

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter focuses on summarising the main findings and highlighting the needs of the stakeholders, precisely the students and lecturers involved in the ESP course designed by the Faculty of Hospitality and Tourism Management. Suggestions for improvement of the ESP course will also be addressed in this chapter.

#### **5.1 Summary of Findings**

The findings are summarised and discussed based on the research questions as follows:

1. What are the needs of the students undertaking the ESP course?

Based on the findings of this study, the ESP students preferred more interactive activities which allow them to implement the required listening skills and oral communication skills. They also favour the use of authentic materials and field visits which they believe would provide hands-on experience and relevant practice for their prospective careers. The students anticipate a slightly different teaching approach and learning environment compared to the other English proficiency courses which they have

encountered. They believe that the uniqueness of the ESP course would boost their interest and confidence to communicate effectively in English. Apart from that, the students and lecturers also perceived that the final examination for the ESP course is necessary. The findings revealed that the current assessment system of sixty percent (60%) for course work and forty percent (40%) for final examination was considered appropriate by most of the ESP students and lecturers who responded. As for the number of contact hour, the students perceived that three hours per class, twice a week is essential to learn this ESP course.

2. What are the language skills that need to be emphasised in the ESP course?

According to the findings, the students and lecturers perceived that the ESP students' ability in writing skills and oral communication skills to be at 'average' to 'very weak' compared to their reading skills and listening skills. Thus, this indicates that there is a necessity to polish their writing skills and oral communication skills. However, when they were asked to select the language skills that needed to be emphasized during the delivery of the ESP contents, the students' and lecturers' preference was more towards listening skills and oral communication skills. Therefore, it is obvious that even though the students lack competency in writing skills, they preferred more emphasis on listening skills and oral communication skills since these two skills are perceived to be very important to function effectively in the hospitality and

tourism industry. This indicates that the ESP lecturer needs to schedule more listening and speaking activities related to the ESP syllabus.

3. What are the challenges involved in creating a holistic ESP course for FHTM students?

Since this ESP course is offered for students from three different programmes, one of the challenges faced by the ESP lecturer is to group them for activities and group assignments. The number of students from Diploma in Food Service Management is quite low compared to the other two Diploma programmes. Some of these students feel uncomfortable to group with the other students from different programmes. Apart from that, the assignments also have to be modified according to their major field of study. As to attend to this issue, the ESP lecturer has to explain to the related students that this ESP course provides them the opportunity to learn to work with people from various fields since they would encounter the same scenario later when they head to the industry. Another challenging factor in conducting a holistic ESP course for the students of hospitality and tourism management is the lack of teaching resources. Suggestions to overcome this are addressed under the section of Implications and Recommendation.

4. Are the teaching resources and teaching methodologies suitable for this ESP course?

The current teaching resources and teaching methodologies are perceived to be suitable for this ESP course. However, findings revealed that there is a need to improve the current ESP module and collect more teaching resources such as authentic materials to aid relevant communicational activities. The students and the lecturers felt that more interactive activities should be incorporated in the teaching and learning process of this ESP course.

## **5.2 Implications and Recommendations**

Basically this study managed to obtain information on what is expected to be accomplished from the ESP course conducted for the FHTM students. Based on the analysis of the findings obtained from Chapter 4, the following recommendations are forwarded:

1. The current ESP course needs to be reviewed and enhanced with more detailed sub-topics under the current topics. This would enable the ESP lecturer to keep on track of the issues or activities related to the hospitality and tourism industry, which would indirectly favour advanced preparation to deliver the lessons effectively.

2. It is highly recommended that the use of lesson plan be implemented for the conduct of this ESP course. The contents of the ESP course could be delivered objectively and effectively with the aid of an organised lesson plan.
3. The ESP module which is in use should be improved. Authentic materials related to the hospitality and tourism industry and sample lesson plans for the ESP course should be compiled. This could be done during the students' semester break since teaching would not take place during this time. The collected materials and lesson plans should be organised according to the course syllabus and bound together as a comprehensive ESP module. The process of collecting materials should be an initiative of all the English language lecturers as an on going process.
4. Lessons should focus more on listening and oral communication skills that play a major role in the outlined ESP topics. For example, to deliver the lesson on 'Enquiries and reservation', the ESP lecturer should come up with interesting activities which emphasizes more on the speaking and listening skills.
5. Apart from the ESP topics and the language skills focused in this ESP course, the students should also be familiarized with the varieties of cultures and customs available globally as suggested by Siti (2007). By introducing the global cultures and customs to these ESP students and facilitating them with the vocabulary and the relevant language skills, the students would acquire

broader knowledge to communicate with the customers, who are mainly tourists.

6. Since the students prefer a different learning environment for this ESP course, it is suggested that a special classroom to be allocated just for the conduct of the ESP course. This room could be set into a few sections which incorporate the design of a tour agency, front desk of a hotel reception area, and a restaurant setting. ESP lessons could be planned to take place in this ESP classroom. If, this suggestion seem to be time consuming and costly, most of the above mentioned settings are available in the faculty to train the FHTM students with their major course. So, the ESP lecturer could also utilise these facilities for the ESP lessons.
7. Field visits and out-of-classroom activities seem to encourage the students and create confidence among them. Therefore, these kinds of activities could be materialized if advance planning is involved. The ESP lecturer could plan before the semester starts and get the approvals and other procedures done earlier. The management could collaborate with a few hotels, tour agencies and restaurants in the beginning of the year and plan for a few ongoing field visits throughout the year.
8. It is essential to conduct a needs analysis and syllabus review for the ESP course at least once a year. The students' competency in English language skills may differ from one batch to another, therefore it is essential to analyse

their competency and needs in order to facilitate them with the elements that they need in this ESP course.

### **5.3 Conclusion**

The hospitality and tourism industry is a thriving commercial industry which generates high revenue for the country. In order to compete with the other neighbouring countries which are also well known for their tourist attractions and entertainments, much effort has been made to enhance the service providing factors related to the hospitality and tourism industry. This includes the needs of hiring the right people with excellent communication skills. Having competency in English is one of the major plus point for being employed by any reputable organization in the hospitality and tourism industry. It is necessary for the front liners of the hospitality and tourism industry to be highly proficient and competent in English since they are directly involved in providing the first image of the hospitality and tourism industry. Thus, many organizations and institutions are investing in ESP courses that would aid in developing the required communicational skills.

This study has managed to identify the needs of the ESP course catering for the students of hospitality and tourism management of UniRazak. It is hoped that the findings and recommendation would be useful in improving the current ESP course. This would indirectly contribute to ensure the effectiveness of the ESP course in moulding the FHTM students to be efficient in English communicational skills related to the hospitality and tourism industry.