

SET A

Dear Students,

Thank you for responding to this questionnaire.

The premier objective of this questionnaire is to identify the needs of the ESP students and also to check whether the students' needs have been complied in the ESP course designed for FHTM students.

I will be grateful if you could kindly complete this questionnaire as accurately as possible.

Your valued feedback is much appreciated. All responses will be treated confidentially.

Thank you for your time and support.

SET A

SECTION 1 : PERSONAL DETAILS

1. Gender : Male Female

2. Age : 17 – 20 21 – 25 26 – 30 Above 30

3. Race : Malay Chinese Indian

Others:

4. Nationality : Malaysian Others : _____

5. First Language : Malay Chinese languages Indian languages

English

Others: _____

6. Second Language : Malay Chinese languages Indian languages

English

Others: _____

7. Major Course : Hotel Management Diploma in Tourism Management

Diploma in Culinary Arts Diploma in Food Service Management

8. Highest Academic Qualification:

SPM SPVM STPM Others : _____

SET A

SECTION 2 : ENGLISH PROFICIENCY AND USAGE

9. English Language Qualification:

<input type="checkbox"/>	SPM / SPVM - Grade	<input type="text"/>	<input type="checkbox"/>	Others _____	-	<input type="text"/>
<input type="checkbox"/>	Grade	<input type="text"/>				
	MUET	- Band				
<input type="checkbox"/>	IELTS	- Band	<input type="text"/>			

10. How often do you use English language to communicate with others?

Always Sometimes Seldom Never

11. Where / when do you normally converse in English language?

At home In class With lecturers For official matters only Among Friends

SECTION 3: NEEDS AND PERCEPTION TOWARDS ESP

12. Language skills.

a) Please rate your abilities in the following language skills using the scale given below:

	A	B	C	D
A. Very good				
B. Good				
C. Average				
D. Very weak				
i. Writing Skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Reading Skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Listening Skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv. Oral Communication Skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SET A

b) Please rate the following language skills according to their importance in your future career. Use the scale given below.

	A	B	C	D
i. Writing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Oral Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What was your expectation when you enrolled for the ESP course?

(You may tick more than one option).

- To be able to speak in English more clearly.
 - To be able to speak fluently in English.
 - To be able to write grammatically correct sentences in English.
 - To improve my vocabulary, especially in the field of hospitality and tourism.
 - To be able to listen and understand British English and American English.
 - Others : (Please specify)
-

14. Do you think that the ESP course should be made compulsory?

- Yes No (Please Specify the reasons) :
-

SET A

15. Please indicate which of the following teaching methods you would prefer for this ESP course.

(You may tick more than one option)

- Power point lectures.
 - Role –play, games, music and drama.
 - Audio visuals.
 - Field visit / work. (Example: Visits to hotels, restaurants and tour agencies to obtain hands on experience).
 - Group discussions.
 - Working independently on given tasks.
 - Presentations.
 - Written work in class.
 - Others : (Please specify)
-

16. In your opinion, is the 3 hours slot per class, 2 times per week sufficient to master the ESP course?

- Yes. (Please proceed to question no. 19) No

17. How many times per week do you think is suitable?

- Three Four Five Six

18. How many hours per class do you think is suitable?

- 2 hours 3 hours Others: (Please Specify)_____

SET A

19. What type of materials would you prefer to be used as part of the teaching and learning of the ESP

course? (You may tick more than one option)

- Text books
 - Workbooks
 - Magazines
 - Academic Journals
 - Authentic Texts (Brochures, pamphlet, forms, menu etc.)
 - Specially designed Module
 - Others: (Please Specify)
-

20. Are you happy with the present assessment for the ESP course?

- Yes No (Please specify reason:
-

21. For each of the topics below, please indicate:

- i) the importance of the topics based on your needs for your future career and
- ii) the language skills that are important in the teaching and learning of each unit.

(Please tick your preference)

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
ENQUIRIES AND RESERVATION	SKILLS INVOLVED <ul style="list-style-type: none"> • Making Enquiries • Reading & Listening • Filling up forms, making and taking phone calls. • Listening & speaking- Role Play and Dialogues. 	<ul style="list-style-type: none"> • Identify/ understand the relevant enquiries and responses to enquiries. • Understand the- WH questions and proper responses. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
RECEPTION	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the- WH questions and proper responses. • Understand the responsibility of a receptionist and modes of communication involved. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

<p>CHECKING IN – OUT GUEST</p>	<p>SKILLS INVOLVED</p> <ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Identify the relevant communication involved in this topic. • Understand the- WH questions and proper responses. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
<p>HOTEL SERVICES</p>	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand Hotel Services and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
<p>FOOD SERVICE</p>	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the Food service industry and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
<p>LOCAL TOURS</p>	<ul style="list-style-type: none"> • Reading & Listening • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the industry and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

<p>TOUR OPERATION</p>	<p>SKILLS INVOLVED</p> <ul style="list-style-type: none"> • Contacts, Familiarization & Negotiation. 	<ul style="list-style-type: none"> • Understanding what is tour operation • Develop the skills of negotiation 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
<p>COMPLAINTS</p>	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Comprehend and apply the knowledge acquired • Able to handle oral and written complaints effectively. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
<p>CONFERENCES</p>	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand what are the requirements in organizing conferences • Develop the skills of spoken and written English in relation to this topic. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
<p>BRITISH ENGLISH & AMERICAN ENGLISH</p>	<p>SKILLS INVOLVED</p> <ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. 	<ul style="list-style-type: none"> • Understand the differences between British and American English. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

VOCABULARY BUILDING	<ul style="list-style-type: none">• Reading, Listening & Writing• Language study.	<ul style="list-style-type: none">• Develop the vocabulary knowledge in relation to hospitality and tourism industry.	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
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Thank you

SET B

Dear Lecturers,

Thank you for responding to this questionnaire. The premier objective of this questionnaire is to identify the specific needs of the ESP students and lecturers involved in providing the academic qualification for the FHTM students in order to equip them with the necessary language skills so that they could perform effectively in the hospitality and tourism industry. The findings from this questionnaire will help to identify whether the ESP students' needs have been complied in the ESP course which they have been undergoing.

I will be grateful if you could kindly complete this questionnaire as accurately as possible.

Your valued feedback is much appreciated. All responses will be treated confidentially.

Thank you for your time and support.

SET B

PART 1: PERSONAL DETAILS

1. Age : () Below 30 () 31-35 () 36-40 () 41 and above

2. Academic / Professional Qualification.

No.	Qualification	Year	Institution

PART 2: TEACHING EXPERIENCE

3. How long have you been involved in teaching?

() less than 2 years () 11-15 years

() 2-5 years () above 15 years

() 6-10 years

4. What are the subjects that you have taught?

No.	Subjects
1.	
2.	
3.	
4.	
5.	
6.	

PART 3: NEEDS AND PERCEPTIONS TOWARDS ESP

5. Do you think proficiency of English language is important for good academic performance in the field of hospitality and tourism management?

Yes No

6. In what ways do you think English can contribute to good performance in the hospitality and tourism industry? (You may choose more than one response)

- Access to local and international information
- Enhances good communication skills
- Attract more international tourist
- Others: (Please specify: _____)

7. What is the extent of your awareness and understanding of the ESP course designed for the Hospitality and Tourism students of Unitar?

- None at all Satisfactory
- Not much Good

8. Do you think the ESP course helps the FHTM students to cope with the Hospitality & Tourism subjects?

Yes No (Please specify your reason:_____)

9. In your opinion, who do you think is ideal to teach the ESP course?
(Please provide your reason at the given space below)

The Language Lecturer from CFLGS The Subject Lecturer from FHTM

10. Do you think it is necessary to enforce Final Examination for the ESP course?

- () Yes () No (Please proceed to question no. 12)

11. What should be the percentage of evaluation for the ESP Final Examination?

- () 30% () 40% () 50% () 60% () Others : _____

12. Language skills.

a) Please rate the FHTM students' abilities in the following language skills using the scale given below:

- A. Very good B. Good C. Average D. Very weak

	A	B	C	D
i. Writing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Oral Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Please rate the following language skills according to their importance for the FHTM students' future career. Use the scale given below.

- A. Very important B. Important C. Quite Important D. Not important at all

	A	B	C	D
i. Writing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Oral Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SET B

13. Please indicate which of the following teaching method would be effective in delivering the ESP course for FHTM students. (You may tick more than one option)

- Power point lectures.
- Role –play, games, music and drama.
- Audio visuals.
- Field visit / work. (Exp.: Visits to hotels, restaurants and tour agencies).
- Group discussions.
- Working independently on given tasks.
- Presentations.
- Written work in class.
- Others: (Please specify: _____)

14. Please indicate the sufficient number of contact hours for the ESP course.

- 3 hours per class, 2 classes per week.
- 2 hours per class, 3 classes per week.
- Others: (Please specify: _____)

15. In your opinion what type of materials would be suitable for the teaching and learning of the ESP course? (You may select more than one option)

- Text Books Academic Journals
- Workbooks Authentic Texts e.g.: brochures, pamphlets, forms, menu etc.
- Magazines Specific ESP Module designed by the ESP lecturer
- Others: (Please specify: _____)

16. For each of the topics below, please indicate:

i) the importance of the topics based on the FHTM students' prospect in the hospitality and tourism industry and

ii) the language skills that are important in the teaching and learning of each unit.

(Please tick your preference)

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
ENQUIRIES AND RESERVATION	SKILLS INVOLVED <ul style="list-style-type: none"> • Making Enquiries • Reading & Listening • Filling up forms, making and taking phone calls. • Listening & speaking- Role Play and Dialogues. 	<ul style="list-style-type: none"> • Identify/ understand the relevant enquiries and responses to enquiries. • Understand the- WH questions and proper responses. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
RECEPTION	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the- WH questions and proper responses. • Understand the responsibility of a receptionist and modes of communication involved. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
CHECKING IN – OUT GUEST	SKILLS INVOLVED <ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Identify the relevant communication involved in this topic. • Understand the- WH questions and proper responses. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
HOTEL SERVICES	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand Hotel Services and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
FOOD SERVICE	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the Food service industry and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
LOCAL TOURS	<ul style="list-style-type: none"> • Reading & Listening • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the industry and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
TOUR OPERATION	SKILLS INVOLVED <ul style="list-style-type: none"> • Contacts, Familiarization & Negotiation. 	<ul style="list-style-type: none"> • Understanding what is tour operation • Develop the skills of negotiation 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
COMPLAINTS	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Comprehend and apply the knowledge acquired • Able to handle oral and written complaints effectively. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
CONFERENCES	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand what are the requirements in organizing conferences • Develop the skills of spoken and written English in relation to this topic. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
<p align="center">BRITISH ENGLISH & AMERICAN ENGLISH</p>	<p>SKILLS INVOLVED</p> <ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. 	<ul style="list-style-type: none"> • Understand the differences between British and American English. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
<p>VOCABULARY BUILDING</p>	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. 	<ul style="list-style-type: none"> • Develop the vocabulary knowledge in relation to hospitality and tourism industry. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

17. Please indicate your suggestions or opinions for the improvement of the ESP course, if you have any.

Thank you

Dear Lecturers,

Thank you for responding to this questionnaire. The premier objective of this questionnaire is to identify the specific needs of the ESP students and lecturers involved in providing the academic qualification for the FHTM students in order to equip them with the necessary language skills so that they could perform effectively in hospitality and tourism industry. The findings from this questionnaire will help to identify whether the ESP students' needs have been complied in the ESP course which they have been undergoing.

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PART 1: PERSONAL DETAILS

1. Age : () Below 30 () 31-35 () 36-40 () 41 and above

2. Academic / Professional Qualification.

No.	Qualification	Year	Institution

PART 2: TEACHING EXPERIENCE

3. How long have you been involved in teaching?

- () less than 2 years () 11-15 years
 () 2-5 years () above 15 years
 () 6-10 years

4. (a) Do you have any experience of teaching ESP courses?

- () Yes (Please answer the next question) () No (Please proceed to Part 3)

(b) Types of ESP courses taught :

- () Law () Medicine () Hotel & Tourism
 () Business () Engineering () Others, Please specify

PART 3: NEEDS AND PERCEPTION TOWARDS ESP

5. Do you think proficiency in the English language is important for good academic performance in the field of hospitality and tourism management?

Yes No

6. In what ways do you think English can contribute to good performance in the hospitality and tourism field? (You may choose more than one response)

Access to local and international information

Enhances good communication skills

Attract more international tourist

_____ Others: (Please specify: _____)

7. What is the extent of your awareness and understanding of the ESP course designed for the Hospitality and Tourism students of Unitar?

None at all Satisfactory

Not much Good

8. Do you think the ESP course helps the FHTM students to cope with the Hospitality & Tourism subjects?

Yes No (Please specify your reason: _____)

9. In your opinion, who do you think is ideal to teach the ESP course?
(Please provide your reason at the given space below)

The language lecturer from CFLGS The subject Lecturer from FHTM

10. Do you think it is necessary to enforce Final Examination for the ESP course?

() Yes () No (Please proceed to question no. 13)

11. What should be the percentage of evaluation for the ESP Final Examination?

() 30% () 40% () 50% () 60% () Others : _____

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a) Please rate the FHTM students' abilities in the following language skills using the scale given below:

A. Very good B. Good C. Average D. Very weak

	A	B	C	D
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iii. Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Oral Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Please rate the following language skills according to their importance for the FHTM students' future career. Use the scale given below.

A. Very important B. Important C. Quite Important D. Not important at all

	A	B	C	D
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ii. Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Oral Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- Role –play, games, music and drama.
- Audio visuals.
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- Group discussions.
- Working independently on given tasks.
- Presentations.
- Written work in classes.
- Others: (Please specify: _____)

14. Please indicate the sufficient number of contact hours for the ESP course.

- 3 hours per class, 2 classes per week.
- 2 hours per class, 3 classes per week.
- Others: (Please specify: _____)

15. In your opinion what type of materials would be suitable for the teaching and learning of the ESP course? (You may select more than one option)

- Text Books Academic Journals
- Workbooks Authentic Texts e.g.: brochures, pamphlet, forms, menu etc.
- Magazines Specific ESP Module designed by the ESP lecturer
- Others: (Please specify: _____)

16. For each of the topics below, please indicate:

- i) the importance of the topics based on the FHTM students’ prospect in the hospitality and tourism industry and
- ii) the language skills that are important in the teaching and learning of each unit.

(Please tick your preference)

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
ENQUIRIES AND RESERVATION	SKILLS INVOLVED <ul style="list-style-type: none"> • Making Enquiries • Reading & Listening • Filling up forms, making and taking phone calls. • Listening & speaking- Role Play and Dialogues. 	<ul style="list-style-type: none"> • Identify/ understand the relevant enquiries and responses to enquiries. • Understand the- WH questions and proper responses. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
RECEPTION	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the- WH questions and proper responses. • Understand the responsibility of a receptionist and modes of communication involved. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
CHECKING IN – OUT GUEST	SKILLS INVOLVED <ul style="list-style-type: none"> • Reading & Listening 	<ul style="list-style-type: none"> • Identify the relevant communication involved in this topic. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
	<ul style="list-style-type: none"> • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the- WH questions and proper responses. 		<input type="checkbox"/> Speaking <input type="checkbox"/> Listening
HOTEL SERVICES	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand Hotel Services and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
FOOD SERVICE	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the Food service industry and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
LOCAL TOURS	<ul style="list-style-type: none"> • Reading & Listening • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the industry and types of communication and correspondence involved in the related field. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
TOUR OPERATION	SKILLS INVOLVED <ul style="list-style-type: none"> • Contacts, Familiarization & 	<ul style="list-style-type: none"> • Understanding what is tour operation 	<input type="checkbox"/> Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
	Negotiation.	<ul style="list-style-type: none"> Develop the skills of negotiation 	<input type="checkbox"/> Not Important	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening
COMPLAINTS	<ul style="list-style-type: none"> Reading, Listening & Writing Language study. Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> Comprehend and apply the knowledge acquired Able to handle oral and written complaints effectively. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
CONFERENCES	<ul style="list-style-type: none"> Reading, Listening & Writing Language study. Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> Understand what are the requirements in organizing conferences Develop the skills of spoken and written English in relation to this topic. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening
BRITISH ENGLISH & AMERICAN ENGLISH	SKILLS INVOLVED <ul style="list-style-type: none"> Reading, Listening & Writing Language study. 	<ul style="list-style-type: none"> Understand the differences between British and American English. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

Topics	Details	Learning Outcomes	Importance of the topics	Language Skills Needed Emphasis
VOCABULARY BUILDING	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. 	<ul style="list-style-type: none"> • Develop the vocabulary knowledge in relation to hospitality and tourism industry. 	<input type="checkbox"/> Important <input type="checkbox"/> Not Important	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening

17. Please indicate your suggestions or opinions for the improvement of the ESP course, if you have any.

Thank you

ESP FOR HOSPITALITY AND TOURISM STUDENTS: A NEEDS ANALYSIS

General Guideline for lecturers' Semi- Structured Interview Session

Information on Students:

1. How many students have registered for the ESP course for the semester?
2. Is ESP a compulsory subject for the FHTM students?
3. What are the ESP students' academic backgrounds?
4. What are the students' weaknesses in terms of English Language usage?
5. What are the problems encountered in teaching these ESP students?
6. Who are the students entitle to enroll for the ESP course?

Information on the ESP Course:

1. When was the ESP course introduced in FHTM?
2. Who designed the syllabus / course outline? (FHTM or CFLGS)
3. Who are the people involved in designing the ESP syllabus?
4. Was there any needs analysis conducted so far to review the ESP course?
5. What are the prerequisite English courses which have to be taken before the ESP course?
6. What is the objective of the ESP course?
7. How are the students' performance assessed?
8. Is it essential to have a final examination?
9. What is the duration of the ESP course per semester? (Short sem & Long sem) Is this duration adequate to conduct the ESP lessons?
10. Is English important for good academic performance in the field of hospitality and tourism management? Why?
11. When is the right time to offer the ESP course for the FHTM students? (First year or Final year of their studies)

Information On the teaching and learning process of ESP:

1. What are the teaching methods involved in delivering the ESP course?
2. What are the activities involved in conducting the ESP course?
3. What are the skills emphasised/need to be emphasised in ESP?
4. (Reading/ writing/ listening/ speaking)
(If all of these skills are involved, grade those according to the level of emphasis)
5. What are the teaching materials/ resources involved in delivering the ESP lessons?
6. Are the selected topics for the ESP course relevant to the scope of hospitality and tourism management?
7. Was there any formal training or guidance given before this course was assigned to be taught?
8. What are the challenges involved in teaching ESP?
9. What kind of teaching methods are preferred by the ESP students?

ESP FOR HOSPITALITY AND TOURISM STUDENTS: A NEEDS ANALYSIS

General Guideline for Focus Group Discussion

1. Most of the students from FHTM hesitate to communicate in English. Why?
2. Most of the students do not use English at home with family members. Why?
3. Among the four language skills: reading, writing, speaking and listening which is/are the skill/s that you'll perceived to have mastered?
4. Most of the ESP students felt that listening skills and oral communication skills are 'very important' for the performance in the hospitality and tourism industry. Why?
5. What are your expectations upon enrolling for this ESP course?
6. What are your opinions with regards to the current teaching method of this ESP course?
7. What are the favourable teaching methods or activities that could be incorporated in this ESP course?
8. Why do you perceive that the topics classified in this ESP course are important?
9. What are the aspects that required to be improvised in the conduct of this ESP course?

ILD 2113

ENGLISH FOR SPECIFIC PURPOSES

Pre-Requisite	: ULD 1133 (English 3)
Semester	: JANUARY 2010
Course Leader	: Ms.Nik Amnah
Office Location	: Centre for Languages (CFL), B2-4, UNITAR, Kelana Jaya, 47310 Selangor, Malaysia
Consultation Hours	: FRIDAY : 8:30 A.M – 11:30 A.M Appointment via email
Telephone	:
E-mail	: amnah@unitar.edu.my

Course Synopsis

- Introduction

The course is designed to improve the job specific English of non native speakers of the language who are waking, or being trained for subsequent careers, in hospitality industry. These include staff with customer contact inn hotels and restaurants, travel agents, tour operators and employees of state and local tourist organizations. The functional aspects of the industry that are covered in the course range from the relatively limited language routines of, for example, receptionist and waiters to the more advanced language skills required by managers and those involved in setting up tour operations. The carefully controlled introduction of new language items in the course is matched by a parallel development in the professional content from the sample to the more complex.

- Overview

ILD 2113 incorporates the four basic skills; Reading, Writing, Speaking and Listening. In addition, students will also be taught the principles communication in the relevant field of hospitality. Students are expected to play an active role in the learning process.

- Purpose

The purpose of the course i.e. English For Specific Purpose (ILD 2113) is to prepare students to meet the demands of the hospitality industry upon graduating from Diploma

in Hospitality Management, Diploma in Tourism Management or Diploma in Food Service Management.

- Relevance to Industry

The working industry rates all this proficiency areas as highly relevant in the development of employee, both personally and professionally.

Course Objectives

- Speak English with correct pronunciation using appropriate expression in a group presentation.
- Write ***argumentative compositions in about 200 words using correct grammar and expressions.
- Read, understand and answer comprehension questions based on a given reading text of intermediate level.

References

1. Rod Revell, Chris Stoot. 2000. *Five Star English for Hotel and Tourist Industry*. Oxford University Press London
2. Gaudart, H., R. Hughes and J. Michael. 2000. *Towards Better English Grammar*. Shah Alam:
Penerbit Fajar Bakti.
3. Phyllis Poggrund, Rosemary .G. 1997. *Make Your Mark in the Hotel industry*. Contemporary Books,Inc.
4. Rosemary .G., Phyllis .P. 1997. *Make Your Mark in Food Service* . Contemporary Book, Inc.

Hyperlinks **

1. <http://englishclub.com>

Optional/Additional Materials

Printed Materials

1. Posted slides on the respective titles on Announcement section in VOISS.

Course Assessment

Attendance & Participation	:	10%
Mid Term Examination	:	25%
Continuous Assessment : quizzes, exercises, mini presentation and/or self study/CWR	:	25%
Final Examination	:	<u>40%</u>
Total:		<u>100%</u>

Course Requirements & Policies

Example:

You are expected to fulfill the following requirements of the course to obtain a grade:

- **Attendance & Participation (10%)**

Students are required to attend classes regularly and participate actively in class discussion, exercises, assignment presentations and other class activities.

- **Continuous Assessments (25%)**

You will be assessed continuously based on quizzes, exercises, mini presentation and/or self study/CWR activities set for the course. Each will carry a certain percentage which will be accumulated and totaled at the end of the semester.

- **Mid Term Examination (25%)**

You will be examined on your level of understanding and knowledge acquired in this course.

The format of the examinations will include Multiple Choice questions, fill in the blanks, True or False and short answer questions.

- **Final Examination (40%)**

You will be examined on your level of understanding and knowledge acquired in this course.

The format of the examinations will include Multiple Choice questions, fill in the blanks, True or False and short answer questions. The final exam is comprehensive covering all the topics.

- **Course Policies**

- *Total Final Result* - To be eligible to pass this paper you must at list attain the minimum Grade C. Ad this regulation is applicable to all 5 levels of UNITAR English subjects.
- *Final Exam Result* – Automatic Fail result will be given to those who do not achieve a 12.5 score in their final exam.
- *Attendance policy* – Please refer to the university regulations. For any case of emergency or any unavoidable matter such as sickness or death (supported with official document), kindly email the lecturer/tutor to inform about this to avoid getting a (0) for your attendance.
- *Academic Honesty* - UNITAR will not tolerate cheating or plagiarism on tests, examinations, papers or other course assignments. Students who engage in such dishonesty may be given failing grades or expelled from UNITAR.

Course Syllabus

Week	Chapter	Topics	Details	Learning Outcomes
1	1	ENQUIRIES AND RESERVATION	Introduction to the Course <ul style="list-style-type: none"> • Course plan, requirements, guidelines and expectations • Making Enquiries 	You will be able to : <ul style="list-style-type: none"> • Understand what is expected and required in the course. • Identify/ understand the relevant enquiries and responses to enquiries.

Wee k	Chapte r	Topics	Detail s	Learning Outcome s
2	1	ENQUIRIES AND RESERVATION	<ul style="list-style-type: none"> • Reading & Listening • Filling up forms, making and taking phone calls. • Listening & speaking- Role Play and Dialogues. 	<ul style="list-style-type: none"> • Understand the- WH questions and proper responses.
3	2	RECEPTION	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the- WH questions and proper responses. • Understand the responsibility of a receptionist and modes of communication involved.
4	3	CHECKING IN – OUT GUEST	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Identify the relevant communication involved in these topics. • Understand the- WH questions and proper responses.
5	4	HOTEL SERVICES	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand Hotel Services and types of communication and correspondence involved in the related field.
6	5	FOOD SERVICE	<ul style="list-style-type: none"> • Reading & Listening • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the Food service industry and types of communication and correspondence involved in the related field.
7	6	LOCAL TOURS	<ul style="list-style-type: none"> • Reading & Listening • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand the industry and types of communication and correspondence involved in the related field.

Week	Chapter	Topics	Details	Learning Outcomes
8	<i>MID SEMESTER BREAK</i>			
9			Mid Term Examination	
10	7	TOUR OPERATION	<ul style="list-style-type: none"> • Contacts, Familiarization & Negotiation. 	<ul style="list-style-type: none"> • Understanding what is tour operation • Develop the skills of negotiation
11	8	COMPLAINTS	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Comprehend and apply the knowledge acquired • Able to handle oral and written complaints effectively.
12	9	CONFERENCES	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. • Listening & speaking- Role Play and Dialogues 	<ul style="list-style-type: none"> • Understand what are the requirements in organizing conferences • Develop the skills of spoken and written English in relation to this topic.
13	10	BRITISH ENGLISH & AMERICAN ENGLISH	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. 	<ul style="list-style-type: none"> • Understand the differences between British and American English.
14	11	VOCABULARY BUILDING	<ul style="list-style-type: none"> • Reading, Listening & Writing • Language study. 	<ul style="list-style-type: none"> • Develop the vocabulary knowledge in relation to hospitality and tourism industry.
15		REVISION	<ul style="list-style-type: none"> • Revise the overall topics in this course. 	<ul style="list-style-type: none"> • Understand the content of ESP in a whole concept.
			Total =	19 (Overall number of learning outcomes)