

A NEEDS ANALYSIS OF ENGLISH ORAL COMMUNICATION
SKILLS AMONG TOURISM MANAGEMENT STUDENTS

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A NEEDS ANALYSIS OF ENGLISH ORAL COMMUNICATION SKILLS AMONG TOURISM MANAGEMENT STUDENTS

ABSTRACT

This study aims to conduct a needs analysis to examine the oral communication difficulties and needs of final year students of the Diploma in Tourism Management programme in Politeknik Tuanku Syed Sirajuddin, Perlis (PTSS). The study also evaluates the current ESP course, DUE 5012 Communicative English 3 based on feedback obtained from the students and lecturers for the purpose of course improvement in the aspect of English language oral communication. The study explored the English language oral communication difficulties experienced by the students in using English language both in the language classroom and the tourism industry. By using the Needs Analysis framework introduced by Dudley-Evans and St John (1998) that includes Target Situation Analysis (TSA), Present Situation Analysis (PSA) as well as Learning Situation Analysis (LSA), all three research questions in the present study have been answered. A mixed method approach using questionnaire, focus group interviews and face-to-face interviews, was used in the study which involved the participation of 80 students, three EHP lecturers and the Head of the English language Department. Findings indicate that further improvements towards the present EHP course in terms of oral communication sub-skills were required both in speaking and listening skills. Hence, it is highly recommended that the EHP course developer and stakeholders work together to improve the existing EHP courses, specifically in terms of oral communication sub-skills. In addition, improvements were made towards the existing ESP course by incorporating a course which is more learner-centred.

ANALISIS KEPERLUAN KOMUNIKASI LISAN PELAJAR PENGURUSAN PELANCONGAN DI MALAYSIA

ABSTRAK

Kajian ini bertujuan untuk menjalankan analisis keperluan bagi mengkaji kesukaran komunikasi lisan dan keperluan pelajar tahun akhir Diploma dalam Program Pengurusan Pelancongan di Politeknik Tuanku Syed Sirajuddin, Perlis (PTSS). Kajian ini juga menilai kursus ESP yang sedia ada, DUE 5012 Communicative English 3 dengan maklumbalas pelajar dan pensyarah untuk tujuan peningkatan kursus pada masa hadapan dalam aspek komunikasi lisan bahasa Inggeris. Kajian ini bermula dengan mengenalpasti kesukaran komunikasi lisan bahasa Inggeris yang dihadapi oleh para pelajar dalam bidang pelancongan. Dengan mengenalpasti kesukaran komunikasi lisan, ia membenarkan kajian itu untuk mendapatkan maklumat yang berkaitan dengan keperluan komunikasi lisan Bahasa Inggeris pelajar dalam menggunakan Bahasa Inggeris dalam bidang pelancongan dan di dalam kelas EHP. Dengan menggunakan rangka kerja Needs Analysis yang diperkenalkan oleh Dudley-Evans and St John (1998) yang merangkumi Target Situation Analysis (TSA), Present Situation Analysis (PSA) serta Learning Situation Analysis (LSA), kesemua ketiga-tiga soalan penyelidikan dalam kajian ini telah dijawab. Pendekatan kaedah gabungan metod dengan menggunakan soal selidik, wawancara fokus berkumpulan dan wawancara bersemuka telah digunakan dalam kajian yang melibatkan penyertaan 80 pelajar, tiga pensyarah EHP dan 1 Ketua Jabatan Bahasa Inggeris. Dapatan menunjukkan bahawa peningkatan selanjutnya ke arah kursus EHP sekarang dari segi kemahiran sub komunikasi oral adalah diperlukan dalam kemahiran bertutur dan mendengar. Oleh itu, adalah digalakkan bahawa pihak yang berkepentingan terhadap kursus EHP bekerjasama untuk memperbaiki kursus EHP yang sedia ada, khususnya dari segi kemahiran komunikasi lisan. Di samping itu, penambahbaikan telah dibuat

ke arah kursus ESP sedia ada sebagai refleksi keperluan komunikasi lisan pelajar dengan menggabungkan kursus yang lebih berpusatkan pembelajaran. Semua masalah komunikasi lisan, keperluan dan maklumat berkaitan kursus yang diperoleh telah dirujuk bagi tujuan penambahbaikan.

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Nazirul Mubin Bin Mohd Noor

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LIST OF SYMBOLS AND ABBREVIATIONS

EHP English for Hospitality and Tourism Purposes

ESP English for Specific Purposes

TSA Target Situation Analysis

PSA Present Situation Analysis

LSA Learning Situation Analysis

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter introduces the study and it is divided into several sections. They are background of the study, research problem, research purpose, research objectives, research questions, the significance of the study, the scope and limitation of the study and thesis organization.

1.2 Background of the Study

English is regarded as a predominant language and ‘Lingua Franca’, used by speakers of different mother tongue. As stated by Seidlhofer (2005), ‘Lingua Franca’ refers to its use in communication between speakers of different first languages. Malaysia is a country that is populated by various ethnic groups and English language is widely used among Malaysians to perform numerous communicative events in various industries and sectors (Phang, 2006). One of the most important sectors in Malaysia that requires a good command in English is the tourism sector. Tourism employees often conduct transactions, trades and negotiations with foreign tourists in English language in various communicative events. Thus, it is important for tourism employees to have a good command of the English language that will enable them to have successful communications (Prachanant, 2012). A study conducted by Tang and Tan (2015) explored the effects of the tourism industry on the economic growth rate of Malaysia from the year of 1975 up to 2011 indicates that the country’s economic rate, political condition, tourism industry, and population are co-integrated with each other both in long and short-term periods. This denotes that the hospitality and tourism industry is indeed a major contributor to the growth of Malaysia’s economy, and the

proficiency of tourism employees in the English language can affect the economic growth of the country. However, a poor command of the language is one of the main reasons why unemployment among tertiary graduates exists (Lim & Normizan, 2004). As supported by findings of a research entitled *Factors Influencing Unemployment among Graduates in Malaysia – An Overview* (Razak et al 2014) which explored the factors of the unemployment of graduates in Malaysia, a significant relationship between English proficiency level and graduates' employment rate was found. The English proficiency level as a factor was found to be the most significant, surpassing other contributing factors. Another problem of concern is students' needs in learning English language courses. English for Specific Purposes (ESP) courses are created by course designers as a result of needs by stakeholders, rarely considering students' needs, of how they want to learn, what they want to learn, and the measurement method (Razak et al., 2014). From this, we can see that English language proficiency and communication skills, especially of employees in the tourism industry are complementary to generate the country's economic growth to a higher level. By being able to communicate and conduct verbal related tourism tasks effectively, it would further lead to the success of the country's future.

Studies in the industry of English for Specific Purposes (ESP) in tourism are conducted all over the world to explore learners' needs. For instance, studies conducted by Noor and Fazelah (2008), Lo and Sheu (2008), Coskun (2009), Choi (2010), Kantarin (2014), Trang (2015) and Onoor & Ali (2015) explore English language learners' needs. As discovered, the needs are listening, speaking, reading, writing and learning needs. Collectively, results indicate the speaking skill as the most prominent skill that learners needed to master to perform productively in the tourism business (Prachanant, 2012).

Thus, this study was established to address the issues by specifically focusing on the oral communication difficulties, needs and course-related information of the students in the context of Malaysian tourism setting.

The researcher based this study on the existing ESP course designed for trainee tourist guides who were pursuing the Diploma in Tourism Management from PTSS, Perlis. The students were those who had undergone their industrial training programme. The study aimed to examine the students' oral communication difficulties in using English language in target situation such as hospitality environments that require them to have good English command. The secondary aim is to explore how the trainees view their own needs in learning the English language oral communication skills in present time and for tourism purposes. Apart from that, the study also aimed to evaluate the current ESP course, DUE 5015 Communicative English 3 that could be used for the purpose of course improvement in future time in the aspect of English language oral communication.

1.3 Research Problem

The hospitality and tourism sector in Malaysia is known to generate a large portion of the country's short term and long term economic growth (Tang & Tan, 2015). To add, excellent English communication skills are crucial for employees to work in this industry as tourism itself is an industry where employees need to proactively make sales, market their products and provide customer services to clients. Its usage is highly important for communicating with international tourists as well as for negotiations with the locals. The English language proficiency level of these employees is determined by the English education received (Hashemi, Raftari, & Javed, 2014). However, in reality, employees in this industry are pressured by the need to communicate in English effectively, dealing with different English language

varieties used by international tourists. They are expected to possess excellent and efficient language proficiency to function well in the industry. This is supported by a research conducted by Abdul, Sohime, and Merican (2016) which examined issues faced by hotel employees in communicating using the English language with international tourists. It was found that native speakers of English have difficulties in obtaining information from local employees in using the English language. The research further examines that this was caused by a lack in the English language proficiency among the employees that led to misunderstandings between them. Findings and results from the research suggested that the issue stems from schools and higher learning institutions. Schools and tertiary education institutions provide English courses which are not tailored specifically for the actual, real use in real communicative events. To add, English for Hospitality Purposes (EHP) courses in Malaysia are still at a very early stage, started back in 2001 and there was no major response regarding its development since the implementation. Few problems were found but there was no official action taken to overcome them (Kuppan, 2008). Besides, according to the Higher Education Minister of Malaysia, Datuk Seri Idris Jusoh on October 24th 2017, the current majority of graduates in public universities possess B1 English language level, which is speaking with limited vocabulary (refer to Appendix G). As further addressed by the minister, graduates need to achieve English B2 proficiency in the next three to four years, under the Common European Framework of Reference for Languages (CEFR) Menon (2017).

Thus, this study was conducted in order to provide further information needed by the practitioners and educators of ESP especially those that belong to the tourism industry. From here, improvements can be made towards the English for Tourism Purposes provided by taking into consideration the needs from different views as students', educators' and stakeholders'. As a result, it will benefit students,

educators, stakeholders and future tourism employees. This shows that there is a need to address this state of inadequacy regarding the issue of English language proficiency among tourism employees in Malaysia whereby measurements and steps could be taken to overcome this problem.

1.4 Research Objectives

- i. To explore the English oral communication challenges of the Diploma in Tourism Management Students in both classroom and workplace.
- ii. To explore the English language oral communicative needs required by the students of Diploma in Tourism Management Students in both classroom and workplace.
- iii. To improve the oral communicative language skills that need to be emphasised in the proposed English language course?

After the aforementioned objectives mentioned above are achieved, it would enable course developers, educators and learners themselves to provide input, opinions and perceptions related to the improvements of English language oral communication skills in the syllabus. The study would provide an extremely useful insight to ensure that the content of the syllabus being taught reflects the actual needs for students to function in the tourism industry. This would also be beneficial for future researchers to refer to, in both local and international contexts in the industry of tourism and tourism education.

1.5 Research Questions

Related to the aforementioned research objectives, the research questions are stated as below:

1. What are the English language oral communicative challenges of the Diploma in Tourism Management Students in both classroom and workplace?
2. What are the English language oral communicative needs required by the students of Diploma in Tourism Management Students in both classroom and workplace?
3. What are the oral communicative language skills that need to be emphasised in the proposed English language course?

1.6 Research Limitations

It is important to acknowledge the present research's shortcomings. The study was limited to the number of respondents which were 90 Tourism Management students, three ESP lecturers, and the Head of the English language Department. The results and findings came from only one Malaysian public education institution and therefore, cannot be generalised to other institutions.

1.7 Significance of the Study

Findings and results obtained from this study are important to be considered for future improvements of the tourism ESP courses by ESP course developers, especially for students of the tourism industry. By understanding the English language spoken communication difficulties and needs that the students require to function and communicate effectively in the tourism industry, it would enable the tourism industry to have tourism employees which are competent and have high a level of English language proficiency in communicating and interacting with their clients, tourists, colleagues and employers. This will result in boosting the country's economic growth and improving the landscape of Malaysia tourism. Secondly, ESP students in the tourism industry can improve their English language speaking and listening skills. To achieve this, the

students' lacks in spoken communication have to be identified by conducting a needs analysis to assess their current spoken communication skills and target spoken communication skills that they need to acquire. The discrepancies and differences between both can provide insights to the skills that the students require in the industry. Thirdly, Polytechnic Tuanku Syed Sirajuddin can benefit from this study by using the findings and results obtained from this research for future improvements in the aspects of English language speaking and listening skills. The findings and results obtained too will provide the ESP course developer with information concerning the English language spoken communication activities that occur in the tourism setting. From this, future students will be able to better equip themselves before they step into the real tourism world.

1.8 Thesis Organisation

This dissertation is organised into five respective chapters which include the current chapter and other consecutive chapters. The second chapter entails literature review pertaining to ESP, Needs Analysis, Needs Analysis theoretical framework, Course Design theories, Communication strategies theories and past studies related to Needs Analysis which are relevant to the current study. Chapter 3 explains the research design, research location, research participants, sampling method, pilot study and research instruments. Meanwhile, Chapter 4 provides the data analysis and findings of the questionnaire, focus group interviews and face-to-face interviews. Finally, chapter 5 provides insights regarding the summary of the findings, study implications, recommendations for future research and conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Provided in this chapter is the discussion and collection of related literature review on aspects related to this study. These aspects are English for Specific Purposes (ESP), Needs Analysis, theoretical framework in conducting needs analysis, theories of communicative competence, theories of communication strategies and lastly, past studies on needs analysis of ESP in tourism.

2.2 English for Specific Purposes (ESP)

There are various definitions to the term English for Specific Purposes (ESP). For example, Dudley-Evans and St John (1998) introduced the extended definition to the term that includes 2 characteristics which are known as 'absolute' variable'. These characteristics are explained in the subsection provided below.

ESP definition by Dudley-Evans and St John (1998) is obviously influenced by Strevens (1988) who has modified it noticeably by eliminating the 'absolute' characteristic that ESP is 'in contrast with 'General English' and Strevens (1988) too included more variable characteristics. Further categorization of ESP into 'absolute' and 'variable' characteristics, in specific, is beneficial in clearing the arguments about what ESP is. Based on the definition, ESP is not necessarily about a specific discipline, or does it have to be intended for a certain group of age or ability. ESP should be perceived simply as a teaching.

Similarly, Hutchinson and Waters (1987, p. 6) state that "ESP is an approach to language teaching in which all decisions as to content and method are based on learners' reason for learning." Although the separating line in defining the term

ESP is very vague, it exists. As stated further by Hutchinson and Waters (1987, p. 53), “in theory nothing, in practical a great deal.”

In general, the concept of English for Specific Purposes (ESP) itself is one of the many active branches of Applied Linguistics starting since 1960's. One of the reasons why the concept of ESP has been expanding vastly and widely is because of the existence and the rising of English language as the “Lingua Franca”. Educators all around the world who have been teaching ESP have to adapt to the situations, necessities and needs that ESP brings in. Nevertheless, it is important to acknowledge the definitions of the concept ESP provided by linguists in this industry although different linguists have their own variations in interpreting this concept. According to Anthony (1998, p.9-10), he stated that “*Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes*”.

Meanwhile, according to Mackay and Mountford (1979), the purpose of teaching English language to students is to enable the students to achieve specific English language skills. The success of the teaching and learning of ESP as further explained is when students are provided and stimulated with real situations, experiences and conditions that enable the students to use English for their own purposes, industry of interest and areas of specialties.

Students in education institutions learn the English language with their own set of objectives and purposes. The language itself has its role and serves as an important tool for the students. As stated by Robinson (1980, p. 1), these students learn English in schools and universities “not because they are interested in the English language or English culture as such, but because they need English for study or work purposes”. Meaning to say, English language itself is perceived as an

instrument to be used by the students for their own purposes in future time. As explained by H Basturkmen (2006, p. 16) , “language is 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”.

2.2.1 Characteristics of ESP

The concept of ESP provides ESP students and ESP lecturers with a whole different set of activities for English Language teaching. These activities are geared and prepared specifically for a specific group of learners, for their own communicative purposes in future time. As stated by Hutchinson and Waters (1987), if EHP students, lecturers and stakeholders of a particular ESP course realise the purpose these students require such level of English language, the realization towards the purpose of the course will effect on what will be available in the content of the English language course itself. Any ESP course is different and has its own set of characteristics and they are specifically tailored to suit the needs of the particular leaners available at that time. The concept of ESP is different from the concept of General English (GE) where ESP itself focuses in providing students with a more learning-centred kind of approach where it serves to acknowledge and take into consideration the learners’ needs in a specific industry. These needs such as course content, preferred learning activities, learning content and English language skills, are being reflected in the content of the EHP course. To be able to differentiate both concepts of ESP and GE, several major ESP and GE features were outlined by Dudley-Evans and St John (1998, p. 4-5) and these features or characteristics of ESP and GE are divided into two categories - absolute characteristics and variable characteristics, as follows:

Absolute Characteristics

- i. ESP is defined to meet specific needs of the learners:
- ii. ESP makes use of underlying methodology and activities of the discipline it serves:
- iii. ESP is centred on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

Variable Characteristics

- i. ESP may be related to or designed for specific disciplines:
- ii. ESP may use, in specific teaching situations, a different methodology from that of General English:
- iii. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level:
- iv. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

Referring to the absolute characteristics being outlined by Dudley-Evans and St John (1998), it is clear that in ESP, learners' needs are of great importance and these needs are being prioritised by course developers and English for Hospitality Purposes teachers in creating the EHP course that suits their learners. To further explain, ESP itself is still English Language Teaching (ELT) and this concept "should properly be seen not as a language product but as an approach or method to language teaching where all decisions in choosing the content and method are based on learner's needs in learning the language", as stated by Hutchinson and Waters (1987, p. 19). In Table 2.1 provided below, we can see that there are a lot of

similarities being outlined by Rosenberg (2004) between ESP and GE as both of these are English Language Teaching (ELT) approaches. The number of similarities between these approaches exceeds the differences that they have. Thus, how are they different with each other?

Table 2.1: Characteristics of GE and ESP (Rosenberg, 2004, p. 36)

GENERAL ENGLISH (GE)	ENGLISH FOR SPECIFIC PURPOSES
<ul style="list-style-type: none"> i. Often focus on education, ii. Course content is more difficult to select, iii. It is important for the content in the syllabus to have a high surrender value iv. .E.g. Teaching in the primary, secondary and adult tertiary, focuses on teaching grammar and language structure (mostly in isolation). 	<ul style="list-style-type: none"> i. Focus on training, ii. Selection of appropriate content is easier. iii. The aim may only be to create a restricted English competence. E.g. In order to train tourist guides, the ESP class should promote

As can be seen above, in theory, both ESP and GE serve to provide and teach learners in acquiring English language. However, according to Hutchinson and Waters (1987), the main difference between these two ELT approaches are in term of its execution and language practices.

Compared to GE which is prone to focus on language, ESP however focuses on the learners' wants, goals and needs, a more learner-centred type of approach that aims to create a restricted type of English competence, focusing on the industry and area of study of the learners. According to Robinson (1980, p. 6), ESP is "English en route to the acquisition of some quite different body of knowledge and set of skills". Learners will be able to acquire and focus on the language use which is used in the industry itself rather than learning about a wide and general English language". To explain this better, Robinson (1980, p. 6) refers to GE as "that

of General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course”.

The next difference between ESP and GE is that in ESP, the learners are adults that realise and are aware of their own language needs and purposes in the industry they are in (Hutchinson & Waters, 1987). Meanwhile, the GE approach in language teaching is provided to students at all education levels be it primary, secondary and tertiary education where the students learn English for the purposes of passing their education examination. This view too is supported by H Basturkmen (2006, p. 9) where she stated, “the emphasis in ESP is in going from point A to point B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavour”

2.2.2 Types of ESP

The present study is based on one of the branches of ESP, known as English for Academic and Occupational Purposes (EAP). This sub-branch of ESP was first introduced by Carver (1983). Back then, English for Academic and Occupational Purposes (EAP) and English for Specific Purposes were introduced as the same component among the other two branches. All sub-divisions of ESP that are introduced by Carver (1983) are:

- i. English as a restricted language:
- ii. English for Academic and Occupational Purposes: and
- iii. English with specific topics

This division of ESP outlined by Carver (1983) was agreed upon by other linguists, especially by Hutchinson and Waters (1987) in the case of EAP and EOP sharing the same category. As reasoned by Hutchinson and Waters (1987, p. 16),

there is no “clear-cut distinction as people can work and study simultaneously and it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the students take up, or return to, a job”. Consequently, it is safe to say that both approaches of ESP sub-division, EAP and EOP are heading and gearing learners for a similar outcome and which is to better equip learners for the purpose of their future undertakings in career life later in future.

In English for Academic and Occupational Purposes that was introduced by Carver (1983), this sub-division of ESP is divided into 2 smaller sub-divisions which are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). One of the examples for the former are “English for Tourism Studies” for its latter counterpart is “English for Tour Guides”. There is no clear division between both of these approaches and this is probably the reason why these 2 sub-divisions of ESP are categorised under the same branch.

2.3 Needs Analysis

The process of structuring, designing and implementing any single EAP course starts with the process of analysing the needs of the learners of that particular ESP course. The reason to this is for EAP course developers to create a strong and suitable foundation of the EAP course that suits and reflects the needs of the learners.

Thus, by knowing the needs of learners, the said foundation will enable the course developers to cater and design the structure of the course that consists of many aspects such as course objectives, course content, teaching and learning methodology, learning materials, time allocation and EAP course evaluation system. By reflecting the needs of the learners in all of these aspects, the course will then be made and tailored accordingly to their English language proficiency and purposes.

The entire process of gaining insights to the needs of the students is known as Needs Analysis. As according to Flook (1993, p. 21), *“As in all ESP teaching situations, we must start by considering the needs of the learners and what they have to do in the target situation”*. Needs Analysis serves as a tool for course developers to assess issues, problem, and causes pertaining to learners ‘needs in which these needs and issues of the students will be intervened and dealt so that improvements in the EAP course can be made. As clarified by Rossi, Lipsey, and Freeman (2003), a Needs Analysis is an approach which is very systematic to be used by course developers in exploring and acknowledging the problems of the students. Thus, it allows the course developers to determine their target population of learners that the course serves.

A similar notion on Needs Analysis is shared by Brown (1995) where Needs Analysis was viewed as a mechanism to be used in assessing learner’s needs, the requirements of the ESP lecturers of that particular ESP course as well as the stakeholders’. Needs Analysis was perceived as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation.” (Brown,1995, p. 36).

Another factor why learners of ESP are being assessed to look at their needs in English language learning is that adult learners and learners in tertiary education programmes have shorter time allocation in learning English language as a subject for specific use in their industry. Learners often go through a 14-15 weeks of ESP programme. Thus, this reinforces the notion that their English language subject, ESP, should be made to suit their needs by providing the learners with a highly- specified and relevant learning content that will benefit them in future. Hence, according to Helen Basturkmen (2010), the developer of the particular ESP course needs to perform Needs Analysis in identifying and addressing the learners' needs in order to be able to design, develop and produce an ESP syllabus that reflects the needs of the target learners of the course.

According to Munby (1981), the first step before a particular ESP course developer decides to include the type of teaching and learning materials for an ESP course, a systematic analysis in assessing the learners' needs in using the target language needs to be conducted. These learning needs according to Munby (1981) include learners' learning purposes, the location and context of learners, time allocation, the target tourists, career tasks and activities, macro skills of English as well as the English language proficiency level that learners have to acquire to productively communicate in the industry.

Last but not least, Hutchinson and Waters (1987) proposed a Needs Analysis approach known as the "Target Needs". This approach incorporates three subordinate components known as necessities, lacks, and wants. According to the definition provided by Hutchinson and Waters (1987), "*necessities*" is defined as learners' target linguistic features that have to be mastered by them in a target situation. To identify necessities means to identify "the demands of the target situation, that is, what the learner has to know in order to function effectively in

the target situation” (Hutchinson & Waters, 1987, p. 55). On the other hand, “*lacks*” are defined as the gap that has to be identified between their target and current linguistic features, of what they already know. Last but not least, “*wants*” is defined as what the learners themselves want and need in their learning. This is where learners’ views are taken into consideration and to know the primary reason as to why they require the use of the language being learnt. It is important to incorporate learners’ views because they might have a better picture of necessities required in target situation and their own lacks in learning the course.

Last but not least, Needs Analysis itself has many sub-divisions to it where course developers can decide on which Needs Analysis approach to be used, depending on the necessity of their target learners. Different Needs Analysis approaches look at different learners’ needs in language learning. These approaches to Needs Analysis are Target Situation Analysis (TSA), Present Situation Analysis (PSA), Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis/Learning Needs Analysis, Means Analysis, Register Analysis, Discourse Analysis and Genre Analysis. Types of Needs Analysis

A large number of ESP scholars suggested that Target Situation Analysis (TSA), Present Situation Analysis (PSA), Pedagogic Needs Analysis, Strategy/Learning Needs Analysis, Means Needs Analysis, Register Analysis, and Genre Analysis are components considered fundamental in assessing language learners’ needs (Rahman, 2015). The elaboration to these Needs Analysis approaches is provided below.

a. Target Situation Analysis (TSA)

The NA approach of Target Situation Analysis (TSA) was first discussed and introduced by Chambers (1980). The approach looks at and assesses learner’s needs

by recognizing learners' target communicative requirements in their target settings, depending in whatever industry work the learners will be in future time. This NA approach then was further developed by Munby (1981) where he introduced a new set of TSA framework known as Communicative Needs Processor (CNP). The CNP framework is built with a set of communicative parameters where ESP course developers can plot or check which parameters should be achieved by the learners for their communicative purposes in their industry in the target settings. The information regarding the parameters then will be used by course developers to guide them in structuring the specific syllabus for the learners in order for the students to be able to reach their target level performance and English language proficiency. The TSA approach to NA was viewed by Dudley-Evans and St John (1998) as the types of assessment in looking at the activities and communicative events that the ESP learners are and will be using in their target settings. They further explained that the TSA approach includes three elements which are objective needs, perceived needs and product-oriented needs. The first and second elements are the types of needs which are perceived by the outsiders, not learners of the course themselves. These needs are obtained from factual information and are verified. Meanwhile, the needs which are product oriented are obtained from the target situation that the ESP learners will be in future.

b. Present Situation Analysis (PSA)

According to Robinson (1991), Present Situation Analysis (PSA) seeks to determine and explore the learners' English language proficiency and needs at the beginning of the ESP course. It serves to look at the strengths and weaknesses of the students in language. Therefore, from there, further steps will be taken to reflect the needs in the ESP course and syllabus design. Dudley-Evans and St John (1998) share a similar notion regarding PSA. As explained, the PSA approach to NA assesses and

determines the ESP learners' strengths and weaknesses in language learning, English language skills and their experiences in language learning. A new concept or device in determining learners' needs through PSA was later formulated by Richterich and Chancerel (1978). Three fundamental elements which serve to provide information concerning learners' needs were suggested by the linguists. These elements are the ESP learners, the language teaching establishment and user intuition. In each individual element, the ESP practitioner will look for information concerning their English language ability, resources and their perception on the English language teaching and learning. Besides that, the society and culture which the learners are in, need to be taken into consideration to assess the perceptions and attitude of these people upon English language learning and teaching. However, the PSA approach was opposed by Munby (1981) where PSA was described to bring in limitations to the execution of TSA in looking at the needs. This view from Munby (1981) was later challenged by McDonough (1984) where it was stated by the latter that the PSA approach itself explored the "fundamental variables" needed to be addressed by ESP practitioners before conducting TSA. Here, we can see the contradicting perception towards the execution of PSA and TSA in assessing the needs of learners. However, in terms of their execution in the real world, ESP practitioners tend to look for information concerning both PSA and TSA at the same time.

c. Pedagogic Needs Analysis

The concept of Pedagogic Needs Analysis was first developed by West (1994) where this concept consists of three sub-divisions of Needs Analysis which are "Deficiency Analysis" that matches with the element of "lacks" introduced by Hutchinson and Waters (1987), "Strategy or Learning Needs Analysis" that focuses on strategies used by learners to learn a new language, and "Means Needs Analysis" that focuses on ESP logistics and pedagogical aspects. According to West (1994) in his concept of

“Pedagogic Needs Analysis”, the weaknesses which are available in TSA need to be complemented and perfected by exploring as well as recognizing the learners’ needs and the environment which the learners are in.

d. Deficiency Analysis

As have been mentioned before, this sub-division of “Pedagogic Needs Analysis” was found to match with one of the NA elements introduced by Hutchinson & Waters (1987) which is “lacks”. This view is supported by Allwright, (1982) where these Needs Analysis approaches that were proposed by linguists look at learners’ current needs and wants known as learners’ analysis of *lacks* and *deficiencies*. It aims to assess and obtain data concerning learners’ present needs, target needs and most importantly the *lacks* in between that need to be addressed in ESP course. By addressing these lacks in between learners’ present and target needs, it enables ESP practitioners to structure and develop a strong foundation to an English language syllabus that suits the particular group of learners (Jordan, 1997).

e. Strategy/ Learning Needs Analysis

In contradiction to other Needs Analysis approaches that have been listed and explained above, Strategy/ Learning Needs Analysis on the other hand looks at the “how’s” of the learners in learning English language. These “how’s” are the types of strategies that learners utilise in order to be able to learn the language. The focus of Strategy/ Learning Needs Analysis is on how the ESP learners want to learn their views of their own learning, not on what they are required to learn to productively function in their target settings. This concept was proposed by Allwright (1982), where he categorised and divided the needs of learners into the elements of *needs*, *lacks* and *want*. These elements later were further developed by Hutchinson and Waters (1987) that used these elements together in his NA approach, a more

learning-centred approach that looked at the importance of learners' own learning needs. This approach introduced by Allwright (1982) advocate in looking at the learners' needs from a process oriented perspective instead of goal and product oriented perspective. As explained by Hutchinson and Waters (1987) the difference between TSA and learning needs analysis is that the former obtains information concerning what the learners use the language they learn for. Meanwhile, the latter seeks to elicit information related to what these ESP learners need to do, the strategies they use for them to learn the language (Hutchinson & Waters, 1987)

f. Means Analysis

In Means Needs Analysis, the approach looks specifically at the other contributing factors and aspects of learners' language learning. These factors are learners' learning logistics and pedagogical aspects. This NA approach sparked a debate between scholars regarding the practicality levels and limitations in implementing language courses based on learners' needs. However, the role and purpose of Means Analysis (MA) is elicit information concerning about the surrounding, environment and the setting where the ESP course will take place in. It provides ESP practitioners with "information about the environment in which the course will be run" (Dudley-Evans & St John, 1998). The main reason why MA approach prioritises the environment and cultural aspects that the ESP course will run in is that the learners in different settings will have different experience and perception concerning the ESP courses they learn about and thus, it will lead to different outcome. As stated by Dudley-Evans and St John (1998) they are concerned with "acknowledgement that what works well in one situation may not work in another". They had the notion that every single ESP course provided to specific language learners need to be culturally-sensitive which means a particular ESP course needs to acknowledge the information about the environment of the learners as well. Five parameters of MA were outlined by West (1994) concerning the environment of

the language course provided to the learners. These parameters need to be taken into consideration by ESP practitioners and ESP course developers in order for the particular ESP course to achieve its success.

g. Register Analysis

Register Analysis is one of the approaches of Needs Analysis introduced by scholars. However, Register Analysis is different from the approaches of NA that have been mentioned before. It focuses in eliciting information concerning the needs of learners related to their linguistics aspects and register. Different communicative situations with different tourists require the speakers'/ESL learners to communicate in different set of linguistics registers. As explained, by Robinson (1991, p. 24) "Changing approaches to linguistic analysis for ESP involve not only change in method but also changing ideas of what is to be included in language and its description". The aim of Register Analysis, just like Means Analysis above, is to develop ESP courses which are highly relevant to the needs of ESP learners (Hutchinson & Waters, 1987). Focus towards linguistics aspects of learners' need such as grammatical and vocabulary started back in 1960s and 1970s. Register Analysis was termed differently by different scholars. Among them is Robinson (1991) that termed RA as "frequency analysis" that had its focus on ESP course's grammatical aspects and "structural & non-structural" vocabulary" (Ewer & Latorre, 1967, p. 223). Register analysis too was termed by Swales (1988) as the analysis of "lexicostatistics". As claimed by Dudley-Evans and St John (1998, p. 10) "The assumption behind register analysis was that, while the grammar of scientific and technical writing does not differ from that of general English, certain grammatical and lexical forms are used much more frequently". Register analysis was perceived to work only at surface levels of language, both words and sentences and does not exceed these linguistics level.

2.4 Needs Analysis Theoretical Framework

In the context of ESP teaching and learning, needs analysis serves as a tool in assessing the needs of learners', teachers and the stakeholders in order to structure a strong foundation of an ESP course. This process of obtaining and assessing the needs begin prior to the development of any ESP programme where the needs elicited from needs analysis will be reflected to suit the learners of the particular ESP programme. It is worth to mention that in ESP industry itself, various models of needs analysis have been introduced and further developed by ESP scholars in looking at this ESP component itself. These scholars are arranged accordingly in chronological order as below:

- i. Munby (1981) Needs Analysis Model
- ii. McDonough (1984) Needs Analysis Model
- iii. Hutchinson and Waters (1987) Needs Analysis Model
- iv. Dudley-Evans and St John (1998) Needs Analysis Model
- v. Helen Basturkmen (2010) Needs Analysis Model

However, in the present study, only the Needs Analysis Model developed by Dudley-Evans and St John (1998) is used to answer all research questions.

2.4.1 Needs Analysis Models in ESP

As have been listed above, there are eight Needs Analysis models that have been developed including the earliest proponent of Needs Analysis Model which was Munby (1981). It is important for future researchers to acknowledge that these models of Needs Analysis that have been developed by these scholars are somehow similar in a few aspects due to the reason that all of these Needs Analysis models have the same objective in ESP industry, which is trying to recognise and explore the learners'

English language needs in ELT. The differences between them set in in certain aspects as: the scholars' individual view on needs analysis focus, the analysis of NA data and the training programme development in ESP context.

Apart from that, it is worth to clarify that the current study used the Needs Analysis Model developed by Dudley-Evans and St John (1998) and this model is explained first in this section regardless of the chronological order. The other NA models are presented and explained in their chronological order.

a. Dudley-Evans and St John (1998) Needs Analysis Model

The NA model that was introduced by Dudley-Evans and St John (1998) is comprised of four crucial components in order for ESP practitioners to perform ESP needs assessment. These components that were proposed by Dudley-Evans and St John (1998) are known as Target Situation Analysis (TSA), Present Situation Analysis (PSA), Learning Situation Analysis (LSA) and Means Analysis (MA). These components in their Needs Analysis Model are being clearly defined, something which is not being prioritised in other Needs Analysis models introduced by other scholars. The description of these components are provided below:

- i. ESP learners' professional information: Career tasks and activities that learners currently / will be using English, in terms of the target situation analysis (TSA) and objectives needs.
- ii. ESP learners' personal information: Concerning ESP learners' general information and previous English language learning education and experiences.
- iii. ESP learners' language information: ESP learners' current English language skills and language use (Present Situation Analysis) that enable ESP practitioners to evaluate and assess learners' lacks (D). PSA recognises ESP learners' strengths and weakness in English language skills.

- iv. ESP learners' lacks: The differences between information in Present Situation Analysis (point C) and information in Target Situation Analysis (point A).
- v. Learners' language learning information: This component is known as Learning Situation Analysis. The components explore the effective ways of learning language and skills in determining ESP learners' needs in learning (Learning Situation Analysis).
- vi. Information about how language and skills are put into practice in target situation: Discourse Analysis, Genre Analysis and Linguistic Analysis.
- vii. ESP students' needs from ESP course: What do the students want and expect from the course?
- viii. Environmental situation: Information concerning the place and ESP course learning environment. This component is known as (Means Analysis).

This NA model proposed by Dudley-Evans and St John (1998) is considered as being pragmatic, flexible, practical and encompassing all other important aspects like Target Situation Analysis, Present Situation Analysis, Learning Situation Analysis and Means Analysis. These components of Needs Analysis are being strongly emphasised in this NA model to explore the needs, something which other NA models lack in. Thus, this research incorporated the use of this particular model of Needs Analysis.

b. Munby (1981) Needs Analysis Model

Munby (1981) proposed a model of analysing ESP learners' linguistic needs which is known as Communicative Syllabus Design, the earliest known model that was proposed in analysing the needs of ESP learners. According to Munby (1981) ESP learners' needs are processed and analysed according to parameters known as

‘Purposive Domain’ (classification of needs according to ESP industry), “Setting /Environment”, “Interaction”, “Instrumentality” (channel, mode and medium of ESP teaching and learning), “Dialect”, “Target Level”, “Communicative Event” (ESP learning activities and subject matters), and “Communicative Key” (the manner in which communicative needs to be carried out) (Munby, 1981). ESP learners’ language needs that have been processed through these parameters will result in ESP learners’ profile of needs. The whole process is known as Communication Needs Processor, where ESP learner’s needs are profiled. However, the CNP model received criticisms from other ESP scholars. According to Hutchinson and Waters (1987), CNP model only result in a list of linguistic features which are not in order and it does not take into consideration the different views of parties (ESP learners, EHP teachers and EHP stakeholders). Dudley-Evans and St John (1998) on the other hand pointed out that the work of CNP does not prioritise learners’ needs and information as well as the effective factors which are considered as very important. West (1994) provided his view on CNP model and stated that the work of Munby (1981) as being too complicated, time consuming and not flexible to be used in assessing learners’ needs. His Communicative Needs Processor model can be seen as below:

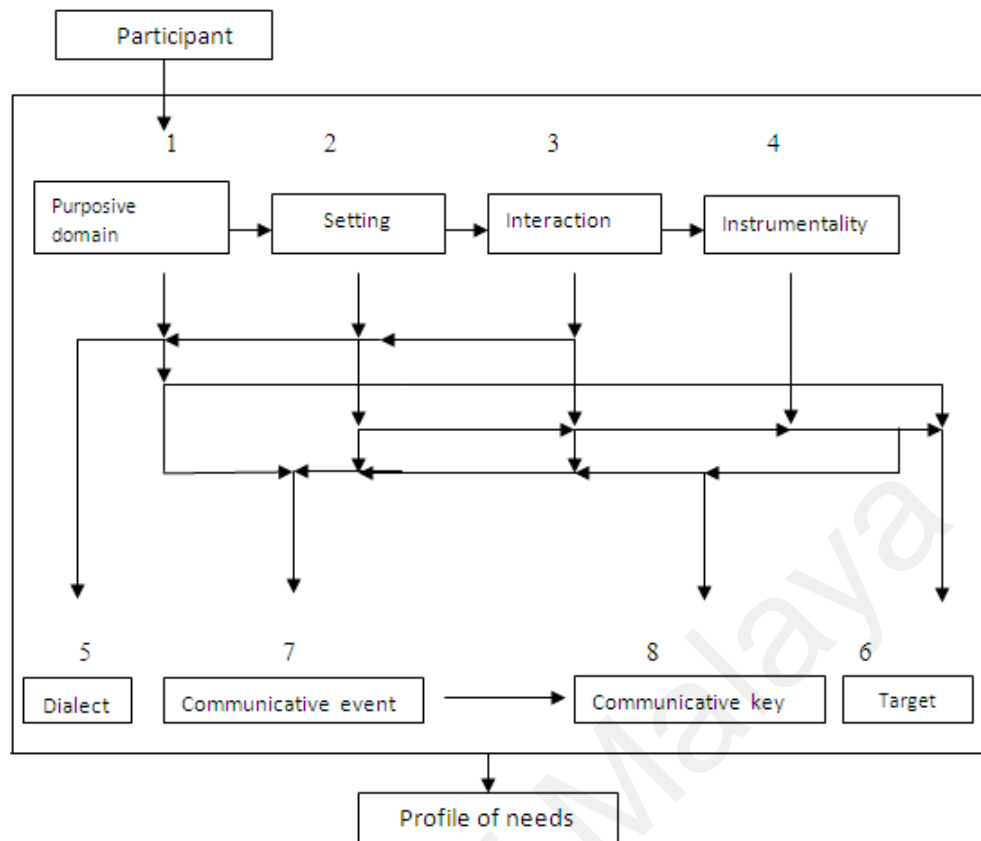


Figure 2.1: Munby's Communicative Needs Processor Model (1981, p. 33)

c. McDonough (1984) Needs Analysis Model

As a result, from the work of Munby (1981), McDonough (1984) proposed a new version of Needs Analysis model. The proposed model can be seen as below:

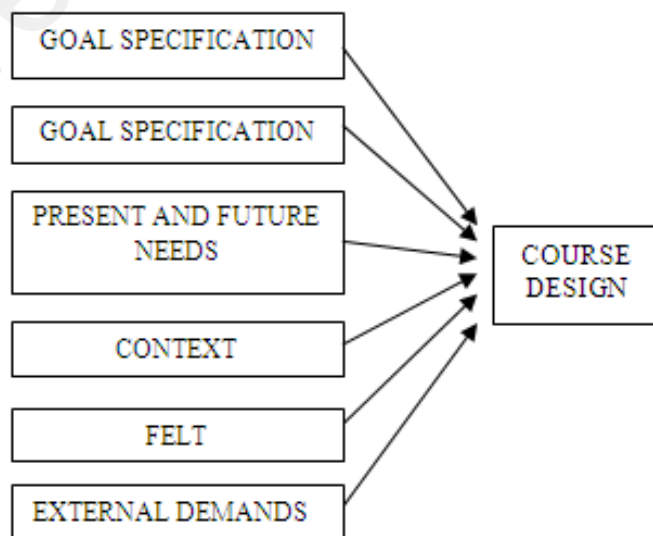


Figure 2.2: McDonough Needs Analysis Model (1984, p. 7)

In his work, McDonough (1984) came out with a more integrated flow of procedure in NA as can be seen above. In this NA model, ESP learners are prioritised and they are placed at the centre of the system. The “needs” on the other hand, are not perceived as being static needs but they are ever changing and develop from time to time. This NA model too, enables the needs analysis to be performed to consider the needs of people from different viewpoints: ESP learners, ESP teachers and ESP stakeholders. The model prioritises strong interdependence between decision makers and the decisions that will be made. Last but not least, McDonough (1984) in his NA model acknowledges that the level of explicitness and details can differ according to the different situations and the requirements of the place. This NA model however was too criticised for only concentrating on the target needs and present needs of learners. Other important aspects of needs analysis like as necessities, lacks and wants are not being emphasised and looked at.

d. Hutchinson and Waters (1987) Needs Analysis Model

A Needs Analysis model proposed by Hutchinson and Waters (1987) covered three main components which are: “*Necessities*”, “*Lacks*” and “*Wants*”. These components that were outlined by the scholars are explained below:

- i. “Necessities” are categorised as the needs that is determined by target situation demands and these necessities are the language skills and use that ESP learners need to know and acquire in order for the ESP learners to function productively in the target situation in future.
- ii. “Lacks” are defined by these scholars as the needs that the practitioners and course developers of a particular ESP course need to explore in order for them to determine what necessities that the ESP learners’ lack in. Similar to other

models of NA mentioned before, lacks are the gap between what learners already know and what they need to know to function in target settings.

- iii. “Wants” on the other hand are defined as the wants of ESP learners in, what they aspire and expect to learn from the ESP course.

However, according to the Hutchinson and Waters (1987), ESP learners’ lacks do not necessarily equate to their actual needs in target settings. The scholars placed the focus on target, present and learning needs of the ESP learners and these elements are considered to be very crucial to their NA model of ESP. This NA model however does not take into consideration of other element of needs as: genre analysis, linguistics analysis, means analysis and discourse analysis. Meanwhile, the NA model that was chosen for this study by Dudley-Evans and St John (1998) do prioritise the elements which are excluded in the NA model of Hutchinson and Waters (1987). This further justifies the use of the former NA model in this study.

e. Helen Basturkmen (2010) Needs Analysis Model

In her Needs Analysis Model, the scholar outlined five types of analyses which the scholar perceived as a part of ingoing process of a particular ESP course development. The analyses are as below:

- i. Target Situation Analysis- Recognizing the type of English language activities, skills and tasks learners will be using in future target settings: what the ESP learners need to know and need to be able to do.
- ii. Discourse Analysis- Descriptions of the type of language used in target settings.
- iii. Present Situation Analysis- Analysing and recognizing what the ESP learners can do, know and vice versa concerning to the target situation demands.

- iv. Learner Factor Analysis- Recognizing ESP learners' factors: ESP learners' learning motivation, how they learn as well as what they perceive of their own needs in learning.
- v. Teaching Context Analysis- Recognizing factors concerning to the surrounding and environment where the ESP course will be conducted. The analysis explores what the ESP course and ESP teachers can actually offer to the ESP learners.

2.5 Course Design Theories

In developing an ESP course to suit the needs a particular group of ESP learners in a particular industry, knowledge regarding different course design approaches proposed by scholars need to be taken into consideration beforehand. A combination of two or more ESP course design approaches will provide more information to ESP practitioners in structuring the ESP course for learners. In the case of this study, a combination of several approaches by different ESP scholars was used in reflecting the data obtained from the research instruments available in this study itself. These course design theories and approaches which are used are the ones proposed by Hutchinson and Waters (1987) and Dudley-Evans and St John (1998). The reason why these approaches to ESP course design were chosen is due to the fact that they are manage to cover all aspects related, theories and notions which are crucial that need to be acknowledged in designing and ESP course. These approaches are elaborated chronologically as below:

2.5.1 Course Design Approaches

Three main approaches to ESP course design were proposed by Hutchinson and Waters (1987). These approaches are: language-centred, skills centred and learning centred.

a. Language-centred ESP Course Design

Language-centred course design approach emphasises on creating a close relationship between ESP course content, teaching and learning materials with the information obtained from the target situation analysis. It focuses on placing the learners of ESP in real settings that require the learners to use English language. This process is done by conducting needs analysis to explore learners' wants, needs and lacks. As explained by Hutchinson and Waters (1987), the steps in structuring a course proposed by the language-centred approach are as follows:

- i. Recognizing the target settings or situation of learners
- ii. Determining appropriate theoretical views which are parallel
- iii. Recognizing the target situation linguistic features which exist.
- iv. Structuring of the syllabus
- v. Creating ESP instructional items parallel with proposed ESP syllabus

The whole process of designing ESP course by using a language-centred approach is deemed logical as it begins with recognizing the target situation of ESP learners, followed by designing suitable ESP course materials and ESP course evaluation system. Nevertheless, the language-centred course design approach also received criticisms from its own proponent. The approach was deemed as being too straightforward and this opposes the nature of language learning of the learners. Some of the weaknesses pointed by the scholar are:

- i. The approach does not account for learners' learning needs and was perceived as learner restricted instead of learner centred.

- ii. The approach was perceived as inflexible and too static that does not go along with needs analysis. The whole process of needs analysis should not be static and needs to be continuous
- iii. The model is based on language-centredness and does not account for other contributing factors in the ESP course creation. One of the example to this is the types of chosen texts provided to learners which might not suit the learners' needs and wants.

b. Skills centred ESP Course Design

As language-centred approach received many criticisms for being focusing on the surface, the skills centred approach of ESP course design focuses on looking at the English language competency of learners that becomes the foundation of their language performance. The skills centred approach as stated by Hutchinson & Waters (1987) “will present its learning both aspects of English language performance and competence”. This approach provides ESP learners with the kind of approach which is more process-based instead of objective-based, which is the theoretical foundation principle of the approach. It aims to provide ESP learners with a learning process that develops their English language skills continuously even after the learners have finished their ESP course study so that the learners can apply the English language skills in target situation. The whole process of structuring an EPS course by using this approach is provided below:

- i. Identifying and recognizing the English language skills and strategies needed in target settings.
- ii. Collecting data concerning theoretical views in language learning.
- iii. Developing ESP course syllabus.

- iv. Choosing texts and developing English language activities related to the English language skills and strategies available in the ESP course syllabus.
- v. Developing evaluation system and procedures focusing on the English language skills and strategies as available in the ESP course syllabus.

c. Learning-centred ESP Course Design

Contradicting to the other two approaches mentioned in the previous section, learning-centred approach of ESP course design revolves around the ESP learners and their language use needs. Hutchinson and Waters (1987) defined learning centred approach as “learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it”. This approach looks at the ESP learners in terms of ESP learners’ experience in English language skills and knowledge. With such knowledge and language skills that they currently have, ESP learners add more to their existing knowledge by continuously learning, driven by their own motivation and purposes in using the language in target settings. In all stages of ESP course development process in this approach, EPS learners are being taken into consideration and they play an important role in the ESP course design. The steps outlined in this approach are provided below:

- i. Identifying ESP learners
- ii. Analysing learners’ learning situation and learning theories.
- iii. Analysing learners’ target situation and language theories.
- iv. Identifying learners’ attitudes, want, constraints and potentials.

- v. Identifying learners' needs, potential, limitations in learning and teaching situation.
- vi. Identifying English language knowledge and skills required to productively function in target settings.
- vii. Structuring, developing ESP course and syllabus in exploiting the potential of learning situation in the acquisition of English language knowledge and skills required in target settings.

d. Course Design Approach by Dudley-Evans and St John (1998)

To propose future improvements towards the existing ESP course in term of students' English language spoken communication needs, this research itself into consideration the parameters available in the course design approach that was outlined by Dudley-Evans and St John (1998) in providing further information to the stakeholders. These parameters can be used by ESP practitioners to further develop the existing ESP course by addressing the needs and language skills required in target situation to suit the learners' suitability in English language spoken communication.

These parameters are as follows:

- i. Should the ESP course be extensive (All encompassing) or intensive (Focused)?
- ii. Should the ESP learners' language performance be evaluated or not evaluated?
- iii. Should the course ESP address learners' immediate needs or delayed needs?
- iv. Should the ESP teachers play their role as knowledge and activities providers in ESP instructions or should they play roles as facilitators of learning activities from ESP learners' perceived wants?
- v. Should the ESP course be general or specific?

- vi. Should the ESP course be made pre-study or run along with the study (continuous development and improvisations from time to time)?
- vii. Should the ESP course learning materials and activities be common- core and general or specific to learners' area of studies and industry of work?
- viii. Should the ESP learners of ESP the course be homogenous learners or heterogeneous learners?
- ix. Should the course design be developed and structured by ESP teachers and lecturers after consultation with the ESP learners and the stakeholders, or should the ESP course be subject to a continuous process of consultation with ESP learners?

2.6 Communication Strategies Theories

When a non-native English language speakers communicate with native English language speakers, the method or technique that the non-native speakers use was termed as “communication strategy” by Selinker (1972). The method or technique used by ESL learners and speakers was termed differently by different linguists and scholars. Contradicting to the previously provided definition, the method, technique or “communication strategy” was described by Tarone (1976) as an attempt provided by both sides of ESL speakers in agreeing to the particular meaning of utterances in situations which the necessary structures of meaning are not shared by both speakers. This structures of meaning which are not shared in some situation cover aspects as: linguistics and sociolinguistics structures and rules. The communication strategy is perceived as a tool to connect the gap available between ESL learner's knowledge of linguistic and the target language linguistics knowledge which are used in actual communication. According to Færch and Kasper (1983) communication strategies which are employed by ESL speakers are plans that ESL speakers use in solving

communication problems that prevent them from achieving successful communicative goals. Communication strategies are comprised of both verbal and non-verbal communication strategies which are used by ESL speakers in compensating the interruptions that happen in their communication which are caused by low competency in the language (Canale, 1983). Communication strategies are crucial and need to be taught and considered in the ESP course syllabus design as part of improvements in ESP learners' spoken communication skills. This is because communication strategies can be used by ESP learners in complementing for the lack in language knowledge and skills while communicating in target settings.

2.7 Needs Analysis Past Studies

This chapter presents past studies of needs analysis in the tourism industry is provided chronologically.

2.7.1 Past Studies on Needs Analysis in Tourism Industry.

Until today, there has been only a small number of studies conducted concerning needs analysis of English language use in tourism industry, especially in Malaysia. In this subsection, past studies on mentioned industry of study are listed and elaborated, encompassing the studies conducted from both outside and inside of Malaysia.

A study conducted by Noor and Fazelah (2008) explored the needs of English language among the final semester students of Hotel and Catering programme to investigate the relationship between learners' English skills and real industry expectation. To achieve the purpose of the study, a needs analysis was conducted in exploring the needs of learners and expectations from the tourism industry. A group of students of final semester who were enrolled in the course of Hotel and Catering, 15 tourism and hospitality industry personnel participated as the

respondents in this study. Respondents were provided with a set of questionnaire in eliciting data needed to explore the discrepancies between learners English language skills with the needs of the industry. The findings and results obtained from this research have provided insights to ESP practitioners and course developers with information related to the discrepancies between students' and hotel and hospitality personnel's responses discrepancies specifically in the aspect of English language speaking and listening activities. It was found that both group of respondents perceived that the learners should be provided with more English language communication activities compared to English language writing activities. Based on the findings, the researchers from this study came out with a syllabus for the students of Hotel and Catering programme by taking into consideration of several aspects as: learners' learning needs, learners' purpose in learning English course and learners' level of English language proficiency.

Another study established by Lo and Sheu (2008) titled "*The Design, Implementation, And Evaluation of an English Tour Guide Project*" looked at the development of a project related to English language of tour guides in Taiwan in the context of culture-tourism. The project conducted was based on content-based instruction and language of hospitality theoretical framework. The project conducted by the researchers had four stages of English course programme implementation which are: planning phase, executing the English courses phase, implementation on-site tour guide services phase and evaluation phase. Findings and results obtained from this study provided insights to the researchers regarding the multifunctional English language skills. These skills, according the researchers are required to be mastered by the student tour guides to productively communicate and function in the real tourism settings. Among the skills which were found to be crucial are: proper guiding skills, skills of imparting knowledge

to clients, skills of interpreting, skills in answering questions and hospitality etiquette skills. Apart from verbal communication skills, non-verbal skills too were found to be important as being critical in conducting cross-cultural interactions and understanding language and body gestures.

A similar study conducted by Coskun (2009) titled “An ESP Course for Tourism Students” had its aim in developing an ESP course for the second grade tourism learners at one of the Turkey vocational schools based in the learners’ needs and English language proficiency level. In exploring the tourism students’ needs and their level of English, two instruments were used to elicit the data needed. These instruments are: needs analysis as well as a single oral interview. Based in the CEF (Common European Framework) of English language standards, the average English language proficiency level of the tourism students is A2. To add, English language speaking and listening skills were recognised as the most important and required skills in tourism industry. Besides that, English language was mentioned to be the medium language to tourism employees that work as chefs and waiter/esses. In term of the respondents’ career tasks content, “food”, was perceived as the category that is important to be placed in the ESP course. The respondents too perceived that they prefer to conduct activities in pair, denoting that pair work activities to be beneficial for students in ESP classroom. The researchers came out with a 15-week course that was structured around various sub themes and the theme of “food” mentioned earlier was developed by the researchers in proposing for improvements in future of the ESP course.

Choi (2010) conducted a study titled “Needs analysis of students of Tourism English”. The research was conducted with its main purpose in exploring the needs of tourism major students, their wants from learning tourism conversation and the ways that can assist these tourism major students to improve

their results in getting careers, licenses as well as to get their bachelor's degree. The study was conducted upon students from three groups of tourism major course and the data obtained from these respondents was elicited with the use of questionnaire surveys both at the start and at the end of the students' semester. Three separate needs analysis were conducted on these three groups have different number of students and learning time. The first group had 120 tourism major students enrolling in 3-day time classes. Meanwhile, the second tourism major group consisted of 80 students who enrolled in night class. The last group had 80 students were tourism major students who worked during daytime. The results and findings from this study indicated that certain content areas in the students' tourism English subject need to be improved and added to be more relevant. These students perceived that they are lacking in term of English grammar knowledge and communicative abilities. The research also obtained data concerning on how the students want to be taught in the tourism English subject. As perceived, the students expressed their desire to improve their English language proficiency especially in speaking skills. It was claimed they the main purpose of learning English is for the use in future career and not for the use on daily basis. The themes that interest these students the most were "travel agencies", "airlines" and "hotel careers".

A study conducted by Kantarin (2014) titled "Developing an English curriculum for local guide: a case study of Ram Dang community, Thailand" was established to design and structure an English language curriculum for Ram Dang community local guides in Southern Thailand. The study explored the perceptions of the respondents regarding the curriculum that was designed. Similar to the studies that have been addressed before, the researcher went through four phases which are: local needs and contextual information survey, development and design of

curriculum, curriculum implementation and evaluation of the curriculum. Among the respondents who participated in this study were 30 residents and 50 students from the Ram Dang Community. Data obtained was gathered through the use of observation, focus group interviews, pre-test and post-test, collection of document, and questionnaire survey. As a result, from the data collection from the study, the research came out with a curriculum, two 5-days training courses and two learning materials named as “English Handbook for Guides in Ram Dang” and “Manual for Being a Good Host”. The effect of the provided training course was proven to be positive as the respondents provided positive feedback and the evaluation of the learners resulted in improved respondents’ performance and progress in learning.

Another similar study, related to the present study was conducted by Trang (2015) titled “Needs Analysis of English Language Use in Tourism: A Case Study of International Travel Companies in Vietnam”. The study examined the tourism employees’ needs and English language problems in communicating. These tourism employees were working for Vietnam international tourism and travel companies. In collecting the data needed, the researcher utilised the use of qualitative approach, particularly survey questions. Results obtained from the data analysis indicate that English language speaking skills were found to be the most important skills needed by the tourism employees in Vietnam to function in the tourism settings. English language speaking skills were followed by listening, writing and reading skills respectively. In the aspect of English language problems, the respondents perceived English language reading activities and tasks to be the most problematic compared to writing, listening and speaking career tasks.

In addition, a study conducted by Onoor and Ali (2015) titled “Designing an ESP Syllabus for Hotel and Tourism Student” found similar findings as previous studies that have been mentioned. The study was conducted with the purpose to

identify the language needs, wants, lacks of Hotel and Tourism students in Port Sudan technological college and suggesting an improved ESP course that suits students' needs. It was conducted with 74 third year students and four English teachers from different faculties. This study conducted by Onoor and Ali (2015) however did not mention whether the students are from those who have done their practicum or not. In contrast, the current study was conducted on the final year students who are enrolling in Diploma in Tourism Management programme. It is felt that by having feedback from the final year students that have experience of being in the real setting, it can provide the current study with better input and insight regarding the effectiveness of the present ESP course for the purpose of future curriculum development. Among the findings concluded from the analysis of data are first, students are more interested to learn ESP course that provides mastery in English language which are related to their academy curriculum, for the purpose of progressing in studies. To add, it was found that the students too, need an ESP course that can help them to master English language in working life (target situation needs). Second, the four skills of English language have to be mastered first compared to vocabulary and grammar and the skills of speaking was found to be more preferred. Third, students felt that there is a need for more active and supportive classroom environments that involves participations from all students. Fourth, classroom interactions should be based on student-centred, while teachers playing roles as active facilitators and guides. Fifth, the ESP course material provided has to be interesting, with a lot of variations in material and assessing on all four skills. Last but not least, instead of continuing to use the present approach and material, students felt that there is a need for the use of a modern approach to improve their English language learning.

Based on the studies that have been described above, it can be seen that the studies were focusing on conducting needs analysis to explore the needs and difficulties of English language learners in mastering English language. The incorporated methodologies and research instruments used cover both of qualitative and quantitative dimensions. However, these studies were not focusing specifically on tourism students' oral communication skills that encompass both speaking and listening skills of English language, especially in tourism industry. Most of the studies only managed to look at learners' difficulties and needs pertaining to English language speaking skills, without addressing the English language listening skills as well. In addition, the oral communication difficulties and needs of the ESP learners mentioned in these studies were not examined and addressed thoroughly. Moreover, findings obtained were not reflected and addressed in the new proposed ESP course to indicate the improvements that can be made as a result of the studies. The present study aims to improve and cover these mentioned research gaps by providing further information pertaining to tourism students' English language oral communication as well as by reflecting the findings in the newly proposed ESP course.

2.8 Conclusion

To conclude, Chapter 2 of the research addressed related literature review pertaining to ESP, Needs Analysis, Needs Analysis theoretical framework, Course Design theories, Communication strategies theories and past studies related to previous Needs Analysis studies in tourism industry. The Needs Analysis theoretical framework used in this study is also discussed in the present chapter. In addition, theories related to course design are also discussed as the present study intends to reflect the findings pertaining to the English language oral communication difficulties and needs in

the existing ESP course. In the proceeding chapter, Chapter 3, the chapter provides readers with further detail information related to the present study's needs analysis execution in the aspects of instrumentations and methodologies which are used.

University of Malaya

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology in terms of research design, participants and sampling, pilot study, research instruments, research stages and procedures and data analysis method.

3.2 Research Design

This study utilised the use of a mixed method design. According to Johnson, Onwuegbuzie, and Turner (2007), qualitative and quantitative approaches provide a powerful third paradigm choice that result in balanced, informative results. This was performed in this study to garner data from a large number of respondents and being able to obtain in-depth data simultaneously through questionnaire, face-to-face interviews and focus group interview sessions. Here, both quantitative and qualitative dimensions are employed.

Data triangulation is achieved through the use of multiple research methods resulting in a higher validity research data. This is referred to as the “*across (or between) type of research method*” (Denzin, 1973). A mixed method design as perceived by Jick (1979), is a tool used in cross-validating data and findings as two or more compatible methods used will be able to produce research data which is comparable as this study aimed to obtain deeper understanding of the difficulties and needs of the students, educators and stakeholders of the EHP course. As stated by Creswell (2013), in using the mixed method research design, firstly, the researcher could perform a survey by using a questionnaire to attain findings which will be used to generalise the population being studied from the

quantitative dimension. Following that, is the qualitative phase where specific, in-depth data is attained through the use of qualitative research instruments. This flow of data collection process was used in this study.

As stated before, for the present study, the research adopted the use of a mixed method research design where the actual study began by providing 80 final year Diploma in Tourism Management students a set of questionnaire (Appendix C) to attain statistical data concerning students' perception of their oral communication difficulties, needs, and course related information. Apart from a set of questionnaire (Appendix C) distributed to the students, semi-structured interview sessions were arranged and conducted with three ESP lecturers from the Department of General Studies (Appendix E), PTSS and the Head of the English language Department, PTSS (Appendix F) to obtain in-depth, detailed data to support and justify findings from the statistical data obtained earlier by using the questionnaire. Furthermore, a focus group interview (Appendix D) consisting of 10 respondents from the Diploma in Tourism Management programme was conducted to provide the research with data triangulation, as have been addressed earlier in this section. This enabled the researcher to incorporate the use of mixed method research design where the findings from qualitative instruments are synthesised with the findings from the quantitative instruments. As in the study, findings from the student questionnaires were synthesised with the findings from the focus group interviews of students, lecturers and the Head of English Language Department.

3.3 Research Participants

As a result, 80 out of 323 final year Diploma in Tourism Management students from the Department of Tourism and Hospitality, PTSS were purposively selected to respond to a set of questionnaire (Appendix C) and another 10 students participated in

a focus group interview session (Appendix D). In addition, to elicit data concerning the learners' English oral communication difficulties, needs and course related information, three ESP lecturers from the Department of General Studies were selected to participate in the face-to-face semi-structured interview sessions. The purpose of attaining data from these ESP lecturers was to allow the researcher to cross-verify and cross-validate the findings obtained from the ESP learners. Apart from that, the Head of the English language Department from the Department of General Studies also participated in this study with the same purpose which was to cross-verify and cross-validate the findings obtained from the learners and ESP lecturers to allow the data triangulation process to be established.

3.3.1 Diploma in Tourism Management Students

All of the 80 final year Diploma in Tourism Management students were the present study's main group of respondents. The first group of 80 final year Diploma in

Tourism Management students were provided with a set of questionnaire (Appendix C) to elicit their responses concerning their English language oral communication difficulties, needs and course related information.

From the respondents of the questionnaire answering process, 10 final year Diploma in Tourism Management students were randomly selected to participate in the semi-structured focus group interview (Appendix D) session.

3.3.2 ESP Lecturers

Three ESP lecturers from the Department of General Studies were selected to provide the research with information concerning learners' English language current and expected speaking and listening proficiency, career tasks, types of speaking and listening activities, learner's preferred speaking and listening methodology, speaking

and listening time, teaching and learning system and how the learners' needs can be acknowledged. This information later was addressed as the ESP learners' difficulties and needs which are required in the target settings as well as the course related information.

3.3.3 Head of the English language Department – Department of General Studies, Polytechnic Tuanku Syed Sirajuddin

Similar with the purpose of interviewing the ESP lecturers above, the Head of the English language Department was interviewed to provide the research with information concerning the learners' English language current and expected speaking and listening proficiency, career tasks, types of speaking and listening activities, learner's preferred speaking and listening methodology, speaking and listening time, teaching and learning system and how the learners' needs can be acknowledged. Data obtained from both ESP lecturers and Head of English Language Department was used to support and justify the statistical data available in addressing the learners' English language spoken communication needs and skills.

3.4 Sampling Method

In determining the number of ESP learners to participate in the questionnaire answering session, the research used random non-probability type of sampling methods which are purposive and expert sampling methods. Non-probability sampling method was used to determine 80 final year Diploma in Tourism Management students that were available with the help of their ESP lecturers. These students needed fulfil certain criteria. First, they had to be students from the Politeknik Tuanku Syed Sirajudin Perlis . Second, these students had to be those who were enrolling in the programme of Diploma in Tourism Management in

mentioned institution. Third, these subjects had to be from the final year students that had completed the industrial training phase in their programme. Apart from that, 10 final year Diploma in Tourism Management students and three ESP lecturers were selected by using purposive sampling for the purpose of conducting one focus group interview with the 10 ESP students and face-to-face interviews with three ESP lecturers. The main reason purposive sampling was used to select 10 final year Diploma in Tourism Management students was these students could provide the research with more in-depth and detailed information concerning their English language spoken communication needs and skills. The selection of these students was based on the criteria previously mentioned.

This can be used to support the statistical data from 80 students that have answered the questionnaire. Purposive sampling was used to select ESP lecturers due to the reason that these ESP lecturers are knowledgeable and qualified as they have been teaching the students for years. Besides, their perceptions regarding the learners' English language spoken communication needs and skills could be used as an insight to improving learners' spoken communication skills in future.

Last but not least, the Head of the English language Department was selected by using expert sampling to participate in the face-to-face interview session. The justification was because the Head of the English language Department could provide the research with a deeper understanding concerning learners' English spoken communication needs, skills, topics, tasks and activities which are suitable to be incorporated in future to further improve these students as the Head of the English language Department was teaching the English course.

3.5 Pilot Study

The purpose of conducting the pilot study was to elicit information concerning career tasks and English language difficulties faced by the Diploma in Tourism Management ESP learners. Findings extracted from the pilot study regarding learners' career tasks, activities and spoken communication skills difficulties were incorporated in the instruments available in the present study.

A semi-structured interview session with the Head of the English language Department from the Department of General Studies, PTSS Perlis was conducted and the data obtained was transcribed and categorised according to the themes: career tasks and activities and spoken communication skills difficulties (Appendix A). The findings obtained from the semi-structured interview in the pilot study was used as a guide to develop a set of questionnaire (refer to Appendix B). As many as 20 final year Diploma in Tourism Management students participated in the questionnaire answering session and I managed to get responses from all of the respondents. Provided in the questionnaire are question items which are related to the respondents':

Part 1: Demographic Data.

Part 2: Language Related Information.

Part 3: Language Use Priorities.

Part 4: Students' Speaking and Learning Skills Preferred Learning Strategies.

Part 5: Career Related Tasks and Activities (Listening & Speaking).

Part 6: Listening and Speaking Difficulties.

All of the respondents in the pilot study were instructed to provide their feedback for all of the available items by choosing the choices provided. From the

data analysis of 20 pilot study questionnaire copies given back by the respondents, there is no doubt that these ESP learners perceived that they had a low a level of English language speaking and listening skills. This can be seen in Table 3.1 and Table 3.2 below where the majority of the respondents perceived that their English language speaking and listening skills were still at the “poor” and “fair” proficiency levels even after they had taken the ESP courses provided. Apart from that, the respondents also perceived that they required improvements in terms of English language sub-skills of grammar, vocabulary and pronunciation aspects. Data tabulation is provided in the tables below:

Table 3.1: ESP Learners’ Perceived Present English Language Skills (Part 2: Language Related Information: Item 1 – Item 4)

Speaking skills	Excellent	Good	Fair	Poor
Before ESP course	0%	0%	20% (4)	80% (16)
After ESP course	0%	20% (4)	20% (4)	60% (12)

Table 3.2: ESP Learners’ Perceived Present English Language Skills (Part 2: Language Related Information: Item 1 – Item 4)

Listening skills	Excellent	Good	Fair	Poor
Before ESP course	0%	0%	30% (6)	70% (14)
After ESP course	0%	30% (6)	20% (4)	50% (10)

Table 3.3: ESP Learners' Perceived Present English Language Skills (Part 2: Language Related Information: Item 5)

Levels Skills	Excellent	Good	Fair	Poor
Speaking	0%	10% (2)	25% (5)	65% (13)
Listening	0%	15% (3)	10% (2)	75% (15)
Reading	0%	65% (13)	20% (4)	15% (3)
Writing	0%	60% (12)	20% (4)	20% (4)
Grammar	0%	5% (1)	20% (4)	75% (15)
Vocabulary	0%	10% (2)	25% (5)	65% (13)
Pronunciation	0%	10% (2)	15% (3)	75% (15)

The main purpose of providing these items from “Part 2: Language Related Information” section of the questionnaire in the pilot study was to elicit information related to the ESP learners’ perceived level of English language skills and sub-skills. As can be seen in Table 3.3, among the items provided, a majority of the respondents perceived their English language speaking and listening skills as “poor”. Besides that, referring to the table above, these respondents also perceived that they have difficulties in other English language sub-skills such as: grammar, vocabulary and pronunciation. In a nutshell, it can be concluded that these final year Diploma in Tourism Management students required further improvements in terms of their English language speaking and listening skills as well as in English language grammar, vocabulary knowledge and pronunciation aspects.

Table 3.4: ESP Learners' Perceived Language Priorities (Part 3: Language Priorities)

Priorities in learning language	Important	Very Important
1. To become a fluent speaker	10% (2)	90% (18)
2. To become an accurate speaker	5% (1)	95% (19)
3. To expand my vocabulary knowledge	20% (4)	80% (16)
4. To improve my listening skill	15% (3)	85% (17)
5. To improve my pronunciation skill	5% (1)	95% (19)
6. To improve my reading skill	20% (6)	60% (12)
7. To improve my writing skill	75% (15)	25% (5)

As can be seen in Table 3.4, the table provides data tabulation related to ESP learners' English language priorities. The main purpose this section (Part 3: Language Priorities) was included in the questionnaire set was to explore the ESP learners' purposes and priorities in learning English language to productively function in the target settings that require them to perform their career tasks and activities. Thus, by referring to the data tabulation, we can see that the respondents perceive they needed to hone their English language spoken communication skills in terms of speaking accuracy, pronunciation skills, speaking fluency, listening skills and vocabulary knowledge respectively. Hence, the present set of questionnaire (Appendix C) was structured by taking into consideration the information concerning ESP learners' career tasks, activities, and oral communication language difficulties obtained from the results of the pilot study.

To reiterate, the purpose of the present study was to perform a needs analysis to explore the English language oral communication difficulties of the Diploma in the Tourism Management students in using English language to function in tourism industry and ESP classroom. The study was also conducted to look at the career tasks

and English language spoken communication needs of the students during practicum and ESP classroom. These career tasks and language difficulties were identified and addressed as the oral communication sub-skills that the learners required to function in target situation. It is important to identify the learners' needs and their English language oral communication difficulties because these ESP learners are Malaysia's future tourism employees. As tourism employees, they are expected to be able to communicate in the English language with foreign clients in a suitable level of language proficiency. Thus, by addressing the learners' needs and English language spoken communication difficulties, improvements can be made towards the existing ESP course to better equip the ESP learners better.

As stated before, the purpose of conducting pilot study in this research was to elicit information concerning career tasks and English language difficulties faced by the Diploma in Tourism Management ESP learners.

3.6 Research Instruments

According to Flowerdew and Peacock (2001), there are various research methods that can be used by researchers to conduct needs analysis studies. These instruments are: questionnaires, interview prompt, classroom observations, language tests, diaries, self-assessments, and case studies. These are the common research instruments which are used by researchers in this area. However, there is no definite types of instruments or research approaches that need to be used by researchers (Jordan, 1997). These instruments are accessible to be utilised depending on the researchers themselves and the research objectives and purposes that they need to achieve.

The researchers can use a qualitative approach, quantitative approach or even a mixed method research design, which was used to collect data for the present

study. Having proposed the said mixed method research design as the research method that was used, several research instruments were employed to obtain the data needed in answering the research questions. Among the research instruments used in this study are: questionnaire, semi-structured focus group interview and semi-structured face-to-face interview.

As stated before in Chapter 1, a questionnaire was chosen to be the main research instrument in obtaining statistical data from 80 students. To support the quantitative data obtained, a qualitative dimension was employed where a semi-structured focus group interview too was conducted with 10 students. Apart from that, to achieve data triangulation, three ESP lecturers and the Head of the English Language Department were interviewed to further justify, explain and provide a deeper understanding regarding the matters being looked at in the present study.

3.6.1 Research Instrument – Adaptation of the Questionnaire

Reiterating the purpose of the present study, which was to perform a needs analysis in exploring the English language oral communication difficulties of the Diploma in Tourism Management students and the oral communication needs, a questionnaire was adapted from three past needs analysis studies. These studies were conducted by Alharby (2005), Chang (2009) and Sujitha (2016). The first study explored the English language communicative needs based on the perceptions provided by Riyadh health professionals. The second study conducted a needs analysis in the process of developing an ESP course for hotel employees in Taiwan. Last but not least, the third study conducted a needs analysis as well as a course design in the study related to the spoken communication needs of the Library Information Desk Personnel as well as the spoken communication skills required by the personnel. Since these studies have certain similarities with the present studies, their questionnaires were used as references

in adapting and developing the questionnaire set for the present study. The present study adapted the structure of the questionnaire items from the previous researches. However, the content of the questionnaire items was all based on the present research questions and objectives to suit the purpose of this study.

All of the items available in the study of Alharby (2005) and Chang (2009) and Sujitha (2016) were found to be related to the medical, hospitality and front desk personnel settings respectively. Items in the first two studies were deemed to be general, not focusing on specific needs and language skills required by the learners. For the third research study however, it is related to a different industry, which is the front desk personnel industry. The present study takes into consideration the questionnaire survey instruments developed by all of these studies. Thus, a new set of questionnaire that focuses specifically on oral communication skills (listening and speaking skills) and related to tourism and hospitality industry was adapted in the present study.

a. Research Instrument 1 – Structure of Questionnaire

The questionnaire that was used in the present study is available in Appendix C. This questionnaire was distributed to 80 final year Diploma in Tourism Management students. To answer the questionnaire, the students were gathered by three ESP lecturers in the media room of Department of Tourism and Hospitality. The students were briefed about the purpose of the study before the answering session began. All of the respondents managed to provide their responses in the questionnaire and 80 copies of questionnaire were collected at the end of the session.

Apart from that, the findings obtained from a semi-structured interview pilot study with the Head of the English language Department from the Department of General Studies were used to develop and adapt the questionnaire items for the

present study (Appendix C). The findings that were used in adapting the questionnaire items are related to the ESL learners' career tasks and activities as well as English language oral communication difficulties. Thus, the present questionnaire items were used to probe the respondents with aspects related to their English language oral communication difficulties, needs and course related information. All of the items available in this questionnaire were structured into five different parts. These parts are:

- i. Part 1: Demographic Information.
- ii. Part 2: Career Tasks & Language Difficulties (Language Difficulties – Needs – Skills)
- iii. Part 3: Speaking and Listening Skills Learning Preferences.
- iv. Part 4: ESP Students' Speaking and Learning Skills Preferred Learning Time Allocation.
- v. Part 5: ESP Students' Speaking and Learning Skills Preferred Assessment.

The questionnaire items are described and explained according to their parts as below:

Part 1: Demographic Information.

There are a total of seven items in Part 1 of the questionnaire. The items are related to ESP learners' age, gender, highest academic qualification, mother tongue, English language learning status, English language SPM grade and English language use frequency. These items were included with the purpose to elicit demographic information of the ESL learners.

Part 2: Career Tasks & Language Difficulties (Language Difficulties– Needs – Skills)

There are 19 items available in Part 2 (refer to Appendix C). These items are structured and arranged in a checklist order where respondents need to tick their responses. The language difficulties are categorised into two English language macro skills namely *speaking* and *listening* skills. Under each of the skill, a list of language difficulties/ English language sub-skills that the respondents can respond to, according to each career task was provided. These career tasks and language difficulties were obtained from the pilot study findings from both semi-structured interview with the Head of the English language Department and the questionnaire survey of 10 final year Diploma in Tourism Management students.

For each of the items, respondents are required to provide their responses to the response options for both speaking and listening skills difficulty categories. These categories and responses are provided below:

Speaking Skills Difficulties.

- i. Inadequate vocabulary usage
- ii. Lack of skills to interpret language
- iii. Lack of Grammar knowledge
- iv. Lack of knowledge of language structure
- v. Unable to paraphrase in own words
- vi. Unable to pronounce words correctly
- vii. Unable to speak coherently
- viii. Unable to speak fluently
- ix. Others

Listening Skills Difficulties.

- i. Speakers speak too fast.
- ii. Unable to comprehend speech
- iii. Unable to deduce meaning by listening
- iv. Unable to detect signpost.
- v. Unable to do intensive listening
- vi. Unable to infer attitude, feeling or mood
- vii. Unable to listen attentively
- viii. Unable to listen for gist, global understanding
- ix. Unable to listen for specific information
- x. Unable to understand word meanings
- xi. Unfamiliar accents used
- xii. Others

Part 3: Speaking and Listening Skills Learning Preferences.

There are four items in Part 3, and the items are described accordingly below:

- Question 1 – ESP learners are required to provide responses concerning English language speaking and listening skills learning styles preferences.
- Question 2 - ESP learners are required to provide responses concerning English language speaking and listening skills learning styles preferences.
- Question 3 - ESP learners are required to provide responses concerning English language speaking and listening skills learning materials.

- Question 4 - ESP learners are required to provide responses concerning English language speaking and listening skills learning activities and tasks.

Part 4: ESP Students' Speaking and Learning Skills Preferred Learning Time Allocation.

There are 2 items in Part 4 where students are required to respond. These items required students to provide their perception concerning their preferred speaking and listening learning time allocation per week and per session. Both of the items are described below:

- Question 1 - ESP learners are required to provide responses concerning English language speaking and listening skills learning frequency per week.
- Question 2 - ESP learners are required to provide responses concerning their preferred English language speaking and listening skills learning time allocation (hour) per session.

Part 5: ESP Students' Speaking and Learning Skills Preferred Assessment.

There are also two items in Part 5 where students are required to respond. These items required students to provide their perception concerning their preferred speaking and listening skills assessment type. Both of the items are described below:

- Question 1 - ESP learners are required to provide responses concerning their preferred speaking skills assessment type.
- Question 2 - ESP learners are required to provide responses concerning their preferred listening skills assessment type.

3.6.2 Research Instrument - Semi-Structured Interviews

There were three groups of respondents who participated in the semi-structured interview sessions for the present study. These respondents hold different positions in

PTSS and have differences in terms of their viewpoints towards the English oral communication needs and skills of the ESP learners. They are:

- i. One focus group semi-structured interview of 10 final year Diploma in Tourism Management students.
 - ii. Three face-to-face semi-structured interviews with three ESP lecturers from the Department of General Studies, PTSS.
 - iii. One face-to-face semi-structured interview with The Head of the English language Department from the Department of General Studies, PTSS.
- a. **Focus Group Semi-Structured Interview of 10 Final Year Diploma in Tourism Management Students.**

10 final year Diploma in Tourism Management students participated in a semi-structured focus group interview (Appendix D) right after the questionnaire answering session was completed (Appendix C). These respondents were interviewed simultaneously and the entire focus group interview session was conducted by the researcher at the media room of the Department of Tourism and Hospitality. The main purpose of conducting the semi-structured focus group interview was to attain more specific, detailed information related to the ESP learners' oral communication difficulties, needs and course related information. Apart from that, the interview also contained items that elicit students' responses related to course content, teaching methodology, time allocation and evaluation system, focusing on the speaking and listening skills of English language. There are 15 items altogether that were used to probe responses from the respondents. The focus group interview was conducted in Malay language as the respondents perceived that they were not able to disclose relevant information by using English language due to their low proficiency. The focus group interview data was recorded in audio format, transcribed, translated

into English language, and arranged according to the respective themes and aspects mentioned earlier. A descriptive thematic analysis was utilised to obtain findings from the data provided by the respondents. The semi-structured focus group interview items consisted of both open-ended and close-ended question items. The purpose of including open-ended items was to allow the researcher to elicit more in-depth input and gain a deeper understanding of the students' needs when needed. The question items asked in semi-structured focus group interview session is found in Appendix D.

b. Face-To-Face Semi-Structured Interview with three ESP Lecturers from The Department of General Studies, PTSS.

Three ESP lecturers from the Department of General Studies from Polytechnic Tuanku Syed Sirajuddin, Perlis participated in three separate semi-structured interview sessions (Appendix E). These respondents were interviewed in separate individual occasions and all of the interview sessions were conducted at the main office of the Department of General Studies. The main purpose of conducting the semi-structured interviews with three ESP lecturers was to attain more specific, detailed information related to the ESP learners' career tasks, activities and oral communication needs based on their present and target needs. The data obtained from these interview sessions were used to cross-validate, justify and support the findings obtained from the questionnaire and focus group interview that were conducted earlier.

Apart from that, these interview sessions also contained items that elicit the ESP lecturers' responses related to course content, teaching methodology, time allocation and evaluation system, focusing on the speaking and listening skills of English language. Similar to the items used in the focus group interview earlier with the students, there are 15 items altogether that were used to probe responses from the ESP lecturers. The separate semi-structured interview sessions data were

recorded in audio format, transcribed, translated into English language, and arranged according to the respective themes and aspects mentioned earlier. A descriptive analysis was utilised to obtain findings from the data provided by the ESP lecturers. The semi-structured interview items consisted both open-ended and close-ended question items. The purpose of including open-ended items was again, to the researcher to elicit more in-depth input and gain deeper understanding from the ESP lecturers. The questions asked in semi-structured interview session can be referred to in Appendix E.

c. Face-To-Face Semi-Structured Interview the Head of the English language Department, PTSS

To further justify and cross-validate the results obtained from the questionnaire, the focus group interview, face-to-face interview sessions, and one semi-structured interview was conducted with the Head of the English language Department from the Department of General Studies from Polytechnic Tuanku Syed Sirajuddin, Perlis (Appendix F). The interview session with the Head of the English language Department was conducted at the main office of the Department of General Studies. The main purpose of conducting the semi-structured interview with the Head of the English language Department was to gather and obtain more specific, detailed information related to the ESP learners' career tasks, activities and oral communication needs based on their present and target needs. The data obtained from this interview session conducted with the Head of the English language Department were used to cross-validate, justify and support the findings obtained from the questionnaire, focus group interview, and semi-structured interviews that were conducted earlier. This allowed the research to achieve data triangulation where these both quantitative and qualitative research instruments were able to complement each other' strengths and weaknesses. Apart from that, by achieving data

triangulation, a higher validity research data can be produced through the use of multiple research methods.

Furthermore, this semi-structured interview contained items that elicit ESP lecturers' responses related to course content, teaching methodology, time allocation and evaluation system, focusing on the speaking and listening skills of English language. Similar to the items used in the focus group interview and semi-structured interviews earlier, there were 15 items altogether that were used to probe responses from the Head of the English language Department. The semi-structured interview session data was recorded in audio format, transcribed, translated into English language, and arranged according to the respective themes and aspects similar to previous interview sessions. A descriptive analysis was utilised to obtain findings from the data provided by the Head of the English language Department. The items available in this semi-structured interview consisted of both open-ended and close-ended question items. Likewise, the purpose of including open-ended items was again, to allow the researcher to elicit more in-depth input and gain a deeper understanding from the ESP lecturers. The question asked in semi-structured focus group interview can be seen in Appendix F.

3.7 Research Location

3.7.1 Polytechnic Tuanku Syed Sirajuddin Perlis

84 respondents from this study was selected from a polytechnic i.e. Polytechnic Tuanku Syed Sirajuddin Perlis. There are three groups of respondents who participated in this study. These respondents are 80 final year Diploma in Tourism Management students enrolled in the DUE5012 ESP course, three ESP lecturers and The Head of the English language Department. These final year Diploma in Tourism

Management students are under the jurisdiction of the Department of Tourism and Hospitality Studies, while all of the ESP lecturers and Head of English Language Programme are under the jurisdiction of the Department of General Studies. I have managed to obtain this information during a meeting conducted with the Head of the English language Department prior to the process of conducting a pilot study.

3.7.2 Department of Tourism and Hospitality

Data collection was conducted in the Department of Tourism and Hospitality, PTSS.

They are:

- i. Distribution of a set of questionnaire to 80 final year Diploma in Tourism Management students.
- ii. Focus group interview session with 10 final year Diploma in Tourism Management students.

Both of these data collection processes were conducted in the media room of Department of Tourism and Hospitality.

3.7.3 Department of General Studies

Similar to the previous data collection location, two data collection processes were conducted in the Department of General Studies, PTSS. They are semi-structured face-to-face interview with three ESP lecturers.

- i. Semi-structured face-to-face interview – The Head of the English language Department.

These interview sessions were conducted individually. To add, these interview sessions were conducted in the meeting room of the Department of General Studies, PTSS.

3.8 Research Procedure

First, the Head of the English language Department from the Department of General Studies was first interviewed to obtain data pertaining to career tasks, activities as well as speaking and listening skills difficulties of the students in their actual tourism settings and classroom settings. Prior to this, an oral consent was given by the respondent for the purpose of this interview and other interviews that were conducted with the ESP lecturers and students. A set of interview questions consisting of two items was employed for this interview. The data obtained was transcribed and categorised according to the themes: career tasks and activities, spoken communication skills difficulties. The findings obtained from the semi-structured interview of the pilot study was used as a guide to develop a set of questionnaire (refer to Appendix B).

Following this is the distribution of a set of pilot study questionnaire (refer to Appendix B) to 20 students which was executed after obtaining permission from their lecturer. This was done the following day after the Head of the English language Department was interviewed. The questionnaire set contain 45 items which are divided into six different sections. 20 sets of the questionnaire were collected from the final year students of the Diploma in Tourism Management programme. The data obtained was processed by using the SPSS software and tabulated into tables. The findings and results from the pilot study were used to construct the questionnaire items, focus interview items and face-to-face interview items for the present study.

After a week, a set of an adapted questionnaire that contained 34 items which had been developed as a result of the pilot study conducted before was distributed to 80 respondents (refer to Appendix C). The questionnaire set with 34 items were divided into five parts namely: *demographic information, career tasks and speaking-listening difficulties, learning preferences, time allocation and assessment*

preferences. All 80 respondents were placed into a classroom and they were provided with 60 minutes to complete the questionnaire items. All 80 sets of questionnaire were collected. Data obtained from the questionnaire was analysed and tabulated into tables to answer the research questions. On the same day, 10 respondents from the 80 students who had answered the questionnaire were selected to participate in the focus group interview. All of the respondents were interviewed as a group and all of them managed to provide their responses regarding the items posed towards them. There was no time limit being posed towards the respondents to answer all the items. The interview set contains 15 items used to answer the research questions related to the students' *oral communication difficulties, needs and course related information*. The obtained data was recorded in audio format, transcribed, translated into English language, and arranged according to respective themes and aspects mentioned earlier. The results were tabulated into tables as can be seen in Chapter 4.

Similarly, after the focus group interview sessions was executed, the Head of the English language Department and three EHP lecturers were interviewed in separate individual face-to-face interview sessions. During these interview sessions, these respondents were asked with a set of 15 interview items related to students' *oral communication difficulties, needs and course related information*. Likewise, data was recorded in audio format, transcribed, translated into English language, and arranged according to respective themes. As conducted in the focus group interviews before, no time limit was posed to these respondents. The results of the data analysis of these interview sessions can be referred to in Chapter 4.

A flow chart is provided below to describe the entire data collection procedure conducted:

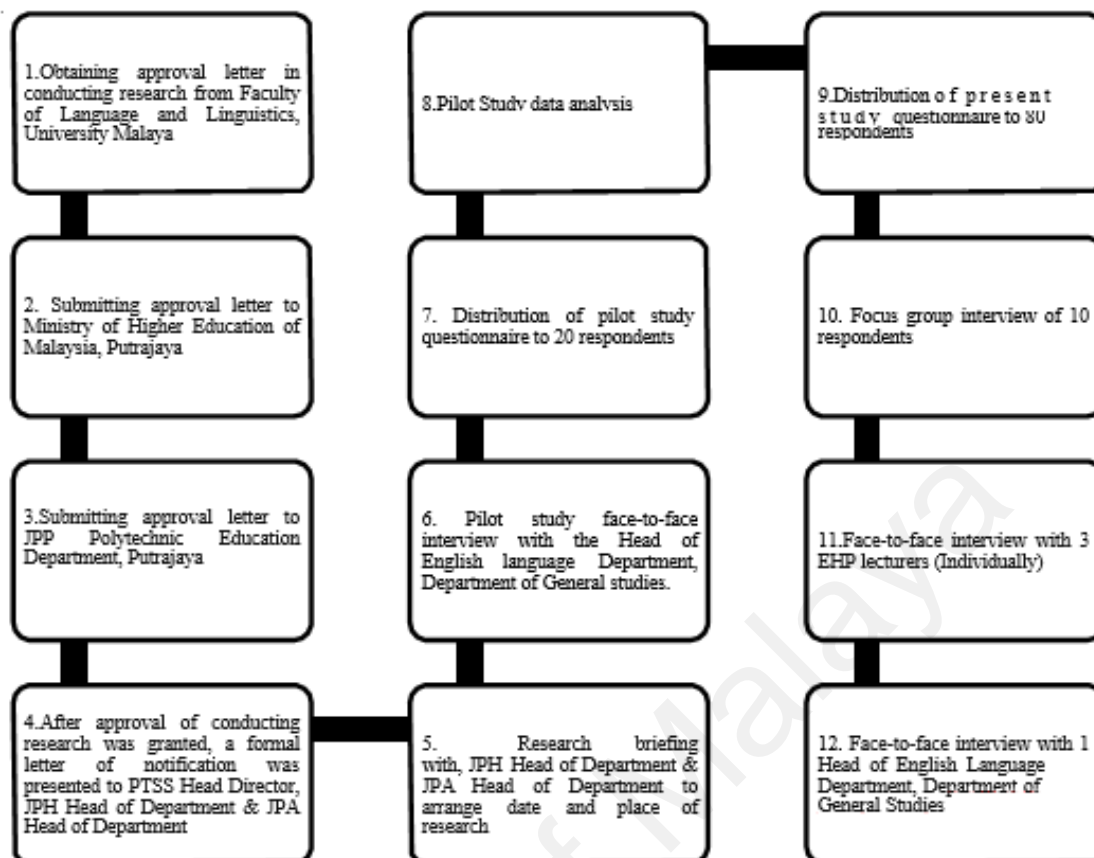


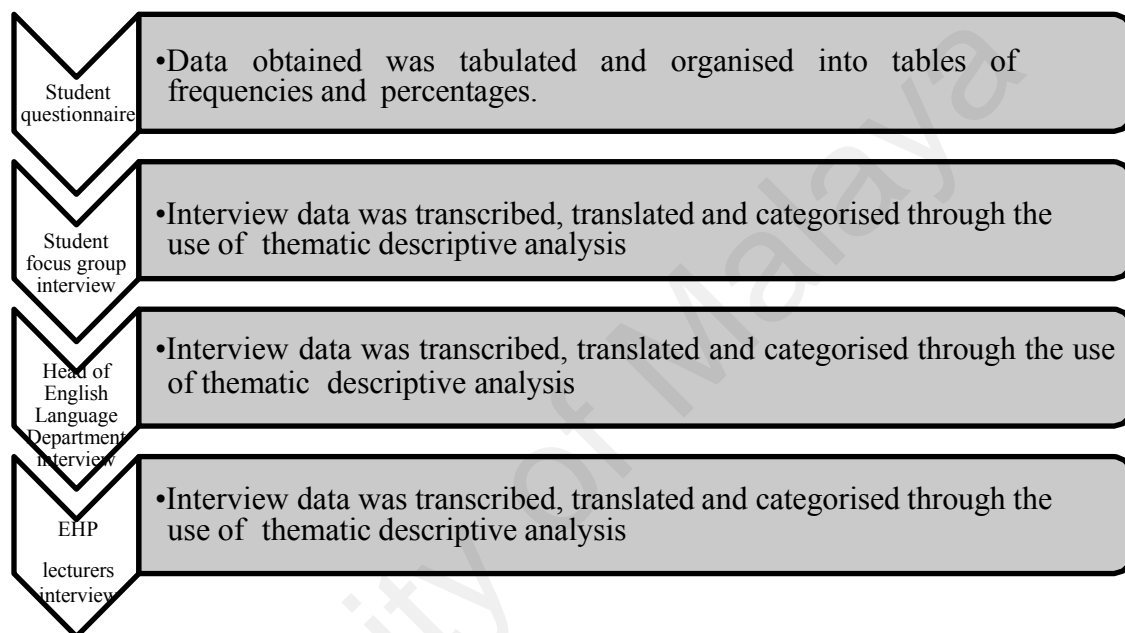
Figure 3.1: Data collection research procedure

3.9 Data Analysis Procedure

All data obtained through the use of questionnaires, focus group interview and semi-structured interviews were analysed according to respective dimensions: quantitatively and qualitatively. Results generated through the questionnaire are related to students' *demographic information, career tasks and speaking-listening difficulties, learning preferences, time allocation and assessment preference*. The SPSS version 23 was used to generate respondents' frequency counts and percentages. Data was tabulated and organised into tables according to the respective themes.

For the focus group interview and face-to-face interviews, thematic descriptive data analysis was used to sort and categorise the data into their themes to answer the research questions. Data obtained from these semi-structured

interviews are related to the respondents' perception on the final year Diploma in Tourism Management students' English language oral communication difficulties, needs, course related information and suggestions that they have regarding the rising difficulties. Audio data obtained was analysed through the process of transcribing, translating and sorting out the transcribed data according to their themes. A flowchart



provided below describes the data analysis used to process data:

Figure 3.2: Data analysis method and procedure

3.9.1 Thematic Descriptive Analysis

Raw and uncategoryed data as a result of the audio recording transcription were analysed thematically by using thematic descriptive analysis in this study to allow the study to come out with meaningful research findings. Having all the interviews being transcribed, they had to be categorised, sorted and described purposefully to allow the research to achieve its objectives. Through the use of thematic descriptive analysis, the study was able to process raw data and arranged the data into the respective themes which are used to answer the research questions posed earlier. Having the data categorised systematically, it allows the researcher and readers to

comprehend and interpret the findings easily. Table 3.5 provides an example of how the raw data was organised into themes after the process of transcription, translation and categorization. These questions were posed to the Head of the English language Department.

Table 3.5: Four out of fifteen questions posed on the Head of the English Language Department and the themes derived from the descriptive analysis

Items	Responses	Themes/Categories
1	What do you think about the level of English language speaking and listening proficiency of the Diploma in Tourism management students?	Perceived Personal English Proficiency (Speaking & Listening)
3	Do you think your students are qualified and experienced in performing their duties? If yes/no, why do you think so?	Language Readiness in Performing Duties (Speaking & Listening) On Tourism Field
5	What are the main speaking and listening difficulties faced by the students /tourism employees in conversing in English language?	Main Language Difficulties (Speaking & Listening)
7	How do you think you could help them to improve their English language speaking and listening skills weaknesses?	Language Improvement Suggestions(Speaking & Listening)

3.10 Ethical Considerations

I have registered the research with the Ministry of Higher Education Malaysia & JPP Polytechnic Education Department Putrajaya for permission to conduct the research (written permission) by providing the letter of permission to conduct study, granted by Faculty of Language and Linguistics, University Malaya. Besides, I also have also provided briefing to PTSS top management about the research and obtain both oral and written permission to continue with data collection. However, only an oral permission was granted by the top management. Data confidentiality was explained to the top

management and respondents before data collection began. Lastly I managed to obtain oral permission from the lecturers & students for the purpose of data collection.

3.11 Conclusion

In a nutshell, a mixed method research design that covers both quantitative and qualitative dimensions that include the use of questionnaire, focus group interview and face-to-face interview was used in this study. These research instruments were used to obtain data from final year students, EHP lecturers and the Head of the English language Department in Politeknik Tuanku Syed Sirajuddin. The next chapter, Chapter 4 provides further specific detail on data analysis of these research instruments.

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CHAPTER 4

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

In the present chapter, the findings of the study obtained from the data analysis are provided as a result to the study data collected by the use of multiple research instruments: one set of questionnaire, a focus group interview with 10 Diploma in Tourism Management students, one semi-structured interview with Head of the English language Department and three semi-structured interviews with ESP lecturers. In this chapter, data analysis is presented in specific and the findings are discussed according to the respective research questions.

4.2 Data Analysis – Research Question 1

What are the English language oral communicative challenges of the Diploma in Tourism Management Students in both classroom and workplace??

In answering Research Question 1 above, analyses of findings from several research instruments were utilised. These components described below serve to answer Research Question 1 of the study. The components used in answering Research Question 1 are described below in detail:

- i. Final Year Diploma in Tourism Management Questionnaire – (Part 1 – Demographic Information of the students)
- ii. Final Year Diploma in Tourism Management Questionnaire – (Part 2 – Career Tasks & Speaking-Listening Difficulties)
- iii. Semi-structured Interviews with:
 - a. 10 Diploma in Tourism Management students (Focus Group Interview),

- b. The Head of the English language Department,
- c. three ESP lecturers.

4.2.1 Final Year Students of Diploma in Tourism Management Questionnaire

Analysis

There are five sections/parts altogether provided in the questionnaire. In this section, data analysis of the items available in the first part (Part 1 – Demographic Information of the students) is provided, then followed by a section of data analysis discussion.

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a. **Analysis of Part 1 – Demographic Information of the Students**

Table 4.1: Demographic Information of Diploma in Tourism Management Students

Items	Frequency (n=80)	Percentage (%)
Age		
18-20	58	72.5%
21-22	16	20.0%
23-25	6	7.5%
Gender		
Male	20	25.0%
Female	60	75.0%
Highest Academic Qualification		
Diploma	80	100.0%
First Language/Mother Tongue		
Bahasa Melayu	80	100.0%
English Learning Status		
Yes	80	100.0%
English Language Subject SPM Grade		
Distinction (A1, A2)	8	10.0%
Credit (B3,B4,C5,C6)	21	26%
Pass (7D,8E)	50	62.5%
Fail (9G)	1	1.3%
English Language Use Frequency		
Sometimes	55	68.8%
Frequent	25	31.3%

As can be seen in the data tabulation in Table 4.1, for Item 1, out of the total number of respondents (80 respondents), 72.5% (58) of the respondents age between

18-20. Meanwhile, 20.0% (16) age between 21-22 and the remaining 7.5% (6) age between 23-25. For Item 2, out of the entire respondents, 75.0% (60) of the respondents were female and 25.0% (20) were male respondents. For Item 3, highest academic qualification, the whole respondents 100.0% (80) responded “Diploma”. Same goes to Item 4, “First Language/ Mother Tongue”, 100.0% (80) clarified “Bahasa Melayu” as their first language. For Item 5, “English Learning Status”, all of the respondents, 100.0% (80) stated they were still learning English language. Looking at their “English Language Subject SPM Grade” in item 6, half of the population 50.0% (40) claimed to obtain “Pass (7D,8E)”, followed by 26.0% (21) that obtained “Credit (B3, B4, C5, C6)”, and 10.0% (8) respondents obtained “Distinction (A1, A2)”. Only 1.3% (1) respondent failed the English language subject in SPM. As for the last demographic item, Item 7 “English Language Use Frequency”, majority of respondents 68.8% (55) responded “sometimes” while the remaining 31.3% (25) responded they use English frequently.

b. Discussion of Part 1 – Demographic Information of the Students

Analysis of data indicates that majority of the final year students’ age in this programme range from 18-20, indicating that they were young and had little experience in using English for tourism industry which they obtained from the industrial training before.

The majority of the respondents were female students. Based on the data analysis, the entire number of respondents claimed “Bahasa Melayu” as their first language which justifies their “English Language Subject SPM Grade”, where most of the respondents obtained either “Pass (7D,8E)” or “Credit (B3, B4, C5, C6)”. As for their “English Learning Status”, the entire respondents stated that they were still learning English language, denoting that they were trying to improve their

English language proficiency as part of the Diploma in Tourism Management Programme. Based on the data analysis as well, it can be seen that only a small number of respondents used English language frequently while the rest of the respondents only used it on certain occasions.

This further indicates that most of the respondents in the present study had a low to intermediate level of English language proficiency and there is a need for these students to further improve their English proficiency, especially in the aspects of speaking and listening skills so that they can use the language productively in the actual tourism industry in future. These students were chosen to be the respondents as they were the students from Diploma in Tourism Management programme that could provide relevant data and insight regarding the research.

c. Analysis of Part 2 – Career Tasks & Speaking-Listening Difficulties

In this section, data analysis of tourism employees' career tasks and language difficulties is presented. The speaking and listening skills difficulties of the students are discussed cumulatively in Table 4.2 Speaking Difficulties and Table 4.3 Listening Difficulties provided below. There are 19 items altogether in this section related to career tasks of tourism employees and all of the speaking and listening skills difficulties are discussed. Based from the data extraction of the 19 career tasks, this research has proved that all of the career tasks indicate nearly similar amount of speaking and listening difficulties. This is because, the differences between the amount of percentage are not too vast. Data analysis of speaking and listening difficulties of 19 career tasks is presented first, proceeded by the discussion. Findings was used to answer research question 1 related to oral communication difficulties and research question 2, oral communication needs if the students.

Table 4.2: English Language Speaking Difficulties in 19 Career Tasks

Speaking Difficulties	Frequency (n=1520) 80 respondents x 19 career tasks	Percentage (%)
Inadequate vocabulary usage	146	9.60 %
Interpretation	153	10.06 %
Lack of Grammar knowledge	207	13.61 %
Lack of knowledge of language structure	151	9.93%
Unable to paraphrase in own words	226	14.86 %
Unable to pronounce words correctly	163	10.72 %
Unable to speak coherently	182	11.91 %
Unable to speak fluently	279	18.35 %
Others	13	0.86 %

As can be seen in the Table 4.2, frequency data from 19 career tasks of tourism employees obtained from 80 questionnaire responses have been accumulated and synthesised for ease of reading. Based on the table above, it can be seen that English language speaking difficulties that obtained high responses are “*inability to speak fluently*” 18.35% (279), “*inability to paraphrase in own words*” 14.86% (226), “*lack of grammar knowledge*” 13.61% (207), and “*inability to speak coherently*” 11.91% (182). For speaking skills that obtained low responses, they are “*lack of knowledge of language structure*” (9.93% (151), “*Inadequate vocabulary usage*” 9.60% (146) and “*others*” 0.86% (13).

Table 4.3: English Language Listening Difficulties in 19 Career Tasks

Listening Difficulties	Frequency (n=/1520) 80 respondents x 19 career tasks	Percentage (%)
Speakers speak too fast.	223	14.67%
Unable to comprehend speech	120	7.89%
Unable to deduce meaning by listening	106	6.97%
Unable to detect signpost.	84	5.52%
Unable to do intensive listening	99	6.51%
Unable to infer attitude, feeling or mood	121	7.96%
Unable to listen attentively	139	9.14%
Unable to listen for gist, global understanding.	172	11.31%
Unable to listen for specific information	159	10.46 %
Unable to understand word meanings.	95	6.25 %
Unfamiliar accents used.	202	13.28 %
Others.		

For listening skills, the accumulated frequency data from all 19 career tasks indicate that listening difficulties that received high responses from the students are: “*speakers speak too fast*” 14.67% (223), “*unfamiliar accents used*” 13.28% (202), “*unable to listen for gist, global understanding*” 11.31% (172) and “*Unable to listen for specific information*” 10.46% (159). Meanwhile, listening difficulties that received low responses are: “*unable to detect signpost*” 5.52% (84), “*unable to understand word meanings*” 6.25% (95), “*unable to do intensive listening*” 6.51% (99) and “*unable to deduce meaning by listening*” 6.97% (109).

d. Discussion of Part 2 – Career Tasks & Speaking-Listening Difficulties

From the data analysis of Part 2 that was conducted, it can be concluded that the respondents perceived their speaking skills to be lacking in terms of several aspects mainly: lack in speech fluency, lack in ability to paraphrase sentences in own words, lack in grammar knowledge as well as lack in the ability to speak coherently with tourists. These difficulties act as main obstacles for the respondents to be able to speak with high English language proficiency. In tourism settings, these obstacles can hinder respondents' performances and productivity in performing tourism related career tasks as these difficulties will prevent these respondents from having successful communication with clients.

As for listening difficulties faced by the respondents, the main difficulties are respondents' inability to cope with fast speech, unfamiliarity with foreign accents used, inability to listen for gist and global understanding as well as the inability to listen for specific information. Both listening and speaking skills English language are used simultaneously by speakers, in this case, the respondents as tourism employees in tourism settings. Such listening difficulties will deter the respondents from being able to understand the messages accurately which are sent by the clients. Thus, misunderstanding will occur between speakers and tourists if these speaking and listening difficulties are not addressed in the present ESP course provided. Hence, it will result in failure of communication later that will be done by these students if these difficulties are not addressed by course developers.

In a nutshell, findings obtained from Part 2 of the questionnaire were synthesised together with findings related to speaking and listening difficulties obtained from the semi-structured interviews of the Diploma in Tourism Management students, ESP lecturers and Head of the English language Department that are presented in succeeding sections in this study.

4.2.2 Semi-structured Interviews Analyses

Three groups of respondents participated in semi-structured interview sessions to answer the research questions available in this study. These respondents are: 10 final year Diploma in Tourism Management students (focus group interview), three ESP lecturers (face-to-face interview), and the Head of the English language Department from PTSS, Perlis. The sequence of data presentation and analysis of these respondents are as follows:

- i. 10 final year Diploma in Tourism Management students (focus group interview)
 - a. Data analysis.
 - b. Discussion.
- ii. Three ESP lecturers (face-to-face interview)
 - a. Data analysis.
 - b. Discussion.
- iii. The Head of the English language Department
 - a. Data analysis.
 - b. Discussion.

a. Semi-Structured Interview Analysis-10 Final Year Diploma in Tourism Management Students (Focus Group Interview)

10 respondents were interviewed simultaneously as a group and 15 items were used to probe the respondents' English language oral communication difficulties, needs and course related information. For research question 1 however, only items 1, 3, 5 and 7 are related were analysed and discussed in this section.

Table 4.4: Focus Group Interview Data Summary

Items	Responses	Themes/Categories
1	<p>All respondents stated they have low English proficiency due to several factors:</p> <ul style="list-style-type: none"> i. Speaking difficulties: <i>limited amount of vocabulary, translation difficulties, pronunciation difficulties, fluency difficulties, lack in speech coherency & low self-confidence,</i> ii. Listening difficulties: <i>unfamiliar accents, misinterpreting conversation, inability to understand fast speeches, unable to understand word meanings & jargons, difficulties in listening for gist and global understanding.</i> 	Perceived Personal English Proficiency (Speaking & Listening)
3	<p>Out of 10 respondents, only five claimed to be able to perform their duties in tourism industry based on their proficiency. They are the 1st, 5th, 8th, 9th, and 10th respondents. The difficulties faced by the remaining respondents (2nd, 3rd, 4th, 6th and 7th) are:</p> <ul style="list-style-type: none"> i. Speaking difficulties: <i>lack of vocabulary knowledge and grammar skills, translation difficulties, paraphrasing difficulties, low self-confidence, pronunciation difficulties, fluency difficulties</i> ii. Listening difficulties: <i>inability to cope with fast speeches.</i> 	Language Readiness in Performing Duties (Speaking & Listening) On Tourism Industry
5	<p>Among the main spoken communication language difficulties are:</p> <ul style="list-style-type: none"> i. Speaking difficulties: <i>lack of vocabulary knowledge and grammar skills, translation difficulties pronunciation difficulties</i> ii. Listening difficulties: <i>inability to cope with fast speeches, unable to listen intensively, difficulties in understanding word meanings,</i> 	Main Language Difficulties (Speaking & Listening)
7	<p>Among the methods provided in suggesting ways to improve their speaking and listening proficiency are: <i>dictionary reading, frequent English use, reading English newspapers & books, listening to English songs, watching English movies, communicate with outsiders and tuition centres.</i></p>	Language Improvement Suggestions (Speaking & Listening)

**b. Semi-Structured Interview Discussion - Tourism Management Students
(Focus Group Interview)**

As provided in Table 4.4, at the present time, the interview respondents perceived their English speaking proficiency as low and this was caused by several factors such as: *lack of vocabulary, translation, pronunciation difficulties, fluency, speech coherence and confidence* difficulties. For listening, *unfamiliar accents, interpretation, fast speeches, word meanings & jargons, listening for gist and global understanding* are among the difficulties. In order to further enhance respondents' spoken communication skills, these difficulties need to be addressed in the ESP course as the needs.

When the respondents were probed concerning their oral communication skills readiness in tourism industry, only five out of 10 claimed to be able to perform the tasks based on their proficiency. These respondents are respondents: 1st, 5th, 8th, 9th, and 10th. The oral communication difficulties faced by those who were not ready are: *lack of vocabulary knowledge, grammar skills, translation, paraphrasing, low self-confidence, pronunciation and fluency* problems. As for listening the respondents were unable to cope with fast speeches.

As similarly provided by respondents through item 1 and item 3, item 5 serves to further clarify respondents' existing main spoken communication difficulties. As stated, they are: *lack of vocabulary and grammar knowledge, translation and pronunciation difficulties* for speaking. For listening, they are: *inability to cope with fast speeches, unable to listen intensively, and difficulties in understanding word meanings*.

Based on item 7, every single student provided their own preferences in suggesting their own ways in improving their speaking and listening proficiency. As mentioned, their preferred suggestions are: *dictionary reading, frequent*

English use, reading English newspapers & books, listening to English songs, watching English movies, communicate with outsiders and tuition centres. This denotes that every individual student was unique and they had their own preferred strategies in learning a language.

Findings obtained from these items would enable the research to address respondents' oral communication difficulties and needs as they were synthesised with findings from other respondents and instruments later in the research.

c. Semi-Structured Interview Analysis – ESP Lecturers

Three ESP lecturers were interviewed in this study in separate individual occasions to provide data related to oral communication difficulties, needs and course related information of the students. As in previous section, similarly, only items 1, 3, 5 and 7 are related to be analysed and discussed in this section to answer research question 1.

Table 4.5: ESP lecturers Interview Data Summary

Items	Responses	Themes/Categories
1	<ul style="list-style-type: none"> i. Not too proficient. (1st) ii. Limited speaking and listening abilities. (1st) iii. Proficiency level range Low- Average / Intermediate. (1st) iv. Proficiency level vary individually. (2nd). v. Students have only basic skills like vocabulary which is very limited and they will utilise with what they have. (3rd) vi. Lack in grammar knowledge. (2nd). vii. Students are able to listen, but are not able to respond. (3rd) 	Perceived Personal English Proficiency (Speaking & Listening)
3	Three ESP lecturers were probed with Item 3 to share their opinion about students' spoken communication skills readiness in real tourism industry. The responses are as below:	Language Readiness in Performing Duties (Speaking & Listening) On
	<ul style="list-style-type: none"> i. "In reality, it is hard, it is complicated for us to 	Tourism Industry

	<p>implement this.”</p> <p>ii. “Yes, they will be able to perform as I have met former students here who are currently working in services like airlines (AirAsia), post and delivery services that work by entertaining clients.”</p> <p>iii. “Basically, I feel that these students can perform their duties. It is just that it takes time.”</p>	
5	<p>The speaking and listening difficulties of the students as perceived by the EHP lecturers are as below:</p> <p>i. Speaking difficulties: <i>lack of vocabulary skills, lack of grammar skills, lack of pronunciation skills, lack of speech ineligibility, lack of language structure skills</i></p> <p>ii. Listening difficulties: <i>inability to cope with fast speeches</i></p>	Main Language Difficulties (Speaking & Listening)
7	<p>As similarly addressed by ESP students, some of the ways or methods in improving ESP students’ weaknesses in speaking and listening skills that were mentioned by ESP lecturers are:</p> <p><i>establishing communication in English language every day on daily basis, role-plays, “win, lose or draw”, dictionary skills, provide them with an environment that allows them to interact with their friends and OBE (Outcome Based Education) where it is a student-centred learning, in which students will do most of the work. Lecturers act as facilitators</i></p>	Language Improvement Suggestions (Speaking & Listening)

d. Semi-Structured Interview Discussion- ESP lecturers

As can be seen in Table 4.5, based on their perceptions in teaching ESP courses to Diploma in Tourism Management students, all of the lecturers claimed that the students’ English level as “*not too proficient*”, in which, they were limited in the aspects of their listening abilities. Their proficiency varies individually from low to intermediate. As mentioned, students had basic vocabulary and grammar knowledge but they were limited. Thus, they would use what they had.

Item 3 required ESP lecturers to provide their perception regarding students’ oral communication skills readiness in real tourism industry. As stated, two

of the respondents agreed that the students would be able to perform their duties by using their English language oral communication skills. However, one lecturer admitted that the reality was different from what was expected from the outcome of the ESP course syllabus. To elaborate, it means that the students need more time and experience in acquiring and enhancing their English language skills to communicate better in the field as perceived by the respondents of Item 3. This indicates that there is still a room for improvements to be made in future.

As perceived by the lecturers, the students' difficulties in speaking skills were their *lack of vocabulary, grammar, pronunciation, speech ineligibility, and language structure skills*. As for their listening skills, only *inability to cope with fast speeches* was stated. However, these findings were combined with findings from questionnaire and focus group interview later, to be triangulated in order to enhance the validity and reliability of the findings regarding the speaking skills difficulty.

Suggestions provided by ESP lecturers regarding ways to improve ESP students' speaking and listening skills proficiency include: *establish communication in English language every day on daily basis, role-plays, "win, lose or draw", dictionary skills, provide them with an environment that allows them to interact with their friends and OBE (Outcome Based Education) a student-centred learning where students will do most of the work and lecturers act as facilitators*. Some of the suggestions corresponded with suggestions addressed by students in focus group interview where every individual student had his own preferred suggestion. However, frequent English use and practice was addressed to be equally important by both students and lecturers denoting that apart from depending on the course alone, students must take responsibility in improving their language proficiency as well.

Findings from the ESP lecturers' interviews were used together with findings from questionnaire focus group interview as well as Head of the English language Department to explore the oral communication difficulties, needs and course related information in order to answer all the research questions. At the end of this section, a synthesis of findings from the questionnaire, focus group interview, ESP lecturers interview and Head of Department interview are provided for the same purpose.

e. Semi-Structured Interview Analysis – Head of the English language Department

The Head of the English language Department was interviewed for the study to obtain data related to oral communication difficulties, needs and course related information. As in previous sections, similarly, only items 1, 3, 5 and 7 are related to be analysed and discussed in this section.

Table 4.6: Head of the English language Department Interview Data Summary

Items	Responses	Themes/Categories
1	<ul style="list-style-type: none"> i. <i>“Most of them have English language proficiency that vary individually.”</i> ii. <i>“However, on average, all of them are the same considering they should have minimum qualification prior to entering the course.”</i> iii. <i>“For students of Diploma in Tourism Management, for them to enter this programme, their proficiency vary but they need English language proficiency that can be considered as good.”</i> 	Perceived Personal English Proficiency (Speaking & Listening)
3	<ul style="list-style-type: none"> i. <i>“Okay based on my experience in teaching them, I am convinced that they can perform their duties excellently. “</i> ii. <i>“This is probably due to the programme entry requirement which is stricter compared to other courses that use less English language in their courses.”</i> 	Language Readiness in Performing Duties (Speaking & Listening) On Tourism Industry
5	<p>Main difficulties of the students as perceived by the respondent:</p> <ul style="list-style-type: none"> i. Speaking difficulties: <i>paraphrasing difficulties, lack in knowledge of sentence structure, lack in grammar knowledge, difficulties in understanding word meanings (new)</i> ii. Listening difficulties: all of the students claimed to be able to comprehend speech. 	Main Language Difficulties (Speaking & Listening)
7	<p>As addressed by the Head of the English language Department:</p> <p><i>“students can further improve their speaking and listening skills through extra classes like MUET which are more focused on listening and speaking, as well as reading and writing. Besides, the students can increase the frequency of English use themselves by speaking among them as well as their lecturers in English language regardless it is English language classes or not.”</i></p>	Language Improvement Suggestions (Speaking & Listening)

f. Semi-Structured Interview Discussion – Head of the English language Department

Based on Table 4.6 related to perceived English language oral communication proficiency, it was addressed by the respondent that students' proficiency varies individually. However, on average they had met the minimum entry requirement in enrolling in this course that was described as “*good*”.

The respondent also perceived that the students are able to perform their tourism employees' duties excellently due to the reason that the “*entry requirement which is stricter compared to other programmes that use less English language in their courses.*”. Similar to responses from ESP lecturers before, this denotes that the students would be able to perform their duties in the real tourism industry by using their spoken communication skills. However, the response was triangulated later with responses from students and lecturers to provide a stronger claim in order for the current research to explore and tailor the course according to students' needs.

In term of speaking difficulties as in Item 5, among the difficulties of the students as perceived by respondents are: paraphrasing difficulties, lack in knowledge of sentence structure, lack in grammar knowledge, difficulties in understanding word meanings (new). In listening aspect, all the respondents mentioned that they were able to listen well. However, they were not able to reply to the enquiries made by tourists. This indicates that their speaking skills need to be enhanced.

As suggested by the Head of the English language Department, extra classes which focus on developing students' speaking and listening skills as in MUET classes was one of the ways that students could consider in improving their speaking and listening skills of English. Again, frequent English was mentioned by Head of

the English language Department as well, as similarly addressed by ESP students in focus group interview and ESP lecturers. These similarities between findings from ESP students, ESP lecturers and Head of the English language Department indicate that frequent English use and extra ESP sessions or classes were perceived to be beneficial for students in improving their speaking and listening proficiency.

4.3 Data Analysis – Research Question 2

What are the English language oral communication needs of the Diploma in Tourism Management students in communicating in English language both in classroom and in tourism industry?

To answer Research Question 2, similarly, analyses from multiple research instruments were conducted. These components of research instruments provided below serve to answer Research Question 2 of the study. The components used in answering Research Question 2 are described below in detail:

- Findings from Research Question 1
- Semi-structured Interviews (Items 1, 3, 5 and 7) with:
 - i. 10 Diploma in Tourism Management students (Focus Group Interview)
 - a. Analysis
 - b. Discussion
 - ii. The Head of the English language Department
 - a. Analysis
 - b. Discussion
 - iii. Three ESP lecturers
 - a. Analysis

b. Discussion

4.3.1 Research Question 1 Findings

In order for the present study to be able to provide input for the ESP course developers and stakeholders to consider in future, it is important to include the findings obtained from the first research question pertaining to English language oral communication difficulties of the students in tourism industry. These difficulties are used in the present study to derive the English language oral communication needs of the Diploma in Tourism Management. Their oral communication difficulties have to be addressed first before identifying the oral communication needs from the improved version of the ESP course being provided in the institution. These spoken communication difficulties as found in research question 1 are divided into two: speaking difficulties and listening difficulties. The detailed sub-skills difficulties are respondents' lack in grammar knowledge, limited amount of vocabulary, fluency difficulties, lack in knowledge of language structure skills, pronunciation skills, conversational skills, interpretation skills, and translation skills. As for listening difficulties, they are: inability to understand fast speeches, difficulties in listening for gist and global understanding, difficulties in understanding word meanings, lack in ability to listen for specific information and unfamiliar accents.

4.3.2 Semi-structured Interviews Analyses

Three groups of respondents participated in semi-structured interview sessions to answer research question 2. These respondents are: 10 final year Diploma in Tourism Management students (focus group interview), three ESP lecturers (face-to-face interview), and The Head of the English language Department from PTSS, Perlis. The sequence of data presentation and analysis of these respondents are as follows:

- i. 10 final year Diploma in Tourism Management students (focus group interview)
 - a. Data analysis.
 - b. Discussion.
- ii. Three ESP lecturers (face-to-face interview)
 - a. Data analysis.
 - b. Discussion.
- iii. The Head of the English language Department
 - a. Data analysis.
 - b. Discussion.

a. Semi-Structured Interview Analysis -10 Final Year Diploma in Tourism Management Students (Focus Group Interview)

10 respondents participated in the focus group interview which was used to probe the respondents' responses related to English language oral communication needs of the Diploma in Tourism Management students. For research question 2, only items 2,4,6 and 8 are related to be analysed and discussed in this section.

Table 4.7: Focus Group Interview Data Summary

Items	Responses	Themes/Categories
2	<p>Generally, all respondents agreed that the most important determiner in conversation is that the message can be conveyed and all aspects are equally important. The specific skills as mentioned by the respondents were:</p> <ul style="list-style-type: none"> i. Speaking skills: <i>interpretation skills, vocabulary skills, translation skills, grammar skills, language structure skills,</i> ii. Listening skills: <i>all aspects of skills, listening attentively knowledge and familiarity of foreign accents, listening for specific information, vocabulary knowledge, listening for specific and global meaning skills, comprehension skills.</i> 	Perceived Basic Spoken Proficiency (Speaking & Listening) Required
4	<p>The career tasks that require speaking and listening skills in tourism settings mentioned by the respondents were:</p> <p>Tourist guides</p> <ul style="list-style-type: none"> i. Providing tour information & knowledge. ii. Guiding people with language and explaining <p>about the tourism places.</p> <ul style="list-style-type: none"> iii. Establishing social relationship with tourists and co-workers. <p>Tour operators</p> <ul style="list-style-type: none"> i. Making conversation through telephone with customers and clients. ii. Communicating and providing information regarding available tour packages. <p>Tour leaders</p> <ul style="list-style-type: none"> i. Controlling large crowds among other tourist guides. <p>Language interpreters & translators</p> <ul style="list-style-type: none"> i. Translating language accurately between tourist guides and tourists. <p>Receptionist (front desk)</p> <ul style="list-style-type: none"> i. Communicating by using telephones. ii. Providing information to tourists and customers 	Tourism Career Tasks (Speaking & Listening)

	related to available services. Waiters & waitresses i. Attending to customers' requests about food and allergies.	
6	All of the respondents mutually agreed that all skills were equally important in attending customers' need. However, there were certain skill that were specifically mentioned by respondents. They were: i. Speaking skills: <i>language vocabulary, grammatical knowledge, pronunciation skills,</i> ii. Listening skills : <i>language vocabulary, grammatical knowledge</i>	Language Crucial Skills Required in Attending Customers. (Speaking & Listening)
8	Regarding the language improvements of the respondents, most of the respondents stated all of the skills were very important to be enhanced. However, there were several skills being mentioned in specific. They were: i. Speaking skills: <i>vocabulary content, grammar knowledge, conversational skills, pronunciation skills,</i> ii. Listening skills: <i>vocabulary content</i>	Language Improvement Needs(Speaking & Listening)

b. Semi-Structured Interview Discussion – Tourism Management Students (Focus Group Interview)

Based on Table 4.7, for item 2, the respondents stated that to productively function in the industry, they needed to at least ensure the messages can be conveyed in the communicative events. The basic speaking skills needed were: *interpretation skills, vocabulary skills, translation skills, grammar skills, and language structure skills.* As conversations involved listening, the skills needed were: all aspects of skills, listening attentively knowledge and familiarity of foreign accents, listening for specific information, vocabulary knowledge, listening for specific and global meaning skills and speech comprehension skills.

Meanwhile, based on item 4, among the career tasks that were mentioned that required oral communications skills were tour guides had to: *provide tour information & knowledge, guide tourists with language and explain about the*

tourism places and establishing social relationship with tourists and co-workers.

Tour operators on the other hand had to converse via telephone with customers and clients as well as communicate and provide information regarding available tour packages. For tour leaders, they were required to control large crowds among other tourist guides. Working along the tourist guides, language interpreters and translators needed to translate language accurately between tourist guides and tourists. As for receptionists, they needed to communicate by using telephones and provide information to tourists and customers related to available services. Last but not least, in food and beverage section, employees were required to communicate in entertaining customers' requests about food and allergies.

Item 6 was probed the respondents' spoken communication skills needed in attending to the customers' needs. The crucial skills mentioned were: *vocabulary, grammatical knowledge* and *pronunciation skills*. For listening, the skills were: *vocabulary skills* and *grammatical knowledge*.

Last but not least, related to the aspects that the respondents wanted to improve from item 8, the speaking aspects were: *vocabulary, grammar knowledge, conversational skills* and *pronunciation skills*. For listening, only *vocabulary knowledge* was required.

c. Semi-Structured Interview Analysis – ESP Lecturers

Three ESP lecturers participated in separate individual semi-structured interviews to provide data related to oral communication needs of the Diploma in Tourism Management students. As in the previous section, only items 2,4,6 and 8 were related to be analysed and discussed in this section to answer research question 1.

Table 4.8: ESP lecturers Interview Data Summary

Items	Responses	Themes/Categories
2	<p>In general, all of the ESP lecturers stated good command in speaking and listening skills is important for these future tourism employees. The skills in details were:</p> <ul style="list-style-type: none"> i. Speaking skills: speech fluency skills, <i>basic conversational skills</i>, ii. Listening skills: All of the respondents perceived the students are to be able to listen well. However, they are not able to respond to enquiries and questions from interlocutors. 	Perceived Basic Spoken Proficiency(Speaking & Listening) Required
4	<p>The career tasks that require speaking and listening skills in tourism settings mentioned by the respondents were:</p> <p>Front desk workers</p> <ul style="list-style-type: none"> i. Entertaining customers'/guests' requests. ii. Responding to telephone calls. <p>Tourist guides</p> <ul style="list-style-type: none"> i. Provide information accurately to customers/tourists. ii. Providing directions to tourists/guests during tours. <p>Waiter/waitresses</p> <ul style="list-style-type: none"> i. Entertaining customers'/guests' requests about food. 	Tourism Career Tasks (Speaking & Listening)
6	<p>Generally, all of the ESP lecturers agreed that the speaking and listening skills in attending customers in tourism field involve 2-way communication. The skills in details are as below:</p> <ul style="list-style-type: none"> i. Speaking skills: vocabulary skills, grammar skills, pronunciation skills, conversational skills ii. Listening skills: listening for gist and global meaning. 	Language Vital Skills Required in Attending Customers. (Speaking & Listening)
8	<p>As claimed by all ESP lecturers in general, English language conversational skills (speaking and listening skills) are important to be improved first followed by</p> <ul style="list-style-type: none"> i. Speaking skills: <i>personal vocabulary development, pronunciation skills</i> 	Language Improvement Needs (Speaking & Listening)

d. Semi-Structured Interview Discussion- ESP lecturers

Referring to Table 4.8, for basic speaking and listening proficiency required in tourism industry, all the lecturers stated that a good command of English in speaking and listening skills was important. The students needed to have basic speaking skills as in: fluent speech and basic conversational skills. Meanwhile, for listening skills, all respondents perceived the students needed to be able to listen well. However, they were not able to respond to enquiries and questions from tourists. For item 4, related to career tasks that involve speaking and listening skills, there are similarities between the responses obtained compared to the responses given by the students of focus group interview. The tasks mentioned were as front desk workers who had to entertain customers'/guests' requests and responding to telephone calls. As tourist guides, the employees were required to provide information accurately to customers/tourists and provide directions to tourists/guests during tours. Lastly as waiters/waitresses, they needed to entertain customers'/guests' requests about food. For item 6, in responding to the perceived difficulties stated before, the ESP lecturers stated that the students needed to improve crucial skills in attending customers in tourism industry. Communication requires 2-way interaction and the important speaking skills were: vocabulary skills, grammar skills, pronunciation skills, and conversational skills. Meanwhile, the important listening skills were the ability in listening for gist and global meaning. For the last item, item 8, all the ESP lecturers claimed that it was important to develop all oral communication sub-skills. However, conversational skills were mentioned to be prioritised first followed by personal vocabulary development and pronunciation skills. This is because conversational skills involve many other non-linguistics elements such as *facial expressions, body movements and posture, gestures, eye contact, touch, space and voice*

and these had to be developed first before focus can be placed on improving vocabulary, grammar or pronunciation aspects.

e. Semi-Structured Interview Analysis – Head of the English language Department

The Head of the English Language Department was interviewed to elicit data related to oral communication needs of the Diploma in Tourism Management students. Similarly, only items 2,4,6 and 8 were analysed and discussed in this section.

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Table 4.9: Head of the English language Department Interview Data Summary

Items	Responses	Themes/Categories
2	<p>i. <i>“Okay, it is important for the students to master and understand what the tourists speak regardless whether they are the native speakers or English as second language speakers.”</i></p> <p>ii. <i>“Okay, the basic speaking skills that the students need to have is vocabulary. They need to have sufficient amount of vocabulary so that they will know how to convey the message and understand the sentences sent by the tourists”</i></p>	Perceived Basic Spoken Proficiency (Speaking & Listening) Required
4	<p>Among the career tasks addressed were:</p> <p>i. Tourist guides</p> <p>ii. Receptionists</p> <p>a. Explaining to customers about places</p> <p>b. Promoting available tour packages.</p> <p>iii. Front desk</p>	Tourism Career Tasks (Speaking & Listening)
6	<p>As addressed:</p> <p>1. <i>“basically, grammatical and vocabulary knowledge are essential to be mastered by the students. However, the students should know how to master skills like speaking and listening although their grammatical and vocabulary knowledge is still low”</i></p> <p>This denotes that conversational skills is important to be prioritised and enhanced over grammatical and vocabulary skills.</p>	Language Crucial Skills Required in Attending Customers. (Speaking & Listening)
8	<p>Similar perception was provided regarding language improvement needs by the respondent:</p> <p>1. <i>“Okay, of course for the students to improve, they need to improve their communication skills (Conversational) because it is important for them to use it regardless of where and when”</i></p> <p>To add, apart from conversational skills which is prioritised, these speaking skills too were mentioned : <i>pronunciation skills, fluency skills</i></p>	Language Improvement Needs (Speaking & Listening)

f. Semi-Structured Interview Discussion – Head of the English language Department

As provided in the Table 4.9, in relation to basic spoken communication skills required based on item 2, the respondent claimed that students need to master oral communication skills perceived as basic which was vocabulary knowledge in order to convey and understand messages productively in the industry.

Moving on to career tasks based on item 4, as addressed by the respondent, the students would perform their duties as tourist guides, receptionists and front desk workers where they needed to use English language oral communication skills in providing information to customers about tourism places as well as promoting available tour services and packages. These career tasks were similar to the tasks provided by the ESP lecturers.

As for crucial language skills required in attending customers' needs in Item 6, as addressed by the respondent, basic conversation skills (speaking and listening skills) had to be mastered by the students along with focus on grammatical and vocabulary skills as well as knowledge.

In order to improve their oral communication skills, as addressed by the respondent, students needed to improve their skills from the aspects of basic conversational, pronunciation as well as speech fluency skills. From this interview, it managed to gather information regarding students' perceived English language proficiency, basic spoken communication proficiency required, language readiness, career tasks, main speaking and listening difficulties, speaking and listening skills required in attending to customers' needs as well as aspects that needed to be addressed and improved for students' betterment in future. This information provided answers to research question 2.

4.4 Data Analysis – Research Question 3

What are the oral communicative language skills that need to be emphasised in the proposed English language course?

As stated before, research question 3 in the present study was answered by synthesizing findings obtained from Part 3, Part 4 and Part 5 of the questionnaire as well as item 9, 10, 11, 12, 13, 14 and 15 of the semi-structured interviews which were related to the respondents' perception towards the course design. Findings from these instruments were analysed and discussed in the order as below:

Student Questionnaire - Part 3, Part 4 and Part 5

i. Part 3- Learning Preferences

- a. Analysis
- b. Discussion

ii. Part 4 - Time Allocation

- a. Analysis
- b. Discussion

iii. Part 5 – Assessment

- a. Analysis
- b. Discussion

Semi-structured Interview Analyses

i. Focus group Interview

- a. Analysis
- b. Discussion

- ii. ESP lecturers
 - a. Analysis
 - b. Discussion
- iii. Head of the English language Department
 - a. Analysis
 - b. Discussion

4.4.1 Final Year Students of Diploma in Tourism Management Questionnaire Analysis (Part 3, Part 4 and Part 5)

For questionnaire data analysis for research question 2, there are three separate sections. These sections are related to the respondents' learning preferences, preferred time allocation and preferred assessment system.

a. Analysis of Part 3 – Speaking and Listening Skills - Learning Preferences

There are 4 items together in this sub-section. These items are related to the respondents' preferred learning style (Item 1), preferred teaching and learning approach (Item 2), preferred learning strategies (Item 3) and preferred learning activities (Item 4).

Table 4.10: ESP Students' Learning Style Preferences

Learning Style Preferences	(n=80)	Percentage
Individually	27	33.8%
In-group	27	33.8%
Real out-of-class learning style/ Hands-on learning style	19	23.8%
Whole-class learning style	7	8.8%

Based on the Table 4.10, majority of the students preferred learning styles that involved communication with other students and tourists in classroom. Hence, 33.8% (27) respondents chose in-group, 23.8% (19) preferred real out-of-class learning style/ hands-on learning style and 8.8% (7) chose whole-class learning style. This accumulates to a total number of 66.2% (53) respondents who perceived to prefer learning styles that involved participation from other students.

Lastly, only 33.8% (27) respondents preferred individual learning style. Findings from this table are highly related to the findings in the Table 4.13 in the next section.

Table 4.11: ESP Students' Preferred Teaching and Learning Approach

Learning Approach Preferences	(n=80)	Percentage
Student-Centred	18	22.5%
Teacher- Centred	21	26.3%
Learning- Centred	41	51.3%

As can be seen in Table 4.11, the majority 51.3% (41) of the respondents preferred a learning-centred approach. Meanwhile, 26.3% (21) preferred teacher-centred approach and only 22.5% (18) preferred student-centred approach. This shows that the respondents perceived a learning-centred approach to be the best approach to cater to their learning needs. This finding corresponds with the findings in Table 4.10 where majority of the respondents preferred in-group, real out-of-class learning style/ hands-on learning style and whole-class learning style which were learning-centred learning styles compared to individual learning styles.

Table 4.12: ESP Students' Preferred Learning Strategies

Learning Style Strategies	(n=80)	Percentage
Visual/Videos	32	40.0%
Audio Instructions	14	17.5%
Songs/ Music	29	36.3%
Kinaesthetic	5	6.3%

Table 4.12 shows the number of respondents who responded to the speaking and learning strategies in classroom. As provided above, learning strategy that incorporated visual and video received the highest response, 40.0% (32), followed by songs and music with 36.3% (29) responses. Audio instructions learning strategy obtained 17.5% (14) responses. The strategy that obtained the lowest responses was kinaesthetic with only 6.3% (5) responses. This shows that the majority of the students preferred visual/videos and songs/music incorporated learning strategies.

Table 4.13: ESP Students' Preferred Learning Activities

Activities	Slightly Enjoyable	Enjoyable	Very Enjoyable
1. Listening to conversations related to your future occupation.	21.3%	75.0%	3.8%
2. Listening to texts related to your future occupation.	42.5%	47.5%	1.0%
3. Listening to lecture/text and taking note.	60.0%	26.3%	13.8%
4. Listening to instructions and questions.	47.5%	45.0%	7.5%
5. Listening to presentation.	31.3%	50.0%	18.8%
6. Listening to conversations related to your future occupation	12.5%	68.8%	18.8%
7. Speaking Activities for group discussions.	10.0%	51.3%	38.8%
8. Speaking Activities which will be done individually.	47.5%	25.0%	27.5%
9. Giving oral presentations	41.3%	37.5%	21.3%
10. Controlled speaking practices	22.5%	58.8%	18.8%

For Item 4 in Part 3 of the questionnaire, respondents were required to provide responses regarding the speaking and listening activities that they prefer to be conducted in ESP classroom. Based on the Table 4.13, it can be seen that “listening to conversation related to your future occupation”, “controlled speaking practices”, “speaking activities for group discussions”, and “listening to presentation” received high responses with 68.8% (55), 58.8% (47), 51.3% (41) and 50.0% (4) respondents respectively. These respondents perceived such activities to be “Enjoyable”. As for activities that received high responses for being “Slightly Enjoyable”, they are: “listening to lecture/text and taking note”, “listening to instructions and questions”, “speaking activities which will be done individually”, “listening to texts related to your future occupation” and “giving oral

presentations” with 60% (48), 47.5% (38), 47.5% (38), 42.5% (34) and 41.3% (33) responses respectively. From the analysis, it indicates that activities that were perceived as “Enjoyable” are activities that incorporated 2-way interactions among students as well as materials. This supports the finding obtained from Table 4.10 and Table 4.11 where respondents highly prefer their activities to be learning-centred be it in-group, real out-of-class learning style/ hands-on learning style or whole-class learning style.

b. Discussion of Part 3 – Speaking and Listening Skills - Learning Preferences

Based on Table 4.10, Table 4.11, Table 4.12 and Table 4.13, I have managed to obtain information related to the respondents’ preferred learning style, preferred teaching and learning approach, preferred learning strategies and preferred learning activities.

For learning styles, 66.2% (53) respondents preferred the learning classroom learning styles to be *in-groups, real out-of-class learning style/ hands-on learning style* and *whole-class learning style*. Only a small amount preferred their learning style to be individual.

This can be explained with findings obtained from the findings related to their teaching and learning approach where the majority of the respondents 51.3% (41) preferred the approach to be learning-centred. This was perhaps due to the nature of learning-centred approach where students do not have to depend on the ESP lecturers the entire ESP session. The focus of the approach is the learners. In this approach, it allows students to cooperate, collaborate and contribute to each other’s learning. Furthermore, the main focus of a learning-centred approach is to provide room for students to develop their skills of English language by working with each other in pairs, group, real out-of-class learning style/ hands-on

learning style and whole-class learning style. Moreover, students' needs are considered and they are stimulated to participate in the process of learning all the time.

In the aspect of learning strategies, the strategies that received high responses visual/videos with 40.0% (32), followed by songs / music with 36.3% (29) responses.

Last but not least, the speaking and listening activities that obtained high responses are: "listening to conversation related to your future occupation", "controlled speaking practices", "speaking activities for group discussions", and "listening to presentation" with 68.8% (55), 58.8% (47), 51.3% (41) and 50.0% (4) correspondingly. Reiterating what has been mentioned in data analysis of Table 4.13, these activities that were perceived as "Enjoyable" are activities that incorporate 2-way interactions among students as well as materials. This shows that in the aspects of preferred learning style, teaching and learning approach, learning strategies and learning activities of the students, activities, strategies and approach that incorporate classroom and students' interactions are highly preferred by the students to further improve their English speaking and listening skills.

c. Analysis of Part 4 – ESP Students' Speaking and Learning Skills

Preference Learning - Time Allocation

There are 2 items. These items are related to the respondents: ESP session per week (Item 1), and ESP time duration session per session (Item 2). Table 4.14: ESP Students' Preferred ESP session per week

ESP Session Per Week	(n=80)	Percentage
1 Day	2	2.5%
2 Days	20	25.0%
3 Days	41	51.3%
4 Days	6	7.5%
5 Days	11	13.8%

Based on the Table 4.14, the item response “3 Days” obtained the highest responses from the respondents with 51.3% (41) responses. Following is “2 Days” with 25.0% (20) responses. Meanwhile, item response “5 Days” received 13.8% (11) responses. Last but not least, only 2.5% (2) respondents preferred “1 Day”. Hence, this indicates that the respondents perceive that they needed more ESP sessions per week instead of a single session with three hours contact period.

Table 4.15: ESP Students’ Preferred ESP time duration session per session

Time Duration Per Session	(n=80)	Percentage
1	11	13.8
2	54	67.5
3	9	11.3
4	6	7.5

In relation to Table 4.14, the majority of the respondents, 67.5% (54) perceived two contact hours for each individual ESP session to be optimum. Meanwhile 13.8% (11) respondents perceived one hour, followed by 11.3% (3) respondents who perceived three hours. Lastly, only 7.5% (6) respondents perceived

four hours. From this data analysis, it shows that a large portion of the population perceived two hours to be suitable.

**d. Discussion of Part 4 – ESP Students’ Speaking and Learning Skills
Preference Learning - Time Allocation**

Based on the data analysis in Table 4.14 and Table 4.15, the majority of the respondents preferred to have three separate days of ESP class sessions. Meanwhile, referring to the Table 4.17, majority of the respondents also perceived to prefer two contact hours for every ESP session. This was perhaps due to the current ESP contact hours and sessions being provided in the Department of Hospitality and Tourism as well as the Department of General Studies. These students were being provided with a single three hours ESP session per week. Thus, the data analysis indicates that the students perceived it to be insufficient to practice their English speaking and listening skills in classroom.

**e. Analysis of Part 5 – ESP Students’ Speaking and Learning Skills
Preference – Assessment**

There are 2 items available in this sub-section. These items are related to the respondents’ preferred evaluation system for English language speaking skills and listening skills.

Table 4.16: ESP Students’ Preferred Speaking Skills Evaluation System

Evaluation System	(n=80)	Percentage
Formative Assessment	66	82.5
Summative Assessment	14	17.5

Table 4.16 indicates that the majority of the respondents 82.5% (66). felt that for English language speaking skills, a formative and on-going type of assessment

system is suitable. Only 17.5% (14) felt that a summative type of assessment system to be appropriate.

Table 4.17: ESP Students' Preferred Listening Skills Evaluation System

Evaluation System	(n=80)	Percentage
Formative Assessment	71	88.8
Summative Assessment	9	11.3

Likewise, as stated in the data analysis of speaking before, listening skills received high responses from the respondents stating that they perceived formative type of assessment system to be appropriate for English language listening skills. Formative assessment received 88.8% (71) responses. On the other hand, only a small number of students 11.3% (9) felt that summative assessment to be appropriate.

f. Discussion of Part 5 – ESP Students' Speaking and Learning Skills Preference – Assessment

Referring to the data analysis conducted in Table 4.16 and Table 4.17, findings indicate that for both speaking and listening skills of English, the respondents perceived formative or on-going type of assessment system to be suitable in assessing their progress and spoken communication skills' development from time to time.

All in all, to further clarify the results obtained from Part 3, Part 4 and Part 5 of the questionnaire, a cross-validation and cross-referencing with the data obtained from semi-structured interview sessions with the ESP students, ESP lecturers and Head of English Department are required for the purpose of data triangulation. Thus, data triangulation and synthesis between research instruments are provided at the end of this section to answer research question 3.

4.4.2 Semi-structured Interviews Analyses

Similar to the process of answering research question 1, for this section, data analysis of the research data obtained from the use of semi-structured interview sessions are used to answer research question 3. Three groups of respondents participated in semi-structured interview sessions to provide data needed for the research. These respondents are 10 final year Diploma in Tourism Management students (focus group interview), three ESP lecturers (face-to-face interview), and the Head of the English language Department from PTSS, Perlis. Data analysis and discussion of these interview session is as follows:

- i. 10 final year Diploma in Tourism Management students (focus group interview)
 - a. Data analysis.
 - b. Discussion.
- ii. Three ESP lecturers (face-to-face interview)
 - a. Data analysis.
 - b. Discussion.
- iii. The Head of the English language Department
 - a. Data analysis.
 - b. Discussion.

a. Semi-Structured Interview Analysis-10 Final Year Diploma in Tourism Management Students (Focus Group Interview)

10 final year students of Diploma in Tourism Management programme were interviewed as a group and six items were used to probe the respondents related to their English language spoken communication needs and skills. For research

question 3 however, only items 9,10,11,12,13,14 and 14 in the interview are related to course design and to be analysed and discussed in this section.

Table 4.18: Focus Group Interview Data Summary

Items	Responses	Themes/Categories
9	<p>From the interview session, among the speaking and learning skills strategies that were mentioned to be beneficial to their language improvement were:</p> <ul style="list-style-type: none"> I. Songs and music. (6 respondents) II. Visual/videos. (2 respondents) III. Interpersonal (2 respondents) 	Learning Style Strategies Preferences
10	<p>The type of learning approaches that were addressed by respondents to be suitable for their speaking and listening skills improvements were:</p> <ul style="list-style-type: none"> I. Combination of teacher-centred and student-centred approach (6 respondents) II. Teacher-centred approach (4 respondents) 	Teaching & Learning Approach Preferences
11	<p>The type of learning activities that were mentioned by respondents to be suitable for their speaking and listening skills improvements were:</p> <ul style="list-style-type: none"> I. Speaking skills: <ul style="list-style-type: none"> a) Classes which are taught and conducted by more experienced lecturers in speaking and listening skills. b) Public speaking to further improve our confident level. c) Spell-it-right activities to increase the amount of vocabulary knowledge. d) Have dialogue sessions in classroom. e) Inviting transfer students. f) Promoting products - students will be given several products and they need to explain about the products. g) Public speaking. h) Presentation. i) Debate II. Listening skills <ul style="list-style-type: none"> a) Include videos where after the students watch the videos, they must answer questions based on the videos they have watched. b) Add more speaking classes. c) Listen to songs. d) Include more audio and do answering sessions. 	Preferred Learning Activities

12	<p>The type of English language speaking and listening activities, topics and materials that were mentioned by respondents to be suitable for their speaking and listening skills improvements were:</p> <p>I. Activities:</p> <ol style="list-style-type: none"> a) Spontaneous speaking activities. b) Conduct additional classes. c) Quizzes. d) Debate sessions. e) Question-answer sessions. f) Activities as commentators. <p>II. Topics:</p> <ol style="list-style-type: none"> a) Topics should be more focused towards listening. b) Topics related to vocabularies and idioms. c) Topics related to tourist guides. d) Tourism spots. e) Community-Based-Tourism (CBT) f) Sustainable Tourism. <p>III. Learning materials:</p> <ol style="list-style-type: none"> a) Include more audio related materials. b) Include more visual materials. c) Include more interesting slides where pictures and videos are available. d) Materials related to tourism spots. 	English language speaking and listening skills learning materials, topics & activities
13	<p>The time allocation for ESP session per week and contact hour per session as addressed to be suitable by the respondents are as below:</p> <p>I. ESP Sessions per week</p> <ol style="list-style-type: none"> a) 1 session: 2 respondents. b) 2 sessions: 6 respondents c) 3 sessions: 2 respondents <p>II. Contact hour per ESP session</p> <ol style="list-style-type: none"> a) 2 hours: 8 respondents b) 3 hours : 2 respondents 	Learning Skills Preference Learning - Time Allocation
14	<p>The current evaluation system of English speaking and listening skills as addressed by the respondents were as below:</p> <p>I. Tests.</p> <p>II. Individual oral presentation.</p> <p>III. Group oral presentation.</p>	Speaking and Learning Skills Preference – Assessment
15	<p>Among the suggestions provided in improving the present assessment system as mentioned by respondents were:</p> <p>I. On-going/ formative evaluation.</p> <p>II. Assess from all sorts of aspects e.g.:</p> <ol style="list-style-type: none"> a) Vocabulary, b) Pronunciation, 	Speaking and Learning Skills Preference – Assessment Improvement

	<p style="text-align: center;">c) Confidence level.</p> <p>III. “For me, lecturers should conduct diagnostic tests related to grammar, vocabulary and all other aspects. The rest of the semester will be based on the diagnostic test. At the end, they can conduct a final test to know our level of improvement so far. It is because here, we usually have tests at the end of the semester. If they conduct it early, we can estimate and have objectives in learning speaking and listening skills.” (Respondent 10).</p> <p>IV. Assessment activities:</p> <p style="padding-left: 20px;">a) Send students to travel agencies.</p>	
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b. Semi-Structured Interview Discussion -10 Final Year Diploma in Tourism Management Students (Focus Group Interview)

From the focus group interview session that was conducted towards 10 final year students of Diploma in tourism management students, 15 questions were asked to the respondents. However, in this section, only item 9,10,11,12,13,14 and 15 were analysed and discussed. These items are related to preferred learning strategies, learning approach, learning activities, topics, materials, time allocation and evaluation system. The purpose of synthesizing findings from research question 1 and findings of the research question 2 was to explore the spoken communication skills needed as well as the other important aspects which are closely related to the future improvement of the ESP course itself.

Based on the Table 4.18, in regard to students’ learning strategies, six respondents addressed to prefer songs and music. Meanwhile, two respondents preferred visual and videos followed by two respondents who preferred interpersonal strategy. This finding corresponds with findings from the questionnaire where songs and music obtained the second highest responses with 36.3% (29) responses. This indicates songs and music play important roles in enhancing students’ speaking and communication skills.

For learning approach, six respondents mentioned to prefer the combination of both teacher-centred and student-centred approach. Meanwhile, only four respondents stated to prefer teacher-centred approach. From the interview, I have managed to probe further the reason behind this. As explained, students need lecturers to be facilitators in guiding them while they are progressing without interfering the process too much. Thus, these respondents perceived that teacher-centred should be followed by student-centred approach in teaching and learning. The findings correspond with findings from questionnaire where majority 51.3% (41) of the respondents perceived the approach to be learning-centred. According to Hutchinson and Waters (1987), learning does not take place on the learners' internal process alone but it is also a negotiation process between the social community that sets the goals with the learners who are trying to achieve the goals. By having a combination of both teacher-centred and learning-centred approach, it will allow the learners' needs to be considered at every single stage in the process of designing an ESP course.

In the aspect of preferred learning activities, the respondents suggested that in order to further improve their speaking skills, some activities should be added and be made frequent. These mentioned activities are: *additional classes, public speaking, spell-it-right activities, dialogue sessions, inviting transfer students, promoting products, public speaking, presentation and debate*. For speaking skills, the suggested activities are: *videos, speaking classes and songs*. This indicates that the present ESP course should include more interesting speaking and listening activities that incorporate 2-way interaction for the learners to improve their language proficiency.

I have also managed to elicit information related to learning activities, topics, materials which were perceived to be important to improve the students' speaking and communication skills. As addressed previously, among the activities

which were felt to be important and should be included are: *spontaneous speaking activities, additional classes, quizzes, debates, question-answer sessions commentating activities* as well as *sending the students for real life experience in travel agencies*. As suggested by the respondents, among the topics which were felt as suitable to be included are: *listening related topics, vocabularies, idioms, tourist guides, tourism spots, Community-Based- Tourism (CBT) and Sustainable Tourism*. In relation to Item 9, the respondents preferred their learning materials to be included with more *audio related materials, visual materials (interesting slides where pictures and videos are available)* and *materials which are relevant to tourism spots*. Findings generated from Item 12 indicate that further improvements in the aspects of learning activities, topics and materials are needed to address the students' needs in improving their language proficiency

Findings from Item 13 which are related to ESP course time allocation revealed that, six respondents from the focus group interview felt that two ESP sessions per week to be suitable to suit their learning needs. Meanwhile, three respondents felt three sessions to be appropriate for the same purpose. Lastly, only two respondents mentioned to have only one ESP session per week, which is the present time allocation of the present ESP course. As for the ESP course contact hour, eight respondents preferred two hours per ESP session to be appropriate. To add, the remaining two respondents felt that their contact hour should be increased to three hours. Findings from the focus group interview correspond with findings obtained from the questionnaire where majority of the students 51.3% (41) felt that three days as sufficient, indicating that the present ESP session per week, which is one session should be increased. As for the contact hour per session, 67.5% (54) questionnaire respondents perceived two contact hours for each individual ESP session to be suitable and this corresponds with the responses of the majority from the

focus group interview as well. By cross-verifying data obtained from the focus group interview and questionnaire, it is clear that two hours of contact period is optimum as it was perceived to be neither too long nor too short for an ESP session.

Last but not least, for item 14, based on the present ESP course, students' speaking and listening skills were assessed through tests, individual presentations and group oral presentations. As suggested by the respondents during the interview in item 15, all of them suggested to prefer formative and on-going assessment system in assessing their speaking and listening skills. On the other hand, respondents also suggested that their speaking and listening skills to be assessed from every aspects as: vocabulary, pronunciation as well as confidence level. Respondent 10 too suggested that these aspects should be included as a diagnostic test in assessing students' proficiency in speaking and listening. With such data, as added, lecturers can monitor students' progress and provide a final test based on students' proficiency.

Data derived from questionnaire and focus group interview are used together with data obtained from semi-structured interview of three ESP lecturers and The Head of the English language Department to further justify and clarify the findings. As mentioned before, a synthesis of all the findings between these instruments is provided at the end of this section to answer research question 2 related to students' English language spoken communication skills.

c. Semi-Structured Interview Analysis – ESP lecturers

Three ESP lecturers were interviewed in separate individual sessions for the purpose of collecting data. 15 items interview items were used to probe the responses related. For research question 3 however, only items 9,10,11,12,13,14 and 15 in the interview are related to course design and to be analysed and discussed in this section.

Table 4.19: ESP Lecturers Interview Data Summary

Items	Responses	Themes/Categories
9	<ol style="list-style-type: none"> 1. <i>“it depends on the students as they have their own personal preferences. Some prefer visual, some prefer audio, some prefer kinaesthetic”. “in a group, we can try to combine all of these strategies so that all the students can have their preferences in learning.”</i> (Respondent 1) 2. <i>“For me, we need to diversify the strategies so that it will attract their interest. For me, I usually use audio.”</i> (Respondent 2) 3. <i>“there are 3 of the strategies that I feel as important which are: visual, audio and music”</i> (Respondent 3) 	Learning Style Strategies Preferences
10	<ol style="list-style-type: none"> 1. <i>“I would prefer student-centred”</i> (Respondent 1) 2. <i>Usually I will combine both as it depends on the topics. There are certain topics that we need to guide first (teacher-centred), followed by student-centred.”</i> (Respondent 2) 3. <i>“In this case here I can say both. But then, teacher will come first and students will come later when they are independent.”</i> (Respondent 3) 	Teaching & Learning Approach Preferences
11	<ol style="list-style-type: none"> 1. <i>“We can bring students outside of classrooms because in classroom, the condition is enclosed”</i> (respondent 1) 2. <i>“the current syllabus is focusing on communication skills and it already provides the students sufficiently. It is just that from the aspect of listening, there are still lacks in terms of the amenities which are available here to conduct listening activities.”</i> (respondent 2) 3. <i>“one of the activities that we can include is interview. Not their friends but the public. Maybe we can give students topics so they can come out with questionnaire and everything else. So, they will go out and interview”</i> (Respondent 3) 	Preferred Learning Activities
12	<ol style="list-style-type: none"> 1. Activities: <ol style="list-style-type: none"> a) Situational exercise b) Role-play, c) Mock interview d) Mock activities like bringing tourists to places 	English language speaking and listening skills learning materials, topics & activities

	<p>2. Topics:</p> <p>a) Technological job hunting skills (E-resumes instead of conventional resumes) (Respondent 1)</p> <p>b) Dictionary skills is one of the topics that I feel need to be included</p> <p>3. Speaking and listening learning materials:</p> <p>a) Videos.</p> <p>b) Movies</p>	
13	<p>1. <i>“Whether that three hours is sufficient or not, we have restrictions, you know?” “I would prefer 2hours-1hour which means two hours to conduct activities and another 1 hour for tutorial that is more towards application.”</i> (Respondent 1)</p> <p>2. <i>“For three lessons per week, two hours is suitable. Total would be six hours. we need to have 1-day gap for the students to prepare for the next class”</i> (Respondent 2)</p> <p>3. <i>“For me, in a week, two or three hours is maximum for face-to-face contact”</i> (Respondent 3)</p>	Learning Skills Preference Learning - Time Allocation
14	<p>1. <i>“Currently we use formative, Penilaian Berterusan (PB). It is an on-going assessment.”</i> (Respondent 1)</p> <p>a) Tests (Respondent 1)</p> <p>b) Assignments (Respondent 1)</p> <p>c) Presentations (Respondent 1)</p> <p>d) Group discussions (Respondent 2)</p> <p>e) Interview (Respondent 2)</p> <p>f) Listening test (Respondent 2)</p>	Speaking and Learning Skills Preference – Assessment
15	<p>1. <i>“For now, we have assessment for listening and speaking as well. Maybe not in terms of conversation, but more towards presentation which are in groups and individuals. So, most probably, for their assessment, it should be more towards that (conversation) instead of presentation.”</i> (Respondent 1)</p> <p>2. <i>“For future improvements, listening test can be changed. As for now, there is only one and it has big percentage which is 20% and it is only for once”</i> (Respondent 2)</p> <p>3. <i>“we can do mentor-mentee system where the mentors will take care of the mentees and they can do mini competitions between both of them regarding their language input”. “we can expose them more to the native speakers by listening to the native speakers from United Kingdom, America,</i></p>	Speaking and Learning Skills Preference – Assessment Improvement

	<i>Australia</i> ” (Respondent 3)	
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d. Semi-Structured Interview Discussion –ESP Lecturers

Based on the Table 4.19, in the aspect of preferred speaking and listening skills learning strategies, two ESP lecturers perceived that the strategies used by students in acquiring speaking and listening skills to differ individually. As suggested, lecturers often diversify and combine all strategies together to cater for differences among students. However, respondent 3 addressed that *visual*, *audio* and *music* are among the strategies which are often used to teach students. This correspond with findings obtained from questionnaire and focus group interview of the students where *song*, *music*, *visual* and *video* were perceived as the preferred strategies in improving speaking and listening skills.

As for preferred teaching and learning approach, two respondents: respondent 2 and respondent 3 perceived the combination of both student-centred and learner-centred approach to be suitable. The reason behind this as mentioned is that students need to be facilitated first, followed by allowing the students to be independent in learning. Meanwhile, respondent 1 perceived student-centred to be an appropriate approach in teaching speaking and listening skills. By cross-verifying data form the ESP lecturers with data from questionnaire and focus group interview, the findings correspond where majority of the respondents perceived the combination of both student-centred and teacher-centred approach (learning-centred) can benefit the students better.

In the aspect of learning activities of speaking and learning skills, some of the activities suggested are: *real life communication experience* and *real life public interviews*. Meanwhile, respondent 2 suggested that the listening materials should

be further improved and added as the current materials were deemed insufficient. Perhaps, this is one of the crucial factor to students' lack in listening abilities.

In relation to item 11, findings from item 12 revealed that among speaking and listening activities which are suitable are: *situational exercise, role-play, mock interview, and mock activities like bringing tourists to places*. For suggested topics, among the topics which were addressed to be included in future are: *job hunting skills (E-resumes) and dictionary skills*. As explained, students need to be taught to cope with technology to productively compete on the industry. For dictionary skills, as explained, the topic will allow the students to understand and pronounce words better which will directly improve students' vocabulary and pronunciation skills. As for speaking and listening skills learning materials, *videos and movies* were mentioned to be able to enhance students' proficiency. Again, this corresponds with findings from item 12 of the students' focus group interview where visual materials that include pictures and videos were mentioned as well.

In the aspect of time allocation, every single ESP lecturer provided different perception. As for the first respondent, two separate ESP sessions with 2:1 contact hour ratio was deemed suitable for activities and tutorials, respectively. For the second respondent, three ESP sessions with two contact hours per session was mentioned. Meanwhile, as for the third respondent, it was addressed that "*in a week, two or three hours is maximum for face-to-face contact*". However, it can be concluded that most of the respondents perceived the current time allocation to be unsuitable and insufficient for students to improve their speaking and listening proficiency and it should be improved. At this level, the Diploma in Tourism Management students still need to be facilitated in learning speaking and listening skills of English. Simultaneously, they need to be independent in practicing their

knowledge and skills both inside and outside of the classroom. This indicates that the present time allocation to be insufficient. This corresponds to findings derived from questionnaire and focus group interview.

Based on the findings from item 14 in the Table 4.19, all of the lecturers addressed that for speaking and listening skills of English in present ESP course, focus is placed on formative type of assessment system, known as *Penilaian Berterusan (PB)*. As further addressed, the present assessment instruments provided are: *tests, assignments, presentations, group discussions, interviews*, and only one *listening test*.

For the improvements of the evaluation system for speaking and listening skills, a few suggestions were provided. According to respondent 1, group and individual presentations which are used to assess both speaking and listening skills should be replaced with assessments related to conversations between speakers. The reason behind this is, the students would be using English language spoken communication skills mainly to converse with customers and clients, only few in presenting. A suggestion provided by respondent 2 suggesting that more listening assessments need to be included as the weightage for the current listening assessment is only placed on one listening assessment which is 20%. There is a possibility that perhaps this is the factor why the students do not have high level of English language proficiency. Last but not least, respondent 3 suggested to include a mentor-mentee evaluation system where students can learn by collaborating with each other and lecturers will play their role as facilitators and evaluate their progress.

e. **Semi-Structured Interview Analysis – Head of the English language Department**

The Head of the English language Department from the Department of General Studies, PTSS participated in the semi-structured interview for the similar purpose, which is collecting data related to speaking and listening needs and skills. 15 items interview items were asked to the respondent. For research question 3 however, only items 9,10,11,12,13,14 and 15 in the interview are related to course design and are as well as discussed in this section.

Table 4.20: ESP Lecturers Interview Data Summary

Items	Responses	Themes/Categories
9	<ol style="list-style-type: none"> 1. <i>“we cannot determine their strategies and ways in mastering English language be it audio, kinaesthetic and or everything else” “</i> 2. <i>“because of time constraint, we cannot determine this for individual students, what’s best for them. What we can do is we can mix up. At the same time we can find the best approach for the majority of the students.”</i> 	Learning Style Strategies Preferences
10	<ol style="list-style-type: none"> 1. <i>“I believe teacher-centred is still needed. Perhaps we should increase more student-centred through in-class activities so that the students will be exposed to more English language use as in their pronunciation, how they write and everything else”</i> 	Teaching & Learning Approach Preferences
11	<ol style="list-style-type: none"> 1. <i>“Perhaps in future we can add more activities related to games and even competitions (Speaking and listening) which are formal that involve students not just from polytechnics, but students from other universities as well”</i> 	Preferred Learning Activities
12	<ol style="list-style-type: none"> 1. <i>“Okay, as in general the current syllabus covers all of the macros skills of English (Listening, speaking, reading and writing). However, it needs to be improved considering that these skills are being taught in schools, we can further improve in the aspects of pronunciation, technical terms and jargons (vocabularies) used by the students of particular programmes.”</i> 2. <i>Okay for learning materials, like what we have</i> 	English language speaking and listening skills learning materials, topics & activities

	<p><i>now, we are more towards modules which have been standardised by JPP (Jabatan Pendidikan Politeknik). However, at the same time, we can prepare other materials that can further improve the learning materials in improving students speaking and listening skills. This depends on the creativity of the lecturers.”</i></p>	
13	<ol style="list-style-type: none"> 1. <i>“Okay, currently in polytechnic, we have 3 hours per week of ESP class for students in semester 1,3 and 4. In my opinion, if we measure in the aspect of hours and the frequency in the duration of 15 weeks, perhaps it depends on the lecturers and students on how they use the provided time. However, to further increase their English language proficiency, the students cannot depend on the contact hours alone. They need to have their own initiatives outside of the classroom to increase their English language proficiency. Their own effort.”</i> 2. <i>“It (present time allocation) can be maintained but they need to maximise it as best as they can.”</i> 	<p>Learning Skills Preference Learning - Time Allocation</p>
14	<ol style="list-style-type: none"> 1. <i>“Okay, let’s start with speaking and for listening, it is kind of hard because we only provide students with a listening module and they have to answer based on what they hear. As for speaking, we prepare a rubric that covers English language in all aspects in total, we cover content, visual aids used and delivery. Delivery means not only the language but it covers students’ confidence in using and mastering English language as in the aspect of their eye contact, articulation and everything else that involves their confidence level.”</i> 	<p>Speaking and Learning Skills Preference – Assessment</p>
15	<ol style="list-style-type: none"> 1. <i>“As I have mentioned earlier, in polytechnic we have rubrics for speaking, but not for listening. For listening we depend on the questions and audio recordings which are available.</i> 	<p>Speaking and Learning Skills Preference – Assessment Improvement</p>

f. Semi-Structured Interview Discussion – Head of the English language Department

As can be seen in the semi-structured interview summary of the Head of the English language Department provided in the Table 4.20, as addressed by the respondent, ESP lecturers do not have the capability to determine individually preferred speaking

and listening skills learning strategies of the students. One of the factor mentioned was time constrain in catering for every single student. As suggested, ESP lecturers usually combine all of the strategies available so that students' different individual preferences can be catered as a whole simultaneously. The findings matched with the findings derived from ESP lecturers' interviews where two of the ESP lecturers mentioned similar perception related to speaking and listening skills learning strategies.

As for speaking and listening teaching and learning approach of Item 10, the perception provided by the Head of the English language Department tallies with findings from other group of respondents. As specifically addressed, the respondent felt that the combination of both teacher-centred and student-centred teaching approaches to be crucial as it allows the lecturers to facilitates the students while simultaneously allowing them to participate in in-class activities. These activities enable the students to be "*exposed to more English language use as in their pronunciation, how they write and everything else*" as they collaborate among them. It can be concluded that teaching and learning approach of English language depends on students' level of proficiency and it changes as they progress from time to time and lecturers need to use appropriate approach when teaching so that the students would be able to learn and indirectly increase their English proficiency.

For Item 11, as suggested by the respondent, game-related speaking and listening activities as well as speaking and listening competitions should be included in future. These activities should incorporate students from other tertiary education institutions as it enables the students to practice their English language with other students. This finding matches with findings obtained from student focus group and ESP lecturers interview where one of the activities that was suggested by the students is "*inviting transfer students*". Meanwhile, activities related to *real life communication experience* and *real life public interviews* were addressed by the

lecturers. This suggests the learning activities for speaking and listening skills should be more hands-on, experimental and incorporate 2-way interactions for the learners to improve where students can apply their language use in real settings.

In the aspect of English language speaking and listening skills learning materials, topics & activities, several language aspects and components were addressed in suggesting for improvements. As mentioned, the aspects of *pronunciation, technical terms and jargons (vocabularies)* had to be further enhanced, improved and specified for the particular ESP course and industry. The current ESP modules were provided by the JPP (Jabatan Pendidikan Politeknik) and they are standardised. Nevertheless, to improve students' speaking and listening skills, ESP lecturers need to use their own creativity in choosing the materials, topics and activities that suit their learners.

Referring to Item 13, as claimed by the respondent, the current ESP contact hour, which is three hours for a single ESP session per week is to be utilised fully by both ESP lecturers and students. As added, students need to have their own initiatives in practicing their English language out-of-classroom and they should not depend on ESP classroom sessions alone in helping them to enhance their language proficiency. Due to time restrictions, as suggested by the respondent, the present contact hour should be maintained and students need to take part in their language proficiency improvement.

Regarding to the aspect of speaking and listening assessment, as mentioned by the respondent, students are assessed by lecturers by using an all-encompassing rubric for their speaking skills and proficiency. However, only one assessment module is prepared where students are evaluated and there is no specific rubric prepared in evaluating students' listening skills in detail.

In suggesting for improvements to be included in the assessment system of speaking and listening skills, based on Item 15, the Head of the English language Department provided a suggestion to create and include the use of listening rubrics that can be used by ESP lecturers in evaluating these students in future rather than just depending on a single listening evaluation activity for the entire semester. This finding corresponds with the response by respondent 2 of the ESP lecturers interview where the lecturer mentioned that the weightage for the current listening assessment is only placed on one listening assessment which is 20%. These similarities denote that more listening assessments are needed as a part of process in increasing students' English listening skills. Assessment is crucial in evaluating students' progress from time to time and it is one of the components that plays important roles in enhancing students' English language proficiency.

4.5 Data Synthesis – Discussion of Results and Findings

In this section, findings and results obtained from research question 1, research question 2 and research question 3 were synthesised and discussed along with the findings and results of related studies to reveal new information related to needs analysis of English language oral communication of the students in tourism industry. Further explanation related to the use of instruments in answering the research questions is provided in all sub-sections below:

4.5.1 Data Synthesis of Respondents' Perceived Oral Communication Difficulties of Diploma in Tourism Management Students

In this sub-section, findings obtained from Part 2 of the questionnaire were synthesised with findings obtained from items 1,3,5 and 7 that were asked to 10

Diploma in Tourism Management students (focus group interview), three ESP lecturers and The Head of the English language Department.

As mentioned earlier, these items are related to students' perceived English language proficiency, language readiness, career tasks, main speaking and listening difficulties as well as aspects that need to be addressed and improved for students' betterment in future. The purpose of synthesizing the findings between these instruments was to cross-validate data and achieve data triangulation by using qualitative data to support the quantitative data obtained earlier.

Most importantly, by synthesizing and cross-validating data (Jick, 1979), it provides the research with data about the oral communication difficulties to answer research question 1. After cross validating both speaking and listening difficulties perceived by students, ESP lecturers, and Head of the English language Department, both speaking and listening difficulties were derived and presented below in Table 4.21 and Table 4.22 respectively. These tables provide clear descriptions of speaking and listening difficulties of the students

To begin with, data synthesis of perceived speaking and listening difficulties obtained from Part 2 of questionnaire and item 1 and item 3, item 5 and item 7 from semi-structured interview sessions are provided first in Table 4.21 and Table 4.22 below. Then, data synthesis of item 2, 4, 6 and 8 follows to provide further information concerning the spoken communication needs of the students.

Table 4.21: Speaking Difficulties Data Synthesis

Speaking Difficulties	Student Questionnaire	Student Focus Group Interview	ESP Lecturers Interview	Head of English Language Interview
Conversational skills				✓

Fluency difficulties	✓	✓		✓
In speech coherency	✓	✓		
Interpretation skills		✓		
Lack in grammar knowledge	✓	✓	✓	✓
Lack in knowledge of language structure skills		✓	✓	✓
Lack of speech intelligibility				
Limited amount of vocabulary		✓	✓	✓
Paraphrasing difficulties	✓			✓
Pronunciation difficulties		✓	✓	✓
Translation difficulties		✓		

As provided in Table 4.21, findings of speaking difficulties are derived from Part 2 of questionnaire and item 1 and item 3, item 5 and item 7 from semi- structured interview sessions of students, ESP lecturers and Head of the English language Department. From the findings, all 11 difficulties above were addressed by these respondents. Through the process of data triangulation, five main difficulties were obtained. These difficulties received responses from all groups of respondents stated above: These main speaking difficulties are: *lack in grammar knowledge, limited amount of vocabulary, fluency difficulties, lack in knowledge of language structure skills and pronunciation difficulties*. Thus, all difficulties provided need to be addressed as students' spoken communication needs with focus on the main difficulties mentioned before.

Table 4.22: Listening Difficulties Data Synthesis

Unable to comprehend speech		✓		
Inability to understand fast speeches	✓	✓	✓	

Difficulties in understanding word meanings		✓		✓
Difficulties in listening for gist and global understanding	✓	✓	✓	
Lack in ability to listen attentively		✓		
Lack in ability to listen for specific information	✓	✓		
Unable to listen intensively		✓		
Lack in vocabulary content				
Lack in vocabulary knowledge		✓		
Misinterpreting conversation	✓			
Unfamiliar accents	✓	✓		

Similarly, for speaking difficulties, all findings were derived from Part 2 of questionnaire and item 1, item 3, item 5 and item 7 from semi-structured interview sessions of the respondents. From cross-verification and data triangulation between these instruments, listening difficulties that received high responses are: *inability to understand fast speeches, difficulties in listening for gist and global understanding, difficulties in understanding word meanings, lack in ability to listen for specific information and unfamiliar accents*. Likewise, all listening difficulties mentioned had to be addressed as students' spoken communication needs with focus on the main difficulties mentioned above.

All in all, in answering the first research question related to the oral communication difficulties of the Diploma in Tourism Management students in communicating in English language in classroom and in tourism industry, both speaking and listening difficulties were used to find the needs of the students. These main speaking difficulties that have been identified are: *lack in grammar*

knowledge, limited amount of vocabulary, fluency difficulties, lack in knowledge of language structure skills, pronunciation skills, conversational skills, interpretation skills, and translation skills. These findings are consistent with findings of Aldohon (2014) where the respondents in his study had speaking difficulties in the aspects of *grammar knowledge, language structure, pronunciation* as well as *using incorrect words and expressions in speaking*. Although my study did not find any speaking difficulties related to using incorrect words and expressions, I have found many other speaking difficulties that have been stated before earlier in this paragraph and data analysis above.

The students' listening difficulties on the other hand are: inability to understand fast speeches, difficulties in listening for gist and global understanding, difficulties in understanding word meanings, lack in ability to listen for specific information and unfamiliar accents. These listening difficulties that I have managed to discover were similar to the findings of Aldohon (2014). In his study, he found that the respondents faced difficulties in listening in the aspects of foreign tourists speaking too fast, inability to know the meaning of vocabulary, lacking opportunity to listen to English and inability to understand foreign accents respectively. With regard to the present study, I have managed to found one more listening difficulty pertaining to the use of English by employees in tourism setting which is difficulties in listening for gist and global understanding. These listening skills are important for tourism employees as they enable the employees to grasp the general idea or gist of the communication to allow them to establish a preliminary framework for their communication. To add, the success in listening for gist and global understanding allows the employees to listen for specific information in proceeding communication lines.

These speaking and listening difficulties of English language too were derived and used in answering research question 2 concerning the English language oral communication needs that the Diploma in Tourism Management students require in communicating in English language.

4.5.2 Data Synthesis of Respondents' Perceived Oral Communication Needs of Diploma in Tourism Management Students

To further support findings obtained related to speaking and listening difficulties, it is important to address a few aspects from item 2, 4, 6 and 8 from the interview sessions of all respondents. This is to provide further justification of the oral communication needs which are important for the students to improve. These aspects are: Perceived Basic Spoken Proficiency (speaking & listening), Tourism Career Tasks (Speaking & Listening), Required, Language Crucial Skills Required in Attending Customers' Needs (speaking & listening), and Language Improvement Needs (speaking & listening). As a result, among the English language speaking needs that were perceived to be improved that were derived from findings of oral communication difficulties from research question 1 and item 2, 4, 6 and 8 from Table 4.18, Table 4.19 and Table 4.20, are: *improvement in grammar skills, improvement in vocabulary skills, improvement in speech fluency skills, improvement in knowledge of language structure skills, improvement in pronunciation skills, improvement in conversational skills, improvement in interpretation skills, and improvement in translation skills.*

As for English language listening needs that that the respondents perceived need to be improved are: improvement in vocabulary knowledge, improvement in listening attentively, improvement in comprehension skills, improvement in listening for specific information, improvement in grammar knowledge as well as improvement in knowledge of English variations and accents.

4.5.3 Data Synthesis of Respondents' Perceived Course Related Information

Results related to English oral communication difficulties, needs and course related information of the Diploma in Tourism Management students may be of interest to the Malaysian polytechnics curriculum developers, ESP lecturers and stakeholders. The reason to this is that such results provide information related to pedagogical aspects of the particular ESP course. As mentioned before, based on research question 1, the English language oral communication difficulties which constitute both speaking and listening difficulties of English are related to research question 2, oral communication needs of the students in the tourism industry. These oral communication difficulties from the first research question indicates their lacks in English oral communication. As mentioned in section 1.6 significance of the study, the discrepancies between students' current oral communication proficiency and target oral communication proficiency can provide insights to the oral communication difficulties and needs that these Diploma in Tourism Management students require in tourism industry. These discrepancies are derived from the oral communication difficulties found from research question 1.

Thus, the spoken communication needs that the students are required to improve are divided into speaking needs and listening needs. For speaking needs, the needs required are: *improvement in grammar skills, improvement in vocabulary skills, improvement in speech fluency skills, improvement in knowledge of language structure skills, improvement in pronunciation skills, improvement in conversational skills, improvement in interpretation skills, and improvement in translation skills.* On the other hand, the students' listening needs are: *improvement in vocabulary knowledge., improvement in listening attentively, improvement in comprehension skills, improvement in listening for specific information, improvement in grammar knowledge, improvement in knowledge of English variations and accents.*

a. Data Synthesis of Course Related Information

In the aspect of course related information, results of Part3, Part 4 and Part 5 of the student questionnaire related to learning preferences (learning styles and approach, learning strategies and learning activities), time allocation and assessment system are synthesised with results obtained from item 9, 10 ,11,12,13,14 and 15 of the semi-structured interviews of ESP students, ESP lecturers and Head of the English language Department.

Based on the aspect of learning styles and approach, majority of the students 66.2% (53) who responded through questionnaire preferred ESP lessons to incorporate in-group, real out-of-class learning style/ hands-on learning style and whole-class learning style. This tallies with 51.3% (41) questionnaire respondents who preferred the approach to be learning-centred. A similar view was provided by two ESP lecturers stating similar perception where students need to be facilitated with teacher-centred approach first and later they can let them be independent with student-centred approach. Last but not least, the Head of the English language Department too perceived the combination of both teacher-centred and student-centred approach as appropriate based on students' proficiency. These findings and results are consistent with the study conducted by Onoor and Ali (2015) where they found that all (100%) of their tourism and hospitality respondents preferred the teacher to opt the role as a facilitator and a guide. None of the respondents in their study preferred the teacher to play the role as person who controls everything in the classroom. In the aspect of learning styles, Onoor and Ali (2015) also found that for classroom interactions patterns, 93.2% of their respondents preferred active and interactive roles in classroom that include active participation in learning activities. These activities incorporate the use of pair work, group work, projects and games. Similarly, as found by Sujitha (2016) in the

context of library front-desk workers, only small number of respondents 23.3% (7) preferred teacher directed lessons. On the other hand, 83.3% (25) respondents preferred to make their own decisions regarding their preferred learning activities. As being mutually perceived by all respondents in this study, the main reason to why the combination of both of these approaches was considered suitable is, it provides room for students to be facilitated in learning and acquiring knowledge. At the same time, it allows the students to practice and apply their language use independently when they are ready without being interfered by the presence of the ESP lecturers. By using learning-centred approach, teachers' role in classroom is very minimum and teachers are only expected to guide students while the students' progress on their own. Learners do not have to depend on teachers the entire learning sessions and they can contribute, cooperate and learn among themselves.

In the aspect of speaking and listening learning strategies, visual / videos as well as songs / music were perceived by majority of questionnaire respondents and focus group respondents as choices of learning strategies that can benefit them the most in improving their English speaking and listening skills. Results from ESP lecturers interview revealed a similar perception shared by one ESP lecturer. As mentioned, visual, audios and music were among the strategies frequently used to teach students. However, the remaining respondents: two ESP lecturers and The Head of the English language Department shared a similar perception regarding learning strategies. As claimed by these remaining respondents, due to factors as time constrain and different individual preferences, teaching and learning strategies of speaking and listening skills are often combined by ESP lecturers to cater for these individual differences as a whole. Thus, by combining these strategies, every single student will have equal opportunity to maximise their learning of speaking and listening skills. The findings and results of present study is consistent with

findings of Prabhu and Wani (2015) where they found that the most preferred learning strategies is listening to news on TV followed by reading, and English speaking classes as the least preferred strategy. This denotes that English learners especially in tourism industry prefer interactive learning strategies that incorporate the use of both visual and audio interactions to help them acquire the language in classroom. As addressed by Sujitha (2016) in a similar study, interactive learning strategies stimulate students' cognitive capacities and they provide students with opportunities to utilise the use of their skills and knowledge that they previously acquire. Sujitha (2016) found that in the case of library front desk workers who interact with foreign students, the most preferred learning strategy is visual, followed by audio, music and kinaesthetic. This further strengthens the argument that visual and audio learning strategies are not only preferred by learners in tourism industry but in other industries as well.

Among learning activities that were perceived to be suitable by majority of the questionnaire respondents are "listening to conversation related to your future occupation", "controlled speaking practices", "speaking activities for group discussions", and "listening to presentation". These addressed activities share similarities with activities that were addressed by semi-structured interview respondents where most of these activities seem to incorporate 2-way interactions among students and materials. Perhaps, the nature of these activities that provide opportunities for students to have both knowledge input and language application is what makes them appealing to the students. Other activities that were specifically addressed by the respondents are: public speaking, spell-it-right activities, dialogue sessions, inviting transfer students, promoting products, public speaking, presentation, debates, spontaneous speaking activities, quizzes, question-answer sessions commentating activities, sending the students for real life experience in

travel agencies, real life public interviews, situational exercise, role-play, mock interview, mock activities, game-related speaking and listening activities and speaking and listening competitions. The findings and results are consistent with the study of Onoor and Ali (2015) in their findings section of “preference for teaching/learning activities” where they concluded from the findings that majority of their respondents preferred learning activities as games, role play and projects compared to learning activities which are passive. To add, it was addressed that the respondents preferred classroom interactions that include many interactive activities. From their classroom observation, they revealed that the respondents enjoy activities that involve tasks where teachers will guide and facilitate,

allowing them to take control of their learning progress and execute more student- student participations.

Simultaneously, semi-structured interview respondents addressed a few teaching and learning topics that were perceived as suitable to be included in the ESP course. As addressed by the respondents, the topics are: *listening related topics, vocabularies, idioms, tourist guides, tourism spots, Community-Based-Tourism (CBT) and Sustainable Tourism, job hunting skills, (E-resumes) and dictionary skills.* Addressed syllabus topics can be taken into consideration for ESP course developers, practitioners and lecturers to be included in future time especially in Polytechnics. As addressed by one of the ESP lecturers, the current topics provided are not very specific towards tourism industry. Perhaps the degree of specificity of the topics being currently provided which is quite general has become one of the factors affecting students’ English speaking and listening proficiency. Thus, these topics that were addressed can be used as a consideration for ESP course developers, practitioners and lecturers to be included in future time especially in Polytechnics. A study from (Onoor & Ali, 2015) revealed similar findings as this

study has found. Based on their study, they found that 68.9% (51) of their respondents responded “strongly agreed” if the available topics and classroom lessons are specialised for Hotel and Tourism industry. Another 18.9% (14) agreed to the same notion. This indicates that the topics which are included in lessons should be tailored to be highly relevant and specialised closely to the Hotel and Tourism industry.

Looking at the aspect of learning materials, only ESP students and ESP lecturers provided their perception regarding the aspect. As addressed by the students, the present ESP course should be included with more audio and visual related materials as in: lecture slides and videos which are more relevant towards the tourism industry. This view was similarly perceived by ESP lecturers where videos and movies were perceived as learning materials which are able to assist students in improving their English language proficiency. To add, as specifically addressed, the current speaking and learning materials were felt to be insufficient and this can be one of the factors hindering students from improving their proficiency. As has been justified before in students’ preferred learning strategies, for learning materials, improvements can be made in future towards the existing ESP course to include learning materials that incorporate the use of audio and visual as they provide students with opportunities to engage their cognitive capacities and use their knowledge and skills that they acquire before.

Based on the results obtained from multiple instruments used, most of the respondents including ESP students and ESP lecturers preferred ESP learning sessions per week to be around two to three sessions. Similarly, for ESP course contact hour, majority of these respondents preferred the contact hour to be two hours for every individual ESP session. However, a contradicting view was provided by the Head of the English language Department where he addressed that

the current time allocation which is one ESP session with three contact hours is to be fully utilised due to time constrain. As further justified, students themselves need to take part in improving their English language proficiency and must not be totally dependent on the ESP course. Students should practice outside of classroom as well. Nevertheless, the responses addressed by majority of the respondents still indicates that the current time allocation provided is insufficient for classroom teaching and learning period. Thus, improvements need to be considered by responsible parties. This contradicting findings between students and the Head of the English language Department can be explained with support from the study conducted by Onoor and Ali (2015). From their study, they found that the ESP lessons should be increased from two contact hours per week to three contact hours per week. As justified, this allows ESP lecturers more time to prepare and plan their lessons, materials and activities. This further explains the suggestion provided by the Head of the English language Department in this study where three contact hours per week is already sufficient for the students. At the same time, the students themselves need to practice using English language on their own outside of classroom to improve their English proficiency. This indicates that the administration of Tourism and Hospitality need to execute a measure in tailoring the ESP lessons that provide students with sufficient contact hours in improving their English proficiency level.

Last but not least, in the aspect of evaluation system, students' responses from questionnaire and focus group interview revealed that students prefer both speaking and listening skills to be assessed formatively. This corresponds with data from ESP lecturers where they mentioned that current evaluation system for both skills were formative assessments that include: *tests, assignments, group discussions, interviews, individual presentations* and *group oral presentations*.

However, according to the ESP lecturers for listening skills, only one listening assessment is provided with a large weightage of 20%. A similar view too was shared by the Head of the English language Department regarding this issue of listening assessments. Among the suggestions provided on this matter is: First, speaking and listening skills are to be assessed from every aspects as: vocabulary, pronunciation as well as confidence level. Second, conduct a diagnostic test in assessing students' proficiency in speaking and listening and speaking to monitor students' progress. Third, create listening rubrics that can be used by ESP lecturers in evaluating these students in future. Lastly, include more listening assessments to separate the weightage of listening assessments. Findings and results provided from this study is consistent with the study conducted by Kuppan (2008) where the researcher found that 80% the respondents preferred formative assessment as mock role-play. To add, the interview respondents in the study of Kuppan (2008) addressed that there is no final examination being provided. Instead, ongoing assessments as written assignments and oral tests were provided to the students. This denotes that formative assessments are more suitable to be used in assessing students in terms of their English language oral communication compared to summative assessments.

4.6 Conclusion

Data analysis and discussion of the results and findings for all three research questions are presented in this particular chapter. The first research question is answered through the findings and results which are related to English language oral communication difficulties which are faced by the students. Several major difficulties were identified which have been affecting the students' progress in mastering their English language oral communication. As a result, the students English language oral

communication have been identified. By identifying both English language oral communication difficulties and needs of these students, an improved version of course design is developed as a reflection to students' difficulties and needs that need to be catered in future. The summary of findings from all research questions are provided in the proceeding chapter of the study.

University of Malaya

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The present chapter has its aim in providing specific and in-detail information related to the English language oral communication needs of the students in tourism industry in Malaysian tertiary education institutions. The focus of it is to highlight the findings and results of this study in order to provide specific recommendations so that further improvements can be made towards the present ESP course. Thus, through recommendations and suggestions obtained from this study, ESP course developers and ESP teachers in tourism industry can specifically tailor their ESP course to suit their students' needs as it will enable the students to improve their English language oral communication proficiency. As a result, students would be able to utilise their language proficiency to functionally and productively work in the real tourism settings.

Data pertaining to the English language oral communication needs of the Diploma in Tourism Management students were elicited through several research instruments which are questionnaire, focus group interview and face-to-face interview. As analysed and explained in Chapter 4 above, the English language oral communication needs (Research Question 2) of the students were derived from the English language oral communication difficulties (Research Question 1) earlier. In addition, to further improve the aspects of the present ESP course, findings and results from the third research question (Research Question 3) were used together with previous research questions to generate a proposed English language course for the Diploma in Tourism Management students. The proposed course is a reflection towards the findings and results addressed by the respondents

of this study. Findings and results obtained in answering Research Question 1, Research Question 2 and Research Question 3 were generated through data analysis as available in Chapter 4 by using

SPSS and thematic analysis for quantitative and qualitative data respectively. In order to provide conclusions and recommendations towards the present ESP course as a result of data analysis, this chapter begins with a summary of the findings and results according to the research questions which have been addressed earlier in the first chapter of the study. The research questions are:

- i. What are the English language oral communicative challenges of the Diploma in Tourism Management Students in both classroom and workplace??
- ii. What are the English language oral communicative needs required by the students of Diploma in Tourism Management Students in both classroom and workplace?
- iii. What are the oral communicative language skills that need to be emphasised in the proposed English language course?

5.2 Summary of Findings

Findings and results from all research questions are summarised in this section in their respective order.

5.2.1 Summary of Research Question 1 Findings

What are the English language oral communicative challenges of the Diploma in Tourism Management Students in both classroom and workplace??

As has been addressed earlier in Chapter 3, several instruments were used to gather data related to students' English language communication difficulties.

These instruments are questionnaire, focus group interview and face-to-face interviews.

From the findings and results of data analysis, the research managed to discover the Diploma of Tourism Management students' English language oral communication difficulties in communicating based on career tasks. These oral communication difficulties that were addressed are divided into speaking difficulties and listening difficulties. To reiterate, the speaking difficulties faced by the students are lack in grammar knowledge, limited amount of vocabulary, fluency difficulties, lack in knowledge of language structure skills, lack in pronunciation skills, lack in conversational skills, lack in interpretation skills, and lack in translation skills.

Meanwhile, listening difficulties that were addressed are inability to understand fast speeches, difficulties in listening for gist and global understanding, difficulties in understanding word meanings, lack in ability to listen for specific information and unfamiliar accents.

Based on the findings tabulated in Table 4.7, Table 4.8, and Table 4.9 from the semi-structured interview of students, lecturers and Head of the English language Department, out of 19 career tasks that were prompted and perceived to be difficult by respondents are Tourist Guides, Tour Operators, Tour Leaders, Language Interpreters & Translators, Front Desk Workers, Waiters & Waitresses.

The findings above are results of data triangulation between questionnaire, focus group interview and face-to-face interviews of the respondents. By exploring the English language oral communication difficulties, it enables the research to derive the findings and results to answer the second research question pertaining to students'

English language oral communication needs. Thus, by identifying the students' needs, the research was able to include the information in the proposed course design that suits the students to improve their English language oral communication proficiency.

5.2.2 Summary of Research Question 2 Findings

What are the English language oral communicative needs required by the students of Diploma in Tourism Management Students in both classroom and workplace?

In answering research question 2, findings and results from research question 1 along with findings and results of focus group interview and semi-structured interviews were triangulated to discover the oral communication needs of the students. The English language oral communication difficulties found in research question 1 verifies the English language oral communication needs to answer research question 2. Similarly, these English language needs are divided into speaking needs and listening needs. The speaking needs are: *improvement in grammar skills, improvement in vocabulary skills, improvement in speech fluency skills, improvement in knowledge of language structure skills, improvement in pronunciation skills, improvement in conversational skills, improvement in interpretation skills, and improvement in translation skills.*

For listening, the needs are improvement in vocabulary knowledge, improvement in listening attentively, improvement in comprehension skills, improvement in listening for specific information, improvement in grammar knowledge as well as improvement in knowledge of English variations and accents. Thus, by identifying the students' English language oral communication difficulties, the study has managed to identify the English language oral

communication needs of the students. As addressed before, findings from research question 2 are used together with findings from research question 1 and research question 3 to incorporate improvements in the proposed ESP course design.

5.2.3 Summary of Research Question 3 Findings

What are the oral communicative language skills that need to be emphasised in the proposed English language course?

Results from questionnaire items from Part3, Part 4 and Part 5 were triangulated with findings from focus group interview and face-to-face interviews to provide information pertaining course aspects which need to be improved in answering Research Question 3. These course related information are categorised into several aspects namely: *learning preferences (learning strategies, learning activities, topics, learning materials), time allocation and assessment system*. The summary of findings of the related course aspects are provided below:

a. Learning Styles and Approach

Based on the findings, majority of the respondents 66.2% (53) preferred learning styles that include in-group, out-of-classroom, hands-on and whole-class learning style compared to individual learning style. Pertaining to learning approach, majority of the respondents 51.3% (41) preferred learning-centred approach to be practiced in ESP classroom.

b. Speaking and Listening Learning Strategies

By triangulating findings and results from ESP students, lecturers and Head of the English language Department, two listening strategies were perceived by majority of respondents as their most preferred strategies. These strategies are visual/videos and songs/music. However, as justified by some of the ESP lecturers and the Head of

the English language Department, although these two strategies were perceived by majority of the respondents, ESP lecturers and Head of English Department had to cater for individual differences among the students by integrating several learning strategies in ESP classroom to allow the entire classroom population to receive the benefits of these strategies equally.

c. Preferred Speaking and Listening Learning Activities, Topics and Materials

Pertaining to ESP listening activities in improving students' English language oral communication, majority of the respondents perceived that the activities should incorporate 2-way interactions among students-students, students-materials and students-teacher in ESP lesson. Among the activities that were addressed by the respondents are *"listening to conversation related to your future occupation"*, *"controlled speaking practices"*, *"speaking activities for group discussions"*, *"listening to presentation"*, *"public speaking"*, *"spell-it-right"*, *"dialogue sessions"*, *"inviting transfer students"*, *"promoting products"*, *"presentation"*, *"debates"*, *"spontaneous speaking activities"*, *"quizzes"*, *"question-answer sessions"*, *"commentating activities"*, *"industry work"*, *"public interviews"*, *"situational exercise"*, *"role-play"*, *"mock interview"*, *"mock activities"*, *"game-related speaking and listening activities"* and *"speaking and listening competitions"*.

As perceived by majority of the respondents, the topics which are available in the current ESP course are unspecific and general, not focusing on tourism industry. As suggested by the respondents, some of the topics which could be incorporated in future are *"tourism listening related topics"*, *"tourism vocabularies"*, *"idioms"*, *"tourist guides"*, *"tourism spots"*, *"Community-Based-Tourism (CBT)"*, *"Sustainable Tourism"*, *"job hunting skills (E-resumes)"* and

“*dictionary skills*”. These topics and be taken into consideration and reflected in the syllabus provided to students in future.

In relation to learning materials, the existing ESP course should be further improved to incorporate the use of *audio* and *visual* related materials which are highly related to the tourism industry. This suggestion was similarly shared by ESP lecturers where they addressed that *videos* and *movies* are learning materials which are able to improve students’ English language proficiency. In addition, the existing learning materials were deemed to be insufficient to improve students’ English language proficiency.

d. Time allocation

Based on the triangulation of findings and results obtained from multiple instruments used in this study, majority of the respondents perceived that the most suitable number of ESP lessons to be conducted per week is around two to three lessons. On the other hand, for the number of contact hour for each individual ESP lesson, majority of the respondents perceived that for each ESP lesson, two hours was deemed suitable. As discussed before in data synthesis of course related information at the end of Chapter 4, aspects related to time allocation which involves the number of ESP lessons per week and ESP lesson contact hour need to be improved and reassessed so that students can receive the benefits of having optimum number of lessons and contact hour without placing extra burden on ESP lecturers.

e. Assessment System

In relation to the respondents’ preferred assessment system, both students and ESP lecturers preferred students’ speaking and listening skills to be assessed formatively. This is in line with the existing assessment system where students are assessed through *tests, assignments, group discussions, interviews, individual presentations* and *group*

oral presentations. However, according to the respondents, a few modifications can be made to further improve the assessment system. First, for listening assessment, the weightage of a single listening assessment (20%) can be divided into smaller assessments. Second, diagnostic tests need to be performed to assess students' existing listening proficiency. Third, for listening assessment, rubrics need to be developed in evaluating the students.

5.3 DUE 5012 Communicative English 3 Proposed Course Design

Proposed ESP Course Description

Modifications of aspects available in the DUE 5012 Communicative English three ESP course were made based on the findings obtained from the English language oral communication needs and course relevant information that covers *learning preferences (learning strategies, learning activities, topics, learning materials), time allocation and assessment system* as previously summarised.

The ESP course DUE 5012 Communicative English 3 was modified according to the respondents' English language oral communication needs in terms of speaking and listening needs. To reiterate, the speaking needs which were included in the modification are *improvement in grammar skills, improvement in vocabulary skills, improvement in speech fluency skills, improvement in knowledge of language structure skills, improvement in pronunciation skills, improvement in conversational skills, improvement in interpretation skills, and improvement in translation skills*. Meanwhile, the listening needs are *improvement in vocabulary knowledge, improvement in listening attentively, improvement in comprehension skills, improvement in listening for specific information, improvement in grammar knowledge as well as improvement in knowledge of English variations and accents*.

The improved DUE 5012 Communicative English 3 incorporates the use of learning activities which replicate closely towards tourism employees' career tasks in real tourism settings. As addressed before respondents' preferred activities are *"listening to conversation related to your future occupation"*, *"controlled speaking practices"*, *"speaking activities for group discussions"*, *"listening to presentation"*, *"public speaking"*, *"spell-it-right"*, *"dialogue sessions"*, *"inviting transfer students"*, *"promoting products"*, *"presentation"*, *"debates"*, *"spontaneous speaking activities"*, *"quizzes"*, *"question-answer sessions"*, *"commentating activities"*, *"industry work"*, *"public interviews"*, *"situational exercise"*, *"role-play"*, *"mock interview"*, *"mock activities"*, *"game-related speaking and listening activities"* and *"speaking and listening competitions"*. Some of these activities are included in the proposed course design. In relation to these learning activities, the execution of the activities depends on students' individual preferences. However, as a reflection of the findings and results of the present study, it focuses on learning styles that incorporate in-group, out-of-classroom, hands-on and whole-class learning styles to allow students cooperate and learn among themselves. In the aspect of learning approach, the proposed ESP course focuses on providing a learning-centred approach for ESP lecturers to practice in classroom to assist students in improving their language proficiency. In concern with learning strategies addressed by the respondents, the proposed ESP course include more learning materials which utilise the use of visual/videos and songs/music. Simultaneously other learning strategies and materials are included to cater for other individual preferences equally. As addressed by the respondents, the topics that were perceived to be relevant are *"tourism listening related topics"*, *"tourism vocabularies"*, *"idioms"*, *"tourist guides"*, *"tourism spots"*, *"Community-Based-Tourism (CBT)"*, *"Sustainable Tourism"*, *"job hunting skills (E-resumes)"* and

“dictionary skills”. Similarly, some of these topics are included in the proposed course where the existing topics were modified to reflect on these addressed topics to suit students’ needs. The main reason for the modification of the topics is, these topics that were suggested by the respondents of this study indicated that the students required the topics to be tailored according to their needs as it will determine the quality of their communication skills in their workplace later in future time. For the proposed ESP course time allocation, the course is structured with two ESP lessons per week with two contact hours for each ESP lesson. For evaluation and assessment system, the proposed ESP course includes formative evaluation system for both speaking and listening skills of English. The assessment includes tests, assignments, group discussions, interviews, individual presentations and group oral presentations.

COURSE DESIGN: DUE 5012 COMMUNICATIVE ENGLISH 3

Course: English for Hospitality Purposes (EHP) for Diploma in Tourism Management Programme

Language: English Language

Course Learning Outcomes (CLO): Upon completing the course, students are expected to be able to have mastery in:

- i. Present a tourism related mini project using appropriate visual aids.
- ii. Produce E-resumes (Digital resumes) and job application cover letter by using appropriate language use.
- iii. Comprehend and provide responses during job interview sessions, answering posed questions by using appropriate language use during job application.
- iv. Comprehend and provide responses during tourist interview sessions, imposing questions by using appropriate language use during industry interview.

- v. Produce and write E-resumes and cover letters with appropriate language use and format.
- vi. Comprehend and provide responses towards speakers with English accents/ variations.
- vii. Comprehend and provide responses towards current issues/ topics of interests by using appropriate language.
- viii. Collecting, analysing and presenting data from mini projects (Community-Based-Tourism (CBT), Sustainable Tourism, Malaysia Tourism Spots, Malaysia Tourist Guide Speech Etiquette).
- ix. Interviewing and responding towards interviewees by using appropriate language use, grammar, and vocabulary.

Weekly Schedule		Activities	Materials
Lecture Week (LW 1) (2 Hours)	MINI PROJECT 1.0 Interpret Information contained in tourism brochures/pamphlets	1.0.1 Identify meaning of specific terms and symbols used in tourism brochures/pamphlets 1.0.2 Use accurate formats, labels and titles in tourism brochures/pamphlets 1.0.3 Recognise lexical items used in describing trends, movements and distribution patterns in tourism brochures/pamphlets	Handouts Tourism Brochures/Pamphlets (Pair work)
(LW 1) (2 Hours)	1.0 Interpret Information contained in tourism brochures/pamphlets	1.0.4 Use lexical items to describe trends, movements and distribution patterns. 1.0.5 Use appropriate descriptors of trends, movements, and distribution patterns to analytically describe the information in tourism brochures/pamphlets 1.0.6 Recognise sentence structures use in describing trends, movements and distribution patterns in tourism brochures/pamphlets 1.0 Interpret Information contained in tourism brochures/pamphlets 1.0.7 Extract information from tourism brochures/pamphlets 1.0.8 Use appropriate sentence structures to describe trends, movements and distribution patterns.	Handouts Tourism Brochures/Pamphlets Exercise Sheets (Pair work) Tourism Brochures/Pamphlets Exercise Sheets (Pair work Presentation)
(LW 2) (2 Hours)	2.0 Present a Mini Project (Tourist Interview)	Find and decide on a tourism related topic for the project. List steps taken to carry out the mini project.	Computer Assisted Learning (Pair work)
(LW 2) (2 Hours)	2.1 Present a Mini Project (Tourist Interview)	Execute out the mini project. Organise content of the project according to appropriate format.	Visual/Audio Data Collection Tools (Pair work)
(LW 3) (2 Hours)	2.3 Present a Mini Project (Tourist Interview)	Present findings from the mini project using graphs/charts/videos. Use appropriate visual aids to enhance presentation.	Computer Assisted Learning (PowerPoint Slides/Prezi)
(LW 3) (2 Hours)	2.4 Present a Mini Project (Tourist Interview)	2.4.1 Prepare a written report for the mini project using appropriate language. Include graphs and charts in the report. 2.4.2 Use appropriate language during presentation.	Computer Assisted Learning (Microsoft Words/ Prezi) (Pair work)

<p>(LW 4) (2 Hours)</p>	<p>Job hunting mechanics</p>	<p>3.1 Analysing job advertisements 3.1.1 Identify relevant job advertisements. 3.1.2 Identify words related to job advertisements. 3.1.3 Locate and extract information about company's background, job requirements and specifications.</p>	<p>Handouts (Job Advertisements)</p> <p>Career Brochures/Pamphlets</p> <p>Exercise Sheets</p> <p>(Pair work)</p>
<p>(LW 4) (2 Hours)</p>	<p>3.2 Make and reply to job enquiries</p>	<p>3.2.1 Make a list of appropriate questions to elicit information about careers, such as job vacancies and job specifications. 3.2.2 Orally respond to job enquiries over the telephone, in person and online about job vacancies such as job requirements and specifications. 3.3.1 Make an oral appointment for an interview via the telephone, in person or online. 3.3.2 Make alternative arrangements for date and time of interview via telephone.</p>	<p>Handouts (Job Advertisements)</p> <p>Career Brochures/Pamphlets</p> <p>Audio/Visual Recording Tool</p> <p>Role-play (Pair work)</p>
<p>(LW5) (2 Hours)</p>	<p>4.0 Write E-resumes</p>	<p>4.0.1 Present relevant qualifications, work experiences, skills and personal information using an appropriate resume format and sentence structure. 4.0.2 Edit grammatical, spelling and typing errors in resumes using appropriate software.</p>	<p>Computer Assisted Learning (PowerPoint Slides/Prezi/ Word) (Individual)</p>
<p>(LW5) (2 Hours)</p>	<p>4.1 Write Cover Letters</p>	<p>4.1.1 Organise the contents of the letter in a logical manner. 4.1.2 Write solicited and unsolicited cover letters using appropriate formal letter format, highlighting qualifications, experience and personal information that address employers' needs. 4.1.3 Edit grammatical, spelling and typing errors using appropriate software.</p>	<p>Computer Assisted Learning (PowerPoint Slides/Prezi/ Word) (Individual)</p>

<p>(LW 6) (2 Hours)</p>	<p>5.0 Prepare for job interviews</p>	<p>5.0.1 Prepare for personal presentation (outfits, grooming and accessories)</p> <p>5.0.2 Prepare effective oral communication introduction of oneself, highlighting one's appropriateness (motivation, career preferences, interpersonal skills, etc.) and eligibility (academic, knowledge, work experiences, training etc.).</p> <p>5.0.3 Prepare relevant documents (such as academic transcripts, folio etc.</p>	<p>Handouts (Job Application Etiquette)</p> <p>Audio/Visual Recording Tool</p> <p>(Individual) Exercise Sheets</p>
<p>(LW 6) (2 Hours)</p>	<p>5.1 Prepare for job interviews</p>	<p>5.1.1 Gather information regarding job specifications, the company/firm/ institution and the industry involved.</p> <p>5.1.2 Anticipate interview questions and prepare responses that relate to company's requirements.</p>	<p>Computer Assisted Learning (Web Browser) Handouts (Job Preparation)</p> <p>Exercise Sheets (Individual)</p>
<p>(LW 7) (2 Hours)</p>	<p>5.2 Prepare for job interviews</p>	<p>5.2.1 Use appropriate social etiquette during interviews.</p> <p>5.2.2 Respond appropriately, fluently, audibly and confidently to questions in a job interview.</p> <p>5.2.3 Ask appropriate questions in a job interview</p>	<p>Audio/Visual Recording Tool</p> <p>Role-play (Individual)</p>
<p>(LW 7) (2 Hours)</p>	<p>6.0 Introduction to English Accents</p>	<p>6.0.1 Acquire knowledge about accent variation in English, with emphasis on varieties spoken in the Malaysia and South East Asian countries.</p> <p>6.0.2 Gain understanding of the correlation between pronunciation and its social, cultural significance and meanings.</p>	<p>Computer Assisted Learning (PowerPoint slides) Handouts (English Varieties)</p>
<p>(LW 8) (2 Hours)</p>	<p>6.1 Listening and responding to English accents</p>	<p>6.1.1 Comprehend differences between different pronunciation used in English variations.</p> <p>6.1.2 Use appropriate grammar, vocabulary and language structure when responding to English variations</p>	<p>Media Assisted Learning (Audio/Visual) Audio/Visual Recording Tool</p> <p>(Pair work)</p>

(LW 8) (2 Hours)	7.0 Community-Based-Tourism (CBT) Project	7.0.1 Find and decide on a specific tourism community for the project. 7.0.2 List steps taken to carry out the mini project. 7.0.3 Execute group discussion for the execution of the mini project.	Handouts (Community Based Tourism) (Group)
(LW 9) (2 Hours)	7.1 Community-Based-Tourism (CBT) Data Presentation	7.1.1 Present findings from the mini project using graphs/charts/videos in group 7.1.2 Use appropriate visual aids to enhance presentation.	Computer Assisted Learning (PowerPoint slides) Handouts (Community Based Tourism) (Group)
(LW 9) (2 Hours)	8.0 Introduction to Sustainable Tourism	8.0.1 Gather information pertaining to sustainable tourism concept in Malaysia by Government /Government Linked Companies/Private Institutions 8.0.2 Locate and extract information about company's background, sustainable tourism works and purposes.	Computer Assisted Learning (Web Browser) Handouts (Sustainable Tourism) (Group)
(LW 10) (2 Hours)	8.1 Sustainable Tourism Data Presentation	8.1.1 Use appropriate sentence structures to describe trends, movements and distribution patterns of data 8.1.2 Use appropriate grammar, vocabulary and language structure when presenting data.	Computer Assisted Learning (PowerPoint slides) Handouts (Sustainable Tourism) (Group)
(LW 10) (2 Hours)	9.0 Introduction to Dictionary Skills	9.0.1 List and describe the lexical/word types and functions which are available in tourism related products or services. 9.0.2 Read, compare and contrast the lexical/word features, characteristics and functions of tourism products or services.	Exercise Sheets (Individual)
(LW 11) (2 Hours)	10.0 Introduction to Malaysia Tourism Spots	10.0.1 Read & identify the features and characteristics of tourism spots which are available in Malaysia/ 10.0.2 Present a description of Malaysia tourism spots in pairs/group	Handouts (Malaysia Tourism Spots) Computer Assisted Learning (PowerPoint slides)

(LW 11) (2 Hours)	10.1 Data Collection of Malaysia Tourism Spots	10.1.1 Use appropriate social etiquette during interviews. 10.1.2 Enquire appropriately, fluently, audibly and confidently during interview. 10.2.3 Enquire with appropriate use of grammar, vocabulary and language structure. 10.1.4 Ask appropriate questions in a job interview	Audio/Visual Recording Tool Role-play (Pair work)
(LW 12) (2 Hours)	10.2 Data Presentation of Malaysia Tourism Spots	10.2.1 Present information on findings and results orally using appropriate grammar, vocabulary and language structure.	Computer Assisted Learning (PowerPoint slides)
(LW 12) (2 Hours)	11.0 Introduction to Malaysia Tourist Guide Communication	11.0.1 Research and share ideas and information in group discussions pertaining to Malaysia Tourist Guide Communication 11.0.2 Read, compare and contrast the characteristics and functions Tourist Guide speech in tourism field.	Computer Assisted Learning (Web Browser) Handouts (Malaysia Tourist Guide Communication) (Individual)
(LW 13) (2 Hours)	11.1 Malaysia Tourist Guide Speech Etiquette	11.1.1 Share ideas and information in pair discussions. 11.1.2 Use appropriate language forms and functions in conversations. 11.1.3 List steps and plan in data collection process.	Computer Assisted Learning (PowerPoint slides) Audio/Visual Recording Tool Exercise Sheets (Pair work)
(LW 13) (2 Hours)	11.2 Data Presentation of Malaysia Tourist Guide Speech Etiquette	11.2.1 Present data, results and findings related to Malaysian Tourist Guide Speech Etiquette in classroom. 11.2.2 Use appropriate grammar, vocabulary, language structure and pronunciation during presentation.	Computer Assisted Learning (PowerPoint slides) Audio/Visual Recording Tool (Group)
(LW 14) (2 Hours)	12.0 Current Issues/ Topics Of Interests	12.1.1 Respond to current issues/ topics of interest related to Malaysian Tourism field. This topic aims to provide students with the ability to guess meanings from contextual clues and apply reading skills to comprehend a variety of texts. It also equips students with the ability to discuss and respond to issues based on given stimuli.	Handouts Audio/Visual Recording Tool (Pair work)

<p>(LW 14) (2 Hours)</p>	<p>12.1 Current Issues/ Topics Of Interests</p>	<p>12.1. Research and share ideas pertaining to current issues/ topics of interest related to Malaysian Tourism field.</p> <p>This topic aims to provide students with the ability to guess meanings from contextual clues and apply reading skills to comprehend a variety of texts. It also equips students with the ability to discuss and respond to issues based on given stimuli.</p>	<p>Computer Assisted Learning (Web Browser) Audio/Visual Recording Tool</p> <p>(Pair work)</p>
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5.4 Study Implications

Triangulated findings and results obtained from this research are believed to be beneficial and valuable to other ESP course developers, particularly for those working in the tourism industry. As seen in Chapter 4, the findings and results are consistent with the findings obtained from past research in tourism industry and other related industries as well.

This indicates that findings and results of this study can be used and referred to by other researchers in other areas in regard to English language oral communication needs. To reiterate, the findings and results of the present study can be used as point of reference mainly for tourism ESP course developers and other related industry which share similar needs and context in order to provide an ESP course that suits the needs of particular learners.

5.5 Research Limitations

One of the limitations of the present study is, the study focused on 80 final year Diploma in Tourism Management students, three ESP lecturers and The Head of English Language programme in Politeknik Tuanku Syed Sirajuddin, Perlis. All of these respondents were chosen from only one tertiary education institution in Malaysia

although there are many other tertiary education institutions that provide courses related to Tourism and Hospitality. Thus, in future, this issue could be addressed by researchers by including participation of Tourism and Hospitality students from various institutions. Second, the study did not include the use of industry notes and participant's observation as research instruments. These instruments are believed to be able to provide research with deeper understanding regarding the students' English language oral communication needs and difficulties that they have both inside and outside of ESP classroom. As for the present study, the study was conducted by only a single researcher. Thus, time constraint was one of the factors in prohibiting the research from using additional research instruments to explore the matter deeper as collecting, analysing, translating, transcribing and sorting data require tremendous amount of time and focus. Hence, for the purpose of future research, researchers can collaborate with each other to explore this issue.

5.6 Recommendations for Future Research

As have been addressed in the previous section, the limitations of the present research are sampling and population, research instruments and time constraint. These issues can be overcome by future researchers to attain deeper and in-depth understanding pertaining to tourism students' English language oral communication needs and difficulties. As for sampling and population, future researchers can include participation of students from universities, colleges, vocational institutions and other higher learning institutions that provide tourism and hospitality related programmes. Hence, the findings and results can be generalised and used better for the purpose of reference by other tourism ESP course developers in Malaysia to modify their ESP courses. Pertaining to research instruments, it is best perceived that for future researchers, they can incorporate the use of more research instruments as industry notes

and participant observation. These research instruments can provide in-depth data for researchers in looking at the matter. However, to be able to use various research instruments, future researchers must acquire assistance from research assistants to assist them in collecting and processing research data. Furthermore, as to reflect on the current research, future research need to incorporate more detailed and specific items for both listening and speaking skills to answer the research objectives. Thus, these recommendations are important for future researchers to consider prior to planning their research in order to obtain better findings and results which are needed.

5.7 Conclusion

In a nutshell, the main purpose of conducting the present study is to perform needs analysis in exploring the English language oral communication difficulties and needs of the Diploma in Tourism Management students in using English language both in tourism industry and ESP classroom. Therefore, multiple research instruments of quantitative and qualitative dimensions were utilised namely questionnaire, focus group interview and face-to-face semi-structured interview with the purpose of achieving highly reliable, and valid research findings and results. Through data analysis that was performed, findings and results derived revealed that the students have difficulties in both speaking and listening sub-skills of English, as have been discussed in Chapter 4. To add, by incorporating the findings and results from the first research question with the second research question, the study has managed to explore the English language oral communication needs of the students. Furthermore, findings and results pertaining to the third research question (course related information) provides the research with information for the modifications of the existing ESP course based on the students' needs. Last but not least, I hope that this research has shed some light in providing further information to the ESP

course developers, particularly those in tourism industry which could benefit from this research in order to improve tourism students' English language oral communication in future.

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