

## **CHAPTER 4**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.0 Introduction**

This chapter describes the findings based on the observation, questionnaires, interviews and a focus group discussion. Thirty three ESP students responded to the questionnaires from ‘SET A’, five subject lecturers responded to the questionnaires from ‘SET B’ and five English language lecturers responded to the questionnaires from ‘SET C’. This chapter is divided into two sections: the first section will be the presentation of the data and the second section will be the discussion of the findings.

#### **4.1 Presentation of data**

Since there are three sets of questionnaires, the students’ questionnaire was classified as ‘SET A’, the subject lecturers’ questionnaire as ‘SET B’ and the English language lecturers’ questionnaire as ‘SET C’. The findings from the questionnaires will be explained in detail via two segments: responses from the ESP students’ questionnaire and responses from the lecturers’ questionnaire. The findings from the semi-structured interview sessions with the lecturers and the focus group discussion with the students will be presented together to validate the responses from the questionnaires.

#### 4.1.1 Responses from the Students' Questionnaire

The questionnaire for students comprises three sections with 21 questions: Section 1 focuses on personal details, Section 2 focuses on English proficiency and the usage of the language, and Section 3 aims to identify the needs and perception of the students towards the ESP course. The findings are as follow:

##### Section 1: Personal Details

##### Question 1 - 3

Table 4.1: Profiles of the ESP Students

GENDER				AGE				RACE							
Male		Female		17 - 20		21 -25		M		C		I		O	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9	27	24	73	21	64	12	36	27	82	1	3	3	9	2	6

No. = Number of students (out of 33)

% = Percentage

M = Malays

C = Chinese

I = Indians

O = Others

Table 4.1 describes the profiles of the ESP students in terms of gender, age, and race. Twenty seven percent (27%) of the respondents are male, while the remaining seventy three percent (73%) are female students. Sixty four percent (64%) are between seventeen to twenty years old and the rest (36%) belong to the age group of twenty one to twenty five. The majority are Malay students (82%),

followed by Indians (9%), and Chinese (3%). Six percent (6%) have classified themselves under the category of others because they are Sabahan and Thai nationals. Therefore, ninety seven percent (97%) of the respondents are Malaysian while the remaining three percent (3%) are Thai nationals.

Question 4 – 6

Table 4.2: Acquired languages

LANGUAGES	1st LANGUAGE		2nd LANGUAGE	
	No. of Students (out of 33)	Percentage (%)	No. of students (out of 33)	Percentage (%)
Malay Language	29	88	2	6
Chinese Languages	0	0	0	0
Indian Languages	2	6	0	0
English	1	3	31	94
Others	1	3	0	0

Table 4.2 describes the first language and second language acquired by the ESP students. Most of the respondents (88%) have selected Malay language as their first language since the majority of the respondents were Malays. Six percent (6%) of the respondents have selected Indian languages as their first language. The rest selected English (3%) and Thai language (3%), as their first language.

English language ranked as the most widely used second language, selected by ninety four percent (94%) of the respondents. This might not be unusual since most Malaysians use their mother tongue as their first

language and then they opt for English as it is an international language and also the second language in Malaysia. Only six percent (6%) of the respondents stated that the Malay language was their second language.

#### Question 7

Table 4.3: Major programmes enrolled by the ESP students

PROGRAMMES	No. of Students (out of 33)	Percentage (%)
Diploma in Hotel Management	4	12
Diploma in Tourism Management	10	30
Diploma in Food Service Management	19	58

Table 4.3 describes the major programmes pursued by the ESP students. The ESP students are from three different courses; fifty eight percent (58%) came from Diploma in Food Service Management, thirty percent (30%) from Diploma in Tourism Management and twelve percent (12%) from Diploma in Hotel Management.

## Question 8

Table 4.4: Highest Academic Qualification

ACADEMIC QUALIFICATION	No. of Students (out of 33)	Percentage (%)
SPM	30	91
STPM	2	6
Others	1	3

Table 4.4 describes the highest academic qualifications of the ESP students upon enrolling for the major programmes in UniRazak. Most of the respondents, ninety one percent (91%) enrolled in the major programmes offered by the University with their SPM results. Six percent (6%) came in with their STPM results while the remaining three percent (3%) came in with other academic qualification. This leads to the interpretation that these ESP students must have acquired some sort of formal English language knowledge in the process of acquiring the classified academic qualifications.

Basically, the information gathered from Section 1, has clearly highlighted the background of the students engaged in this ESP course. These ESP students are high school leavers and young adults who have been exposed to general English language.

## Section 2: English Proficiency and Usage

### Question 9

Table 4.5: English Language Qualification

ENGLISH EXAMINATION	SPM							MUET					
	GRADE							BAND					
	A	B	C	D	E	F	G	6	5	4	3	2	1
No. of Students (out of 33)	1	12	13	4	-	-	-	-	-	1	-	-	1

Table 4.5 describes the English language qualifications of the ESP students. Thirty (30) out of thirty three (33) ESP students who responded to the questionnaire had taken the SPM English examination, while two (2) students had sat for the STPM examination and had taken the MUET paper. There was one student from Thailand who had sat for a different English examination but she did not enclose the name of the examination nor the scores.

Thirteen (13) students obtained a 'C' which means 'credit' for the SPM English examination. Meanwhile, the second common score was 'B', that means 'high credit', obtained by twelve (12) of the students. Only one (1) student had obtained an 'A' which is 'high distinction'. Four (4) students stated that they obtained a 'D' which is classified as 'upper pass'. The scores for MUET are graded in 6 Bands, with Band 6 the highest and Band 1 the lowest. One (1) of the students who took the MUET paper obtained 'Band

4', which is classified as 'competent user' and another achieved 'Band 1', which is classified as 'extremely limited user' of English language.

Thus, this leads to the interpretation that most of the ESP students are classified between 'average' to 'weak' and there is a need to improve their general English proficiency first before focusing on ESP. The lecturers believed that the English proficiency courses offered by this University during the students' first year of studies should be able to prepare them for this ESP course. However, the lecturers declared that these students are still not proficient in English particularly in spoken and written skills.

#### Question 10

Table 4.6: The frequency of using English

<b>Frequency of English Language Usage</b>	<b>No. of Students (out of 33)</b>	<b>Percentage (%)</b>
Always	3	9
Sometimes	23	70
Seldom	7	21
Never	0	0

Table 4.6 describes the students' frequency of using English to communicate with others. Only nine percent (9%) of the students always use English to communicate with others. Seventy percent (70%) of the students

use English sometimes, while the rest, twenty one percent (21%) seldom communicate in English. This reveals that, English is not the primary language of communication among these students.

During the focus group discussion with the ESP students, they revealed that most of them hesitate to communicate in English because they are afraid of being criticized for incorrect pronunciation and grammatical errors. They also indicated that since the majority of the FHTM students are Malays they claim that it is quite odd to speak with each other in English rather than their mother tongue or the Malay language. Some also indicated that they hardly get the opportunity to use English to communicate with others in the faculty.

However, both the subject lecturer and the ESP lecturer claim that most of the FHTM students hesitate to communicate in English compared to the students of other faculties. The subject lecturer stated that even when the lecturers speak to the FHTM students in English they would hesitate to reply in English; instead they would respond in Malay language. The ESP lecturer also gave the same opinion as the subject lecturer, that these students hesitate to converse in English due to the fear of being criticized by others. Thus, this indicates that the ESP students lack the confidence and motivation to converse in English. Again, this relates to their inadequate competencies in English grammar and pronunciation.



## Question 11

Table 4.7: Circumstances that favour English usage

<b>Place/Reason</b>	<b>Number of students (out of 33)</b>	<b>Percentage (%)</b>
At Home	1	3
In Class	14	42
With Lecturers	8	24
For Official Matters Only	6	18
Among Friends	15	45

Table 4.7 describes the circumstances which favour the ESP students to use English. The students were allowed to select more than one option for this question. The data reveal that the majority (45%) of the ESP students use English to converse among friends, while only twenty four percent (24%) would use English when communicating with the lecturers. This might be due to the power distance or formality which exists between lecturers and students. The students revealed that they prefer not to converse in English with the lecturers because they fear of being laughed at for incorrect language usage. The possibility of being laughed at by peers is less likely because they might be in the same boat (the same level of competency in English). However, this data seems to be contradicting to the feedback of the students from the focus group discussion, where they stated that it was odd for them to communicate with other students in English than their

mother tongue or the national language; Malay language. These ESP students also seem to use English more in class, where forty two percent (42%) of the students have indicated that they use English in class. This could be due to the medium of instruction being in English as well as the widely used English terms in the hospitality and tourism industry. Eighteen percent (18%) of the students have stated that they use English for official matters only while a small percentage of students (three percent, 3%) use English at home for conversing.

The discussion session with the focus group students revealed that the home environment hardly provides the opportunity to use and improve English because most of their parents are not professionals; besides that, the tendency of using their mother tongue is high since mother tongue usage provides intimate value to their conversation. For example, advice from their parents in English would not have the same kind of impact as one delivered in their mother tongue.

Findings from the interview session with the lecturers and the group discussion with the ESP students indicate that the students use English language more in an informal setting and when they are forced to use it for academic purpose in class. However, they are fully aware that English is very important for their performance in their future career. They are also aware that English language is highly important in the hospitality and tourism industry.

### Section 3: Needs and Perception towards English

#### Question 12(a)

Table 4.8: Students' perception of their ability in the language skills.

<b>Language Skills</b>	<b>No. Sts</b>	<b>Very Good (%)</b>	<b>No. Sts</b>	<b>Good (%)</b>	<b>No. Sts</b>	<b>Average (%)</b>	<b>No. Sts</b>	<b>Very weak (%)</b>
Writing Skills	3	9	11	33	19	58	0	0
Reading Skills	3	9	24	73	6	18	0	0
Listening Skills	0	0	22	67	11	33	0	0
Oral Communication Skills	1	3	13	39	18	55	1	3

No.Sts = Number of students (out of 33 students)

Based on Table 4.8, fifty eight percent (58%) of the students have ranked themselves as 'average' in the ability of writing skills, while thirty three percent (33%) claim to be 'good' and the rest or nine percent (9%) claim to be 'very good' in writing skills. As for reading skills, nine percent (9%) of the students claim to be 'very good', seventy three percent (73%) perceived themselves to be 'good' in reading skills while eighteen percent (18%) feel that their ability in reading skill is 'average'. None of the students claim to be 'very good' in listening skills. Sixty seven percent (67%) of the students ranked themselves as 'good' in listening; meanwhile the rest, thirty three percent (33%) claim to be in 'average'. As for oral communication skills, three percent (3%) of the students have admitted that they are 'very weak'. Fifty five percent (55%) of them ranked themselves to be 'average', while thirty nine percent (39%) of them felt that they are 'good' in

oral communication skills. Only three percent (3%) of the students have confidently stated that they are ‘very good’ in oral communication skills.

The focus group discussion session revealed that most of the students are confident that they could read and understand conversations in English; however they found it difficult to put their thoughts in writing and in oral communication. This indicates that their receptive skills in using English language are ‘good’ compared to the productive skills such as writing and speaking. Eventually, this draws up the ‘lacks’ in these ESP students; which are the competency to write and speak effectively in English.

Question 12(b)

Table 4.9: Students’ perception on the importance of the language skills

<b>Language Skills</b>	<b>No. Sts</b>	<b>VI (%)</b>	<b>No. Sts</b>	<b>I (%)</b>	<b>No. Sts</b>	<b>QI (%)</b>	<b>No. Sts</b>	<b>NI (%)</b>
Writing Skills	13	39	15	46	5	15	0	0
Reading Skills	13	39	19	58	1	3	0	0
Listening Skills	21	64	12	36	0	0	0	0
Oral Communication Skills	21	64	9	27	3	9	0	0

The legend for Table 4.9 is as follows:

No.Sts = Number of students (out of 33 students)

VI = Very Important

I = Important

QI = Quite Important

NI = Not Important

Table 4.9 describes the students' perception on the importance of the classified language skills for their future career, precisely in the hospitality and tourism industry. The students had to rate the importance of the categorized language skills namely, writing, reading, listening and speaking skills based on four categories which begins from 'very important', 'important', 'quite important' and finally 'not important at all'.

It is very obvious that the entire group of students have perceived all the four language skills to be important, listening and oral skills being the two most important skills needed in their future career. Forty six percent (46%) of the students stated that writing skills are 'important', thirty nine percent (39%) have stated that writing skills are 'very important' and the remaining fifteen percent (15%) claim that writing skills are 'quite important'.

As for the importance of reading skills, fifty eight percent (58%) of the students stated that they are 'important', while another thirty nine percent (39%) of the students perceive reading skills as 'very important'. Only three percent (3%) of the students think that reading skills are quite important.

Meanwhile, more than half of the students who responded highlighted that listening skills and oral communication skills are 'very important'. Listening and oral communication skills carried a percentage of sixty four (64%) each. Thirty six percent (36%) of the students perceived listening skills to be 'important' while twenty seven percent (27%) of the students stated oral communication skills to be 'important'.

The data analysed in this section highlights that the majority of the ESP students perceived listening skills and oral communication skills to be ‘very important’ for their future career related to the hospitality and tourism industry. When the focus group students were asked why most of the ESP students felt that listening skills and oral communication skills are ‘very important’ for their performance in the respective hospitality and tourism industry, they answered that listening skills and oral communication skills play a major role in highlighting their performance in their profession. They stated that their performance could be easily judged by their superiors and customers through their competency in oral communication.

### Question 13

Table 4.10: Students’ expectations of the ESP course

<b>Students’ Expectations</b>	<b>Number of students (out of 33)</b>	<b>Percentage (%)</b>
To be able to speak in English more clearly	26	79
To be able to speak fluently in English	23	70
To be able to write grammatically correct sentences in English	15	45
To improve vocabulary, especially in the field of hospitality and tourism	32	97
To be able to listen and understand British English and American English	25	76

Table 4.10 describes the students' expectations of the ESP course which was designed for the hospitality and tourism students. This question had an option of selecting more than one preference, therefore the ranking is from the most popular expectation to the least popular expectation.

A large number of respondents, ninety seven percent (97%), had enrolled for the ESP course with the expectation of improving their knowledge of hospitality and tourism related vocabulary. The second highest expectation of the students is to be able to speak in English clearly, as stated by seventy nine percent (79%).

More than half of the students, seventy six percent (76%) were interested in listening and understanding British English and American English. Again, this might be due to the demand of the hospitality and tourism industry where they would have to converse with customers and tourists from different walks of life.

Seventy percent (70%) of the respondents expected the ESP course to prepare them to speak English fluently, while less than half of the students (45%) were expecting the ESP course to train them to write grammatically correct sentences in English.

When this issue was discussed with the focus group students, all of them claimed that they expected this ESP course to provide them with the knowledge and training to enable them to use English confidently to communicate in their future scope of work.

Eventually, this leads to the conclusion that the majority of the ESP students enrolled for this ESP course with the expectation of obtaining the specific language

related knowledge which would enable them to communicate effectively in the respective hospitality and tourism industry.

#### Question 14

Should the ESP course be made compulsory?

The majority of the students, that is ninety four percent (94%), indicated that the ESP course is ideal to be one of the compulsory courses for the students of hospitality and tourism management. Only a small number of students, six percent (6%), stated that the ESP course should not be made compulsory. They felt that English for hospitality and tourism should be incorporated with other major courses related to the hospitality and tourism industry since the major courses are conducted in English language.

#### Question 15

Table 4.11: Students' preference of teaching methods

<b>Teaching Methods/Aids/Approach</b>	<b>Number of Students (out of 33)</b>	<b>Percentage (%)</b>
Power Point lectures	8	24
Role-play, games, music and drama	15	45
Audio visuals	9	27
Field visit / work	27	82
Group discussions	23	70
Working independently on given tasks	12	36
Presentations	18	55
Written work in class	6	18



This question aids in obtaining the ESP students' most preferred teaching methods or approaches of the ESP lessons. Table 4.11 indicates that the majority of the students, which is eighty two percent (82%), felt that students' involvement in field visits or field work such as visits to hotels, restaurants and tour agencies would provide a real world experience of English usage in the area of hospitality and tourism management. The second most preferred method is group discussions, indicating seventy percent (70%) of the students' preference. Since the use of English language is more likely to facilitate communicational needs of these ESP students, especially in their respective field of study, they have considered group discussions to be one of the best means of improving their English communicational skills.

Once again, more than half, fifty five percent (55%) of the ESP students prefer to conduct presentation as part of the ESP lesson. Besides that, forty five percent (45%) of the students prefer activities such as role-plays, games, music and drama in their ESP lessons. This indicates their willingness to apply the learnt language functionally. On the other hand, thirty six percent (36%) of the students who responded prefer to work independently on given tasks. The usage of audio visuals is also welcomed by the students, where twenty seven percent (27%) of them have selected this method to deliver the ESP lessons. Meanwhile, twenty four percent (24%) of the students have chosen Power Point lectures, and eighteen percent (18%) of the students prefer to be engaged with written work during classes.

Findings from the focus group discussion indicate that these ESP students are extremely eager to go on field visits. They believe that engaging in English language activities related to the field visit would provide them with the knowledge

and motivation to improve their English. Some of the students felt that the ESP course should be conducted in a special classroom designed for ESP learning purpose or in computer labs which would be able to facilitate the activities related to listening skills.

Generally, the findings highlight a pattern of preference, where most of the students prefer interactive activities so that they could implement the content of the ESP course into practice.

#### Question 16 – 18

##### Suitable number of contact hours for the ESP course

Questions number 16 to 18 intend to obtain the students' opinion with regard to the teaching hours of the ESP course. The students were asked whether the three-hour slot per class which takes place two times a week is sufficient to master the ESP course. Majority of the students, eighty eight percent (88%), perceived that the three hours per class, twice a week (total of six hours per week) is sufficient to master the contents of the ESP course. Only a small number of students, twelve percent (12%), felt that the above mentioned contact hours are not enough to master the ESP course. These students felt that the ESP course should be scheduled as three hours per class and three times per week, which equals to nine hours per week. The findings indicate that most of the students are happy with the current contact hours, which is three hours per class twice a week (six hours per week).

Question 19

Table 4.12: Students' preference of teaching resources

<b>Teaching Materials/Resources</b>	<b>Number of Students (out of 33)</b>	<b>Percentage (%)</b>
Text Books	15	45
Workbooks	12	36
Magazines	13	39
Academic Journals	5	15
Authentic Texts	6	18
Specially designed module	14	42
Others	2	6

Table 4.12 illustrates the ESP students' preference of teaching resources for the ESP course. The most popular preference is the use of text books related to the hospitality and tourism industry, where forty five percent (45%) of the students have selected this option. Forty two percent (42%) of the students selected specially designed modules, since these materials are tailor made to facilitate the needs of the ESP students in terms of English language usage.

Next, the students chose magazines and workbooks, thirty nine percent (39%) and thirty six percent (36%) respectively. Since travel magazines and specific hospitality and tourism related workbooks are effective in introducing the linguistic areas of the hospitality and tourism sector, it is essential for the ESP students to recognize the language related to the industry. This could enrich their knowledge in both content and linguistics.

Eighteen percent (18%) of the students selected the use of ‘authentic texts’ such as brochures, pamphlets, forms, menu cards and so forth as their preferred teaching and learning resources. A small number of students, that is fifteen percent (15%), prefer academic journals while only six percent (6%) chose others as their option and they stated that the use of video and video slides would make the ESP lessons more interesting.

The focus group students revealed that currently the content of the ESP course is delivered via lectures, role-play activities, students’ presentation and written assignments. The majority of the students felt that the current ESP course would be more interesting and effective if the teaching approach is more interactive. They also felt that the current ESP module should be improvised with more relevant sub-topics, and activities related to the topics.

To sum up, it is quite clear that the ESP students rely more on the printed materials such as textbooks and specifically designed ESP modules to aid them in understanding the content of the ESP course.

## Question 20

### Opinion on the present assessment for the ESP course

The students were asked whether they are happy with the current system of assessment, which is sixty percent (60%) for the coursework and forty percent (40%) for the final examination. All the students, that is hundred percent (100%) of them, agreed that they are happy with the assessment method. This means that all of

them are satisfied with the system of evaluation for this particular ESP course. They prefer the ESP lecturer to assess them progressively such as by giving marks for their presentations and other course related activities. The allocation of forty percent (40%) for the final examination is a common preference among students because it reduces the final examination stress to a certain degree.

#### Question 21

The importance of the topics and the language skills outlined in the ESP course.

This question is aimed at identifying the importance of the ESP topics based on the prospect of the FHTM students and the language skills that needed emphasis in each of the topics. Since question number 21 from the students' questionnaire is the same as question number 16 from the subject lecturers' questionnaire and the English language lecturers' questionnaire, this question will be analyzed collectively later under question number 16 of the lecturers' questionnaires. The heading of the data will be 'Comparison of perceptions from the ESP students, subject lecturers and English language lecturers towards the ESP syllabus'.

#### **4.1.2 Responses from the Lecturers' Questionnaires**

Two sets of questionnaires were administered to obtain the information from both the hospitality and tourism related subject lecturers and English language lecturers. These two sets of questionnaires are almost the same, except for the English language lecturers' questionnaire, which had one extra question in Section 1, which aimed at identifying whether the English language lecturers have experience in teaching any ESP courses. Therefore, to avoid confusion, the subject lecturers' questionnaire was marked as 'SET B' and the English language lecturers' questionnaire was marked as 'SET C'. Five subject lecturers and five English language lecturers participated in this questionnaire session.

The questions in both questionnaires were classified according to Section 1, which focuses on obtaining some personal details of the respondents, Section 2, which aims to identify the lecturers' teaching experiences and finally Section 3, which is designed to obtain information related to the needs and perceptions of both the subject lecturers and English language lecturers towards the ESP course. Since both questionnaires are almost the same, the findings will be analyzed together to enable comparison of findings. The data obtained through the questionnaires will be analyzed section by section and with reference to the question whenever necessary. The subject lecturers will be referred as (SL) and the English language lecturers as (EL) for the data stated in the tables. The findings are as follows:

## Section 1: Personal Details

### Question 1-2

Three out of the of five subject lecturers who responded were below the age of 30, while one lecturer was between 36 to 40 and another lecturer was above 41 years old. Three of the subject lecturers are Master holders while the remaining two subject lecturers possess a degree relevant to the hospitality and tourism studies.

Three out of five English language lecturers who responded to the questionnaire were below 30 years old; the remaining two English language lecturers were above 41 years old. Four of them possess a Master Degree in Teaching English as a Second Language and the remaining one lecturer had a Degree in Teaching English as a Second Language.

## Part 2: Teaching Experience

### Question 3-4

Forty percent (40%) of the subject lecturers who responded had two to five years of teaching experience. The remaining sixty percent (60%) of them had six to fifteen years of teaching experience. Generally, these lecturers have been teaching subjects related to the hospitality and tourism industry, namely Hospitality Organizational Behavior, Hospitality Human Resource Management, Hospitality Environmental Management, Food Service System Management, and other subjects related to culinary arts.

Meanwhile, sixty percent (60%) of the English Language lecturers who took part in this study had at least two to five years of teaching experience. The remaining forty percent (40%) had more than fifteen years of teaching experience. Eighty percent (80%) of them claimed that they have experience in conducting an ESP course. The most common ESP course which was taught by them was English for Business Purpose, having been selected by sixty percent (60%) of the lecturers while the second common ESP course taught was English for Hospitality and Tourism, selected by forty percent (40%), followed by English for Law and English for Engineering, selected by twenty percent (20%) each respectively. There was one lecturer who indicated that she had experience in teaching other types of ESP courses but she did not state the name of the course, while twenty percent (20%), which is only one respondent, had no experience of teaching any ESP course.

### Section 3: Needs and Perceptions towards ESP

#### Question 5

When the subject lecturers were addressed with the question whether proficiency of English language is important for good academic performance in the field of hospitality and tourism management, a hundred percent (100%) of the subject lecturers who responded admitted that it is important. On the other hand, eighty percent (80%) of the English language lecturers, who responded, claimed that proficiency of English language is important for good academic performance in the field of hospitality and tourism management. Twenty percent (20%) which is only one English language lecturer felt that English proficiency is not important for



good academic performance in the field of hospitality and tourism management. This particular lecturer did not provide the reason for her opinion.

However, when the subject lecturer and the ESP lecturer were interviewed, they emphasized that English is definitely important for good academic performance not only for the field of hospitality and tourism management but also for other fields because it is the medium of instruction for all the programmes offered in the University.

Question no. 6

Table 4.13: The contribution of English in Hospitality and Tourism industry

Methods of Contribution	SL		EL	
	No. of lecturers (out of 5)	Percentage (%)	No. of lecturers (out of 5)	Percentage (%)
Access to local and international information	5	100	5	100
Enhance good communication skills	5	100	5	100
Attract more international tourists	3	60	3	60
Others	-	-	2	40

Table 4.13 describes the lecturers' view on how English could contribute towards good performance in the hospitality and tourism industry. All the subject lecturers and English language lecturers who responded perceived that English language could provide access to the local and international information and also enhance good communication skills. Sixty percent (60%) of the subject lecturers

and sixty percent (60%) of the English language lecturers felt that English language could contribute to attract more international tourists. Less than half of the English language lecturers indicated other contributions, namely an opportunity for international career development. This indicates that English language definitely plays a major role for good performance in the hospitality and tourism industry.

#### Question 7

Table 4.14: Awareness and understanding of the ESP course

Level awareness and understanding of The ESP course.	SL		EL	
	No. of lecturers (out of 5)	Percentage (%)	No. of lecturers (out of 5)	Percentage (%)
None at all	-	-	1	20
Not much	1	20	2	40
Satisfactory	3	60	-	-
Good	1	20	2	40

Table 4.14 describes the lecturers' awareness and understanding of the ESP course designed for the hospitality and tourism students. When the lecturers were asked to indicate their awareness and understanding of the ESP course, sixty percent (60%) of the subject lecturers indicated 'satisfactory' and that means that they are aware of the ESP course and they have limited knowledge on the course content. Twenty percent (20%) of the subject lecturers indicated 'good' as their level of awareness and understanding of the ESP course. This leads to the interpretation that

they are fully aware of the content of the ESP course. Only a small number of subject lecturers, that is twenty percent (20%), indicated that they do not know much about the ESP course which was designed for the hospitality and tourism students.

Twenty percent (20%) of the English language lecturers indicated that they are not aware at all about the ESP course by selecting the option 'none at all'. Forty percent (40%) of the English language lecturers who responded indicated that they do not know much about the ESP course. This means that they knew that the ESP course existed but they are not familiar with the content of the course. Another forty percent (40%) of the English language lecturers indicated that their awareness and understanding of the ESP course was 'good'. This may be due to their experience of being assigned to teach this particular course.

The interview session with the subject lecturer and ESP lecturer revealed that initially the ESP course was designed by an internal English lecturer who was serving only the FHTM in 2006. It was discovered that the former deputy dean and the assigned English language lecturer invented the course syllabus. Unfortunately, the syllabus was not designed based on any needs analysis. Since then, the same course syllabus has been implemented till today with limited modification. Apart from that, most of the English lecturers possess limited knowledge on the ESP course catering for the hospitality and tourism students because the course was allocated to one particular lecturer.

On the whole, the information obtained via this question suggests that most of the English language lecturers had limited awareness and understanding of the ESP course for the hospitality and tourism students of FHTM.

#### Question 8

This question aimed at identifying whether the lecturers perceived that the ESP course helps the FHTM students to cope with the hospitality and tourism subjects. All the subject lecturers who responded perceived that the ESP course helped the FHTM students to cope with the hospitality and tourism subjects. However, only eighty percent (80%) of the English language lecturers who responded felt that the ESP course is helpful for the FHTM related courses. Twenty percent (20%) that is only one respondent from the group of English language lecturers indicated that the ESP course is not helpful for the FHTM students to cope with the hospitality and tourism related subjects because this ESP course is only offered during the students' final semester.

However, both the subject lecturer and the ESP lecturer who were interviewed felt that it was adequate to offer the ESP course for the final semester students provided it is offered before their industrial training. Both of them highlighted that the objective of this ESP course is to prepare the FHTM students to use English effectively for their performance in the related profession. Therefore, they believe that by offering the course during the final semester, the students would have obtained the relevant content knowledge related to the field of hospitality and

tourism management via their major courses which would be an advantage during the learning process of this ESP course.

#### Question 9

Teaching ESP requires not only linguistic knowledge but also content exposure. In the case of teaching an ESP course, often the English language lecturers are thrown into a scenario where they might have to conduct an ESP lesson with very limited content knowledge. Therefore, this question aims to verify the most suitable person to teach ESP. Sixty percent (60%) of the subject lecturers felt that the ESP course should be delivered by the English Language lecturers; meanwhile, forty percent (40%) of them felt that the ESP course for the hospitality and tourism students should be conducted by the subject lecturers. The interviewed subject lecturer commented that the faculty should provide internal English language lecturers (in FHTM) to teach hospitality and tourism related English subjects and she also suggested that it was essential to incorporate English in all key subjects.

On the other hand, forty percent (40%) of the English language lecturers indicated that the English language lecturer is the most suitable person to teach the ESP course. However, the remaining sixty percent (60%) indicated that both the English language lecturers and the subject lecturers are eligible to teach the ESP course as long as they have a good command of English and the content knowledge for the ESP course. However, the ESP lecturer who was interviewed acknowledged that, the English language lecturer would be the most ideal person to teach this ESP

course because she believed that teaching English for a specific purpose requires not only the content knowledge but also skill and creativity in delivering the language aspects related to the topics of the ESP course. However, she emphasized that the assigned ESP lecturer should be given sufficient time and resources to prepare for the ESP lessons.

#### Questions 10 - 11

Currently, the ESP course is evaluated as sixty percent (60%) for coursework assessment and forty percent (40%) for final examination. When the lecturers were asked whether it is necessary to enforce final examination for the ESP course, all subject lecturers and English language lecturers who responded agreed that it is necessary to enforce the final examination. Forty percent (40%) of the subject lecturers indicated that forty percent (40%) of marks should be allocated for the final exam. Twenty percent (20%) of the subject lecturers claimed that fifty percent (50%) is ideal for final examination and another twenty percent (20%) felt that sixty percent (60%) should be ideal for the final examination. Only one subject lecturer or twenty percent (20%), felt that the final examination for the ESP course should be evaluated over hundred percent (100%).

On the other hand, sixty percent (60%) of the English language lecturers felt that the current forty percent (40%) of marks allocated for the final examination of the ESP course is appropriate. Meanwhile forty percent (40%) of the English language lecturers felt that the current evaluation for ESP examination should be reduced to thirty percent (30%).

The interviewed subject lecturer and ESP lecturer stated that it was essential to have a final examination to evaluate the ESP students' achievements and at the same time to create seriousness among the students so that they would pay attention to the course.

Question 12(a)

Table 4.15: FHTM students' abilities in the classified language skills.

Language Skills	Very Good(%)		Good (%)		Average(%)		Very weak (%)	
	SL	EL	SL	EL	SL	EL	SL	EL
Writing Skills	-	-	-	-	80	80	20	20
Reading Skills	-	-	20	40	80	60	-	-
Listening Skills	-	-	60	20	40	80	-	-
Oral Communication Skills	-	-	-	20	60	20	40	60

Note: One (1) lecturer equals 20%

Table 4.15 describes the perception of both the subject lecturers and the English language lecturers towards the abilities of the FHTM students on the classified language skills. As for the writing skills, eighty percent (80%) of the subject lecturers and another eighty percent (80%) of the English language lecturers classified the FHTM students to be in the 'average' category and twenty percent (20%) each respectively from both categories of lecturers claimed that the FHTM students are 'very weak' in writing skills.

As for reading skills, more than half of the lecturers who responded positioned the students to be at 'average' that was eighty percent (80%) of the

subject lecturers and sixty percent (60%) of the English language lecturers. Only twenty percent (20%) of the subject lecturers and forty percent (40%) of the English language lecturers felt that the FHTM students were 'good' at reading skills.

Sixty percent (60%) of the subject lecturers perceived that the FHTM students are 'good' at listening skills while only twenty percent (20%) of the English language lecturers perceived that the FHTM students are 'good' at listening skills. The remaining forty percent (40%) of the subject lecturers and eighty percent (80%) of the English language lecturers perceived that the FHTM students are 'average' at listening skills.

As for oral communication skills, only twenty percent (20%) of the English language lecturers felt that the FHTM students can be ranked as 'good'. Sixty percent (60%) of the subject lecturers and twenty percent (20%) of the English language lecturers felt that the FHTM students' oral communication skills were at 'average' level.

Obviously more than half, that is sixty percent (60%) of the English language lecturers indicated that the FHTM students were 'very weak' in oral communication skills. On the other hand, forty percent (40%) of the subject lecturers perceived that the FHTM students were 'very weak' in their English Communication skills.

The subject lecturer, who was interviewed, stated that most of the FHTM students' written assignments in English contain many errors in sentence structure and grammar. Since subject related assignments are content and task based, normally the FHTM lecturers would just overlook the language related errors and



provide marks based on the content points. In addition, the ESP lecturer also admitted that most of these students are quite weak in writing and speaking skills.

Eventually, this leads to the conclusion that both the subject lecturers and the English language lecturers perceived that the FHTM students need more attention on writing skills and oral communication skills since the students are rated more towards ‘average’ or ‘very weak’.

#### Question 12(b)

Table 4.16: Lecturers’ perception on the importance of the language skills

Language Skills	Very Important (%)		Important (%)		Quite Important (%)		Not Important (%)	
	SL	EL	SL	EL	SL	EL	SL	EL
Writing Skills	80	40	20	60	-	-	-	-
Reading Skills	80	20	20	60	-	20	-	-
Listening Skills	100	100	-	-	-	-	-	-
Oral Communication Skills	100	100	-	-	-	-	-	-

Note: One (1) lecturer equals to 20%

The subject lecturers and English language lecturers were required to classify the importance of the categorized language skills according to the importance of the FHTM students’ prospective career. Almost all of the language skills were considered to be either ‘very important’ or ‘important’. Eighty percent (80%) of the subject lecturers considered that writing skills are ‘very important’; while the remaining twenty percent (20%) felt that they are ‘important’. The English language lecturers’ perception was quite opposite to the subject lecturers’ because less than half, which is only forty percent (40%) of the English language

lecturers, felt that writing skills would have a major function in the FHTM students' future career, thus they selected 'very important'. The remaining sixty percent (60%) of the English language lecturers felt that writing skills are just 'important' for the FHTM students' future career.

As for reading skills, eighty percent (80%) of the subject lecturers disclosed that it is 'very important' while the rest or twenty percent (20%) of the subject lecturers stated that reading skills are 'important'. On the other hand, only twenty percent (20%) of the English language lecturers claimed that reading skills are 'very important' for the FHTM students' prospective career. Sixty percent (60%) of them claimed that reading skills are 'important', while the remaining twenty percent (20%) stated that reading skills are 'quite important' for the FHTM students' future career.

Both the subject lecturers and English language lecturers had the same perception for listening skills and oral communication skills. They perceived that both these skills are 'very important' for the prospective career of the FHTM students. Eventually, findings via this question indicate that the listening skills and oral communication skills needed more emphasis in the current ESP course since these are perceived to be 'very important' in order for graduates to be able to perform in the job market.

Question 13

Table 4.17: Lecturers' preference of teaching methods for the ESP course

<b>Teaching Methods/Aids/Approach</b>	<b>SL (%)</b>	<b>EL (%)</b>
Power Point lectures	40	60
Role-play, games, music and drama	80	100
Audio visuals	100	60
Field visits/ works	100	100
Group discussions	60	80
Working independently on given tasks	60	80
Presentations	100	60
Written work in class	40	-

Note: One (1) lecturer equals 20%

Table 4.17 describes the preference of teaching method/s by the subject lecturers and English language lecturers in order to effectively conduct the ESP course. The popular teaching methods selected by all the subject lecturers are the use of audio visuals, field visit/work, and class presentations. The next popular selection was 'role-play, games, music and drama' accounting for eighty percent (80%) of the subject lecturers' selection. Next, 'group discussions' and 'working independently on given tasks' were selected by sixty percent (60%) of the subject lecturers who responded. Less than half of the subject lecturers, 40% of them, indicated that 'Power Point lectures' and 'written work in class' could be helpful in delivering the ESP course.

Meanwhile, the most popular selection of teaching methods among the English language lecturers were ‘role-play, games, music and drama’ and ‘field visit/ work’ where these options were selected by all of the English language lecturers who responded. The next popular selection which was selected by eighty percent (80%) of English language lecturers were, ‘group discussion’ and ‘working independently on given tasks’.

On the other hand, sixty percent (60%) of the English language lecturers felt that ‘Power Point lectures’, ‘the use of audio visuals’ and ‘presentations’ would be effective as well to deliver the ESP lessons. None of the English language lecturers who responded indicated ‘written work in class’ as an effective way to deliver the ESP lessons. There was one English language lecturer who commented that the use of real life situations, for example case studies, would also aid in providing the FHTM students with awareness and experience in handling those kinds of scenarios if they come across them in their prospective careers.

The subject lecturer who was interviewed confessed that in general most of the FHTM students would prefer to be engaged in physical activities compared to intellectual activities. She pointed out that their level of enthusiasm and commitment was very high when they were assigned to conduct a forum as part of their Hospitality Organizational Behavior course. The students were very excited to implement what they have learnt through the course into practice, therefore it was obvious that these kinds of activities were worth the effort because the course content stays better in their memory.

The ESP lecturer also had the same view in terms of delivering the content of the ESP course. She stated that the students prefer classroom activities such as role-play, games and so forth compared to written work or lectures. She believed that an educational tour to venues related to the hospitality and tourism industry would definitely enhance their interest and confidence to improve their English. However, she highlighted that it is time consuming to organize a field trip during the semester and there are lots of planning and financial issues involved.

To sum up, when the selection of the teaching methods between the subject lecturers and English language lecturers was compared, it is quite obvious that they favour interactive methods or activities to facilitate the delivery of the ESP course.

#### Question 14

Table 4.18: Lecturers' perception on the sufficient hours for the ESP course

<b>Contact hours for ESP classes</b>	<b>SL (%)</b>	<b>EL (%)</b>
3 hours/class, 2 times/week	20	60
2 hours/class, 3 times/week	80	20
Others	-	20

Note: One (1) lecturer equals 20%

This question requires the subject lecturers and the English language lecturers to indicate the sufficient number of contact hours for the conduct of the ESP course. Eighty percent (80%) of the subject lecturers indicated that two hours

per class, three times per week, is ideal to deliver the ESP course per semester. That accounts to six hours per week. The other twenty percent (20%) of the subject lecturers felt that three hours per class and two times per week is ideal for the ESP course. Meanwhile, the preference from the English language lecturers were contradicting the subject lecturers whereby sixty percent (60%) of the English language lecturers preferred three hours per class, two times per week and twenty percent (20%) of them selected two hours per class, three times per week.

During the interview, the subject lecturer stressed that the breakdown of six hours of the ESP lesson between 3 classes per week is effective since this would help the students to concentrate better and at the same time, it helps to develop their interest in the lesson. On the other hand, the ESP lecturer indicated that the English language lecturers' preference might have been influenced by the time factor which was involved to conduct classroom activities related to the ESP course. She highlighted that more hours per class would provide more opportunities for interactive activities which indirectly facilitates the teaching and learning process of the ESP course.

Question 15

Table 4.19: Lecturers' preference of teaching resources for the ESP course

<b>Teaching Materials/Resources</b>	<b>SL (%)</b>	<b>EL (%)</b>
Text Books	20	-
Workbooks	60	20
Magazines	60	80
Academic Journals	60	60
Authentic Texts	20	80
Specially designed modules	60	100
Others	20	20

Note: One (1) lecturer equals 20%

Table 4.19 describes the selection of suitable resources by the subject lecturers and English language lecturers to aid in delivering the ESP course. The popular selection of teaching materials were workbooks, magazines, academic journals and specially designed modules, where each of these options was selected by sixty percent (60%) of the subject lecturers who responded. The least preferred materials were text books, authentic texts, and other materials such as case studies; these were selected only by twenty percent (20%) of the subject lecturers.

As for the English language lecturers' selection, specially designed module was on top of the list since hundred percent (100%) of the respondents opted for this option. The use of magazines and authentic texts obtained eighty percent (80%) of the English language lecturers' preference, while sixty percent (60%) of the English language lecturers felt that academic journals could be useful to deliver the ESP

course. The least preferred material was the work book, which was selected by only twenty percent (20%) of the lecturers. One lecturer indicated that materials from other sources such as internet and multimedia would be useful in delivering the ESP course. Meanwhile, the use of text books was not preferred at all by any of the English language lecturers.

The obvious difference between the preference of materials for the teaching and learning of the ESP course occurred for the option of the use of authentic texts. The authentic texts which were suggested were from real brochures, pamphlets, forms, menu cards and so forth. The ESP lecturer highlighted that these materials could aid in delivering the content of the ESP course since the ESP students would definitely encounter activities related to these materials once they step into the job market. Indirectly it is believed that exposure to these materials in the ESP course would familiarize them with the related tasks and language activities.

Question 16 (Set B & C) and 21(Set A)

This question was addressed to all the respondents of this study which includes the ESP students (refer to question no. 21 from questionnaire 'SET A'), subject lecturers, and the English language lecturers (refer to question 16 from 'SET B and C). Since all the three sets of questionnaires had this section which aimed at identifying the respondents' perception towards the ESP topics and the language skills that needed to be emphasized, the findings from these questions will be analyzed collectively. Another reason for analysing this question collectively is to enable comparative analysis which would favour discussion of the findings of this question. The findings are as follows:



Table 4.20: Perception towards the importance of the ESP topics

Topics	Importance of the topic											
	Important						Not Important					
	S		SL		EL		S		SL		EL	
	No. Sts	%	No. Lct	%	No. Lct.	%	No. Sts	%	No. Lct	%	No. Lct	%
Enquiries & Reservation	33	100	5	100	5	100	-	-	-	-	-	-
Reception	33	100	5	100	5	100	-	-	-	-	-	-
Checking in-out Guest	33	100	5	100	5	100	-	-	-	-	-	-
Hotel services	32	97	5	100	5	100	1	3	-	-	-	-
Food Service	33	100	5	100	5	100	-	-	-	-	-	-
Local Tours	33	100	5	100	5	100	-	-	-	-	-	-
Tour Operation	32	97	5	100	5	100	1	3	-	-	-	-
Complaints	32	97	5	100	5	100	1	3	-	-	-	-
Conference	33	100	5	100	5	100	-	-	-	-	-	-
British English & American English	32	97	5	100	4	80	1	3	-	-	1	20
Vocabulary Building	33	100	5	100	5	100	-	-	-	-	-	-

S = Students

SL = Subject Lecturers

EL = English Lecturers

No.Sts = Number of Students

No.Lct = Number of Lecturers

Table 4.20 describes the perceptions of the ESP students, the subject lecturers, and the English language lecturers towards the ESP topics. Findings revealed that all the topics selected for the ESP course are perceived to be ‘important’ by almost all the respondents. Only three percent (3%) of the ESP students perceived that the topics related to hotel services, tour operation, handling complaints and understanding British English and American English were not important. Only one English language lecturer that is twenty percent (20%) indicated that understanding British English and American English was not important in this ESP course. The subject lecturer who was interviewed stated that the current topics prescribed for this ESP course are important and relevant to the objectives of course. However, the subject lecturer pointed out that the sub topics should also be specified to ensure that the important aspects are not left out during the conduct of the ESP lessons. Meanwhile, the ESP lecturer who was interviewed revealed that the current ESP topics are relevant to the scope of hospitality and tourism management. The ESP lecturer highlighted that there is a need to compile the teaching resources and organise the activities related to these ESP topics, in order to ensure the effectiveness of this course.

Table 4.21 shows the perception of the ESP students, subject lecturers and the English language lecturers on the language skills that need to be emphasised for the topics classified in the ESP course. The majority (more than half) of the respondents from the category of students, subject lecturers and English language lecturers perceived that ‘speaking skills and ‘listening skills’ need more emphasis in all the ESP topics. The respondents had almost the same pattern of selection on the topics which need emphasis for speaking skills and listening skills.



On the other hand, the perceptions of the respondents fluctuated drastically for the emphasis of 'reading skills' and 'writing skills' on the ESP topics. Only thirty six percent (36%) of the students indicated that the topic on 'reception' need emphasis on reading skills, while the topic on 'tour operation' was selected by only one English language lecturer, for emphasis on reading skills. Based on the students' perception and the English language lecturers' perception the emphasis on reading skills was not highly required for the topics mentioned earlier.

As for the emphasis on writing skills, topics on 'hotel services', 'food service', and 'tour operation' were the least preferred topics among the students. Only one subject lecturer perceived that the topic on 'hotel services' needs emphasis on writing skills. In general, when the perceptions of students and lecturers were compared for both the reading skills and writing skills, the students' preference for emphasis on reading skills and writing skills were less compared to the lecturers.

#### **4.2 Discussion of the Findings**

Upon analysing the findings collected, it is quite clear that the main objective of this ESP course is to provide the hospitality and tourism students with the English language competency which is highly required in order to be competent in the targeted situation, precisely in the hospitality and tourism industry.

The major findings are categorised and applied according to Hutchinson and Waters' (1987) framework of learning needs analysis as below:

1. Who are the learners?

The ESP students are final year students, who would have gone through at least two years of major subjects related to hospitality and tourism management. Thus, they have acquired the content knowledge for the ESP course related to the hospitality and tourism industry. However, these ESP students are not from the same Diploma programme. The Diploma in Hotel Management students and Diploma in Tourism Management students would have shared almost the same kind of courses in their programme compared to the Diploma in Food Service Management students. Therefore, having these three groups of students in the same ESP course would be quite challenging. However, it is perceived that there is no harm in learning the English language related to hotel, tourism and food service, since they would pursue their career in any of the above mentioned field which is interrelated in the hospitality industry.

Since the majority of the students in this University are Malaysians from urban or suburban areas, it is obvious that they have acquired the general English knowledge because English is a second language in Malaysia. The foreign students also would have possessed the general knowledge of English because it is one of the requirements of the University, which is to have passed any of the internationally recognized English examinations such as IELTS.

The students are exposed to lectures and tutorials in terms of teaching style. Based on the findings the students would prefer more interactive activities to grasp the content of the ESP course at the same time to enable them to practice the acquired language skills. Thus, this indicates their positive attitude towards learning English and improving their language skills in order to be competent in English language related to the hospitality and tourism industry.

## 2. Why are the learners taking the ESP course?

The ESP course is a compulsory course which has to be taken by the final year students of Diploma in Hotel Management, Diploma in Tourism Management, and Diploma in Food service Management. Even though it is a compulsory course, findings revealed that the majority of the students perceived this course to be important to improve their English in the specific area of hospitality and tourism. The students also perceived that ESP is an essential course to enable them to acquire and practice the language skills related to their professional field. The ESP students believe that this ESP course would provide them with the vocabulary knowledge and oral communication skills which would be essential for their future career. These students are hoping to be able to speak fluent English confidently upon accomplishing this ESP course.

3. When and where does this ESP course take place?

The ESP course is conducted in tutorial classrooms. Occasionally, the computer lab is utilized for listening and speaking activities. The findings of this study reveal that the ESP students would prefer an interesting classroom which is designed to facilitate the teaching and learning of this ESP course. During the focus sessions it was discovered that the students felt bored to be in the same learning environment for almost all the courses. They revealed that a special classroom with access to facilities for enhancing their English knowledge and language skills would definitely be a motivating factor to improve their English.

Currently, the ESP course is scheduled for three hours per class, two times per week. Most of the English language lecturers felt that this was ideal to facilitate classroom activities. However, the subject lecturers believe that a breakdown of two hours per class three times per week would provide more chances of practicing the language skills related to the ESP content. Findings from the focus group discussion with the students revealed that they prefer to stick to the existing contact hours since it is sufficient to prepare and conduct learning activities.

4. How do the learners learn?

Most of the students revealed that they had undergone a passive learning environment for English language proficiency courses prior to this ESP course. Therefore, they felt that interactive methods would be the best way of delivering

the content of the ESP course. Thus, the ESP students highlighted that activities such as field visits, group discussions, role-plays, games, and students' presentations are highly encouraged to be implemented in their learning process. Self study method and complete lectures are not preferred by most of the students.

5. What are the available resources?

There are a number of competent English lecturers who have experience handling ESP courses; however not all of them prefer to teach the ESP course. They claim that teaching an ESP course involves much time in planning and preparing for the lessons compared to other English proficiency courses. They are aware that the ESP course has to be adjusted to the competency of the students undertaking the course every semester. The activities related to the ESP topics have to be modified according to the students' competency in their general English. Therefore, the right person to teach ESP would be the English language lecturers since they are competent in teaching the language aspects in relation to the specific area. However, it is necessary to provide some training for the English language lecturers to conduct ESP lessons before assigning them to teach the ESP course.

The current ESP lecturer revealed that since the hospitality and tourism field is a commonly exposed area, it was not that difficult to deliver the ESP course for the students of hospitality and tourism management. The ESP



lecturer has been using the ESP module, articles and activities from the internet and authentic materials such as brochures, pamphlets, menu cards and other materials to facilitate the teaching and learning process of the ESP course.

However, both the lecturers and students assumed that the ESP module needs to be reviewed. The students expect updated issues or topics such as ecotourism and other interesting articles and activities to be included in the current ESP module. Apart from that, the findings from the data collected revealed that the listening skills and oral communication skills are preferred to be emphasized more during the teaching process of the ESP content. Findings also revealed that there are opportunities for out-of-class activities; however, these require advance planning and preparation by the ESP lecturer.

### **4.3 Conclusion**

Overall, this chapter has disclosed the relevant findings related to this study. The responses from the subject lecturers, the English language lecturers and ESP students have aided in identifying the needs related to the conduct of the ESP course for the hospitality and tourism students. The findings from this chapter will aid in lining up the suggestions to improve the current ESP course for the students of hospitality and tourism management.