A NEEDS ASSESSMENT OF THE STUDENTS OF THE DEPARTMENT OF TOURISM
AND ADMINISTRATION AND HOTEL MANAGEMENT AT BALIKESIR UNIVERSITY

A THESIS
SUBMITTED TO THE INSTITUTE OF HUMANITIES AND LETTERS
IN BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY
EVRİM ÜSTÜNLÜOĞLU
AUGUST 1994

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ABSTRACT

Title :   A needs assessment of the students of the
          Department of Tourism and Administration and
          Hotel Management at Balikesir University
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English for Specific Purposes (ESP) courses should
be organized and planned according to the needs of the
learners because ESP courses prepare learners for their
future careers (Hutchinson & Waters, 1987). In ESP
courses, needs, a gap between a current state of
affairs and a desired future state, is the basic
concept which differentiates them from General English
courses. Needs assessment is a systematic way of
determining needs (Smith, 1990). The target domain
(learners' future work field) is one of the starting
points to collect data necessary for needs assessment.
Present situation analysis identifies the current
proficiency level of the students. A comparison of a
target situation analysis (TSA) and a present situation
analysis (PSA) identifies the gaps between the current
situation and the desired level (Robinson, 1991).

This study investigated the target needs of the
students (skills and subskills required in the work
domain) along with the learning needs of the students
(the processes by which people learn these skills and
subskills) and whether the curriculum followed in the
Department of Tourism Administration and Hotel

Management at Balikesir University (BAU) meets the English language needs of the students. One hundred students (50 graduate and 50 undergraduate) and 5 hotel managers were included in the study. A structured questionnaire was administered to students and a semi-structured questionnaire was administered to hotel managers. A comparison of the frequency of the skills practiced in the classroom and the frequency of use in the target domain identified the gaps between the current teaching situation and the target domain. The questionnaire also identified activities which students believed were important for the classroom. Students also expressed their ideas about shortcomings of the English language program in an open-ended question.

The results of the student questionnaire indicated that the needs of the students are not fully met by the current curriculum followed at BAU, considering the needs of the target domain and the learning needs of the students. A large majority of students indicated that the required proficiency level of English in the target domain is <u>advanced</u> and that <u>speaking</u> and <u>listening</u> are the most used skills. However, translation, reading, and writing are the most taught skills in the classroom. The answers to the open-ended question revealed that many students believe the content of the English courses is not relevant and skills required in the target domain are not taught in the classroom. Students also reported that there are

too few class hours a week in the second, third, and fourth year, and that teaching methods along with materials are inappropriate. Results derived from a questionnaire administered to the hotel managers indicated that students cannot express themselves correctly and that activities to improve speaking and understanding as well should be emphasized in the classroom.

The results can be helpful in improving the curriculum and in selecting more relevant books and materials as well as appropriate methodology in English teaching at BAU.

BILKENT UNIVERSITY

INSTITUTE OF HUMANITIES AND LETTERS

MA THESIS EXAMINATION RESULT FORM

August 31, 1994

The examining committee appointed by the
Institute of Humanities and Letters for the
thesis examination of the MA TEFL student

Evrim Ustunluoglu

_____

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.

Thesis Title   : A needs assessment of the students of
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We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

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Approved for the
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To my beloved children, Umit and Ecem

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CHAPTER I INTRODUCTION

Background of the Study

Technology and science, which increased rapidly
after the end of the Second World War, generated a
demand for an international language. As English became
the increasingly accepted international language of
technology and commerce, the growing demand for English
to suit particular needs and improvements in the areas
of science, technology, and business contributed to the
rise of English for Specific Purposes (ESP) (Hutchinson
& Waters, 1987). As they reported, ESP, which is an
increasingly accepted field within English Language
Teaching (ELT), tailoring the content to different
groups of learners, became popular in the early 1970s.

Hutchinson and Waters (1987) define ESP as "an
approach to language teaching in which all decisions as
to content and method are based on the learner's reason
for learning" (p. 6). What distinguishes ESP from
General English is not the existence of a need as such
but rather an awareness of the need. In General
English, learner needs are not taken into account
(Widdowson, 1986). However, ESP has the aim of
preparing the learner for real life by considering the
learner's needs for his or her future career or academic
studies, that is, in the target domain. This aim
determines the area of the language required, skills
needed, and the methods to be followed in meeting these
requirements. Therefore, as Widdowson (1986) stated,

ESP should be firmly placed upon the purpose of the learner for learning the language.

Many sources in the literature (e.g., Richards, 1984; Widdowson, 1986) claim that needs analysis is the starting point in any ESP course design or evaluation because ESP is based on the purpose of the learners. The necessity of needs analysis is emphasized by Richards (1984) who reports that an ESP course is based on a needs analysis which aims to specify as closely as possible what exactly it is that students have to do through the medium of English, that is, the purpose of the learner. Pratt (cited in Richards, 1984) defines needs assessment as "an array of procedures for identifying and validating needs and establishing priorities among them" (p. 5) (Examined literature indicates that needs analysis and needs assessment are used interchangeably by many researchers).

As Richterich and Chancerel (1980) have reported, it is difficult to analyze, describe, and define needs because they are not things that are ready-made. Therefore, they suggest that identifying needs in a systematic way is necessary, which means working with the learner closely and determining his real language needs so that he can be successful both in his school and in his future job. In practice, this process covers a certain amount of information. According to Richterich and Chancerel, this information can be collected by identification by the learner of his needs,

by identification by the teaching establishment of its needs, and by identification by the target domain of its needs.

In designing ESP courses it is customary to analyze the required skills of the target domain; that is, it is essential to know the learner's reason for learning a language by identifying the situation in which learners intend to use the language. Such analysis is called "target situation analysis" (Hutchinson & Waters, 1987, p. 12). Analysis of target situation needs is concerned with language use. However, information about language learning is also necessary because it is important to know how people learn to do what they do with language. This process is known as "present situation analysis" (Robinson, 1991, p. 8). According to Robinson, in language teaching, both the needs of target domain and learning needs must be taken into account because the purpose of an ESP course is to enable learners to function adequately in a target situation. Needs analysis is seen as a combination of Target Situation Analysis (TSA) and Present Situation Analysis (PSA) by Robinson (1991). He has reported that first the precise language skills needed to carry out specific jobs should be determined through target situation analysis. Second, how these required skills or subskills can be acquired by the learner during the course program should be determined through present situation analysis. Thus, in order to specify an adequate teaching syllabus, it is

desirable to conduct both a target-centered and a learner-centered needs analysis. Robinson has added that in realization of these two analysis, data collection is the starting point. After data related to TSA and PSA are collected, they are analyzed and these analyses provide an essential basis for any program design, improvement, or evaluation.

Statement of the Problem

As in some other businesses, rapid growth in the international tourism industry also creates the need for special language skills. Hotel management and other tourism establishments such as travel agencies, information offices, and rent-a-car agencies cannot be considered complete without efficient personnel working in them. As international tourism increasingly gains importance, the foreign language education of the students in tourism departments gains a great deal of importance too.

The purpose of the ESP courses given at Balikesir University (BAU) is to teach English so that the learners will be prepared to use English to function adequately in their target situation, for example in a hotel or other tourist establishments. However, there is reason to believe that the learners actually cannot fulfill what they are expected to do in the target domain because they lack the required language skills. The problem may lie in the English language program.

The English language courses given in the first year in the Tourism Department of BAU are centered on General English. General English courses include reading, writing, listening, speaking and grammar and run a total of 16 hours per week. ESP is introduced in the English language courses in the second year to provide students with the specialized language they need for their chosen field of study, tourism. They study eight hours of ESP per week. ESP courses given in the third and fourth year are four hours per week. Although the students have intensive English courses in the first year, their weekly English lesson hours are decreased greatly in the second, third, and fourth year. The decreased hours of English courses in the second, third, and fourth years cause some students to complain. Furthermore, some of the students of BAU seem to have difficulty in using spoken language, which is a main concern of theirs. This is consistent with the complaints of hotel managers who employ the students of BAU as revealed in informal meetings and interviews done at BAU by the school administration and as well as by the questionnaires conducted by Bozok (1991) and Met (1986). In addition, not only the hotel managers but also the teachers, together with students (both graduate and undergraduate) complain about the English language courses. Taken together, these suggest that English language classes do not meet the students' needs for their working life.

Consequently, there is a pressing need to improve the curriculum in a way which will satisfy the English language learners as well as their future employers. This can be aided by a comprehensive needs assessment of the target domain and an assessment of the present situation of learners, which together comprise one of the initial steps in curriculum development.

Purpose of the Study

The purpose of this study was to identify the needs of the students based on the target needs and to determine the gaps between the objectives of the ESP program and the learning needs of the students and the needs of the target domain. The identification of these needs explained above was the first step to determine the areas where the current program has weaknesses. Such a needs assessment was necessary before the ESP curriculum can be improved so that it can better meet learning needs of the tourism students at BAU and the needs of the target domain.

In this study, the target situation analysis and present situation analysis was conducted taking into consideration the target needs of the students related to the target domain and their learning needs as well. Learning needs are what students have to do to learn the skills and subskills required. This would mean the acquisition of skills and strategies which are determined necessary for the target domain. As these

analyses were largely arranged as a comparison of what is needed in the target domain, what should be emphasized in the classroom, and what actually is emphasized, the results of these analyses provide us with identification of priorities of students' needs. These identified needs can help the curriculum designers and the teachers as well to determine the skills and subskills which should be taught in the classroom, that is, the skills which the tourism students are expected to demonstrate when they start working in the tourism field.

Statement of the Research Questions

The following questions guided the research:

1. What are the English language needs of the target domain as identified by the students and the employers?

2. What are the learning needs of the students as identified by the students?

3. How does the current curriculum match the identified needs?

In order to investigate the needs of the target domain and accordingly students' learning needs, both undergraduate and graduate students were given a structured questionnaire and semi-structured interviews were conducted with hotel managers. This study did not include teachers or the school administration. As a result of findings of this study, some weaknesses and gaps in the curriculum were discovered and some

suggestions were given for the design of a more appropriate curriculum. It was not the scope of this study to provide a complete course with all of its objectives, materials, exercises, and procedures for their evaluation. This study was limited to BAU.

CHAPTER 2   THE REVIEW OF LITERATURE

Introduction

In this chapter, as a first step, the historical
background of ESP will be reviewed. The growth of ESP
and its definitions will be included in the historical
background. As the awareness of needs is the basic
concept of ESP and this is what differentiates ESP from
General English, needs will be defined in the second
section. Different types of needs, as they are
identified by some researchers, will be described in
this section. Later, the importance of needs analysis
in course evaluation will be emphasized and the target
situation analysis (TSA), which is one type of
conducting a needs analysis, will be explained and
compared with present situation analysis (PSA). Next, a
summary of a case study related to needs analysis and
course evaluation in the field of ESP will be reviewed.
Finally, in the last section, key points of the
literature review as related to the present study will
be summarized.

Historical Background

As it has been stated in many books on ESP (e.g.,
Hutchinson & Water, 1987; Widdowson, 1986), the
necessity for a common language for people brought about
the use of English internationally due to growing
technology and science, especially after the end of the
Second World War. According to Hutchinson and Waters
(1987), the increasing use of English as an

international language manifested itself in the demand for instruction in English as both a foreign language and a second language in the 1970s. Literature written on ESP makes a clear chronological distinction between teaching and learning in English courses before the 1970s and after the 1970s. Hutchinson and Waters (1987) have summed up the reason for this change in teaching and learning in English courses as a result of changing conditions in the world due to increasing technology and science. They state that before the 1970s, teaching was the focus of education; that is, it was believed that if teaching had been done properly, learning would be expected to be sufficient without taking the learner into consideration. However, during the 1970s, this fast changing and growing technology and science changed the shape of teaching English. This change resulted in different types of needs. All these needs as they are identified by different researchers will be explained below in the "Definitions of Needs" subsection in detail.

Different stages during this transition are interpreted by different researchers differently. According to Nunan (1989), changes in trade and technology were felt strongly in English teaching and during the 1970s, "communicative views of language teaching" (p. 25), that is, what the learner needs to do with the target language and functional skills they need to master in order to communicate successfully, led to

the development of ESP. Thus, the 1970s was considered as the beginning of innovations in teaching English. These innovations prepared a setting for shifting from a teacher-centered to learner-centered education system. During the 1980s, according to Nunan, because of the gradual widespread in the use of ESP, the demand for functional English or ESP was felt so strongly that generalized English foreign language instruction started to decrease in many countries and ESP started to gain importance.

The four reasons for this expansion of demand in the 1980s are identified by Strevens (1980) as follows: (a) the separation of the English language as a valuable instrument from cultural values which are associated with native speakers of English, which means the use of the instrument without the necessity of absorbing an alien culture and society; (b) the appearance of urgent needs in multilingual societies because of economic development caused by political independence and accordingly widespread use of English to communicate; (c) "localized forms of English" (p. 106), that is, the use of English differently in many countries as a result of locally felt communicative needs; and (d) the phenomenon of blacklash, that is, the negative reaction against the extensive use of English in some countries, which led to the more selective use of English so as not to destroy the local cultural values.

Hutchinson and Waters (1987) see the growth of ESP as a result of "a combination of three important factors: the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology" (p. 8). In this case the field of linguistics describes the rules of English usage. However, language shows varieties from one context to another; thus, if the features of specific situations in which language is used are determined well, these grammar rules of English can be used properly. They also explain that educational psychology emphasizes the central importance of the learners and their attitudes to learning. Emphasizing the importance of the needs and interests of the learners on their motivation, they have added that the relevance of the learners' English course to these needs and interests will increase their success. For example, this means that the texts prepared for engineering students should not be used for tourism students.

However, the examined literature (Strevens, 1980) has put forward that it has taken a long time to translate all these major technological, economic, social, political, and educational changes into an actual change in teaching situation, that is, to provide instruction in direct response to learners' needs.

Definitions of ESP

Literature related to ESP suggests that awareness of needs has been the main point which distinguished ESP from General English language teaching. ESP has a special aim such as preparing the learner for real life, this aim defines the particular area for which language is required and special skills as well as methodology to be followed (Hutchinson & Waters, 1987).

ESP has been defined by many researchers. In Streven's (1980) definition, "ESP is an approach devised to meet the learners' particular needs, related in themes and topics to designated occupations or areas of study, selective (not general) as to language content, when indicated, restricted as to the language skills included" (p. 109). Hutchinson and Waters (1987) claim that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). Munby (cited in McDonough, 1984) explains that "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner" (p. 3).

The results of a needs analysis should not be ignored because ESP is an approach to language teaching which is directed by specific reasons for learning based on the learner's needs. In brief, to provide a rationale for the course program, needs analysis should be conducted in order to specify as closely as possible

what students have to do through the medium of English (Smith, 1990). Therefore, it is better to first focus on defining need.

Definitions of Needs

As the awareness of the need is the basic concept in an ESP course, the definition and the types of needs should be specified. Need is a broad term and it is interpreted differently by many researchers because it shows differences according to setting and people. Berwick (cited in Johnson, 1989) explains need as "a gap or measurable discrepancy between a current state of affairs and a desired future state" (p. 52). He states that a distinction should be made between felt needs and perceived needs. Felt needs means the needs which learners have. These are identified by the learner. Perceived needs are the needs which are identified by "certified experts" (p. 55) about the educational gaps they perceive.

Brindley (cited in Johnson, 1989) classifies needs as objective needs and subjective needs. Objective needs refer to needs that are obtained from different kinds of factual information about learners, their use of language in real life, their current language proficiency, and difficulties they have in language. Subjective needs refer to needs related to learner's cognitive and affective needs. They can be derived from a knowledge of their personalities, confidence,

attitudes, wants, expectations and also learning strategies.

Hutchinson and Waters (1978) interpret needs as target needs and learning needs. Target needs refer to the language use, that is, what the learners are supposed to do in the target situation through the language they have learned. They use the term target needs also for necessities, lacks, and wants. Necessities are considered as a type of need that is determined by the target domain. It means what learner should learn or know in order to work effectively in his or her future career. Lacks are defined as those necessities that the learner does not have. That is, lacks represent the gap between the learner's proficiency and the needs of the target domains. In explanation of necessaries and lacks, target needs have always been focused on, but the learner has not been mentioned actively. Concerning wants, these are the needs which are identified by the learner himself. Ricterich (cited in Hutchinson & Waters, 1987) states that "a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment" (p. 56). Thus, necessities, lacks, and wants function as a bridge among themselves under the term target needs. The term learning needs refers to the process by which people learn the language. TSA determines the level of language required and skills a

student should have when he is employed, whereas learning needs determine the route to achieve these skills and level. Learning needs provide the frame work of learning from the starting point to the destination.

Widdowson (1981) emphasizes the specification of needs in the target domain and states that "if a group of learners' needs for the language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these specified needs" (p. 96). Therefore, considering this explanation, the specification of language needs should be well determined so that the functions and use of language, both grammatically and lexically, will be carried out properly. In this specification process, Widdowson makes a distinction between goal-oriented needs and process-oriented needs. Goal oriented means what the learner needs to do with the language he has learned. Process oriented needs means what the learner needs to do to actually acquire the language.

In brief, needs fall into two categories: those of the target domain such as target needs, perceived needs, goal oriented needs and objective needs and those of the learner such as learning needs, felt needs, subjective needs, and process-oriented needs. All these approaches are very important with regard to instruction in language education because teaching language programs should be responsive to learner's need. All of these

needs need to be considered when doing course evaluation or planning.

The Aim of Course Evaluation

Strevens (1980) states that variations in ESP syllabus come from different types of needs. He explains that as ESP is based on the learner, actually on his purpose of learning language, the use of English in different circumstances by different users creates several language variations in ESP. All these variations are spontaneously seen in syllabus design. In General English language teaching, syllabuses are usually unchanged for long time and do not show differences according to the learners's needs, whereas necessary changes related to the learner's needs and modifications in curriculum design shape the ESP syllabus, (Strevens, 1980). Thus, in any ESP course evaluation, needs must be well-determined.

The determination of whether these needs have been met or not can be understood through an evaluation of the course. The main aim of evaluation is to assess whether the program is efficient or not, whether the objectives and goals of the program are carried out or not (Strevens, 1980). Richards (1990) suggests a model for program evaluation step by step as follows: (a) identification of objectives and goals of the program, (b) evaluation of program factors (effectiveness of the syllabus organization, materials, instruments, teachers'

competence in the classroom), (c) setting up criteria for each factor to indicate whether objectives are being met or not, (d) designing instruments, (e) collection of data, (f) comparison of data with desired results, (g) If matches, it means successful aspects of program, If discrepancies, solutions should be suggested to improve the program, and (h) preparation of evaluation report and recommendations for changes.

Richards (1990) argues that the impact of needs carries an important role either in identification of program goals and objectives before a program starts or also during the current program which is underuse. Only through a needs analysis can we evaluate any program or identify the needs. Then what is needs analysis?

Needs Analysis

Needs analysis is defined by Pratt (cited in Richards, 1984) as "an array of procedures for identifying and validating needs and establishing priorities among them" (p. 5). Related to this explanation, as it is not possible to teach a language totally and learners should not be expected to learn the whole language in any given course of instruction, choices should be made in selecting syllabus components with regard to needs of the learners and target situation as well.

At this stage, that is, selecting and determining goals and objectives for the program, needs analysis should be conducted. According to Richards (1984) needs

analysis serves the purposes of (a) finding out a system to carry out a language program involving learners, teachers, administrators or employers, (b) defining language needs, either general or specific, in order to specify goals, objectives and content for language program, and (c) collecting data in order to evaluate the existing program.

Smith (1990) interprets needs assessment as a process for identifying the gaps between the educational goals the teaching establishment puts for students and the student's actual performance. These gaps can be determined through a needs analysis. This analysis process usually involves the following steps: (a) preparation for the needs analysis, (b) collecting the data, (c) analyzing the data, and (d) reporting the result.

Smith (1990) states that in conducting a needs analysis, a carefully developed rationale statement should be decided on to direct the research. He explains rationale as a focus which is established for assessing students' needs before determining what data will be collected. He explains that this focus for the assessment can be established by answering several questions about the learners, teaching institution, or user institution (exact nature depending on research area) through informal meetings with people who are involved in the research area or administering questionnaires. In brief, the research area should be

specified as a result of this information gathered so that a focus can be established.

According to Richterich and Chancerel (1980), the learner is considered to be the center of a circular system in learning any foreign language, and this system requires analysis and identification of needs. As it is seen in Figure 1, the learner is in the central position and this means that everything starts from learner and goes back to him.

Figure 1. An approach centered on the learner
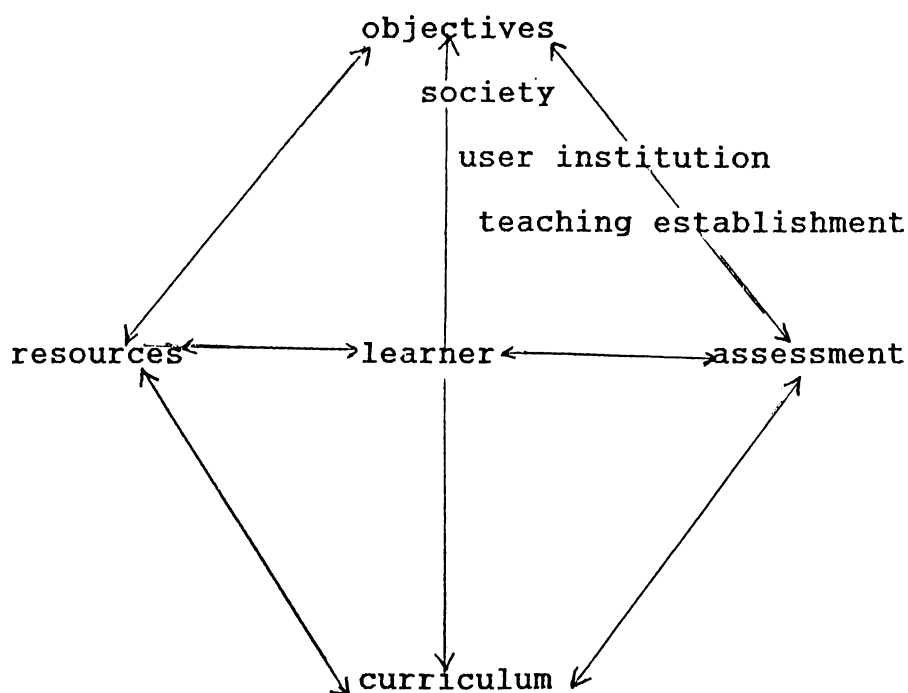
Note. From Richterich and Chancerel (1980, p. 4)

However, it can be seen that it is the system that puts him or her there. The learner realizes the learning within different institutions (teaching establishment and user-institution), and these institutions act within society. Therefore, it is

necessary to find a compromise between the resources, objectives, assessment, curriculum and teaching establishment, user-institution, and the society.

Richterich & Chancerel, 1980) say that the information necessary for this process can be collected at different levels, in relation to different fields. Information is also collected at different times. It can be collected from the learner before the program starts or during the program; information about the teaching establishment can be again collected from the learner, or information can be obtained from the target domain. All these kinds of information gives a better understanding of the real use of foreign languages, requirements, and lacks as well.

Data collection, which is the next step in a needs analysis, according to Richterich and Chancerel (1980) can be done in three ways: (a) identification by the learner of his needs, (b) identification by the teaching establishment of its needs, and (c) identification by the target domain of its needs.

As explained in many sources related to needs analysis (e.g., Smith, 1990), there are several instruments to collect data. For example, they can be Likert-type scales; multiple choice, or yes-no type questionnaires; or structured, non-structured, or semi-structured questionnaires. These instruments are ordinarily used both to elicit opinions about the importance of instructional components and opinions

about the emphasis given in the program to the various
instructional components. Using any proper instrument,
as Henning (1987) has explained, it may be possible to
measure and identify components of the program that are
underemphasized or overemphasized in the course.

Finally, the information gathered as a result of
this research is then used either for designing any
program or evaluating it as well (Smith, 1990). After
data have been collected, they are analyzed and
interpreted. Then it becomes possible to determine the
discrepancies or gaps between current and desired
performance (Richterich and Chancerel, 1980). Through
the analysis of data collected, we can be well informed
about the context of the language program, the learners,
the teachers, and the administrative factors that affect
the program.

A summary of the steps followed in needs analysis
(Richterich & Chancerel, 1980; Smith, 1990; Robinson,
1991) can be reviewed in Figure 2.

Figure 2. Steps followed in needs analysis

Set up a Rationale
|
Data Collection
|
Data Summary
|
Analyzing the Data
|
Discrepancies? or Matches?

What ought to be done?

Suggestions? Changes? Priorities?
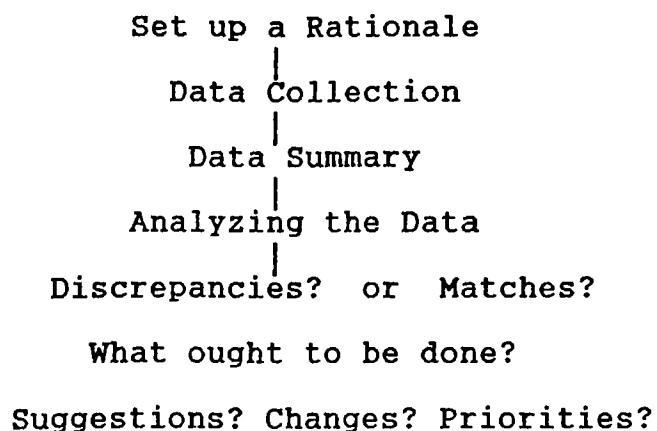
As noted above, TSA is one way of gathering data about needs. Robinson (1991) states that TSA has a crucial effect in organizing and evaluating any course program. However, he emphasizes that the result of the TSA should be compared with the result of the PSA in order to evaluate the current program. TSA analysis and the PSA will be explained in detail below.

Target Situation and Present Situation Analysis

Hutchinson and Waters (1987) see target situation analysis as a direct determining influence on the development of syllabus, materials, methodology, and tests. As the purpose of an ESP course is to enable learners to function adequately in a target situation that is, the situation in which the learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation needs by carrying out a detailed analysis of the necessary functions, which are linguistic features of that situation. In that way, the identified features can form the syllabus of the ESP course (Hutchinson and Waters, 1987).

Robinson (1991) states that TSA is related to the precise language skills needed to carry out specific jobs. Therefore, in TSA "a target profile of language skills" (p. 10) should be established. In order to draw up this profile, which tasks and activities learners will perform in their future jobs must be discovered, which will clarify the level of language performance

which is required for these tasks. Following this, "a profile of present ability" (p. 10) needs to be established. This will clarify to what extent the learner matches up with these requirements, skills, or tasks. This can be done by questionnaires, interviews, tests, and attainment scales. Robinson (1990) has said that information gathered by these two ways will determine how much language training is needed, which skills and subskills should be taught, and what specific area students are supposed to be involved in. For example, if reading is identified as an important skill, then the researcher needs to identify the types of text which must be read and the modes of reading employed for them such as speed reading, scanning, skimming, and so forth (Robinson, 1991). Therefore, students' needs can be expressed in terms of language items which must then be taught.

TSA first requires identification of the setting in which the learner will be using the target language, and then language skills, forms, and the relationships they will be involved in (Richards, 1990). In order to obtain this information, Essebuggers (cited in Mackay and Palmer, 1981) suggests that three things need to be described: (a) the language needs, (b) the activities and the tasks which will be performed, and (c) the groups and individuals in real situations.

Chambers (1980) supports the importance of TSA and claims that TSA can supply long-term aims of the program

because needs determined by this way are the real needs.
The reason for long-term aims of the program as
explained by Chambers (1980) is that the problems in the
real world are usually different from the ones that the
students have in classroom at school. These problems
are usually complex and disordered. Thus any ESP course
design, especially at university level, should prepare
the students for the real working life which is
different from classroom.

A Review of a Case Study

In language teaching the impact of needs analysis
has been great in the area of special purposes program
design and a considerable literature now exits on the
role of needs assessment in ESP (Robinson, cited in
Richards, 1990).

The following, illustrative case study conducted by
Harvey (1984) reports an in-depth analysis of the
situation of a group of professionals including one
civil engineer, two economists, two business
administrators, two auditors, and three accountants who
required English for job-related activities. The
institution concerned was an engineering and auditing
consultants office which requested an English course to
meet the needs of its personnel. The first step in
conducting the needs analysis was to identify the target
group considering their personal, sociocultural, and
educational traits. As next step, their expectations

and interests in the language were investigated. Finally, specifications and a framework of their real language needs were drawn. As instruments, questionnaires, language tests and interviews were used to collect data. Questionnaires and interviews helped a great deal in determination of the learners' characteristic and evaluation of their attitudes and expectations. Language tests brought out their strengths and weaknesses in English.

In order to specify the learners' communicative needs, the situations in which the learners would need to use English were investigated, learners' communicative purposes, that is, the activities and the roles they would be performing in the foreign language (the real language needs) were determined, and finally the level of performance they were expected to perform was identified.

All these steps taken helped the course designer to establish priorities and to determine the necessary skills and subskills to be followed. Finally, to improve a syllabus specification, proper materials were selected and methods to be followed were determined.

Summary

After a long time of teacher-centered education, ESP came into existence as a result of the expansion of demand for English along with developments in linguistics and educational psychology (Hutchinson & Waters, 1987). It has taken a long time for changes to

place in language teaching and learning. They state

that this process led to learning-centered education in

which needs of the learners were focused on. As the

awareness of the needs as stated in the literature

(e.g., Hutchinson & Waters 1987; Richards, 1990) makes

ESP different from General English, needs should be well

determined. Course evaluation process is the only

method to understand whether the needs have been met or

not (Widdowson 1981). He says that course evaluation

shows us if the objectives of the course program for the

language teaching work or not, if the learner is at

desired level or not. In order to evaluate any course

design, needs analysis should be conducted. Before

conducting a needs analysis, a rationale is determined

so that the research area is specified. In the process

of needs analysis, data collection is an important step

(Smith 1990). There are several ways of collecting

data. Robinson (1991) has stated that TSA is a very

important starting point for needs analysis. Because

TSA provides us with necessary information with regard

to necessities and needs in target domain. PSA seeks to

establish the students' current level, their strengths

and weaknesses either at the beginning of the program or

during the program (Robinson 1991).

According to Robinson (1991), needs analysis is

considered as a combination of TSA and PSA, because the

result of these two analysis will bring out the gaps

between the desired level and the current situation.

CHAPTER 3 METHODOLOGY

Introduction

Rapid changes in technology, science, and politics, in almost every area, were also strongly felt in education and teaching after 1945. The traditional education system, in which teaching had been focused on, changed, and learners' needs were highlighted. Especially, the increasing demand for English after it was accepted as an international language and the wide use of English led to the growth of ESP (Hutchinson & Waters, 1987).

Robinson (1991) explained that as needs are the basic concept in any ESP course design and evaluation, they should be well defined. Needs can be defined through a needs analysis. The analysis of TSA and PSA provides an essential basis for program design, improvement, or evaluation (Robinson, 1991).

The aim of this study was to identify gaps between what is currently taught in the classroom and what should be taught related to the learner needs for students of Balikesir University through an analysis of the target situation and the present situation. This study sought to discover if the learners are taught the right skills and subskills in order to work effectively in their target jobs; that is, whether the current curriculum fits or matches these needs or whether there are discrepancies.

This chapter first presents background information on English language instruction given in the Department of Tourism Administration and Hotel Management School. It then describes the subjects and how they were chosen, the instruments and how they were developed, and the data analysis procedure.

The Department of Tourism Administration and Hotel Management School Program

The Department of Tourism Administration and Hotel Management School of Balikesir University is a four-year program. Balikesir University is not an English-medium university, and it does not have any English language placement tests or preparatory classes. After students are admitted on the basis of a university exam, they are placed into several English language classes without taking their proficiency level into consideration. In the first year, students have 16 hours a week of General English, which is divided into speaking (2 hours), grammar (8 hours), reading (2 hours), writing (2 hours), and listening (2 hours) with different teachers. Instruction is mostly traditional, that is, teacher-centered. In the second year, the number of hours of English lessons is decreased, and students study 8 hours a week, during which ESP is introduced and skills are not taught separately. Students follow a course book which covers content-based topics with dialogues, short readings, and listening exercises about different departments of a hotel, for example, front office (reception),

restaurants, and accountancy offices. In the third and fourth years, students study four hours of English a week, during which mainly translation of tourism topics from English into Turkish and from Turkish into English is studied.

Subjects

There were a total number of 105 subjects in the study. Of these, 100 were present students and former students of the Tourism Department of BAU. The other 5 subjects were hotel managers. Fifty voluntary undergraduates in the last year of school were solicited by the three fourth-year class teachers out of the almost 120 students in the last year. These 50 students are the ones who were in the classroom on a particular day and volunteered to complete the questionnaires. Another 50 subjects were graduates who had already been working in the target domain, whose addresses were available and identified by the school administration, and who returned completed questionnaires mailed to them The graduate students were among the ones that the school is still in contact with. The reasons these two groups were chosen were as follows: First, the last year undergraduate students were believed to be familiar with the problems as they had interned in the target domain in the summer time twice. They, therefore, could compare the gaps between the needs of the target jobs and the course content. Graduate students should be well informed about the

gaps between the education they had and the needs of the work domain they are working in. In addition, the 5 hotel managers who employ these students were identified by the school administration. These managers are the ones that the school sends some of its students and graduates to as interns and employers. These managers were all five-star hotel managers, as it was believed that these managers could give more information about the required proficiency level of the students they employ because these are the hotels which attract more foreign tourists than the other type of hotels. The reason hotel managers were chosen was to discover their expectations of students in terms of target domain English language needs. Also, it was believed that they would be able to identify difficulties the students have faced during working time.

The sex and age of the subjects were not asked because there was no reason to believe that that information would affect or change the direction of the study. Student subjects were also not asked to write their names on the questionnaires in order to make them feel as comfortable in answering questions as possible.

Materials

There were two instruments used to collect data for this study; one for the students and one for the hotel managers. One instrument, the nine-item structured questionnaire, was used for the graduate and undergraduate students, and the six-item semi-

structured questionnaire was used for hotel managers.

The questionnaire prepared for graduate and undergraduate students (see Appendix A) was revised once as a result of a pilot study. This questionnaire was first prepared considering Mountford's and Mackay's (1981) model with a few modifications and piloted on 20 volunteer tourism students of Balikesir University. At this time, it was seen that this questionnaire had some drawbacks and needed some specifications. As Smith (1990) reported, the research area should be specified as a result of pilot study so that a focus can be established. First, because it was administered in English, subjects had difficulty in understanding the items. Second, students found the questionnaire very long and distracting as it included 20 items with multiple subitems. The pilot study showed that speaking and listening skills were the two skills that should be focused on. In the light of this feedback, the 20 items were revised with the help of an expert who is a statistician at Balikesir University, and the questionnaire was decreased to 9 items mostly emphasizing two skills: speaking and listening. Items included in the questionnaire were translated into Turkish by three bilinguals working at Balikesir University in order to minimize possible misunderstanding of the questions. The questionnaire was backtranslated into English again by three different Turkish English teachers in order to be sure that the English and Turkish versions were equivalent.

Item 1 in this questionnaire asks undergraduate and graduate students about the proficiency level of English required in the tourism industry. Items 2 and 3 were organized in such a way that students could compare the frequency of the skills (reading, writing, speaking, listening and translation) taught in the class and required in the target domain. Item 4 asks the frequency level at which these skills should be taught in the classroom. Item 5 investigates what levels of proficiency are needed in the work domain for vocabulary, grammar, pronunciation and fluency. Item 6 and 7 ask about the frequency at which various activities should be carried out in the classroom in order to improve the speaking and listening skills. Item 8 asks if the language listening laboratory is beneficial or not and if so, how many hours a week should be devoted to it. The last item is an open-ended question. This question was asked to get an overall idea about possible shortcomings in the English language instruction as identified by these students.

The six-item semi-structured questionnaire (see Appendix B) given to the 5 hotel managers was generated from informal meetings and interviews done with other hotel managers. Items 1-5 asked are related to expected proficiency level of students and the required skills in the target domain. Item 6 asks their suggestions for improving the required skills and the general proficiency level of the students. The same procedure of translation was conducted for this

questionnaire as for the above questionnaire.

Procedure

First, the pilot study was conducted in the last
week of March. The revised nine-item questionnaire was
administered to the 50 volunteer undergraduate students
who were in the classroom by three English teachers in
their lesson hour on April 11, 12 and 13. Before
administering the questionnaire, the teachers told the
students to answer the questionnaire carefully as the
result might direct or change the current program. No
time limit for completion was given. They were asked
to turn them in when they finished. They had an
opportunity to ask questions of their teachers if they
had any difficulty. Later teachers reported that the
subjects had no problems.

In the first week of March, 75 questionnaires were
mailed to the graduate students along with stamped,
self-addressed envelopes. It took about one month to
get them back. However, 25 were returned unanswered
because of the address changes. No further action was
taken on these 25. Four duplicate questionnaires were
distributed to 4 students who had not returned the
original questionnaires at the end of the month and
whose locations were known. These were later completed
and returned. The 5 hotel managers were given the six-
item semi-structured questionnaire on the 26th of May.
Each questionnaire was given individually and face to
face in five different hotels. No time limit was given

again. For the open-ended question, the subjects were asked to write their comments on the questionnaire. For the open-ended question, all the managers wanted to discuss the main problems and gave some suggestions orally. Notes were taken on their comment.

Data Analysis

As indicated above, the same nine-item structured questionnaire was given to both graduate and undergraduate students. Items 1-8 in the questionnaire are analyzed first in frequencies and percentages, calculating responses for each group (graduate and undergraduate) separately. Second, for items 2-8 each frequency category was assigned a numerical value (1 for never, 2 for rarely, 3 for usually, and 4 for always), and the means of the frequency levels were calculated for each subitem using the frequencies of responses and the values assigned. These frequency level means helped the researcher to rank the skills and activities in order of importance according to the both groups separately. As Item 9 was an open-ended question, the answers and suggestions given were interpreted and organized into categories and the numbers of subjects mentioning each category of problem were reported.

The results from the semi-structured questionnaire given to the 5 hotel managers were described and compared with the results of the questionnaire of the students.

CHAPTER 4   PRESENTATION AND ANALYSIS OF FINDINGS

Introduction

This study was done to investigate whether the English language needs of the students at the Tourism Department at BAU are fulfilled in accordance with the requirements of the target domain so that their language skills will be sufficient for their work domain. This study helped the researcher to identify the gaps between the current learning situation and the requirements of the target domain, the tourism industry. One hundred and five subjects (50 graduates, 50 undergraduates and 5 hotel managers) participated in this study. A structured questionnaire was administered to the students and a semi-structured questionnaire was administered to the hotel managers.

Analysis of the Questionnaire Given to the Students

A nine-item structured questionnaire was administered to the both groups of students. The responses given to each question were tabulated and analyzed as frequencies ($\underline{f}$), percentages ($\underline{\%}$), and mean of frequency levels ($\underline{M}$) (No subjects responded to the section "please specify the others" in Items 2 through 7.)

Item 1 asked students to indicate the level of English they need to know to carry out their work sufficiently. The results (see Table 1) demonstrate that <u>advanced</u> level is needed by a large majority of students. Table 1 shows that 80% of the students of

both groups responded that they should know English at
an advanced level. A total of 94% of the students
checked that either an advanced level or native-speaker
level was necessary, whereas only a total of 6% of all
subjects checked that intermediate level was required
and no one checked beginning.

Table 1

The Proficiency Level of English Required in the Target

Domain As Perceived by Undergraduate and Graduate

Student

	Proficiency Levels							
	Native-Speaker		Advanced		Intermediate		Beginning	
	f	%	f	%	f	%	f	%
Graduates	8	16	40	80	2	4	–	–
Undergraduates	6	12	40	80	4	8	–	–
Total	14	14	80	80	6	6	–	–

The second item asked subjects to identify the
frequency of the skills used in the work domain. Table
2 shows the answers given by the two groups separately.
All of the subjects (100% of graduates and
undergraduates) indicated that speaking is usually or
always used in the target domain, with listening
following closely at 98% for both groups. Although

students generally perceived that all skills are used in
the target domain, in both groups fewer students
indicated that translation (graduates, 48%,
undergraduates, 46%), writing (graduates, 42%,
undergraduates, 56%), and reading (graduate, 54%,
undergraduate, 48%) are usually or always used. The
means of frequency levels (see Table 3) indicate that
according to both graduate and undergraduate students,
the most used skill is speaking, followed quite closely
by listening. Reading, translation, and writing are
less frequently used skills for both groups although the
results show small differences for the last 3 skills
between graduates and undergraduates.

Table 2

The Frequency of the Skills Used in the Target Domain As

Perceived by the Undergraduate and Graduate Students

Skill Area	Group	Frequency Categories							
		Never		Rarely		Usually		Always	
		$\underline{f}$	$\underline{\%}$	$\underline{f}$	$\underline{\%}$	$\underline{f}$	$\underline{\%}$	$\underline{f}$	$\underline{\%}$
Reading	G	5	10	18	36	17	34	10	20
	U	4	8	22	44	17	34	7	14
Writing	G	3	6	26	52	15	30	6	12
	U	4	8	18	36	16	32	12	24
Listening	G	–	–	–	–	8	16	42	84
	U	–	–	1	2	7	14	42	84
Speaking	G	–	–	–	–	3	6	47	94
	U	–	–	–	–	6	12	44	88
Translation	G	4	8	22	44	15	30	9	18
	U	4	8	23	46	15	30	8	16

Note. G = Graduates; U = Undergraduates

Table 3

Mean Scores of the Frequency Levels of the Skills Used
in the Target Domain

Graduates		Undergraduates	
Skills	M	Skills	M
Speaking	3.94	Speaking	3.88
Listening	3.84	Listening	3.82
Reading	2.64	Writing	2.72
Translation	2.58	Reading	2.54
Writing	2.48	Translation	2.54

Item 3 asked how often the teachers teach certain
skills in the classroom. As seen in Table 4, both
groups responded quite similarly. Their percentages
(when look at together) indicate the following order of
frquency at which skills are usually or always taught:
translation (graduates, 84%, undergraduate, 74%),
reading (graduates, 80%, undergraduates, 68%), writing
(graduates, 60%, undergraduates, 72%), listening
graduates, 48%, undergraduates, 60%) and speaking
(graduates 40%, undergraduates, 50%). The means of the
frequency levels show the same order. These results
suggest that the most frequently needed skills in the
work domain, speaking and listening, are the least
frequently taught in the classroom (see Table 5).

Table 4

The Frequency of the Skills Which Are Taught in the

Classroom Teaching

Skill Area	Group	Never		Rarely		Usually		Always	
		f	$\%$	f	$\%$	f	$\%$	f	$\%$
Reading	G	—	—	10	20	36	72	4	8
	U	1	2	15	30	18	36	16	32
Writing	G	—	—	20	40	22	44	8	16
	U	4	8	10	20	22	44	14	28
Listening	G	1	2	25	50	20	40	4	8
	U	3	6	17	37	20	40	10	20
Speaking	G	2	4	28	56	18	36	2	4
	U	6	12	19	38	20	40	5	10
Translation	G	1	2	7	14	22	44	20	40
	U	2	4	11	22	22	44	15	30

The header "Frequency Categories" spans the Never, Rarely, Usually, and Always columns.

Note. G = Graduates; U = Undergraduates

Table 5

Mean Scores of the Frequency Levels of Skills Which are Taught in the Classroom Teaching

	Graduates	Undergraduates
Skill Area	M	M
Translation	3.22	3.00
Reading	2.88	2.98
Writing	2.76	2.92
Listening	2.54	2.80
Speaking	2.40	2.48

Item 4 asked how often teachers should teach these same above-mentioned skills in the classroom. Table 6 shows that 100% of the subjects agreed that speaking and listening should be highlighted in classroom. However, important differences can be seen between two groups for reading, writing and translation. Of the 50 graduates, 68% indicated that reading should usually or always be taught in the classroom, whereas 84% of the undergraduates indicated that reading should usually or always be taught. The difference is even larger for writing. Whereas 92% of undergraduates responded that both writing and translation should usually or always be taught, the number of graduate students who indicated that these two skills should usually or always be taught was much smaller (58% and 62% respectively).

Table 6

The Frequency of the Skills Which Should Be Taught in the Classroom

		Frequency Categories							
		Never		Rarely		Usually		Always	
Skill Area	Group	_f_	_%_	_f_	_%_	_f_	_%_	_f_	_%_
Reading	G	–	–	16	32	24	48	10	20
	U	3	6	5	10	19	38	23	46
Writing	G	–	–	21	42	18	36	11	22
	U	–	–	4	8	20	40	26	52
Listening	G	–	–	–	–	3	6	47	94
	U	–	–	–	–	3	6	47	94
Speaking	G	–	–	–	–	1	2	49	98
	U	–	–	–	–	1	2	49	98
Translation	G	1	2	18	36	21	42	10	20
	U	2	4	2	4	16	32	30	60

Note. G = Graduates; U = Undergraduates

The means of frequency levels in Table 7 indicate that the two groups agreed very highly on importance of these two skills: speaking and listening. However, undergraduates seemed to place more importance on translation, writing, and reading, than graduates.

Table 7

Mean Scores of the Frequency Levels of the Skills Which
Should Be Taught in the Classroom

Graduates		Undergraduates	
Skills	M	Skills	M
Speaking	3.98	Speaking	3.98
Listening	3.94	Listening	3.94
Reading	2.88	Translation	3.44
Writing	2.80	Writing	3.44
Translation	2.80	Reading	3.24

Item 5 asked the students to identify the
level of vocabulary, grammar, pronunciation, and fluency
they needed in their work field. According to the both
groups (see Table 8), pronunciation (both groups, 100%),
fluency (graduate, 100%; undergraduate, 98%) and
vocabulary (graduate, 100%; undergraduate, 98%) are
needed at an average or high level. Grammar follows
these three with 88% of graduates and 96% of
undergraduates indicating that these skills were needed
at an average or high level. The means of frequency
levels (see Table 9) show differences in the order for
the groups. According to the undergraduates, vocabulary
is the most frequently needed skill. Pronunciation and
fluency follow vocabulary very closely. Grammar is the
least frequently needed skill according to this group.
For graduates, fluency was indicated as the most

frequently needed skill, followed closely by vocabulary and pronunciation (see Table 9). For graduates also, grammar is the least frequently needed skill.

Table 8

The Frequency Level of Vocabulary, Grammar, Pronunciation, and Fluency Required in the Target Domain

Skill Area	Group	Never f	Never %	Little f	Little %	Average f	Average %	High f	High %
						Levels Required			
Vocabulary	G	—	—	—	—	6	12	44	88
	U	—	—	1	2	4	8	45	90
Grammar	G	—	—	6	12	19	38	25	50
	U	—	—	2	4	24	48	24	48
Pronunciation	G	—	—	—	—	7	14	43	86
	U	—	—	—	—	10	20	40	80
Fluency	G	—	—	—	—	4	8	46	92
	U	—	—	—	—	13	26	36	72

Note. G = Graduates; U = Undergraduates

Table 9

Mean Scores of the Frequency Levels of Vocabulary,

Grammar, Pronunciation, and Fluency Required in the

Target Domain

Graduates			Undergraduates	
Skills	$\underline{M}$		Skills	$\underline{M}$
Fluency	3.92		Vocabulary	3.88
Vocabulary	3.88		Pronunciation	3.80
Pronunciation	3.86		Fluency	3.66
Grammar	3.38		Grammar	3.44

Item 6 asked the students to indicate how much classroom time should be spent on activities to improve their listening skills. Almost all students reported that all the activities related to these skill areas should be at an average or high level (see Table 10). Table 11 shows that the both groups also agreed on the order of how much classroom time should be spent on these activities. They indicated that the most time should be spent on activities related to understanding fluent English followed by time spent on improving vocabulary and improving grammar.

Table 10

The Frequency Levels of the Activities Required In Order
to Improve the Students' Listening Skill

| | | Levels Required | | | | | | | |
| | | Never | | Little | | Average | | High | |
Skill Area	Group	f	%	f	%	f	%	f	%
Understanding	G	–	–	1	2	3	6	46	92
Fluent English	U	–	–	–	–	6	12	44	88
Improving	G	–	–	–	–	11	22	39	78
Vocabulary	U	–	–	1	2	12	24	37	74
Improving	G	–	–	2	4	30	60	18	36
Grammar	U	–	–	1	2	26	52	23	46

Note. G = Graduates;   U = Undergraduates

Table 11

Mean Scores of the Frequency Levels of the Activities
Required to Improve the Student' Listening Skill

Activities	Graduates M	Undergraduate M
Understanding Fluent English	3.90	3.88
Improving Vocabulary	3.78	3.72
Improving Grammar	3.32	3.44

Both groups responded similarly to Item 7 which

asked how much classroom time should be spent on various

activities in order to improve speaking ability. Activities for oral conversation and answering question were responded to at an average or high level by the both groups (100%) (see Table 12). Both groups responded to asking questions at very high levels also (graduates, 96%; undergraduates 100%). The means of the frequencies show a similar ordr for both groups. The graduates seemed to place a little more importace on activities outside of class, however. The reason role play activities came in last in the list was explained by several students in both groups in the "other" section as due to the fact that they were not familiar with these type of activities. Some students also noted that activities outside classroom were not common in school but should be.

Table 12

The Frequency Levels of the Activities Required In Order
to Improve the Students' Speaking Skill

		\underline{Never}		\underline{Little}		\underline{Average}		\underline{High}	
		Levels Required							
Activities	Group	f	$\%$	f	$\%$	f	$\%$	f	$\%$
Oral	G	–	–	–	–	7	14	43	86
Conversation	U	–	–	–	–	10	20	40	80
Asking question	G	1	2	1	2	13	26	35	70
	U	–	–	–	–	20	40	30	60
Answering	G	–	–	–	–	15	30	35	70
Questions	U	–	–	–	–	19	38	31	62
Role play	G	–	–	5	10	15	30	27	54
	U	2	4	11	22	20	40	20	40
Activities	G	–	–	4	8	13	26	33	66
Outside class	U	1	2	2	4	20	40	27	54

\underline{Note}. G = Graduates; U = Undergraduates

Item 8 was related to the benefit of language
listening laboratories for improvement of the listening
skill. Of 50 graduate students, 32 believed that
listening laboratories are beneficial, whereas 16
disagreed and 2 students did not answer at all. Of 50
undergraduate students, 27 indicated that listening
laboratories are beneficial, whereas 23 did not agree.
As a whole, 59 of 100 students thought that listening
laboratories are beneficial. Students were also asked
to check the numbers of hours a week of listening
laboratories there should be. Of 52 subjects who
responded to the question, only 1 student checked 2

hours a week, 14 checked 4 hours a week, 14 checked 6 hours a week, and 23 checked 8 hours a week. Over 50% of the students who responded to this item checked the alternative with the largest number of hours.

Table 13

The Mean Scores of the Frequency Levels of Activities Required to Improve Speaking

Activities	Graduates M	Undergraduates M
Oral Conversation	3.86	3.80
Answering Questions	3.70	3.62
Asking Questions	3.64	3.60
Activities outside the classroom	3.58	3.46
Role Play	3.26	3.28

Item 9 was an open-ended question asking students' to state the difficulties they have in their work field that come from the shortcomings in the English teaching program in the Tourism Department. Students responded with criticisims of the English courses. These criticisms of the English courses as perceived by the students (both groups) fell into several general categories (see Table 14): numbers of hours, content of the courses, and teaching methods and materials. Many students made multiple comments. Frequency numbers indicate frequencies of comments.

Table 14

Shortcomings of English Language Courses As Perceived by

Both Graduate and Undergraduate Students

Shortcomings	N = 100	f

Number of Hours

- The decrease of the weekly lesson hours in the   63
second, third and fourth year, after intensive
courses have been given in the first year.

Content of the Courses

- Content of the course is not relevant to the   59
work domain.

- The skills required in target domain are not   55
emphasized in classroom.

- Teachers teaching ESP courses are not familiar   19
with the content.

Methods and Materials

- They cannot use simple, daily English as   42
the lessons are based on translation.

-Teaching methods are not satisfactory. Lessons   33
are teacher-based and away from practice.

- The books used are not related to the field of   17
study. They are inadequate.

- Knowledge is mostly based on memorization and   11
can be forgotten easily.

Analysis of the Questionnaire Given to

the Hotel Managers

Five hotel managers were given a semi-structured

questionnaire which had six items (see Appendix ฿). The

managers responded to each item and also added spoken

and/or written comments.

The first item was about the qualifications (skills,

abilities, and knowledge) personnel should have to be

employed. Four qualifications were given for this item

and subjects were asked to put them in order of

importance. The 5 hotel managers all agreed that a good

mastery of English was the most important one. They all

added a note to the effect that all the qualifications

(a second foreign language, knowledge of computers, and

previous experience) are important.

⸱Item 2 asked whether the hotel managers were

satisfied with the level of English their working

personnel have. Of the 5 managers, only 1 thought that

the level of English his personnel had was almost at a

desired level, but he added some comments of his own.

These will be explained under Item 4. The other 4

managers stated that they were displeased with the level

of English their personnel have.

Item 3 dealt with the deficiencies in the skills

which the working personnel have. The 5 managers agreed

that speaking was the main problem. Three managers

added that the skills required, however, depended on the

department employees are working for. For example, for

the personnel working in the front office and the restaurant especially, the main problem was spoken communication. Generally speaking, most of the students employed by these hotel managers were considered to have difficulty in expressing themselves clearly and understanding correctly.

The reasons for this difficulty were indicated in Item 4 which asked the managers to rank various possible reasons. The main reason given for the deficiencies in speaking by the 5 managers was identified as weakness of vocabulary. Pronunciation was the second in order of importance. A lot of information related to this question was added by the managers. Three of the managers explained that students spend too much time setting up grammatical sentences and this spoils the fluency of the speaking. According to 2 managers, the students are not able to use the language simply. They try to build up complex and compound sentences which are not exactly necessary in spoken language. The managers all agreed that another reason speaking is not at a desired level is that students have difficulty in understanding correctly and quickly. They emphasized the importance of understanding and they believe the students need to practice a great deal to be at a desired level.

Item 5 asked about which kinds of backgrounds managers would prefer graduates to have. The reason for asking this question was to evaluate whether the

students of Tourism Administration and Hotel Management
at BAU (who are trained in both tourism and English
language) would be preferred over personnel with
different backgrounds such as an English-medium
university. Three of the managers said that they would
prefer graduates of the tourism school because education
in tourism is as important as foreign language
education, but the other 2 managers stated that they
would prefer graduates of any English-medium university
because to train them in tourism is easier than to teach
them English. They did not give any comment about the
other possible backgrounds Turem or Otem,[private
courses on tourism], or living in a foreign country for
a time).

The last item invited any other suggestions the
managers might have. They all brought up the same
several points. Teachers teaching ESP courses on
tourism should keep in touch with hotel managers to
identify the main problems so that they can build a
bridge between the classroom and the work domain. If
possible, these managers should be invited to the
classes to exchange ideas with students and to prepare
them for the work domain by expressing their
expectations. They all stated that students should be
prepared to specialize in certain departments. That is,
if students would like to work at the front office, the
language skills required for that department should be
taught. Thus, skills for each department should be

identified, which would increase the foreign language
proficiency level of the students, who would then be
able to work much more efficiently than before.
Managers shared the same idea as the students that the
content of the courses given at school should be
relevant to the content of the target domain so that the
students will not be disappointed and discouraged. They
also suggested that teachers or administrators give
questionnaires to employees working at hotel to follow
the changes and problems in hotel operations.

All these results of the two questionnaires
indicate that the current curriculum does not meet the
requirements of the target domain, and that the students
are not satisfied with their English language training.

CHAPTER 5   CONCLUSION

Summary of the Study

In this study, the needs of the target domain as identified by the students and employers and the learning needs of the students as identified by the students as well as whether the current curriculum matches with the needs of the students and the target domain were investigated.

As a first step, the literature was examined to find enough justification for doing the study. Second, the methodology was determined. This process included the determination of subjects, instruments, procedure, and data analysis. The sample for the study consisted of 50 volunteer undergraduate and 50 volunteer graduate students of The Department of Tourism Administration and Hotel Management at BAU, as well as 5 hotel managers.

Two questionnaires were used as instruments. The first one was a nine-item structured questionnaire which was administered to the both groups of students. The second one was a six-item semi-structured questionnaire which was administered to the hotel managers. In the analysis of the structured questionnaire, frequencies and percentages of responses to different categories were reported for Items 1 to 8. The means of the Likert-type scale of responses were also calculated for each sub-item in items 2-8, in order to provide a way to rank the responses. Written responses to the open-ended question in Item 9 were analyzed and several categories of responses were identified. Criticism which fell into

each these categories were tabulated and reported. The results of the semi-structured questionnaire administered to hotel managers were described and compared with the results of the structured questionnaire.

Results of the Analyses

The results of the structured student questionnaire indicated that the required proficiency level of English in the target domain was reported as <u>advanced</u> or <u>native-speaker</u> level by a large majority of students. The most used skills in the target domain were determined as speaking and listening, whereas the most taught skills in the classroom were reported as translation, reading, and writing. However, there was an interesting difference between graduate and undergraduate students' responses about how often these skills should be taught. Although all of the students indicated that speaking and listening should <u>usually</u> or <u>always</u> taught in the classroom, the two groups showed a difference in the frequency level that they indicated that reading, writing, and translation should be taught. Fewer graduates said that these skills should <u>usually</u> or <u>always</u> be taught than undergraduate students. This suggests that the longer employees work in the field, the less they value these skills.

Considering subskills, all students indicated that vocabulary, fluency, and pronunciation should be emphasized more than grammar with graduate students' responses suggesting even more importance of fluency

than undergraduates. Students perceived that activities related to understanding fluent English, improving vocabulary, and improving grammar would all improve their listening skills in that order of importance for both groups. The students in both groups indicated that a high level of frequency of a variety of classroom activities are required to improve their speaking skills. Both groups valued the same activities similarly with oral conversation first and role-play last in the mean frequency levels. A majority students thought that listening laboratories would improve their understanding and indicated that they would take advantage of listening laboratories if the weekly lesson hours are increased.

In the open-ended item, criticisms fell into three general categories: the decrease of the weekly lesson hours in the second, third, and fourth years, content of the courses, and teaching methods and materials. A majority students indicated that after intensive courses in the first year, the decrease of the weekly lesson hours in the second, third and fourth year caused them forget their English knowledge. Many students responded that the content of the courses is not relevant to the work domain, the skills required in the target domain are not emphasized in the classroom, and teachers teaching ESP courses are not familiar with the content. Some students also indicated teaching methods are not satisfactory, lessons are teacher-based away from practice, and the books are not related to the field of

study.

All these results derived from students'
questionnaires were supported by the results of the
semi-structured questionnaire of the hotel managers.
These results also indicated that students have
difficulty in expressing themselves clearly (speaking)
and in understanding (listening) sufficiently. Hotel
managers emphasized that a good mastery of English is
the most important ability for employment. They
suggested that speaking and listening be supported with
classroom activities in accordance with the requirements
of the work domain.

Pedagogical Implications of the Findings

In tourism, as in every field, the concept of
qualified personnel is always important. The issue is
how to train and educate these personnel so that the
desired results can be obtained. This study has
identified some problems which are possible barriers
preventing the training of qualified personnel. The
main aim of this study was to identify the gaps
between what is currently taught in the classroom and
what should be taught related to the learner needs and
target needs. The results derived from the both
questionnaires indicated that students' learning needs
in accordance with the requirements of the target domain
are not fulfilled. The decrease of the weekly lesson
hours in the second, third, and fourth year;
inappropriate content of courses, underemphasis of the

most required skills (speaking and listening), and inappropriate teaching methods and materials were identified as the main gaps (between the current situation and the target level) which cause the failure of English language courses.

The researcher believes that the main reason of this failure is that the curriculum at the Tourism Department is not based on a needs analysis. As Hutchinson and Waters (1987) state any program design prepared or evaluated by needs analysis provides the content of the lessons relevant to the needs of the students and the needs of the students' future career. In brief, if the curriculum is reorganized as a result of this needs analysis, it is expected that the students' needs in accordance with the needs of the target domain will be fulfilled.

The following recommendations are based on the results of the needs analysis: First, concerning the decrease in weekly lesson hours, as language learning is a continuum, the number of hours devoted to language learning should be the same every year so that students can keep their knowledge fresh and improve their English language. Also, while planning and organizing the lessons, content of the courses should be carefully considered. Speaking and listening skills should be emphasized throughout the English language program from the first year to the last because the needs analysis identified that speaking and listening should be given importance. Because ESP lessons introduced in the

second year aim to prepare the learner for his or her future career, in organizing or designing of these courses, suggestions by hotel managers should be considered. Hotel managers whom the school has contact with can be invited to the school meetings to share their knowlegde of the students' needs in the work place. This will help curriculum planners to select the proper materials and teaching methods in direction of the students' needs. That the teachers were not familiar with the content-area was reported as another reason of irrelevant lessons. Teachers teaching ESP course should be well-trained in their field because ESP courses are different from General English courses. As Strevens (1980) claimed "Not all those who are good teachers of general English will be good teachers of ESP" (p. 119). If the ESP teachers are well-trained, they will be more conscious about their own content area. This need can at least be partially met with informal meetings or short visits to hotels or the meetings organized by hotel managers. Teaching method along with the materials were another issue brought up by the students. Because these students need to be able to communicate (speak and listen) in the work domain, using communicative, student-based lessons would be much helpful in acquisition of the required skills in the target domain. Students need to be provided with many opportunities to practice speaking and listening. Books which motivate students' participating in classroom actively should be selected. Because the needs analysis

clearly identified speaking and listening as main skills
required in the target domain and because a high level
of proficiency is required, students should be
encouraged to use these skills outside of class also.
In order to improve these skills and to motivate the
students outside the classroom (as students indicated as
an important activity to improve their speaking skills),
speaking clubs would be a useful activity. Speaking
clubs should be places where students will feel
comfortable outside the classroom and where they can
have discussions on any topic they have suggested or
identified. These clubs should be organized under the
supervision of an experienced teacher in a classroom
where the atmosphere is comfortable or in a student
canteen. Topics should be determined and announced
before the discussion day on a notice board and students
should be asked to collect data about that topic.

In addition to the suggestions based on
questionnaire, other tourism schools should be kept in
touch with in order to compare the curriculum programs,
books, materials, and so forth, which will help the
program designers and teachers keep informed about
innovations and improvements the other schools have.

If these can be done successfully, it will increase
the students' morale, motivation, and willingness to
learn, and therefore, success rates will be higher.

Implications for Further Study

This study did not involve the teachers and
administration. Their ideas could also be investigated

in another study in order to draw a complete picture of the needs of the students in the Department of Tourism Administration and Hotel Management at BAU.

The results of this study could be compared with analyses conducted at the other tourism departments of other universities in order to find out whether all tourism school students need the same skills so that the results could be generalized.

Another suggestion for further study is to also investigate the different departments of the hotel to determine the needs required in each department, such as reception, food service, and accounting. The type of the hotel is also an important issue. Hotels with different stars may have different needs. That is, a five star hotel may have different needs than a two-star hotel.

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Appendix A

Questionnaire for the Graduate and Undergraduate
Students

1- What level of English do you have to know in order
to carry out your work sufficiently? Please tick
only one choice.

( ) Native Speaker
( ) Advanced
( ) Intermediate
( ) Beginning

2- In your opinion, how often are the following skills
used in your work field?

	Never	Rarely	Usually	Always
Reading	( )	( )	( )	( )
Writing	( )	( )	( )	( )
Listening	( )	( )	( )	( )
Speaking	( )	( )	( )	( )
Translation	( )	( )	( )	( )

Please specify the other(s) ....

3- How often do/did your instructors teach the
following skills in your English lessons?

	Never	Rarely	Usually	Always
Reading	( )	( )	( )	( )
Writing	( )	( )	( )	( )
Listening	( )	( )	( )	( )
Speaking	( )	( )	( )	( )
Translation	( )	( )	( )	( )

Please specify the other(s) ....

4- How often should your instructors teach the
following skills in your English lessons?

	Never	Rarely	Usually	Always
Reading	( )	( )	( )	( )
Writing	( )	( )	( )	( )
Listening	( )	( )	( )	( )
Speaking	( )	( )	( )	( )
Translation	( )	( )	( )	( )

Please specify the other(s) ....

5- In order to be successful in your work field, what
level of proficiency do you need in the following
speaking skills?

	None	A little	Average	High
Vocabulary	( )	( )	( )	( )
Grammar	( )	( )	( )	( )
Pronunciation	( )	( )	( )	( )
Fluency	( )	( )	( )	( )

Please, specify the other(s) ....

6- In order to improve your level of English
understanding, how much classroom time should
be spent on the following activities?

	None	A little	Average	High
Understanding fluent English	( )	( )	( )	( )
Improving Vocabulary	( )	( )	( )	( )
Improving grammar	( )	( )	( )	( )

Please, specify the other(s)   ....

7- In order to improve your level of English speaking
skills, how much classroom time should be spent on
the following activities?

	None	A little	Average	High
Oral conversation	( )	( )	( )	( )
Asking questions	( )	( )	( )	( )
Answering Questions	( )	( )	( )	( )
Taking part in Role play	( )	( )	( )	( )
Conversation outside classroom	( )	( )	( )	( )

Please, specify the other(s) ....

8- Do you believe in the benefit of the learning
activities in the language laboratory in your
school?

Yes ( )   No ( )

If your answer is "Yes", how many hours a week should there be?

2 hours(   )   4 hours(   )   6 hours(   )   8 hours(   )

9- Please state the difficulties you have in your work field that come from the shortcomings in the English teaching in your university.

. . . .

Appendix B

Questionnaire for Hotel Managers

1- What knowledge, skill, and abilities must a personnel
have to be employed (put in order of importance 1 for
the most important, 4 for the least important).

____ a good mastery of English
____ a second foreign language by preference, German
____ ability to use computer
____ minimum three years of experience
____ please specify the other(s)

....

2- Do you think the proficiency level of English
language of the personnel who graduated from the
Department of Tourism Administration and Hotel
Management is sufficient?
(put X for appropriate answer)

( ) Yes   ( ) No

3- If your answer is No, in which skill(s) are they
insufficient? (put in order of importance 1 for the
most important and 5 for the least important).

____ Speaking
____ Writing
____ Understanding
____ Translation
____ Reading

4- If they have difficulties with speaking English what
are the reason(s)? (put in order of importance 1 for
the most important and 3 for the least important)

____ Their vocabulary is weak
____ Their grammar is inefficient
____ Their pronunciation is not clear and correct
____ Please specify the other(s) ....

5- Which background do you prefer when you employ your personnel? (circle the appropriate letter)

    a- from any English medium university
    b- children of families who have come back from foreign country
    c- the Department of Tourism Administration and Hotel Management
    d- Turem or Otem (courses on tourism)
    e- please specify the other(s)

       ....

6- Is there anything you think would be helpful or any suggestions?

....