
I'm good at... / I'm capable of...	I'd like to develop
I have experience of / with / in ...	I have knowledge of / about...
some / considerable / relevant / past / previous experience	I've always been...
There was a time when... / Once...	I must ensure / make sure...
The first reason is...	One solution would be...
I'd do my best to...	The best way to...
My goal would be...	

1. Role-play: With your partner, take turns asking and answering the interview questions in **exercise 2** and use the phrases from the Useful Phrases for Job Interviews above.

UNIT 8: EATING

Starter

1. Watch the video and then match the words with the pictures.

Food Vocabulary in English with Friends “the Cheesecake”. (0.44-5.35. min.)

<https://www.youtube.com/watch?v=7Bp8wFo1mmw&t=961s>

sweet tooth

rich

split

creamy

filling

mealy

buttery

saliva

go bad

crumbly



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.

<https://odishatv.in/news/have-a-sweet-tooth-blame-your-genes-90312>

<https://cookieandkate.com/creamy-avocado-dip-recipe/>

<https://www.norinesnest.com/buttery-sweet-corn-bread/>

<https://www.mercurynews.com/2016/09/14/kitchen-help-for-crumbly-cookies/>

<https://familydoctor.org/changing-your-diet-choosing-nutrient-rich-foods/>

<https://laurenslatest.com/cheesecake-recipe/>

<https://www.thoughtco.com/salivary-glands-and-saliva-373488>

<https://ar.pinterest.com/pin/325666616786537111/>

<https://ar.pinterest.com/pin/35571407056557844/>

<https://www.socmedsean.com/apple-support-discussions-a-great-example-of-community-management-gone-bad/>

2. Watch the video again (5.35-16.01 min.) to check your answers and learn the new words.

<https://www.youtube.com/watch?v=7Bp8wFo1mmw&t=961s>

3. Circle the questions true (T) or false (F) about the video.

- | | | |
|--|---|---|
| 1. Someone sent the cheesecake to Chandler. | T | F |
| 2. The cheesecake came from a big food company. | T | F |
| 3. Chandler didn't want to give the cheesecake to its real owner. | T | F |
| 4. Chandler and Rachel took Mrs.Braverman's cheesecake in front of her door. | T | F |
| 5. Chandler didn't agree to split the cheesecake at first. | T | F |

4. Pair work: Talk about your favourite dish or desert with your friend. Say why you like it and what is in it.

For example:

My favorite dessert is apple pie. Because it's sweet and crumbly. There is an apple filling and cinnamon in it.

Reading & Speaking

1. Watch the video about a grocery store. Answer the questions below.

Let's learn English at the grocery store (1.00-4.53 min.)

<https://www.youtube.com/watch?v=NG-de6quWkE>

1. What's another word for "grocery store"?
2. What's the name of the vehicle that we carry shopping items in?
3. What are the five grocery sections that the man talked about in the video?

2. Read the dialogues between a customer (C) and a shop assistant (SA) at a grocery store.

Grocery Store Conversation

Finding an item

C: Where can I find yogurt?

SA: You can find it in the dairy section. It's at the front of the store.

C: Thank you. Will I find butter in that section?

SA: Yes. The butter is located just next to the yogurt products.

C: What about milk tea? Will I find it in the dairy section as well?

SA: I'm afraid not. But you can find milk tea in the snacks and drinks section.

C: Thank you. Can you tell me where the snacks and drinks section is.

SA: Sure. It's in aisle 2.

Asking for stock

C: Hi. I'd like to buy some canned pineapples. Do you have more canned pineapples in stock? I see none on the shelf.

SA: I'm not sure. Which brand do you prefer?

C: I don't have any preference. Any brand will do as long as it's not too expensive.

SA: OK. Let me check. Just a moment... Sorry, canned pineapples are sold out.

C: Alright. When will you restock?

SA: The canned pineapples will be available tomorrow.

C: Thanks, I'll come again, tomorrow.

SA: Anything else I can help you with?

C: No. Thank you.

SA: Not at all.

Asking if an item is sold

C: Excuse me. Do you sell blueberry muffins?

SA: Sorry. We don't carry this item. What about other types of bread or cakes? Our cheesecakes are on sale today. They are located in the bakery section.

C: That sounds great! Where is the bakery section?

SA: You can walk all the way down this aisle and you will see the bakery section on your right.

C: Thank you.

SA: You are welcome.

How much is it?

SA: Hi. What can I do for you?

C: I'd like to buy some bell peppers. But I can't find the price tag. How much is it?

SA: That's 4 dollars for a mixed bell pepper pack. If you want to pick the bell peppers yourself, a bag of 6 bell peppers will cost you 8 dollars.

C: Thanks for your help.

Talking about discount

C: Excuse me. I have a coupon for 20% off toothpaste. Can you tell me where I can find this toothpaste on sale?

SA: Sure. Healthcare products are on aisle 7. But I think this toothpaste, that's a special item, is on display near the checkout.

C: I see. I have a loyalty card from here. Can I use it with the coupon?

SA: Yes. It will get you another 5% off the total purchase.

C: That sounds like a very good deal.

SA: Also, the shampoo is "buy one get one free". And today is the last day.

C: That sounds wonderful.

Going to the checkout

SA: Good afternoon. Can you put everything on the counter, please?

C: Alright.

SA: That's 21 dollars. Do you have a membership card?

C: No, this is my first time here.

SA: OK. How would you like to pay? Cash or credit card?

C: I'll pay by a credit card. Here you are.

SA: OK. Here is your receipt. Would you like a bag?

C: No, I have my own. Thank you.

Getting a refund

SA: Good morning. What can I help you with for today?

C: I bought this carton of milk a little earlier today. And I've just noticed it has gone bad, so I'd like to return it.

SA: Sure. I'm sorry about that. Can you show the receipt?

CA: Yes, here it is.

SA: No problem. Here's your money.

CA: Thank you.

NeuAcademyPremium <https://www.youtube.com/watch?v=WDleCLQKEk0>

3. Match the words from the conversations with the correct meaning.

- | | |
|-------------|--|
| 1. discount | a) a particular type of product is available. |
| 2. checkout | b) to replace goods that have been sold. |
| 3. receipt | c) to have / to sell |
| 4. restock | d) a piece of paper which proves that items have been received |
| 5. sold-out | e) the place in a shop where you pay for your items |

- | | |
|-------------------------|---|
| 6. on sale | f) a card given by a business to offer discounts for its customers |
| 7. buy one get one free | g) a reduction in price |
| 8. loyalty card | h) the place where you put your items in a shop to pay |
| 9. carry | i) to get two items but only need to pay for one item. |
| 10. in stock | j) if something is sold in a lower price than usual. |
| 11. counter | k) a piece of paper that can be used to get something at a lower price. |
| 12. off | l) out of stock, not available. |
| 13. coupon | m) a price is reduced by a particular amount |

4. Role-play: Work with a partner. Take turns asking and answering questions about shopping at a grocery store. Then change your roles. Look at the dialogues in **exercise 2** and talk about the points below.

Student A

- Choose a product.
- Ask where it is in the store.
- Ask the price.
- Ask if the store sell a product.
- Ask if they have a discount on an item.
- Return a product that has gone bad.

Student B

- Say the product is in stock.
- Tell the location of the product.
- Say it is sold out.
- Say a product is on sale and ask if the customer is interested.
- Ask how the customer will pay.
- Ask if the customer has a membership card.

UNIT 9: AT THE HOTEL

Starter: Listening and Speaking

1. Watch the video about staying at a hotel. Then, answer the questions.

The Hotel – Learn Travel English with Friends (1.04-2.26 min.)

<https://www.youtube.com/watch?v=UcXUHTHcEMM>

1. Does Monica get excited about Chandler's surprise?
2. Why didn't Chandler cancel his reservation?
3. Why doesn't Ross want to go with Chandler to the hotel?
4. Does Ross want to go on the moonlight boat ride?

2. **Pair work:** Work with your partners taking turns asking and answering questions about hotels. Tell the class three facts you've learned about your partner.

1. Do you like staying at hotels?
2. Which do you prefer to stay in when you travel: five star hotels, hostels, inns or another type of place? Why?
3. Have you ever stayed in a hotel?
4. How often do you stay in hotels?
5. What do you take into consideration when choosing a hotel?
6. What activities do you usually do in a hotel?
7. When was the last time you stayed in a hotel?
8. What is your best/worst hotel experience?
9. Do you use room service?
10. Have you ever eaten anything out of the minibar? Was it expensive?
11. What is the nicest hotel you have stayed at?

<https://www.eslconversationquestions.com/hotels/>

<https://englishpost.org/hotel-conversation-questions/>

<https://www.esltalkingpoints.com/discussion/intermediate-esl-conversation-questions/hotels/>

Reading

1. Read the dialogue about checking in the hotel between a customer (C) and a receptionist (R).

C: Good evening. I'd like to check in, please.

R: Certainly sir, do you have a reservation?

C: Yes, it's under Smith.

R: May I see your ID please?

C: Of course, here it is.

R: I see that you'll be staying with us for 7 nights.

C: That's right.

R: Do you have a credit card, Mr Smith?

C: Yes, I do. Do you accept American Express?

R: Sorry, sir, just VISA or MasterCard.

C: Here's my VISA card.

R: We hold a \$100 deposit for security purposes. It will be refunded after your stay.

C: That's okay, I understand. What places do you recommend seeing in Sydney?

R: You should definitely go to the Sydney Opera House while you're here.

C: Thanks for the recommendation. I'll visit the Opera House for sure.

R: Okay, your room is ready for you. You'll be in room 218. It's a double queen-size bed, spacious, and nonsmoking. Is that suitable?

C: Yes, that'll be fine.

R: Do you need any help with your luggage?

C: No thank you. I can carry them myself.

R: Here's your key, sir. If you need anything, just dial 0 on your room phone. Enjoy your stay.

<https://www.eslfast.com/robot/topics/hotel/hotel02.htm>

<https://learningenglishessentials.com/english-conversation-topics-hotel-check-in/>

2. Circle the statements T (True) or F (False).

- | | | |
|---|---|---|
| 1. Mr. Smith made the hotel reservation. | T | F |
| 2. The hotel accepts only VISA card | T | F |
| 3. Guests have to pay for a deposit. | T | F |
| 4. Mr. Smith wants to see the Sydney Opera House while in Sydney. | T | F |
| 5. Mr. Smith will use the bell service. | T | F |

3. Read and listen to the dialogue about checking out of the hotel.



hotel-checking out.mp3

Receptionist: Hi there. Are you checking out now?

Guest: Yes, sorry. I know we're a few minutes late.

Receptionist: That's no problem. It's always really busy at check out time anyway.

Guest: Oh, really. The last hotel we stayed in charged us for a late check out.

Receptionist: The hotel isn't booked this week, so it's not a problem. How was everything?

Guest: The room was great. The beds were really comfortable, and we weren't expecting our own fridge.

Receptionist: I'm glad you liked it.

Guest: The kids were disappointed that the pool wasn't open this morning, though.

Receptionist: I apologize for that. We can't get a cleaner in any earlier than 10 am.

Guest: Well, we had a nice swim last night anyhow.

Receptionist: Will you be putting this on your credit card?

Guest: No. I'll pay cash.

Receptionist: OK. So the total comes to \$123.67, including tax.

Guest: I thought it was \$115 even. That's what they said yesterday when we checked in.

Receptionist: Yes, but there is an extra room charge on your bill.

Guest: Oh, I forgot. My husband ordered a plate of nachos. Sorry.

Receptionist: No problem. So...from \$140, here's your change. Now, I'll just need to ask you for your room keys.

<https://www.englishclub.com/english-for-work/hotel-check-in-out.htm>

4. Answer the questions about the dialogue.

1. Why does the guest apologize when she arrives at the front desk?
 - a) She forgot to pay for the hotel.
 - b) She is late checking out.
 - c) Her credit card isn't working.
2. Which of the following were the woman's kids not satisfied about the hotel?
 - a) the pool hours
 - b) the room rates
 - c) the breakfast
3. What was the woman charged for in addition to the hotel room?
 - a) laundry service
 - b) telephone use
 - c) room service

Listening

1. Listen to the dialogue about asking for hotel services and circle the statements T (True) or F (False).



hotel-services.mp3

<https://www.eslfast.com/robot/topics/hotel/hotel09.htm>

- | | | |
|--|---|---|
| 1. The hotel has a gym on the first floor. | T | F |
| 2. Guests need to pay additional fee to use the gym. | T | F |
| 3. The gym is open 24 /7. | T | F |
| 4. The gym doesn't have a trainer. | T | F |

Speaking

1. Match some of the most common questions asked in a hotel with their answers.

1. ____ What time is breakfast?
 2. ____ Is there free WIFI?
 3. ____ Is there any chance I could get a late checkout?
 4. ____ Do you have any vegetarian options on the menu?
 5. ____ What time does room service finish?
 6. ____ Is there somewhere I can park my car?
 7. ____ Could you change my room, please? It smells of smoke.
 8. ____ Could you book me a taxi for 9 o' clock tomorrow morning?
 9. ____ What floor is the restaurant/gym/pool on?
-
- a) That shouldn't be a problem, sir. We are not fully booked tomorrow so you can check out as late as 5 o' clock.
 - b) There are always a number of dishes for non-meat eaters, madam.
 - c) Hot food is available until eleven with sandwiches and cold snacks available 24 hours.
 - d) If there is no street parking available we have a small car park available for a nominal charge.
 - e) It's from seven o' clock in the dining room on the first floor.
 - f) It's on the fifth floor and is open until nine.
 - g) No problem, madam. Can you tell me your destination?
 - h) I'm terribly sorry about that. The floor you are on is a designated no smoking floor but we should be able to find another room due to the problem.
 - i) WIFI is available for free in all the public areas of the hotel and is available for a small fee in individual bedrooms.

Speaking

Useful Phrases for Staying at the Hotels

Checking –in

Guest

I'd like to check-in. / I'm checking in.

Do you accept credit card?

Receptionist

May I see your ID, please?

Is that (that room) suitable?

Do you need help with your luggage?

Checking out

Guest

I'm checking out of room...

Receptionist

Are you checking out now?

How was everything? /Was your stay
satisfactory?

I hope you enjoyed your stay.

Would you like to put this on your credit card? /

How would you like to pay?

Let me add that to your bill.

The bill / the total comes to... (dollars/ Euros).

I need to ask you for your room keys.

I'll pay by credit card / cash...

Asking for Hotel Services and Facilities

What time is breakfast / check out?

Can / Could I have another room, please. This one is not clean / noisy.

Can / Could have a /some / extra, please? (towels, pillows, soap....)

The air conditioner / TV is broken.

Does this hotel have a ? (fitness facility, pool...)

Do you offer services? (laundry, airport shuttle)

Is there additional fee for the ... ? (gym...)

Role-play: With your partner, take turns roleplay a guest and a hotel receptionist. Make a conversation about checking in, checking out of a hotel, asking for hotel services or complaining about hotel services. Use the phrases above.

UNIT 10: BOOKS and MOVIES

Starter:

1. Game: Let's play bingo game! The teacher will read out the words to the class by randomly selecting them from the box below and the students have to match the words with their meanings. The students will have one minute to answer. The student who finds the correct meaning will raise his / her hand and say "bingo". The student who finds the most meanings is the winner.

fast-read	fiction	autobiography	curl up	short story	skim
biography	can't get enough	novel	page-turner	self-help	trash
mystery	put someone to sleep	memoirs	hard to follow	thriller	best-seller
science-fiction	cliff-hanger	can't put it down	Romance	can't get into it	non-fiction

Definitions:

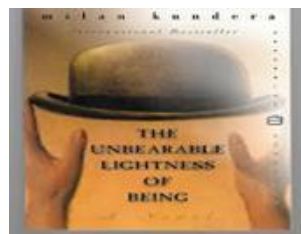
This type of book is written by sb, specially a famous person, about his life and experiences.	It's so interesting that you want to keep reading it.	It's very popular, and everyone is buying copies.	It's easy and enjoyable to read.	It's difficult to understand.
The story of a person's life written by another person.	A story about a crime and you don't know what happens until the end.	Stories about life in the future or in other parts of the universe	A book that tells a story about imaginary people and events	It's so exciting that you can't wait to find out what happens next.

It's very poor quality.	A story that's no more than about 10.000 words.	A book that helps you solve a problem or give advice about how to live your life better.	A book that tells an exciting story about a crime or murder.	A book that tells a part of the life of famous person.
To enjoy something so much that you want more and more of it.	To find a book so interesting that you want to keep reading it.	To read quickly in order to find the main idea	To begin to enjoy something or be interested in it	It's so boring that you want to sleep
To sit or lie in a position with your arms and legs close to your body	The type of book or story that's written about imaginary characters and events and not based on real people and facts.	A story about love	Writing that's about real events and facts	

Speaking

1. Pairwork: Discuss your reading habits with your partner. Ask and answer the questions and below take notes about your partner's habits. Tell the class about your partner's reading habits. Mention at least four facts.

1. Do you read newspapers / magazines / websites / fiction?
2. Do you like reading books? If yes, how often do you read books? If no, why?
3. What do you read online?
4. What websites do you visit regularly?
5. What's your favorite genre? Why?
6. Do you have any favorite authors?
7. When and where do you like reading?
8. Do you read newspapers? What topics do you read on newspapers mostly?
9. Have you ever read aloud to someone? Has anyone ever read aloud to you? When?
10. Do you prefer reading books or reading on the Internet?



2. Short talk: Read the information about the books and retell the stories of the books in your own words. Also use the language about books below.

**"The Little Prince", by
Antoine de Saint-Exupéry:**

This novel is a magical story that reveals the essence of life, love and loneliness. Due to the simplicity of the style, and the vividness of imagination this simple yet insightful story is considered to be one of the greatest literary works of all times.

**"Frankenstein", by Mary
Shelly :**

An instant bestseller and an important ancestor of both the horror and science fiction genres, not only tells a terrifying story, but also raises profound, disturbing questions about the very nature of life and the place of humankind within the cosmos.

Title: Lord of the Flies

Author: William Golding

Type of book: fantasy novel

Setting: desert island

Main characters: Ralph, Jack, Piggy

Plot: The book tells the story of a group of boys left alone on a tropical island after a plane crash. The boys choose Ralph, the oldest and sensible boy, as their leader. They try to survive by hunting for meat. However, the lead hunter, bossy Jack, soon becomes obsessed with killing pigs. It results in a dramatic ending.

Useful Language for Talking about Books

My favourite book is

It is / was written by

It's a detective / fantasy / adventure / psychological / moral / novel / story .

The story takes place in London / in a castle / on a desert island /

The main character is

The book is about / The book tells the story of

I like the book because the story is very exciting / interesting / fascinating / mind-blowing / moving / heartbreaking / unpredictable / absorbing/ controversial

It reveals ...

It's the story of / inspirational...

Retrieved from <https://en.islcollective.com/download/english-esl-worksheets/vocabulary/books-and-reading/talking-about-favourite-books/30148>

3. Pairwork: With your partner, talk about your favorite book. If you don't have any favorite, research books online and choose a book you want to read in the future and talk about it. Take turns asking and answering questions about your favourite books. Then, tell your classmates about your partner's favorite book with three / four sentences. Ask the questions below.

Title:
Author:
Genre of the book:
What's it about? / What's the story?
Where does it take place?
Why did you decide to read it ? / Why will you read it?
Why were you impressed by it? (language, style of the author, theme)
What's the theme / main idea of the book? (One sentence you've learned after reading it)

4. Pairwork : With your partner, take turns asking and answering about films. Then, tell your classmates about the three facts you've learned about your partner.

1. What kind of movies do you like? Why? (e.g. action, horror, sci-fi)
2. How often do you go to the cinema? Who do you go with?
3. Who's your favourite actor or actress? Why do you like them?
4. Do you like horror movies? Why (not)?
5. What's the name of the last film you saw? What was it about?
6. What's the best movie you have ever seen? Explain why.
7. Do you prefer to watch movies at home or in the cinema? Why?
8. What is the worst movie you have ever seen? Why was it so bad?
9. Do you watch movies in English or your language? Which do you prefer?
10. Have you ever watched the Academy Awards (Oscars)? If so, did you like it? Why?
11. When you watch an English movie, do you prefer it dubbed or subtitled? Why?
12. How do you decide on a movie to watch? Which one is important to you, the actors, the genre, the director or the screenplay?



5. Watch the clip from a movie and answer the questions below.

As Good As It Gets Compliment Scene

<https://www.youtube.com/watch?v=LrtpRNsdFYs>

1. What genre is this movie?
2. Why does the woman get angry with the man at the beginning of the scene?
3. What does the woman want the man to do for not leaving there?
4. What is the compliment the man pay the woman?
5. Did the woman like the compliment?
6. What does this scene make you feel?



REFERENCES

- Aiguo, W. (2007). Teaching aviation English in the Chinese context: Developing ESP theory in a non-English speaking country. *English for Specific Purposes*, 26, 121-128. <https://doi:10.1016/j.esp.2005.09.003>
- Akan, S.B.I. (2007). *Avrupa dil gelişim dosyasında tanımlanan C1 (etkin işlevsel beceri) dil düzeyinde 'konuşma' becerilerinin geliştirilmesine yönelik bir izlenim önerisi*. (Master's thesis). Ankara University, Ankara, Turkey.
- Alkur, C. (2019). *Evaluation of an English language program implemented at civil aviation cabin services program at an aviation vocational school in Turkey*. (Master's thesis). Middle East Technical University, Ankara, Turkey.
- Arslan, M.S. (2020). *The effects of using quizlet on vocabulary enhancement of tertiary level esp learners*. (Master's thesis). Çağ University, Mersin, Turkey.
- Bailey, K. M. (2005). *Practical English language teaching: Speaking*. McGraw-Hill.
- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Lawrence Erlbaum Associates.
- Belcher, D. (ed.) (2009). *English for specific purposes in theory and practice*. University of Michigan Press.
- Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: Handbook I, The cognitive domain*. David McKay & Co.
- Brown, J.D. (2005). *The elements of language curriculum: A systematic approach to program development*. Heinle & Heinle Publishers.

Büyükkalay, N. (2016). *The effects of the CEFR-based ESP speaking and listening activities on the success of students in faculties of tourism*. (Master's thesis). Akdeniz University, Antalya, Turkey.

Büyükkınacı, Ş. (2011). *A suggested spoken interaction syllabus for A2 level students in regard to European language portfolio based on common European framework of reference for languages*. (Master's thesis). Hacettepe University, Ankara, Turkey.

Common European Framework of Reference for Language: Learning, Teaching, Assessment (CEFR). (n.d.). Retrieved from <https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr->

Council of Europe. (2001). *Common European framework of reference for language: Learning, teaching, assessment*. Cambridge University Press.

Council of Europe. (2018). *Common European framework of reference for language: Learning, teaching, assessment: Companion volume with new descriptors*. Retrieved from <https://www.coe.int/en/web/common-european-framework-reference-languages>

Demirdöken, G. (2019). *Ready for take-off: An aviation English needs analysis study in Turkey*. (Master's thesis). Bahçeşehir University, Istanbul, Turkey.

Dudley - Evans, T. & St. John, M. J. (1998). *Developments in English for specific purposes*. Cambridge University Press.

Ekşi, G. (2008). *A suggested syllabus for the ELT preparatory students at Gazi university in accordance with CEF B2 (vantage) level*. (Phd thesis). Gazi University, Ankara, Turkey.

Feak, B.C. (2013). ESP and speaking. In B. Paltridge & S. Starfield (Eds.), *The Handbook of English for specific purposes* (1st ed., pp.35-53). John Wiley & Sons.

Flowerdew, L. (2013). Needs analysis and curriculum development in ESP. In B. Paltridge & S. Starfield (Eds.), *The Handbook of English for specific purposes* (1st ed. pp., 325-346). John Wiley & Sons.

Goh, C.C.M. (2007). *Teaching speaking in the language classroom*. (W.A. Renandya & J.C. Richards Eds.). SEAMEO Regional Language Center.

Hughes, R. (2011). *Teaching and researching speaking* (2nd ed.). Pearson Education Limited.

Hughes, R. & Reed, B.S. (2017). *Teaching and researching speaking* (3rd ed.). Routledge.

Hutchinson, T. & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press.

Johns, A.M. & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25(2), 297-314.

Koparan, N. (2016). Needs analysis research project of aviation English students: What are the basic needs regarding vocabulary learning? *International Conference on ICT for Language Learning, Florence, Italy*. Retrieved from online.net/ICT4LL/files/ict4ll/ed0009/FP/3220-LSP2066-FP-ICT4LL9.pdf

Koparan, N. (2018). *The effect of the keyword method on ESP vocabulary learning and retention*. (Master's thesis). Bahçeşehir University, İstanbul, Turkey.

Krahnke, K. (1987). *Approaches to syllabus design for foreign language learning*. Prentice Hall Regents.

Krashen, S.D. (1981). *Second language acquisition and second language learning*. Pergamon Press.

Krashen, S.D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Lavrakas, P.J. (2008). Convenience sampling. *Encyclopedia of Survey Research Methods*. Retrieved from <https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n105.xml>

Little, D. (2011). *The European language portfolio: A guide to the planning, implementation and evaluation of whole-school projects*. European Centre for Modern Languages: Council of Europe Publishing.

Little, D. & Perclova, R. (2011). *The European language portfolio: A guide for teachers and teacher trainers*. Council of Europe Publishing.

Long, M. (1985). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltestan & M. Pienemann (Eds.), *Modelling and assessing second language acquisition* (pp.77-99). Multilingual Matters.

Milli Eğitim Bakanlığı. (2018). İngilizce Dersi Öğretim Programı [PDF File]. Retrieved from <http://mufredat.meb.gov.tr/Dosyalar/201812411191321İNGİLİZCE%20ÖĞRETİM%20PROGRAMI%20Klasörü.pdf>

Nation, I.S.P. (2011). Second language speaking. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning: Volume II*. (pp. 444-454). Routledge.

Nunan, D. (1987). *The teacher as curriculum developer*. National Curriculum Resource Center.

Nunan, D. (1988). *Syllabus design*. Oxford University Press.

Okçu, A.T. (2007). *A suggested speaking syllabus for B2 (vantage) proficiency level defined in common European framework of reference for languages*. (Master's thesis). Hacettepe University, Ankara, Turkey.

Prabhu, N.S. (1987). *Second language pedagogy*. Oxford University Press.

Richards, J. C. (1990). *The language teaching matrix*. Cambridge University Press.

Schneider, G. & Lenz, P. (2001). *European language portfolio: Guide for developers*. University of Fribourg / CH.

Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. In J.C. Richards & W.A. Renandya (Eds.), *Methodology in language teaching: An antology of current practice* (pp. 204-211). Cambridge University Press.

Stevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1-13). SEAMEO Regional Language Centre.

Şahinkarakaş, Ş. & Arifi, Q. (2007). The CEFR and the needs of the ESP students. Retrieved from researchgate.net/profile/Qatip_Arifi/publication/237406920

Thornbury, S. (2005). *How to teach speaking*. Pearson Educational Limited.

Turan, Y. (2016). *11'inci sınıf havacılık İngilizce programının stufflebeam'in cipp (bağlam-girdi-süreç-ürün) modeli kapsamında değerlendirilmesi*. (Master's thesis). Eskişehir Osmangazi Üniversitesi. Ankara, Türkiye.

Türkiye Ekonomi Politikaları Araştırmaları Vakfı & British Council. (2013). Turkey National Needs Assessment of State School English Language Teaching [PDF File]. Retrieved from https://www.tepav.org.tr/upload/files/13993883565.Turkey_National_Needs_Assessment_of_State_School_English_Language_Teaching.pdf

Uyanık, B. (2018). *The relationship between students' willingness to communicate and motivation: An ESP case at a tertiary program in Turkey*. (Master's thesis). Gazi University, Ankara, Turkey.

Yavuz, A. (2017). *Some suggested practices to develop speaking skills and communicative competence of B1 level EFL learners at tertiary level*. (Phd thesis). Hacettepe University, Ankara, Turkey.



APPENDICES

APPENDIX 1. EDUCATIONAL BACKGROUND

Sevgili öğrenciler,

Türk Hava Kurumu Üniversitesi Ankara Havacılık Meslek Yüksekokulu öğrencilerinin yabancı dil öğrenme geçmişleri ve tercihleri / beklentileri ile ilgili bir çalışma yürütüyoruz. Elde edilen bilgiler, sadece bu araştırmada kullanılacaktır. Bu çalışma için gerekli özeni göstereceğinizi umar, katkılarınız için teşekkür ederim.

Emel Yılmaz Kuşçu

1. Yaş:
2. Cinsiyet :
3. Hangi liseden mezunsunuz?

Temel lise	
Meslek lisesi	
Anadolu meslek lisesi	
Anadolu lisesi	
Diğer	

4. Ne zamandır İngilizce eğitimi alıyorsunuz?

3 yıldan az	
3-5 yıl	
5-7 yıl	
7 yıldan fazla	
Diğer	

5. Sizce İngilizce dil öğretiminde aşağıdaki dil becerileri ve alanlarından hangisi / hangileri ileriki kariyer yaşamınız için daha çok gereklidir?

Dinleme	
Konuşma	
Okuma	
Yazma	
Dilbilgisi	
Kelime bilgisi	

APPENDIX 2. SELF-ASSESSMENT CHECKLISTS

AVRUPA DİL GELİŞİM DOSYASI

Kişisel Dil Başarılarım

Dil: İngilizce

Bu bölümde konuşma becerisiyle ilgili ifadeler yer almaktadır. Bu ifadelerin doğru ya da yanlış yanıtı bulunmamaktadır. Bu ifadeleri dikkatlice okuduktan sonra, ifadenin sizin düşünce ve duygularınıza ne derece uygun olduğuna karar vermeniz beklenmektedir.

Normal şartlar altında ve kolayca yapabildiklerinizi, ne sıklıkla yapabildiğinizi size uygun olan sütuna (+) sembolüyle işaretleyiniz.

Sütun 1- Her zaman (+)

Sütun 2- Bazen (+)

Sütun 3- Hiçbir zaman (+)

Bir sonraki ve öncelikli hedeflerinizi Sütun 4'e (++) sembolüyle işaretleyiniz.

Sütun 4- (++)

B1 SPOKEN INTERACTION	Always	Sometimes	Never	My Objective
1. I can sustain an extended conversation or discussion on most topics that are familiar or of personal interest but may sometimes need help in communicating my thoughts.				
2. I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect.				
3. I can exchange, check and confirm factual information on familiar routine and non-routine matters within my field with some confidence.				

B1 SPOKEN INTERACTION	Always	Sometimes	Never	My Objective
4. I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, interest, uncertainty, indifference)				
5. I can express my thoughts about abstract or cultural topics such as music or films, and give brief comments on the views of others				
6. I can explain why something is a problem, discuss what to do next, compare and contrast alternatives				
7. I can obtain detailed information and can ask for and follow detailed directions.				
8. I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchase)				
9. I can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision				
10. I can take some initiatives in an interview/consultation (e.g., bring up a new subject) but am very dependent on the interviewer to provide support				
11. I can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions				

B1 SPOKEN PRODUCTION	Always	Sometimes	Never	My Objective
1.I can give a straightforward description of a subject within my academic or professional field, presenting it as a linear sequence of points				
2.I can narrate a story or relate the plot of a film or book.				
3.I can describe personal experiences, reactions, dreams, hopes, ambitions, real, imagined or unexpected events				
4.I can briefly give reasons and explanations for opinions, plans and actions				
5.I can develop an argument well enough to be followed without difficulty most of the time				
6.I can give a simple summary of short written texts				
7.I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident)				
8.I can deliver short rehearsed announcements and statements on everyday matters within my field				
9.I can give a short and straightforward prepared presentation on a chosen topic in my academic or professional field in a reasonably clear and precise manner				
10.I can explain simply how to use a piece of equipment				

APPENDIX 3. OPEN-ENDED QUESTIONNAIRE

Sevgili öğrenciler,

Bu sorular, ikinci sınıf İngilizce Konuşma dersiyle ilgili (ING 209/ ING 221) beklenti ve görüşlerinizi öğrenmek için hazırlanmıştır. Bu nedenle cevaplarınız çok önemlidir . Lütfen soruları dikkatlice okuyunuz. Katkılarınız için teşekkür ederim.

Emel Yılmaz Kuşçu

1. Konuşma dersinde ne tür aktiviteler yapılmasını istersiniz?

2. Konuşma dersinde hangi konuların yer almasını istersiniz?

3. Konuşma dersiyle ilgili beklenti ve / veya önerileriniz nelerdir?
