REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOL TEACHERS' AND STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF ENGLISH CURRICULUM: A SAMPLE OF OSMANIYE PROVINCE

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MASTER OF ARTS

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Supervisor: Prof. Dr. Yasemin KIRKGÖZ
Member of Examining Committee: Assist. Prof. Dr. Meryem MİRİOĞLU
Member of Examining Committee: Assist. Prof. Dr. Cemile DOĞAN

MASTER OF ARTS

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To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

Supervisor: Prof. Dr. Yasemin KIRKGÖZ

Member of Examining Committee: Assist. Prof. Dr. Meryem MİRİOĞLU

Member of Examining Committee: Assist. Prof. Dr. Cemile DOĞAN

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ÖZET

MESLEKİ VE TEKNİK ANADOLU LİSESİ ÖĞRETMEN VE ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRETİM PROGRAMININ ETKİLİLİĞİNE İLİŞKİN ALGILARI: OSMANİYE İLİ ÖRNEĞİ

Emrah ŞAVRAN

Yüksek Lisans Tezi, İngiliz Dili ve Eğitimi Anabilim Dalı
Danışman: Prof. Dr. Yasemin KIRKGÖZ
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Bu çalışma, Mesleki ve Teknik Anadolu Lisesi 12'nci sınıf öğrencileri ve bu sınıflarda eğitim vermekte olan İngilizce öğretmenlerinin mevcut İngilizce öğretim programının etkililiğine ilişkin algılarını belirlemek amacıyla, karma araştırma yöntemiyle yapılmıştır. Veriler, Osmaniye ili il merkezinde bulunan mesleki ve teknik Anadolu liselerinde öğrenim gören 12'nci sınıf öğrencileri ve bu öğrencilere eğitim vermekte olan İngilizce öğretmenlerinden 2015-2016 öğretim yılının ikinci döneminde toplanmıştır. Öğrenci algılarını belirlemek amacıyla, araştırmacı tarafından, üniversitelerin eğitim fakültelerinde görev yapmakta olan üç farklı akademisyenden görüş alınarak, 20 maddelik 5'li Likert formatında Öğrenci Algıları Anketi geliştirilmiş ve ilk önce 47 öğrenciyi kapsayan bir pilot uygulama yapılmıştır. Pilot uygulamadan elde edilen veriler ve sonuçlar doğrultusunda gerekli görülen değişiklikler yapıldıktan sonra, Öğrenci Algıları Anketi 186 öğrenciye uygulanmıştır. Anket sonuçlarının geçerliliğini ve güvenilirliğini arttırmak amacıyla, araştırmacı tarafından, yine farklı üniversitelerin eğitim fakültelerinde görev yapmakta olan üç farklı akademisyenden görüş alınarak, anket sorularına paralel odak grup görüşmesi soruları hazırlanmıştır. Dört ana sorusu ve toplamda 12 alt sorusu bulunan odak grup görüşmesi, araştırmacı tarafından anket katılımcısı öğrenciler arasından rastgele seçilen yedi öğrenciye 47 dakika boyunca uygulanmıştır. Öğretmen algılarını belirlemek için ise, araştırmacı tarafından, gerekli uzman görüşleri alınarak, 20 maddelik 5'li Likert formatında Öğretmen Algıları Anketi geliştirilmiş ve üç öğretmeni kapsayan bir pilot uygulama

yapılmıştır. Akabinde, Öğretmen Algıları Anketi 12'inci sınıflara eğitim vermekte olan 13 İngilizce öğretmenine uygulanmıştır. Anketlerden elde edilen veriler Sosyal Bilimler İçin İstatistik Programı (SPSS) 21.0 kullanılarak analiz edilmiştir. Araştırma örneklemleri, ortanca, standart sapma, frekans ve yüzde gibi betimsel istatistikleri kullanılarak tanımlanmıştır. Odak grup görüşmesinden elde edilen veriler ise betimsel analiz yöntemiyle yorumlanmıştır. Son olarak, Öğrenci Algıları Anketi ve Öğretmen Algıları Anketi'nden elde edilen sonuçlar karşılaştırılmış ve araştırma sonucunda, mesleki ve teknik Anadolu lisesi 12. sınıf öğrencilerinin ve bu öğrencilere eğitim vermekte olan İngilizce öğretmenlerinin mevcut İngilizce öğretim programını yetersiz buldukları saptanmıştır.

Anahtar Kelimeler: Mesleki ve teknik Anadolu lisesi, İngilizce öğretim programı, öğrenci algıları, öğretmen algıları

ABSTRACT

VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOL TEACHERS' AND STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF ENGLISH CURRICULUM: A SAMPLE OF OSMANIYE PROVINCE

Emrah ŞAVRAN

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This study, which has a mixed-method research design, was carried out in order to determine vocational and technical Anatolian high school (VTAHS) 12th grade students' and their EFL teachers' perceptions of the effectiveness of VTAHS English curriculum. Research data were collected from VTAHS 12th grade students and their EFL teachers in the city centre of Osmaniye province in the second term of the 2015-2016 school year. In order to determine students' perceptions, Students' Perceptions Questionnaire was developed by the researcher by taking opinions from three different academicians working in the faculty of educational sciences. After being piloted with 47 students and revised relevantly, the 5-point Likert scale, which has 20 items in total, was conducted with 186 VTAHS 12th grade students. A focus group interview, which has four main questions including 12 sub-questions and lasted for 47 minutes, was also conducted with seven 12th grade students selected randomly from the participants of Students' Perceptions Questionnaire, with the aim of assessing and improving validity and reliability of the results obtained from Students' Perceptions Questionnaire. In order to determine the perceptions of EFL teachers, Teachers' Perceptions Questionnaire was developed by the researcher by taking relevant expert opinions from three academicians working in the faculty of educational sciences. After being piloted with three EFL teachers, Teachers' Perceptions Questionnaire, which included 5-level Likert 20 items, was carried out with 13 EFL teachers. The data obtained from the two questionnaires were analyzed by using Statistical Package for Social Sciences (SPSS) 21.0, and the research samples were described by using descriptive statistics such as mean, standard

deviation, frequency and percentage. The data obtained from the focus group interview were analyzed descriptively. Finally, the results obtained from Students' Perceptions Questionnaire and Teachers' Perceptions Questionnaire were compared in order to reveal whether there are any significant differences between the two groups. The results of the study show that VTAHS 12th grade students and their EFL teachers have the perception that VTAHS English curriculum is not effective.

Key Words: Vocational and technical Anatolian high school, English curriculum, students' perceptions, teachers' perceptions

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LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

EFL: English as a Foreign Language

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

IMEP: Vocational Education Project for Employment

MoNE: Ministry of National Education

MTEGM: General Directorate of Vocational and Technical Education

MVET: The Modernisation of Vocational Education and Training Project

OECD: Organisation for Economic Co-operation and Development

SGB: Directorate of Strategy Development

SVET: The Strengthening Vocational Education and Training System Project

TTKB: Head Council of Education and Morality

TUREM: Employment of Tourism Training Centres

TÜBİTAK: Scientific and Technological Research Council of Turkey

TVE: Technical and Vocational Education

TVET: Technical and Vocational Education and Training

VTHS: Vocational and Technical High School

VTAHS: Vocational and Technical Anatolian High School

UMEM: Specialized Vocational Training Centres Project

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNEVOC: International Centre for Technical and Vocational Education and Training

VET: Vocational Education and Training

VTE: Vocational and Technical Education

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CHAPTER I

INTRODUCTION

1.1. Introduction

According to Niccolo Machiavelli, who was a Renaissance philosopher, there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of a new system. He also stated that for the initiator has the enmity of all who would profit by the preservation of the old system and merely lukewarm defenders in those who would gain from the new one. These words explain how exhaustive the process of creating a new system is. In education, creating a new system is associated with developing a new curriculum. According to Egan (1978), "curriculum is the study of any and all educational phenomena" (p. 71). Hence, curriculum is an integral part of teaching process.

All around the world, English has been included in school curricula for various reasons. In some countries, it has been regarded as a unifying lingua franca used for administration, broadcasting and education; in others, for international communication, trade and scientific progress (Adamson & Morris, 1997). Whatever the underlying reason is, English has been integrated into the education systems of most countries and started to occupy a significant place in their curricula.

Turkey, with its young population and developing economy, acknowledges the importance of English in communication with the rest of the world. Therefore, English teaching in Turkish schools has a long history, and in Turkish schools different English curricula have been followed so far. Kırkgöz (2005) describes the 1997 curriculum as "a landmark in Turkish history" (p. 221), based on the fact that it was the first time in Turkish education history that the concept of the communicative approach was introduced into ELT. Correspondingly, Head Council of Education and Morality (TTKB), which is an institution affiliated with Ministry of National Education (MoNE) of Turkey, reported in 2014 that characteristics of English Teaching and Learning Environment in 9th-12th Grades are that students (a) communicate in English in the classroom at all times; (b) are active participants who also provide input to each other during communicative activities; (c) constantly practice real-life English in various contexts to become effective communicators in English; (d) practice all four language

skills in an integrated way and parallel to first language acquisition process; (e) are viewed as creative individuals who can produce language materials and tasks with the guidance of their teachers; and (f) are encouraged to be autonomous in their own language learning inside and outside the classroom (TTKB, 2014). However, in the context of vocational and technical education, no specific English curricula have been developed in Turkey so far. Turkish MoNE prescribes the same English curriculum for all types of high schools.

1.2. Background of the Study

"As the business world embraces the global market and values the competitive edge, most business organizations require employees to possess more than industry-specific technical knowledge" (Mechraoui et al., 2013, p. 1). As a result of new trends in global economy, the demand for skilled labour has increased, which is why the importance of vocational education has grown all over the world. Although it was formerly given in common high schools, vocational and technical education is now given with a specific curriculum in vocational and technical high schools.

Language learning is an integral part of modern education, so teaching a foreign language is of great importance in every kind of school, whether it is in primary, secondary or tertiary level. According to Crandall (1985), new markets, creating employment in different workplaces such as hotels, hospitals, constructions, or manufacturing plants, need employees who have exclusive occupational skills, and, more importantly, the ability to communicate in specific forms of English. "In order to study or work in mainstream or English-dominant contexts requiring high levels of English proficiency, increasing numbers of children and adults must learn ESL both as an object of study and as a means for learning and doing other things" (Duff, 2001). In the last few decades, the world has witnessed a growth in the role of English as the lingua franca for economic and scientific exchange (Warschauer, 2000). This reveals the importance of English teaching in vocational and technical high schools.

According to the statistics revealed by General Directorate of Vocational and Technical Education (MTEGM, there are 7 different types of vocational and technical high schools within the body of Ministry of National Education (MoNE), which include 62 different vocational areas and 226 branches (MTEGM, 2014). Table 1, which is

given below, displays the number of the students studying in general and vocational secondary schools in Turkey between 1997 and 2011.

Table 1
The Numbers of Students in General and Vocational Secondary Education in Turkey (MTEGM, 2012)

YEARS	TOTAL	General Secondary Education	Vocational and Technical Secondary Education	Percentage %
1997-1998	2.129.989	1.166.195	963.794	45,2
1998-1999	2.280.676	1.282.605	998.071	43,8
1999-2000	2.316.350	1.399.912	916.438	39,6
2000-2001	2.362.943	1.487.415	875.528	37,1
2001-2002	2.579.819	1.673.363	906.456	35,1
2002-2003	3.023.602	2.038.027	985.575	32,6
2003-2004	3.014.392	1.963.998	1.050.394	34,8
2004-2005	2.949.449	1.937.055	1.012.394	34,3
2005-2006	3.258.254	2.075.617	1.182.637	36,3
2006-2007	3.386.717	2.142.218	1.244.499	36,7
2007-2008	3.245.322	1.980.452	1.264.870	39,0
2008-2009	3.837.164	2.271.900	1.565.264	40,8
2009-2010	4.240.139	2.420.691	1.819.448	42,9
2010-2011	4.748.610	2.676.123	2.072.487	43,6

As seen in Table 1, which shows the number of the students attending vocational and technical high schools in recent years, the number of the students studying in Turkish vocational secondary schools rose steadily from 2005 to 2011. As a result, MoNE has recently started to place more importance on vocational and technical education in high schools. In addition, statistics revealed by Directorate of Strategy Development (SGB) (2016), a head of department within the body of Turkish MoNE, show that the number of students attending vocational and technical high schools in Turkey was 2,760,140 in 2016. According to the same statistics, while the number of teachers working in vocational and technical high schools in 1998 was 4,622, the current number of them is 5,239. All these data reveal that the importance of vocational and technical high schools in Turkish education system has increased steadily.

Considering that the share of vocational and technical education in the whole Turkish education system has grown consistently, it is regarded as significant to study vocational and technical Anatolian high school teachers' and students' perceptions of the effectiveness of English curriculum.

1.3. Statement of the Problem

"Curriculum, or course, design is largely a “how-to-do-it” activity that involves the integration of knowledge from many of the areas in the field of Applied Linguistics, such as language acquisition research, teaching methodology, assessment, language description and materials production" (Nation & Macalister, 2009, p. 2). The quality of education mostly relies on the curricula that have been implemented. Rapid changes in the scientific and technological areas, international competition, the newest contemporary approaches in education, the insufficiency of traditional teaching approaches and social and individual demands all exert pressure for educational revision. Such revision is expected to raise the quality in education by overcoming the deficiencies and revising the curricula in line with the most recent changes in society and science (Erden, 1995). Considering all of these, evaluation of English curriculum followed in vocational and technical high schools in Turkey is thought to be significant.

There have been several studies on students' motivation for and perception of vocational English course in vocational and technical high schools, and even different needs analyses have been done so far. However, there are few studies on the evaluation of current vocational English curriculum followed in vocational and technical high schools. Moreover, vocational and technical high school students' and teachers' perceptions of the effectiveness of English curriculum have not been studied so far.

1.4. Aim and Scope of the Study

The present study aims to evaluate the effectiveness of Vocational and Technical Anatolian High Schools (VTAHS) English curriculum. For this purpose, it deals with: (a) students' perceptions of the effectiveness of VTAHS English curriculum; (b) teachers' perceptions of the effectiveness of VTAHS English curriculum; and (c) the commonalities and differences between students' and teachers' perceptions of the effectiveness of VTAHS English curriculum. The ultimate aim of this study is to give researchers, teachers and curriculum developers an opportunity to have a grasp of the

effectiveness of English curriculum currently followed in vocational and technical Anatolian high schools in Osmaniye province.

1.5. Research Questions

The present study aims to answer the following research questions:

1) What are the students' perceptions of the effectiveness of VTAHS English curriculum?

2) What are the teachers' perceptions of the effectiveness of VTAHS English curriculum?

3) What are the commonalities and differences between teachers' and students' perceptions of the effectiveness of VTAHS English curriculum?

1.6. Significance of the Study

In today's world, in which economy has become more globalised and started to have a profound impact on countries' education systems, both national and international authorities have started to attach more importance to vocational and technical education. English as a foreign language has been continuing to gain importance in Turkey. Currently, English is deemed necessary in both the academic sphere and in business life (Kirkgoz, 2007). Since the education reform in 1997, language policy in Turkey has undergone changes due to national attempts to join the European Union (Kirkgoz, 2009). Accordingly, General Directorate of Vocational and Technical Education (MTEGM) report (2012) shows that the share of vocational and technical education in high schools increased to 47,5%, and the budget allocated for the construction of vocational and technical high schools increased to 282,9 million TL in 2012. Moreover, together with external and internal funds, a total of 9,417 billion Euro was allocated to vocational and technical secondary education in 2012. Also, a total of 1.547.935 students studied in vocational and technical high schools in that year. These statistical data illustrate the motive for this study.

The 9th Five-Year Development Plan (2007-2013) has made a great contribution to the present situation of vocational and technical secondary education in Turkey. According to this plan (2006), the fact that there is not a conformity between the educational programs of vocational and technical high schools and vocational schools of higher education hinders the employment of graduates and decreases the demand for

vocational education. Thus, it was decided that a flexible modular program would be adopted in order to bring programs of vocational and technical high schools and vocational schools of higher education into conformity. This new modular program has created a new English curriculum. Therefore, the present study is significant in evaluating the effectiveness of this modular program, as well as the English curriculum.

English curricula in Turkish public schools are developed by Head Council of Education and Morality (TTKB). As regards the 9th-12th grades' English curriculum, TTKB (2014) states that:

> "In integration of the four skills, an emphasis is given to speaking and listening skills to enable learners to practice communication and real-life use of language. Sample usages of functions, language structures, and pronunciation are provided in the curriculum to reflect the formality/informality of the language that is expected to be introduced and practiced in material design that is in line with the principles of the curriculum. Special focus on sample vocabulary items are not given in the 9th-12th grades English curriculum to avoid the use of long word lists isolated from real-life use contexts which typically end up being the subject of rote memorization for exams. However, the number of new words to be learnt in each lesson is limited to seven to ensure meaningful learning and active use of vocabulary. Material designers and teachers can select the vocabulary items depending on the themes of the units and the needs of learners and all vocabulary should be taught in context with reference to meaning, form, pronunciation, collocation, and example sentences" (p. 8)

In Turkey, 12th grade has a special place in vocational and technical high schools, as the students at this grade start to have work experiences through internship programs coordinated by schools and business organizations collaboratively. Therefore, VTAHS 12th grade students' and their EFL teachers' perceptions of the English curriculum are analyzed in this study. Regarding the English Program of 12th grades of all types of schools, TTKB (2014) reports that:

> The 12th Grade English Program can be viewed as an overall synthesis of what students have learned up to this grade. No new language structures have been introduced; however, the complexity of language structures and vocabulary items are expected to increase while using the functions in the units. In all grades, communicative, experiential, and task-based language activities are promoted. Overall, the curriculum is designed based on weekly six English lesson hours in 9th Grade and four English lesson hours in 10th, 11th, and 12th Grades. If different or additional hours are offered in different institutions, adaptations can be made by the groups of English teachers in the institutions (p. 9).

As seen in the curriculum published by TTKB (2014), The 12th Grade English curriculum does not include any learning objectives specific to vocational and technical high schools. Instead, it prescribes learning objectives concerning general linguistic abilities for all types of schools. Furthermore, based on the experiences of the researcher, who worked in a trade vocational high school for 3 years (2011-2014), it is known that in Turkish public vocational and technical high schools, there is not any English curriculum specific to certain vocational areas or branches. Rather, all types of high schools follow the same English curriculum, which does not include any language learning objectives related to professions. Yet, various researchers highlight the importance of teaching English for Specific Purpose (ESP) in vocational and technical high schools. For instance, Hutchinson and Waters (1987) state that it has recently become a well-known fact in the language education that learners may have different needs and interests, which have an important effect on their motivation to learn and on the effectiveness of their learning. Moreover, according to Dudley-Evans and St. John (2001), English for Specific Purposes (ESP), as a field which takes into account learners' needs and interests, has been developing since the 1960s, and the demand for ESP continues to increase all around the world. In the light of the issues mentioned above, this study is significant in revealing the effectiveness of current English curriculum followed in vocational and technical high schools.

1.7. Definition of Terms

Perception: Perception is man's primary form of cognitive contact with the world around him (Efron, 1969).

Curriculum: Curriculum is an overall plan for a course or programme. Such a programme usually states: (a) the educational purpose of the programme, in terms of aims or goals; (b) the content of the programme and the sequence in which it will be taught (also known as the syllabus); (c) the teaching procedures and learning activities that will be employed (i.e. methodology); (d) the means used to assess student learning (i.e. assessment and testing); and (e) the means used to assess whether the programme has achieved its goals (i.e. evaluation) (Richards & Schmidt, 2013).

English for Specific Purposes (ESP): ESP is the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners (Richards & Schmidt, 2013).

Focus Group Interview: Focus group interview is an interview in which the interviewer asks a small group of people (usually four to eight) to think about a series of questions. The participants are seated together in a group and get to hear one another's responses to the questions (Fraenkel, Wallen & Hyun, 1993).

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter discusses vocational and technical education in a global context. It begins with a general description of educational systems of countries and then elaborates on these countries' vocational and technical education systems. In this chapter, North and South American countries, Asian countries, European countries and finally Turkey are dealt with in terms of general and vocational and technical educational systems.

2.2. Vocational and Technical Education (VTE) in the Global Context

Facilitating young workers' transition from school to work is one of the main objectives advanced countries try to achieve through vocational and technical education (Hanushek et al., 2016). Changes in a country's economy demands students' preparation for future jobs, and vocational and technical education plays an important part in this process (Nuru, 2007). Therefore, vocational and technical education in high schools has recently gained importance, with its potential to help students to get ready for future jobs by delivering them the skills treasured in new labour markets (King, 1993).

Vocational and technical education, which aims to help people to make meaningful contributions to their communities by realizing their educational and vocational potentials, is a comprehensive and inclusive approach (Borhen & Hiebert, 2002). Today, in most secondary school systems, there exists an obvious distinction between academic and vocational education in that the former prepares students for college or university education, whereas the latter prepares them for instant participation in employment (Shavit & Muller, 2000). According to Maclean and Lai (2011), vocational and technical education, focusing on the supply of workers needed by labour markets and thus acting as intermediator between labour supply and labour demand, is an integral part of national development.

Throughout history, different terms have been used to describe Vocational and Technical Education (VTE), some of which are Apprenticeship Training (AT), Vocational Education (VE), Industrial Arts (IA), Technical Education (TE), Technical

and Vocational Education (TVE), Occupational Education (OE), Technical and Vocational Education and Training (TVET) and Career and Technical Education (CTE) (Maclean & Lai, 2011). For instance, the term Vocational Education and Training (VET) is commonly used in Europe today, whereas in the United States the common term is Career and Technical Education (CTE) (Agrawal, 2013). Moreover, in some countries the use of Continuing Vocational Education and Training (CVET) is more common (Maclean & Lai, 2011). Since 2011, the term of Vocational and Technical Education (VET) is used in Turkey (MoNE, 2016).

Countries, through their education policies, try to encourage their students to enter workforce as immediate as possible in the hope of decreasing youth unemployment rates and overcoming certain social problems (Ryan, 2001). King (1993) states that VTE is generally provided in three institutional settings: (a) in formal schools; (b) in post-school vocational training institutions; or (c) in enterprises.

In the Second International Congress on Technical and Vocational Education held in 1999 in Seoul and the 30th session of the General Conference of UNESCO in Paris, it was agreed that the phrase Technical and Vocational Education and Training (TVET) would be used to describe the whole process of vocational education and training (Borgen & Hiebert, 2002). According to the acts of the congress, TVET programmes should be comprehensive, inclusive, accessible and gender-balanced. Also, in the congress, TVET, with an important role in helping individuals and countries achieve a culture of peace, environmentally-sound sustainable development, social cohesion and international citizenship, was described as an integral part of lifelong learning (UNESCO, 1999). According to OECD Education policy Outlook (2015), vocational education and training (VET) has gained global importance in favour of higher completion rates and more professional pathways into the labour market. Accordingly, countries all around the world have recently intensified their efforts to improve the quality of their VET programmes and to expand work-based training or apprenticeships.

2.2.1.Vocational and Technical Education (VTE) in the American Context

In the United States of America, vocational and technical education began as apprenticeships with the intention of meeting the needs of the community in an efficient and effective way (Wang, 2010). The late 1880s were a turning point in the history of

American education as it added a new role on American schools in terms of industrial and vocational training. With huge factories arising and creating new divisions of labour, apprenticeship programs, which were previously taught by individual craftsmen in their workplaces, began to disappear. By this way, the role of training America's future industrial workers was assumed by schools. By 1980, American schools began to take over the role of meeting every educational need of every American adolescent, and this new role paved the way for the United States' current vocational and technical education (Unger, 2014).

In the 1990s, disadvantaged and other special students were also taken into account while designing federal vocational education policy (Millsap & Muraskin, 1992). In other words, the federal policy mostly centred upon providing good quality vocational education to disadvantaged groups, including the handicapped (King, 1993). In the 21st century, with many fields, ranging from auto mechanics to various medical fields, becoming dependent upon computer technology, the nature of vocational education programs started to be shaped by new technological advancements. Even today, the types of courses delivered in vocational education are continuously changing and adjusting to national needs (Wang, 2010). According to U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) (2016), the total number of enrolments in career and technical education (CTE) was 7,426,777 in 2014-2015 school year.

An institution affiliated with UNESCO, International Centre for Technical and Vocational Education and Training (UNEVOC) (2014) reports that Vocational and Technical Education (VET), known as Career and Technical Education (CTE) in the United States, has been integrated into the United States' education system through a number of legislations that have been enacted since 1917. According to this centre (2014), current US VET programmes, which are delivered in a public education system largely limited to high school, community or technical colleges serving a wide range of public needs, various government programmes, a miniscule apprenticeship system, or a large business-based training system disconnected from all of the others, are designed in accordance with National Career Clusters (agriculture, architecture government, finance etc.) and are taught in non-parallel subsystems with few structural connections between them. In this report (2014), it is stated that after spending six to eight years in elementary school, American students continue four- to six-year programmes in

academic, vocational or technical secondary schools. Education at this level is provided in a variety of institutional settings, including junior high schools, high schools, senior high schools, and combined elementary/secondary schools, which may have different structures in different states. After completing the high school programmes through grade 12 by age 18, high school graduates may enter a technical or vocational institution, a two-year community or junior college, or a four-year college or university (UNESCO-UNEVOC, 2014).

Wars in Europe and Korea and the subsequent war production triggered economic and social development in Latin America in the 1940s and 1950s, as the United States at war demanded more raw materials, half-finished industrial goods and foodstuffs from Latin American countries. This created more training demands on industries in the continent, and initial and continuing vocational and technical education started to come to the fore in Latin American education systems (Wallenborn, 2001). In the 1990s, efforts were made and processes were introduced in order to reform technical education in Latin America. Young people who had not completed secondary education became the focus of vocational training programmes created in those years. However, the results from these efforts were not found satisfying and these trends were modified at the turn of the 20th century (Jacinto, 2010). According to Eichhorst et al. (2012), vocational and technical education in Latin America can be divided into two phases. As the first phase, they mention National Vet Institutions (VTIs), which were mainly supply-driven, state-managed, financed through payroll taxes and independent from academic schools and from the Ministry of Education. Then, as the second phase, the *Jóvenes* Programs were created in the early 1990s in order to help young people from poor families and the ones who were poorly educated and unemployed or underemployed.

According to UNESCO-UNEVOC (2013), in Latin American context, Brazil, Chile, Colombia, Paraguay and Mexico stands out in terms of vocational and technical education. The National Education Guidelines and Framework Law (Lei de Diretrizes e Bases da Educação), approved in 1996, brought about major changes in Brazilian education system in that the law assigns three main objectives to secondary education. One of these objectives, the one related to vocational and technical education, is to prepare young people for employment by making them flexible and capable of adapting to changes in the global labour market.

In accordance with this law, Brazilian vocational and technical education is given in parallel and conjunction with general secondary/high school education, in a network of vocational education schools supported by the Ministry of Education. These schools offer programmes in the areas of services, industry and agriculture. Vocational and technical education in Brazilian secondary/high school education lasts for three to four years. Brazilian vocational and technical schools establish partnerships with businesses and enterprises, thus creating internship opportunities for the students (UNESCO-UNEVOC, 2013).

Chilean vocational and technical education policies and government subsidies provided them were mostly determined by Chile's Planning Office in the 1980s. Since those years, with liberalization of trade, concerns have arisen in Chile about increased inequality in earnings between skilled and unskilled workers due to the shortage of the former. Furthermore, vocational and technical education, by its nature, creates higher cost of delivery, particularly at the secondary level. To meet these higher costs, per student subsidies given for secondary vocational and technical schools in Chile are 25 to 100 percent more than those paid for general education. (Gill, Fluitman & Dar 2000).

Vocational and technical education in Chile is delivered in the formal education system, composed of eight years of basic education (Educación Básica) and four years of secondary education (Educación Media). In secondary education, students, after following a general curriculum during the first two years, choose one of the three paths of education which are Scientific-humanistic education; Artistic education; and technical-professional education. The third track, which is related to vocational and technical education, includes 46 specialization options that are grouped into 14 economic sectors, including electricity, tourism, agriculture, maritime etc. Vocational and technical education, so-called technical-professional education in Chile, is given in Technical-Professional high schools. These schools give 36 hours of education per week, 12 for general education and 24 for vocational education. Most of the Chilean students receiving vocational and technical education come from disadvantaged socio-economic backgrounds, and 88 per cent of them go to municipal and subsidized private schools, whereas the rest attend technical lyceums administered by non-governmental organisations (UNESCO-UNEVOC, 2012).

The Ministry of National Education is responsible for Colombian education. However, there are more than one governing body responsible for establishing policies

for vocational and technical education in Colombia, which is financed by the government, by religious organizations, and by non-governmental organizations. According to Law 115/94, the Colombian education system covers the following levels: compulsory pre-school and primary education (6–15), noncompulsory secondary education and higher education (UNESCO-UNEVOC, 2013).

Vocational and technical education in Colombia is delivered within non-formal education, which is controlled by the Ministry of National Education and the Ministry of Employment and Social Security, through the National Training Service (SENA), the business sector, and non-formal education institutions. SENA, a corporate self-funded and independent body which offers a regular programme for the training of technicians, technologists, and specialist workers, has administrative autonomy. SENA's effectiveness in Colombian vocational and technical secondary education seems to have increased in recent years (Jacinto, 2010)

In Paraguay, vocational and technical education programs, such as The *Jóvenes* Programs created in the early 1990s as a demand-driven model, particularly cater to disadvantaged youths. Subsequently replicated in Argentina, Uruguay, Paraguay, Peru, Colombia, the Dominican Republic and Venezuela, the *Jóvenes* programs were not run yet regulated by the government, and training was delivered by means of a bidding system in which private and public firms may participate (Eichhorst et al., 2012).

Technical and Vocational Education programs in Paraguay are given at different levels in a variety of forms. In Paraguay, formal vocational and technical education, currently including twenty-four fields to train technicians for industrial, agricultural and services sectors, is provided within secondary education. The curricula of Paraguayan secondary schools combine general education subjects with professional disciplines. The durations of education in these schools range from 3000 to 4500 hours, and graduates are given the degree of "Bachiller Técnico", which provides access to higher education or the labour market. Furthermore, as part of the secondary education, there is also a professional training programme in Paraguay called "Formación Profesional Media" (Middle Professional Training). Offered to the students having completed nine years of elementary school, this programme provides a less academic but more vocational path for students more interested in a professional qualification than a college degree (UNESCO-UNEVOC, 2013).

Vocational and technical education (VTE), known as Educación Profesional Técnica in Mexico, aims to prepare individuals who have skills to participate in the labour market in a productive way and who have a high sense of social responsibility and civic values. Mexican VTE is supported by the Education Sector Programme 2013-2018 (Programa Sectorial de Educacion) and offered at the level of secondary education. After primary and lower secondary education, students have two paths ahead: a general three-year upper secondary school programme preparing students for tertiary education and a five-year vocational and technical programme helping students get prepared for tertiary education or the world of work (UNESCO-UNEVOC, 2015).

In 1978, a novel model for producing skilled workers and technicians, the National Technical Professional School (CONALEP), Colegio Nacional de Educación Profesional Técnica in Spanish, was launched by the Mexican government (Lee, 1998). The first 10 CONALEP schools provided 4,100 students with training in seven professions, five of which were in manufacturing and two were in medical assistance and nursing. Started to offer short courses for industry in 1983, CONALEP was extended in 1986 with the introduction of mobile training facilities. In 1990, the number of students attending these courses was 61,300 (López-Acevedo, 2004). Today, CONALEP, with 309 campuses and 303,000 students in Mexico, focuses on 47 different disciplines in the industrial and services sectors with the aim of preparing students for postsecondary education or the labour market. It is a leading VTE institution providing vocational and technical programmes in accordance with Mexican dual system (UNESCO-UNEVOC, 2015).

In Canada, vocational education is given in vocational programmes offered within the post-secondary system as a second chance for older students. In fact, 66% of graduates from upper secondary vocational programmes in Canada are older than 25 (OECD, 2016). Canadian vocational and technical education programs are not popular at secondary level as most Canadian high school students want to proceed with university education and hence take courses designed for the passage from high school to university (Molgat, Deschenaux & LeBlanc, 2011)

In Canada, administrative responsibility for education is not in the hands of the central Canadian government but in the hands of Canadian provinces and territories (Lyons, Randhawa & Paulson, 1991). Therefore, VET programmes, aiming to meet the specific needs of the target populations, also differ greatly across provinces and

territories. Despite the differences, Canadian vocational and technical education is generally a multi-year programme or a range of courses giving specialized instruction in a skill or a trade, offered in secondary schools, in public colleges and institutes at the postsecondary level, in private for-profit colleges and in workplaces with apprenticeship programmes. Furthermore, vocational courses at secondary level are offered either at separate, specialized schools or in schools delivering both academic and vocational education simultaneously (UNESCO-UNEVOC, 2013).

2.2.2. Vocational and Technical Education (VTE) in the Asian Context

According to Cantor (1985), Asian countries differ in the outcomes of vocational and technical education (VTE), and Japan, Korea and Singapore have well-established VET systems. Tilak (2003) states that Indonesia, Malaysia, Philippines, Thailand and Sri Lanka have fairly developed VTE systems. In most South Asian countries, vocational and technical education (VTE), with its fundamental role in the socio-economic development of nations, is seen as an educational priority. Accordingly, new VTE initiatives have been launched in the region in the face of alterations in social, political, and technological landscapes (Paryono, 2013).

There are two divisions of Indonesian secondary education system, which are junior secondary school and senior secondary school, each of which takes three years to complete. Also, Indonesia has two different school systems, which are secular and Islamic, and in the former, children completing junior high school, usually at around age 15, enrol in either a vocational or a general high school (Newhouse & Suryadarma, 2009). Vocational and technical education (VTE) has always played a significant role in creating skilled labour in Indonesia. At the senior secondary level, 20 to 25 percent of the students at senior secondary level attend vocational schools, whereas the rest of them prefer to study at general academic schools (Chen, 2009).

In Indonesia, the Ministry of Education and Culture (MOEC) plans and implements educational services. Starting in June 2009, MOEC has been represented at lower level by provincial offices in 34 provinces, district offices in 497 districts and municipalities. Indonesian vocational and technical education is composed of 47 programmes in technology and engineering, health, arts, craft and tourism, information and communication technologies, agro-business and agro-technology and business management. After competing senior secondary school, Indonesian students are

awarded a certificate, as well as a national certificate granted to them if they are successful in a national examination, which provides access to higher education. Indonesian higher education is delivered by five different types of institutions: single-faculty academies, advanced schools, polytechnics, institutes and universities (UNESCO-UNEVOC, 2013).

Malaysia's national education system was originally an inheritance from the British colonial government. Yet, the Education Act of 1961 was introduced with the aim of achieving national unity and development by reconditioning the fragmented education system of the British colonial era (Haji Ahmad, 1998). The first vocational and technical education institutes in Malaysia were established in 1906. Since then, the Malaysian government have given high primacy to technical and vocational education (TVE), especially in the field of technology. In addition, technical training institutions such as polytechnic, skills institute and industrial training institute have been opened at post-secondary level (Bakar & Hanafi, 2007).

Public education in Malaysia starts with six years of primary education, which is followed by five years of secondary education. After three years of the lower-secondary education, students undertake an examination, the Penilaian Menengah Rendah (PMR), on the results of which entrance to upper secondary education is based. Education at upper-secondary level is delivered in Normal Academic Schools, Secondary Technical Schools and Secondary Vocational Schools. Malaysian secondary technical schools provide a four-year program offering subjects in engineering, commerce, home economics and agricultural science. The secondary vocational school, on the other hand, delivers a two-year programs providing an entrance to paid employment. Post-secondary vocational and technical education in Malaysia is given by public and private institutions, including government polytechnics, some universities and institutes, skills training centres and a number of ministries (Haas, 1999).

Philippine compulsory basic education, divided into three levels of kindergarten, primary education (grade 1-6) and secondary education (grade 7-12), starts at the age of five. In Philippines, vocational and technical education, managed and supervised by the Technical Education and Skills Development Authority (TESDA), is given in secondary and tertiary education. TESDA, in charge of developing policies and standards towards quality technical education and skill development, is an advisory body for stakeholders of vocational and technical education in terms of coordination of VTE activities. There

are 4540 public (10%) and private (90%) VTE schools and training centres under the supervision of TESDA. Furthermore, there are 777 enterprises in Philippines which deliver apprenticeship and learnership programmes (UNESCO-UNEVOC, 2014).

In Philippines, the number of private Technical and Vocational Institution (TVIs), dominated by the private sector, rose from some 3,096 in 2001 to 4,733 in 2013. Despite private sector's dominance in Philippine vocational and technical education, public TVIs' contribution is much greater in terms of the number of graduates (Orbeta & Esguerra, 2016).

The formal Thai system of education is composed of 12 years of free basic education. Thai primary education, which starts at age 6, lasts for six years, and it is followed by a three-year lower-secondary education. Then comes a three-year upper-secondary education. All Thai students have to complete the compulsory nine years of education (Bussi, Hilal & Lanzona, 2016). Thailand's current system of education is the result of an education reform engendered by the National Education Act of 1999 and Vocational Education Act of 2008 (Jantawan & Tsai, 2013).

Thai system of vocational and technical education (VTE) consists of formal and non-formal institutions. The former follows a full-time school scheme, while the latter is more flexible. Thailand's formal vocational and technical education is delivered at upper-secondary level, leading to a vocational certificate, post-secondary level, leading to a diploma or vocational associate degree, and university level, leading to a degree. Vocational and technical education starts at upper-secondary level in Thailand. Thai students, completing lower-secondary education, can enter the vocational education system or proceed with the general education system. Graduates from both systems can take national university entrance examinations after completing upper-secondary education (Bussi, Hilal & Lanzona, 2016)

Sri Lankan primary education, which is compulsory, starts at age 5, lasting for five years. Sri Lankan secondary education consists of junior secondary and senior secondary levels. The former is a four-year period and encompasses grades 6-9, whereas the later lasts for two years, including grades 10-11. Sri Lankan students, completing secondary education, take the General Certificate of Education (GCE) Ordinary-Level Examination. Through this examination, Thai students gain access to one to two-year programmes at technical colleges and are awarded with a vocational diploma if they are successful. If they do well in the GCE Advanced Level examination,

Thai students may proceed with higher education at universities and national colleges of education or TVET institutions. The Formal VTE sector of Sri Lanka includes 348 public sector training centres and around 670 private and Non-Governmental Organisation (NGO) training centres (UNESCO-UNEVOC, 2012).

Primary education in Bangladesh starts at age 6 and lasts for five years, whereas secondary education is a 7-year cycle that has three sub-cycles. These sub-cycles are three years of junior secondary (11-13 ages), two years of secondary (between ages 14 and 15) and two years of higher secondary (16-17 ages). There are three separate streams in current Bangladeshi education system. One of them is secular education system inherited from the colonial past. It is based on the local language, which is Bengali. Along with the secular system, there is also a religious education system in Bangladesh. Last of all, a stream of education based on use of English as the medium of instruction also exists. Using British curriculum, this last one was built on the British education system and is still used especially in the metropolitan cities of Bangladesh (Rahman, et al., 2010).

Primary education in Bangladesh is delivered by two major institutional arrangements: general and madrasah. Secondary education has three major streams: general, technical/vocational and madrasah. Higher education in the country has also three streams: general education, madrasah education, with its emphasis on religious studies, and technology education, which includes agriculture, engineering, medical, textile, leather technology and ICT (Ibid.).

As stated above, in Bangladesh, vocational and technical education starts to be offered at secondary level, which comprises junior secondary schools (grade 6-8), secondary schools (grade 6-10) and higher secondary schools, known as Intermediate colleges (grade 11-12). Nearly 98% of Bangladeshi secondary schools are owned and managed by private sector, funded by the government (BANBEIS, 2006). Bangladeshi vocational and technical education institutions at secondary level are Polytechnics, VTI, Commercial Institutes, Technical Training Centre, Textile Vocational Centre, Agriculture Training Institute and others (Rahman, et al., 2010).

In accordance with the Vocational Education Law of the People's Republic of China (1996), vocational and technical education in China, provided by vocational training institutions and/or vocational schools, is composed of pre-service training, training to facilitate change of occupations, apprentice training, on-the-job training, job-

transfer training, and other categories of vocational training. In China, compulsory education, covering primary and junior secondary education levels, lasts for nine years, and vocational and technical education (VTE) is first delivered in vocational junior secondary schools, which organize courses of three to four years that mainly offer basic professional knowledge and certain professional skills to workers, peasants and employees. These schools are generally located in less developed rural areas. VTE is also offered at upper-secondary level by secondary vocational schools as well. These schools include secondary specialized schools, schools for skilled workers and vocational high schools. Students who graduate from vocational junior secondary schools can proceed with secondary vocational schools, in which the most popular courses are manufacturing, information technology, retail and hospitality, and civil engineering (UNESCO-UNEVOC, 2013).

Despite the strengths of Chinese VTE, China doesn't have a developed VTE system. For example, Steward (2015) states that China is in urgent need of creating models of systems at different stages of economic development, building an employer-driven governance system, redesigning VTE programs and curricula, creating incentives for employer participation and increasing standards, building bridges between VTE and academic and higher education and dealing with public's low perception of VTE.

Indian system of education includes eight years of primary education, two years of secondary education, two years of senior secondary education and higher education (Goel, 2009). In India, VTE is delivered at lower and upper-secondary education levels, and Indian students may decide between senior secondary and vocational education, which prepares them for work or further education in tertiary level polytechnics programmes. Also, as part of the Craftsmen Training Scheme, vocational training courses offered by state-owned Industrial Training Institutes (ITI) and private-owned Industrial Training Centres (ITC) are available for Indian students. These courses generally include Typewriting, Secretarial Practices, Computer Operator & Programme Assistant, Architectural Draughtsmanship, Electrical Technician, Electronics, Refrigeration & Air Conditioning, Plumbing, Library Assistant, Cutting/Tailoring & Dress Making. Besides, technical and engineering programmes are offered by Polytechnics, lasting for three years. Indian vocational and technical education is constructed by the Pandit Sunderlal Sharma Central Institute for Vocational Education (PSSCIVE) in tune with the National Vocational Education Qualifications Framework

(NVEQF). PSSCIVE also offer courses such as Automobile, Information Technology (IT), Retail, Security, and Healthcare (UNESCO-UNEVOC, 2015).

Myanmar's basic education, laid down by the educational reforms of 2004, covers five years of primary education and six years of secondary education. The students who drop out of primary education may proceed with Home Science and Trade Schools. In Myanmar's education system, vocational subjects are delivered in vocational schools, technical high schools or agricultural high schools. Besides, shorter and part-time evening courses are offered in trade schools. In this way, students are encouraged to continue their work lives during these courses (UNESCO-UNEVOC, 2014).

Myanmarese students are also offered a wide variety of courses in different fields like mechanics and electronics, as postsecondary VTE under the Ministry of Industry. After completing these post-secondary courses, Maynmarese students can take a Basic Education High School Examination, which allows them to attend Government Technical Institutes, State Agricultural Institutes or Commercial Schools. Mynamarese students may also attend a technical college or university after completing secondary education (Ibid.).

In Nepalese system of education, primary education starts at age 5 and lasts for five years, after which Nepalese students take an exam which allows access to secondary education, comprising low secondary, secondary, and higher secondary levels. Nepalese basic education is composed of primary education and lower-secondary education. Completing lower-secondary education, Nepalese students can continue with a two-year vocational training, which awards the Technical School Leaving Certificate in the end. At higher-secondary level, on the other hand, the students can take specialised vocational education in science, commerce and humanities. Short-term programmes which last for one year and short-term courses in skill development are also offered to Nepalese students (UNESCO-UNEVOC, 2014).

Pakistani primary education, beginning at age 5 and lasting for five years, is followed by middle education, which includes grades 6-8. Secondary education in Pakistan are composed of secondary education which is delivered in high schools between grade 9 and 10 and higher secondary education which is offered in higher secondary schools and degree colleges during grade 11 and grade 12. Completing higher secondary education, Pakistani students take an examination called Higher Secondary School Certificate (HSSC), providing admission to tertiary education. Post-

secondary vocational and technical education programmes, which focus on theoretical knowledge and practical skills of technicians in workshops, factories, companies, and organisations, are also offered to Pakistani students in polytechnic institutions and colleges of technology (UNESCO-UNEVOC, 2013).

2.2.3. Vocational and Technical Education (VTE) in European Union (EU)

The European Union (EU), which started as an economic cooperation in 1951, now include 28 member and five candidate countries (European Union, 2016). EU countries generally are not coherent in unemployment rates (Esser, et al., 2013), capital income shares and income equality (Schlenker & Schmid, 2015), taxation procedures (Eggert & Genser, 2005), economic parameters (Dustman et al., 2014; Schuller & Lidbom, 2015; Schneider & Kearney, 2013), governance (Lavenex & Schimmelfennig, 2013; Benington & Geddes, 2013; Armingeon & Guthmann, 2014) and education (Nicaise, 2014; Cascio & Schanzenbach, 2013; Schreiner, 2015; Hakhverdian et al., 2013; Collins, 2014).

According to Programme for International Students Assessment (PISA) 2015 results, in terms of performance in science, reading and mathematics, there are 11 EU countries/economies, which are Estonia, Finland, Slovenia, Germany, United Kingdom, Netherlands, Belgium, Denmark, Poland, Portugal and Ireland, which have a mean performance/share of top performers above the OECD average countries/economies with a share of low achievers below the OECD average (OECD, 2016). Therefore, in this study, only these 11 EU member countries are regarded as worth studying in terms of vocational and technical education (VET).

Estonian vocational education system have been reorganised since the early 1990s, when the Soviet regime started to collapse. As a result, the Soviet dual system was transformed into the school-based system (Rekkor, Ümarik & Loogma, 2013). According to Ministry of Education and Research of Estonia (2017), in the 2015/2016 academic year, in Estonia, there were 37 vocational educational institutions and five professional higher institutions which offer 160 specialities. Of these, a total of 29 institutions are in the category of state schools. Estonian is the primary language of vocational education in Estonia, and Russian is also used as language of instruction in some vocational education institutions. Besides, in the vocational education centre of

Valgamaa students can study in Latvian and English. At present, there are about 25000 students studying at different levels of VET in the country.

Since 2001, Finnish vocational and technical education (VET) system has incorporated on-the-job learning (work-related learning) into the curriculum, which may be regarded as a central reform triggering today's efficiency (Stenström & Virolainen, 2014). According to UNESCO's International Centre for Technical and Vocational Education and Training (UNEVOC) (2013), Vocational and technical education and training (TVET) in Finland begins at upper secondary level, and more than 40 per cent of Finnish students go on to vocational upper secondary studies as soon as they complete basic education. Formal TVET in Finland is grouped as: (a) School-Based Programmes, comprising upper secondary programmes and further training; (b) Apprenticeship Training; (C) Polytechnic Education; and (d) Vocational Special Education (VSE). Of these, VSE is remarkable in that it provides facilities and services for students with severe disabilities or chronic illnesses with an emphasis on practice rather than theory in order to provide students with individual guidance and support for their studies and everyday lives.

The Slovenian education system is composed of: (a) pre-school education; (b) compulsory basic education; (c) upper secondary education; (d) higher vocational education; and (e) higher education. Vocational and technical initial education (VTIE) includes: (a) programmes of short-cycle vocational education (two and a half-year programmes); (b) secondary vocational education (three-year programmes); (c) technical education (four-year programmes); (d) vocational-technical education (two years after secondary vocational education); and (e) and post-secondary non-tertiary vocational courses (*poklicni tečaji* – up to one year) (Zver, 2008). The present situation of vocational and technical education (VTE) in Slovenia is shaped by a state-managed VET system that was controlled entirely by the Ministry for Schooling and Sport, which is typical for systems of centralised state education in socialist economies. As a result of this, all VET expenses are met by the state budget in Slovenia. Such a situation brings such advantages as regulated financing, consistent standards, regulated educational network, overview on legal framework, relieving economic, subjects of educational care, and a simply maintained high level of educational standard (Aberšek, 2004).

In Germany, compulsory full-time education begins at the age of six, lasting nine or ten years, depending on the *Land*. After four years of primary school education,

subdivided school system, or dual system, comes into play. This system includes: (a) secondary general schools; (b) intermediate schools; (c) grammar schools; and (d) comprehensive schools. After completing their training in the dual system, the majority of German students are employed as skilled workers. Thereafter, they may continue vocational training (Hippach-Schneider, Krause & Woll, 2007).

The dual system, regulated by The Vocational Training Act of 1969 and an amendment to it in 2005, highlights a cooperation between small and medium sized companies and public vocational schools. The system aims to provide young people with training in occupations that are recognized nation-wide and documented accordingly through certificates issued by a competent body, i.e. chamber of industry and commerce or chamber of crafts and trades respectively. The German dual system ensures low youth unemployment and high level skills by offering initial vocational education and training, further vocational education and training, careers, employability, occupational competence and identity (Federal Ministry of Education and Research, 2017).

Vocational education and training (VET) system in Germany, so called Dual System, which is an integral part of general education and training system, offers qualifications in a broad range of professions and is readily adaptable to the changing needs of the labour market. It is called Dual System due to the fact that training takes place both in firms and in public training schools (Euler, 2013). Dual System, which combines individual, economic and social goals and integrates work-based and school-based learning to prepare apprentices for a successful transition to full-time employment, brings certain advantages to employers and other social partners (OECD, 2011). In the dual system, training takes place at two different learning environments simultaneously, which are the company offering and funding the apprenticeship and the part-time vocational school (Berufsschule) where the apprentice is given theoretical instruction and taught general subjects, such as German, Mathematics or Social Studies, as well as practical training within the firm (Deissinger, 2015).

The United Kingdom is composed of four countries (England, Northern Ireland, Scotland and Wales). Each of the countries has some responsibility for education policy, but England has the most. Also, each country in the United Kingdom has a different education governance system but some similar governance structures (OECD, 2015). Compulsory education in England begins at the age of 5 and goes through four

‘Key Stages’, whose learning outcomes are identified in National Curriculum. At the end of each stage, students are subject to either teacher assessments or national tests: age 7 (Key Stage 1), age 11 (Key Stage 2), age 14 (Key Stage 3) and age 16 (Key Stage 4), and at each stage achievements are categorised into levels. Lower secondary education are provided between ages 11 and 16. After 16, students take exams for the General Certificate of Secondary Education (GCSEs), which typically include eight to ten subjects (Hupkau et al. 2016). Finishing compulsory education in secondary schools, "young people may choose to continue in school, move to a sixth-form college or a further education (FE) college, enter employment with training such as an apprenticeship, or enter employment without apprenticeship" (Cuddy & Leney, 2005, p. 23).

Vocational education in England has been changed repeatedly since the 1970s (Keep 2006; Gleeson & Keep 2004). According to Bathmaker (2013), Conservative-Liberal Democrat government which came to power in the UK in 2010 launched a comprehensive review of vocational education, examined the whole vocational education system for 14–19-year-olds in England and proposed major changes to its organisation, funding, regulatory structures and quality assurance mechanisms. Vocational education does not have a formal and stable definition in England, and the term is applied to programmes as different as the highly selective, competitive and demanding apprenticeships offered by large engineering companies and the programmes which recruit highly disaffected young people with extremely low academic achievement (Wolf 2011). According to Department for Business, Innovation and Skills (2015), an English government institution, such problems have been dealt with since 2011.

The Netherlands was ranked as a high performer in PISA 2012 and 2015 in mathematics, reading and science. In the country, students, starting at age 12, can choose from among seven different programmes, and there is a remarkable flexibility to transfer between these programmes. Dutch students are supported with flexibility, guidance and counselling during their transition into further education and the labour market. Enrolment in Dutch vocational education and training (VET) is above the OECD average, and the country has one of the lowest unemployment rates among OECD countries. Also, Dutch adults have above-average literacy (OECD, 2014). In the Netherlands, education is compulsory for students from 5 to 16. According to an

arrangement introduced in 2008 to reduce early leaving from education and training, those aged 16 and 17 (on 1 August of any year) who don't possess a general or basic vocational qualification at upper secondary level have to continue learning, which is called ‘qualification duty’ (*kwalificatieplicht* in Dutch) (CEDEFOP, 2016).

The Dutch VET system is referred to as lower-secondary general and pre-vocational education (Voorbereidend Middelbaar Beroepsonderwijs, VMBO), which normally lasts for four years. General subjects are taught in the first two ears, and during the last two years students are offered one of the following paths: (a) theoretical learning pathway (Theoretische Leerweg, VMBO-TL), after which students may proceed to upper-secondary vocational education or go on with general education; (b) combined learning pathway (Gemengde Leerweg, VMBO-GL), which is more pre-vocationally oriented and whose progression routes upon graduation are similar; (c) pre-vocational learning pathway–higher level (Laderberoepsgerichte Leerweg, VMBOBL), which a preparation for long TVET courses at upper-secondary level–MBO levels 3 and 4; and (d) pre-vocational learning pathway-lower level (Basisberoepsgerichte Leerweg, VMBOBL), which is a preparation for short TVET courses at upper-secondary level–MBO level 2 (UNESCO-UNEVOC, 2012).

In Belgium, a federal state, educational organisation is highly decentralised as education, the objective of which is to develop the person and to help young people to acquire knowledge, to play an active role in economic life and to be responsible citizens in a free society, is seen as the responsibility of the linguistic Communities (Cotton, 2001). In Belgian education system, the pupil guidance centres, *centra voor leerlingenbegeleiding* (CBL), offer pupil guidance, school support and study and vocational guidance to students. Students, parents, teachers and school boards can call on to CBLs for information, assistance and guidance. CLB services, which are demand-oriented, pupil-specific, are multidisciplinary and include learning and studying, pupils' school careers, socio-emotional development and preventative health care (Blondin, 2010).

In line with the EU advice and 2002 Copenhagen Declaration, vocational education has been restructured in Belgium with the aim of: (a) integration of formal learning and learning on the workplace; (b) installation of a qualitative system for the definition and updating of the learning outcomes or competences; (c) issuing of certificates for the validation of non-formal and informal learning to motivate learners;

(d) stimulation of lifelong learning for all learners, including workers and people catalogued as being part of risk groups; (e) closing the bridges to higher education; and (f) strengthening the cooperation between education and industry by stimulating internships and learning on the workplace (Arras, 2012). As a consequence of this process of reconstruction, three types of vocational training are now available in Belgium: (a) fulltime vocational training (BSO, beroeps secundair onderwijs), which is the normal track for pupils who study fulltime and leads to a profession; (b) part time vocational training (DBSO deeltijds beroeps secundair onderwijs), in which students (starting from age 15 and up) can practise learning and working simultaneously; and (c) adult vocational training or continuing vocation training in which vocational and practice trainings are given to workers and unemployed by commercial agencies and (semi)- public organizations such as syntra centres/school, sector organizations and centres for adult (Ibid.).

In Denmark, compulsory schooling starts at age 6 and continues till age 16, between pre-school class and ninth grade. After the ninth grade, 60% of Danish students choose to continue within the optional 10th grade, rather than direct entry to an upper secondary (youth education) programme. The 10th grade is actually is an option for young people who need further academic competence before entering youth education (either general or vocational upper secondary education) (Colding, 2006).

As part of the Danish education and training system, vocational and technical education (VTE) is provided after 10th grade in the (vocational and general) adult education and continuing training system, which provides opportunities for obtaining supplementary qualifications. Vocational upper secondary education and training (IVET) includes agricultural, commercial, technical, and social and healthcare programmes, which typically start with a college-based basic/foundation course lasting for a period of 20 to 60 weeks. After this phase, students are expected to have a training contract with an enterprise in order to continue their vocational upper secondary education (CEDEFOP, 2012).

According to Simon et al. (2012), mandatory workplace training, effective measures guiding students to programmes and supporting them to update their skills, a parallel adult education system providing access to skills upgrading, the social partners fully engaged in the system, and the “taximeter” funding system providing effective

incentives for institutions to minimise dropout and seek efficiencies in delivering outcomes are the strengths of Danish vocational and technical education system.

Poland is among the countries with the EU's lowest proportions of early school leavers, and it has one of the EU's lowest proportions of students with underachievement in basic skills (European Commission, 2015). Besides, it has an above-average proportion of students who are enrolled in vocational education and training (VET) programmes, which enables transition from VET to tertiary education. In Polish system of education, vocational education and training (VET) is provided in vocational upper secondary schools, in which about 49% of Polish students enroll. Polish students can attend either technical upper secondary schools, which last for four years and also offer the university entrance certificate (matura), or basic vocational schools, which last for two/three years (Fraccola, Jarczewska & Peterka, 2015).

In four-year technical secondary school (technikum), the most popular vocations are accountant, mechanic, electronics specialist, and salesperson. On the other hand, in two/three-year basic vocational school (zasadnicza szkola zawodowa) the most popular vocations are shop-assistant, cook, gardener, automobile mechanic, hairdresser and a baker (UNESCO-UNEVOC, 2013). Both of these schools provide vocational qualifications to Polish students, who can pursue further VET in post-secondary non-tertiary schools after their graduation form vocational upper secondary programmes. In Poland, VET is also given in State Schools of Higher Vocational Education, as part of the higher education system (Fraccola, Jarczewska & Peterka, 2015).

In Portugal, VET programmes are provided in lower-secondary and upper secondary education. In lower-secondary education, VET programs are composed of Vocational Courses (CV), starting at age 13, and Education and Training Courses (CEF), which are for young people over the age of 15 who left school early or who are at risk of doing so. In upper-secondary education, on the other hand, professional courses (CP) are offered to young people between the ages of 15 and 20 and apprenticeship courses (CA) for young people up to the age of 24 who have completed lower-secondary education. Also, Vocational Courses (CV), Specialised Art Courses (EAE) and Tourism and Hospitality Courses are offered to the students in upper-secondary education (OECD, 2015).

According to 2012 data, Portugal has 41% of enrolments in upper-secondary VET programmes, which include vocational, technological and also artistic courses.

Portuguese VET programmes, which target those who wish to pursue a vocational qualification as well as those who have dropped out or are at risk of dropping out, are an important part of the country's policies to prevent dropout. Besides, The Vocational Training Centre network provides apprenticeship courses and initial vocational training to prepare young people to find employment or continue their education (OECD, 2014).

In Ireland, schooling is compulsory from age 6 to 16, consisting of primary and post-primary education. Irish primary state-funded education, which lasts for eight years, is delivered by religious schools, multi-denominational schools (Educate Together), non-denominational schools (community national schools) and Gaelscoileanna (Irish medium schools). Irish post-primary education includes privately owned post-primary schools, vocational schools and community colleges, and community and comprehensive schools (Rose et al., 2015).

In Irish system of education, vocational education starts at post-primary level. Vocational schools are state-established and administered by Education and Training Boards (ETBs). Irish post-primary education lasts for three years and is called Junior Cycle. Junior Cycle is followed by a two or three year Senior Cycle (upper secondary), depending on whether the optional Transition Year (TY) is taken or not. The Junior Cycle starts when the students are 12 years old, and after 3, at age 15, students take the Junior Certificate examination. The Senior Cycle serves for students in the 15 to 18 year age group and it starts with an optional Transition Year, which provides an opportunity for students to experience a wide range of educational inputs, such as work experience, and which does not include formal examinations. During the final two years of Senior Cycle students take one of three programmes, each of which leads to a State Examination: the traditional Leaving Certificate, the Leaving Certificate Vocational Programme (LCVP) or the Leaving Certificate Applied (LCA) (Department of Education and Skills, 2017).

The Leaving Certificate Vocational Programme (LCVP), which aims to enable students to engage in self-directed learning and to promote innovation and enterprise, focuses on technical subjects and some additional modules with a vocational emphasis. The programme, fully accepted as a basis for entry to third level, follows two activity-driven (link) modules, which are enterprise education and preparation for the world of work (Barry, 2007).

2.3. Vocational and Technical Education (VTE) in Turkey

A total number of 16.379.852 students attended primary schools, junior high schools and high schools in 2015-2016 academic year in Turkey (Turkish Statistical Institute, 2017). Formal education, in which educational services at all levels are offered by public schools at a rate of more than 90% and both public and private institutions are subject to the same regulations, is given in schools to the students of a certain age group. It covers preschool, elementary school, secondary school, high school and higher education institutions, which all make up the stages of Turkish education system. In Turkish education system, the twelve-year compulsory education consists of four-year primary school (1-4 grades), four-year secondary school (5-8 grades) and four-year high school (9-12th grades). Vocation and Technical Education (VTE), which covers 62 fields and 226 branches, is offered in secondary level of education through programmes that last for at least 4 years (MTEGM, 2014).

Turkish Ministry of National Education (MoNE) is responsible for preparation of curriculum, coordination between educational institutions and construction of school buildings, and educational activities in Turkish provinces are organised by the Provincial Directorates of Education appointed by the Minister. Vocational and technical education (VTE) in Turkey is designed and delivered in accordance with the Constitution of 1982 (Articles 10,24,42,62,130,131), stipulating all basic responsibilities of the State concerning education and training, the Basic Law of National Education No. 1739 of 1973, specifying objectives, basic principles and general structure of education, the Apprenticeship and Vocational Training Law No. 3308 of 1986, Law No. 5544 of 2006, stipulating the creation of the Vocational Qualification Authority for the purpose of establishing a national qualifications framework for VTE based on national and international occupational standards, the Non-Formal Education Institutions Decree of 2006, regulating activities of nonformal education, Law No. 4702 of 2001, amending exiting laws and stipulating the creation of Vocational and Technical Education Zones that comprise of VTE upper secondary institutions, the Higher Education Law No. 2547 of 1981, outlining goals and principles of higher education, and Primary Education and Education Law, no 6287 dated March 3, 2012 (UNESCO-UNEVOC, 2013).

Formal VTE is delivered within upper-secondary education in Turkey. It includes 9th-12th grades, covers the age range of 14-17, and lasts for at least four years,

following lower-secondary education. The schools in which formal VTE is given at upper-secondary level are called Vocational and Technical Anatolian High Schools (VTAHS). Turkish VTE system has two main dimensions, which are theoretical (school training) and practical (in-company training). The latter is apprenticeship training, which is a combination of mainly practical training provided in enterprises and theoretical training provided in vocational education institutions. Turkish VTE, whose frame curricula are determined and approved at a national level by the Head Council of Education and Morality, is centralised (Ibid.).

In the academic year of 2005-2006, modular training programs were launched in vocational and technical Anatolian high schools. The aim of these new programs was to build a vocational and technical education system which pays regard to the balance between supply and demand in the labour market, enables lifelong learning, allows national and local stakeholders to participate in the process of decision-making, implementation and monitoring of VTE, and equips individuals with professional knowledge, skills, and competencies. With modular training programs implemented in vocational and technical Anatolian high schools, students can use individual training materials in self-learning activities (MTEGM, 2014).

The Ninth Development Plan (2007-2013), prepared and released by Turkish State Planning Organisation (DPT), comprised a basis for Modular System, which is still followed in vocational and technical high schools in Turkey. It is stated in the plan that students with high cognitive skills do not attend vocational and technical high schools, and the system of vocational and technical education cannot meet the needs of the labor market. The plan also asserts that the current programs used in vocational and technical high schools should be redesigned in association with all the stakeholders, and the deficiency of equipment and qualified education personnel should be filled. According to this plan, all these weaknesses in Turkish vocational and technical education lead to low recruitment rates of vocational and technical education graduates despite the fact that many enterprises are still in dire need of mid-level workers. Modular System is recommended by this plan as a solution to these problems, with the ultimate aim of providing vocational education with the flexibility to respond to the developments in the labour market and increasing employment among vocational and technical high school graduates (DPT, 2006).

Under the Modular System, about 7000 module booklets which include 62 job families and 228 branches which represent all sectors are now used for vocational and technical education in Turkish vocational and technical Anatolian high schools. These schools prepare students both for businesses and professions and for higher education. In these schools, students are provided with job families in 10th grade and occupational branches in 11th grade, and they attend a compulsory apprenticeship program in 12th grade (UNESCO-UNEVOC, 2013).

CHAPTER III

METHODOLOGY

3.1. Introduction

This study investigated vocational and technical Anatolian high school (VTAHS) 12th grade students' and their EFL teachers' perceptions of the effectiveness of VTAHS English curriculum. This chapter presents methods and procedures of this thesis. First, information about research design, sampling and participants is provided. Then data collection tools, data collection procedure and data analysis are introduced in a detailed way.

3.2. Research Design

The present study aims to evaluate the effectiveness of English curriculum followed in vocational and technical Anatolian high schools (VTAHS) in Turkey. For this purpose, the present study seeks to determine: (a) VTAHS students' perceptions of the effectiveness of English curriculum; (b) VTAHS EFL teachers' perceptions of the effectiveness of English curriculum; and (c) the commonalities and differences between teachers' and students' perceptions of the effectiveness of VTAHS English curriculum. The ultimate aim of this study is to allow researchers, teachers and curriculum developers to have knowledge of the effectiveness of English curriculum currently followed in vocational and technical Anatolian high schools in Turkey.

In accordance with these purposes, the present study was designed and conducted as a mixed-method study, which includes both qualitative and quantitative data collection tools. Teachers' Perceptions Questionnaire and Students' Perceptions Questionnaire were used to collect quantitative data, while a focus group interview was employed in order to collect qualitative data, which were used to assess and improve credibility and validity of the results obtained from the quantitative data collection tools.

3.3. Sampling and Participants

The participants of the present study are 186 12th grade students studying in public vocational and technical Anatolian high schools in the city centre of Osmaniye province in Turkey and 13 EFL teachers teaching 12th grade students in these schools.

The data were collected in the second term of the 2015-2016 academic year, in the month of May, so that the learning outcomes included in the questionnaires could be evaluated correctly. Table 2, which is presented below, shows the student participants' gender characteristics.

Table 2
Student Participants' Gender Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	115	61,8	61,8	61,8
	Male	71	38,2	38,2	100,0
	Total	186	100,0	100,0	

As seen in Table 2, out of 186 12th grade students, 115 (61.8%) were female and 71 (38,2%) were male. The female students outnumbered the male students due to the fact that one of the vocational and technical Anatolian high schools included in the research was Girls' Vocational and Technical Anatolian High School. Table 3, which is below, presents the students participants' vocational area characteristics.

Table 3
Student Participants' Vocational Area Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computerized Accounting (CA)	10	5,4	5,4	5,4
	Information Technologies (IT)	30	16,1	16,1	21,5
	Accounting and Financing (AF)	21	11,3	11,3	32,8
	Food Technologies (FT)	19	10,2	10,2	43,0
	Child Development (CD)	45	24,2	24,2	67,2
	Special Education (SE)	10	5,4	5,4	72,6
	Secretary and Office Management (SOM)	26	14,0	14,0	86,6
	Electric-Electronic (EE)	25	13,4	13,4	100,0
	Total	186	100,0	100,0	

It is shown in Table 3 that out of 186 students, 10 (5,4%) were studying Computerized Accounting (CA), and 30 (16,1%) were studying Information Technologies (IT). 21 (11,3%) of the student participants were studying Accounting and Financing (AF), and 19 (10,2%) of them were studying Food Technologies (FT). While 45 students (24,2%) were studying Child Development (CD), 10 (5,4%) of them were

studying Special Education (SE). 26 students (14%) were studying Secretary and Office Management (SOM), and 25 (13,4%) were studying Electric-Electronic (EE). The most common vocational area (24,2%) in which the student participants were studying was Child Development (CD) and the least ones (5,4% for each) were Computerized Accounting (CA) and Special Education (SE).

The teacher participants' characteristics are presented in Table 4 and Table 5, Table 6, Table 7 and Table 8. Table 4, which is given below, presents the teacher participants' gender characteristics.

Table 4
Teacher Participants' Gender Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	9	69,2	69,2	69,2
	Male	4	30,8	30,8	100,0
	Total	13	100,0	100,0	

It is seen in Table 4 that most (69,2%) of the teacher participants were female, and only four (30,8%) of them were male. In addition, the teachers participants' age characteristics are given below in Table 5.

Table 5
Teacher Participants' Age Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 and below	2	15,4	15,4	15,4
	26-35	8	61,5	61,5	76,9
	36-45	3	23,1	23,1	100,0
	Total	13	100,0	100,0	

As seen in Table 5, eight (61,25%) of the teacher participants were at 26-35 age range, and only two (15,4%) of them were at the age of 25 or below. Three (23,1%) of the teacher participants were at 36-45 age range. The ages of the teacher participants ranged from 25 and below to 45, and there were no participants above the age of 45. The teachers participants' teaching experience characteristics are given in Table 6, which is presented below.

Table 6
Teacher Participants' Teaching Experience Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	6	46,2	46,2	46,2
	6-10 years	3	23,1	23,1	69,2
	11-15 years	4	30,8	30,8	100,0
	Total	13	100,0	100,0	

Table 6 shows that most (46,2%) of the teacher participants had a teaching experience of 0-5 years. Three (23,1%) of them had been teaching English for 6-10 years, and four (30,8%) had a teaching experience of 11-15 years. The teacher participants' teaching experiences ranged from 5 and below to 15 years. On the other hand, Table 7, which is presented below, displays the teacher participants' educational status characteristics.

Table 7
Teacher Participants' Educational Status Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate	10	76,9	76,9	76,9
	Postgraduate	2	15,4	15,4	92,3
	Doctorate	1	7,7	7,7	100,0
	Total	13	100,0	100,0	

As seen in Table 7, a great majority (76,9%) of the teacher participants had a bachelor's degree. Two (15,4 %) of them had a master's degree, and only one teacher participant (7,7%) had completed his/her doctorate. Lastly, Table 8, which is below, presents the teacher participants graduation characteristics.

Table 8
Teacher Participants' Graduation Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Language Teaching (ELT)	7	53,8	53,8	53,8
	English Language and Literature (ELL)	3	23,1	23,1	76,9
	Other	3	23,1	23,1	100,0
	Total	13	100,0	100,0	

It is shown in Table 8 that seven (53,8%) of the teacher participants were English Language Teaching (ELT) graduates, and three (23,1%) of them had graduated from the department of English Language and Literature (ELL). Three other teacher participants (23,1%) had graduated from departments other than ELT and ELL.

Besides questionnaires, a focus group interview was conducted with seven students, who were selected randomly from the student participants of Students' Perceptions Questionnaire. four interviewees were female, and three of them were male. All of them were 12th grade students of public vocational and technical Anatolian high schools in the city centre of Osmaniye province.

3.4. Data Collection Tools

According to Taylor, Bogdan and DeVault (2015), the research that produces descriptive data is referred to as qualitative methodology. In addition, Creswell (2013) lists the characteristics of qualitative research as: (a) taking place in the natural setting; (b) using interactive and humanistic methods that are based on open-ended observations, interviews, and documents and other emerging forms; (c) emergent rather than tightly prefigured; (d) fundamentally interpretive. Quantitative research method, on the other hand, differs from the qualitative one in that the former concentrates on numbers, requires a priori categorization, that is, categories and values to be specified prior to the actual study, uses variables rather than cases, employs the language of statistics and does statistical analyses, follows standardized procedures to assess objective reality, and seeks for generalizability (Dörnyei, 2007).

According to Fraenkel, Wallen and Hyun (2012), the advantage of using mixed research method is that "by using multiple methods, researchers are better able to gather and analyze considerably more and different kinds of data than they would be able to using just one approach" (p.11). Therefore, this study has a mixed-method research design, in which both qualitative and quantitative research methods were used.

The data used in the present study were collected through two questionnaires and a focus group interview. First of all, two different questionnaires, Students' Perceptions Questionnaire and Teachers' Perceptions Questionnaire, were developed by the researcher, based on the English Curriculum which was designed and developed by the Head Council of Education and Morality (TTKB) in 2014 and which is still followed in Turkish public vocational and technical Anatolian high schools. Four

language skills were equally included, with five items for each, in the questionnaires. Then focus group interview questions were prepared in parallel with questionnaires' items so as to obtain more reliable results. The focus group interview included seven students and open-ended questions intended to reveal participants" views and opinions, as suggested by Creswell (2013). While developing questionnaires and focus group interview, relevant expert opinions were received from three different academicians working in the faculty of educational sciences, and a pilot study was conducted before the main study. The pilot study will be discussed in detail in relevant sections (see 3.4.3 and 3.4.4).

Two types of data collection tools were employed in this study. Table 9, which is presented below, lists the research questions and the data collection tools which aim to answer these questions.

Table 9
Research Questions and Data Collection Tools

1. What are the students' perceptions of the effectiveness of VTAHS English curriculum?	Students' Perceptions Questionnaire Focus Group Interview
2. What are the teachers' perceptions of the effectiveness of VTAHS English curriculum?	Teachers' Perceptions Questionnaire
3. What are the commonalities and differences between teachers' and students' perceptions of the effectiveness of VTAHS English curriculum?	Students' Perceptions Questionnaire Teachers' Perceptions Questionnaire

As presented in Table 9, three different data collection tools were used to answer the 3 different research questions.

3.4.1. Students' Perceptions Questionnaire

The Students' Perceptions Questionnaire was developed by the researcher based on the English Curriculum designed by the Head Council of Education and Morality (TTKB) in 2014 and which is still followed in public Vocational and Technical Anatolian High Schools in Turkey. Items of the Students' Perceptions Questionnaire were scored on a 5-point Likert scale ranging from 1 (do not agree) to 5 (totally agree).

The items of the questionnaire were derived from the learning outcomes stated in the English curriculum in accordance with expert opinions that were received during the process of item writing. For instance, the learning outcome "Students will be able to use the different registers of English language in writing." was converted into the item "I am be able to use the different registers of English language in writing." As another example, the learning outcome "Students will be able to detect the target information in a song/TV/radio programme." was changed into the item "I am able to detect the target information in a song/TV/radio programme."

The Students' Perceptions Questionnaire included 20 items in total, targeting 4 language skills of the students. The first five items of the questionnaire were about listening skill, and items 6, 7, 8, 9, 10 were related to speaking skill. The items 11, 12, 13, 14, 15 targeted reading skill, and the last five items dealt with writing skill. In other words, the items 1-5 and 11-15 were about receptive skills, whereas the items 6-10 and 16-20 included statements regarding productive skills.

The Students' Perceptions Questionnaire was intended to elicit the students' perceptions of the effectiveness of English curriculum. In the main study, two variables, gender and vocational area, were included in the questionnaire, as it is assumed that students' genders and vocational areas might affect their responses to the questionnaire items. Independent Samples T-Test was used for Gender variable, and Kruskal-Wallis H Test was employed for Vocational Area variable. Also, a cover letter was added into the Students' Perceptions Questionnaire to inform the participants about the aim and scope of the study and to assure them of the privacy of their responses (See Students' Perceptions Questionnaire in Appendix 3). The questionnaire forms were delivered to 256 students in May, 2016, and 186 valid forms were used for data analysis. The Students' Perceptions Questionnaire was piloted before the main study. The pilot study will be discussed in the relevant section (See Section 3.4.3).

3.4.2. Teachers' Perceptions Questionnaire

The Teachers' Perceptions Questionnaire was prepared by the researcher on the basis of the learning outcomes prescribed in English Curriculum prepared by the Head Council of Education and Morality (TTKB) in 2014. Items of the Teachers' Perceptions Questionnaire were scored on a 5-point Likert scale ranging from 1 (Do not Agree) to 5 (Totally Agree).

The items of the questionnaire, which were 20 in total, were derived from the learning outcomes stated in the English curriculum by receiving relevant expert opinions from three different academicians who work in the faculty of educational sciences. The items included five statements for each of four language skills, i.e., listening (items 1-5), speaking (items 6-10), reading (items 11-15) and writing (items 16-20). For instance, the learning outcome "Students will be able to use different registers of English language in writing." was changed into the item "My students are able to use different registers of English language in writing" and also the learning outcome "Students will be able to detect the target information in a song/TV/radio programme." was transformed into the item "My students are able to detect the target information in a song/TV/radio programme."

The items of Teachers' Perceptions Questionnaire were written by the researcher in harmony with the items of Students' Perceptions Questionnaire in order to evaluate whether there are any differences between the perceptions of each group of participants.

The Teachers' Perceptions Questionnaire, which was intended to reveal the EFL teachers' perceptions of the effectiveness of English curriculum, included five variables, gender, age, teaching experience, educational status and graduation, which were assumed to affect teachers' responses to the items. Mann-Whitney U-Test was employed for Gender variable, and Kruskal-Wallis Test was used for other variables, i.e., Age, Teaching Experience, Educational Status and Graduation. A cover letter was also included in the Teachers' Perceptions Questionnaire, which informed the participants about the aim and scope of the study and assured them of the privacy of their responses (See Teachers' Perceptions Questionnaire in Appendix 6). The questionnaire forms were given to 13 EFL teachers in May, 2016, and all of the forms returned and were used for data analysis. The Teachers' Perceptions Questionnaire was also piloted before the main study. The pilot study will be discussed in the relevant section (See Section 3.4.4).

3.4.3. Pilot Study (Students' Perceptions Questionnaire)

The Students' Perceptions Questionnaire was piloted in a public Girls' Vocational and Technical Anatolian High School. Thus, all of the respondents, 47 in total, were female. Two 12th classes were selected randomly for the pilot study. Participants were studying in two different vocational areas, which were either Information Technologies or Dress-Making Technology. The pilot study included three

variables, which were gender, vocational area and family monthly income, but the last one was not included in the main study. Table 10, which is presented below, shows the student participants' responses to the items of the pilot study.

Table 10
Students' Responses to Pilot Study

• This questionnaire includes questions about **students' perceptions of the effectiveness of vocational and technical Anatolian high schools' English curriculum**. • The number of the students who crossed each item is given in relevant boxes.	**Totally Agree**	**Mostly Agree**	**Agree**	**Partially Agree**	**Do NOT Agree**
	5	**4**	**3**	**2**	**1**
2.1. I am able to detect the target information in a song/TV/radio programme.	0	0	8	***29***	10
2.2. I am able to extract specific information from a conversation between my friends.	0	5	6	***27***	9
2.3. I am able to listen to and understand spoken English about professional life and workday routines.	0	5	9	***20***	13
2.4. I am able to identify the speaker's mood, tone, etc.	3	9	13	***14***	8
2.5. I am able to distinguish between formal and informal English.	2	0	8	13	***24***
2.6. I am able to use the English language fluently in a music contest.	4	3	7	13	***20***
2.7. I am able to give clear detailed descriptions about personal characteristics.	0	8	4	***22***	13
2.8. I am able to talk about workday routines and compare careers.	0	0	8	11	***28***
2.9. I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	2	3	***18***	17	7
2.10. I am able to use different registers of English language in speaking.	0	0	2	12	***33***
2.11. I am able to interpret surveys/interviews.	0	0	4	15	***28***
2.12. I am able to read and discuss passages based on personal characteristics.	0	6	8	***17***	16
2.13. I am able to find and understand relevant information about various jobs through real life tasks, such as job ads.	0	2	6	***23***	16
2.14. I am able to read a poem loudly by reflecting its tone.	1	1	8	***15***	22
2.15. I am able to read, comprehend and discuss an article about the environment.	0	0	7	15	***25***
2.16. I am able to write a survey report on people's music preferences.	0	0	3	13	***31***
2.17. I am able to write about personal characteristics and make conclusions.	0	3	8	***14***	12
2.18. I am able to give information about careers and write about workday routines.	0	0	3	15	***29***
2.19. I am able to describe my current mood and the mood reflected in a poem/painting/photograph through creative writing.	0	1	4	17	***25***
2.20. I am able to use different registers of English language in writing.	0	1	2	12	***32***

It was observed that students in different classes showed equal interest in the study. Most of the students were seen to come from families with a monthly income between 1000 TL and 1500 TL. This figure is regarded as around the hunger threshold by non-governmental organisations, such as Türk-İş, Kamu-Sen and even government agencies like Turkish Statistical Institute (TÜİK). Moreover, during the pilot study, it was observed that many of the students were critical of the existence of the question regarding family monthly income and unwilling to answer it. Therefore, this question was removed from the questionnaire before the main study was conducted.

This pilot study was conducted by the researcher himself. The researcher was present in the classrooms during the implementation of the questionnaire. He explained the rationale of the questionnaire in the very beginning and answered the questions posed by the students during the implementation, which is thought to have ensured that the students responded to each question sincerely and earnestly.

As seen in Table 10, which shows the results of the pilot study, the only item to which most of the students scored as "Agree" is item 9 (I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.). All of the responses the students gave to the rest of the items were either "Partially Agree" or "Do NOT Agree", which reveals that they do not perceive themselves as efficient enough in almost all of the learning outcomes in the curriculum.

As stated above, the only item for which most of the students responded as "I agree" is "I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc." The reason for this is thought to be the fact that this item includes some paralinguistic features, such as gestures, mimics, tone of voice and sentence stress and doesn't require so much grammar or vocabulary knowledge.

Very few of the students scored "Totally Agree" for only five items. Only three students responded to the fourth item (I am able to identify the speaker's mood, tone, etc) as "I totally agree". Only two students responded to the fifth item (I am able to distinguish between formal and informal English) as "Totally Agree". Only four students responded to the 6th item (I am able to use the English language fluently in a music contest) as "Totally Agree". Two students responded to the ninth item (I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc) as "Totally Agree", and only one of the students responded to 14th item (I am able to read a poem loudly by reflecting its tone) as "Totally Agree."

This questionnaire used in pilot study consisted of four different parts, each of which was about a different language skill. The first five items included questions regarding listening skills. Items 6-10 were about speaking skills. Items 11-15 contained items as to students' reading skills, and the last five items asked about students' writing skills.

In listening part, most of the students scored "Partially Agree" for the first four items, which means that they find themselves partially adequate in this skill. Only the fifth item (I am able to distinguish between formal and informal English) was responded by most of the students as "Do NOT Agree".

In speaking part, the responses were varied. In this section, three of the items were scored as "Do NOT Agree" by most of the students. One item was responded as "Partially Agree" and one item was responded as "Agree" by most of the students. In fact, the only item in the whole questionnaire which was scored as "Agree" by most of the students was included in this section. As stated above, this item is about speaking skill and doesn't demand so much lexical or grammatical knowledge. Instead, it requires the speakers to grasp the meaning from gestures, mimics, tone of voice and sentence stress.

In the part of reading skills, two items were scored as "Do NOT Agree" and three items were responded as "Partially Agree" by most of the students. This reveals that none of the students perceives themselves as adequate in reading in English.

Writing scores were by far the lowest ones obtained from the pilot study. As a productive skill, writing requires much student practice and teacher feedback. According to Schleppegrell and Go (2007), "writing is difficult for students who are learning English, as they often struggle to express what they really want to say" (p. 529). Furthermore, it is asserted by Kepner (1991) and Terry (1986) that writing in Second Language (L2) requires L2 learners to have a mastery of discrete surface skills which are necessary for the production an accurately written document. As understood from a short conversation with an experienced EFL teacher working in the school, students are not taught writing in 12th grade. They are not asked writing questions in the exams, either. This might explain the reason why writing scores are by far the lowest ones.

3.4.4. Pilot Study (Teachers' Perceptions Questionnaire)

In the school where the pilot study was conducted, there were only two EFL teachers teaching 12th grade students. In this descriptive analysis, the female teacher is referred to as FT, and the male teacher is referred to as MT. FT was between 26-35 years old, and she had a teaching experience of 0-5 years. In addition, she had graduated from the department of Business Administration (BA) and received an English medium instruction. On the other hand, MT was in between 36-45 years old and had a teaching experience of 10-15 years. He was a graduate of English Language and Literature (ELL) department. Table 11, which is below, shows the teacher participants' responses to the items of the pilot study.

Table 11
Teachers' Responses to Pilot Study

• This questionnaire includes questions about EFL teachers' perceptions of the effectiveness of vocational and technical Anatolian high schools' English Curriculum. • The teacher who crossed each item is given in relevant boxes. The female teacher is referred to as *FT*, and the male one is referred to as *MT*.	**Totally Agree** **5**	**Mostly Agree** **4**	**Agree** **3**	**Partially Agree** **2**	**Do NOT Agree** **1**
2.1. My students are able to detect the target information in a song/TV/radio programme.				*FT*	*MT*
2.2. My students are able to extract specific information from a conversation between their friends.			*FT*	*MT*	
2.3. My students are able to listen and understand spoken English about professional life and workday routines.		***FT***		*MT*	
2.4. My students are able to identify the speaker's mood, tone, etc.			*FT*	*MT*	
2.5. My students are able to distinguish between formal and informal language.			*FT*		*MT*
2.6. My students are able to use the language fluently in a music contest.			*FT*		*MT*
2.7. My students are able to give clear detailed descriptions about personal characteristics.				*FT* *MT*	
2.8. My students are able to talk about workday routines and compare careers.				*FT*	*MT*
2.9. My students are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.			*FT*	*MT*	
2.10. My students are able to use different registers of English language in speaking.				*FT*	*MT*

2.11. My students are able to interpret surveys/interviews.		*FT*	*MT*
2.12. My students are able to read and discuss passages based on personal characteristics.		*FT* *MT*	
2.13. My students are able to find and understand relevant information about various jobs through real life tasks, such as job ads.		*FT* *MT*	
2.14. My students are able to read a poem loudly by reflecting its tone.		*MT*	*FT*
2.15. My students are able to read, comprehend and discuss an article about the environment.		*MT*	*FT*
2.16. My students are able to write a survey report on people's music preferences.		*MT*	*FT*
2.17. My students are able to write about personal characteristics and make conclusions.		*FT* *MT*	
2.18. My students are able to give information about careers and write about workday routines.	*FT*	*MT*	
2.19. My students are able to describe their current mood and the mood reflected in a poem/painting/photograph through creative writing.		*MT*	*FT*
2.20. My students are able to use different registers of English language in writing.		*MT*	*FT*

Table 11, which is presented above, shows that the Male Teacher (MT) responded to all items either as "Partially Agree" or as "Do NOT Agree." He didn't choose other responses at all. This is assumed to show that he doesn't perceive his students as adequate in any language skills. On the other hand, the Female Teacher (FT) responded to six items (three in listening part) as "I agree" and 1 item (in listening part) as "Mostly Agree." This might suggest that she perceives her students as adequate in some language skills, especially in listening.

Moreover, FT crossed "Do NOT Agree" for five items, while MT responded to six items in the same way. More importantly, all of these responses were given to different items. In other words, "Do NOT Agree" responses of the two teachers never overlapped. More research is needed to find out the reason for this discrepancy. It might stem from the fact that MT is more realistic due to his teaching experience, which is much more than the FT's, or the fact that there is a significance difference between the success of different student groups. However, when the results obtained from the Students' Perceptions Questionnaire are considered, MT's responses seem consistent with students' perceptions of themselves.

The scores of the two teachers overlapped only on only for items. One of them were in speaking part; two of them were in reading part; and one of them was in writing part. No overlapping responses were given to the items in listening part, which means that MT and FT perceive their students' adequateness in listening skills in a distinctly different way.

Neither of the teachers responded to any of the items as "Totally Agree." Only FT responded to one item (3th item) as "Mostly Agree." MT didn't score "Agree" for any items. However, FT responded to six items as "Agree." While FT responded to eight items as "Partially Agree," MT scored "Partially Agree" for 14 items. FT responded to five items as "Do NOT Agree." On the other hand, MT responded to six items in this way.

As seen in the statistics given above, there are many differences in the responses from the two teachers, which means that their perceptions of their students' English language skills, and the effectiveness of English curriculum, differ greatly. Further research is required to reveal the reasons for these differences.

3.4.5. Focus Group Interview

Cohen, Manion and Morrison (2013) suggest that in a focus group interview the relevant data are obtained from the interaction that takes place among group members themselves and between the group members and the interviewer. One advantage of focus group interviews over individual interviews is that in focus group interviews "the group rather than the individual is interviewed, and the group potentially provides a safe atmosphere, a context in which the synergy can generate more than the sum of individual inputs. ... The data generated in focus group interviews are often richer and deeper than data elicited in the one-on-one interview situation" (Lederman, 1990, p. 119). Therefore, a focus group interview, rather than individual interviews, was carried out in this study.

Furthermore, the focus group interview was conducted after the Students' Perceptions Questionnaire was carried out, with the aim of increasing reliability of the study. The questions of the focus group interview, which are open-ended, were derived from the items of the Students' Perceptions Questionnaire. For example, the question "Could you please evaluate your comprehension of the conversations which are made in an English TV or Radio programme?" was derived from the item "I am able to detect

the target information in a song/TV/radio programme," and the interview question "Suppose that you are watching an English documentary on fashion design, let's say in Italy, and a fashion designer is talking about her daily workday routines, do you think that you can understand her?" corresponds to the item " I am able to listen to and understand spoken English about professional life and workday routines."

Seven students from three different schools participated in the focus group interview. They were selected randomly from the participants of Students' Perceptions Questionnaire. The interviewees were invited to the office of the researcher in order to create a relaxed atmosphere.

During the focus group interview, the interviewer asked additional open-ended questions to the interviewees in order to obtain more detailed answers and encourage them to share their opinions more clearly and openly. These questions gave no pre-set answer options; instead, they required the interviewees to express their ideas in their own words (See Focus Group Interview in Appendix 5).

The focus group interview was conducted in Turkish language with seven 12th grade students, four female and three male, and lasted for 47 minutes. All of the interviews were tape-recorded for descriptive analysis by the interviewer, after taking the consent of participants.

3.5. Data Collection Procedure

The present study was conducted with 12th grade students studying in public Vocational and Technical Anatolian High Schools and EFL teachers teaching 12th grade students in these schools. There were six public Vocational and Technical Anatolian High Schools in the city centre of Osmaniye province at the time of data collection (Osmaniye Provincial Directorate of National Education, 2016), all of which were used as a research setting in this study. The Students' Perceptions Questionnaire was carried out with 186 12th grade students, about a third of the total number of the 12th grade students studying in public Vocational and Technical Anatolian High Schools at the time of data collection. The sample of EFL teachers in this research includes all of the EFL teachers teaching 12th grade students in public Vocational and Technical Anatolian High Schools in the city centre of Osmaniye at the time of data collection. Before the questionnaires and focus group interview were conducted, necessary legal permission was received from Osmaniye Provincial Directorate of

National Education (See Appendix 7), and the study was carried out in the second term of 2015-2016 Academic Year, in the month of May.

3.6. Data Analysis

The quantitative data collected from the 12th grade students studying in public Vocational and Technical Anatolian High Schools in the city centre of Osmaniye through Students' Perceptions Questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) 21.0. Moreover, the quantitative data collected from the EFL teachers teaching 12th grade students in public Vocational and Technical Anatolian High Schools in the city centre of Osmaniye through Teachers' Perceptions Questionnaire were also analyzed using the Statistical Package for Social Sciences (SPSS) 21.0. The research samples were described using descriptive statistics such as mean, standard deviation, frequency and percentage. The two questionnaires were the major data collection instruments of this study.

Students' Perceptions Questionnaire forms was delivered to 256 12th grade students, and 186 forms, which were fully completed, were entered into SPSS 21.0 for quantitative analysis. On the other hand, Teachers' Perceptions Questionnaire conducted with 13 EFL teachers, which was the total number of EFL teachers of 12th grades in public Vocational and Technical Anatolian High Schools at the time of the data collection. Thus, the research sample of Teachers' Perceptions Questionnaires was composed of the whole population.

In this study, Mann-Whitney U-Test and Kruskal-Wallis Test were used for Students' Perceptions Questionnaire, and Independent Samples T-Test and Kruskal-Wallis H Test were employed for Teachers' Perceptions Questionnaire. Descriptive analysis was done to analyze the data gathered from the focus group interview, which was prepared by the researcher and conducted in Turkish language with 7 randomly-selected students. The focus group interview, lasting for 47 minutes, was tape-recorded by the interviewer for descriptive analysis.

CHAPTER 4

FINDINGS

4.1. Introduction

In the previous chapter, it was stated that the data used in this study was collected through Students' Perceptions Questionnaire, Teachers' Perceptions Questionnaire and a focus group interview. In other words, both quantitative and qualitative data collection methods were used in this study in an attempt to answer the research questions. In this chapter, findings obtained using both quantitative and qualitative data collection tools will be presented in a detailed way.

4.2. Findings of the First Research Question

Research Question 1: *What are the students' perceptions of the effectiveness of VTAHS English curriculum?*

The first research question aimed to reveal Vocational and Technical Anatolian High School (VTAHS) 12th grade students' perceptions of their proficiency in English and ultimately of the effectiveness of English curriculum. In order to find out Vocational and Anatolian High School (VTAHS) 12th grade students' perceptions of their English proficiency and ultimately of the effectiveness of the English curriculum, the Students' Perceptions Questionnaire was used in this research. The questionnaire was developed by the researcher on the basis of learning outcomes stated in the English curriculum and included 20 5-Likert items to which the participants responded anonymously. The Students' Perceptions Questionnaire included two independent variables, which were age and vocational area. Four language skills, i.e., listening, speaking, reading and writing, were equally included in the questionnaire, with five items for each. During the process of item writing, relevant expert opinions were received from three different academicians working in the faculty of educational sciences. The Students' Perceptions Questionnaire was applied in group sessions in which privacy was ensured. Table 12, which is presented below, shows the student participants' perceptions of their English proficiency.

Table 12

Students' Perceptions of Their English Proficiency

ITEMS	RATING									
	Don't Agree		Partially Agree		Agree		Mostly Agree		Totally Agree	
	f	%	f	%	f	%	f	%	f	%
I am able to detect the target information in a song/TV/radio programme.	77	41,4	57	30,6	25	13,4	17	9,1	10	5,4
I am able to extract specific information from a conversation between my friends.	74	39,8	76	40,9	19	10,2	15	8,1	2	1,1
I am able to listen to and understand spoken English about professional life and workday routines.	91	48,9	59	31,7	22	11,8	8	4,3	6	3,2
I am able to identify the speaker's mood, tone, etc.	55	29,6	62	33,3	26	14,0	21	11,3	22	11,8
I am able to distinguish between formal and informal English.	121	65,1	38	20,4	10	5,4	8	4,3	9	4,8
I am able to use the English language fluently in a music contest.	108	58,1	44	23,7	15	8,1	9	4,8	10	5,4
I am able to give clear detailed descriptions about personal characteristics.	90	48,4	54	29,0	26	14,0	8	4,3	8	4,3
I am able to talk about workday routines and compare careers.	107	57,5	56	30,1	14	7,5	7	3,8	2	1,1
I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	65	34,9	68	36,6	28	15,1	15	8,1	10	5,4
I am able to use different registers of English language in speaking.	125	67,2	37	19,9	13	7,0	6	3,2	5	2,7
I am able to interpret surveys/interviews.	130	69,9	44	23,7	6	3,2	4	2,2	2	1,1
I am able to read and discuss passages based on personal characteristics.	110	59,1	44	23,7	16	8,6	13	7,0	3	1,6
I am able to find and understand relevant	97	52,2	53	28,5	17	9,1	16	8,6	3	1,6

information about various jobs through real life tasks, such as job ads.										
I am able to read a poem loudly by reflecting its tone.	127	68,3	41	22,0	5	2,7	9	4,8	4	2,2
I am able to read, comprehend and discuss an article about the environment.	111	59,7	52	28,0	13	7,0	4	2,2	6	3,2
I am able to write a survey report on people's music preferences.	127	68,3	37	19,9	10	5,4	6	3,2	6	3,2
I am able to write about personal characteristics and make conclusions.	110	59,1	52	28,0	14	7,5	5	2,7	5	2,7
I am able to give information about careers and write about workday routines.	131	70,4	37	19,9	10	5,4	4	2,2	4	2,2
I am able to describe my current mood and the mood reflected in a poem/painting/photograph through creative writing.	114	61,3	44	23,7	12	6,5	10	5,4	6	3,2
I am able to use different registers of English language in writing.	124	66,7	35	18,8	18	9,7	0	0	9	4,8

As seen in Table 12, that all of the students perceive themselves as inadequate in English and the English curriculum as ineffective. Table 13, which is below, displays the student participants' perceptions according to their gender characteristics.

Table 13
Students' Perceptions According to "Gender" Variable

ITEMS	**Gender**	**N**	$\overline{X}$	**S**	**t**	**P**
I am able to detect the target information in a song/TV/radio programme.	Female	115	1,85	1,102	-3,190	,00*
	Male	71	2,41	1,237		
I am able to extract specific information from a conversation between my friends.	Female	115	1,66	,793	-4,524	,00*
	Male	71	2,28	1,071		

I am able to listen to and understand spoken English about professional life and workday routines.	Female	115	1,59	,917	-3,894	,00*
	Male	71	2,17	1,082		
I am able to identify the speaker's mood, tone, etc.	Female	115	2,46	1,372	,469	,64
	Male	71	2,37	1,279		
I am able to distinguish between formal and informal English.	Female	115	1,53	,985	-1,666	,11
	Male	71	1,80	1,226		
I am able to use the English language fluently in a music contest.	Female	115	1,83	1,213	1,175	,24
	Male	71	1,63	,989		
I am able to give clear detailed descriptions about personal characteristics.	Female	115	1,78	1,099	-1,420	,15
	Male	71	2,01	1,049		
I am able to talk about workday routines and compare careers.	Female	115	1,44	,716	-3,384	,00*
	Male	71	1,87	1,013		
I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	Female	115	2,03	1,166	-1,491	,13
	Male	71	2,28	1,085		
I am able to use different registers of English language in speaking.	Female	115	1,37	,766	-3,152	,00*
	Male	71	1,82	1,150		
I am able to interpret surveys/interviews.	Female	115	1,28	,539	-3,071	,00*
	Male	71	1,62	,976		
I am able to read and discuss passages based on personal characteristics.	Female	115	1,54	,851	-2,521	,01*
	Male	71	1,92	1,180		
I am able to find and understand relevant information about various jobs through real life tasks, such as job ads.	Female	115	1,53	,872	-4,606	,00*
	Male	71	2,21	1,133		

I am able to read a poem loudly by reflecting its tone.	Female	115	1,43	,889	-1,492	,13
	Male	71	1,63	,975		
I am able to read, comprehend and discuss an article about the environment.	Female	115	1,42	,749	-3,702	,00*
	Male	71	1,93	1,138		
I am able to write a survey report on people's music preferences.	Female	115	1,37	,787	-3,053	,00*
	Male	71	1,80	1,166		
I am able to write about personal characteristics and make conclusions.	Female	115	1,45	,752	-3,156	,00*
	Male	71	1,89	1,128		
I am able to give information about careers and write about workday routines.	Female	115	1,31	,693	-2,951	,00*
	Male	71	1,69	1,050		
I am able to describe my current mood and the mood reflected in a poem/painting/photograph through creative writing.	Female	115	1,51	,892	-2,429	,01*
	Male	71	1,89	1,202		
I am able to use different registers of English language in writing.	Female	115	1,36	,752	-3,893	,00*
	Male	71	1,93	1,257		

*p<.05

According to Table 13, which shows students' perceptions of Vocational and Technical Anatolian High School English curriculum in terms of gender variable, there are some significant differences between male and female students in 16 items (1, 2, 3, 5, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20), which are in favour of male students. Items 1, 2, 3 and 5 are about listening skill, while 8, 9 and 10 relate to speaking skill. Items 11, 12, 13 and 15 are related to reading skill, and items 16-20 are concerned with writing skill. Table 14, which is given below, presents the student participants' perceptions according to their vocational area characteristics.

Table 14
Students' Perceptions According to "Vocational Area" Variable

ITEMS	Group	N	Sd	X^2	p
I am able to detect the target information in a song/TV/radio programme.	CA	10	7	45,539	,12
	IT	30			
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to extract specific information from a conversation between my friends.	CA	10	7		,09
	IT	30		63,070	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to listen to and understand spoken English about professional life and workday routines.	CA	10	7		,25
	IT	30		38,755	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to identify the speaker's mood, tone, etc.	CA	10	7		,10
	IT	30		27,270	
	AF	21			
	FT	19			
	CD	45			

	SE	10			
	SOM	26			
	EE	25			
I am able to distinguish between formal and informal English.	CA	10	7		,20
	IT	30		24,999	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to use the English language fluently in a music contest.	CA	10	7		,13
	IT	30		9,589	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to give clear detailed descriptions about personal characteristics.	CA	10	7		,06
	IT	30		10,838	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to talk about workday routines and compare careers.	CA	10	7		,20
	IT	30		28,398	
	AF	21			
	FT	19			
	CD	45			

	SE	10			
	SOM	26			
	EE	25			
I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	CA	10	7		,21
	IT	30		27,416	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to use different registers of English language in speaking.	CA	10	7		,12
	IT	30		18,957	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to interpret surveys/interviews.	CA	10	7		,12
	IT	30		13,062	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to read and discuss passages based on personal characteristics.	CA	10	7	26,144	,08
	IT	30			
	AF	21			
	FT	19			
	CD	45			

	SE	10			
	SOM	26			
	EE	25			
I am able to find and understand relevant information about various jobs through real life tasks, such as job ads.	CA	10	7		,09
	IT	30		25,974	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to read a poem loudly by reflecting its tone.	CA	10	7		,08
	IT	30		17,962	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to read, comprehend and discuss an article about the environment.	CA	10	7		,10
	IT	30		24,336	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to write a survey report on people's music preferences.	CA	10	7		,13
	IT	30		12,440	
	AF	21			
	FT	19			
	CD	45			

	SE	10			
	SOM	26			
	EE	25			
I am able to write about personal characteristics and make conclusions.	CA	10	7		,14
	IT	30		32,359	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to give information about careers and write about workday routines.	CA	10	7		.13
	IT	30		14,998	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to describe my current mood and the mood reflected in a poem/painting/photograph through creative writing.	CA	10	7		,12
	IT	30		18,729	
	AF	21			
	FT	19			
	CD	45			
	SE	10			
	SOM	26			
	EE	25			
I am able to use different registers of English language in writing.	CA	10	7	20,999	,21
	IT	30			
	AF	21			
	FT	19			
	CD	45			

SE	10
SOM	26
EE	25

Computerized Accounting (CA), Information Technologies (IT), Accounting and Financing (AF), Food Technologies (FT), Child Development (CD), Special Education (SE), Secretary and Office Management (SOM), Electric-Electronic (EE)

As seen in Table 14, there are not any significant differences among students' responses in terms of vocational area variable. In other words, students' vocational areas do not influence their perceptions of their English proficiency and ultimately of the effectiveness of English curriculum.

In addition to the Students' Perceptions Questionnaire, a focus group interview, the questions of which were derived from the items of Students' Perceptions Questionnaire by the researcher by taking the opinions of three different experts working in the faculty of educational sciences, was carried out in this study.

Four main questions, each of which had three sub-questions, were asked to the interviewees during the focus group interview. Each of the main questions was related to a different language skill. In addition, both the main questions and the sub-questions of the focus group interview were open-ended. During the focus group interview, which lasted for 47 minutes, the researcher also asked additional questions in order to obtain more information by fostering the communication among interviewees.

The participants of the focus group interview were seven 12th grade students from three different Vocational and Technical Anatolian High Schools. The interviewees, who were also the participants of Students' Perceptions Questionnaire, were selected randomly by the researcher.

The focus group interview was conducted at the researcher's office at Osmaniye Korkut Ata University in a relaxed and sincere atmosphere. The focus group interview was conducted in Turkish language with four female and three male students and tape-recorded by the interviewer with the consent of the interviewees. The answers from the participants were translated into English by the researcher, and these answers will be discussed in Section 5.

4.3. Findings of the Second Research Question

Research Question 2: *What are the EFL teachers' perceptions of the effectiveness of VTAHS English curriculum?*

The second research question attempted to discover VTAHS EFL teachers' perceptions of the English proficiency of their students, who were studying in the 12th grade. In this study, EFL teachers' perceptions of their students' English proficiency, and ultimately of the effectiveness of English curriculum, were intended to be revealed using Teachers' Perceptions Questionnaire. Teachers' Perceptions Questionnaire, the items of which were derived from the learning outcomes prescribed by English curriculum and are compatible with the items of Students' Perceptions Questionnaire, was prepared by the researcher in accordance with the opinions taken from the experts. This questionnaire was composed of 20 5-Likert items, which include four language skills equally. It included five independent variables, which were gender, age, teaching experience, educational status and graduation. The participants, who were EFL teachers teaching VTAHS 12th grade students, responded to the items anonymously, and they were assured of the privacy of their responses. Table 15, which is presented below, shows the teacher participants' perceptions of their students' English proficiency.

Table 15
Teachers' Perceptions of Their Students' English Proficiency

ITEMS	**RATING**									
	Don't Agree		Partially Agree		Agree		Mostly Agree		Totally Agree	
	f	%	f	%	f	%	f	%	f	%
My students are able to detect the target information in a song/TV/radio programme.	2	15,4	5	38,5	6	46,2				
My students are able to extract specific information from a conversation between their friends.	4	30,8	2	15,4	5	38,5	2	15,4		
My students are able to listen and understand spoken English about professional life and workday routines.	5	38,5	2	15,4	6	46,2				
My students are able to identify the speaker's mood, tone, etc.	3	23,1	5	38,5	3	23,1			2	15,4
My students are able to	5	38,5	7	53,8			1	7,7		

distinguish between formal and informal language.										
My students are able to use the language fluently in a music contest.	7	53,8	4	30,8			1	7,7	1	7,7
My students are able to give clear detailed descriptions about personal characteristics.	4	30,8	5	38,5	3	23,1	1	7,7		
My students are able to talk about workday routines and compare careers.	8	61,5	1	7,7	3	23,1	1	7,7		
My students are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	4	30,8	5	38,5	3	23,1	1	7,7		
My students are able to use different registers of English language in speaking.	9	69,2	2	15,4			2	15,4		
My students are able to interpret surveys/interviews.	4	30,8	7	53,8	2	15,4				
My students are able to read and discuss passages based on personal characteristics.	5	38,5	4	30,8	2	15,4	1	7,7	1	7,7
My students are able to find and understand relevant information about various jobs through real life tasks, such as job ads.	3	23,1	9	69,2	1	7,7				
My students are able to read a poem loudly by reflecting its tone.	7	53,8	4	30,8	1	7,7	1	7,7		
My students are able to read, comprehend and discuss an article about the environment.	7	53,8	4	30,8			2	15,4		
My students are able to write a survey report on people's music preferences.	8	61,5	3	23,1	1	7,7	1	7,7		
My students are able to write about personal characteristics and make conclusions.	5	38,5	6	46,2	1	7,7	1	7,7		
My students are able to give information about careers and write about workday routines.	6	46,2	4	30,8	2	15,4	1	7,7		
My students are able to describe their current mood and the mood reflected in a poem/painting/photograph	8	61,5	3	23,1			2	15,4		

through creative writing.									
My students are able to use different registers of English language in writing.	10	76,9	1	7,7		1	7,7	1	7,7

It is seen in Table 15 that most of the EFL teachers responded to 10 out of 20 items as "Don't Agree". They gave "Partially Agree" responses to seven items and "Agree" responses to three items.

In listening part of the questionnaire (items 1-5), most of the EFL teachers responded to three items as "Agree" and two items as "Partially Agree". In speaking part of the questionnaire (items 6-10), most of the EFL teachers gave "Don't Agree" responses to three items, and they responded to two items in this part as "Partially Agree". In reading part (items 11-15) of the questionnaire, three "Don't Agree" responses and two "Partially Agree" responses were given to the items by most of the EFL teachers. Finally, in writing part of the questionnaire, the majority of the EFL teachers responded to four items as "Don't Agree", and they gave "Partially Agree" responses to only one item. Table 16, which is presented below, shows the teacher participants' perceptions according to their gender characteristics.

Table 16
Teachers' Perceptions According to "Gender" Variable

ITEMS	**Gender**	**N**	**Mean Rank**	**Sum of Ranks**	**U**	**p**
My students are able to detect the target information in a song/TV/radio programme.	Female	9	7,67	69,00	12,00	,31
	Male	4	5,50	22,00		
My students are able to extract specific information from a conversation between their friends.	Female	9	7,22	65,00	16,00	,70
	Male	4	6,50	26,00		
My students are able to listen and understand spoken English about professional life and workday routines.	Female	9	7,39	66,50	14,5	,20
	Male	4	6,13	24,50		
My students are able to identify the speaker's mood, tone, etc.	Female	9	7,00	63,00	18,00	,28
	Male	4	7,00	28,00		
My students are able to distinguish between formal and informal language.	Female	9	7,44	67,00	14,00	,32
	Male	4	6,00	24,00		

My students are able to use the language fluently in a music contest.	Female	9	6,50	58,50	13,50	,65
	Male	4	8,13	32,50		
My students are able to give clear detailed descriptions about personal characteristics.	Female	9	6,11	55,00	10,00	,72
	Male	4	9,00	36,00		
My students are able to talk about workday routines and compare careers.	Female	9	6,17	55,50	10,50	,53
	Male	4	8,88	35,50		
My students are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	Female	9	6,56	59,00	14,00	,14
	Male	4	8,00	32,00		
My students are able to use different registers of English language in speaking.	Female	9	7,28	65,50	15,50	,26
	Male	4	6,38	25,50		
My students are able to interpret surveys/interviews.	Female	9	7,78	70,00	11,00	,68
	Male	4	5,25	21,00		
My students are able to read and discuss passages based on personal characteristics.	Female	9	6,44	58,00	13,00	,44
	Male	4	8,25	33,00		
My students are able to find and understand relevant information about various jobs through real life tasks, such as job ads.	Female	9	6,67	60,00	15,00	,58
	Male	4	7,75	31,00		
My students are able to read a poem loudly by reflecting its tone.	Female	9	7,11	64,00	11,00	,85
	Male	4	6,75	27,00		
My students are able to read, comprehend and discuss an article about the environment.	Female	9	7,72	69,50	13,00	,70
	Male	4	5,38	21,50		
My students are able to write a survey report on people's music preferences.	Female	9	7,50	67,50	13,50	,50
	Male	4	5,88	23,50		
My students are able to write about personal characteristics and make conclusions.	Female	9	6,94	62,50	17,50	,24
	Male	4	7,13	28,50		
My students are able to give information about careers and write about workday routines.	Female	9	6,56	59,00	14,50	,33
	Male	4	8,00	32,00		
My students are able to describe their current mood and the mood reflected in a poem/painting/photograph through creative writing.	Female	9	7,50	67,50	13,50	,37
	Male	4	5,88	23,50		

My students are able to use different registers of English language in writing.	Female	9	7,67	69,00	12,00	,53
	Male	4	5,50	22,00		

As seen in Table 16, there are no significant differences in EFL teachers' perceptions of their students English proficiency, ultimately of the effectiveness of English curriculum, in terms of gender variable (p>.05). In other words, the gender variable does not affect EFL teachers' perceptions. Table 17, which is presented below, displays the teacher participants' perceptions according to their age characteristics.

Table 17
Teachers' Perceptions According to "Age" Variable

ITEMS	Age	N	Mean Rank	sd	χ^2	p
My students are able to detect the target information in a song/TV/radio programme.	25 and below	2	10,50	2	4.31	,11
	26-35	8	7,31			
	36-45	3	3,83			
My students are able to extract specific information from a conversation between their friends.	25 and below	2	9,00	2	5.78	,06
	26-35	8	8,19			
	36-45	3	2,50			
My students are able to listen and understand spoken English about professional life and workday routines.	25 and below	2	10,50	2	5.12	,07
	26-35	8	7,44			
	36-45	3	3,50			
My students are able to identify the speaker's mood, tone, etc.	25 and below	2	6,00	2	8.10	,06
	26-35	8	9,13			
	36-45	3	2,00			
My students are able to distinguish between formal and informal language.	25 and below	2	9,00	2	5.33	,08
	26-35	8	8,00			
	36-45	3	3,00			
My students are able to use the language fluently in a music contest.	25 and below	2	4,00	2	5.88	,11
	26-35	8	8,88			
	36-45	3	4,00			
My students are able to give clear detailed descriptions about personal characteristics.	25 and below	2	7,00	2	2.70	,25
	26-35	8	8,13			
	36-45	3	4,00			
My students are able to talk about workday routines and compare careers.	25 and below	2	4,50	2	4.41	,11
	26-35	8	8,56			
	36-45	3	4,50			

My students are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	25 and below	2	7,00	2	2.83	,25
	26-35	8	8,13			
	36-45	3	4,00			
My students are able to use different registers of English language in speaking.	25 and below	2	5,00	2	1.05	,59
	26-35	8	7,56			
	36-45	3	6,83			
My students are able to interpret surveys/interviews.	25 and below	2	8,00	2	2.24	,32
	26-35	8	7,75			
	36-45	3	4,33			
My students are able to read and discuss passages based on personal characteristics.	25 and below	2	3,00	2	3.61	,16
	26-35	8	8,38			
	36-45	3	6,00			
My students are able to find and understand relevant information about various jobs through real life tasks, such as job ads.	25 and below	2	8,00	2	3.52	,17
	26-35	8	7,88			
	36-45	3	4,00			
My students are able to read a poem loudly by reflecting its tone.	25 and below	2	9,50	2	3.34	,18
	26-35	8	7,50			
	36-45	3	4,00			
My students are able to read, comprehend and discuss an article about the environment.	25 and below	2	9,50	2	3.35	,18
	26-35	8	7,50			
	36-45	3	4,00			
My students are able to write a survey report on people's music preferences.	25 and below	2	4,50	2	4.41	,11
	26-35	8	8,56			
	36-45	3	4,50			
My students are able to write about personal characteristics and make conclusions.	25 and below	2	3,00	2	5.62	,10
	26-35	8	8,81			
	36-45	3	4,83			
My students are able to give information about careers and write about workday routines.	25 and below	2	3,50	2	4.08	,13
	26-35	8	8,56			
	36-45	3	5,17			
My students are able to describe their current mood and the mood reflected in a poem/painting/photograph through creative writing.	25 and below	2	4,50	2	4.4	,19
	26-35	8	8,56		3	
	36-45	3	4,50			
My students are able to use different registers of English language in writing.	25 and below	2	5,50	2	2.20	,33
	26-35	8	7,94			
	36-45	3	5,50			

As seen in Table 17, there aren't any significant differences in terms of the age variable in EFL teachers' perceptions of their students English proficiency, i.e., of the effectiveness of English curriculum (p>.05). In other words, EFL teachers' perceptions are not affected by the age variable. Table 18, which is given below, presents the teachers participants' perceptions according to their teaching experience characteristics.

Table 18
Teachers' Perceptions According to "Teaching Experience" Variable

ITEMS	Teaching Experience	N	Mean Rank	sd	χ^2	p
My students are able to detect the target information in a song/TV/radio programme.	0-5 years	6	8,08	2	3,34	,18
	6-10 years	4	5,83			
	11-15 years	3	4,00			
My students are able to extract specific information from a conversation between their friends.	0-5 years	6	8,17	2	4,85	,08
	6-10 years	4	6,83			
	11-15 years	3	2,83			
My students are able to listen and understand spoken English about professional life and workday routines.	0-5 years	6	8,42	2	4,39	,11
	6-10 years	4	4,00			
	11-15 years	3	5,17			
My students are able to identify the speaker's mood, tone, etc.	0-5 years	6	7,17	2	2,15	,34
	6-10 years	4	7,67			
	11-15 years	3	4,00			
My students are able to distinguish between formal and informal language.	0-5 years	6	7,75	2	2,38	,30
	6-10 years	4	6,17			
	11-15 years	3	4,33			
My students are able to use the language fluently in a music contest.	0-5 years	6	7,00	2	,65	,72
	6-10 years	4	6,83			
	11-15 years	3	5,17			
My students are able to give clear detailed descriptions about personal characteristics.	0-5 years	6	6,08	2	2,02	,60
	6-10 years	4	8,83			
	11-15 years	3	5,00			
My students are able to talk about workday routines and compare careers.	0-5 years	6	6,33	2	,29	,86
	6-10 years	4	7,33			
	11-15 years	3	6,00			
My students are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	0-5 years	6	6,67	2	3,17	,20
	6-10 years	4	8,83			
	11-15 years	3	3,83			
My students are able to use	0-5 years	6	6,83	2	,14	,90

different registers of English language in speaking.	6-10 years	4	6,17			
	11-15 years	3	6,17			
My students are able to interpret surveys/interviews.	0-5 years	6	7,67	2	3,22	,11
	6-10 years	4	7,00			
	11-15 years	3	3,67			
My students are able to read and discuss passages based on personal characteristics.	0-5 years	6	5,83	2	1,58	,45
	6-10 years	4	8,67			
	11-15 years	3	5,67			
My students are able to find and understand relevant information about various jobs through real life tasks, such as job ads.	0-5 years	6	6,08	2	2,72	,25
	6-10 years	4	8,67			
	11-15 years	3	5,17			
My students are able to read a poem loudly by reflecting its tone.	0-5 years	6	7,83	2	1,94	,37
	6-10 years	4	5,17			
	11-15 years	3	5,17			
My students are able to read, comprehend and discuss an article about the environment.	0-5 years	6	7,83	2	3,48	,17
	6-10 years	4	6,83			
	11-15 years	3	3,50			
My students are able to write a survey report on people's music preferences.	0-5 years	6	7,33	2	2,43	,29
	6-10 years	4	7,33			
	11-15 years	3	4,00			
My students are able to write about personal characteristics and make conclusions.	0-5 years	6	6,33	2	,41	,81
	6-10 years	4	7,50			
	11-15 years	3	5,83			
My students are able to give information about careers and write about workday routines.	0-5 years	6	5,75	2	1,39	,41
	6-10 years	4	8,50			
	11-15 years	3	6,00			
My students are able to describe their current mood and the mood reflected in a poem/painting/ photograph through creative writing.	0-5 years	6	7,33	2	2,	,29
	6-10 years	4	7,33		4	
	11-15 years	3	4,00		4	
My students are able to use different registers of English language in writing.	0-5 years	6	8,00	2	3,57	,16
	6-10 years	4	5,00			
	11-15 years	3	5,00			

Table 18 shows that in terms of teaching experience variable there are no significant differences in EFL teachers' perceptions of their students' English proficiency, i.e., of the effectiveness of English curriculum ($p>.05$). To put it differently, teaching experience variable does not have an influence on EFL teachers'

perceptions. Table 19 below presents the teacher participants' perceptions according to their educational status characteristics.

Table 19
Teachers' Perceptions According to "Educational Status" Variable

ITEMS	Educational Status	N	Mean Rank	sd	χ^2	p
My students are able to detect the target information in a song/TV/radio programme.	Graduate	10	6,50	2	2,41	,29
	Postgraduate	2	10,50			
	Doctorate	1	5,00			
My students are able to extract specific information from a conversation between their friends.	Graduate	10	6,75	2	,78	,65
	Postgraduate	2	9,00			
	Doctorate	1	5,50			
My students are able to listen and understand spoken English about professional life and workday routines.	Graduate	10	6,65	2	3,10	,21
	Postgraduate	2	10,50			
	Doctorate	1	3,50			
My students are able to identify the speaker's mood, tone, etc.	Graduate	10	6,90	2	,79	,67
	Postgraduate	2	6,00			
	Doctorate	1	10,00			
My students are able to distinguish between formal and informal language.	Graduate	10	6,40	2	1,32	,52
	Postgraduate	2	9,00			
	Doctorate	1	9,00			
My students are able to use the language fluently in a music contest.	Graduate	10	7,90	2	2,82	,45
	Postgraduate	2	4,00			
	Doctorate	1	4,00			
My students are able to give clear detailed descriptions about personal characteristics.	Graduate	10	6,60	2	1,28	,72
	Postgraduate	2	7,00			
	Doctorate	1	11,00			
My students are able to talk about workday routines and compare careers.	Graduate	10	7,75	2	2,12	,34
	Postgraduate	2	4,50			
	Doctorate	1	4,50			
My students are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	Graduate	10	6,60	2	1,28	,52
	Postgraduate	2	7,00			
	Doctorate	1	11,00			
My students are able to use different registers of English language in speaking.	Graduate	10	7,60	2	1,54	,46
	Postgraduate	2	5,00			
	Doctorate	1	5,00			
My students are able to interpret surveys/interviews.	Graduate	10	6,70	2	,31	,85
	Postgraduate	2	8,00			

	Doctorate	1	8,00		5	
My students are able to read and discuss passages based on personal characteristics.	Graduate	10	6,80	2	3,3	,18
	Postgraduate	2	9,50		3	
	Doctorate	1	4,00			
My students are able to find and understand relevant information about various jobs through real life tasks, such as job ads.	Graduate	10	7,45	2	,39	,82
	Postgraduate	2	3,00			
	Doctorate	1	10,50			
My students are able to read a poem loudly by reflecting its tone.	Graduate	10	6,80	2	1,7	,41
	Postgraduate	2	9,50		6	
	Doctorate	1	4,00			
My students are able to read, comprehend and discuss an article about the environment.	Graduate	10	6,25	2	1,9	,37
	Postgraduate	2	9,50		7	
	Doctorate	1	9,50			
My students are able to write a survey report on people's music preferences.	Graduate	10	7,20	2	1,9	,37
	Postgraduate	2	4,50		0	
	Doctorate	1	10,00			
My students are able to write about personal characteristics and make conclusions.	Graduate	10	7,65	2	2,9	,22
	Postgraduate	2	3,00		8	
	Doctorate	1	8,50			
My students are able to give information about careers and write about workday routines.	Graduate	10	7,55	2	2,2	,32
	Postgraduate	2	3,50		4	
	Doctorate	1	8,50			
My students are able to describe their current mood and the mood reflected in a poem/painting/photograph through creative writing.	Graduate	10	7,20	2	1	,35
	Postgraduate	2	4,50		,	
	Doctorate	3	10,00		9	
My students are able to use different registers of English language in writing.	Graduate	6	7,45	2	1,0	,58
	Postgraduate	3	5,50		5	
	Doctorate	3	5,50			

As seen in Table 19, there are no significant differences in EFL teachers' perceptions of their students English proficiency, ultimately of the effectiveness of English curriculum, in terms of educational status variable ($p>.05$). In other words, educational status does not have an influence on EFL teachers' perceptions. Table 20, which is presented below, shows the teacher participants' perceptions according to their graduation characteristics.

Table 20
Teachers' Perceptions According to "Graduation" Variable

ITEMS	Graduation	N	Mean Rank	sd	χ^2	p
My students are able to detect the target information in a song/TV/radio programme.	ELT	7	7,36	2	1,26	,33
	ELL	3	2,67			
	Other	3	10,50			
My students are able to extract specific information from a conversation between their friends.	ELT	7	7,14	2	2,05	,37
	ELL	3	4,67			
	Other	3	9,00			
My students are able to listen and understand spoken English about professional life and workday routines.	ELT	7	7,50	2	4,47	,10
	ELL	3	3,50			
	Other	3	9,33			
My students are able to identify the speaker's mood, tone, etc.	ELT	7	7,86	2	,76	,67
	ELL	3	6,00			
	Other	3	6,00			
My students are able to distinguish between formal and informal language.	ELT	7	7,86	2	5,42	.66
	ELL	3	3,00			
	Other	3	9,00			
My students are able to use the language fluently in a music contest.	ELT	7	7,21	2	,46	,79
	ELL	3	7,67			
	Other	3	5,83			
My students are able to give clear detailed descriptions about personal characteristics.	ELT	7	7,71	2	,75	,64
	ELL	3	5,50			
	Other	3	6,83			
My students are able to talk about workday routines and compare careers.	ELT	7	7,57	2	,47	,72
	ELL	3	6,00			
	Other	3	6,67			
My students are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	ELT	7	7,71	2	,75	,68
	ELL	3	5,50			
	Other	3	6,83			
My students are able to use different registers of English language in speaking.	ELT	7	7,93	2	1,79	,40
	ELL	3	5,00			
	Other	3	6,83			
My students are able to interpret surveys/interviews.	ELT	7	7,71	2	2,25	,32
	ELL	3	4,33			
	Other	3	8,00			
My students are able to read and discuss passages based on	ELT	7	8,07	2	1,28	,53
	ELL	3	6,00			

personal characteristics.	Other	3	5,50			
My students are able to find and understand relevant information about various jobs through real life tasks, such as job ads.	ELT	7	7,14	2	4,84	,85
	ELL	3	4,00			
	Other	3	9,67			
My students are able to read a poem loudly by reflecting its tone.	ELT	7	8,00	2	2,84	,24
	ELL	3	4,00			
	Other	3	7,67			
My students are able to read, comprehend and discuss an article about the environment.	ELT	7	8,00	2	,43	,80
	ELL	3	4,00			
	Other	3	7,67			
My students are able to write a survey report on people's music preferences.	ELT	7	7,57	2	1,77	,74
	ELL	3	6,33			
	Other	3	6,33			
My students are able to write about personal characteristics and make conclusions.	ELT	7	8,07	2	2,85	,25
	ELL	3	4,83			
	Other	3	6,67			
My students are able to give information about careers and write about workday routines.	ELT	7	8,14	2	1,60	,44
	ELL	3	5,17			
	Other	3	6,17			
My students are able to describe their current mood and the mood reflected in a poem/painting/photograph through creative writing.	ELT	7	7,57	2	,4	,80
	ELL	3	6,33		3	
	Other	3	6,33			
My students are able to use different registers of English language in writing.	ELT	7	7,50	2	1,06	,58
	ELL	3	5,50			
	Other	3	7,33			

English Language Teaching (ELT), English Language and Literature (ELL)

Table 20 shows that graduation does not lead to a significant difference in EFL teachers' perceptions of their students' English proficiency, and ultimately of the effectiveness of English curriculum ($p>.05$). In other words, EFL teachers' perceptions are not affected by the graduation variable.

4.4. Findings of the Third Research Question

Research Question 3: *What are the commonalities and differences between teachers' and students' perceptions of the effectiveness of VTAHS English curriculum?*

The third research question aimed to discover whether there are any differences between students' and teachers' perceptions of the effectiveness of English curriculum. Table 21 below presents a comparison of students' and teachers' perceptions.

Table 21
Comparison of Students' and Teachers' Perceptions

	Students' Perceptions		**Teachers' Perceptions**	
ITEMS	**Response**	**%**	**Response**	**%**
I/My students am/are able to detect the target information in a song/TV/radio programme.	Don't Agree	41,4	Agree	46,2
I/My students am/are able to extract specific information from a conversation between my/their friends.	Partially Agree	40,9	Agree	38,5
I/My students am/are able to listen to and understand spoken English about professional life and workday routines.	Don't Agree	48,9	Don't Agree Agree	46,2
I/My students am/are able to identify the speaker's mood, tone, etc.	Partially Agree	33,3	Partially Agree	38,5
I/My students am/are able to distinguish between formal and informal English.	Don't Agree	65,1	Partially Agree	53,8
I/My students am/are able to use the English language fluently in a music contest.	Don't Agree	58,1	Don't Agree	53,8
I/My students am/are able to give clear detailed descriptions about personal characteristics.	Don't Agree	48,4	Partially Agree	38,5
I/My students am/are able to talk about workday routines and compare careers.	Don't Agree	57,5	Don't Agree	61,5
I/My students am/are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.	Partially Agree	36,6	Partially Agree	38,5
I/My students am/are able to use different registers of English language in speaking.	Don't Agree	67,2	Don't Agree	69,2
I/My students am/are able to interpret surveys/interviews.	Don't Agree	69,9	Partially Agree	53,8
I/My students am/are able to read and discuss passages based on personal characteristics.	Don't Agree	59,1	Don't Agree	38,5
I/My students am/are able to find and understand relevant information about various jobs through real life tasks, such as job ads.	Don't Agree	52,2	Partially Agree	69,2
I/My students am/are able to read a	Don't Agree	68,3	Don't Agree	53,8

poem loudly by reflecting its tone.				
I/My students am/are able to read, comprehend and discuss an article about the environment.	Don't Agree	59,7	Don't Agree	53,8
I/My students am/are able to write a survey report on people's music preferences.	Don't Agree	68,3	Don't Agree	61,5
I/My students am/are able to write about personal characteristics and make conclusions.	Don't Agree	59,1	Partially Agree	76,9
I/My students am/are able to give information about careers and write about workday routines.	Don't Agree	70,4	Don't Agree	46,2
I/My students am/are able to describe my current mood and the mood reflected in a poem/painting/photograph through creative writing.	Don't Agree	61,3	Don't Agree	61,5
I/My students am/are able to use different registers of English language in writing.	Don't Agree	66,7	Don't Agree	46,2

Table 21 shows the responses given by the majority of the students and the majority of the EFL teachers and the percentages of these responses. It is seen in the table that the majority of the students and the majority of the EFL teachers gave different responses to eight items, four of which were related to listening skill. They gave different responses to two items in reading parts of the questionnaires, and they gave different responses to one item in each of the other two parts, that is, speaking and writing parts. The same percentage (46,2 %) of the EFL teachers gave "Do not Agree" and "Agree" responses to item 3, but "Agree" response was used for comparison by the researcher.

While most of the students scored "Don't Agree" to 17 items in total, the majority of the teachers gave the same response to 10 items. Only three items, two in listening part and one in speaking part, were responded as "Partially Agree" by the majority of the students, yet most of the EFL teachers scored seven items as "Partially Agree." Three items, all of which were in listening part, were scored as "Agree" by most of the teachers, whereas the majority of the students didn't give "Agree" response to any of the items.

In addition to this, the majority of both groups of participants gave the same responses to 12 items (items 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 19, 20), 10 (items 6, 8, 10, 12, 14, 15, 16, 18, 19, 20) out of which were "Do not Agree" and two (items 4 and 9) of

which were "Partially Agree." In addition to this, the majority the two groups of participants did not give any "Totally Agree" responses to the items related to listening skill. They only scored "Partially Agree" for only one item (item 4) in listening part. The other "Partially Agree" response was given to the ninth item, which is in speaking parts of the questionnaires.

CHAPTER 5

DISCUSSION

5.1. Introduction

In this chapter, the findings of the study, which were collected through Students' Perceptions Questionnaire, Teachers' Perceptions Questionnaire and a focus group interview are discussed in a detailed way. The main objective of this study is to investigate the effectiveness of Vocational and Technical Anatolian High School (VTAHS) English curriculum. Accordingly, the discussion of the findings are made within the scope of the research questions and presented separately under relevant subsections.

5.2. Discussion of the Findings

The aim of this study was to answer the following research questions:

1) What are the students' perceptions of the effectiveness of VTAHS English curriculum?

2) What are the EFL teachers' perceptions of the effectiveness of VTAHS English curriculum?

3) What are the commonalities and differences between teachers' and students' perceptions of the effectiveness of VTAHS English curriculum?

The first research question aimed to reveal Vocational and Technical Anatolian High School (VTAHS) 12th grade students' perceptions of their proficiency in English, while the second research question attempted to discover VTAHS EFL teachers' perceptions of the English proficiency of their 12th grade students. Through these research questions, for which two different questionnaires were prepared and conducted, the effectiveness of VTAHS English curriculum was intended to be evaluated. As for the third research question, it aimed to discover whether there is any difference between students' and teachers' perceptions of the effectiveness of English curriculum.

5.2.1. Students' Perceptions

In order to find out Vocational and Anatolian High School (VTAHS) 12th grade students' perceptions of their English proficiency and ultimately of the effectiveness of the English curriculum, two different of data collection tools, Students' Perceptions Questionnaire and focus group interview, were used in this research.

The questionnaire was developed by the researcher on the basis of learning outcomes stated in the English curriculum and included 20 5-Likert items to which the participants responded anonymously. Four language skills, which are reading, writing, listening and speaking, were equally included in the questionnaire, with five items for each. During the process of item writing, relevant expert opinions were received from three different academicians working in the faculty of educational sciences. The Students' Perceptions Questionnaire was applied in group sessions in which privacy was ensured.

The questions of the focus group interview were derived from the items of Students' Perceptions Questionnaire by the researcher by taking the opinions of three different experts working in the faculty of educational sciences. Four main questions, each of which had three sub-questions, were asked to the interviewees during the focus group interview. Each of the main questions was related to a different language skill.

In addition, both the main questions and the sub-questions of the focus group interview were open-ended. During the focus group interview, which lasted for 47 minutes, the researcher also asked additional questions in order to obtain more information by fostering the communication among the interviewees.

The participants of the focus group interview were seven 12th grade students from 3 different Vocational and Technical Anatolian High Schools. The interviewees, who were also the participants of Students' Perceptions Questionnaire, were selected randomly by the researcher.

The focus group interview was conducted at the researcher's office. It was implemented in a relaxed and sincere atmosphere. The focus group interview was conducted in Turkish language with four female and three male students and tape-recorded by the interviewer taking the consent of the interviewees.

5.2.1.1. Discussion of Students' Perceptions Questionnaire

The results obtained from the Students' Perceptions Questionnaire (see Table 12) show that students responded to 17 items as "Don't Agree" and three items as "Partially Agree." Two of the items to which students gave "Partially Agree" responses (I am able to extract specific information from a conversation between my friends and I am able to identify the speaker's mood, tone, etc.) were about listening skill, and one of them was related to speaking skill (I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.).

Students didn't give "Agree," "Partially Agree" or "Totally Agree" responses to any of the items. This shows that VTAHS 12th grade students do not perceive themselves as proficient in English in terms of four language skills, which means that they do perceive English curriculum as ineffective.

Table 12 also shows that "Don't Agree" responses have the highest percentage (70,4 %) on the 18th item (I am able to give information about careers and write about workday routines), which was directly related to the use of vocational English in writing about careers and workday routines. Considering that the population of this study was Vocational and Technical Anatolian High School (VTAHS) 12th grade students, this percentage has great importance in evaluating the effectiveness of VTAHS English curriculum. It can be concluded from this result that VTAHS 12th grade students perceive themselves as more inadequate in writing than in other language skills.

According to the results obtained from the Students' Perceptions Questionnaire, most of the students (33,3 %) gave "Partially Agree" responses only to the fourth item (I am able to identify the speaker's mood, tone, etc) in listening part. This item was included some paralinguistic features, such as body language, gestures, facial expressions, tone and pitch of voice, etc., which do not require lots of grammar or vocabulary knowledge.

It is also shown by Table 12 that the majority of the students gave "Don't Agree" responses to all of the items in reading and writing parts. They gave "Don't Agree" responses to four items in speaking part and three items in listening part. All these results reveal that students perceive themselves better in listening and speaking skills than in reading and writing skills.

The Students' Perceptions Questionnaire included two independent variables, gender and vocational area. Table 13 shows that there are some significant differences between male and female students in 16 items (1, 2, 3, 5, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20). These differences are in favour of male students. Items 1, 2, 3 and 5 are about listening skill, while 8, 9 and 10 relate to speaking skill. Items 11, 12, 13 and 15 are related to reading skill, and items 16-20 are concerned with writing skill. It can be concluded from these results that male students perceive themselves as more proficient in all skills, mostly in writing skill, than female students. Table 14 shows that there are not any significant differences between male and female students in terms of vocational area variable. In other words, students' vocational areas do not influence their perceptions of their English proficiency, i.e., their perceptions of the effectiveness of English curriculum.

5.2.1.2. Discussion of Focus Group Interview

In this section, a descriptive analysis of the focus interview is done. As the questions of the focus group interview were derived from the items of Students' Perceptions Questionnaire, each question are paired with the relevant item. In this descriptive analysis, the interviewees are referred to as S1, S2, S3, S4, S5, S6 and S7 in order for the protection of privacy.

The questions of the focus group interview, which are four in total, were derived from the items of Students' Perceptions Questionnaire in order to assess and improve the credibility and reliability of the responses given to them by the students. Expert opinions were received while writing four main focus group interview questions, each of which include three sub-questions.

Question 1*: Could you please evaluate your comprehension of the conversations which are made in an English TV or Radio programme?*

The first main question of the focus group interview was derived from the first five items of the Students' Perceptions Questionnaire in order to assess and improve the student responses' credibility and reliability. These items, all of which are about listening skill, are as follows:

1. I am able to distinguish between formal and informal English.
2. I am able to extract specific information from a conversation between my friends.
3. I am able to listen to and understand spoken English about professional life and workday routines.
4. I am able to identify the speaker's mood, tone, etc.
5. I am able to detect the target information in a song/TV/radio programme.

S1: *Sometimes, I watch English TV programmes and listen to English radios. I can catch the words, but I can't understand them.*

S2: *I don't listen to English radio programmes. I only listen to English songs. I don't understand them. Actually, I listen to them only because I like their tunes.*

As seen in the excerpt above, S1 stated that she watches English movies and listens to English radio channels but cannot understand them. Similarly, S2 remarked that he can't understand English songs, but he still listens to them as they sound nice. These data show that although the students do not understand authentic materials, they are still exposed to them for motivational reasons, which might help them to improve their pronunciation.

S2: *I don't watch English programmes very often. If I do, I prefer the ones with subtitles.*

S4: *I also generally watch English TV programmes with subtitles. I believe that they are beneficial. I learn new English words. At least, I get acquainted with them.*

S6: *I always watch English TV programmes, especially documentaries, with Turkish subtitles. I don't try to understand the conversation at all, as I know that it is impossible for me.*

When asked whether they watch any English movies or not, S2, S4 and S6 answered that they watch English movies with Turkish subtitles. The researcher, who thought that the students did not strive sufficiently to understand English conversations because of the convenience provided by Turkish subtitles, commented that their effort to follow the Turkish subtitles might prevent them from understanding English speakers. S3 objected to this idea by saying:

S3: *I don't think so. If I can understand what I hear, why should I bother to read all those subtitles. I watch subtitled movies because I don't understand spoken English.*

As understood from her response, S3 doesn't believe that she can understand English conversations, and so she feels herself obliged to watch English programmes with Turkish subtitles. The other students nodded to show that they agreed with S3. These data might show that the students do not have enough self-confidence to improve their listening skills.

S5: *Whether they are with subtitles or not, I watch English TV programmes because I believe that they will help me learn English in some way.*

The response of S5, excerpted above, shows that S5 believes in the benefit of getting familiar with English words and their pronunciation through movies, which is why she watches English movies, whether they are subtitled or not.

S7: *Well, if I know the plot of an English movie, or the topic of a TV programme, I don't need to watch it with Turkish subtitles. I can catch the meaning from the speakers mimes and gestures or from the scene, etc.*

As seen above, if she knows the plot of an English movie or the topic of an English conversation or if she can make use of paralinguistic features, such as English speakers' mimes and gestures, S7 does not need Turkish subtitles while watching English movies.

In addition to the first main question, the interviewees were also asked three sub-questions, the first of which was about how much specific information (thematic details) they could draw from English conversations.

S1: *If the speaker gives information about his/her age, gender, hometown, job, etc., I can understand it easily. However, if the conversation is more detailed, I can't understand even a word. I don't understand. In fact, I get bored and maybe I turn off the TV or change the channel.*

S2: *I agree with my friend. Do you call it introduction? Yes, this is what we have been thought for at least 6 years. I mean, since middle school. This is the only thing that I can understand when I hear two people speaking English.*

S3: *I generally try to get the information by looking at the gestures and the mimes of the speakers. I mean I try to make a guess. For instance, if the speaker is crying, it is clear that there is a problem.*

It is understood from their responses, which are presented above, that S1 and S2 only understand short and simple English conversations made for introduction. Moreover, S2 thinks that the reason for their inadequacy in understanding thematic details of English conversations is the ineffectiveness of English curriculum. Moreover, S3 stated that she tries to offset her inadequacy by making inferences from paralinguistic features.

S4: *I think you know that we don't get higher level of English education here. That's why, I don't believe that any one of us can understand an English conversation word by word. Typically, we guess what the speaker talks about. That's all we can.*

S5: *Well, I don't believe that I can understand it at this level.*

S7: *When I don't understand, I try to guess the emotions of the speaker. For example, if the speaker is a woman and she is crying, most probably her lover has left her. Yet, I can't understand the reason why he did so. (laughing)*

As seen above, when asked whether they could understand abstract issues, such as philosophy, mentioned in an English conversation, S4, S5 and S7 decidedly gave negative answers. S4 and S7 said that they cannot understand everything uttered in English conversations; that's why, they try to estimate what the speakers talk about by availing themselves of paralinguistic features.

S1: *You know our vocational area is Fashion Design. I think the students in Food Technology vocational area can do this much better than us because they have Vocational English lesson.*

S2: *Yes, I agree.*

S3. *Not really. They can't do it, either. Because they study for University Admission Exam during these lessons, they don't get any English instruction. Vocational English lesson is only on paper.*

S4: *It is not possible.*

S5: *No. Never!*

The second sub-question asked to the interviewees was about their proficiency in understanding spoken English about professional life and workday routines. It can be concluded from their answers, which are above, that their perceive themselves, as well as their fellows studying in other vocational areas, as inadequate at understanding conversational details about professional life and workday routines. Most of the students think that the problem stems from the English curriculum.

S1: *Understanding? I think we have a long way to go.*

S2: *She is right.*

S3: *Yes. We have a long way to go to understand those programmes.*

S2: *It is impossible for me. For example, I can easily memorize lyrics, but I cannot understand what they mean. I am sure that I will have great difficulties in English classes at university.*

As the last sub-question about their listening skill, the students were asked how proficient they perceive themselves in understanding TV and radio programmes presented in English language. The answers given by the students were similar to those they gave to the former questions in that they do not believe that they can understand such programmes.

The responses given by the interviewees to the first main question and its sub-questions reveal that the students perceive themselves as inadequate at listening. Hence, they seek to take advantage of Turkish subtitles while watching English movies. In addition to this, although they cannot understand English songs and conversations, the students believe that being exposed to English in listening or watching activities will help them improve their vocabulary and pronunciation. As a means of making up for their inadequacy in listening, the students also utilizes paralinguistic features, such as

tone of voice, mimes, gestures, etc., in the belief that they can understand English movies, songs or radio programmes better in this way.

The data gathered from the interviewees about their perceptions of their proficiency in listening are consistent with three "Don't Agree" and two "Partially Agree" responses given by the majority of the students to the first five items of the Students' Perceptions Questionnaire (See Table 12).

As the qualitative data gathered in this part of the focus group interview is confirmed by the quantitative data gathered from the responses given to the first items of Students' Perceptions Questionnaire, it might be argued that student responses given to the first five items of the Students' Perceptions Questionnaire have high levels of reliability and credibility.

Question 2: *To what degree can you speak English? Would you evaluate yourself on this?*

The second main question of the focus group interview was derived from items 6-10 of the Students' Perceptions Questionnaire and aims to assess and improve the items' credibility and reliability. These items, all of which are related to speaking skill, are listed below:

6. I am able to use the English language fluently in a music contest.
7. I am able to give clear detailed descriptions about personal characteristics.
8. I am able to talk about workday routines and compare careers.
9. I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.
10. I am able to use different registers of English language in speaking.

S1: *I can talk about routines and introduce myself in English. That's all.*
S2: *I can't even do it. (laughing)*
S3: *Yes. Me, either.*
S4: *No no. I am not that much bad at English.*

As seen in the statements quoted above, S1 and S4 believe that they can speak English only at introduction level. S2 and S3 do not even think that they can speak English at the lowest level. These data reveal that the students do not perceive themselves as proficient in speaking English.

S2: *I started to dislike English while I was at primary school. Consequently, I was not interested in it in middle school, and nor am I now. I think we are not motivated enough.*

S5: *Our teachers always gave us messages such as "You don't need English, but this is a compulsory lesson."*

S2: *Yes this is right. In fact, Maths or Turkish classes are much more enjoyable. However, in English classes, there were always some rules. For example, sometimes we were obliged to speak English. I mean, no Turkish. In this compulsory situation, I don't feel motivated to speak. I hate such obligations.*

S7: *Our English lessons focus only on reading and grammar. How can we speak this way? If you say that you know English, you should be able to speak it. Right? We didn't learn our native language by writing or reading. We just spoke. I think a foreign language can only be learned in the same way. I mean by speaking. Right?*

The excerpts above show that S2, S5 and S7 point out that there are some motivational reasons for their incompetence in speaking English. S2 states that motivation is of great importance in learning English, and it cannot be achieved through classroom rules imposed by the teacher. As he is motivated enough in Mathematics and Turkish classes, S2 assumes that he is more successful in these classes than in English class. Similarly, S5 thinks that lack of motivation in learning English, created mostly by her EFL teacher, restrains her from speaking English. On the other hand, according to S7, English teaching methods, which give precedence to reading and grammar, hinders her speaking skills. It can be concluded from these answers that the students do not perceive themselves as adequate in speaking English because of the reasons concerning classroom management, teaching methodology and ultimately the English curriculum.

S3: *We don't know much vocabulary. I think that is the basic reason. For example, at primary school our English exams consisted of only five questions, such as "What is your name?" and Where are you from?" We were not asked to do more. At fourth*

and fifth grades, our English teacher sometimes even gave the answers of exam questions. It was just like a sham fight. At sixth, seventh and eighth grades, everything was much worse. We continually studied exercises in the book. Nothing more. It was because of TEOG (Transition from Primary to Secondary Education) Exam. It was also in vain. Just think of it. I don't know any vocabulary, but I try to do the exercises in my English book. Isn't it foolish?

It is understood from S3's statements, which are excerpted above, that she supposes that the reason for her inadequacy in speaking English stems from poor vocabulary, which she regards as a natural consequence of shortcomings in English curriculum. She also states that exam-oriented English education is a major obstacle to improving their speaking skills.

S1: *I can memorize English songs easily.*

S2: *So can I.*

S3: *Me, too.*

S4: *The only problem for me is the accent. There is an accent, I think you say British accent, which is very difficult for me to pronounce.*

S5: *Yes, I cannot pronounce some of them correctly.*

S6: *We just hear the words and memorize their pronunciation. If you write them down and want me to pronounce them, I don't believe I can do it correctly.*

As seen above, in reply to the question of what difficulties they face while singing an English song, S4 and S5 pointed to the difficulty of pronunciation. They stated that they can memorize lyrics but sometimes have difficulty in pronouncing English words correctly, which S4 thinks stems from the accent of the singers. S1, S2, S3 and S6 pointed out that they can easily memorize song lyrics and their pronunciation but can't understand them.

S1: *I don't have much difficulty in that.*

S2: *Yes, pronunciation is not a big problem for me, either.*

S3: *I am good at it. There some magazines. I mean teen magazines. They give lyrics and Turkish translations of some famous songs. I often read them. I try to pronounce the lyrics in the same way as singers do.*

As quoted above, when asked how proficient they find themselves in pronouncing English words, S1, S2 and S3 answered that they don't have difficulty in it. Rather, S3 stated that she can get over pronunciation problems quite easily, especially while reciting the lyrics of English songs.

S2: *Hmm... I haven't heard of this before (laughing).*

S3: *I think I can understand the differences between registers. Thanks to the physical appearance of speakers, their mimes, gestures, intonations, etc. I can differentiate them, but I can't understand what they talk about. Nor can I speak different registers.*

S7: *Actually, it is all about the speaker. If I don't see the speaker, I can't understand his/her register. There must be a different between the register of a man in suit and that of a man in shabby clothes. Yet, I cannot use different registers in speaking at all.*

S6: *Yes, I agree with her.*

While answering the question about the extent to which they can use different registers of English in speaking, the students stated that they cannot use different registers while speaking. However, S3 and S7, agreed by S6, pointed out that they can distinguish between different registers of English in listening with the help of visual details such as clothing styles, settings and paralinguistic features, but they cannot use them separately in speaking.

The data gathered from the answers which the interviewees gave to the second main question and its three sub-questions show that the students do not perceive themselves as proficient in speaking English. As shown in Table 12, the students scored four (items 6, 7, 8, 10) of the items in speaking part of Students' Perceptions Questionnaire as "Do not Agree", and they responded to the item 9 as "Partially Agree".

Consequently, the data gathered from this part of the focus group interview are consistent with the responses given by the majority of the students to 6-10 items of the Students' Perceptions Questionnaire, suggesting a high level of validity and reliability of the responses given to these items.

Question 3: *When you read an English text, how much of it can you understand?*

The third focus group interview question and its 3 sub-questions were derived by the researcher from items 11-15 of Students' Perceptions Questionnaire in order to assess and improve the responses' credibility and reliability. These items are presented below:

11. I am able to interpret surveys/interviews.
12. I am able to read and discuss passages based on personal characteristics.
13. I am able to find and understand relevant information about various jobs through real life tasks, such as job ads.
14. I am able to read a poem loudly by reflecting its tone.
15. I am able to read, comprehend and discuss an article about the environment.

S1: *Firstly, I write down the words whose meanings I know. Then, I try to combine them to get the meanings of the sentences.*
S2: *The more vocabulary I know, the more I can understand a passage.*
S3: *I look up in my dictionary very often. It is very time-consuming and tiring. That's why, I don't read English passages very often.*

As seen in the excerpt above, S1, S2 and S3 have difficulty in understanding English texts because of their lack of vocabulary knowledge. That's why, they look up in bilingual dictionaries very often, which makes their reading process boring and time-consuming and discourages them from reading activities.

S4: *Yes. This year's book is very simple.*
S5: *Yes. That is right. This is also boring. Passages are too easy and kid stuff.*
S6: *(Nodded approvingly.)*
S7: *Exactly.*

When asked about the reading texts in their English course books, S4, S5, S6 and S7 complained that their English course books contain too easy reading texts, which are not appropriate for their age. The students view such texts as a factor which decreases their motivation for reading.

S1: *If the sentences are not too long, I can understand nearly everything.*

S2: *I think so.*

S3: *No. I don't agree. Most of the time, I can't understand.*

S4: *Some sentences are quite long. The speakers uses some conjunctions such as "and" to make long sentences. It is rather difficult for me to understand such sentences. No matter what they are about.*

S5: *Yes. She is right.*

S6: *I agree.*

The answers that the students gave to the question of what kind of difficulties they face while reading English texts reveal that the students do not have enough grammar knowledge and so they cannot understand long sentences combined by conjunctions.

S1: *Nope. I don't understand anything.*

S2: *For example, I went to Karatepe Aslantaş open-air museum, I read English descriptions of the artefacts there. I couldn't understand even a word. (laughing)*

S3: *Every summer, I go to Antalya with my family. In some places, you cannot find a word in Turkish. In time, you get accustomed to certain words. But you need time to learn or understand these words.*

S4: *No. Unfortunately.*

S5: *I don't see many things in English in Osmaniye. Only a few words in Osmaniye 328 Shopping Mall. For instance, I often see a word in LCW. It was "on sale" I think. However, I don't know what it means.*

S6: *I can't understand it.*

S7: *Me, either.*

The students were also asked about how much of advertisements, job ads, Internet banners, etc. written in English they can understand when they happen to see them in their daily lives. As seen above, all of them answered that they cannot understand them at all. They also pointed out that in their daily lives they don't see many things written in English in the city of Osmaniye, in which they live.

SS: *We haven't read any English poem so far.*

S1: *I haven't read any English poems, either. If I read, I would have great difficulties in pronunciation.*

S2: *I agree with her.*

S3: *To reflect the mood of the poet, we need to understand the poem very well, and this is impossible for us.*

S4: *I have never read an English poem.*

S5, S6, S7: *(Nodded approvingly)*

When asked about the extent to which they can reflect a poet's mood when they read and English poem aloud, all of the students stated that they hadn't read any English poems up to that time. They also stated that if they read any, they would have difficulty in pronunciation.

The comments and answers taken from the students for the third focus group interview question reveal that the students do not perceive themselves as proficient in reading skill. As stated before (see Section 4.2), most of the students gave "Do not Agree" responses to all of the items in reading part of Students' Perceptions Questionnaire.

Therefore, it might be argued that the data gathered in this part of the focus group interview are consistent with the results of Students' Perceptions Questionnaire, which shows that the responses given by the students to the items of the Students' Perceptions Questionnaire, which are related to reading skill, have a high level of credibility and reliability.

Question 4: *Have you ever written a scientific text in English?*

The question above and its sub-questions were derived from 16-20 items of Students' Perceptions Questionnaire, which are presented below:

16. I am able to write a survey report on people's music preferences.
17. I am able to write about personal characteristics and make conclusions.
18. I am able to use different registers of English language in writing.
19. I am able to describe my current mood and the mood reflected in a poem/painting/photograph through creative writing.

20. I am able to give information about careers and write about workday routines.

S1: *No.*

S2: *No.*

S3: *No, never.*

S4: *I once wrote a project paper in English. It was about Mustafa Kemal's biography. But, admittedly, I didn't write it myself. I found everything on the Internet. I just copied and pasted.*

S5: *I also wrote a project paper on historical places in Osmaniye. It was something scientific. It was very difficult for me. I collected information in Turkish and then tried to translate it into English. Vocabulary is a big problem for me. I used Turkish-English dictionaries a lot. Nevertheless, I couldn't make sentences in English properly.*

S6: *Word-order is different in English. It makes everything tougher for me.*

S7: *Yes, I agree. I think only subject is in the same place in both languages.*

While answering the question of whether they had ever written a scientific text written in English, S1, S2 and S3 stated that they had never written such texts in English. Only S5 stated that she had written an English project paper on historical places in Osmaniye, yet she admitted that she couldn't write it successfully because of her poor vocabulary. Furthermore, based on their answers and comments, it might be argued that S6 and S7 have knowledge of sentence structure and word order of English although they cannot write efficiently in that language.

S2: *If I stay in England, I believe I can do it. I need to be able to speak. For this, I need to go there. I think that I can learn English only by speaking. I mean by having to speak.*

S3: *Yes. I agree with my friend.*

S4: *In my opinion, the problem is that here teachers are trying to teach English to us by writing or reading, not speaking.*

S2: *Think of Turkish. We didn't write or read first. We just spoke. English learning should also be in this way.*

S5: *Yes, I agree. This shows that the problem is not about students but about teachers. (laughing)*
S6: *I agree with my friends.*
S7: *No, I don't believe I can!*

As presented above, when they were asked about their beliefs about whether they can write a scientific text in English, all of the students stated that they do not believe that they can write a scientific text in English, Moreover, it is understood from her answers that S1 thinks that their lack of ability to write a scientific text in English language results from the fact that they are not provided any training in writing in their English classes. Similarly, the other students regard their EFL teachers and the English curriculum as responsible for their inadequacy in writing skill. Finally, S2 believes that being exposed to English in an English-speaking country will help him improve his speaking and writing skills considerably.

S1: *I can't give any.*
S2: *Very little. Just like good or bad sides of my profession. That's all.*
S3: *Not much, even in Turkish. We are given a very superficial vocational education here.*
S4: *I don't believe I can give any information.*
S5: *No. It is impossible for me.*
S6: *I agree with my friends.*
S7: *No, I can't.*

When they were asked about how much written information in English they can give about a profession, most of the students stated that they cannot write informative English texts on professions. Moreover, as excerpted above, S2 specified that he can give very superficial information about his profession in written English. On the other hand, S3 pointed out that she cannot write about his profession even in Turkish as they are not taught enough about their professions in their schools.

The date obtained from the answers given by the students to the last question of the focus group interview reveal that the students do not perceive themselves as proficient in writing skill. This is consistent with five "Do not Agree" responses given

by the students to the items 16, 17, 18, 19 and 20 of Students' Perceptions Questionnaire (See Table 12), which indicates a high level of credibility and reliability of these responses.

> **S6:** *We haven't taken any vocational English lesson so far. You know, we are joining an apprenticeship program now. Even there, I mean in our workplaces, we don't feel any need to speak English. If we knew Arabic, it would serve better. Because of Syrian workers. (laughing)*

As it is quoted above, when asked whether there any other things they would like to add, S6 specified that they are not taught vocational English in their schools, and also they don't speak English in workplaces during their apprenticeship education, which is also one of the motives for this research.

5.2.2. Teachers' Perceptions

In this study, EFL teachers' perceptions of their students' English proficiency, and ultimately of the effectiveness of English curriculum, were intended to be revealed using Teachers' Perceptions Questionnaire. Teachers' Perceptions Questionnaire, the items of which were derived from the learning outcomes prescribed by English curriculum and are compatible with the items of Students' Perceptions Questionnaire, was prepared by the researcher in accordance with the opinions taken from experts working in the faculty of educational sciences. This questionnaire was composed of 20 5-Likert items, which included four language skills equally. The participants, EFL teachers teaching VTAHS 12th grade students, responded to the items anonymously, and they were assured of the privacy of their responses.

It is seen in Table 15 that most of the EFL teachers responded to 10 items (items 6, 8, 10, 12, 14, 15, 16, 18, 19, 20) as "Don't Agree". Three of these items are in speaking part of the questionnaire. The other three of them are in reading part, and the rest four items are in writing part of the questionnaire. In addition, most of the EFL teachers gave "Partially Agree" responses to seven items (items 4, 5, 7, 9, 11, 13, 17), two of which are about listening skill. The other two of "Partially Agree" responses were given by most of the EFL teachers to the items regarding speaking skill. Again two of "Partially Agree" responses were given to the items about reading skill. Only one

item which was responded as "Partially Agree" by most of the EFL teachers is about writing skill. It is also seen in Table 15 that most of the EFL teachers responded to only three items (items1, 2, 3) as "Agree". All of these items are about listening skill. None of the EFL teachers responded to any of the items as "Mostly Agree" or "Totally Agree".

According to the responses given to the items related to listening skill, three of which are "Agree" and the other two are "Partially Agree", it can be concluded that most of the EFL teachers perceive their 12th grade students better in listening skill than in other language skills. 4 "Don't Agree" and 1 "Partially Agree" responses given by most of the EFL teachers to the items related to writing skill show their perception that their students are worse in writing skill than in other language skills.

Furthermore, none of the EFL teachers gave "Totally Agree" responses to 16 items (items 1, 2, 3, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19) or "Mostly Agree" responses to five items (items 1, 3, 4, 11, 13). Furthermore, the EFL teachers didn't give any "Agree" responses to six items (items 5, 6, 9, 15, 19, 20). All the results presented above reveal that most of the EFL teachers have the perception that their 12th grade students are not proficient in English. Ultimately, all these data reveal that the EFL teachers perceive the Vocational and Technical Anatolian High School (VTAHS) English curriculum as ineffective.

As seen in Tables 16, 17, 18, 19 and 20, there are no significant differences in EFL teachers' perceptions of their students English proficiency, ultimately of the effectiveness of English curriculum, in terms of gender, age, teaching experience, educational status and graduation variables ($p>.05$). In other words, none of the variables have an impact on the EFL teachers' perceptions.

5.2.3. Comparison of Students' and Teachers' Perceptions

The participants of this study were Vocational and Technical Anatolian High School (VTAHS) 12th grade students and their EFL teachers. The number of the student participants was 186, while the number of teacher participants was 13, which was the total number of EFL teachers teaching VTAHS 12th grades at the time of data collection. Perceptions of each group of participants were discussed separately in previous sections. This section is intended to reveal, through a descriptive analysis,

whether there are any differences between the perceptions of the two groups of participants.

As stated in previous sections, both questionnaires included 20 items which were related to four language skills, i.e., listening, speaking, reading and writing. The first five items were about listening skill, while items 6-10 were related to speaking skill. Items 11-15 concerned reading skill, and the last 5 items were about writing skill.

It is seen in Table 21 that the majority of the students and the majority of the EFL teachers gave different responses to eight items, four of which were about listening skill. They also gave different responses to two items in reading, one item in speaking and one item in writing parts of the questionnaires.

It is also seen in Table 21 that the majority of the students scored 17 items as "Don't Agree", whereas the majority of the teachers gave "Don't Agree" responses to 10 items. Only three items, two in listening part and one in speaking part, were scored as "Partially Agree" by the majority of the students. However, most of the EFL teachers gave "Partially Agree" responses to seven items. In addition to this, most of the EFL teachers scored three items as "Agree", and all of these items were in listening part of the questionnaire. On the other hand, the majority of the students didn't score any items as "Agree".

In the light of the data above, it could be argued that in comparison with the students themselves, EFL teachers are more optimistic about their students' English performance, especially in listening skill. This might stem from the fact that the EFL teachers tried to whitewash their students' low English performance for emotional reasons in the face of an academic research, which they were not familiar with, or the students had low self-confidence in their English learning process. Further research is required to reveal the exact reason for these different responses.

Table 21 also shows that the majority of both the students and the teachers gave the same responses to 12 items (items 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 19, 20). 10 (items 6, 8, 10, 12, 14, 15, 16, 18, 19, 20) of these responses were "Do not Agree" and two (items 4 and 9) were "Partially Agree." Furthermore, the majority the two groups of participants did not give any "Totally Agree" responses to the items in listening part of the questionnaire. They gave "Partially Agree" responses to one item (item 4) in listening part and to one item (item 9) in speaking part.

Consequently, students' and their EFL teachers' perceptions of the students' English proficiency is seen to be similar, especially in terms of speaking and writing skills. It might also be concluded from the same 12 responses, 10 out of which were "Do not Agree" and two of which were "Partially Agree," that students are not seen proficient by both groups of participants in terms of learning outcomes stated in the curriculum.

In conclusion, the comparison of students' and EFL teachers' responses reveals that perceptions of both groups of participants do not differ significantly. Rather, both the students themselves and their EFL teachers have the perception that the students are not proficient in English in terms of four language skills, i.e., listening, speaking, reading and writing.

As the items of the questionnaires are composed of learning outcomes prescribed in 12th grade English curriculum, the comparison of students' and EFL teachers' responses also shows that both groups of participants perceive Vocational and Technical Anatolian High School (VTAHS) English curriculum as ineffective in developing English language proficiency in VTAHS 12th grade students in line with the learning outcomes specified in the English Curriculum.

The results which were obtained from this study are supported by several previous studies. First of all, Ozdemir (2009), in his examination of the curriculum evaluation studies in Turkey, emphasized the insufficiency of curriculum evaluation studies in Turkey and made some suggestions to be considered in curriculum evaluation to determine the effectiveness and success of educational curricula implemented in Turkey.

Moreover, Bagceci and Yasar (2007) investigated high school students' opinions about English the teaching of English and found out that the students are not satisfied with the teaching of English at their schools as they are taught English in a boring manner with insufficient teaching-learning materials.

In another study, Kesgin and Arslan (2015) examined the attitudes of high school students towards the English language according to different variables and concluded that students of foreign language intensive high schools have higher attitudes than those of other types of high schools. Similarly, Gomleksiz and Kilinc (2014) investigated high school 12th grade students’ beliefs of self-efficacy in English and concluded that Science High School students have higher level of self-efficacy belief.

Lastly and most importantly, Aslanturk (2011), in her MA thesis, investigated the EFL teachers' perceptions about the new English curriculum in Zonguldak province of Turkey and found out that the EFL teachers find the new curriculum ineffective.

CHAPTER VI

CONCLUSION

6.1. Introduction

This study aimed to investigate the effectiveness of Vocational and Technical Anatolian High School (VTAHS) English curriculum. For this purpose, VTAHS 12th grade students' and their EFL teachers' perceptions of the effectiveness of English curriculum were identified through Students' Perceptions Questionnaire, Teachers' Perceptions Questionnaire and a focus group interview. In other words, a mixed-method research was employed in this study in order to obtain relevant qualitative and quantitative data. In this chapter, conclusions are presented in line with the discussion of the findings presented in the previous chapter.

6.2. Conclusion

As Nunan (1988) points out, "curriculum is concerned with the planning, implementation, evaluation, management, and administration of education programmes" (p. 11). Teachers and students have an important place in these processes. That's why, in this study, teachers' and students' perceptions of the effectiveness of VTAHS English curriculum were investigated in an effort to identify the effectiveness of the English curriculum. Students' perceptions were collected through two different data collection tools, which are Students' Perceptions Questionnaire and a focus group interview. Teachers' perceptions, on the other hand, were collected through Teachers' Perceptions Questionnaire. The items of the questionnaires were written by the researcher in accordance with the opinions of three academicians working in the Faculty of Educational Sciences. The items of the two questionnaires were derived from the learning outcomes prescribed in the English curriculum and written in compatible with each other.

The fist conclusion of this study is that VTAHS 12th grade students perceive the English curriculum as inefficient. This conclusion was reached by the researcher through the Students' Perceptions Questionnaire and the focus group interview, which gave coherent results. As far as the results of the Students' Perceptions Questionnaire are concerned, it was seen that there are some significant differences between male and

female students in their responses to 16 items, which are in favour of male students. No significant difference was identified in students' responses in terms their vocational areas. The results of the Students' Perceptions Questionnaire were supported by the results of the focus group interview, which was carried out with the students selected randomly among the participants of the Students' Perceptions Questionnaire.

The second conclusion of this study is that the EFL teachers of VTAHS 12th grade students have the perception that the English curriculum is not effective. This conclusion was reached by the researcher though the Teachers' Perceptions Questionnaire. No significant differences were identified in teachers' responses in terms of gender, age, teaching experience, educational status and graduation variables.

As the third conclusion of this study, it might be noted that there are not significant differences between VTAHS 12th grade students and their EFL teachers in their perceptions of the effectiveness of the English curriculum. This conclusion was reached by the researcher in view of the fact that both groups of participants gave similar responses to the items of the questionnaires. Consequently, both VTAHS 12th grade students and their EFL teachers perceive the English curriculum as ineffective. The conclusions reached in this study have also backed up several previous studies.

6.2.1. Implications of the Study

The first implication which can be grasped from this study is the necessity and importance of curriculum evaluation. The researcher had difficulties in finding previous studies of VTAHS English curriculum, which shows a lack of studies of curriculum evaluation in Vocational and Technical Anatolian High Schools. In fact, as stated by White (1971), "curriculum evaluation is a term used more and more in educational discussion. New curricula are being developed on every hand. These curricula have to be evaluated." (p. 101).

Secondly, it is seen in this study that students and teachers have similar opinions about the effectiveness of English curriculum, which is not surprising considering the fact that both groups share the same educational environments and processes. This may also have important implications for curriculum developers and evaluators in that students and teachers should be included more in the process of curriculum design and development.

Lastly, this study reveals that the current curriculum used in Vocational and Technical Anatolian High Schools in Turkey does not include learning outcomes specific to the types of schools or their vocational areas. This may account for VTAHS students' and their EFL teachers' perceptions that VTAHS English curriculum is not effective. As a result, a new curriculum should be developed or the current one should be revised in collaboration with teachers and students. In this process, a thorough needs analysis needs to be done.

6.2.2. Limitations and Suggestions for Further Research

In the present study, it is supposed that the participants of questionnaires and interviewees have answered the questions earnestly and sincerely and that the population of the study, EFL teachers and their 12th grade students in vocational and technical Anatolian high schools in the city centre of Osmaniye province, truly represent the whole student and teacher population in Turkish vocational and technical Anatolian high schools. However, since this study is limited to VTAHS 12th grade students and their EFL teachers in the city centre of Osmaniye province, it cannot be generalized to the whole population. This shows the necessity for a more inclusive research. Also, teachers' and students' perceptions of the effectiveness of English curriculum obtained in this study are limited to the items of the questionnaires and the questions of the focus group interview. A new questionnaire, which includes more items, may be developed and conducted with a larger population.

This study was carried out with VTAHS 12th grade students and their EFL teachers in the city centre of Osmaniye province. Therefore, VTAHS students at all grades and their EFL teachers might be included in a further research so that more generalisable results would be obtained. In addition to this, further studies could be conducted in other provinces, especially in more industrial ones, in order to see whether perceptions of the effectiveness of VTAHS English curriculum differ among cities.

Lastly, in this study a focus group interview could not be conducted with the EFL teachers, as the research sample, consisting of 13 EFL teachers, is too small. Besides, the researcher observed that the EFL teachers were reluctant to come together for a focus group interview. Despite such practical difficulties, further research might include a focus group interview carried out with EFL teachers in order to assess and improve the results obtained from the Teachers' Perceptions Questionnaire.

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APPENDICES

Appendix 1. Students' Perceptions Questionnaire (Pilot-English)

Section 1: PERSONAL INFORMATION

1.1. Gender:

1. ( ) Female
2. ( ) Male

1.2. Department

Specify: .....

2. ( ) 26-35
3. ( ) 35-45
4. ( ) 46-55
5. ( ) 56 and above

1.3. Family Monthly Income:

1. ( ) 500-1000 TL
2. ( ) 1000-1500 TL
3. ( ) 1500-2000 TL
4. ( ) 2000-2500 TL
5. ( ) 2500 and above

Section 2: QUESTIONNAIRE

• This questionnaire includes questions **Students' Perceptions of Vocational and Technical Anatolian High School English Curriculum**. • After reading each item carefully, put a cross **(X)** to specify your **level of agreement**.	Totally Agree **5**	Mostly Agree **4**	Agree **3**	Partially Agree **2**	Do NOT Agree **1**
2.1. I am able to detect the target information in a song/TV/radio programme.					
2.2. I am able to extract specific information from a conversation between friends.					
2.3. I am able to listen to spoken language about professional life and workday routines.					
2.4. I am able to identify the speaker's mood, tone, etc.					
2.5. I am able to distinguish between formal and informal language.					
2.6. I am able to use the language fluently in a music contest.					
2.7. I am able to give clear detailed descriptions about personal characteristics.					
2.8. I am able to talk about workday routines and compare careers.					
2.9. I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.					
2.10. I am able to use different registers of English language in speaking.					
2.11. I am able to interpret surveys/interviews.					
2.12. I am able to read and discuss passages based on personal features.					
2.13. I am able to find and understand relevant information about various jobs through real life tasks, such as job ads.					
2.14. I am able to read a poem loudly by reflecting its tone.					
2.15. I am able to read, comprehend and discuss an article about the environment.					
2.16. My students are able to write a survey report on people's music preferences.					
2.17. I am able to convey information and ideas about personal features and make conclusions.					
2.18. I am able to give information about careers and express workday routines.					
2.19. I am able to describe my current mood and mood reflected in a poem/painting/photograph through creative writing.					
2.20. I am able to use the different registers of English language in writing.					

Appendix 2. Students' Perceptions Questionnaire (Pilot-Turkish)

BÖLÜM 1: KİŞİSEL BİLGİLER

1.1. Cinsiyet:

1. ( ) Kız
2. ( ) Erkek

1.2. Bölüm:

Belirtiniz: .....

1.3. Ailenizin Ayık Geliri:

1. ( ) 500-1000 TL
2. ( ) 1000-1500 TL
3. ( ) 1500-2000 TL
4. ( ) 2000-2500 TL
5. ( ) 2500 ve üzeri

BÖLÜM 2: ANKET SORULARI

• Bu anket, Mesleki ve Teknik Anadolu Lisesi 12. Sınıf Öğrencilerinin mevcut İngilizce Öğretim Programı'na olan algılarına ilişkin sorular içermektedir. • Her bir soruyu dikkatlice okuduktan sonra, katılma düzeyinize karşılık gelen bölüme **(X)** işareti koyunuz.	Tamamen Katılıyorum	Çoğunlukla Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum
	5	**4**	**3**	**2**	**1**
2.1. İngilizce dilindeki bir TV/Radyo programı ya da şarkıda geçen özel bir bilgiyi tespit edebilirim.					
2.2. İngilizce bir konuşmada geçen özel bir bilgiyi tespit edebilirim.					
2.3. Meslek hayatı ya da bir iş ortamındaki rutin işlerle ilgili İngilizce dilinde yapılan bir konuşmayı anlayabilirim.					
2.4. İngilizce konuşan birisinin ruh halini ve ses tonundaki farkları tespit edebilirim.					
2.5. Resmi İngilizce ile gayri resmi İngilizce'yi ayırt edebilirim.					
2.6. Bir İngilizce şarkıyı akıcı bir şekilde söyleyebilirim.					
2.7. Kişilerin kişisel özelliklerini İngilizce dilinde detaylı olarak tanımlayabilirim.					
2.8. Bir iş ortamındaki rutin işler hakkında İngilizce konuşabilirim ve mesleki kariyerleri karşılaştırabilirim.					
2.9. Şaşkınlık, mutluluk, üzüntü, ilgi veya ilgisizlik gibi duyguları İngilizce ifade edebilir ve bunlara İngilizce yanıtlar verebilirim.					
2.10. İngilizce'nin farklı şekillerini (ör: mesleki İngilizce, bilimsel İngilizce, sokak İngilizcesi, vb.) konuşabilirim.					
2.11. Çeşitli araştırma veya anketleri İngilizce dilinde yorumlayabilirim.					
2.12. Kişisel özelliklerle ilgili İngilizce metinleri okuyup tartışabilirim.					
2.13. İş ilanları gibi, gerçek yaşamda kullanılan İngilizce metinlerdeki mesleki bilgileri bulabilirim ve anlayabilirim.					
2.14. İngilizce bir şiiri, şairin duygusunu yansıtacak şekilde yüksek bir sesle okuyabilirim.					
2.15. Çevreyle ilgili İngilizce dilinde yazılmış bir makaleyi okuyabilirim, anlayabilirim ve tartışabilirim.					
2.16. İnsanların müzik tercihleriyle ilgili İngilizce bir araştırma raporu yazabilirim.					
2.17. Kişisel özelliklerle ilgili bilgileri İngilizce dilinde yazılı olarak aktarabilirim ve bu bilgilerden çıkarımlar yapabilirim.					
2.18. İngilizce dilinde mesleki kariyerlerle ilgili bilgiler verebilirim ve bir iş ortamındaki rutin işleri yazılı olarak ifade edebilirim.					
2.19. Şimdiki ruh halimi ya da bir şiir, tablo ya da fotoğrafta yansıtılan ruh hallerini İngilizce dilinde yazarak ifade edebilirim.					
2.20. İngilizce'nin farklı şekillerini (ör: mesleki İngilizce, bilimsel İngilizce, sokak İngilizcesi, vb.) yazabilirim.					

Appendix 3. Students' Perceptions Questionnaire (English)

Section 1: PERSONAL INFORMATION

1.1. Gender:

1. ( ) Female
2. ( ) Male

1.2. Department:

Specify: .....

Section 2: QUESTIONNAIRE

• This questionnaire includes questions about **Students' Perceptions of Vocational and Technical Anatolian High School English Curriculum**. • After reading each item carefully, put a cross **(X)** to specify your **level of agreement**.	Totally Agree	Mostly Agree	Agree	Partially Agree	Do NOT Agree
	5	**4**	**3**	**2**	**1**
2.1. I am able to detect the target information in a song/TV/radio programme.					
2.2. I am able to extract specific information from a conversation between my friends.					
2.3. I am able to listen to and understand spoken English about professional life and workday routines.					
2.4. I am able to identify the speaker's mood, tone, etc.					
2.5. I am able to distinguish between formal and informal English.					
2.6. I am able to use the English language fluently in a music contest.					
2.7. I am able to give clear detailed descriptions about personal characteristics.					
2.8. I am able to talk about workday routines and compare careers.					
2.9. I am able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.					
2.10. I am able to use different registers of English language in speaking.					
2.11. I am able to interpret surveys/interviews.					
2.12. I am able to read and discuss passages based on personal characteristics.					
2.13. I am able to find and understand relevant information about various jobs through real life tasks, such as job ads.					
2.14. I am able to read a poem loudly by reflecting its tone.					
2.15. I am able to read, comprehend and discuss an article about the environment.					
2.16. I am able to write a survey report on people's music preferences.					
2.17. I am able to write about personal characteristics and make conclusions.					
2.18. I am able to give information about careers and write about workday routines.					
2.19. I am able to describe my current mood and the mood reflected in a poem/painting/photograph through creative writing.					
2.20. I am able to use different registers of English language in writing.					

Appendix 4. Students' Perceptions Questionnaire (Turkish)

BÖLÜM 1: KİŞİSEL BİLGİLER

1.1. Cinsiyet:

1. ( ) Kız
2. ( ) Erkek

1.2. Bölüm:

Belirtiniz: .....

BÖLÜM 2: ANKET SORULARI

• Bu anket, Mesleki ve Teknik Anadolu Lisesi 12. Sınıf Öğrencilerinin mevcut İngilizce Öğretim Programı'na olan algılarına ilişkin sorular içermektedir. • Her bir soruyu dikkatlice okuduktan sonra, katılma düzeyinize karşılık gelen bölüme **(X)** işareti koyunuz.	Tamamen Katılıyorum	Çoğunlukla Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum
	5	**4**	**3**	**2**	**1**
2.1. İngilizce dilindeki bir TV/Radyo programı ya da şarkıda geçen özel bir bilgiyi tespit edebilirim.					
2.2. İngilizce bir konuşmada geçen özel bir bilgiyi tespit edebilirim.					
2.3. Meslek hayatı ya da bir iş ortamındaki rutin işlerle ilgili İngilizce dilinde yapılan bir konuşmayı anlayabilirim.					
2.4. İngilizce konuşan birisinin ruh halini ve ses tonundaki farkları tespit edebilirim.					
2.5. Resmi İngilizce ile gayri resmi İngilizce'yi ayırt edebilirim.					
2.6. Bir İngilizce şarkıyı akıcı bir şekilde söyleyebilirim.					
2.7. Kişilerin kişisel özelliklerini İngilizce dilinde detaylı olarak tanımlayabilirim.					
2.8. Bir iş ortamındaki rutin işler hakkında İngilizce konuşabilirim ve mesleki kariyerleri karşılaştırabilirim.					
2.9. Şaşkınlık, mutluluk, üzüntü, ilgi veya ilgisizlik gibi duyguları İngilizce ifade edebilir ve bunlara İngilizce yanıtlar verebilirim.					
2.10. İngilizce'nin farklı şekillerini (ör: mesleki İngilizce, bilimsel İngilizce, sokak İngilizcesi, vb.) konuşabilirim.					
2.11. Çeşitli araştırma veya anketleri İngilizce dilinde yorumlayabilirim.					
2.12. Kişisel özelliklerle ilgili İngilizce metinleri okuyup tartışabilirim.					
2.13. İş ilanları gibi, gerçek yaşamda kullanılan İngilizce metinlerdeki mesleki bilgileri bulabilirim ve anlayabilirim.					
2.14. İngilizce bir şiiri, şairin duygusunu yansıtacak şekilde yüksek bir sesle okuyabilirim.					
2.15. Çevreyle ilgili İngilizce dilinde yazılmış bir makaleyi okuyabilirim, anlayabilirim ve tartışabilirim.					
2.16. İnsanların müzik tercihleriyle ilgili İngilizce bir araştırma raporu yazabilirim.					
2.17. Kişisel özelliklerle ilgili bilgileri İngilizce dilinde yazılı olarak aktarabilirim ve bu bilgilerden çıkarımlar yapabilirim.					
2.18. İngilizce dilinde mesleki kariyerlerle ilgili bilgiler verebilirim ve bir iş ortamındaki rutin işleri yazılı olarak ifade edebilirim.					
2.19. Şimdiki ruh halimi ya da bir şiir, tablo ya da fotoğrafta yansıtılan ruh hallerini İngilizce dilinde yazarak ifade edebilirim.					
2.20. İngilizce'nin farklı şekillerini (ör: mesleki İngilizce, bilimsel İngilizce, sokak İngilizcesi, vb.) yazabilirim.					

Appendix 5. Teachers' Perceptions Questionnaire

Section 1: PERSONAL INFORMATION

1.1. Gender:
1. ( ) Female
2. ( ) Male

1.2. Age:
1. ( ) 25 and below
2. ( ) 26-35
3. ( ) 35-45
4. ( ) 46-55
5. ( ) 56 and above

1.3. Teaching Experience:
1. ( ) 0-5 years
2. ( ) 6-10 years
3. ( ) 11-15 years
4. ( ) 16-20 years
5. ( ) 21-25 years
6. ( ) 26-30 years
7. ( ) 31 years and above

1.4. Educational Status:
1. ( ) Graduate
2. ( ) Postgraduate
3. ( ) Doctorate

1.5. Graduation:
1. ( ) English Language Teaching
2. ( ) English Language and Literature
3. ( ) Other (Specify: .....)

Section 2: QUESTIONNAIRE

- This questionnaire includes questions **Teachers' Perceptions of Vocational and Technical Anatolian High School English Curriculum**.
- After reading each item carefully, put a cross **(X)** to specify your **level of agreement**.

	Totally Agree	Mostly Agree	Agree	Partially Agree	Do NOT Agree
	5	**4**	**3**	**2**	**1**
2.1. My students are able to detect the target information in a song/TV/radio programme.					
2.2. My students are able to extract specific information from a conversation between friends.					
2.3. My students are able to listen to spoken language about professional life and workday routines.					
2.4. My students are able to identify the speaker's mood, tone, etc.					
2.5. My students are able to distinguish between formal and informal language.					
2.6. My students are able to use the language fluently in a music contest.					
2.7. My students are able to give clear detailed descriptions about personal characteristics.					
2.8. My students are able to talk about workday routines and compare careers.					
2.9. My students are able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc.					
2.10. My students are able to use different registers of English language in speaking.					
2.11. My students are able to interpret surveys/interviews.					
2.12. My students are able to read and discuss passages based on personal features.					
2.13. My students are able to find and understand relevant information about various jobs through real life tasks, such as job ads.					
2.14. My students are able to read a poem loudly by reflecting its tone.					
2.15. My students are able to read, comprehend and discuss an article about the environment.					
2.16. My students are able to write a survey report on people's music preferences.					
2.17. My students are able to convey information and ideas about personal features and make conclusions.					
2.18. My students are able to give information about careers and express workday routines.					
2.19. My students are able to describe their current mood and mood reflected in a poem/painting/photograph through creative writing.					
2.20. My students are able to use the different registers of English language in writing.					

Appendix 6. Focus Group Interview Questions

1. Could you please evaluate your comprehension of the conversations which are made in an English TV or Radio programme?

a) How much specific information (thematic details) can you extract from these conversations?

b) While listening to these conversations, to what extent can you understand spoken English about professional life and workday routines?

c) How proficient do you think you are in comprehending an English TV or Radio programme?

2. To what degree can you speak English? Would you evaluate yourself on this?

a) What difficulties do you have in singing an English song?

b) How proficient do you find yourself in pronouncing English words?

c) To what extent can you use different registers of English in speaking?

3. When you read an English text, how much of it can you understand?

a) What kind of difficulties do you experience while reading and discussing passages based on personal characteristics?

b) When you happen to see an English text (e.g. advertisements, job ads, Internet banners, etc.) in your daily life, how much of it can you understand?

c) To what extent can you reflect the poet's mood when you read an English poem aloud?

4. Have you ever written a scientific text in English?

a) *If NO*: Do you believe that you can write a scientific text in English?

b) *If YES*:

I. What difficulties have you had during the writing process?

II. What difficulties have you coped with easily?

c) How much information about any vocation can you give in writing?

Appendix 7. Legal Permission from MoNE

T.C.
OSMANİYE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 92277383-44-E.5497502
Konu : Anket Çalışması

17/05/2016

VALİLİK MAKAMINA

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 27.04.2016 tarihli ve 16421 sayılı yazılarında, İngiliz Dili Eğitim Anabilim Dalı Yüksek Lisans öğrencisi Emrah ŞAVRAN'ın danışmanı Prof. Dr. Yasemin KIRKGÖZ yönetiminde hazırlamakta olduğu "***(Mesleki ve Teknik Anadolu Lisesi Öğretmen ve Öğrencilerinin İngilizce Öğretim Programının etkinliğine ilişkin Algıları: Osmaniye İli örneği)"*** konulu tezi ile ilgili İlimiz merkezindeki 6 Mesleki ve Teknik Anadolu Lisesinde 16.05.2016- 13.06.2016 tarihleri arasında yapacağı etkinliğe yönelik anket çalışması talep edilmiş olup, adı geçen lisans öğrencisi Emrah ŞAVRAN'ın talebi Müdürlüğümüzce uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde Olur'larınıza arz ederim.

Ramazan ÇELİK
Milli Eğitim Müdürü

OLUR
17/05/2016
Alp Eren YILMAZ
Vali a.
Vali Yardımcısı

Adres:OSMANİYE VALİLİĞİ
Yeni Vilayet Konağı
Elektronik Ağ: www.osmaniye.meb.gov.tr.
e-posta: osmaniyemem@meb.gov.tr.
E-mail : meslekiteknikeğitim80@meb.gov.tr

Ayrıntılı bilgi için:Musa AYDIN
Tel:(0 328)8261783-84
Faks: (0328)8250330
Dahili : 2374

CURRICULUM VITAE

PERSONAL INFORMATION

Name & Surname : Emrah ŞAVRAN
Date/Place of Birth : 19.12.1983/Kadirli
E-mail : emrahsavran@osmaniye.edu.tr
Marital Status : Married

EDUCATIONAL BACKGROUND

2014 – 2017 : MA, Çukurova University Institute of Social Sciences, English Language Teaching Department, Adana

2001 – 2005 : BA, Marmara University Education Faculty, English Language Teaching Department, İstanbul

1997 – 2001 : Şehit Öğretmen Orhan Gök Anatolian High School, Kadirli

WORK EXPERIENCE

2013 – Present : Instructor, Osmaniye Korkut Ata University, School of Foreign Languages, Osmaniye

2005 – 2013 : English Teacher, MEB- Ministry of National Education, Malatya