T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

CUSTOMER LOYALTY IN FOREIGN LANGUAGE INSTITUTIONS: AN EMPIRICAL STUDYING TURKEY

THESIS
SANAZ TAHMASBY

DEPARTMENT OF BUSINESS
BUSINESS ADMINISTRATION PROGRAM

THESIS ADVISOR: Assis. Prof. Dr. Tugba ALTINTAŞ

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Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır**. Aksi halde geçersizdir.

This thesis is dedicted to God Almighty who has been my eternal rock and source of refuge.
I also dedicted this work to my lovely parents in Iran,
My siblings,
And My beloved teacher Kadrye Varis

FOREWORD

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November, 2015   **SANAZ TAHMASBY**

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ABBREVIATIONS

BICS	**:**	Basic Interpersonal Communicative Skills
CALP	**:**	Cognitive Academic Language Proficiency
WOM	**:**	Word of Mouth
EFL	**:**	English as a Foreign Language
ICT	**:**	Information and Communication Technology
R&D	**:**	Research and Development

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CUSTOMER LOYALTY IN FOREIGN LANGUAGE INSTITUTIONS: AN EMPIRICAL STUDY ON TURKEY

ABSTRACT

This empirical study concerns the evaluation of customer loyalty trends and practices in Turkish foreign language learning institutions. Using a mixed methods approach, the research utilized both secondary and primary research methods to study the aspects of the thesis theme. Secondary analyses was based on an assessment of past researchers' perspectives on the subject while primary analysis contained questionnaire based survey analysis. A close-ended questionnaire, consisting of 15 questions, facilitated the researcher in studying about the subject while each sample participant had equal chances of selection into the group. English-medium education enjoys unlimited space in educational sector of Turkey which is why the cultural distinctiveness of other countries seems to have faded away. Even the Turkish culture itself, appears to have been repressed through English-medium education which should be the main purpose why foreign language learning and development within the state is somewhat dubious and challenging. As per the study, some students studying in these institutions believed that the language acquisition is ultimately isolating them from their own country's culture and values.

Moreover, based on the responses obtained from the survey, it was seen that an increasing number of students believed that language competence is an ultimate attribute of a globalized world where its proficiency is seen as an integral component of academic and professional success. The educational staff members and academicians were of the view that language development should be made a part of curriculums rather than treating them separately as a limited-period course. The survey results indicated that students need to develop foreign language skills in order to work on an off-shore land where cultural diversity is greatly embedded in all forms of social systems. Here, only those students are successful who have skills in reading, writing and listening in foreign languages. For better international employment opportunities, students need to develop language competence and acquisition in order to succeed in an otherwise dynamic society. Regarding the challenges and requisites of a global era, language competence is necessary to develop. The research also threw light on the key issues of language acquisition debating upon its necessity with regards to economic development, and academic excellence on personal as well as professional fronts. While the participants greatly agreed to the fact that it enriches self-confidence, they were of the view that in Turkey, languages other than English must be treated with similar superiority, as well. This is a situation which calls for immediate revisions of policies in the educational sector whereby the

system of foreign language learning can be improved. The thesis also provided the perspective that the present state of foreign language learning in Turkey is comparatively comprised except for English-medium education which has been overly projected within the sector. However the Turkish students delay their learning of English language until they reach their ages of adulthood where they are forced to take up the course as a necessity to qualify their academic programme. Communicative language teaching protocols in Turkey need to stress more upon teaching foreign languages other than English which is greatly the need of the hour. Although language learning necessarily translates into many benefits, it has to be ensured that it does not put other subjects and studies on stake, putting the students on a disadvantaged position altogether. Evidence of this research shows that language learning must accompany academic content as well so that students do not lag behind in any academic realms, and may devote their time equally to each area of study. The background of the research topic deals with illustrating the usefulness of English as a foreign language as well as introduces the reader to the chosen country: Turkey. The research background details out the essentiality of foreign language competency and acquisition, carefully pinpointing the present state of its development and acknowledgement in the chosen nation. Next, the significance of this study and its use to potential stakeholders is explained while discussing the main ethical considerations involved. The last section of this chapter is a detailed outline of all the succeeding chapters in this research work so that the reader develops a clear understanding about the nature and scope of work. English is one of the most widely spoken foreign languages in Turkey, and the current teaching climate of Turkey is mainly designed keeping in mind the need for students to learn and communicate in this universally accepted language from the initial schooling days. English as a Foreign Language (EFL) is thus, a means for economic and social development in the country, and like other responsible countries, Turkey too, owes its students, good educational standards when it comes to teaching EFL. students of foreign language institutions become "customers" in the industry whose loyalty with these institutions and the underlying perceived satisfaction is of utmost significance for the sector and the economy, at large. Along with promoting a foreign language acquisition for the multiple benefits it enfolds, there is also a need to create awareness regarding culture and morals so that both these can be nourished and maintained side by side. The academicians also opined that there is a need to include an entirely Western course in the English Medium educational programme. It is highly necessary to create cultural awareness amongst students from an early stage so that their perceptions regarding native culture and target culture becomes truly enlightening. Despite the fact that there has been a lot of resistance against foreign language learning in Turkey during the Ottoman Empire; however, it is also true that foreign language proficiency has opened many doors to Turkey for its social, economic, technological and political stability. Language learning soundness and intellect has gained integration into the West for Turkey, while improving upon its ties with the global world (Bloom & Martin, 2003). Language education must continue to be imparted with a primary motivation to open new avenues of success for Turkish students in the foreign world, while at the same time; native cultural expertise and its underlying values must not be forgotten. The topic of this empirical study was to seek an understanding into the key concept of customer loyalty as it relates in the Turkish foreign

language institutions, understanding the main motivations of customers (students) to enter these institutions and their expectations from these. This study looked into the ways in which such institutions operate, and explored methods of improvements in their functioning so that Turkey's teaching climate for foreign language is significantly improved.The main reason behind choosing Turkish institutes of foreign language learning is that Turkey presents as an interesting case for a variety of factors. Although, the labour market value of learning foreign languages in Turkey was little researched in previous times, the present era brought with it, evident trends and growth in the number of globalized firms operating in the country. The first school opened at the Bosporus, after a hard battle with the government, which later came to be known as the Robert College. Cyrus Hamlin, along with the funding provided by a New York businessperson, took this initiative in the year 1863, while teaching Arabic and English side by side. English thus, acted as a common mean of expression amongst students coming from diverse backgrounds and ethnicities. Robert College, now the Bogazici University, holds the reputation of one of the most esteemed educational institutions in the country that has been supported by its government. The American schools that were already functioning in Turkey started to increase in numbers, with this realization and they derived a massive loyalty from students after they learnt the significance of learning English.

The main purpose or aim of this study is to carry out an empirical exploration into concepts of customer loyalty in Turkey's institutions of foreign language learning. This purpose accompanied a comprehensive evaluation and discussion on the key concept of loyalty in foreign institutions in Turkey, aiming to propose methods of further improvements.

Key Words: customer, loyalty, institutions

YABANCI DIL ÖĞRETIM KURUMLARıNDA MÜŞTERI BAĞLıLıĞı, TÜRKIYE DE AMPIRIK BIR ARAŞTıRMA

ÖZET

Bu deneysel araştırma, Türkiye'deki yabancı dil öğrenme kurumları ile ilgili müşteri bağlılık trendleri ve kurumların uygulamalarının değerlendirilmesi ile ilgilidir. Karışık yöntemler yaklaşımı kullanılarak, araştırmada, tezkonusunun tüm yönleri ile incelenebilmesi için hem ikinci hem de birincil araştırma yöntemleri kullanılmıştır. İkincil analizler, konu üzerinde eski araştırmacıların bakış açılarına dayanmakta iken, birincil analizler anket sonuçlarını içermektedir. 15 sorudan oluşan, kapalı uçlu bir anket, araştırmacının konuyu araştırma işini kolaylaştırmış ve her bir denek katılımcının gruba seçilme şansı da eşit olmuştur.

Ingilizce eğitim ortamı, Türkiye'nin eğitim sektöründe sınırsız alana sahip olmanın keyfini sürmektedir, bu da diğer ülkelerin kültürel farklılıklarının zaman içerisinde yok olup gidiyormuş gibi görünmesinin sebebidir. Türk kültürünün kendisi bile, Ingilizce eğitim ortamında baskılanmış gibi gözükmektedir, ki bu da, ülkede yabancı dil öğrenmenin ve bunu geliştirmenin şüpheli ve zorlu bir yol olmasının başlıca sahebi olsa gerek. Bu araştırmaya göre, söz konusu kurumlarda okuyan bazı öğrenciler, yeni br dil öğrenmenin, eninde sonunda kendilerini kendi ülkelerinin kültüründen ve değerlerinden uzaklaştırdığına inanmaktadırlar. Bunun da ötesinde, ankette elde edilen cevapların ışığında, gittikçe artan sayıdaki öğrencinin, yeterliliğinin akademik ve profesyonel başarının ayrılmaz bir parçası olarak gördüğü dil hakimiyetinin, küresel bir dünyanın en önemli niteliklerinden birisi olduğuna inandığı görülmektedir. Öğretim görevlileri ve akademisyenler, yabancı dil öğreniminin, sınırlı süreli bir ders olmasından ziyade, müfredatın bir parçası olması gerektiği görüşündedirler. Anket sonuçlarına istinaden, öğrencilerin, kültürel çeşitliliğin her türdeki sosyal sistemde tamamen iç içe geçmiş olduğu bir yabancı ülkede çalışabilmeleri için, yabancı dillerini geliştirmeleri gerektiği sonucuna varılmıştır. Söz konusu ülkelerde, sadece yabancı dilde okuma, yazma ve dinleme yeteneklerine sahip olan öğrenciler başarılı olabilmektedir. Daha iyi uluslararası istihdam imkanları için, öğrenciler, dinamik bir sosyal ortamda başarılı olabilmek adına yabancı dik hakimiyetine sahip olmalıdırlar. Küresel çağın zorlukları ve gereksinimleri ile ilgili olarak, dil hakimiyetinin gelişmesi bir zorunluluktur. Araştırmada aynı zamanda hem kişisel hem de mesleki alanlarda, ekonomik gelişim ve akademik başarı için yeni bir dil öğreniminin temel sorunlarına da ışık tutulmuştur. Katılımcılar, yabancı dil öğreniminin özgüven artırtıcı bir unsur olduğu gerçeğini büyük oranda kabul etmişlerdir, ancak aynı zamanda Türkiye'de İngilizce dışındaki dillerin de benzer ilgiyi görmesi gerektiği görüşündedirler. Bu durum, yabancı dil öğrenim sisteminin

gelişebileceği, eğitim sektöründeki politikaların acilen revize edilmesini gerektiren bir durumdur.

Tez aynı zamanda sektörde aşırı öne sürülmüş olan İngilizce eğitimin dışında, Terkiye'de yabancı dil eğitiminin mevcut durumunun nispeten yetersiz olduğu bakış açısını ortaya çıkartmıştır. Ancak Türk öğrenciler, İngilizce öğrenimlerini, akademik programlarını bitirebilmek için bir zorunluluk olduğu yetişkinlik dönemlerine gelene kadar ertelemektedirler. Türkiye'deki iletişimsel dil eğitim protokolleri, çok büyük bir ihtiyaç olan, İngilizce dışındaki yanancı dillerin eğitimi hususunu vurgularamlıdırlar. Her ne kadar dil öğrenme gerekliliği bir çok faydayı da beraberinde getirese de, öğrencileri dezavantajlı bir duruma sokabilecek şekilde, diğer konuları ve dersleri tehlikeye sokmamalıdır.

İşbu araştırmanın sonuçları , öğrencilerin herhangi akademik alanda geride kalmamaları ve her bir çalışmaya eşit miktarda zaman ayırmaları huhususlarını destekleyecek biçimde, yabancı dil eğitimlerinin akademik içeriğe eşlik edecek biçimde kurgulanması gerekliliğini bizlere göstermiştir.araştırma konusunun arka planı ,inglizcenin, bir yabancı dil olarak gerekliliğine yurgu yapmakta ve okuyucuyu , seçilmiş ülke olan türkiye ile tanıştırmaktadır . Araştırmanın arka planı , yabancı dil edenimi ve hakimiyetinin önemini detaylı biçimde sunarken , seçilmiş olan ülkedeki gelişimi ve farkındalığını konusunda mevcut durumu özende saptamaktadır.diğer bir açıdan , işbu araştırmanın önemi ve potansiyel paydaşlara olabilecek faydası, ana etik düşünceler söz kunusu olduğunda açıklanmıştır. Bu bölümün son kısım ise , okuyucunun araştırmanın duğası ve kapsamı hakkında tam anlamı ile bilgi sahibi olması için söz konusu araştırmanın bundan sonraki bülümlerinin içeriğine dair detaylı bir taslak olarak düzenlenmiştir.ingilizce, türkiyede en çok konuşulan yabancı dillerden birisidir ,ve türkiyenin mevcut eğtim ortamı, öğrencilerin söz konusu evrensel anlamda kabul görmüş bu dili , okul dönemlerinin en başından itibaren öğrenmesi ve iletişiminde kullanabimesi ihtiyacını karşılamaya yönelik olarak tasarlanmıştır.dolayısı ile yabancı bir dil olarak ingilizce (EFL), ülkede ekonomik ve sosyal bir gelişim anlamına gelmektedir, ve diğer sorumlu ülkelerde olduğu gibi, türkiye de, öğrencilerine, EFL eğitimi verirken, iyi eğitimsel standartlar sağlamak zorundadır. Yabancı dil eğitimi kurumlarının öğrencileri,bağlılıkları ve aldıkları hizmetten suydukları algısal tatminin, sektör ve ekonomi için genel olarak son derece önemli olduğu ,"müşterilere" dönüşmüşlerdir yabancı dil eğitimini ,beraberinde getirdiği faydalar üzerinden teşvik etmenen yanı sıra ,aynı zamanda kültürel ve ahlaki değerler açısından da farkındalık yaratılması , her iki hususun da yan yana beslenebilmesi ve korunabilmesi gerekmektedir, akademiyenler aynı zamanda mevcut ingilizce eğitim programına , tamamen batılılaştırılmış bir ders anlayışının dahil edilmesi gerekliliğinin var olduğu görüşündedirler . Öğrenciler arasında kültürel farkındalık, yerel kültürleri ve hedef kültürler algılarının tam anlamı ile aydınlatıcı olabilmesi için ,çok erkenden oluşturulması gereken önemli bir unsurdur. Osmanlı imparatorluğu zamanında, türkiye'de yabancı dil eğitimine karşı oldukça yoğun bir direnişin var olmuş olduğu gerçeğine rağmen, mevcut yabancı dil hakimiyetinin, türkiye'nin sosyal , ekonomik, teknolojik ve politik istikrarı hususlarında ülkeye bir çok yeni kapılar açmış olduğu da bir başka gerçektir.dil öğreniminin kalıçılığı ve bunun kattığı akıl , türkiye için, küresel dünya ile olan ilişkilerini geliştirmesinin yanı sıra, batıya tam anlamı ile entegre olabilmesi kazancını sağlamıştır

.(bloom ve martin,2003).dil eğitimi ,türk öğrenciler için ,en başta yabancı bir dünyada yeni başarı yolları açabilecek bir unsur olarak,bir motivasiyon aracı olarak sunulmalı, ve aynı zamanda,yerel kültürel melekeler ve bunların altında yatan değerler de unutulmamalıdır.işbu deneysel araştırmanın konusu , türkiye yabancı dil kurumlarındaki müşteri bağlılığı anahtar konseptinin çözümlenmesi, müşterilerin (öğrencilerin) söz konusu kurumlara başvurmasının altında yatan ana motivasiyon kaynaklarının anlaşılması ve söz konusu kurumlardan beklentirinin saptanması olmuştur .araştırma ,söz konusu çalışma şekillerini incelemiş, ve türkiyenin yabancı dil eğitimi ortamının büyük ölçüde gelişmesi için, bu kurumların çalışma şekillerinde yapılabilecek iyileştirmeleri araştırmıştır.

Türkiye'deki yabancı dil eğitim kurumlarının seçilmesinin ardında yatan temel sebep, Türkiye'nin, muhtelif sebeplerden ilginç bir durum ortaya kıymasıdır. Daha önceleri Türkiye'de yabancı dil eğitiminin iş piyasa değeri çok az araştırılmış olmasına rağmen, içinde bulunduğumuz dönemde, belirgin eğilimler ve ülkede iş yapan küresel firmaların sayısındaki artış bu konunun önemini artırmıştır. Türkiye'de açılan ilk yabancı dil okulu, yönetimle girilen oldukça zorlu bir mücadelenin ardından İstanbul'da açılan, daha sonra Robert Koleji olarak bilinecek olan okuldur. Cyrus Hamlin, New York'lu bir iş adamının sağladığı fon ile birlikte, söz konusu girişimi 1863 yılında gerçekleştirmiş, ve okulda, Arapça ve İngilizce birlikte öğretilmiştir. Böylece İngilizce, farklı geçmişlerden ve etnik yapılardan gelen öğrenciler arasında bir ortak ifade aracı olarak işlev görmüştür. Robert Koleji, yani şimdiki Boğaziçi Üniversitesi, devlet tarafından desteklenen, ülkedeki en saygın eğitim kurumlarından birisi olma unvanını elinde bulundurmaktadır. Bunun farkına varılmasının ardından, Türkiye'de hali hazırda faaliyet gösteren Amerikan okulları da sayıca artımaya başlamış ve öğrencilerin İngilizce öğreniminin önemini kavramasının ardından, büyük ölçüde öğrenci bağlılığı sağlanmıştır. işbu eğitim kurumları, ülkede yabancı dil hakimiyetinin, iyi istihdamlarda ve daha yüksek ücretli işlerde ve ticari girişimlerde bir kriter olmasının ardından daha da popüler olmuştur.

Bu araştırmanın temel amacı, Türkiye'deki yabancı dil eğitim kurumlarında müşteri bağlılığı kavramına dair deneysel bir çalışma gerçekleştirmektir. Bu amaca, daha fazla gelişim yöntemleri önerebilmek amacı ile, Türkiye'deki yabancı kurumlardaki müşteri gelişim yöntemleri önerebilmek amacı ile, Türkiye'deki yabancı kurumlardaki müşteri bağlılığı kavramına dair kapsamlı bir değerlendirme ve tartışma da eşlik etmiştir.

Anahtar kelimeler: Müşteri, Bağlılı , enstitü

1. INTRODUCTION

"*A different language is a different vision of life*."

- Federico Fellini, Italian film director

This is the preliminary chapter of this thesis, which will introduce the main contents of the research project, as well as, will set the stage for other succeeding chapters. This chapter opens with a detailed background on the issue being studied, to evaluate the emergence of a research need. The background of the research topic deals with illustrating the usefulness of English as a foreign language as well as introduces the reader to the chosen country: Turkey. The research background details out the essentiality of foreign language competency and acquisition, carefully pinpointing the present state of its development and acknowledgement in the chosen nation. Followed by an overview of the study topic, the researcher attempts to bring about the exact issue to light, by highlighting the key issues that will be discussed. In a rationale, the researchers justifies the selection of Turkey as the case country; while the purpose of thesis details out the intention behind the research work as well as the determined outcomes which the researcher hopes to achieve. The research questions for the study have been developed with much carefulness, assessing the need to have clear benchmarks in mind for data collection and analysis. Next, the significance of this study and its use to potential stakeholders is explained while discussing the main ethical considerations involved. The last section of this chapter is a detailed outline of all the succeeding chapters in this research work so that the reader develops a clear understanding about the nature and scope of work.

1.1 Background

English is one of the most widely spoken foreign languages in Turkey, and the current teaching climate of Turkey is mainly designed keeping in mind the need for students to learn and communicate in this universally accepted language from the initial schooling days. English as a Foreign Language (EFL) is thus, a means for economic and social development in the country, and like other responsible countries, Turkey too, owes its students, good educational standards when it comes to teaching EFL. Foreign language skills are considered as a form of human capital that can evidently be rewarded in the labour market. The acceptance of foreign languages in the international landscape and in other occupations have greatly attributed towards the students' growing preference for learning foreign language skills (Kapferer, 2005). In this case, students of foreign language institutions become "customers" in the industry whose loyalty with these institutions and the underlying perceived satisfaction is of utmost significance for the sector and the economy, at large. In a globalized world, foreign language knowledge has become an important milestone in a country's economic development for it broadens horizons, and turns a nation's human capital into competitive elements for the country in the longer run (Kapferer, 2005).

We live in an increasingly globalized world and companies are constantly expanding overseas and dealing with clients from all over the world. Between two candidates with the exact same skill set and experience, the person who is bilingual is arguably much more likely to get the job. According to *The Economist*, based on an optimistic outlook, about one-half of the world population might be able to speak English by the year 2050, which means, "*There will still be billions of people who will not opt to learn English or will remain satisfied with their own languages*". Additionally, studies show that knowing a foreign language brings with it, enormous economic benefits. A 2% annual increment as a salary premium will result in a return of almost six digits in the salary at the time of retirement (Edvardsson, 1997). This is certainly not a bad idea to promote foreign language learning and progress in life, at a rapid pace. Moreover, as will be discussed in subsequent sections on the literary aspects of customer loyalty, it can be said that foreign

language proficiency also brings with it, cultural benefits and presents a globally acclaimed view of practical life, exposing the students (and professionals) to a broadened set of horizons for prosperity and development (Duffy, 1983).

In Turkey, like other parts of the world, the importance of English has now been accepted and acknowledged; however, there have been a lot of political anxiety and issues raised over the perceptions regarding English-medium Education in Turkey. One of the most captivating yet challenging issues was that of cultural and linguistic imperialism that has so far, been the most important matter of concern for a number of stakeholders (Demetriou, 2008). As per the opinions of conservatives within Turkey, English-medium education should have been granted limited space in Turkey. These groups attempted to seek a partial or complete ban over English-medium education, stressing upon the fact that this language would fade away cultural distinctiveness. In their arguments, they presented the view of English language as being a suppressor of Turkish culture; arguing that the effect on the coming generations could be perplexing. Some students studying in these institutions believed that the language acquisition is ultimately isolating them from their own country's culture and values. It was an article by Kari Smith in *The Guardian* published in the year 2005, which argued against the usefulness of foreign language acquisition in Turkey, positing that the increased trend towards English language acquisition has led these children away from their own linguistics. They are continuing to learning, reading and writing in the foreign language, while their own native language is now, in jeopardy. Another trend argued against, in the article was related to language abrasion or attrition because of enrolling into English-medium schools (Demetriou, 2008).

Kari also presented an idea that the students, apart from learning in a foreign language, are forgetting their own linguistic wordings and expressions, and have become poor Turkish writers in their essay and researches. There is limited improvement mechanism for native language and therefore, their professional language and vocabulary could not flourish resultantly. In the light of these insights, a preliminary understanding was established regarding the inseparability of language from culture and morals (Demetriou, 2008). A growing concern was established amongst educators, school managers and

academicians regarding the relationship between cultural values and language contending that in any case, language acquisition must not erode a nation's personal cultural values. Along with promoting a foreign language acquisition for the multiple benefits it enfolds, there is also a need to create awareness regarding culture and morals so that both these can be nourished and maintained side by side. The academicians also opined that there is a need to include an entirely Western course in the English Medium educational programme. It is highly necessary to create cultural awareness amongst students from an early stage so that their perceptions regarding native culture and target culture becomes truly enlightening. Researchers also presented an idea that the teaching staff must be appraised based on their ability to understand an intercultural perspective of foreign language acquisition in classroom setting while teh students' groups must also be taught about the significance of developing an intercultural ideology and perception while they learn English (Ackerman & Schibrowsky, 2008). If on one hand, conservative opinions pertain to the effects of language on native culture, other reservations against foreign language include the creation of economic and social discrimination in society and the impact of English medium learning on students' habits of gaining knowledge and learning.

Despite the fact that there has been a lot of resistance against foreign language learning in Turkey during the Ottoman Empire; however, it is also true that foreign language proficiency has opened many doors to Turkey for its social, economic, technological and political stability. Language learning soundness and intellect has gained integration into the West for Turkey, while improving upon its ties with the global world (Bloom & Martin, 2003). Language education must continue to be imparted with a primary motivation to open new avenues of success for Turkish students in the foreign world, while at the same time; native cultural expertise and its underlying values must not be forgotten. While an attempt to defend and regain from losses of financial inequalities must continue, there is also a need to accomplish the goal of being a member to European Union (Bloom & Martin, 2003). Turkey's less-developed area can gain immensely from the knowledge of well-versed English professors and resultantly, these less privileged areas can pave their way to success and progress. There is also a need to evaluate the effectiveness of English-medium educational programmes time and again so as to see

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whether or not the teaching staff is giving their best to the students while there is also a need to examine and appraise that the students turning into professionals through these institutions are possessing competitive language skills and competence (Cohen & Cohen, 1983).

This empirical research intended to study the rationale and factors underlying customers' loyalty in foreign language institutions, taking Turkey as the role model country. An assessment of the key components of customer loyalty in the sector served to be a prominent part of this research based work, after which recommendations would finally be proposed as to how Turkey can gain more loyalty from its students (as customers) in their attempt to provide quality foreign language knowledge in years to come. Whether it is about developing a global understanding of people, cultures and customers or about increasing and enriching employee potential across the globe, many economic, social, cultural and academic benefits have been responsible in growing interest of the students to become customers at the foreign language learning institutions.

1.2 Overview of Study Topic

The topic of this empirical study was to seek an understanding into the key concept of customer loyalty as it relates in the Turkish foreign language institutions, understanding the main motivations of customers (students) to enter these institutions and their expectations from these. This study looked into the ways in which such institutions operate, and explored methods of improvements in their functioning so that Turkey's teaching climate for foreign language is significantly improved. With the intention to study in a comprehensive context, this study entailed a holistic literature review, as well as, included quantitative survey methodology in order to assess customers' responses towards these institutions, and appraising the key components that need to be attended to, with respect to making these institutions, globally-competitive educational entities. The study will look into different literary perspectives relating both to a common understanding of customer loyalty as well as to its application and significance in the higher educational and foreign language learning domains with special mentioning of Turkey as a case.

1.3 Rationale behind choosing Turkish Foreign Learning Institutions

The main reason behind choosing Turkish institutes of foreign language learning is that Turkey presents as an interesting case for a variety of factors. Although, the labour market value of learning foreign languages in Turkey was little researched in previous times, the present era brought with it, evident trends and growth in the number of globalized firms operating in the country (Cronin & Taylor, 1992). Increased trade and investments foreign direct investments, commerce activities, increased tourist traffics and other similar trends and traditions led to a realization that no country can remain in isolation. Rapid growth in the economic, social and cultural dimensions of the country stimulated the demand to learn foreign languages for success and advancements. Koru & Akesson (2011) indicated that Turkey has a high deficiency rate for English language learning, something that is imperative for new-age development and functioning across border. With the stimulation of Research and Development (R&D) activities in the region, the need to recognize the significance of foreign language learning was severely felt. To better interact and communicate with the foreign parties, foreign languages were considered as an essential tool (Koru & Akesson, 2011). There is a need to surmount the cultural and linguistic barriers that come in the way of cross-border business transactions and to increase the potential for further growth and progress. Rising demand for foreign languages, in combination with a dearth of relevant skills in the Turkish workers, spawns the demand for developing more institutions where students learn foreign languages in an effective manner. This would result in a realization of the economic rewards of learning these languages and applying them in the international context (Koru & Akesson, 2011).

British trade introduced English within the Ottoman Empire initially despite the fact that traders did not bother learning the language and instead, hired translators for them. One of the most historic events in the introduction of English in Turkey occurred when the Turkish authorities granted permission to the Christian missionaries to impart language knowledge within the country (Cronin & Taylor, 1992). With this right of educating the masses, came a realization that the language was both, useful and difficult to learn, in the first instance. The first school opened at the Bosporus, after a hard battle with the government, which later came to be known as the Robert College. Cyrus Hamlin, along

with the funding provided by a New York businessperson, took this initiative in the year 1863, while teaching Arabic and English side by side. English thus, acted as a common mean of expression amongst students coming from diverse backgrounds and ethnicities. Robert College, now the Bogazici University, holds the reputation of one of the most esteemed educational institutions in the country that has been supported by its government. The American schools that were already functioning in Turkey started to increase in numbers, with this realization and they derived a massive loyalty from students after they learnt the significance of learning English. These educational institutes later became more popular as the alumni attained good employments in the country owing to language proficiency and engaged themselves more high-paid jobs and business ventures (de Ruyter, Bloemer & Peeters, 1997). The state schools were more effectively and efficiently run through English schools and despite having a uniform government policy, these schools could not proliferate very successfully owing to political resistance and issues of proper planning and effective implementations.

1.4 Purpose of Thesis

The main purpose or aim of this study is to carry out an empirical exploration into concepts of customer loyalty in Turkey's institutions of foreign language learning. This purpose accompanied a comprehensive evaluation and discussion on the key concept of loyalty in foreign institutions in Turkey, aiming to propose methods of further improvements. The thesis addressed key elements of customers' expectations from foreign learning and the main drivers behind their motivation to land into such an institution for learning language proficient skills and enhancing foreign language abilities/competence. To ensure that the significance of foreign language is duly understood and acknowledged by Turkish educational institutions, it must be discussed in academic realms, and the studies must be conducted and prioritized, where foreign language is prioritized and related topics are debated on.

1.5 Research Questions

A carefully formulated research question directs research data collection, analysis and reporting. It is a very significant area of teh entire research project that is highly critical

to the overall effectiveness of the study. The research questions must improve educational practice, and must contribute towards existing knowledge or assist towards filling in the research gaps. Following are the research questions of the study that provided a direction to the entire speculative framework, while assisting the researcher in achieving the key learning outcomes and aim of the research:

- What is the involvement and impact of loyalty in foreign language institutions in Turkey from customers' perspective?

- How customer loyalty can be increased in Turkey's institutions of foreign language learning?

- What are some of the ways of improvements in current foreign language teaching climate in the country, which can possibly lead to an increased customer loyalty?

1.6 Significance and Use of Study

In the world of global marketing, competitive pressures have undergone a drastic transformation and diversity has been on an ever high. The changing trends of globalization have influenced every facet of the business industry in modern times and the educational sector is no exception. In order to develop an advantageous position in the industry along with developing student loyalty and preference, marketing specialists find immense applicability of marketing tools in this sector, as well. With respect to teaching English, this has so far, emerged as a global trend for a wide variety of reasons, compelling students to gather more proficiency at it. Multifarious strategies in the world of education can increase student loyalty while being successful at introducing competitive course programmes that can enable and facilitate learning of EFL. Entrepreneurs all across the world, be it in education or any other sector, have been concerned about creating customers and maintaining them, in the longer run. Customer brand loyalty has long remained a successful agenda for businesspersons who aim to achieve competitive edge. It is therefore, necessary that the scope of loyalty for Turkish educational sector be discussed along with elaborating upon practices in foreign language institutions

throughout the country so that EFL is taught to the enrolled students with more rigor and devotion.

This study is significant for a number of purposes depending upon the getaways of this research that will be helpful to quite a number of stakeholders. The educational landscape of Turkey has been undergoing a radical change, with much of its focus on developing linguistic skills amongst the students to help them cope with the outside world. Given the facet of globalization with all its integrative consequences has made it impossible for countries to remain isolated. In order to equip the students with state-of-the-art knowledge and competitive linguistic skills, Turkish educational standards need to undergo revisions and amendments so that a holistic framework is developed whereby the students not only learn how to practically work in the world but also develop related skills and proficiency. The study will therefore, be of immense significance in that it will recommend the Turkish educational institutions to adopt promising policies that could result in a better environment for its students to learn English as a Foreign Language (EFL).

1.7 Ethical Considerations

Researches that involve human participants often need to establish disciplinary standards and general codes of conduct in order to lay down the welfare of humans, and show the contributions of research work towards their development. In studying issues and dynamics of society and culture, research ethics are predominantly essential in highlighting the suffering of humanity, validate theories, to create awareness, to crosscheck and analyze policies while understanding human behaviours and conditions. Such topics of study mainly are driven by the need to add to existing knowledge and realize potential benefits out of it. The research participants' of the study need to be ensured that they will benefit from the course of research for example determining and exploring the ways in which a disease may be diagnosed. In such context, there is a risk of physical and psychological harm to the humans being that are involved in the study. Researchers therefore, need to ensure that the beneficial outcomes of such works must outweigh and supersede the costs of research and its harms. Ethical frameworks must therefore, be underpinned to practices in research so that each research activity is ensured

to be appropriately undertaken. Moreover, all legal requirements of performing academic research work must carefully be studied prior to conducting research so that legal outlaws are properly complied during the course. Provided the fact that legal issues and policies are subjected to radical changes and amendments, such considerations should be kept in mind and planned well-ahead of time. Research work must be guided by an over-riding principle that calls for respect of human dignity and its due acknowledgement in all regards.

The ethical considerations for this study included concerns regarding respondents' confidentiality and preservance of personal data, their integrity and anonymity, their concern for freedom of withdrawal form study in case found inappropriate, and rights against possible private intrusions. Another set of considerations against following proper ethics of research comes under the secondary sources category whereby each source of study needs to be originally cited within the thesis, while agreeing to avoid plagiarism by any means. Correct references and anecdotes from past researches and precedents are necessary so that due credit is given to the original researcher/writer, and that the researcher of this study, in no way, violate any principle of academics and research that did not agree with the obligations set by the authorized bodies and the University committees.

1.8 Dissertation Outline

This dissertation comprised of six distinctive chapters, each dedicated at one aspect of the research activity. The chapters are formulated around the main research topic, and the containments have been decided upon, accordingly. Each chapter deals with one component of the research activity, and caters to its specific requirements. The outline of the research report is as follows:

1. The first chapter was an introductory account on the research topic: "*Customer Loyalty in Foreign Language Institutions: an Empirical Study on Turkey*". The chapter opened with a background discussion on the topic, assessing the significance behind loyalty in educational sector, such as that of Foreign Language Learning in Turkey. A brief account of the selected region had been

mentioned to assess and throw light on specific aspects in order to elaborate why the study was necessary. Background was followed by an overview of the topic along with its purpose. Research questions were then enlisted, detailing out each aspect of the study that will later on, be a part of data collection and analysis process. The chapters then detailed out the significance and use of study indicating that some stakeholders could benefit from the study and amend policies in these institutions for a competitive learning environment for English. The chapter ended with an outline of each chapter that was included in the entire research project.

2. The second chapter was a literary account on customer loyalty which began with a general definition of customer loyalty, and then contained numerous aspects pertaining to customer loyalty. The chapter was a detailed discussion on why organizations needed to consider loyalty as an essential aspect, and developed strategies to enhance loyalty. The chapter examined different theories built around customer loyalty indicative of its significance in business world. The chapter was organized in the form of a systematic review of literature around customer loyalty, and took into consideration different relevant researches of the past in order to create a thorough understanding about the said topic.

3. The third chapter was another section of the literature review which would then be specifically based on customer loyalty in Turkish institutions of Foreign Language. This chapter detailed out a comprehensive account of foreign language institutions that are currently operative in Turkey along with developing the essentiality of teaching English therein, and looked into the trends of student loyalty in these institutions. This chapter was a detailed account about how students are faring academic pathways in foreign language institutions in Turkey, and indicated the need to devise student retention programmes throughout these institutions that could enhance loyalty of the students.

4. The fourth chapter dealt with a comprehensive account on research methodology, indicating the research design of this study along with discussing the instrumentation and techniques that were utilized for collecting data. The chosen research method was assessed in-depth, along with considering key factors in the process of collecting data. The chapter also threw light on the issues of validity and reliability, mentioning the significance of these factors in the overall study outcomes. The methodology chapter had been laid out in a sequential manner to discuss each aspect of the research study, and contained study analyses of famous research analysts who devised appropriate data collection strategies for social research, humanities, business research and other realms. Methodology was essential to elaborate as a pathway to reach the destination has to be discussed before actually initiating the accomplishment of study outcomes through analysis. Methodology is critical as a study aspect because an improperly devised methods' section would probably result into a failure, at the very end.

5. This chapter was related to an analysis of findings gathered through collection of appropriate data based on method devised in the previous chapter. The chapter opened with reporting the findings of this research activity together with summarizing it based on a reader-friendly approach. Moreover, the chapter constituted a thorough and detailed analysis of the findings, indicating the observations received through the finalized instrument for data collection. In the end, this chapter was wrapped up with a personal commentary that is a self-reflection to the obtained findings, and presented a personal opinion on the results of this research.

6. This is the very last chapter of the research activity that was based on summarizing the entire thesis as well as presenting conclusive remarks as to how the study resulted into generalizations based on the learning from the entire study. These remarks were laid out and systematically structured around the research question developed in the first chapter so that appropriate

generalizations could be made at that stage. Moreover, the chapter contained evidential recommendations derived from the previous chapters including the literary accounts and the analysis itself. The research ended up with illustrating the implications of this research to the intended audience.

2. CUSTOMER LOYALTY

2.1 Customer Loyalty: A Literary Perspective

Extensive language competence has been the key ingredient of success for many organizations in a globalized era as this. Companies, through the development of training programs for language efficiency and proficiency, provides their employees with an incentive to improve upon their key communication skills so that they may succeed in today's competitive business world (Demetriou, 2008). It is one of the 'soft' human resource perks that employees receive across the world, in a number of growing organizations. However, today, it is assumed that students, who enter their practical lives, must already be equipped with these skills so much that they can write, learn, read and interact with others employees using English as a medium (Cronin & Taylor, 1992).

Globalization trends, as well as, shifts in demographics, have greatly altered the way new businesses treat potential employees; especially with references to evaluating them on their language skills. In order to effectively function in a competitive marketplace, students need to govern the art of speaking and expressing their ideas, mostly in a foreign language, since the world has transformed into a global village. In such a village, only those students will succeed who learn how to master their field of interest with second language knowledge and proficiency in their interaction with the rest of the world (Demetriou, 2008).

English is a widely-spoken language in the territory of Turkey; as many as millions of students enroll in foreign learning centers each year. These students are the biggest stakeholders of the entities offering services of enriching and enhancing foreign language speaking and writing capabilities along with services in reading and comprehension based exercises (Duffy, 1983). These students are mainly treated as clients or customers by the institutions, and various curriculums are designed for their better education in the field of

interest. Many Turkish public schools are also offering language assistants and teachers for foreign languages. In addition this, it has emerged as a substantial platform where different people having cultural disparities come along to join hands in gaining knowledge into one language thus, merging their linguistic backgrounds during the sessions.

2.1.1 Definition

Customer loyalty is said to have occurred when a customer possess feelings of satisfaction for a company's brands, promotes the product in good words to others and exhibits repeated purchasing tendencies (Edvardsson, 1997). Customers exhibit loyalty when they make repeat purchases of a certain product from a single operator over an extended time period simply because they hold a positive opinion about the brand for having fulfilled his/her needs. Customer relationship management professes practices that lead up to customer loyalty, indicating that individual market segments must be targeted so as to enhance loyalty and increase customer retention (Emery, Kramer & Tian, 2001).

Customer loyalty is an encompassing term that includes many facets of a consumer's behavior towards a product or service. In the wake of finding out a definition, it is necessary to consider the following perspective of authors and researchers:

- In the works of Esteban Kolsky, we mainly find two distinctive models of loyalty namely the emotional and intellectual models. Emotional loyalty deals with customers' feelings and attitudes towards a company's brand and explains the emotional responses owing to which customers do not think of carrying our business transactions with another company/brand. Intellectual loyalty deals with explaining the transactional side of customer's business with a certain company wherein he must justify they reasons of being loyal and making repeat purchases (Emery, Kramer & Tian, 2001).

- Bruce Temkin thinks of loyalty as a customer's willingness to consider, trust and forgive a particular company and its products. A loyal customer considers a set of new value propositions and products that this company

offers. A loyal customer exhibits willingness to keep trust in this company amongst his suppliers' list. A loyal customer forgives this company's mistakes provided it does not intentionally repeat over the period of time.

- Jim Novo utilized behavioral aspects to define loyalty, whereas he suggests that loyalty of a customer is his behavioral tendency to prefer one brand over another for the fulfillment of his needs.

- Gounaris and Stathakopoulos (2004) explain four types of loyalty based on the social effect, the emotional attachment with the brand and the purchase pattern. No loyalty, as described by them, is a state wherein customers are not loyal to brands and have no orientation with respect to the perceive product quality. They have no strings attached with the brand. Inertia loyalty, as described by Gounaris and Stathakopoulos (2004), is a state where though the customers do not possess any devotional dedication to a particular brand, they purchase it habitually therefore, making a systematic selection. Covetous Loyalty is a tendency where social environment and its attributes compel a customer to devote to a brand, on emotional basis. The last type is a premium loyalty, whereby the social effect and emotional ties are strong, and customers tend to purchase most loyally (Gounaris & Stathakopoulos, 2004).

2.1.2 Literature Review

Customer service, in the contemporary business world, is indeed, a high-quality commodity because of its direct influence on the bottom line and on the firm's profitability. Provided a struggling economic structure in most parts of the wo0rld today, higher educational institutions and foreign language learning entities are confronting issues of declining sales revenues and are looking out for making the most of a limited set of resources. In order to attain these objectives, universities and colleges should prioritize on meeting and exceeding the expectations of their customers, namely students (Gounaris & Stathakopoulos, 2004). Owing to a swift increment in enrollments at institutions that are categorized as for-profit, traditional educational entities should wake up and strive to

become number-one choice of potential students, therefore, availing hidden market opportunities while meeting the growing educational needs of each and every student. However, customer service in a traditional educational institute needs to be reevaluated for an assessment of its correct meaning. Customer-service management and principles of loyalty are widely-applicable in academia whereby educational institutions need to consider their students as customers (Kapferer, 2005). In this context, it is very necessary to develop an understanding of customer loyalty with respect to a literary account of past and present researchers, so as to explore the criticality of working and striving towards enhancing customer loyalty before its specific implementation in foreign language institutions is studied.

2.1.3 Factors Affecting Customer Satisfaction

The measurement or evaluation of customers' attitudes and perceptions towards a certain brand or service is considered to be his satisfaction or dissatisfaction level with the product/service (Korczynski, 2012). Whenever a service quality exceeds customer expectations, it results in a satisfied customer or a customer who is most likely to continue purchasing or availing the same service form the same marketplace. On the contrary, a product or service that fails to cater the expectations of customers and fails to provided the expected "utility" results in utter customer dissatisfaction. There are a variety of factors and attributes that are regarded as determinants of customer service satisfaction; which are discussed in detailed as follows:

2.1.4 Expectations of Customers

Customers form expectations in the shape of the desired quality that they perceive to achieve from a given brand or service. In the course of service evaluation, these expectations play a vital role in either compelling the customer to derive needed utility and continue usage, or disregard the brand and switch to alternates (Korczynski, 2012). Usually, there are four distinctive factors that persuade customers in forming expectations:

- Word-of-mouth advertising;

- Personal needs and wants

- Schedule or experiences gathered from previous usage and

- External Communications (Koru & Akesson, 2011).

Word-of-Mouth Advertising: This is the most influencing force in compelling prospects to turn into customers. Word-of-mouth is mainly attributed to the spread of verbal reviews about product usage and how people exchange their experiences through different mediums with respect to their own utility and satisfaction obtained. Customers perceive product value and worth based on good or poor product experience as narrated by others who have used it already. A recent trend in such a context is the evolution of social media networking where it has become easier to post product reviews as well as sell or re-sell products (Duffy, 1983). People use these mediums to express their feelings and reactions towards the offering through online posts/blogs/comments; whereas, in other instances, family opinions, friends' recommendations and other acquaintance also help form expectations. This type of communication is essential for services whose evaluation is a challenge, pre-purchase (Emery, Kramer & Tian, 2001).

Customers usually react to words-of-mouth in positive manner if they are initially interested towards buying it, themselves. This phenomenon also brings to light, the effects of word-of-mouth marketing on buying behaviors and customers' attitude formation. For companies, word-of-mouth marketing is critical as the word is rapidly spread not only about good experiences from quality products, but about bad experiences, too. Just as beneficial as positive words-of-mouth are, negative product reviews lead to a loss of a good customer base. Thus, it is most possible that even at the cost of loss of one customer, an entire customer group or segmented market is lost. Therefore, organizations pay attention towards building sound brand quality, and tend to examine the prevailing words-of-mouth for their products, most assertatively. Organizations are increasingly concerned about the words spread for their offerings, and make efforts to improve their repute through superior product quality and service standards (Kapferer, 2005).

Personal Needs and Wants: Abraham Maslow described five categorical needs in the year 1940s. The foremost are the physiological needs for basic human amenities such as air,

food, sleep, and water. These are essentialities of human life that are needed for survival (Korczynski, 2012). Next is the safety need which includes the need of security of one's own self, his or her property and employment. Security ensures well-being and includes the provision of all items and utilities that ensures safety of individuals. Third-level need is the need for love, affection and bondage. Human beings cannot live in isolation so they need to develop relationships and live around people who care for them. Esteem and need for respect is the next level need category as described by Maslow. Human beings need to feel valued and encouraged; they need to be respected for what they are and what they do. They need to feel that they are capable of achieving bigger goals in life for which their existence is worthy. Fifth-level need is categorized as self-actualization whereby a person needs to outgrow and progress using his potentials while doing something worthwhile (Gounaris & Stathakopoulos, 2004).

Maslow's Hierarchy of Human Needs

Figure 2.1: Maslow's Hierarchy of Human Needs

Discussing the context of customer loyalty and satisfaction, the application of Maslow's needs hierarchy is of considerable significance. In this respect, the very first version is the core product which forms the basis of a customer's transactional relationship with the company (Emery, Kramer & Tian, 2001); however, this aspect is little attended to. The second level pertains to supporting services, and is related to ways in which problems are

resolved using customer services. Third level relates to technical services whereby the product fails in the first or second level, and needs to be handled by technical personnel. Fourth level of Maslow's needs hierarchy in the context of customer service relates to the components of individualistic interactions involving relationships between employees and the customers. The last level concerns with the feelings and emotions of the customers (Korczynski, 2012).

2.1.5 Influences of Prices

Price is a critical indicator whether or not the quality standard is in relation with the expectations of the prospective customers and facilitates in deciding upon the actual quality and the value received, resultantly. Customers demand high product or service quality in case they are pricey, and their actual perception and attitude will greatly be impacted upon, by the price. In the research of Zeithaml and Bitner (1996, p. 491), customers' use of price as a signaling factor of quality is based upon the accessibility of services cues, the advertising and promotional schemes associated with the products/services brand image of the offering, and the risks related to making a purchase (Zeithaml & Bitner, 1996). Therefore, sellers must set up prices attentively, realizing the criticality of prices in forming key customer expectations and perceptions. While keeping prices, the organization should consider the cost to cover, the needs of the customer, the prices being charged by competing brands, and must convey a proper signal of quality to the prospects (Duffy, 1983). Customers may switch to competitive brands in case the price is too high; signaling that the seller does not care. On the other hand, if prices are too low, customers will question the product or service quality and may create a negative initial impression (Zeithaml & Bitner, 1996).

In the context of a service environment, customer loyalty finds immense application, and is therefore, largely studied. Amongst customer loyalty pioneers, Dick & Basu (1994) found out that, loyalty is not only a behavioral phenomenon of a customer but is also dependent upon his or her attitudes. Two dimensions of loyalty in terms of relative attitude and repeat patronage results into four types of loyalty: true loyalty, spurious loyalty, latent and no loyalty. Testing their models on another level, researchers found out that indeed,

behaviors of customer and their attitudes are important dimensions of customer loyalty (Dick & Basu, 1994).

Repeat patronage

		High	Low
Relative	High	True loyalty	Latent loyalty
attitude	Low	Spurious loyalty	No loyalty

Figure 2.2: Typology by Dick and Basu (1994)

Rauyruen, Miller and Barrett (2007), in an attempt to further reinforce Dick and Basu's typology, stressed upon their finding that loyalty is mainly of three kinds: attitudinal, behavioral and composite. Behavioral loyalty focuses on repeated purchase, indicating an inclination towards buying the same product/service and deriving the same utility. Attitudinal loyalty is based upon a positive experience of the customer that leads him or her to promoting the product in a positive word-of-mouth to family, friends and colleagues. Composite loyalty, on the other hand, is a combination of both behavioral and attitudinal loyalties (as stated in Dick & Basu, 1994).

2.1.6 Factors affecting Student loyalty

It has been found that students' loyalty to an institutions increases with an increased chance of recommending the entity to others if students' life cycle at the university is well managed. To achieve customer satisfaction, it is essential that foreign learning institutions develop customer relationship management and implement strategies that can gain them loyalty, trust and commitment. There have been some distinctive determinants of student loyalty as identified and discussed in past researches; however, two of these need special discussion here. One of these factors relates to service quality while the other pertains to the development of a long-term relationship (Dick & Basu, 1994). Both are discussed hereunder:

2.1.7 Service Quality

In the context of education, the quality of service is not determined by the use of equipments; rather, it is entirely people-based. As per research by ----, it was found that educational staff members, through greater communication and interaction with their students, have greater autonomy, and therefore, are more empowered than other professions (Koru & Akesson, 2011). They can improve upon the quality of service in a more efficient manner, as compared to professions where the people-based contact is limited or restricted. In this case, it is a common observation that in educational settings, people-based roles of job signify and assess the quality of service being provided.

Perceived service quality, as defined by Parasuraman, Zeithaml, and Berry (1988), is an attitude, or a judgment related to the superiority of a service over similar other alternatives (Parasuraman, Zeithaml & Berry, 1988). Perceived service quality is what the customer feels that the service provider must provide; whereas the satisfaction of the customer is a linked with the expected service quality of the service provider to the actual delivered service quality. In the realms of education, perceived quality is the level of educational services that are expected to be high-ranked, and superior with respect to providing competitive courses and teaching staff that is trained and well-versed in their fields (Parasuraman, Zeithaml & Berry, 1988).

2.1.8 Long-term Relationships

Long-term relationships are derived by the roles that commitment, trust and loyalty plays in transactional relationships between the supplier of the service and the end user (customer) (Parasuraman, Zeithaml & Berry, 1988). Each role is briefly described as follows:

Service satisfaction: This is one of the most important findings in all empirical investigations related to the channel relationships in a service context. Although there exists no general instruments or mediums through which it can be measured or conceptualized, satisfaction plays a key role in determining channel relationships, and is heavily impacted by the excepted performance in relation to the performance that is received. Satisfaction is related to building trust and it does not only nourish through

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appropriate customer services but also depends on the physical settings of the organization and other related factors (Parasuraman, Zeithaml & Berry, 1988).

Customer commitments: Commitment acts as a mediator between satisfaction of the customer and consumer behaviors. Commitment, in an educational setting, is related to the performance and skills of the students in relation to the requisites and demands of the university or the foreign language centre.

Trust: Trust is regained as soon as customer derives satisfaction from a product or service. Building trust is crucial to the success of a smoothened relationship between parties, especially in the business context. In strategic partnerships, trust has a special stake and interest since strategic relations are strongly nourished through create reliability and trust between each other. In the context of channel relations, it is mandatory for a good seller to first gain the trust of its customers so that loyalty results, itself (Larson-Hall, 2008). It relates to the attitudinal loyalty of the customer and the derived performance from the service, whereas company's performance comes secondary.

Related to the strategic planning context, in the perspectives of managers, students' loyalty is an increasingly critical phenomenon that brings about positive results and achievements to an institution (Lawrence, 1995). Loyal students promote a positive word-of-mouth about the foreign language institutions and the university to others, therefore, in comparison to disloyal students, loyal ones tend to work in favor of the company (the educational organization) at no cost of advertising. A positive word-of-mouth comes in handy, and is derived as a favorable outcome, leading more students to join in the institutions in expectation of similar results. Thus, loyalty makes the service provider enjoy more benefits and that too, without any cost (Levy, 1997).

Customer relationship management is an important concept in the realms of finding a relationship between service provider and service receiver that is sustained and smooth. Through the effective usage of customer information systems, in our case, the students' informational database, educational companies can go a long way in seeking trust and commitment (Llurda, 2005). They can customize their offerings based on individualistic needs of learning and competency-development. Moreover, educational organizations can

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likewise, convey marketing messages and use media for delivering the appropriate service to the eligible target market. In a Customer Relationship Management system, one-to-one marketing entails the following four-step framework:

- Identify your customers and service users, and gather their information and touch-points using relevant channels, in a database (Llurda, 2005).
- Differentiate targeted customer based on their needs and their subsequent value to the company. This is done through spending time and making efforts to learn about potential customers, and the estimate their servicing costs while referrals play an important role.
- Interact with your customers to improve knowledge regarding the skills they lack and to build relationships, accordingly. Using organizational contact centers, this goal can easily materialize (McDaniel & Gates, 1996).
- The organization, after having done all this, need to customize the message to each customer, in the best possible manner. Customized messages should be conveyed in a personal manner, so that each customer feels valued (McDaniel & Gates, 1996).

2.1.9 Enhancing Student Experience for Loyalty

Across the world, students form the most important stakeholder group in institutions of higher learning and foreign learning. Over the last decade, with the advent of technological advancements and other changes in the world, there has been a radical shift in the demography of students, their needs and expectations, as well as, their aspirations of the future (McDaniel & Gates, 1996). All these developments and the globalization, itself, has exerted pressures on the educational institutions and the educational governance and management has been relatively more concerned towards addressing students needs and working for their trust and loyalty (Luk, 2001). Wide range of systematic and institutional adjustments within the educational sector was only the first step to respond to these changes. With the change in size and nature of educational settings including institutions of foreign learning, students have lead the universities, colleges, schools and institutions of foreign learning to innumerable challenges and opportunities (McDaniel &

Gates, 1996). Some of the major shifts in a global marketplace and educational settings come from demography as more people are shifting to urban hubs for employment opportunities along with their families, as well. Diversification of the student force, based on ethnic differences and varying backgrounds is another shift that has recently been on the rise. There is a need to discuss each one of these changes to understand the context of service environment as it implies to educational sectors, as well as, to oversee the main determinants through which educational settings and institutions of foreign learning can enhance student experiences to turn them into loyal customers (Llurda, 2005).

According to United Nations Population Fund, this is the largest ever generation of young people, whereby more and more people fall between the age groups of ten and twenty-five years (Levy, 1997). With this demographic transformation, students are increasingly being enrolled in educational settings including foreign language acquisition centers. Enrolment ratios in tertiary, secondary, elementary as well as across foreign learning institutions have continually been increasing. This has caused a concern over the expansion of existing institutions while the new ones are working on accommodating more prospects. Distance learning options have been enriched with supplementary educational programmes that facilitate diverse groups of students coming from various regions of the world. With the benefits that this demographic shift unveiled, there have been numerous challenges in the educational sector for the stakeholders, as well (Lawrence, 1995). Highly subsidized education has become a challenge for education providers, be it a large-scale university or a small school.

Students' paradigms have greatly shifted limitlessly in this new-age and educational policies, in turn, demand changes and revisions, accordingly. Racial, linguistic and cultural factors are now essential to consider with respect to formulating policies that cater to these environments, so that education is accessible to all, irrespective of ethnic, social, economic or cultural backgrounds. While on one hand, positive professional and personal outcomes are materializing for an increasing number of students, diversification has become quite a challenge. Traditionally under-prepresneted groups and linguistic minorities should especially be given attention to, while devising policies and frameworks

in the sector of foreign language learning. With the progression in social inclusiveness, comes a need to cater to the diversified demands of student body that now need to learn foreign langue in order to operate in the new-age world (Mohr, Fisher & Nevin, 1996). In this context, multiple institutions have been merged to increase the scope of their offerings, so that apart from imparting course-related knowledge, such institutions can also prepare the students for the practical world. Student-related agendas should be prioritized in such institutions of foreign language learning to provide them with real opportunity and excellence. Pedagogical approaches within centers and institutes of foreign learning are largely based upon the need to stress real-world applications and so, foreign language learning has truly emerged as the need of the new age (Mohr, Fisher & Nevin, 1996).

3. CUSTOMER LOYALT IN FOREIGN LANGUAGE INSTITUTIONS

3.1 Customer Loyalty in Foreign Language Institutions

Like every other organization, performance management is a critical factor for educational institutions and foreign language centers. Sky-reaching costs of education across the globe, including an increasing number of foreign language institutions have spurred both interest and concern in the minds of students and parents with which they tend to scrutinize the efficacy of these institutions. Prospective employers around the world assess the quality of educational value delivered by the fluency in speaking the language, and faultless writing abilities of students. Being a service of an industry, educational sector has been linked with subjected to greater emphasis based on meeting the language learning and other educational needs of the students as customers (Lawrence, 1995). These students act as learners, who need to compete in the wider world, and so, educational entities including the foreign language institutions must develop appropriate market-oriented approaches to provide better foreign teaching expertise as compared to competitors (Oxford & Shearin, 1994).

One of the major objectives and goals of foreign language institutions is indeed, the student loyalty and satisfaction that he or she has attained complete command over a language. Competitive advantages are realized once foreign learning institutions produce students who are loyal, better at reading, speaking and writing in foreign languages while spreading positive word of mouth (WOM) communication. These students would refer other colleagues and fellows over to these institutions, for having being retained for a long time (Snow, Kamhi-Stein & Brinton, 2006). Therefore, the development and delivery of superior customer care services has become increasingly important and significant for the

international education markets, predominantly the foreign language institutions. In this context, the quality of service is a critical performance measure in the foreign language learning sector, being a variable of strategic value to the service providers (foreign language institutions in our case) while causing lasting effects on the entity and the customers (Oxford & Shearin, 1994).

3.2 Literature Review

Before assessing and appraising the role, impact and involvement of customer loyalty in foreign language institutions of Turkey, it is pertinent to evaluate how customer services are provided in institutions of higher learning and education. Customer service is a means to obtain satisfaction of customers so that they remain loyal to the company, in the long run. Customer satisfaction results when customers obtain services from the supplier of the goods they need, and in turn, develop positive attitudes about it based on their own experience. Today's educational institutions apply principles of customer service and even dedicate departments to provide superior services of students in their academic pursuits (Parasuraman, Zeithaml & Berry, 1988). However, customer service is a broader term than can be designated to only a handful of individuals. In higher learning educational institutes, customer service translates in the form of creating more service-oriented environment that is everyone's job to ensure. The job to ensure customer service must start off from the very top management and must trickle down and be communicated with everyone on board (Szmigin, 1993).

There might be a common disagreement to the fact that universities and institutions of higher learning place less emphasis on continued customer services, and rather, pay more attention on creating graduated individuals (Szmigin, 1993). Students need to fulfill and comply with the requirements of the university in return for the teaching services, and the institute then awards them with degrees and diplomas. These institutions are usually not concerned or are least bothered about whether or not an individual felt satisfied with the provided services. These educational institutions need to ensure that students strive hard for their academic pursuits. This emphasis on hard work may not readily be acknowledged by the students, but in the longer run, they will feel satisfied and appreciative of the

standard of quality they received over the time period (Storbacka, Strandvik & GroÈnroos, 1994).

Businesses take care of their customers to increase the profitability; hence, educational institutions need to retain their customer (i.e. students) and serve them suitably so as to convert them to productive graduates. This approach will lead towards the satisfaction and loyalty of the customers, which is an incredible source of profitability. Institutions of learning and students share in a beneficial relationship that is of interest to both parties, as long as both of them commit towards serving each other in a better way (Parasuraman, Zeithaml & Berry, 1988). In educational institutions, where students come with academic objectives, there are employees who undertake training sessions to treat them better. This customer service then turns to a lasting relationship in which the organization enjoys larger enrolments for the repute of their entities, while capitalizing upon a good customer-student relationship. The happier a student is with the learning place, the more retention the institute enjoys; moreover, once these happy students (customers) inform others about their own learning places, the more likely it is for others to join in (Naidoo & Jamieson, 2005). more students turn into these institutes, therefore, increasing the recruitment rates. Taking these factors into consideration, education clearly appears to be a service in which educationists of all types and cadre need to remain mindful of the attributes and expectations of their students, catering to them as customers.

There are other factors that hinders in an easy consideration of students as customers; that side of the coin must be studied as well. Demetriou (2008) was of the opinion that satisfaction is not a measuring mechanism in higher education. While the customer has to be taken "*as a king*" in the business sector, it is the students' force that does not always fit in the "*customer-is-always-right*" paradigm. As per Demetriou, students' life comprises of a great deal of mistakes from which they learn. It is therefore, not necessary that each academic experience throughout their career must always be satisfactory as per their perceptions. Facing the consequences of their mistakes constitutes a major part of their academia, while there are several dangers and mistakes that the students need to overcome.

Vaill (2008) remained of the perception that students should not be taken as profit-generating machines in the long run, while educational institutions should not deviate from their nobility and must regard the generosity of the professional. While businesses compete for more and more customers; schools and institutes, on the other hand, must strive towards attracting the most able profiles (Vaill, 2008). These institutions need to create a competitive environment for the students, wherein they must not be illusioned by opportunities of the practical world, rather must see the life ahead as full of pressures and challenges. Hence, there is a need to create a middle ground in assessing whether or not business customers and students bear resemblance (Vaill, 2008).

Learning a language other than the native one, opens one's horizons and invites the learner to experience a number of second language benefits that could not have been experienced initially. In some parts of the world, children grow up in an environment where they learn to speak and interact in multiple languages quite naturally. However, learning second languages in monolingual cultures is indeed, a perplexing challenge (Küçük, 2010). One the childhood period is over, brain areas that could grasp multiple languages become more fixed, and are unable to pick up additional linguistics. However, it is only in this period in one's life that the true significance and essentiality of learning a multiple language is realized. With the advancements of globalization, language groups are no longer isolated and have been blurred with the advent of technologies in cultural traditions, transport and tourism, and economic systems. Resultantly, the benefits of acquiring second language skills have never been this fruitful (Küçük, 2010).

3.3 Economic Benefits of Learning Foreign Languages

As studied and posited by various researchers, language competence is indeed, an economic asset. Across the globe, an increasingly-disparate economic reality is fueling new trends of migration between nations as people seek newer pastures for better employment and progress for their families. Languages are inescapably brought with them being an integral part of their own cultures, and this is how communities observe the essentiality of learning these languages so as to interact with each other with ease and convenience (Szmigin, 1993). Language competence or proficiency proves to be a

productive force in the labour market, whereby it is treated as a prized human capital. From the perspective of immigrants, language proficiency helps these individuals to integrate into the society and learn the cultural norms of the region. This can be applied as a framework for labour market value propositions that can help gain a number of economic benefits. A positive relationship between language competence and earnings has been reviewed. Language affects productivity and performance of employees since they can learn job skills and be trained for their incompetence based on an ability to express and perceive messages in foreign languages (Szmigin, 1993). Once communication amongst workers enhance, language competence turns into a mechanism for better team work, hence, turning projects into success. With improved skills set comes with an ability to perform with superiority and as a result, remuneration prospects and growth chances of the employees enhance. Language also results in achieving prestigious occupations that are usually better-compensated for. Employees at a workplace get better remuneration packages once they exhibit linguistic skills in excess of what the workplace might demand from them. Through the occupational channel, language competence results in increased earnings of the employees that have positive effects on individual careers, as well as, on the economy (Parasuraman, Zeithaml & Berry, 1988).

In addition the above-mentioned economic benefits, many employers and companies are looking for candidates who can speak and interact in more than one language (Larson-Hall, 2008). Proficiency in other languages is seen as a competitive advantage for employees seeking a lasting career in the international markets. Industries such as tourism, hospitality, food and beverages heavily depend upon employees having proficient skills at other languages while the entertainment industry has been no exception to this. Company offices located overseas involve job tasks that cannot be undertaken unless bilinguals are inducted. Therefore, in today's and tomorrow's world, linguistic proficiencies serve as a major tool to sustain one's career and build enduring competence across varied fields and domains (Robinson, 1998).

3.4 Cultural Benefits of Learning Foreign Languages

Cultural benefits of second language acquisition are less realistic and pragmatic than economic benefits, but this does not, in any way, mean that they are any less important. Students develop a sense of cultural pluralism through foreign language learning which teaches them to acknowledge, and appreciate people's uniqueness and differentiations while attempting to build linguistic competencies so as to interact with each one of them (Wright, Horn & Sanders, 1997). Free exchange of ideas cannot take place unless communities are able to interact with each other. Groups within a society is not known by its included inhabitants as much as it is, by who has been left out of it. Relationships at an individual or collective level, cannot establish unless the parties are able to express their affection and mutual cooperation in a similar language, be it a romantic bondage or an expression of national solidarity on religious sects. People learn more about each other by communicating through similar means using one language (Zeithaml & Bitner, 1996). They see eye to eye with each other on various aspects and are able to express their opinions without hesitance. Meaningful and lasting bonds between communities are only possible when a free flow of cultural information takes place between people.

3.5 Personal Benefits of Learning Foreign Languages

Scores of foreign students, in cases where they have learnt a foreign language, have found to be high for reading, language arts, creative writing and math. In earlier years of education, foreign languages must occupy an integral part as a component in curriculums for the variety of cultural, economic and societal benefits it result in. People who have been learning foreign languages exhibit signs of greater mental flexibility while they are better problem-solvers, too (Yolageldili & Arıkan, 2011). Their analytical thinking capability and conceptualizing and reasoning skills are far better than individuals who are only good at a single language. These skills are of utmost significance in the practical life of a student, and therefore, the educational policy-makers must make amendments to have these included as part of academic curriculum.

Creativity and innovative capabilities of a student are essential ingredients for success at professional and personal levels. When these students are permitted to express themselves

in other languages, their creative abilities are spawned and they become better at conversing with their fellows, taking part in creative classroom activities and even at watching media content based on what they learn (Yolageldili & Arıkan, 2011). These actions are solely responsible for creating a better classroom environment where students from different backgrounds, are allowed to express and be 'heard' (Wright, Horn & Sanders, 1997). This freedom of speech and expression creates ways in which the personal benefit is sure to result. Compared with individuals who are mono-lingual, foreign language acquirers possess better memory, better cognition and more listening abilities. They feel more privileged at expressing their ideas and can speak and communicate to people without fearing the underlying inhibitions of language or cultural barriers. Overall, it can be said that mono-lingual individual realize limited benefits with respect to personal and professional progress, while foreign language learners are at an advantaged position, by all means (Wright, Horn & Sanders, 1997).

3.6 Academic Benefits of Learning Foreign Languages

"*We have strong evidence today that studying a foreign language has a ripple effect, helping to improve student performance in other subjects.*"

– Richard Riley, U.S. Secretary of Education under Bill Clinton

On an academic level, second language learning leads the students to know about others' cultures and understand its underlying values. It allows a student to break the barriers of language that naturally hinders the way of a smooth communication pattern between individuals. Interaction with local citizens of an offshore land has never been this urgent for international students as well; who come to study in the developed countries with a desire to communicate and learn about new customers and traditions. This phenomenon gives birth to culturally-aware and educated students; hence, opening door to a more informed exchange of ideas for collective interests (Vaill, 2008). The development of a cosmopolitan society is imperative for establishing a melting-pot society, in the truest sense. Development of cosmopolitan students who are also aware of second languages has innumerable benefits. While enabling an environment for cross-cultural communication, this comes as a means to express respect for people belonging to other cultures by making

a concerted effort to learn their languages. In addition to these benefits for the economy and culture, there are a number of benefits on the personal level that will be beneficial for the entire society, as well (Robinson, 1998).

With respect to linguistic knowledge, second language learners enjoy a number of academic benefits that not only allow their academic skills to be enhanced but also are responsible for their professional development. This has often been an overlooked benefit yet the academic advantages of foreign language learners need to be promoted so that more people learn languages that gain them academic excellence. Language acquisition especially the native language has long remained an involuntary process in which linguistic structures, syntax and other necessary attributes are not properly understood unless it comes as a natural way. Thus, foreign language learning process becomes much theoretical, and more academic if it has been consciously undertaken at a later life stage (Szmigin, 1993). Structures, rules, and linguistic forms have to be committed to one's memory along with being duly identified while learners have to include those structures as they speak and communicate. The process of identifying these structures and forming new languages out of them goes a long way in recognizing aspects that resembles the learner's native linguistic attributes. Needless to say, during the process of learning a second language, one's native language understanding is also enhanced properly (Parasuraman, Zeithaml & Berry, 1988).

3.7 Scope and Issues of Foreign Language Learning in Turkey

For the past few years in Turkey, the efforts being undertaken to promote students' loyalty within foreign language learning sector and the social awareness level have been on a rise. Along with the awareness and efforts, language teaching has witnessed various challenges and fluctuations and shifts which was why it was emphasized that Turkish students must become proficient learners of foreign languages (Oliver & Swan, 1989). Striking changes have come to surface with a realization amongst both students and teachers regarding the usefulness foreign language learning; this has also brought with itself, several issues and challenges for the concerned parties. One of the most prominent problems faced by parents of students is the selection of an appropriate learning school or educational institution and

the content type to choose. After the completion of compulsory elementary education in Turkey, students find it hard to acquire admission into private secondary schools within the state where they could attend one-year preparatory classes followed by an immersion program. They need to take a central exam in order to acquire admission and be a student there. These schools have promulgated English as the official instructional language for teaching academic subjects, especially math and science (Naidoo & Jamieson, 2005).

Other secondary schools, which too admits a student after the central exam, uses active language to teach academic subjects while English is taught side-by-side for around 4 hours per week. These two systems have created challenges of attainment efficacy since the central university examination is taken in Turkish language (Naidoo & Jamieson, 2005). Therefore, it can be said that foreign language learning fluctuates or vacillates between these two instructional approaches within the education system of Turkey, causing impact on students' loyalty with either of the approaches for a longer time period. In case of indecisiveness for teaching academic courses in either Turkish language or a foreign language, students seem to have been suffering in reaching a competent educational level based on their individualistic needs.

There has been a never-ending discussion and speculation regarding the effectiveness of teaching academic courses in a foreign language and the instructional modes and methods to be used (Oliver & Swan, 1989). This calls for an immediate attention to the challenges associated with foreign language teaching and acceptance in Turkish educational culture, without which students' loyalty would not be attained in the longer-run. A timely resolution of this indecisiveness is especially necessary in the present situation where Turkish government is considering abandoning the choice of foreign languages as an instructional medium for secondary-level institutions. The main attributes behind this inclination has been students' failure in academia where foreign language is being used and their misconceptions and doubts in academic subject learning. However, there is an inadequate research on this topic and as stated by the Turkish Ministry of Education, rigorous research is needed to speculate what prevents a student from foreign language learning within Turkish scenario (Vaill, 2008).

Let us now look beyond Turkey to study the trends of teaching academic subjects in foreign languages and assess the efficacy of bilingual courses related to linguistics, psychology, math, science and other exams. Cummins (1981a; 1989; 1992), having studied the impacts of foreign languages on educational qualification of customers (students), highlights that language proficiency takes place either at the Basic Interpersonal Communicative Skills (BICS) level or the Cognitive Academic Language Proficiency (CALP) level (Oliver & Swan, 1989). BICS are required in context-bound, social interaction situations where usually face-to-face conversations take place with family and friends, for example. Jim Cummins research has discussed a detailed account of BICS in language learning and acquisition. On the other hand, CALP is utilized as a medium for learning academic subjects, reading and grasping textbook knowledge, take written tests as well as in academic and professional debates. CALP requires high degree of expertise and skills so as to enable students in their cognitive processing and learning developments. This is highly essential for building language proficiency that is a sole determinant of academic success and achievements in later life. Other studies by Krashen and Biber (1987), Spurlin (1995) and Rosenthal (1996) posit that students whose CALP is on the weaker side, are fairly disadvantaged than their fellow mates in studying courses within academic curriculums especially science subjects where a high degree of language proficiency is essential for reading through the text books, debating in classrooms, and participating in various related activities while responding to class tests and exams (Robinson, 1998). Foreign language students can acquire skills and proficiency in their sentence structuring, grammar and vocabulary but they may lack the cognitive ability to learn science course materials.

A study conducted by Johnstone and Selepeng (2001) is in close agreement to Cummins claims, stating that students who learn science in another language lose 20 percent of their understanding capability and capacity during this process. This study poses serious implications to educational systems where science subjects are not taught in native languages. A basic proficiency is inadequate in performing more tasks and results in limited capabilities of students while their exposure remains restricted in a context-specific language setting. These are the reasons why the Turkish government has

abandoned and discouraged the use of foreign languages as an instructional medium (Zeithaml & Bitner, 1996).

Adjustments to local markets, performance and prospects in the business context as well as professional demands within Turkish markets pose threats to students in case they do not learn second languages. A realization of such threats leads to their disloyalty to educational settings that does not encourage foreign language learning. However, instructional mediums using English pose challenges to students whose mother tongue is not English. There are various psychological and linguistic challenges that restrict students' ability making them frustrated and inclined towards rote-learning that later on, plagues the learning environment and damages the academic excellence pursuit of students (Robinson, 1998).

In the context of foreign language acquisition, it is pertinent to see that a number of exciting factors in the Turkish society are primarily responsible for the popularity of English language within its boundary. Rapid technological developments in Turkey, the spread of a number of private television channels and the popularity of American cinema and media, the integration of Turkish economy into the global economic landscapes, growth of English-medium education around the world, and the trends of tourism revenues and traffic has led the Turkish authorities, agencies, educational bodies, and the government to realize the usefulness and applicability of English as an educational medium and language (Szmigin, 1993). While a number of countries, given their political restraints and societal conservatism have managed to keep English beyond their reach, Turkey has shown the opposite trend. It has included English as a medium of instruction in its primary-level, secondary-level, and elementary-level schools, thus, acknowledging that its proficiency is the need of the hour in a competitive world. To the extent that English has rightfully penetrated deeply into the social and economic realms of Turkey, it is not wrong to say that if a Turkish student possess an inability to write and communicate in English, somehow, his opportunities and developmental prospects are limited (Yolageldili & Arıkan, 2011).

Now that an understanding has been established about the applicability of English-medium educational programmes in Turkey, as well as, the usefulness and benefits of foreign language proficiency, it is essential to throw light on the general prevalent perceptions regarding language learning. Since the time of the Ottoman Empire, English language learning faced massive resistance from the public, and the government. Turkish people and the students are greatly in favor of learning English langueg because they associate language proficiency with obtaining high-paid jobs in the market. To them, it appears that English language acquisition can lead them to attain prestigious cadre in society, as well as, gain them respect and esteem in the eyes of others. It is with their frame of mind that they welcome institutions where foreign language is being taught, and exhibit signs of loyalty to these. While the Turkish students feel comfortable while interacting with their diverse counterparts and educationalists, they think that it is not a good idea interacting with Turkish teachers and classmates in English. Their families are appreciative of their learning in a foreign language institution and therefore, they obtain enough support from their homes for foreign language learning resulting in lesser language anxiety because of positive feelings about it from their inmates (Wright, Horn & Sanders, 1997).

3.8 The Present State

Foreign language education initiates from the 4th grade in a primary school in Turkey. This is due to the initiation of educational reforms in the year 1997 that extended the length of compulsory education on a primary level from five to eight years. During the same year, it was decided that English should be a compulsion in primary schools located in Turkey. There are schools and institutions in the country where students get intensive English language educational programmes and resultantly, their horizons are broadened (Oliver & Swan, 1989). During the year 1997, English as a medium of instruction merely implied towards university grades while it was removed as a compulsion from primary and secondary levels. State universities such as Middle East Technical University in Ankara, Bogazici University and Yeditepe University in Istanbul are some of the learning institutions where English is fully employed as a medium of instruction and well-versed faculty has been hired to impart knowledge across all subjects and majors. The Marmara

University in Istanbul uses English-medium instructions across Business and Administration, Engineering, Medicine, and other departments (Wright, Horn & Sanders, 1997). English-medium instructions are regarded as the most promising method to learn and teach English across Turkey, in the opinion of most scholars and academicians. On the other hand, other scholars are of the view that the impacts of language on Turkish culture are austere (Naidoo & Jamieson, 2005).

4. Research Methodology

4.1 Research Design

Mostly discussed in the form of a detailed research outline, the most critical element of a research method is to facilitate a researcher in achieving the key aims of study. The main purpose behind a successful research design is not just limited to providing a detailed plan or a working schedule; research design, in turn, must facilitate the researcher in being able to unambiguously answer or reach a conclusion so that all his research questions are answered and satisfied. A suitable research design follows the research questions and scope of study to be carried out, and often combines a mixture of qualitative and quantitative or primary and secondary sources of data collection, synthesis and analysis (Leary, 1995). It often happens that a researcher starts conducting surveys and interviews without actually knowing the main purpose or the main set of questions he is supposed to ask (Fitzpatrick, Wright & Secrist, 1998). This unplanned approach towards data collection leads to unconvincing or a weak research conclusion which is why research design and its planning gains significant attention in literature favouring the formulation of a research methodology before the work has begun.

In the context of defining and discussing research design and its appropriateness towards a research work, it is pertinent to discuss that there are marked differences between designs and methods. Research methods texts often confused these two terms together while often times, research design is mainly taken in the sense of a mode of inquiry and its pathway rather than as a holistic structure of the study (Fitzpatrick, Wright & Secrist, 1998). The most important point to note is that data can be collected using any research method for any research design. The ways of collecting data actually reinforces the logic of the research theme and provides it with an encompassing structure (Bryman & Bell, 2015).

This research will be based on a mixed methods' approach in which both primary and secondary data collection methods will be utilized in order to increase the efficiency of the research, as well as, reach the goals of the study in a more comprehensive and credible manner. Mixed method research allows the researcher to study a given or selected research question from any perspective possible and from an appropriate angle as possible (Doz, 2011). The investigative perspective of the research and the scope of inquiry in such cases are broad-based which means that the researcher can study thematic aspects of the work in more than one ways. Mixed method research is hence, deemed as the most appropriate and holistic way to carry out a research project since analyses can then, be done in more than one ways (Silverman, 2013).

Secondary data analysis of this research was based on exploring the concepts of customer loyalty, and its application to centres of foreign language learning. The researcher of this study took assistance from past researchers into the area of speculation by studying the phenomenon through already-published sources. For this purpose, the official Turkish websites for statistics relates to foreign language centres and their intakes would also be referred to. On the other hand, primary methodological approach of this research revolves around gathering, synthesizing and inferring upon first-hand information as the source of data. A close-ended questionnaire consisting of 15 questions were broadly be designed and administered to the chosen sample size through electronic mail, based on a random sampling method, where each subject had equal chances of being chosen or selected for their response. The responses obtained from the questionnaire will theoretically be analysed using the percentages of the responses obtained and assessing on the basis of majority opinions. Chapter 5 of this research study further discussed the findings of the research and analysed them in great depth so as to reach a definitive conclusion for this study.

While discussing questionnaires as the selected instrument for this study, it is pertinent to see and compare points of difference between questionnaires and interviews. Leary (1995) described that there are marked advantages in using survey-based questionnaires in comparison to interviews as data collection methods. Questionnaires are more convenient and easy-to-administer while being economical means to collecting data (Leary, 1995).

They can be administered in groups while ensuring confidentiality of the involved personnel. Mailed and online surveys, as noted by Robson in the year 1993, are efficient ways of collecting and presenting information in a comparatively less time and at a lower cost (as stated in (Payne et. al, 2013). These are the sole reasons why online surveys distributed through electronic mails were chosen as an appropriate research instrument for this work. These were also the reasons why the researcher selected a descriptive qualitative analysis of data collected through questionnaires in order to assess the customer loyalty patterns and observations in foreign language institutions of Turkey. Based on descriptive analyses of the questionnaire in the form of percentiles of opinions or responses obtained, the researcher has contributed to the existing body of knowledge through responses against the posed questions.

4.2 Research Methods and Instrumentation

Research methods are broadly divided into two categories - qualitative and quantitative. Quantitative research involves defining variables while discussing numbers and statistics. On the other hand, qualitative research methods are based on opinions and generalizations. In qualitative research, the scope of inquiry is broad and mostly theme-based. Quantitative research methods produce data that can be presented in the form of charts and graphs while qualitative analysis (in case of open-ended questionnaires/interviews as its instrument) is described in words and presented in a more detailed manner than quantitative techniques (Silverman, 2013). Qualitative research method was used in this study as per the nature of the research undertaken, with the research instrument being questionnaires. The research method and its instrument has been determined for this study by assessing the nature of the research and its underlying research questions for which a questionnaire-based survey appeared to be the most useful data collection instrument to the researcher. Qualitative studies make use of natural settings instead of artificial scenarios, where the researcher is more attentive towards and interested in perspectives and opinions (Leary, 1995). In qualitative studies and researches, assumptions are hardly composed beforehand, it is something that you learn while conducting the research activity and do not know before conducting it. The researchers in a qualitative setting are more interested in learning about the scenario which is why they give more attention to

natural settings, and must develop a feeling of mutual trust and friendship with the respondents before the project begins. Obviously, this trust and friendship should not be abused later on when the researcher leaves the field.

The most widely-used, qualitative instrument in research is a questionnaire in which respondents respond to a stimulus and therefore, do not interact in an already-established natural setting (McDaniel & Gates, 1996). However, they come with their own set of disadvantages especially in comparison to in-depth, personal interviews. However, action research employs questionnaire when it is not possible to conduct very lengthy interviews. Questionnaires enlist certain theme-based questions in an open-ended or closed-ended form which are intended to measure values, behaviors, perspectives and facts. Close-ended questions give the respondent a boundary-based platform to choose one of the given options which is why they force a response that scores quickly otherwise; on the other hand, they are also easy to evaluate against pre-determined option sets given (McDaniel & Gates, 1996).

4.3 Assessment of Chosen Research Instrument

The chosen research instrument in this project is a questionnaire, based on its advantages to the researcher in many ways, as discussed above. The research instrument chosen has cost advantages over other forms of qualitative analysis methods, and takes less time to administer depending upon the number of questions included. The questionnaire used in this study consists of simplified questions that are directly based on extracting the needed information from the respondents. The researcher chose this instrument, keeping in mind the constraints regarding time and efforts that are least required in questionnaires as opposed to interviews. Another major point of assessment is that the best questionnaires are the ones containing the least number of subjective, or open-ended questions; in short, the more structured the questionnaire is the more likely it is to result in effective analysis (Leary, 1995). Compared to other forms of research, questionnaires can more subjectively be analyzed which was why they had been chosen for this research as well (Doz, 2011).

The researcher chose to include opinion based questions in the survey with an objective to deeply discuss the issue at hand from the perspectives of both the students and the education institutional players in order to obtain a holistic picture. These questionnaires

were distributed randomly to the participants through the electronic mail. Email based questionnaires carry significant advantages over other forms of the distribution since a larger number of people can be contacted through the electronic or online means. Respondents, in this case, enjoy the freedom to complete the survey as they please and can then, give attention to each question/section as per their convenience. This came as a good research technique before the researcher to have the questionnaire distributed and filled through online means also because in Turkey, the mediums of Information and Communication Technology (ICT) is greatly promoted mostly in the educational realms. Using online means, student and academicians can schedule their time accordingly, and can effectively participate in the study; these were also the benefits that were realized through this particular project. Following is the questionnaire for this study based on 15 close-ended questions; their percentage-wise responses were given in the next section that also contains a personal commentary on the obtained results:

Questionnaire

    Questions to be answered by students:

1. In your opinion, the acceptability and international acclaim for foreign language especially English was the main motivation for you to learn the language:

    Strongly Agree

    Agree

    Neutral

    Disagree

    Strongly Disagree

2. Foreign language learning is an essential element for international students if they wish to live in an offshore land:

    Strongly Agree

    Agree

    Neutral

    Disagree

    Strongly Disagree

---

3. Students learning a foreign language perform well in standardized tests such as the Scholastic Aptitude Test (SAT) and others:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

4. You can enhance your self-worth and confidence by learning more than one languages in today's world:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

5. In a globalized economy, an English-only option becomes less attractive for students who wish to add more achievements and attributes to their resume:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

6. In your opinion, foreign language learning is a source of enriching one's cultural attachment as well as acquiring qualities of others' cultural backgrounds:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

7. You have found better international employments owing to your learning of more than one languages:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

8. You find that the foreign language curriculum in your college/university/institution is developed appropriately catering to all your needs of learning and development:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Questions to be answered by academicians and other staff members from foreign language institutions:

9. In your opinion, business customers and students of an educational setting are similar in nature to each other:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

10. Language competence and proficiency is given significance in curriculum designing at your institution:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

11. In your opinion, today's world provides innumerable scope and opportunities for students who develop skills in foreign language reading speaking and writing:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

12. Rather than one-year dedicated programme, foreign language learning must be embedded in the school/college/university curriculums for achieving better results:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

13. In your opinion, English as a foreign language in Turkey is learnt unwillingly by the students until they reach their adulthood ages where it becomes more of a necessity:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

14. In your opinion, Turkish institutes need to improve upon their customer loyalty by assessing the needs of customers (students) in terms of learning foreign languages and meeting them:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

15. Customer loyalty is an important phenomenon for educational sector which must address the key challenges in the sector through proper resource allocation and cost efficiencies while compensating the academicians enough so that they provide better services:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Thank You

4.4 Key Ethical Considerations in Data Collection Process

The ethical considerations for this study includes respondents' confidentiality and preservance of personal data, their integrity and anonymity, their concern for freedom of withdrawal form study in case found inappropriate, and rights against possible private intrusions. Another set of considerations against following proper ethics of research comes under the secondary sources category whereby each source of study needs to be originally cited within the thesis, while agreeing to avoid plagiarism by any means. Correct references and anecdotes from past researches and precedents is necessary so that due credit is given to the original researcher/writer, and that the researcher of this study, in no way, violates any principle of academics and research that does not agree with the obligations set by the institutional committee for research or by the Federal governing bodies for academic research projects (Fitzpatrick, Wright & Secrist, 1998). Appropriate steps will be ensured to embody the main principles of ethics and its underlying guidelines to uphold and protect the privacy of the participants, their rights and dignity during and after the study ends, their right to know about the researcher before agreeing to participate in the study, and their rights to preserve their identities and ensure confidentiality of their

names and personal details. In this context, the following are the key ethical considerations that have been addressed for this study:

- Informed Consent: Before agreeing to participate, the researcher has duly informed the research participants- the students and their academicians/tutors about the sole aim behind data collection, the nature and purpose of collecting data, and the extent to which the research details were utilized prior to an engagement in the process itself. The researcher also properly explained the role of the respondents in the study which was an essential step keeping in mind, the nature of administration of the email based survey which was altogether different from face-to-face interactions.

- Risk and Harm: The researcher guaranteed that the participants of this research study were not physically or psychologically harmed during the course of the study. Risk was avoided by not choosing or participating in any form of activity that endangers the sanctity of academics and puts the participants' dignity on stake.

- Honesty and Respect: Strictly adhering to all the governing ethical morals and principles, will be served as standards for trust, respect for participants and honesty of all the members involved in study.

- Anonymity, privacy and participants' confidentiality: The researcher ensured that the confidentiality and privacy of the entire respondents' group with the elimination of all identifying information regarding important personal characteristics before any questionnaire information is distributed anywhere. The names of the respondents were ensured to have not been used anywhere in the study and that their anonymity will completely be protected.

- Participation on Voluntary basis: Despite the clarification of each and every ethical consideration as mentioned above, the respondents were given full freedom to participate in the study on voluntary basis and were given the right to withdraw during or before it, on will. The purpose of the research was purely academic and the respondents could leave the activity as soon as they please.

Research validity and reliability are important concepts whose usage, as compared to daily life instances, is fairly complicated in research realms (Bryman & Bell, 2015). The following sections are dedicated to defining and discussing about validity and reliability individually while explaining their involvement and criticality in survey-based research realms. The validity and reliability of the testing instrument is a significantly-critical factor to consider during the determination of a research design. In lieu of studying about validity and reliability, it is also critical to note that an instrument may be reliable but not valid; or may be valid but not reliable (Bloom & Martin, 2003).

4.5 Research Validity

Research validity refers to the determination of whether or not the researcher has been successful in measuring what he/she intended to measure. At the onset, face validity is one of the biggest criterions related to questionnaire surveys which the researcher must ensure (Bloom & Martin, 2003). Face validity means that the questionnaire should look like it is measuring what it intends to measure meaning on the "face" of it. "Were the questions included in the questionnaire appropriately written and worded?', "Were appropriate options available before the respondent in the form of clearly-laid options?" are some of the preliminary questions that the researcher must ensure while formulating a survey based on questionnaires as the research instrument (Fitzpatrick, Wright & Secrist, 1998). This questionnaire has been made keeping in mind the criticality of face validity; appropriate options have been included in the question-sets and respondents have been given full facilitation with regards to attempting it. Another facet, namely content validity, enjoy great involvement in questionnaire-based research works whereby the researcher must include options and even the question themes that are known by the sector which comprises of the respondents (McDaniel & Gates, 1996). In content validity, the researcher's priority must be to ensure that either his questionnaire must match or relate with the educational level or degree of awareness of the respondents or his response set must learn about themes of the questionnaires before they could actually answer those (Silverman, 2013). Construct validity refers to ensuring that the questionnaire gives real-life results which means that for example, if a questionnaire is related to symptoms of depression, the researcher must make an effort to see if the responses of the participating

group matches with their actual experiences of depression later on. Another way of ensuring construct validity is to hand over two questionnaires to the respondents: one related to the actual question sets while the other in comparison to the former so that the level of consistency is measured.

Research instrument like questionnaires lack validity; however they are reliable means to achieve ends to a qualitative research (Payne et. al, 2013). Another potential problem with this instrument that makes it less valid is the researcher's imposition on the research instrument during the time it is being compiled meaning that the instrument may have traces of researcher's own bias during the preparation of the instrument.

4.6 Research Reliability

The involvement of research reliability in research is that it is utilized to see if the responses to a questionnaire are consistent or not. It is very important that the consistency of research findings is maintained so that results are seen as being authentic and verifiable (Silverman, 2013). The more reliable or consistent the responses are, the more likely it is to determine that the questionnaire has been successfully used for that particular study. In order to signify the reliability of a certain measurement, researcher needs to determine two things: Firstly, if the questionnaire is fit enough that it may produce same results if the questionnaire activity is repeated shortly afterwards with the same sample subjects. This type of repeatability is referred to as test-retest reliability which culminates in a well-compiled research study if it is "high" in degree (Leary, 1995). The second aspect to ensure that the study is reliable is to determine the consistency between its questions. If all the questions are related to people's celebration of Halloween for example, the questions in the instrument must all be fairly consistent with each other. Consistency also translates in the relationship of one question with another which means that it each question must precede the other.

In cases where the researcher is somewhat sloppy in measuring the reliability and validity of their instrument (questionnaire in this case), the results of the data analysis activity will not be accurate; therefore, the study's overall conclusion will largely be affected (McDaniel & Gates, 1996). Here, it is pertinent to note that although it is not possible to

conclusively determine the reliability and validity of a study, the results of the study will highly be accurate and acceptable if the data is as valid and reliable as possible.

5. Analysis of Findings

5.1 Findings

The findings of the survey are presented in a tabular form as follows:

S. No	Questions	Likert Scale options				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	In your opinion, the acceptability and international acclaim for foreign languages especially English was the main motivation for you to learn the language	500	200	50	0	0
2	Foreign language learning is an essential element for international students if they wish to live in an offshore land	650	50	40	5	5
3	Students learning a foreign language perform well in standardized tests such as the Scholastic Aptitude Test (SAT) and others	700	25	25	0	0
4	You can enhance your self-worth and confidence by	659	41	50	0	0

	learning more than one languages in today's world					
5	In a globalized economy, an English-only option becomes less attractive for students who wish to add more achievements and attributes to their resume	300	400	25	25	0
6	In your opinion, foreign language learning is a source of enriching one's cultural attachment as well as acquiring qualities of others' cultural backgrounds	723	27	0	0	0
7	You have found better international employments owing to your learning of more than one languages	725	25	0	0	0
8	You find that the foreign language curriculum in your college/university/institution is developed appropriately catering to all your needs of learning and development	715	20	0	15	0
9	In your opinion, business customers and students of an educational setting are similar in nature to each other	650	50	0	50	0

10	Language competence and proficiency is given significance in curriculum designing at your institution	650	100	0	0	0
11	In your opinion, today's world provides innumerable scope and opportunities for students who develop skills in foreign language reading speaking and writing	749	0	0	1	0
12	Rather than one-year dedicated programme, foreign language learning must be embedded in the school/college/university curriculums for achieving better results	610	140	0	0	0
13	In your opinion, English as a foreign language in Turkey is learnt unwillingly by the students until they reach their adulthood ages where it becomes more of a necessity	455	95	0	200	0
14	In your opinion, Turkish institutes need to improve upon their customer loyalty by assessing the needs of customers (students) in	350	150	200	25	25

	terms of learning foreign languages and meeting them					
15	Customer loyalty is an important phenomenon for educational sector which must address the key challenges in the sector through proper resource allocation and cost efficiencies while compensating the academicians enough so that they provide better services	714	26	10	0	0

The response categories were only divided into two sections: one from customers (students) and the other from academicians/educationists/institutional operators and directors. There was no change in response observed owing to changes of gender, age or race; so these demographics were not counted or considered during the data analysis.

5.2 Summary of Findings

Overall, these findings indicate that majority of the respondents were in agreement with the questions posed before them; the responses obtained from customers (i.e. students enrolled in foreign language institutions) indicated that they realize the benefits of acquiring foreign language competence and see it as a source of enriching their profiles while opening new avenues of better employment opportunities. Students perceived that foreign language not only enhances their self-confidence but also increases a feeling of self-worth. When these customers enrolled at a foreign language institution go abroad or pursue employment at various places, they feel greater attachment to local as well as foreign cultures, and find themselves in a better position to blend in with various other

cultures. The nature of loyalty at foreign language learning institutes thus, translates into meeting the needs of these learners so that they may be able to compete in a modern world. From the perspective of academicians in the other half of the questionnaire, it was learnt that the educationists and foreign language center operators generally view students as business customers; they are not only a source of profits to these organizations but can bring in good business prospects based on their own satisfaction and success. It is for this reason that foreign language learning, in their opinion, must be embedded as a permanent course in schools, colleges and universities rather than treated separately. It comes as a priority to foreign language operators and teachers to primarily assess the individualistic needs of each customer who gets enrolled in these centers, and make the best efforts to meet those needs. It is with their success that the success and repute of the center is linked; so, a customer's progress and skill development ultimately earns good name to the company too.

The main learning obtained from the entire survey, including an analysis of both the sections of the questionnaire, reveal that the Turkish students realize the significance of multilinguism and are ready to dedicate their energies and efforts in learning languages other than Turkish and English. For these students, foreign language learning and development is a key career goal which would open pathways of success for them, locally and internationally. These students perceive that foreign language teachers should be competent and these institutions must be equipped with all necessary facilities so that proper service delivery is ensured. These students are treated as business customers by foreign language center operators, in whose opinion, there is a need to assess the main requirements of foreign language learning, curriculum designing and syllabus development, which must be carefully brought into focus while delivering teaching and other services to the learners. Even in English-medium schools and colleges, there is a need to emphasize upon the need to learn other languages while enhancing their skills in basic reading, writing, listening and speaking.

5.3 Analysis of Findings

Following is the analysis of the survey results that has been represented in pie chart form for each question accompanied by its explanation and analysis:

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To the first question of the questionnaire, the customers (students) opined mostly in agreement to the acknowledgement and admittance of the importance of foreign language learning due to its international popularity, application and acclaim. Foreign language learning is a rewarding experience for the sole purpose that the cultural diversity of the world is on an all-time high. Due to this international acclaim of a language that can be applied to varied contexts, English is not the only option left today. Given the motivation to work in an international organization in lieu of a globalized economy, learners mainly from Turkey, Korea and China are increasingly inclined towards establishing and developing skills in foreign language learning so that they may compete and work at par with the professionals of the developed countries. In this way, foreign language learning gains immense applicability amongst students who join these institutions of foreign language with an 'expectation' to become proficient at a number of languages and increase their chances of success and growth on international platforms. It is this 'expectation' which, if met or exceeded, leads to their loyalty and trust in foreign language centers. The pie-chart given below illustrates the results of this particular question as obtained from the customers where almost 700 respondents out of 750 opined in favor or agreement of the posed statement:
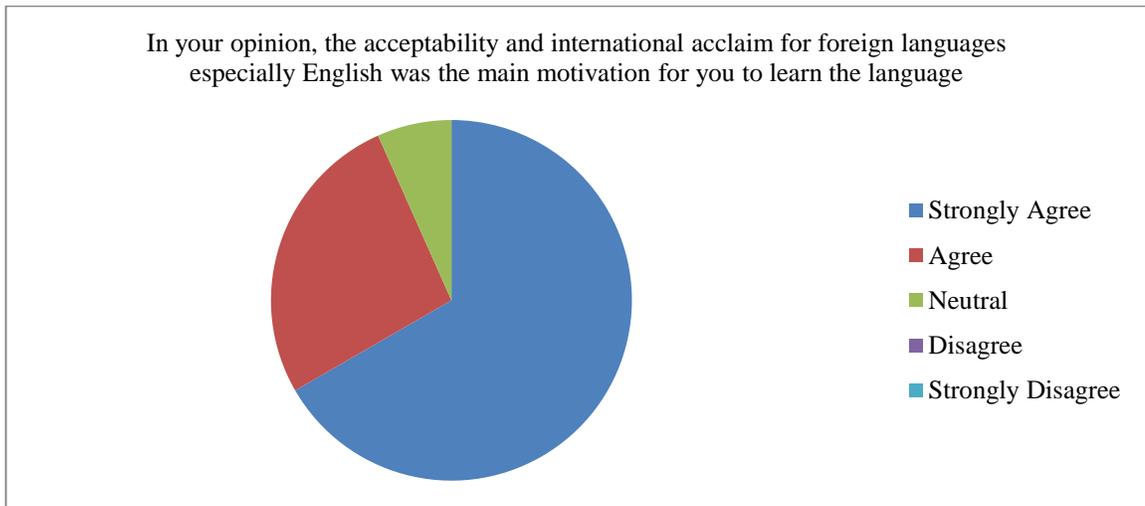

In your opinion, the acceptability and international acclaim for foreign languages especially English was the main motivation for you to learn the language

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Figure 5.1: The acceptability and international acclaim was the main motivation

In response to the second question, the respondents were majorly in agreement that foreign language learning is an essential tool for development and progress on an off-shore land;

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this means that in order to gain better employment opportunity, one must develop skills in multi-linguism as an added advantage to one's career profile. Depending on the desired motivation, different learners (customers) learn foreign languages in different ways and for various reasons- for some earning a salary increase is the sole reason behind learning a foreign language for which fluency needs to be gained. Whereas, many other customers and learners need to just communicate with business people coming from other countries for which even a minimum knowledge about a foreign language would suffice. It has been observed in general that businesses value foreign language skills in their employees and count it as an additional feature to the employee's profile which leads him or her to better employment and even promotional opportunities once hired. The pie-chart given below illustrates the results of this particular question as obtained from the customers where almost 700 respondents out of 750 opined in favor or agreement of the posed statement:
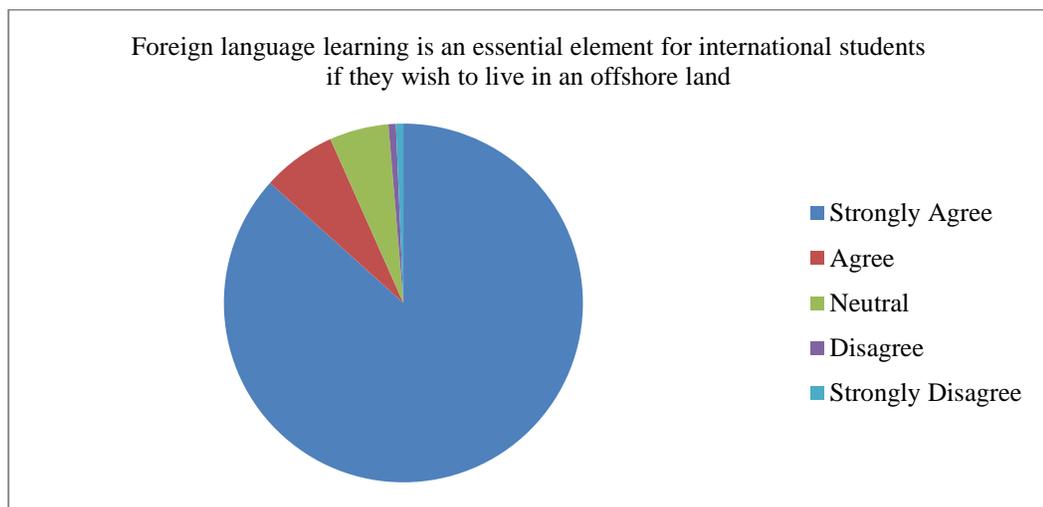

Figure 5.2: Essential element for international students at offshore lands

For SAT and other standardized testing systems, foreign languages help in performance and attainment of marks. Higher academic achievements on tests such as SAT motivate students to learn a second language with the aim to excel in such testing services (Cooper, 1987). As per the American Council on The Teaching of Foreign Languages (ACTFL), "language learning correlates with higher academic achievement on standardized test measures." The observation of this Council further promotes the need of "vocabulary development" and establishment of a linkage between positive scores on SAT verbal skills

assessment and bi-linguism of students (Cooper, 1987). The pie-chart given below illustrates the results of this particular question as obtained from the customers where almost 725 respondents out of 750 opined in favor or agreement of the posed statement:
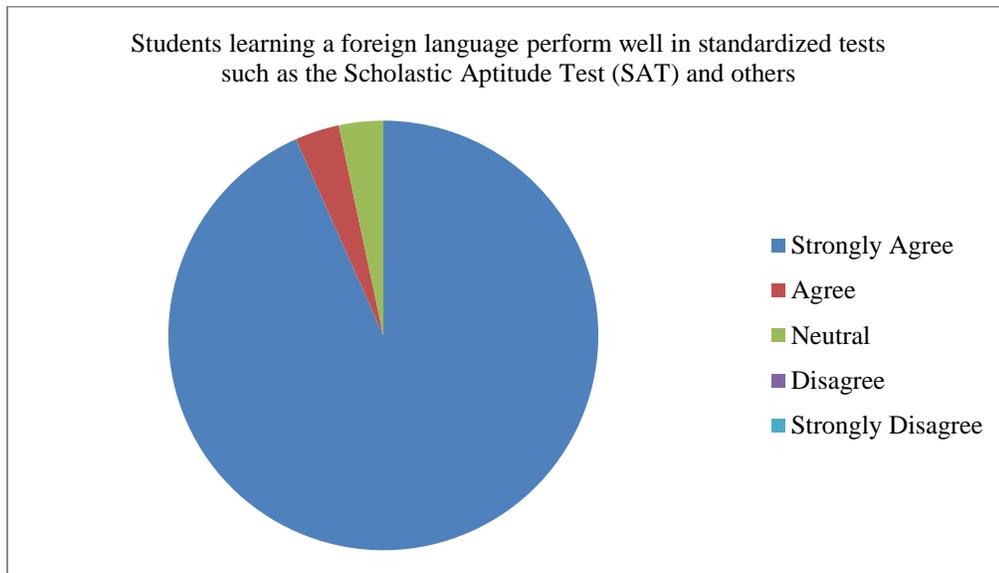

Figure 5.3: Standardized test such as aptitude test

Bi-linguism or multi-linguism has a strong role in enhancing one's personal capabilities and improvements in brain functionality. Apart from this, as is observed in this statement results, majority of the respondents agreed to the query that it also enhances self-confidence and self-worth. People take pride in their capabilities while learning the language and are in a better position to express themselves before more people. In a professional realm, this confidence helps in achieving milestones while improving one's working capacity and ability at a dynamic workplace. The pie-chart given below illustrates the results of this particular question as obtained from the customers where almost 700 respondents out of 750 opined in favor or agreement of the posed statement:
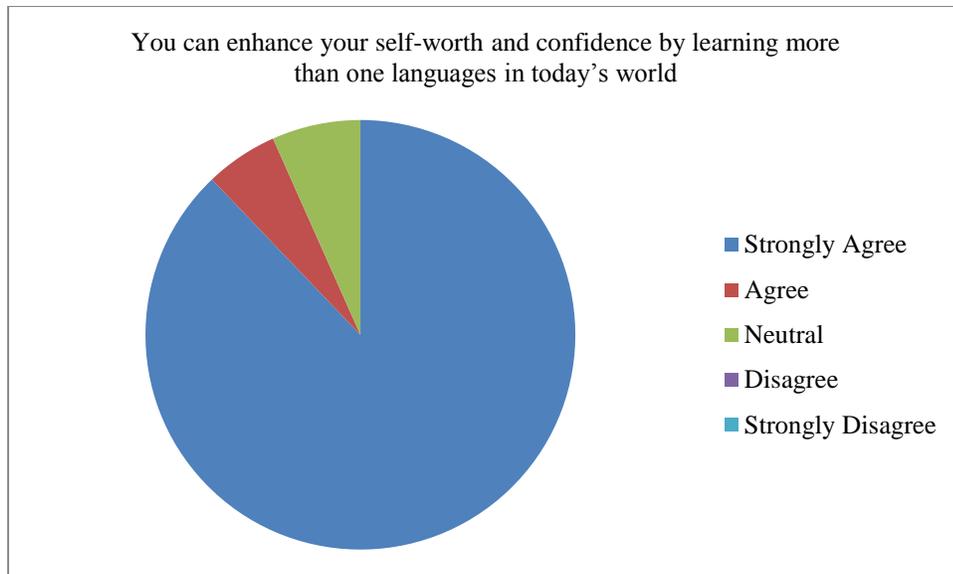
You can enhance your self-worth and confidence by learning more than one languages in today's world

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Figure 5.4: Enhance of self worth and confidence

Learning a foreign language means more than only gaining skills at speaking English or writing in it. In a modern world, where diversity signifies an important business trend, an 'English-only' environment is no more acceptable. Parents are interested to help their children grow up as well-rounded individuals who can compete in various ways across different geographic boundaries. With the super-power authority gradually shifting to other countries in the twenty-first century, let us suppose China or India, an English-only option is not feasible for success across the world. The pie-chart given below illustrates the results of this particular question as obtained from the customers where almost 700 respondents out of 750 opined in favor or agreement of the posed statement:
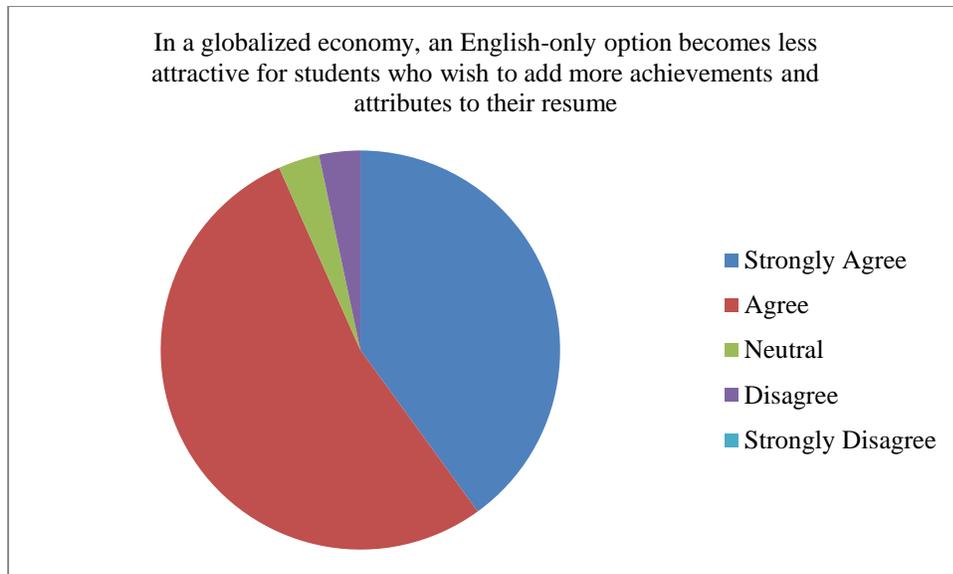
Figure 5.5: English attractive option for more achievements to resume

Through learning a foreign language of some distant country or region, students basically learn about the culture and traditions of that country. The entire respondents' group replied in affirmation to this statement stating that language learning and linguistic proficiency results in an individual's knowledge about another country; this becomes extremely important as soon as the individual starts interacting or communicating in another language. In an ethnically-diverse classroom setting, students are normally taken as cultural resources where they exchange with other students belonging to different cultures. The pie-chart given below illustrates the results of this particular question as obtained from the customers where the entire participating group responded in favor or agreement of the posed statement with no-one showing neutral or disagreed stance at all:
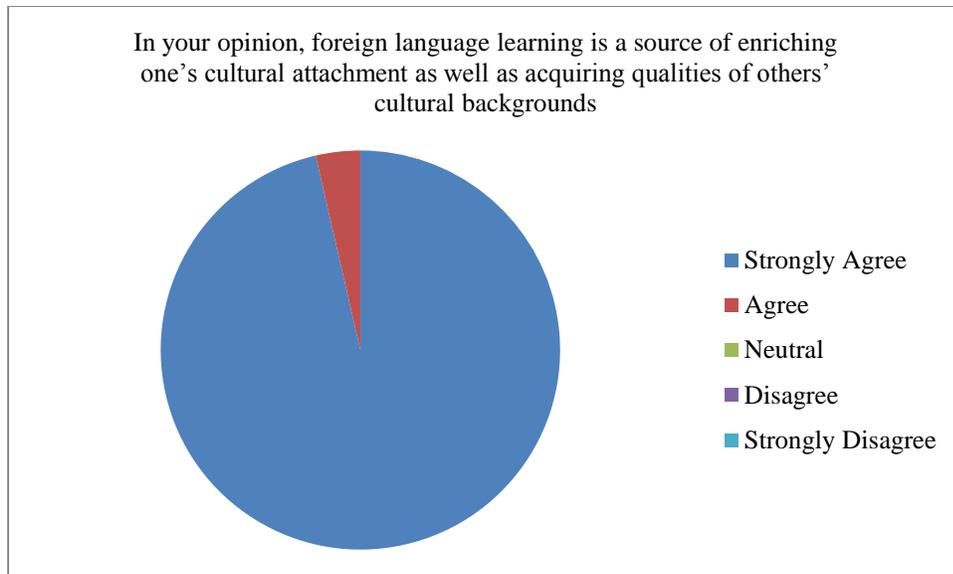
Figure 5.6: Enriching ones cultural attachment of learning foreign language

As discussed in pervious questions, international employment is closely linked with enhanced capabilities that arise from linguistic abilities. During exchange of information in a foreign land, professionals can gain a competitive edge as compared to their colleagues and peers with the help of building strong linguistic skills. Sharing the cultural values of the native speakers of another language, people at organizations come closer to each other and work in greater harmony and cohesion. This way, professional success rate increases while gaining immense exposure and experience to these personnel. Even while switching jobs from one country to let us say the United Arab Emirates, the proficiency in Arabic is viewed in a positive light by potential employers. The pie-chart given below illustrates the results of this particular question as obtained from the customers where the entire participating group responded in favor or agreement of the posed statement:
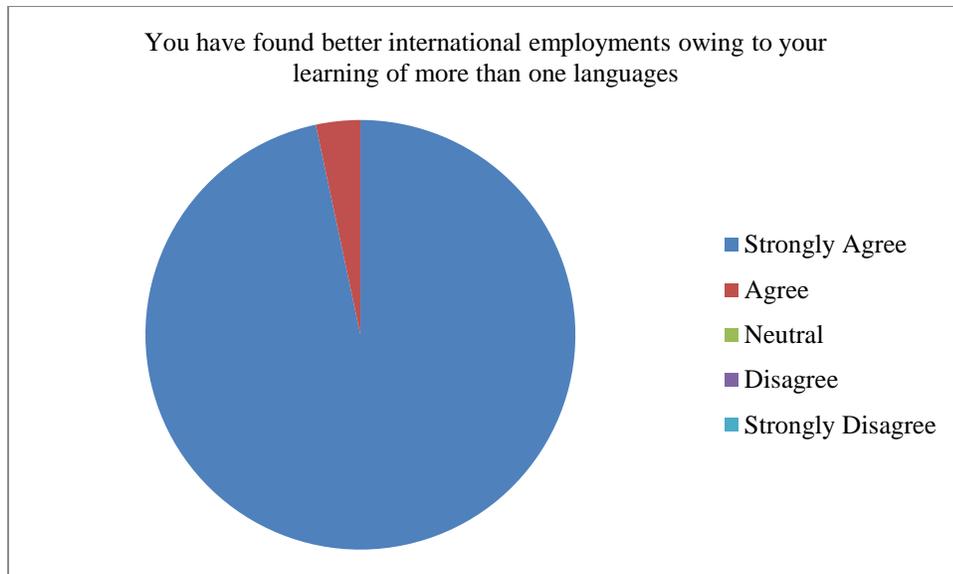
Figure 5.7: Better international employments by learning more than one language

This question mainly relies on the assessment of the appropriateness of the curriculums with regards to second language learning. While 98% of the respondents favored in agreement that their respective curriculums are designed in a suitable manner to accommodate linguistic skills and foreign language learning, 15 respondents disagreed with the statement. This meant that some improvements were necessary to be made in the designing of curriculum for these fifteen individuals so that it can accommodate the learner's need to attain language competence. Till the curriculums are likewise designed, these fifteen customers (students) cannot be fully satisfied with the services their educational institutions provide. The pie-chart given below illustrates the results of this particular question as obtained from the customers where almost 735 respondents out of 750 opined in favor or agreement of the posed statement:
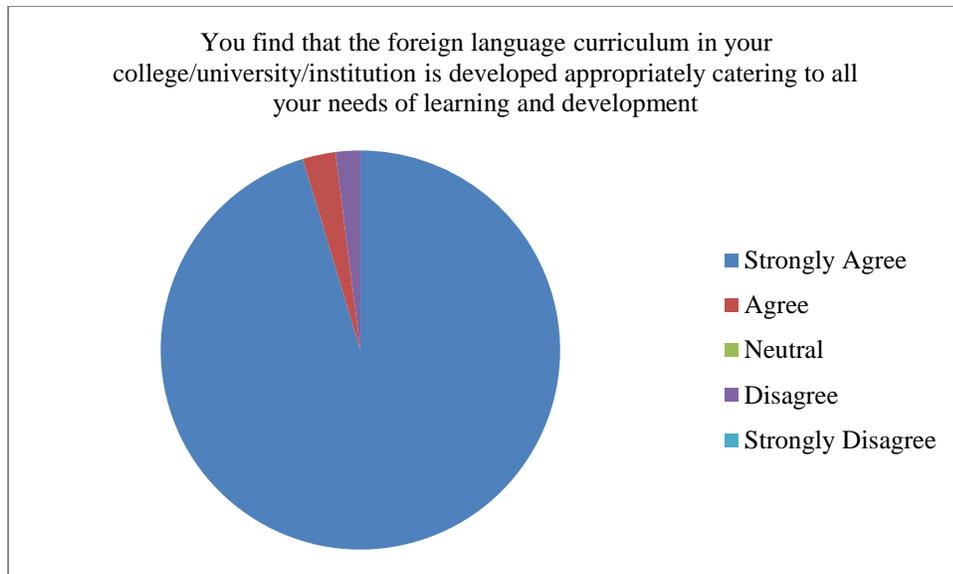
Figure 5.8: Foreign language curriculum

In response to the question from academicians and educationists as to whether or not students should be treated similar to business customers; the researcher received a positive response with majority of the respondents giving answers in affirmative. There was a strong agreement by the respondents that students can be taken in the light of being business prospects that may bring future profits to the educational institutions if they find the services satisfied. Just as business customers' buying behaviors and consumption patterns are assessed by marketers so that correct strategies are made to attract them, students should also be provided with satisfactory services of learning linguistics so that each student may succeed from the service, and refer others to it, too. Likewise, the responses that were obtained mainly agreed that students can be referred to as 'customers' because they bring in new business opportunities and respond to marketing strategies. The pie-chart given below illustrates the results of this particular question where almost 700 respondents out of 750 opined in favor or agreement of the posed statement:
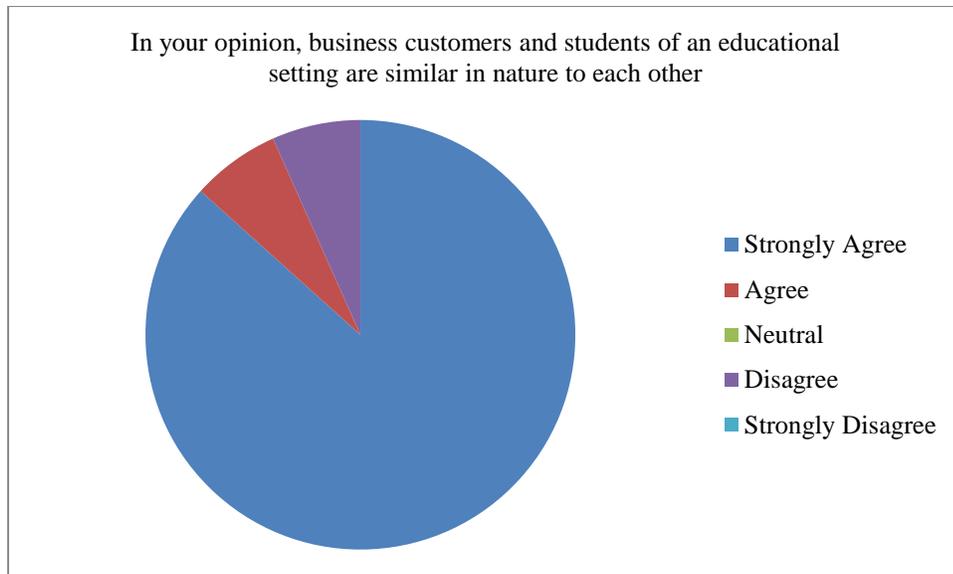
In your opinion, business customers and students of an educational setting are similar in nature to each other

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Figure 5.9: Similarity of nature at business customers and students

This was an important question to gauge if curriculum designing within Turkish foreign language institutions is being carried out in accordance with the language proficiency needs of learners. Language competence, linguistic proficiency and linguistic structure should be prioritized while designing curriculum for students, providing them with an opportunity to learn second languages. Linguistic proficiency is a must-have in a dynamic world of today which presents varying challenges for a thorough professional. This is also the case with foreign language learners who must develop competencies to supersede others in the same field. The pie-chart given below illustrates the results of this particular question as obtained from the academicians where the entire participating group responded in favor or agreement of the posed statement:
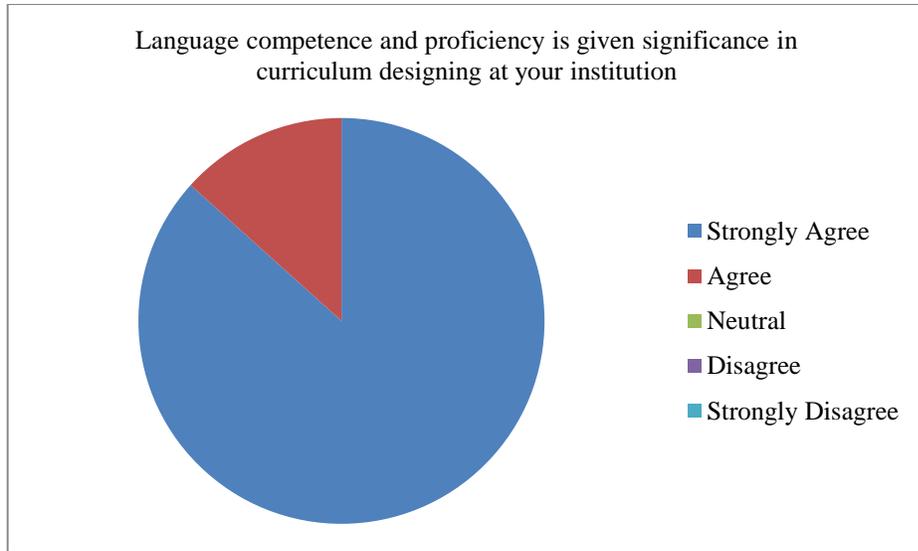
Language competence and proficiency is given significance in curriculum designing at your institution

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Figure 5.10: Language competence and proficiency

This question received an affirmative response in general, whereby it was strongly agreed that today's competition demands precise skills in foreign language reading, writing and speaking. While it was agreed that today's business world is full of opportunities for who are 'willing' to avail it, foreign language learning comes as an additional benefit to students which is why they expect high standard results in order to turn into loyal prospects for the language institutions/center. The pie-chart given below illustrates the results of this particular question as obtained from the academicians where almost all respondents (749 out of 750) opined in favor or agreement of the posed statement:
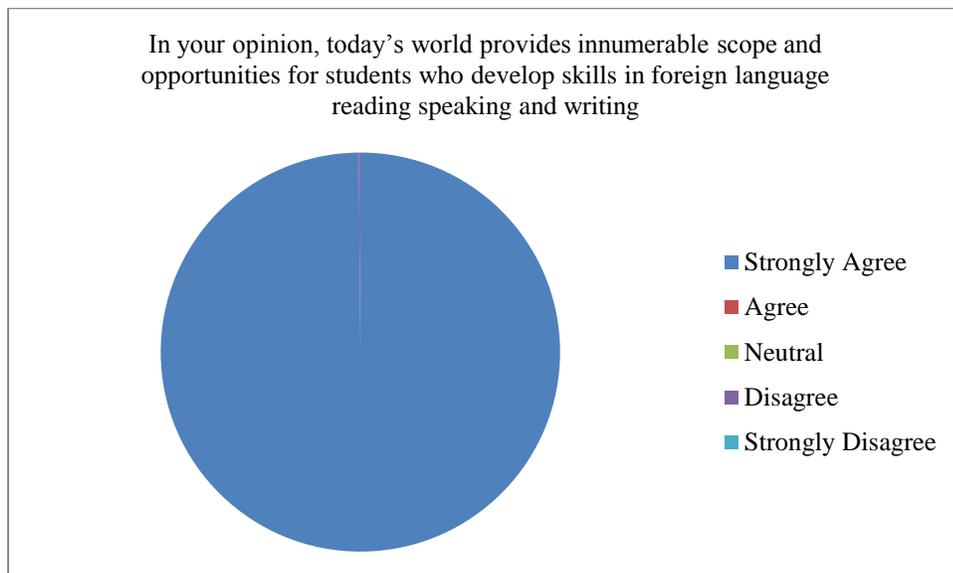

In your opinion, today's world provides innumerable scope and opportunities for students who develop skills in foreign language reading speaking and writing

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Figure 5.11: Develop skills in foreign language reading, speaking and writing

This was an important question that was asked from the academicians and educational operators who opined that language learning should be made a permanent part of curriculums Turkey-wide and beyond. In this case, rather than making it a dedicated one-year study programme, it is pertinent that language learning should completely be embedded in the curriculum as a full course having its due credit hours. This question did not receive any disagreement form the respondents which means that every one was in complete favor of the statement and for the promotion of language learning. The pie-chart given below illustrates the results of this particular question as obtained from the academicians where the entire participating group responded in favor or agreement of the posed statement:
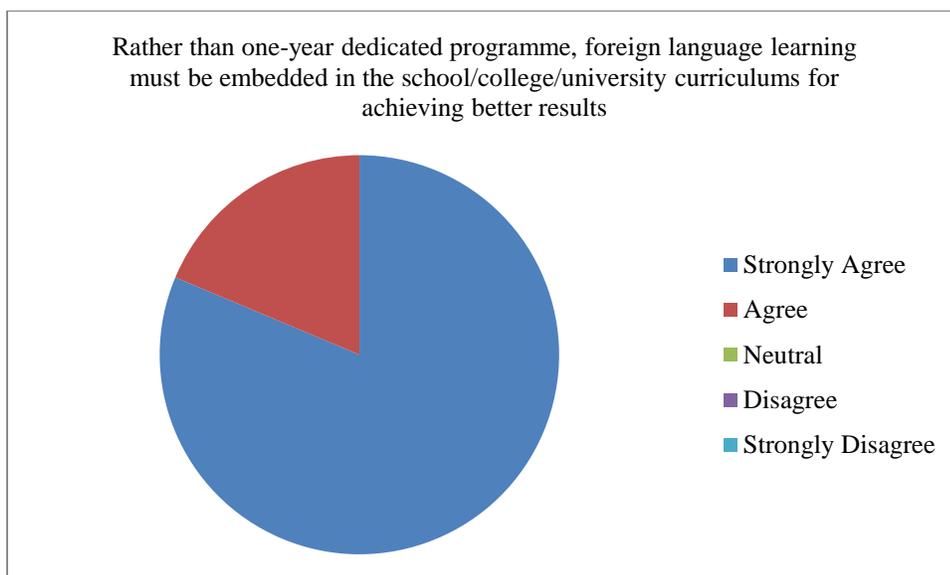

Figure 5.12: Embedded of foreign language learning in the school

It is a common observation that students in Turkey delay English learning until it has been imposed on them (Wright, Horn & Sanders, 1997). These students show unwillingness to study English until adulthood where for professional success and promotion, it becomes a necessity. In these conditions, it becomes a perplexing task to compel these students to become customers to foreign langue learning centers. With this intention in mind to assess whether or not this pattern or trend is still prevalent, the researcher formulated this question. Only a small proprtion of respondnets disagreed with the trend while majority of the responses obtained were in affirmation. The pie-chart given below illustrates the

results of the question as obtained from the academicians where 550 respondents out of 750 responded in agreement of the given statement:
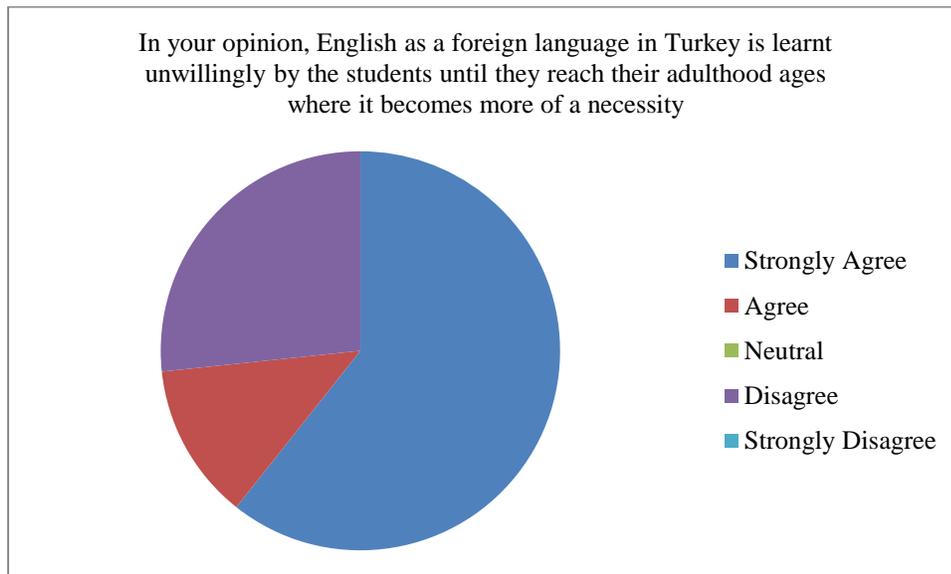

In your opinion, English as a foreign language in Turkey is learnt unwillingly by the students until they reach their adulthood ages where it becomes more of a necessity

- ■ Strongly Agree
- ■ Agree
- ■ Neutral
- ■ Disagree
- ■ Strongly Disagree

Figure 5.13: English as a foreign language in Turkey

This question related to the main rationale behind enhancing customer loyalty in Turkish foreign language centers which can only be possible if the educational institution operators, managers and owners devise policies and strategies that can help read the learner's mind and gather sufficient data from them so that those needs can be met. Need identification is the primary goal of a marketer whereby he must gauge what customers want so as to formulate policies about how he can help meet those needs (Vaill, 2008). The present state in Turkey calls for more concerted efforts in identifying the learners' needs and meeting them. Despite few disagreements, majority of the respondents agreed that there should be proper assessment in Turkey about meeting the needs of the customers (students) once those needs have been identified. The pie-chart given below illustrates the results of this particular question as obtained from the academicians where 450 respondents out of 750 responded in agreement of the given statement while the other 200 academicians gave neutral opinion:
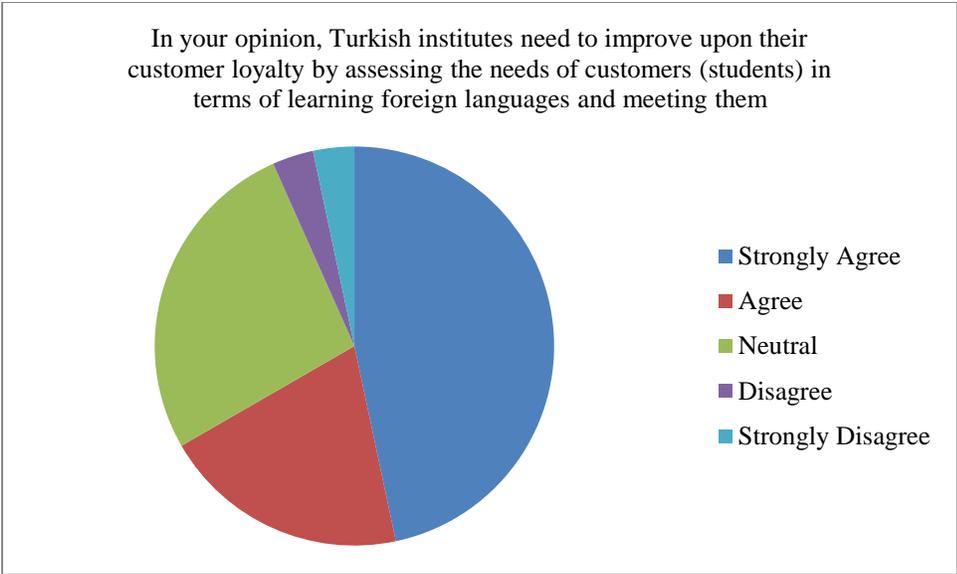
Figure 5.14: Improve of customer loyalty

In order to improve upon customer loyalty and provide better customer services, foreign learning institutions must address important aspects of compensating their employees, teachers and staff members along with ensuring appropriate resource allocation and achieving cost efficiency. The pie-chart given below illustrates the results of this particular question as obtained from the academicians where almost all respondents (740 out of 750) responded in favor or agreement that customer loyalty can be enhanced in Turkish foreign institutions by taking the mentioned steps, to say the least.
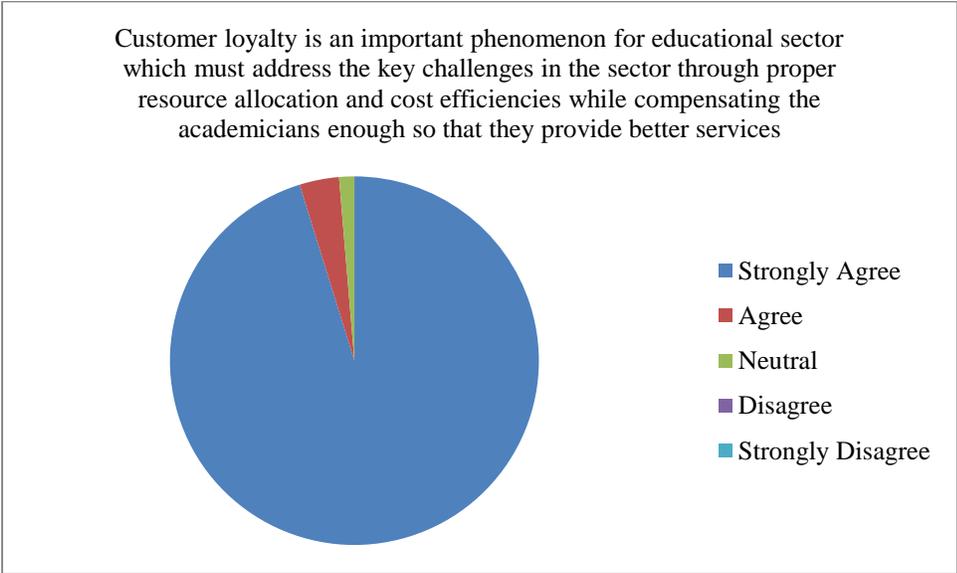

Figue 5.15: Customer loyalty an important phenomenon for educational sector

5.4 Personal Commentary

Personally, I believe that Turkey is in a state of transition with respect to the flourishing of foreign language institutions and its management. By this I mean that while much of the efforts of its governing authorities have been in place and doing what is needed, there is still a lot of spadework to be done. This thesis enlightened me in my views and after conducting the survey, I came to know the real significance behind foreign language institutions management and its essentiality in Turkey, especially for its students who are keen to learn new languages so that they can compete in a modern world. I take this survey in a positive light, and feel the urge to request the stakeholders (the business customers, the managers of institutions, marketing teams, and the government) to learn from it and utilize this survey and empirical study in devising needed policies and implementing it.

6. CONCLUSION AND RECOMMENDATIONS

6.1 Summary of Thesis

This empirical study concerns the evaluation of customer loyalty trends and practices in Turkish foreign language learning institutions. Using a mixed methods approach, the research utilized both secondary and primary research methods to study the aspects of the thesis theme. Secondary analyses was based on an assessment of past researchers' perspectives on the subject while primary analysis contained questionnaire based survey analysis. A close-ended questionnaire, consisting of 15 questions, facilitated the researcher in studying about the subject while each sample participant had equal chances of selection into the group.

English-medium education enjoys unlimited space in educational sector of Turkey which is why the cultural distinctiveness of other countries seems to have faded away. Even the Turkish culture itself, appears to have been repressed through English-medium education which should be the main purpose why foreign language learning and development within the state is somewhat dubious and challenging. As per the study, some students studying in these institutions believed that the language acquisition is ultimately isolating them from their own country's culture and values. Moreover, based on the responses obtained from the survey, it was seen that an increasing number of students believed that language competence is an ultimate attribute of a globalized world where its proficiency is seen as an integral component of academic and professional success. The educational staff members and academicians were of the view that language development should be made a part of curriculums rather than treating them separately as a limited-period course. The survey results indicated that students need to develop foreign language skills in order to work on an off-shore land where cultural diversity is greatly embedded in all forms of social systems. Here, only those students are successful who have skills in reading, writing and listening in foreign languages. For better international employment opportunities, students need to develop language competence and acquisition in order to succeed in an

otherwise dynamic society. Regarding the challenges and requisites of a global era, language competence is necessary to develop. The research also threw light on the key issues of language acquisition debating upon its necessity with regards to economic development, and academic excellence on personal as well as professional fronts. While the participants greatly agreed to the fact that it enriches self-confidence, they were of the view that in Turkey, languages other than English must be treated with similar superiority, as well. This is a situation which calls for immediate revisions of policies in the educational sector whereby the system of foreign language learning can be improved. The thesis also provided the perspective that the present state of foreign language learning in Turkey is comparatively comprised except for English-medium education which has been overly projected within the sector. However the Turkish students delay their learning of English language until they reach their ages of adulthood where they are forced to take up the course as a necessity to qualify their academic programme. Communicative language teaching protocols in Turkey need to stress more upon teaching foreign languages other than English which is greatly the need of the hour. Although language learning necessarily translates into many benefits, it has to be ensured that it does not put other subjects and studies on stake, putting the students on a disadvantaged position altogether. Evidence of this research shows that language learning must accompany academic content as well so that students do not lag behind in any academic realms, and may devote their time equally to each area of study.

6.2 Conclusive Remarks

Many economic, social, cultural and academic benefits have been responsible in the growing interest and attention of the students to become customers at the foreign language learning institutions whether it is about developing a global understanding of people, cultures and customers or about increasing and enriching employees' potential across the globe. There is a need for foreign language curriculum to meet the changing needs of a modern educational system that can compete with the world standards; our children need to be developed into professional who can compete in a variety of international employment settings.

The needs and expectations of learners of foreign languages, if improved and catered, can lead to better academic results while producing effective opportunities on a personal and professional level. This thesis can be concluded by saying that Turkish students as customers have realized that foreign language acquisition is necessary to achieve if they are to succeed in a dynamic world; however, their trust in their institutions can only be gained through producing success stories and by meeting their needs of professional development while guiding them to blend in with other cultures and open their own personalities to others, for better learning and progression.

Motivation of learners and their interests towards learning a foreign language varies; educationists and policy-makers must pay attention towards their differences so that better policies are promulgated. The effectiveness of a learning centre is gauged by learners in the light of proficiencies obtained by others as well as by themselves. Owing to a rich variety of requirements of learning foreign languages, customer loyalty is foreign language is not an easy task to achieve.

6.3 Recommendations

For students as customers, foreign language learning is immensely self-rewarding as an experience; it is however, dependent on the institutional operators to provide environments that encourage students to learn languages and apply them proficiently. Turkish government should help foreign language institutions to conduct policy reviews and bring about changes in order to bridge social barriers in their educational settings. In educational institutions other than those which teach foreign languages, the significance of foreign language learning must be emphasized so that students realize that apart from improving brain functions, it helps in producing multi-tasking skills amongst individuals and help students cope up better and perform superiorly in schools and colleges (Yılmaz & Genç, 2010). In foreign language institutions, there is a need to emphasize that foreign language learning does not only result in efficient academic performance and results, but it is a source of producing professionals that can compete with international standards. There are many steps and measures that can enhance customer loyalty in foreign language institutions in Turkey (Yılmaz & Genç, 2010). In a global era, where technological

advancements have shrunk the world to a global village, distances no longer matter in education as well. There is a need to realize that flexibility and openness to other cultures is the need of the hour. In such a situation, foreign language educationists must realize that only those professional will succeed in the foreign educational sector that can compete with people belonging not only to their cultures only but to others' as well. Professionals from Turkey may have better accommodation facilities and working opportunities in other cultures where they can blend in with the locals and contribute towards world peace and harmony. The academicians of Turkish foreign language institutions together with the Turkish government must make concerted efforts to improve customer loyalty towards these institutions by bring improvements to service delivery and improving upon the structure of the curriculum and the service standards so that is comparable withy similar institutions beyond boundaries. Students as customers perceive their success with the success of their peers, so with new value propositions and products offered by their language learning institutes, their loyalty and confidence would increase. Ultimately, customers in these foreign language centers seek career potential and wider employment avenues based on their acquisition of language other than English and Turkish. Multi-lingual abilities of students lead them to openness and flexibility on an international platform which is why they tend to be more inclined towards comparing their own achievements with those of their seniors belonging to the same institution.

Foreign language institutions must work towards the development of curriculums and designing of syllabus in a way that it meets the changing needs of learners; there should be mechanisms to appraise their academic progress in a timely manner so that linguistic structures, writing conventions, pronunciations and vocabulary may be improved with time. Language teaching practices must improve in a manner that teaching protocols are established on international standards, mainly because of the diversity found around the world. Learners should be given the freedom to select the language they need to learn, and their classes must be planned and scheduled accordingly. With a little effort and toil in the right direction, foreign language customers can increasingly gain in their pursuit for excellence; it is now up to the educational operators, governing bodies and institutional directors to formulate policies that are encouraging for students while enhancing their

experiences of learning and acquiring a foreign language so that they become more loyal and confident in the services being offered.

6.4 Research Implications

This research carries significant implications for a number of stakeholders, most dominantly for the academicians involved and working at foreign language institutions and the customers of these institutions i.e. its students. One of the main points to note here is that the research, though restricted to Turkey only, carries lessons to ponder over by other countries, as well. The learning of specific educational institutions may be taken in particular context of learning the future state of Turkish foreign language institutions; however, the general lessons it carry for the academic, economic, cultural and other sectors must not be neglected by other educational institutions beyond Turkey. The study carries important lessons for educationists who need to come up with policies and amendments in organizational regulations to better incorporate language-centric programmes permanently in the curriculum. This study will benefit the operators and teachers of foreign language institutions in a way that teachers can improve their teaching skills and comprehension of foreign language needs by realizing the benefits of learning foreign languages as well as the issues of customers enrolled in these institutions. Irrespective of the country where the learning may be applied to, the key issues and challenges of foreign language discussed in this study presents a valuable ground for speculation in future regarding customer loyalty with the service provided in foreign language institutions all around the world.

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Appendix

Questionnaire

Questions to be answered by students:

1. In your opinion, the acceptability and international acclaim for foreign language especially English was the main motivation for you to learn the language:

   Strongly Agree

   Agree

   Neutral

   Disagree

   Strongly Disagree

2. Foreign language learning is an essential element for international students if they wish to live in an offshore land:

   Strongly Agree

   Agree

   Neutral

   Disagree

   Strongly Disagree

3. Students learning a foreign language perform well in standardized tests such as the Scholastic Aptitude Test (SAT) and others:

   Strongly Agree

   Agree

   Neutral

   Disagree

Strongly Disagree

4. You can enhance your self-worth and confidence by learning more than one languages in today's world:

   Strongly Agree

   Agree

   Neutral

   Disagree

   Strongly Disagree

5. In a globalized economy, an English-only option becomes less attractive for students who wish to add more achievements and attributes to their resume:

   Strongly Agree

   Agree

   Neutral

   Disagree

   Strongly Disagree

6. In your opinion, foreign language learning is a source of enriching one's cultural attachment as well as acquiring qualities of others' cultural backgrounds:

   Strongly Agree

   Agree

   Neutral

   Disagree

   Strongly Disagree

7. You have found better international employments owing to your learning of more than one languages:

   Strongly Agree

   Agree

   Neutral

   Disagree

   Strongly Disagree

8. You find that the foreign language curriculum in your college/university/institution is developed appropriately catering to all your needs of learning and development:

   Strongly Agree

   Agree

   Neutral

   Disagree

   Strongly Disagree

Questions to be answered by academicians and other staff members from foreign language institutions:

9. In your opinion, business customers and students of an educational setting are similar in nature to each other:

   Strongly Agree

   Agree

   Neutral

   Disagree

Strongly Disagree

10. Language competence and proficiency is given significance in curriculum designing at your institution:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

11. In your opinion, today's world provides innumerable scope and opportunities for students who develop skills in foreign language reading speaking and writing:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

12. Rather than one-year dedicated programme, foreign language learning must be embedded in the school/college/university curriculums for achieving better results:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

13. In your opinion, English as a foreign language in Turkey is learnt unwillingly by the students until they reach their adulthood ages where it becomes more of a necessity:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

14. In your opinion, Turkish institutes need to improve upon their customer loyalty by assessing the needs of customers (students) in terms of learning foreign languages and meeting them:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

15. Customer loyalty is an important phenomenon for educational sector which must address the key challenges in the sector through proper resource allocation and cost efficiencies while compensating the academicians enough so that they provide better services:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Thank You

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-44-E.9398591   18.09.2015
Konu: Sanaz TAHMASBY

İSTANBUL AYDIN ÜNİVERSİTESİ
(Sosyal Bilimler Enstitüsüne)

İlgi: a) 14.07.2015 tarih ve 3647 sayılı yazınız.
     b) Valilik Makamının17.09.2015 tarih ve 9345749 sayılı oluru.

Üniversiteniz Sosyal Bilimler Enstitüsü yüksek lisans öğrencisi Sanaz TAMHASBY'ın *"Yabancı Dil Öğretim Kurumlarında Müşteri Bağlılığı, Türkiye de Ampirik Bir Araştırma"* konulu tezine dair araştırma çalışması hakkındaki ilgi (a) yazınız ilgi (b) valilik onayı ile uygun görülmüştür.

Bilgilerinizi ve araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, *uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının uygulanması,* katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, gerekli duyurunun araştırmacı tarafından yapılmasını, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim -öğretimi aksatmayacak şekilde ilgi (b) Valilik Onayı doğrultusunda işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini arz ederim.

                                                        Murat ADALI
                                                        Müdür a.
                                                        Şube Müdürü

EK:1- Valilik Onayı
    2- Ölçekler

SOSYAL BİLİMLER ENSTİTÜSÜ	
GELEN EVRAK	
KAYIT TARİHİ	KAYIT NO
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Elektronik İmzalı Aslı Sistemimizde Mevcuttur	
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Tarih :	
İmza :	

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.9345749   17/09/2015
Konu: Sanaz TAHMASBY

VALİLİK MAKAMINA

İlgi:a) İstanbul Aydın Üniversitesinin 14.07.2015 tarih ve 3647 sayılı yazısı.
   b) MEB. Yen. ve Eğ. Tek. Gn Md. 07.03.2012 tarih ve 3616 sayılı 2012/13 nolu gen.
   c) Milli Eğitim Araştırma ve Anket Komisyonunun 02.09.2015 tarihli tutanağı.

İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitüsü yüksek lisans öğrencisi Sanaz TAMHASBY'ın *"Yabancı Dil Öğretim Kurumlarında Müşteri Bağlılığı, Türkiye de Ampirik Bir Araştırma"* konulu tezi kapsamında, ilimizde bulunan Mektebim okulları öğrencilerine; anket uygulama istemi hakkındaki ilgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının; söz konusu talebi; bilimsel amaç dışında kullanılmaması, uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının uygulanılması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim -öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Dr. Muammer YILDIZ
Milli Eğitim Müdürü

OLUR
17/09/2015

Ahmet ÖNAL
Vali a.
Vali Yardımcısı

Ek:1- Genelge
   2- Komisyon Tutanağı

Anket

Öğrencilerin yanıtlayacağı sorular:

1. Sizin görüşünüze göre yabancı dilin, özellikle de İngilizcenin yaygınlığı ve uluslararası düzeyde benimsenmesi, sizi bu dili öğrenmeye yönelten başlıca motivasyondu:

   Kesinlikle katılıyorum

   Katılıyorum

   Tarafsızım

   Katılmıyorum

   Kesinlikle katılmıyorum

2. Yabancı dil öğrenmek, yurt dışında yaşamak istiyorsanız uluslararası öğrenciler için mutlaka gereken bir özelliktir:

   Kesinlikle katılıyorum

   Katılıyorum

   Tarafsızım

   Katılmıyorum

   Kesinlikle katılmıyorum

3. Yabancı dil öğrenen öğrenciler, Skolastik Yetenek Sınavı (SAT) gibi standart sınavlarda iyi sonuçlar almaktadır:

   Kesinlikle katılıyorum

   Katılıyorum

   Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

4. Günümüzün dünyasında birden fazla dil öğrenerek öz değerinizi ve özgüveninizi arttırabilirsiniz:

Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

5. Küresel ekonomide sadece İngilizce seçeneği, özgeçmişlerine daha çok başarı ve özellik eklemek isteyen öğrencilerin gözünde cazibesini yitiriyor:

Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

6. Sizin görüşünüze göre, yabancı dil öğrenmek insanın kültürel bağlarını zenginleştirmek ve diğer kültürlerin özelliklerini edinmek için bir yoldur:
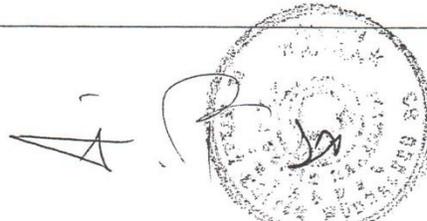
Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

7. Birden fazla dil öğrendiğiniz için daha iyi uluslararası işler buldunuz:

Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

8. Okuduğunuz üniversitede/yüksek okulda uygulanan yabancı dil müfredatının, tüm öğrenme ve gelişme gereksinimlerinizi karşılamak için hazırlandığını saptadınız:

Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

Yabancı dil kurumlarında görevli akademisyenlerin ve diğer çalışanların yanıtlayacağı sorular:

9. Sizin görüşünüze göre, bir şirketin müşterileri ve bir öğretim kurumunun öğrencileri, yapı olarak birbirine benzerdir:

Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

öğrenmektedir ve yetişkin yaşa geldiklerinde mutlaka gerektiği için öğrenmektedir:

Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

14. Sizin görüşünüze göre Türkiye'de kurumlar, müşterilerinin (öğrencilerin) yabancı dil öğrenme gereksinimlerini saptayarak ve karşılayarak müşterilerinin bağlılığını arttırmalıdır:

Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

15. Müşteri bağlılığı, öğretim sektörü için önemli bir olgudur ve söz konusu sektör, uygun kaynaklar tahsis ederek, maliyet verimi elde ederek ve daha iyi hizmetler vermeleri için akademisyenlere yeterli ücret ödeyerek başlıca sorunlarını çözmelidir:

Kesinlikle katılıyorum

Katılıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

Teşekkürlerimizle

Sanaz Tahmasby

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Experiences:

 February 2003 to January 2007   Zamani Trading (Tehran) Big company, Iran

   *   Active in the field of Translation of texts and letters from English to Persian
and vice versa, the translation of manual of goods.

   *   October 2007to January 2010: Commercial and Purchase
        Iranian Naft Airline. / THERAN-IRAN

Commercial relations with our supplier for placing orders, bargaining,
informing the shipping instruction to the supplier, following up
the goods at the time of import to clearance

Translate materials such as catalogues, reports, brochures, news, contract, also
commercial correspondences.

   *   March 2010 to August 2013: Enlish language institute as an English teacher

   *   November 2013 till now: Enlish teacher at Primary school level for full time job
at Mektebim College in Turkey

Skills:

Typing speed - 70wpm

Strong logical and managerial skills.

Superb interpersonal skills, office etiquette.

Software Skills - All Windows OS (Windows XP & VISTA, Internet), MS Word, MS Excel, MS Word, Out Look, Photoshop.

Language ability :

- Persian : Native language

- English : Speaking , Listening , Reading & Writing / Advanced Level

- Turkish : Intermediate Level

- Work group ability

Education

1999-2003   Islamic Azad University Iran

- B.A in English Language Translation

- M.A degree at MBA (Master of   Business Administration) Major

- ILETS Score of 6.5

* Certificate of ELS English language center In United State (Academic course)-summer 2013