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MASTER

Didactics and foreign languages

**THE PRESENT STATUS OF ENGLISH OF TOURISM IN
ALGERIA A NEED ANALYSIS STUDY**

**The Case of First Year Superior Technician's Certificate in Travel
Agency in the Chamber of Economics and Industry of Oran**

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Dedication

I dedicate this work:

To my parents

To my sisters

To all the members of my family.

Acknowledgment

I would like to acknowledge our creator “**ALLAH**” who made this research possible.

I would like also to thank my supervisor “**Miss BENAOUA**” for her supports

My special appreciation goes to every member in the Chamber of Economic and Commerce
of Oran

I would like to express my appreciation to my family members for their love and support.

Abstract

The current study aims at investigating the needs of the learners in tourism sector (case of travel agency). The main problematic of this work is how English language is considered in the private schools especially in tourism institutions. It implies that there are many causes behind this problematic. For example, the lack of ESP teachers at these institutions (the Chamber of Economic and Commerce of Oran). This research requires gathering data from specific documents in order to arrive with complete analyses of the importance of English for tourism. The required data was gathered by the classroom observation, teacher' questionnaire and students' questionnaire which are administrated to the first year superior technician's certificate in travel agency learners at the chamber of economic and commerce in Oran during the academic year 2018-2019. There were sufficient findings about the neglect of the needs in teaching English module. The hypothesis adopted in this research confirms that teacher in this institution consider a general English language teacher without any training in the field of ESP. The focus of this work is to demonstrate that both of the institution and teacher ignore the needs of their learners, which is the major element in ESP teaching. As a suggestion, Students' needs should be fully analysed before starting the teaching process.

Keywords: English for Specific Purposes; English for Tourism; Tourism in Algeria; Need Analysis

List of Abbreviations

ESP: English for Specific Purposes

ELT: English Language Teaching

EST: English for Sciences and Technologies

EBE: English for Business and Economics

ESS: English for Social Studies

EFL: English as Foreign Language

ESL: English as Second Language

GE: General English

EBP: English for Business Purposes

ET: English for Tourism

NA: Need Analysis

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General Introduction

English language is regarded as the language of the world, thanks to many worldwide phenomena such as the world wars first and second, the linguistic revolution and others. It became the official language in the most of the countries around the world. Language has great importance in all most all the fields, especially in the field of tourism. Tourism is one of the enormous fields and most important in each country, it is the major force in any economy in the world; tourism is one of the sectors of the economy that has a global importance, in spite of that tourism is not a recent phenomenon. Since tourism is concerned with the movement of the people all around the world then it is so important to find a common language to facilitate the negotiation between those people, English as an international language and the official language in large number of countries makes this negotiation accessible.

Personally, I have chosen to deal with ESP for tourism industry because I always been influenced by working in the field of tourism but I never had a chance to do it, since now I am specializing in English language and as already know that English language is important in the field of tourism then why not dealing with it. I have found that there are few studies are conducted on this issue in Algeria, based on this my research is started.

The aim of this research, then, is to make an analysis of the present status of English language in the field of tourism in Algeria, also to know if the English taught in tourism field is considered specific or general. Another issue on which my research is raised is to investigate if the teachers (specialists) in the field of tourism take the first absolute characteristics (need analysis) of English for specific purposes into account.

Accordingly, the main issues of the present study revolve around the following research questions.

- Which approach is followed in teaching English to Algerian students at tourism institutes and does the choice of techniques help those students to meet their future workplaces needs?
- Does teachers asks for the needs of their learners before starting courses?

This research leads to put the following hypotheses:

General Introduction

- First, is that the approach followed in teaching English to Algerian students at tourism institutes is the communicational approach and it could be the techniques chosen help the learners in their future workplaces.
- Second, teachers do not ask for the needs (necessities/wants/lacks) of their learners before starting their courses.

Research methodology requires gathering relevant data from specific documents in order to analyse and arrive at complete analyses of the importance of tourism in Algeria. In addition, to analyse the teaching of English in tourism institutes whether it is considered specific and meet the needs of the learners. In attempt to test our hypotheses, we provide both of the quantitative and the qualitative methods use in order to answer our research questions; it is selected three tools for the data collection which are the classroom observation which is intended to get a real data about the teaching of English language inside the class; teacher' questionnaire intended to help teacher in designing courses for tourism learners. Learners' questionnaire intended to know the needs of the learners in the way of learning English language.

The present dissertation consists of three chapters; the first chapter is the theoretical part, it contains theoretical background concerning English for specific purposes, its definition and the emergence of this approach. Also, the importance of English for tourism both in the world and in Algeria. Chapter two, deals with the data collection and the description of the tools that are used in this research in order to obtain the results. Finally, chapter three aims to give some pedagogical proposals and suggestions that may help ESP teachers in tourism (travel agency institute in Oran) to meet the needs of their learners also, train and prepare them successfully to their future workplaces.

CHAPTER ONE

English for Tourism

Introduction

English for specific purposes (ESP henceforth) is considered a branch of English language teaching (ELT henceforth). This chapter focuses on noteworthy parts. It starts with ESP definitions and its emergence, moving to the types of ESP. It also handles the importance of English for tourism in general as a part of English for business and goes more specific to English for tourism in Algeria, finishing with English for tourism as a part in teaching.

1.1. Definition of English for Specific Purposes

ESP definitions' is so problematic since many researchers could not produce simple definition for it and others consider it as a not easy task (Strevens 1987, p.109). Through time, many scholars provide different definitions of ESP

Mackay and Mountford (1978, p.2) state, "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose." This means, that English should be thought in way to achieve a specific language skill by using situations, in which help them to use English in their future professions. As Robinson (1991, p.2) defines ESP in which "Students learn English not because they are interested in the English language or English culture as such but because they need English for study or work purposes." Here, students learn English language in the sake of study or work purposes, so they are not interested to the English language and its culture, however; they need it to special needs such as works purposes. ESP refers to teaching of specific genre of mainly scientific or technical English for students with specific goals of study; it meets the needs of the learners who need to learn a foreign language for use in their specific field such as in science, technology, or academic learning.

Duan and GU 2004 define ESP as

*"... A pedagogy in which the syllabus, contents, and methods
are determined according to the needs of the learner's
specialized subjects "* (Duan and GU 2004, p 01)

This means that ESP is a discipline or a learning in which it has its own syllabus, contents and methods, those elements have designed for the learners who need English for a specific ambition.

Pauline C. Robinson (1989) describes ESP as type of ELT and defines it as “Goal-oriented language learning” (Robinson, Pauline C., ed. Hywel Coleman, 1989, p 398) that means student has a specific goal that is going to be attained in each field of study.

As Richards and Rodgers cite that ESP is movement that attempts to serve the language needs of learners who need English in order to fulfil specific needs. Beside, Richards in 2001 asserts that teaching ESP has an important aim which is preparing non-native speaking students for any study where English language is used in any academic context, preparing also those who are already fluent or have master some of the general English, however, they need English for a specific usage such as scientists, nurses, engineers. In ESP “language learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments” Basturkmen (2006, p.18). It implies that ESP functioned to help language learners to meet the features of language or to develop the competencies needed to function in specific discipline, profession, or workplace.

Finally, according to the raised definitions , ESP is an approach to language teaching based on learners' goals and reasons for learning a language as summarized by Hutchinson and Waters (1987,p.19) who state, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning”. It is *an approach* not a *product*, in which the language learning is highlighted not the language use; it is learner-centred in teaching English as a Second or a foreign language. ESP is concerned with learners needs intheir specific fields such as medicine, science, technology, etc. also for their future jobs, it has completely different goals and directions with General English (GE henceforth), in terms of topics and skills, whereas English for General Purposes (EGP henceforth) deals with them in general, but ESP goes more specific and accurate.

ESP is a recognizable activity of ELT with some specific characteristics. Dudley-Evans and St. Johns' 1998 tried to apply a series of characteristics, some are Absolute and some are

Variable, in order to outline the major features of ESP.

Absolute characteristics

- 1- ESP designed to meet specific needs of the learners;
- 2- ESP is centred on the language (grammar, Lexis, register), skills, discourse and genre appropriate to these activities.

Variable Characteristics

- 1- ESP may be related to or designed for specific disciplines;
- 2-ESP may use, in specific teaching situations, a different methodology from that of General English;
- 3- ESP is likely designed for adults, intermediate or advanced students.

(Dudley-Evans & St.John, 1998; 4)

Dudley-Evans & St.John, 1998; 4 see The absolute characteristics as the specific for ESP, because learners' needs are of central importance when designing language activities, they are unquestionable; ESP practitioners cannot teach without those characteristics. Concerning the variable features, ESP courses can be designed for a specific group using definite teaching; methodology, nevertheless, all learners' categories and disciplines can be concerned with ESP. for that reason ESP should be seen simply as an Approach to a teaching. Depending on whether scholars put greater emphasis on absolute or variable features of ESP, two principal approaches of ESP can be singled out. In broad terms, ESP focuses on the specific needs of the learner and includes the skills and competencies of language usage in different contexts.

1.2. The Emergence of English for Specific Purpose

Hutchinson and Waters (1987) state three common reasons to the emergence of ESP: the demand of a Brave New World, the Revolution in Linguistics, and the Focus of the Learner.

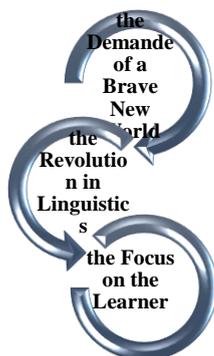


Figure 1.1. Common Reasons of the Emergence of ESP

The figure 1.1 above shows the common reasons of the Emergence of ESP, which are the Demand of a Brave New World, the Linguistic Revolution and the Focus on the Learner.

1.2.1. the Demand of a Brave New World

The end of Second World War brought a new unprecedented expansions and changes in scientific, technical and economic activity on an international level. These changes created a new world unified and dominated by two major forces – technology and commerce- to meet the demands of these forces, there was an increasing request for international language. The aim of this is to facilitate the treatment between the partners in all over the world. In the fact, and for a various reasons, the economic power of the United State post-war helped in the emergence of English language and make it as the international language used in most scientific and economic publications, as Crystal highlighted in (1997, p.13) “English was at the right place at the right time”. It becomes a necessary language of communication and if not it is the only language used and want to be learn. The emergence of English language create a new mass in the fact that all people want to learn English, not for prestige or pleasure, but because English was the key of international currencies of technology and commerce.

1.2.2. Revolution in Linguistics

The second reason was very important. The revolution in linguistics brought by the most of linguists in the 1960s to 1970s on the way of viewing the language as a mean of communication which differ depending on the situations or contexts that faced, these was in contrary to the

works of traditional linguists who set out to describe the features of language.

Hutchinson and Waters (1987) point out that, a revolution in linguistics has led to a change of focus from presenting the language as a set of forms and defining the features of language usage to discovering the ways in which language is actually used in real communication. The idea is that if the language varies from one situation to another, then it is possible to design language courses that suit different and specific contexts to meet the needs of learners.

1.2.3. Focus on the Learner

The final reason that Hutchinson and Waters (1987) raised in which effect on the emergence of ESP has more to do with psychology more than linguistics. The attention was given more to the learner in the way of learning and acquiring the language. There was a displacement of focus from methods of language learning to different learning strategies, different skills, means different motivating needs and interests are raised and are employed by different learners. This lead to a focus on learners' need and designing specific courses to better meet the individual needs. The thinking of this was a natural extension of "learner-centred" or "learning-centred" perspectives on ESP.

1.3. The Types of ESP

In the tree of ELT (Hutchinson and Waters 1987), ESP is broken down into tree branches, which are English for Science and Technologies (EST henceforth), English for Business and Economics (EBE henceforth) and English for Social Studies (ESS henceforth).

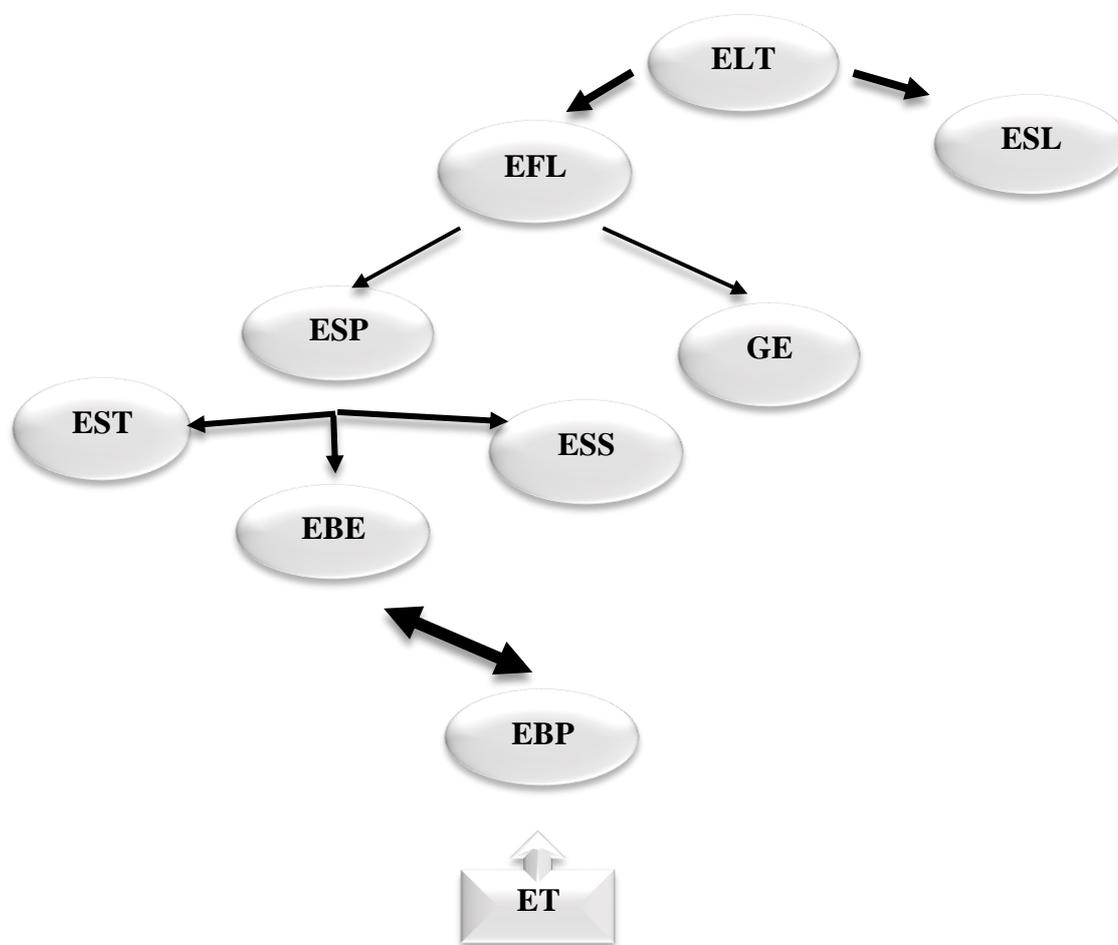


Figure 2.1. Branches of ESP

The figure 2.1. above shows the division of ELT. ELT is divided into two main branches, which are EFL and ESL, ESL is for GE and EFL is the branch in which ESP has brought. ESP is designed for the learners specialism here are the main branches in which ESP is designed for ESS, EBE and EST. In the field of EBE there is a branch of EBP from that field ET has emerged.

1.4. English for Business Purposes

Business is an integral part of modern society; it is concerned with the activities of people working towards a common economic goal. The modern society cannot exist without business; this is because business raises the standard of living of the people by affording a better quality and large variety of goods and services at the right time and at the right place. Business refers to an activity. As Dicksee (1980) definitions' of business "*Business refers to a form of activity*

conducted with an objective of earning profits for benefit of those on whose behalf the activity is conducted." this means that business is an activity that attend to achieve the objective of gaining profits for the people on whose behalf the activity is conducted.

At the end, business is an economic activity, which is related with continuous and regular production and distribution of goods and services for satisfying human wants.

Business English (BE henceforth) is a part of ESP, it is the English required when we do business. BE is about teaching English to adults or university students, working or preparing them to work in the business environment. The non-native speakers of English study the subject with the goal of doing business with English-speakers (native speakers of English) of other countries; English here is regarded as a language of negotiation in order to make good relationships between countries.

In the field of business, there are many activities such as finance, commerce, industry and tourism. Tourism is regarded as a vast phenomenon in economy; it involves a broad range of businesses, organisations and government agencies. All those work together at different levels to deliver a complete tourism package. Tourism requires having a specific industry knowledge and information in order to create and run a successful business.

1.5. The Definition of Tourism

The fast progression of tourism management in all over the world made a great significant advance within tourism industry all over the last decades. Tourism is the major force in economy, for that reason many scholars try to give a clearly significance of tourism industry. The Austrian economist Hermann Von Schullard in 1910, who defined it as, "*sum total of operators, mainly of an economic nature, which directly relate to the entry, stay and movement of foreigners inside and outside a certain country, city or a region.*" Which mean that tourism is some operators mainly from economic nature who take all the charge and responsibility of the foreigners inside and outside the country. In 1976, Tourism Society of England defined it, as "*Tourism is the temporary, short-term movement of people to destination outside the places where they normally live and work and their activities during the stay at each destination. It includes movements for all purposes.*" It is a limited movement of people outside their places

where they live, people can do all their work and all their activities normally during this stay, and it could be for business purposes or for pleasure. The United Nations World Tourism Organization (UNWTO) from 2005 to 2007 has started to create a common definition of the term for tourism, it defined tourism as follow:

‘Tourism is a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes. These people are called visitors (which may be either tourists or excursionists; residents or non-residents) and tourism has to do with their activities, some of which imply tourism expenditure’ (United Nations World Tourism Organization, 2008, BCcampus, 2014)

According to the United Nation World Tourism Organization, tourism comprises the activities of persons travelling to and staying in places outside their usual environments (these persons are visitors, tourists, residents or not) for many reasons such as for leisure, business and other purposes.

In general, way tourism can be define as temporary movement of the people to any destinations away from their usual places or their habitation, the activities entered upon during their stay in those destinations and the facilities developed to provide their requirements and needs. It is clearly that tourism is based on certain interpersonal relationships and interactions. It also includes the experience of the tourist away from their places and the basis of those experiences and interactions is communication with every kind, which takes place between tourists and their hosts during their stayed, i.e. all persons includes in the activities related to tourism destination such as accommodation, catering, culture, sightseeing and all other services in general.

1.6. The Importance of English for Tourism

Tourism is today’s significant global phenomenon with a fast-growing tendency and it is developing all around the world, tourism involves the greatest people movement and is one of the largest economic activities in the world (Thurlow and Adam, 2010; Urry, 2002). Since it involves the movement of people then it is necessary to find common language between supply

and demand sides. As already known language is a system of spoken and written symbols through this symbols we can communicate ideas, express emotions, feeling and experiences (Draft and Wiginto, 1979), so language is an important means of communication, through it we can develop and get customer satisfaction also have an effective management in tourism industry. Domk-Damonte (2001: 35) and Nurden (1997: 39) referred to Willy Brantdt, a former German Chancellor who once commented "*if I am selling to you, I speak your language*", so this mean that people cannot understand others if they not convers the same terms, they should share the same language. This indicate that language creates greater interest in the field of tourism industry, in which it plays a role in facilitating the communication between head quarter and subsidiaries (Harzing and Feely, 2008).

English language in recent years is considered the main language of international communication, now it is used in all the fields in computing, medicine, tourism and hospitality. It is commonly acknowledge that the English language took a place of pride in the world, so mastering this foreign language has become a necessity in the professional world. English language plays a very important role as the prevalent tool for communication in global community. Since English language is consider the first spoken language in most of the countries, the British council claims that "*half of the world's population will be or learning English by 2015*", and "*two billion people are expected to start learning English within the decades and three billion will speak it.*" That allow English language to become the first demand language in all over the world.

In the field of tourism industry English language is widely used as medium for understanding and exchanging ideas among people all over the world, it has become increasingly necessary for employees working in tourism industry to develop their language specially the English language not just employees but also students are considered in this development. Understanding of performance expectations are keys to the tourist satisfaction, a good oral and written skills are the top skills important to tourism practitioners at the different levels. Also good English communication during the study will add a value to students' education, which allows them to be able for solving problems when it is necessary, it also allowed them to fulfil the requirements of all tourists.

1.7. the Importance of English for Tourism in Algeria

Algeria is the largest country on Africa; it is one of the main attractive countries after Morocco and Tunisia. Algeria has been a member of the world tourism organization since 1976; it is the fourth largest tourist destination and the main tourist attractions is the Sahara (the second largest desert in the world). Algeria has an enormous cultural heritage; it is full of fascinating places such as Ghardaïa, Hoggar, Tassili, Santa Cruz in Oran and many others. There are a several factors that allow Algeria to become an interesting country, the peaceful atmosphere, the economic stability together with a political conciliation toward the international market allows Algeria to get involved in this whirlpool and tries to promote its wonderful landscape. Algeria now deals with many countries from all over the world especially those, in which their first language is the English language, it is so important for Algerian learners in tourism sectors to have a good performance of English. Since it is the vital aspect in tourism industry; the ability to speak English language will increase the satisfaction of customers and tourists; it also makes the demands more understandable. All these will allow providing the best service to foreign visitors who do not know the local country.

1.8. Teaching English for Tourism

Teaching English for tourism has been categorised under ESP, it is an important and dynamic area of specialization within the field of English language teaching and learning. The necessity of teaching English for professional purposes and especially in the area of tourism is irrefutable. Language proficiency is very important and essential in all professional fields specially tourism duo to its specific nature and concepts. Thus, it is required that the educators understand the practical applications of this approach. It is commonly known that before starting teaching this category of learners you should ask for the needs of the learners in terms of the "need analysis". Need analysis (NA henceforth) is the key factor of and an essential part in ESP; it is the process of establishing what and how course will run. as Ellis (2003; 345) states that NA is "*a procedure for establishing the specific needs of language learners*". this means that NA is a method used for the learners to identify their needs in order to form and design specific courses. Hutchinson and Waters (1987; 54) define needs as "*the ability to comprehend and/ or produce the linguistic features of the target situation.*" this means that needs are the capability to assimilate and form the features of the language for a specific situation.

The 'needs' can be define as;

Firstly, needs can be considered as the learner study; that means, what they have to be able to demonstrate at the end of their courses, it is concerned with how the learning is carried out. This are the *objective needs* as Berwick (1989) identify. Secondly, needs can be define as what the learner has actually do to acquire the language. According to Brindley (1989), this is the *process-oriented* definition of needs and it is related to the tools of learning. Thirdly needs can refer to what the learners themselves would like to gain from the language course, this hints that learners may have a personal aims; in addition, to the demands of their study or job; in other word, wants and desires. Finally needs can be interpreted as lacks, that is, what the learner do not know or cannot do in English; in other words, what the existing gaps need to be closed from the teaching perspective. NA involves finding out what the learners need to do and can do, and what they need to learn or to do (necessities, wants and lacks as Hutchinson and Waters (1987) classification of the needs).

CHAPTER TWO

Methodology and Data Collection

Introduction

This chapter rests on a case study carried out in the tourism institution. It describes the methodology followed by a full description of the data collection (observation, teacher questionnaire and students' questionnaire). They will be used as instruments in this study to analyse the obtained data. This chapter is divided into three main parts, the first parts is about the description of the institution and the participants

2.1. Research Methodology

Research can be define as an activity of systematic enquiry that seeks answers to a problem; from that, the choice of the methods has been determined by the nature of the study; this study will be a combination of the qualitative and quantitative approaches because they are regarded as suitable method to give a clear comprehension, and both of them are appropriate within a single investigation.

The case of the present research involves both teacher and students of tourism sector travel agency, in the Chamber of Economic and Industry of Oran.

2.2. Data Collection

Data collection is considered as an essential component for conducting a research; there are different tools to collect the data such as observation, tests, interview and questionnaire. The tools that are used in this study are the observation and the questionnaires. Then, they will be described in details below by highlighting the setting and the participants' profile (the population)

2.3. Setting

The setting of this research dissertation was the institution in the Chamber of Economic and Industry of Oran (la Chamber de Commerce et d'Industrie de l'Oranie); in the Tourism sector (Travel Agency). This institution is one of the oldest public institutions in the country, since it totals an age of more than a century and a half. The chamber is located in downtown of Oran; it has many training in both disciplines economic and industry such as marketing, accounting and management and tourism. This research deals with both of ESP teacher and

students of tourism as sample population during the academic year 2019.

2.4. The Participants' Profile (population)

2.4.1. Teacher

The aim of dealing with ESP teacher is to know if the teacher of ESP in tourism sector ask for the needs of their learners (wants, needs and lacks) before starting their courses. The sample consist of one ESP teacher at the institution (the Chamber of Economic and Industry of Oran). She hold the degree of licence with twelve years of experience.

2.4.2. Students

The present study takes place at the tourism sector in the chamber of Economy and Industry of Oran. The participants of this study comprised 10 tourism students who study senior technician patent training in travel agency in the chamber of economic and industry of Oran for the year of 2019-2020. There were five males and five females, 20-32 years of age. They were first year students and they starting the courses on March 2019. Since they use English just inside the classroom, it is necessary to observe them inside the classroom in order to collect more data and confirmed my research.

2.5. The Instrument

The research instrument used in this research are the classroom observations and set of questionnaires for both students and teacher, which was used to gather data concerning the needs functions also, if the needs are taken into consideration in the use of English for tourism industry.

2.5.1. Observations

Observation is an activity of watching the actions and behaviours of the research participants in the class, in this research; the observation took a form of checklist to gather the data that is necessary for the research.

The observations were carried out during the first semester of the academic year 2019 within first year learners. The group session consist of two hours to explore whether needs of the learners are taken into consideration, also if teacher knows about the needs/ wants /lacks of his

learners before and applied them in his teaching lessons. The classroom observation had been taking place from the first week of April until the second week of May 2019 with the first year class at the tourism section. It was depending on a checklist and the personal observation directly during each session without interfering the teaching and the learning activities.

2.5.1.1. the Aim of the Observations

The first section aims to getting real data about some aspects of classroom environments in which the classroom interaction takes place, also the use of materials in each lesson; the second section attempts to know the role of the teacher inside the classroom. It seeks to know, for example, if the teacher give the opportunity to his learners to express their wants, ideas in order to improve their English.

2.5.1.2. Description of the Observations

The observation is presented in form of checklist including a set of items under the two sections; the first section is designed for observing the learners' role inside the classroom, including also the use of materials. The second section is designed for observing the teacher role and responsibilities in classroom.

➤ Section One: General Observation of the Classroom

This section consists of three item; the first item attempts to know about the environment whether students' are motivated. The second item is about the interaction, for example, knowing if students interact actively in the class. The third item attempts to know whether students work collaboratively in the class.

➤ Section Two: The Role of the Teacher

This section consists of four items; it attempts to explore the teacher role and responsibilities in the classroom, for instance, in the learning process which of the methods used more the teacher-centred learning or learner-centred learning it includes the materials used in the class. It deals with the use of materials in the class, also the division of the skills for each lesson. It finishes with the realization of the learners about what they acquired after each lesson.

2.5.2. Questionnaires

Questionnaire is a research instrument consisting of a series of questions for gathering information to a survey of statistical study.

The questionnaires are addressed to ESP teacher of tourism sector and to the tourism students in the chamber of Economy and Industry of Oran.

2.5.2.1. The Aim of Questionnaires

The questionnaire of ESP teacher attempts to investigate if the needs are take into consideration by the ESP teachers in their process of learning. The teacher answer is very helpful in order to obtain the exact response to the investigation.

The questionnaire of tourism learners aims to confirm what has been investigated by the ESP teacher. The students' answers are very important to this survey in order to have the confirmation of the investigation.

2.5.2.2. the Description of the Teacher' Questionnaire

The teacher' questionnaire consists of (15) items, classified into three sections, each section focuses on a specific aspects, the first section is about the background information, the second section contains some specific questions about the lessons plane. The third one is about the needs analysis. There are different types of questions closed and open-ended questions. Closed questions require teacher to answer Yes or No or by ticking answers from the options, whereas; open-ended questions are addressed to teacher to state his/her point of view and share his/her prior knowledge about the subject.

➤ **Section One: Background Information Q1-Q3**

Questions in section one aim at gathering personal information about the target sample, teacher was asked to specify her degree, in the second question teacher is asked to state the learning experience of English language and in the third questions she is asked to state the ESP learning experience of the English language.

➤ **Section Two: Lessons Plan Q4-Q8**

The second section was concerned by the lessons plan and the organisation of the courses. In question four, teacher was asked to mention the ESP training, she is asked

to answer yes or no and mentioning the years of the training. Then, question five was asked to teacher if the time assigned to the English module is appropriate, it was a closed question by ticking one answer from the three options. Later in question six, teacher was asked about the preparation of the lessons if the institution imposes it or not. The question seven, was about the planning and the organisation of the courses that help the learners, it was open-ended question in which she states her point of view. Finally, the question eight, was about the available materials in the institution, it was a closed question by ticking some answers from three options.

➤ Section Three: Need Analysis Q9-Q15

The third section was devoted for the need analysis and tests for the learners in order to know their level. In the question nine, teacher was asked if he/she met her learners before starting the courses, it was closed question. In the question ten, was about the test that are given to the learners: placement test, diagnostic test or both of them before starting her courses. Then, the question eleven, was about if the teacher asked about the needs, wants and lacks of her learners, it was a closed question. In the question number twelve, teacher was asked about the level of her learner and the question number thirteen, was asked to know whether she has heterogeneous or homogeneous level. The questions fourteen, was addressed to teacher to know how she knows the level of her learners; the last question fifteen, was about the organization of the lessons according to the level of the learners.

2.5.2.3. the Administration of the Teachers' Questionnaire

The questionnaire had been administrated to ESP teacher in the tourism sector in the chamber of Economy and Industry of Oran; it has been administered on 23rd of May. The questionnaire was handed out in a friendly environment, the teacher was so cooperative, helpful, and full gratitude goes to her.

2.5.3.1. The Description of the Students' Questionnaire

The students' questionnaire was written in English and translate to the Arabic language in order to avoid any problem in terms of understanding the English language, it consists 14 items, classified into three sections and each section has a specific aspect that focus on. The first section is about the general information, the second section contains asking about the needs

of learners, and the third one is about the needs analysis. There are different types of questions. The closed and the open-ended ones, closed question require learners to answer yes or no or by ticking some answers from a set of options, while; open-ended questions are addressed to learners to state their views.

➤ Section One: General Information Q1-Q3

Questions in this section aim at gathering personal information about the target sample, learners are asked to give their age, in second questions they are asked to specify their gender and in the third question they are asked to give their educational background.

➤ Section Two: Needs of the Learners Q4-Q11

The second section was concerned by the needs of the learners in their English courses. The question four, was open-ended in which the learners are asked to give their learning experience of the English language. Then, question five, was about the Importance of English language to them and they had to explain why. The six question was about the English courses if they help them in their future work and they are asked to state how. Later, in the question number seven, the closed question was about the problems that face them when speaking English, they are asked to choose more than one answer from the five options. The question number eight, was about selecting the skills that the learners need to practise more, the question nine, was about the sub-skills activities they want, and they are asked to select activities from the options given in each skills listening, writing, speaking and reading. In the question number ten, learners are asked about the learning methods they want individual work, pair work, group work or mixture of all these. Finally, the question 11 was about the materials they want to study with in there courses.

➤ Section Three Need Analysis Q12-Q14

The third section was devoted for the needs analysis in order confirm the investigation. In the twelve question, the learners are asked if they met their teacher before starting their courses in order to know their needs, it was a closed question. Then, the closed question number thirteen, they are asked if they take a pre-study tests before starting their lessons. Finally, in the question number fourteen, learners are asked if their teacher

ask them about their needs, wants and lacks before starting their courses.

2.5.3.2. The Administration of the Students' Questionnaire

The questionnaire had been administrated to tourism learners in the chamber of Economy and Industry of Oran; it has been administered on 23rd of May. The questionnaire was written in English translated to Arabic to avoid any miss of understanding. The questionnaire was handed out in a friendly environment; the learners were so cooperative, helpful with all my wishes to them.

Conclusion

This chapter was about the methodology that were used in this research, with a complete description of the tools (classroom observations, teacher' questionnaire and students' questionnaire) that were chosen in order to obtain the results of this research.

CHAPTER THREE

Data Analysis and Recommendations

Introduction

This chapter represents the data analysis and interpretations; it aims at investigating about the absolute characteristics if they are followed by the ESP teachers in their learning experience. First, it begins with the analysis and findings of the observation. Then, the analysis of the teacher's questionnaire. Later, the analysis of the students' questionnaire. Finally, this chapter concludes with suggestions and recommendations.

3.1. The Analysis of the Observation

This part is about the analysis of the classroom observations, it takes a form of grid to gather the data that is necessary for the research. The observations of the classroom were made by observing the students' motivation, interaction, collaboration, learning methods use of materials, skills integration and students' requirement.

Level: First year ATC (Advanced Technician's Certificate) in travel agency (Brevet de Technicien Supérieur on agence de voyage BTS)

Section One:

Item 01: students' motivation

The table 3.1 above shows that for the three sessions students are always motivated when starting their courses of English language. However, for just one session they were less motivated then before.

Rating scales	Always	Sometimes	Never	Rarely
Sessions 04	3	1	0	0
Percentage	70%	30%	0%	0%

Table 3.1: Students' Motivation in the Class

Item 02: Active and Interactive Mode

In the table 3.2 above, it noticed that during the two sessions, I have observed that students were active and working with each other most of the time. However, for the other two sessions, students were less interacting then before.

Rating scales	Always	Sometimes	Never	Rarely
Sessions 04	2	2	0	0
Percentage	50%	50%	0%	0%

Table 03.2: Students' interaction in Class

Item 03:

Collaborative Work

In the table 3.3, it has been observed that for the three sessions students were always like to work collaboratively in the class that means they always want to work in groups instead of working alone. It was just for one session in which they were obliged to work individually

Rating scales	Always	Sometimes	Never	Rarely
Sessions 04	3	1	0	0
Percentage	70%	30%	0%	0%

Table 3.3: students' collaboration in class

Section Two

Item 01: Methods of Learning Learner-Centred Method/ Teacher-Centred Method

The table 3.4, displays that the teacher was always the dominator in the class; she was the provider of the language. Whereas in one session, the teacher took a role of a facilitator; she helps students in order not to make mistakes when they speaking.

Rating scales	Always	Sometimes	Never	Rarely
Sessions 04	3	1	0	0
Percentage	70%	30%	0%	0%

Table 3.4: learning methods in class

Item 02: Teacher Uses Relevant Materials

The table 3.5 shows that in all the sessions, teacher use just hand-outs as relevant materials, although there was other materials in the institution.

Rating scales	Always	Sometimes	Never	Rarely
Sessions 04	4	0	0	0
Percentage	100%	0%	0%	0%

Table 3.5: Teacher Uses of the Materials

Item 03: Skills in Each Lesson

During the observation, it has been observed that they were a mixture of skills; in two sessions, teacher used two skills in each lesson speaking and writing for instance, she gave them problems and they are obliged to find solution (see in appendices 4). In two others sessions, teacher used the reading skill for example reading texts and answered the questions (see in appendices 5 and 6). For the four sessions, the teacher neglected the listening skill.

Item 04: Learners Know What They Acquired After Each Lesson

The table 3.6 shows that learners sometimes realise what they acquired after each lesson. Whereas. In other sessions, they rarely realise it.

Rating scales	Always	Sometimes	Never	Rarely
Sessions 04	0	2	0	2
Percentage	0%	50%	0%	50%

Table 3.6: Students' Requirement in the Class

3.2. Discussion of the Observation

The major results that are obtained from the classroom observation were helpful to prove the hypothesis, which was already raised.

The classroom observation confirms that learners are interested to the English language, they are always motivated, interact between each other; teacher gives them all what they need in their specialty. However, I have noticed that teacher do not know the needs of her learners,

specially the lacks of the learners. There are some learners do not know English at all, teacher do not know about them. For instance, during the observation of the fourth session, it has been noticed that teacher asked learners if they know English language, two learners respond that they do not know anything about English; they do know how to write or pronounce words.

This confirms that teacher do not ask about the needs, wants and lacks of her learners before starting their courses, teacher do not respect the characteristics that Dudley-Evans & St.John (1998) apply in order to outline the major features of ESP, specially the absolute ones that ESP teacher could not teach without them as already mention. Teacher teach just what the institution impose to her, she did not care or take into consideration the lacks of her learners.

3.3.1. The Analysis of Questionnaires

3.3.1.1. Teacher Questionnaire

The present section devoted to the analysis of data collection from teacher' questionnaire. The questions were explained to the teacher and she answered all the questions. The questionnaire consisted of fifteen questions and each one will be treated separately as follow.

Section One: Background Information

Q1. Teacher degree

a- Licence English

The aim of this question is to know the degree of the teacher if she has licence degree or master degree. It is founded that the teacher has a licence degree in English language.

Q2. Teaching Experience

b- 12 years

The aim of this question is to know about the teacher experience in teaching English. It is raised that the teacher declared that she teaching English for twelve years.

Q3. ESP experience

c- Nine years

The aim of this question is to know if the teacher is ESP practitioners or simple teacher of general English. It is founded that the teacher is ESP teacher and she has nine years of experience in ESP.

Section Two: Lesson Plan**Q4. Have you trained to teach ESP?**

The aim of this question is to know whether the teacher has trained to teach ESP before. It is founded that the teacher did not trained to teach ESP at all.

Q5. Do you find the amount time assigned to the module of English you are teaching is appropriate?

The aim of this question is to know whether the time assigned to the English module is appropriate. It has been found that the teacher found the time assigned is not enough for the learners, she suggested that three times a week is better in order to learn more.

Q6. Is it you who prepare the lessons or the institution imposes it?

The aim of this question is to know whether the teacher is the one who prepares the lessons or the institution, it is founded that the institutions impose the program and the teacher is the one who prepares the lessons according to the field and the specialty they learn.

Q7. Are there are any available materials in the institution?

The aim of this question is to know whether the institution has the materials, and it is founded that there are materials in the institution, which are the overhead projector and the computers.

Q8. According to you, how should English course be planned and organized in order to help the learners?

The aim of this question is to know how English courses should be planned to meet the needs of the learners. It is founded that the teacher responses that she starting always with a snapshot than follow with conversation and she deals with all skills grammar, speaking, writing, listening and reading.

Section Three: Need Analysis**Q9. Do you meet your learners before starting the courses?**

This question aims to know whether the teacher met her learners before starting the courses. It is founded that the teacher did not meet her learner before starting her courses.

Q10. Do you test your learners before starting your courses?

This question aims to know if the teacher test her learners before they starting their courses, the teacher responses that she tests her learners before starting their courses. The second part of this question is about the kind of tests that teacher prepared, teacher responded that she made a diagnostic test for her learner.

Q11. Do you ask your learners about their needs, wants and lacks?

The aim of this question is to know whether the teachers asked about the needs, wants and lacks of her learners. It is founded that the teacher asked about the needs of her learners.

Q12. What is your learners' level?

The aim of this question is to know the level of the learners. The teacher responded that the most of them are in elementary level.

Q13. Do you have homogenous or heterogeneous level?

This question aims to know if the teacher has a homogeneous or heterogeneous level. It is founded that in the class the teacher has a heterogeneous level.

Q14. How do you know about their level?

The aim of this question is to know how the teacher recognized the level of her learners. The teacher responded that they all come from the same origin approximately and they have somehow the same level.

Q15. If you have a heterogeneous level, how do you organize your lessons accordingly?

This question aims to know how the teacher organized her lessons according to the heterogeneous level she has. She responded that it is difficult, but she should form groups in order to teach them well.

3.4. Discussion of Teacher Questionnaire

Based on the data gathered and analysed from the teacher questionnaire above; I found that

- Teacher has nine years of ESP experience but without any training on the field of ESP.
- The time assigned for the English module is not appropriate because if you need to learn English in the specialty of tourism you need more than one session a week in order to have a good level of English.

- In the institution, there are materials available such as the overhead projector and computers. However, as I had observed in the classroom, teacher did not use any of those materials in her teaching process.
- Teacher did not meet her learners before starting her courses. However, she asked about the needs, wants and lacks of her learners; it is known that the needs should be asked before the courses starting. Therefore, how she has known the needs of her learners if she did not meet the learners before starting the courses.
- The institution is the one who select the programme and the teacher planned and organised how present the lessons, lessons are selected according to field they learn and they starting always with a snapshot about what they did before, it ends with a free conversation about all what they did in the class. It should deal with all the skills in order to have a good learning.
- In the classroom, teacher had a homogeneous level; she made a diagnostic test in order to know their level. Teacher claimed that learners have an elementary level; they came from the same level approximately. She claimed that it is so difficult to teach in such levels; however, she suggested forming groups in order to teach them well.

3.5. Learners' Questionnaire

This section is devoted for the analysis of the data collected from the learner's questionnaire. In all, the ten learners has answered this questionnaire, the question where written by English language and translated to Arabic language in order to understand the questions; all questions are explained. This questionnaire consisted of fourteen questions and each question will be treated separately as follows.

Section One: General Information

Q1. Learners' Age

- a- From 20 to 25 b- From 25 to 30 c- More than 30

The aim of this question is to know the age of the learners, a clear notice which that the age of the learners is between the twenty to more than thirty, there are five learners between the age of twenty to twenty-five, three other are between twenty-five to thirty and two learners has more than thirty.

Q2. Learners' Gender

From the figure 03, it is notice that there were five learners males presented with percentage 50, and five learners females with percentage 50.

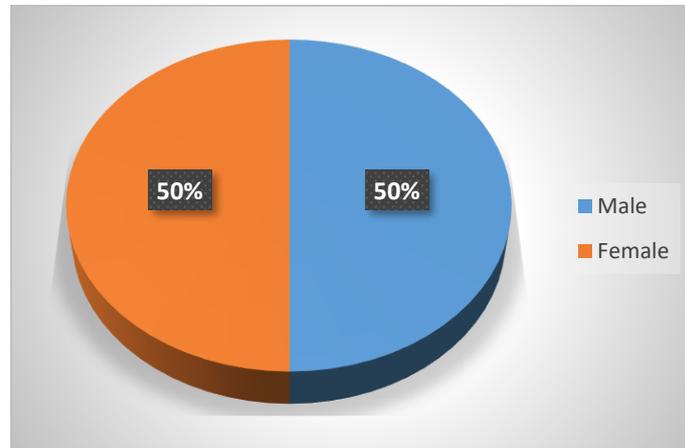


Figure 3.3: Learners' Gender

Q3. Educational Background

a- Less than Bachelor Degree b- Bachelor Degree c- More than Bachelor Degree

The aim of this question is to know the educational background of the learners. It is founded that six learners had bachelor degree and the four others they had more than bachelor degree. However, no one in the class had less than bachelor degree.

Section two: Needs of the Learners

Q4. For how many years have you been studying English Language?

The aim of this question is to know the number of years that the learners had been studying English language. The figure below shows that eight learners from the whole number of the population 10 declared that they had been studying English language from six to seven years. While the rest of the learners said that, they had been studying English language more than seven years.

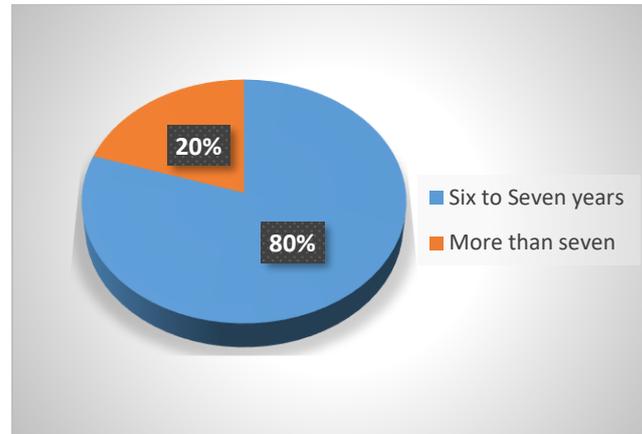


Figure 3.4: Learners' Years of Studying English Language

Q5. Do you think that English language is important for you?

The table 3.7 above shows that all the learners said that the English language is important for them because it becomes the international language and they need it in their future jobs.

	Yes	No
Learners	10	0
Percentage	100%	0%

Table 3.7: English' Importance

Q6. Do you think that English courses you are studying now will help you in your future work?

The table 3.8 shows that all the learners stated that the English courses they studied help them in their future work. All the learners said that English now is the first language in the world and those courses help them to speak easily with foreigners and make good relationships in all over the world.

	Yes	No
Learners	10	0
Percentage	100%	0%

Table 3.8: Help of English Courses in Future Work

Q7. What are the problems that you think you face when using English Language?

This question aims to know the difficulties and problems that the learners faced when using the English language with foreigners. The figure bellow shows that three learners from the whole learners declared that they have problem of finding appropriate words when speaking

with the tourist, two others said that they could not describe places and directions, two others have problem of writing emails, the rest which are three said that could not understand what tourist say and want.

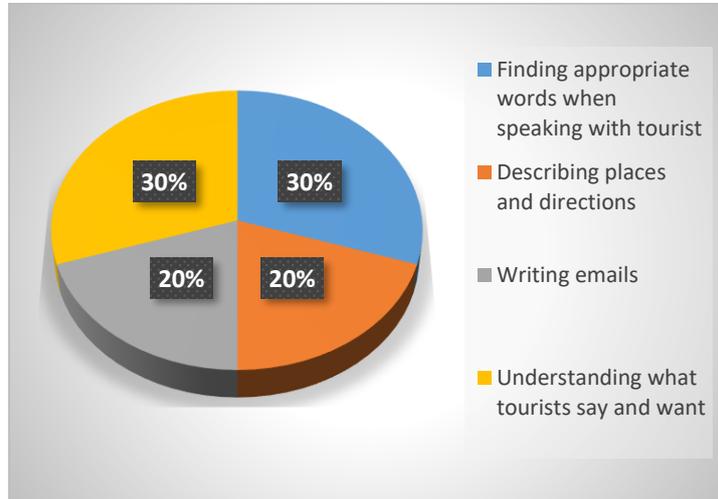


Figure 3.5: Problems Facing When Using English Language.

Q8. Which of these skills do you need to practice more?

The aim of this question is to know which of those skills that learners need to practice more. The figure below shows that all the learners agree that the skills that they need to practice more are speaking, reading and writing.

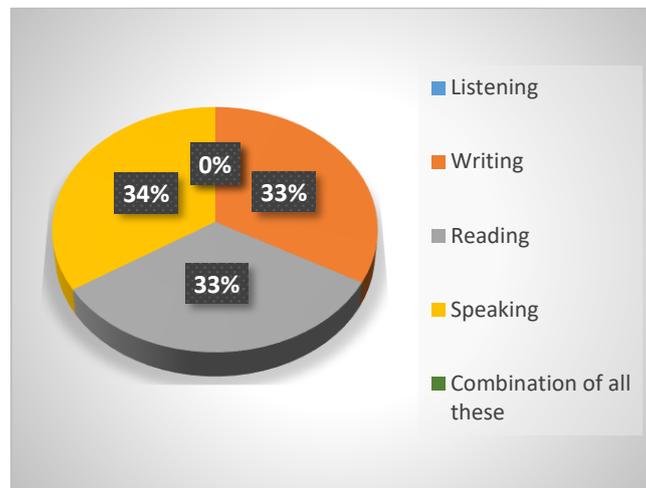


Figure 3.6: Skills Needed

Q9. What are the sub-skills activities you want in

- A. Listening**

This question aims to know the wants of the learners in terms of the sub-skills activities in the listening skill. This figure below shows that four learners from the whole population said that they want listening activities about how to plan a tour for tourists; three others want activities of listening to conversations between agent and clients. Then, two other want listening activities about how to give advices and suggestions to tourist. Lastly, one learner want to have listening activities about telephone booking.

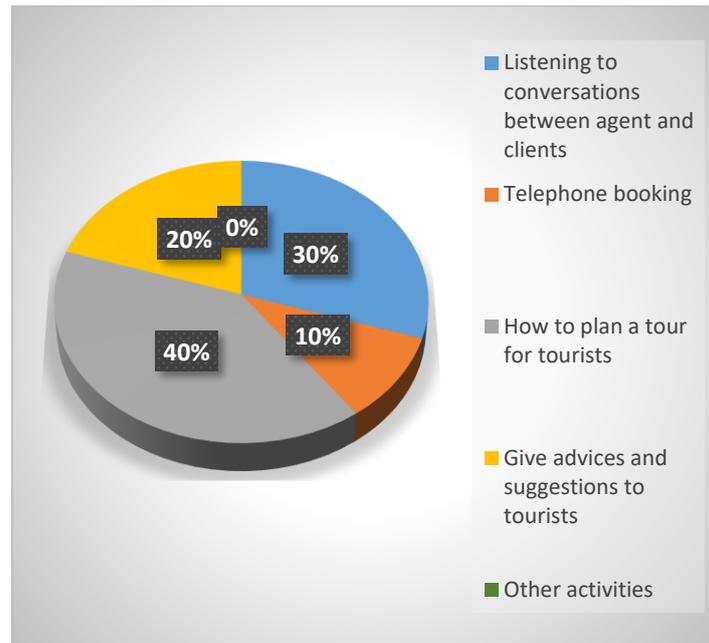


Figure 3.7: Sub-Skills Activities in Listening

B. Speaking

The aim of this question is to know the activities that learners want in speaking skill. The figure below shows the wants of the learners, four learners want speaking activities of discussions about solving an overbooking problems, four others want speaking activities about giving a guided tour. Finally, two learners want speaking activities about preparing job interviews.

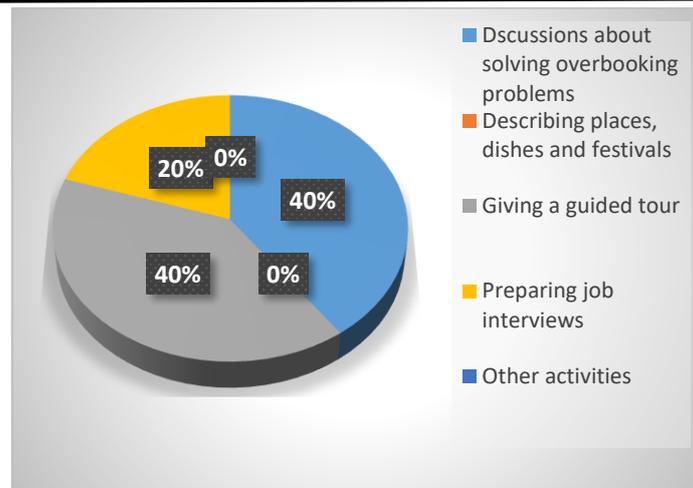


Figure 3.8: Sub-Skills Activities in Speaking

C. Reading

The aim of this question is to know the sub-skills activities that learners want in reading skill. The figure below shows that five learners from the whole population want reading activities about preparing development plans for travel agency, three others want reading activities about how to deal with different complaints. The last two learners want reading activities about exchanging historical facts.

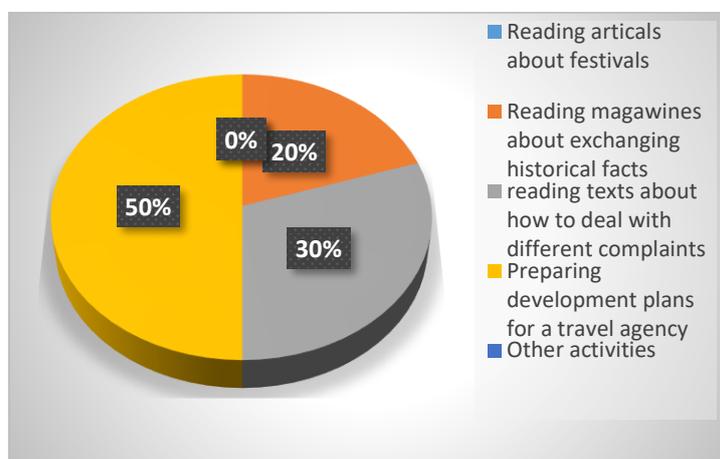


Figure 3.9: Sub-Skill Activities in Reading

D. Writing

The aim of this question is to know the activities that learners want in the writing skill. The figure below shows that seven learners from the whole number of the population declared that they want writing activities about emails, faxes and formal letters. While the rest of learners want writing activities about how to write curriculum vitae.

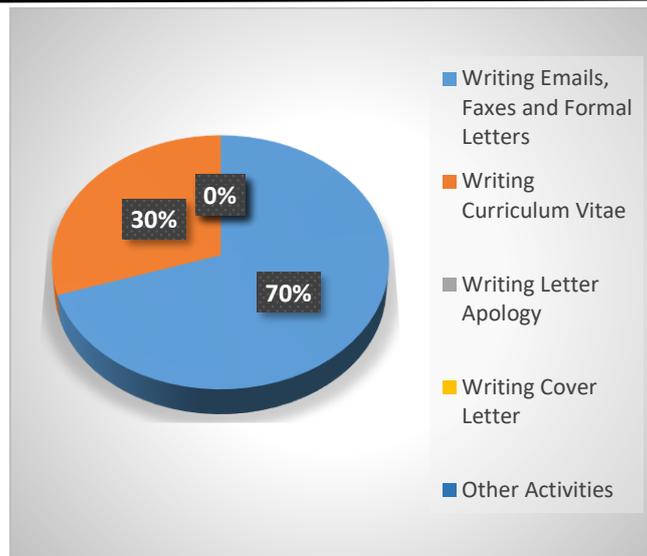


Figure 3.10: Sub-Skills Activities in Writing Skill

Q10. How do you want to work in the class?

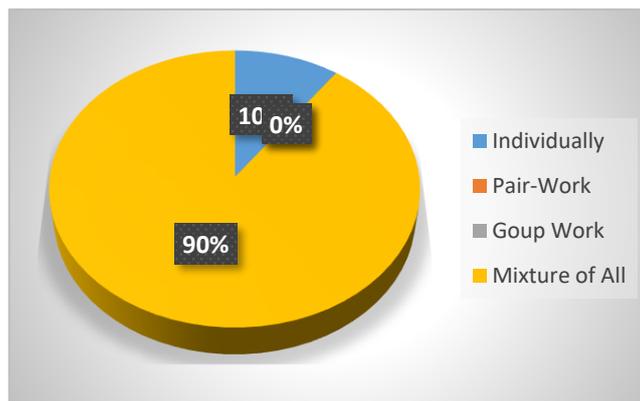


Figure 3.11: Techniques of Interaction

The figure 11 above shows that most of the learners want a mixture of all the techniques of interaction, which are individually, pair-work and group work, it represented with 90. While, 10 from the whole number of the learners want to work individually in the classroom.

Q11. What kind of materials do you want to study by?

- a- Videos, Pictures, Recorders
- b-Books And Hand-Outs
- c-Other Materials

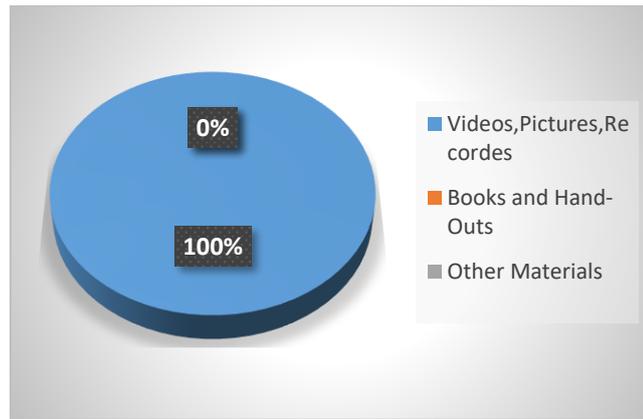


Figure 3.12: Use of Materials

This question aims to know the desire of the learners in terms of materials in which they like to study by; the figure above shows that all the learners 100 likes working with videos, pictures and recorders.

Section three: Need Analysis

Q12. Has your teacher met you before starting courses in order to know about your needs?

The aim of this question is to know whether the teacher met her learners before starting their courses in order to know about their needs, the table above shows that all the learners confirmed that they do not meet their teacher before starting the courses.

	Yes	No
Learners	0	10
Percentage	0%	100%

Table 3.9: Teacher Meeting

Q13. Have you take pre-study tests before you start your courses

This question aims to know if the teacher make pre-study tests for her learners before she started her courses, the table above shows that all the learners declared that did not take pre-study tests before they starting their courses; it is presented with 100%

	Yes	No
Learners	0	10
Percentage	0	100%

Table 3.10: Pre-Study Tests Taken

Q14. Does your teacher ask you about your needs, wants and lacks before you started you courses?

The final question aims to know whether the teacher asks her learners about their needs, wants and lacks before they started their courses. The table above shows that all the learners confirm that teacher did not ask about the needs before starting teaching her courses.

	Yes	No
Learners	0	10
Percentage	0%	100%

Table 3.11: Asking About the Needs

3.6. Discussion of the Results

Based on the data gathered and analysed from the learners' questionnaire above, I found that

- Learners confirm that English language is so important in the tourism sector because it becomes the first language in the world and it helps them in their future work in order to know how to deal with foreigners and have good relationships with them.
- Learners are more interested to the speaking skill and its activities than the other skills because they think it is the best way to learn the English language and use it easily in their future work.
- Learners like to work collaboratively in the class by using different materials such as videos, pictures...etc. in order to share knowledge and exchange information between them.
- It is confirmed that the teacher do not ask about the needs, wants and lacks of her learners or make pre-study tests to her learners. The teacher neglects the needs of her learners.

3.7. Suggestion and Recommendations

Based on the finding of the present research, it is advisable to suggest these recommendations to ESP teacher who is teaching English as foreign language

- First, effective language learning and teaching may be improved after identifying the students' needs and interests.
- Students' needs should be fully analysed before starting the teaching process.

- The objectives of the ESP courses should be clear and specific to students' needs and interest.
- Collaborative teaching should be taken into consideration.
- All the skills should be tackle in the teaching process.
- More hours should be allocated to English course to enhance students' progress.
- Teacher should be trained to teach ESP.
- Pre-tests should be taken into consideration
- .Finally, the teacher should not neglect the use of materials when designing courses.

Conclusion

In short, the collected data from the classroom observation, teacher' questionnaire and learners' questionnaire show that the needs of the learners are neglected by the teacher in teaching English language. The analysis of the instruments that is used in this research revealed that in the tourism sector teacher of English language do not ask about the needs wants and lacks of the learners, she just follows the program that the institution selected for them.

General Conclusion

The current research is concerned with the analysis of the English teaching/learning process in the field of tourism. This investigation is based first, on the analysis of the students' needs and interests on one hand, and knowing whether teacher takes the needs of the learners into account before starting teaching English language module. The study has shown the reasons behind the neglect of the needs. One of the main reasons is the lack of ESP teachers. As a result, the institution is obliged to train its teachers in order to raise the level in terms of professional English language.

This study set out to explore tourism learners' needs of English. The aim of this study is to analyse from the observation in the classroom, teacher opinion and students point view, the needs in order to confirm that the needs are neglected in teaching English for tourism.

The dissertation consisted of three chapters the first chapter was theoretical background about teaching English for tourism. Then, the second chapter dealt with the methodology and the data collection, it gave a description of the tools that are used for collecting information. Finally, the last chapter was about the analysis of the data collection with the discussion of the classroom observation, teacher' questionnaire and students' questionnaire. In addition, there was suggestions and recommendations for both teacher and the institution.

The findings shows that learners need to take into account their wants in terms of the ways they desire to study English language. Then, the institution should trained its teacher to teach ESP if they want to develop their students in terms of professionalism in the English language. In short, this research is not conducted for one tourism institution, but it is for all the tourism institutions who neglect the needs and ESP training.

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Appendice I

Grid Observations

	Always	Sometimes	Never	Rarely
Motivation in the class				
Interaction in the class				
Learning methods student-centred/ teacher-centred				
Use of materials				
Skills in each lesson				
Requirement in the class				

Appendice II

Need Analysis Questionnaire for Teacher

This survey has been designed to help teachers in designing syllabus to learners in tourism; you are kindly requested to answer the questions below honestly. We will maintain the confidentiality of your personal information because it is only used for research purposes.

Part 01: General Information

- Degree: _____
- Experience: _____
- ESP experience: _____

Part 02:

1- Have you been trained to teach ESP?

Yes No

If yes, Please mention the years of the training

2- Do you find the amount of time assigned to the module of English you are teaching is appropriate?

Yes No

- If no, what amount of time would you suggest and why?

3- Do you prepare the lessons alone or does the institution impose it?

- If it is you, how do you select your lessons, on what basis?

4- Are there any available materials in the institution?

Yes No

- If yes, what are?

a- Overhead projector

b- Computers

c- Others (please specify)

5- According to you, how should English course be planned and organized in order to help the learners?

Part 03: Need Analysis

1- Do you meet your learners before starting the courses?
Yes No

2- Do you test your learners before starting your courses?
Yes No

• If yes, what kind of test do you prepare?

a- Placement test

b- Diagnostic test

c- Both of them

3- Do you ask your learners about their needs, wants and lacks?
Yes No

4- What is your learner level?

5- Do you have heterogeneous or homogeneous levels?

6- How do you know?

7- If you have a heterogeneous group, how do you organize your lessons accordingly?

Thank you for your collaboration and time

Appendice III

Need Analysis Questionnaire for Students

استبيان حول احتياجات الطلبة

This questionnaire forms a necessary part on the investigation under the title of “Needs Analysis of ESP students of tourism” to prepare a Master dissertation. The objective is to spot the needs of the students of tourism in the way they want to study English language. Please, keep in mind the data you provide is completely voluntarily, anonymous and confidential. Your participation is whole heartedly appreciated.

هذا الاستبيان يشكل جزء مهم في التحقيق الجاري تحت عنوان تحليل احتياجات طلبة السياحة وذلك لتحضير أطروحة الماجستير. الهدف من هذا التحقيق هو الكشف عن حاجيات طلبة السياحة في طريقة التي تريدونها لدراسة اللغة الإنجليزية. نرجو التذكير ان كل المعلومات التي تقدموها ستكون طوعية. مجهولة وسرية. كل الشكر والتقدير لمشاركاتكم في الاستبيان.

Part 01: GENERAL INFORMATION

الجزء الأول معلومات عامة

Age: _____

العمر

Gender: Male Female

الجنس

مذكر

مؤنث

Educational background: _____

خلفية التعليمية

Part 02:

Please, answer the following questions by ticking the appropriate box or making full answers if necessary:

من فضلك. اجب عن الأسئلة التالية عن طريق اختيار المربع المناسب او تقديم إجابة كاملة إذا لزم الامر:

1- For how many years have you been studying English language?

كم من سنة درست اللغة الإنجليزية؟

2- Do you think that English is important for you?

هل تعتقد ان اللغة الإنجليزية مهمة بالنسبة لك؟

Yes / نعم No / لا

Why? (Please state why)

لماذا؟ (الرجاء ذكر لماذا)

3- Do you think that English courses you are studying now will help you in your future work?

هل تعتقد ان دروس اللغة الإنجليزية التي تدرسها الان ستساعدك في عملك في المستقبل؟

Yes/ نعم No/ لا

How? (Please state how)

كيف؟ (الرجاء ذكر كيف)

4- What are the problems you think you face when using English language? (you can choose more than one answer)

ماهي الصعوبات التي تعتقد أنك تواجهها عند استخدامك اللغة الإنجليزية؟ يمكنك اختيار أكثر من إجابة واحدة

a- Finding appropriate words when speaking with tourist

العثور على الكلمات المناسبة عند التحدث مع السياح

b- Describing places and directions

وصف الأماكن والاتجاهات

c- Writing emails

كتابة رسائل الكترونية

d- Understanding what tourists say and want

فهم ما يقوله السياح وما يريدونه

e- Others (please specify)

إذا اخترت أخرى، يرجى التحديد

5- Which of these skills do you need to practise more?

أي من هذه المهارات تحتاجها للممارسة المزيد؟

Listening

استماع

Writing

الكتابة

Reading

القراءة

Speaking

التحدث

Combination of all these

مزيج من كل هذه

6- What are the sub-skills activities you want in

ماهي الأنشطة التي تريدها في كل من المهارات التالية:

A. Listening

الاستماع

1. Listening to conversations between agent and clients

الاستماع الى المحادثات بين الوكلاء والعملاء

2. telephone booking

الحجز عبر الهاتف

3. How to plan a tour for tourists

كيفية التخطيط لجولة بالسياح

4. Give advices and suggestions to tourist

تقديم نصائح واقتراحات للسياح

5. Other activities

أنشطة أخرى

If you chose other activities, please specify

إذا اخترت أنشطة أخرى، يرجى التحديد

B. Speaking

التحدث

1. Discussions about solving an overbooking problems
مناقشات حول كيفية حل المشاكل المتعلقة بحجوزات السياح
 2. Describing places, dishes and festivals
وصف أماكن تاريخية. اطباق ومهرجانات
 3. Giving a guided tour
كيفية إعطاء جولة ارشادية
 4. Preparing job interviews
كيفية اعداد مقابلات العمل
 5. Others activities, please specify
إذا اخترت أنشطة أخرى، يرجى التحديد
-
-

C. Reading

القراءة

1. Reading articles about
قراءة مقالات حول كيفية وصف المعارض
 2. Reading magazines about exchanging a historical facts
قراءة مجلات حول تبادل الحقائق التاريخية
 3. Reading texts about how to deal with a different complaints
قراءة نصوص حول كيفية التعامل مع مختلف الشكاوى
 4. Preparing a development plans for a travel agency
اعداد خطط لتطوير الوكالة السياحية
 5. Others activities, please specify
إذا اخترت أنشطة أخرى، يرجى التحديد
-
-

D. Writing

الكتابة

1. Writing emails, faxes and formal letters
كتابة رسائل البريد الإلكتروني. الفاكسات ورسائل رسمية
2. Writing a curriculum vitae
كتابة السيرة الذاتية
3. Writing a letter of apology
كتابة رسالة اعتذار
4. Writing a cover letter
كتابة رسالة طلب عمل

5. Others activities, please specify
إذا اخترت أنشطة أخرى، يرجى التحديد

7- How do you want to work in class

كيف تريد ان تعمل في الفصل؟

a- Individual

فرديا

b- Pair-work

عمل مزدوج

c- Group work

عمل جماعي

d- mixture of all these

مزيج من كل هذا

8- What kind of materials do you want to study with?

ما نوع المواد التي تريد الدراسة بها؟

a- Videos, pictures, recorders

فديو، صور، مسجلات

b- Books and hand-outs

كتب ومنشورات

c- Others materials (please specify)

مواد اخرى، يرجى التحديد

Part 03: Need Analysis

تحليل الاحتياجات

9- Have you met your teacher before starting your needs?

هل قابلت مدرستك قبل البدء في الدروس؟

Yes/ نعم

No/ لا

10- Have you taken pre-study tests before you start your courses?

هل اخذت اختبار لمعرفة القدرات قبل البدء في الدروس؟

Yes/ نعم

No/ لا

11- Does your teacher ask about your needs / wants / lacks before you start your course?

هل مدرستك تسال عن احتياجاتك، رغباتك وما تفتقر اليه قبل بداية دروسك؟

Yes/ نعم

No/ لا

Appendice IV

Appendice V