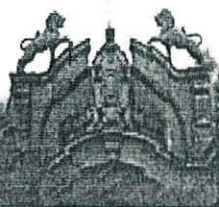


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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

**AN INVESTIGATION INTO THE ENGLISH LANGUAGE
NEEDS OF HOTEL AND TOURSIM MANAGEMENT
SSTUDENTS: HAWASSA UNIVERSITY IN FOCUS**

BY

AMAN TIRKASO



MAY, 2011

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**A THESIS PRESENTED TO DEPARTMENT OF ENGLISH
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List of Abbreviations

In this study the following most frequent abbreviations are used as given by scholars in the field.

HTMS: Hotel and Tourism Management Students

ESP: English for Specific Purpose

NA: Needs Analysis

EAP: English for Academic Purpose

EOP: English for Occupational Purpose

EST: English for Science and Technology

ELT: English Language Teaching

EGAP: English for General Academic Purpose

EBE: English for Business and Economics

ESS: English for Social Science

GPE: General Purpose English

EFL: English as a Foreign Language

ESL: English as a Second Language

EMS: English for Medical Studies

CLT: Communicative Language Teaching

TSA: Target Situation Analysis

PSA: Present Situation Analysis

Abstract

The main aim of this study was to investigate the English language needs of Hotel and Tourism Management students with especial focus on Hawassa University with the view of giving an input for designing an appropriate English course. To achieve this, questionnaires were designed and distributed to students, subject area teachers, English teachers, Graduates of Hotel and Tourism Management and Employer. Interviews were conducted with English Language Instructors and subject area Instructors. Moreover, the existing English course material was also analyzed.

The result of the study indicated that students need to listen to course lectures, listen to class discussion, listen to instructors questions, read lecture notes, read reference books, read summaries, charts & tables, writing down notes from lectures, write notes from books, write dictation, write course assignment, ask and answer questions, participate in class discussion, participate in dialogue and present oral report. Therefore, all the language skills are needed with relatively more emphasis on speaking, listening and reading.

In occupational setting, the graduates (employees) need to listen to meetings, seminars and conference; listen to customers inquires, listen to managers explanations on Hotel facilities, listen to foreigners, read regulations and rules of the organizations, read articles, journals and news paper, read work /business report, write sales or daily report, write report on work performance, describe and explain menus for foreigners, speak to customers. Here, all the language skills are important with relative emphasis to reading, listening and speaking.

The study has also identified that the students have difficulties in writing field report, presenting oral report, writing answer to essay type exams, presenting project report, participating in class discussing, taking lecture notes, asking and answering questions. Relatively, the students are better in receptive skills than productive skill. Similarly, the graduates have difficulties in writing report in sales or progress report, writing office memos, budget information, presenting oral report, asking and answering during meeting, listening to video and listening to discussions at meetings.

The finding of the study has indicated there is a substantial gap between the Hotel and Tourism Management students English language needs and the current English course offered in the university.

Thus, it has been recommended that syllabus designers and material developers need to design an appropriate English syllabus and course materials for Hotel and Tourism Management students considering the students' English language needs for academic and occupation purpose, and English language difficulties.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Language teaching has been widely influenced by the technological and social changes of the 20th century. An important body of literature suggests that the focus of language teaching has shifted from the nature of language to the learner, and increasingly the learner is seen at the center of the learning and teaching process (Brown, 1995 and Hutchinson and Waters, 1987).

According to Hutchinson and Waters (1987), development in areas such as technology, commerce, science and the use of English for communication have created a new generation of English learners who know specifically why they are learning English. If we acknowledge that language learners have different purposes for learning the language, the importance of identifying the needs of language learners can be understood. The needs of language learners can be identified by needs assessment. Brown (1995) defines needs assessment as a process of gathering information through various activities and from different groups of informants to determine the learning needs of a particular group of students. After analyzing these needs, an appropriate syllabus can be developed.

In recent decades, people have generally attempted to learn English for either professional or educational purposes as opposed to learning English for pleasure or prestige. Specifications of learners' purposes for learning English have necessitated the development of new approaches and techniques in ELT. English for specific purposes (ESP) is one of these approaches and uses needs analysis as the basis of curriculum development. Munby (1978) defines ESP as "A course where the syllabus and materials are determined in all essentials by the prior analysis of communication needs of the learners."

Dudley Evans and St. John (1998) point out that needs analysis can be considered as the corner stone of ESP. A needs analysis is generally used to define the objectives and goals of a course, which is the first step of developing a curriculum. This step is followed by material selection, syllabus design and assessment. A needs assessment offers useful sources of data when designing

a course syllabus and is therefore beneficial to learners in understanding the type of courses that suit for them. However, there may be a gap in understanding what type of English courses is important for academic and occupational purposes in different colleges and universities. This also holds true in Ethiopian universities.

There are different general English courses that have been offered as common courses in Ethiopian universities. Some of the courses are communicative skills and basic writing skills (sophomore English). Hawassa University is one of the known universities in Ethiopia that offered general English courses to different departments. From these departments, Hotel and Tourism is one. It started giving the courses for students nine years ago. Sophomore English is one of the English courses offered to students. However, this course doesn't satisfy the English language needs of Hotel and Tourism Management students in general.

1.2. Statement of the Problem

People learn foreign languages for different reasons. According to Little Wood (1981) the role of language learning is to extend the range of communication where the focuses on meaning. On the other hand according to Jeremy Harmer (1991) the greatest numbers of students through out the world learn a foreign language because it is in their respective schools' curriculum. This also holds true for Ethiopian students. The curriculum of our country includes English as a foreign language all a long from grade one to the university. So it seems that Ethiopian students will have to study English whether they like it or not.

Teaching language in general and a foreign language in particular is a very difficult job. This is due to the very fact that people achieve various activities through language. These activities require different aspect of language. Teaching the language needed for these almost infinite activities is given very short time for the course is, therefore, impossible. The teacher, thus, will have to focus on some parts of the language which the students need most for their specific purposes (Yalden, 1987).

To select the parts the students need most, it would be necessary to conduct needs analysis. Only after the needs analysis has been conducted, one can design an ESP syllabus. ESP is focused on

the real need of the learners for their educational and economic needs, unlike general purpose English. On this Hutchinson and Waters (1987:54) write:

"If we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis, since it is the awareness of definable need to communicate in English that distinguishes the ESP learner from the learner of general English."

Many other scholars like Munby (1987), Richards (2001), Dudley Evans and St. John (1998), Jordan (1997) etc believe that needs analysis is worth conducting as a preliminary activity in material preparation.

According to Chan (2001) ESP has been emphasized due to the academic, professional and social, private requirements of the trainees. Adding to this Strevens (1988) as cited in Fisseha Abate (2004) discusses that ESP has some four advantages. First, it does not waste time as it focuses on the learners need. Second, it is relevant to the learner. Third, it is successful in imparting learning; and fourth it is more cost effective than general purpose English.

The learners needs for their own learning purpose, is very important aspect in material designing because the learners are the central elements in the process of material preparation (Tomlinson, 1998 and Hutchinson and Waters, 1987).

The learners' needs analysis helps to specify content, select language skills and language forms. Tomlinson (1998) specify that the notion of the need analysis has been the prominent feature in the literature of the language teaching and learning for the past 20 years.

To briefly describe Hawassa University, it is one of the known universities in Ethiopia. There are different faculties and departments in the university. From these departments, Hotel and Tourism Management is one of it. It was started giving different courses for the students seven years ago. English course is one of the common courses that have been offered for them. The course that has been offered to students of hotel and tourism management is sophomore English. As an instructor of the university, I have experienced many challenges while teaching the course.

As far as the researcher experience is concerned, I am one of the people who faced challenges of teaching general English in ESP classes at Hawassa University.

To briefly state what I experienced in my stay in the University, I was assigned to teach sophomore English course to different departments. One of the departments that I was assigned to give English language course was Hotel and Tourism management department. In the process of teaching and learning I found the students were less interested to learn the course. I informally tried to see the problem and continued to teach field specific English courses, material prepared for Law students like English for lawyers, students then reacted positively to the ESP course. This later motivated me to select language needs assessment as a problem area. Therefore, I intended to assess the English language needs of Hotel and Tourism management students at Hawassa University which has not been explored as far as the research assessment is concerned.

There are various needs analysis studies conducted both locally and outside Ethiopia. Thus, reviewing of some of the studies related to the purpose of this study is worthwhile. Chan (2001) conducted needs analysis of Hong Kong Polytechnic University students and identified their needs. Atef Selah Al Tamim(2005) conducted a study on 'investigating English language needs of petroleum engineering students at Hadham Mout university of Science and Technology and identified the English language needs of the students.

Regarding local research on needs analysis, there are some promising researches efforts have been made at different levels. Abraham (1993) looked at the existing situation of Air Craft Technicians of the Ethiopian air force. He reported that a syllabus for such a purpose should be topic based including; notion-function, vocabulary, skills and structure. As a result, the syllabus of the respective institutions failed to meet the needs of the learners. Fisseha (2004) assessment of the needs of students of agriculture showed that there is a high needs by students of agriculture for learning all language skills .Moreover, his findings showed that the science and communication course offered to the students at the university is deficient to help students develop the skills in integrated manner.

Beyene (2007) in his part investigated the English language needs of accounting students with the view of developing criteria for designing an appropriate English course .The finding showed that the contents of the new course to be developed emphasized the topics /themes related to the

subject area and specialist vocabularies. Besides, the language domain should cover all the four language skills with emphasized place in order of priority on, listening, writing, reading and speaking. Abebe (2008) also assessed the English language needs of computer science students and found out that there was a considerable gap between the type and extent to English language, they are expected to use in both academic and occupational settings.

There are also some considerable numbers of local researches conducted on students' English language needs. These include: Law students by Molla (2006), Agriculture TEVT students by Haile (2006), Electricity TEVT students by Tagel (2007) and Fine Art students by Habtemu (2008). Even though the above mentioned researchers analyzed the English language needs of the learners of various fields and levels, the present research has not come across any research regarding the needs of Hotel and Tourism Management Students.

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study is to analyze the English language needs of Hotel and Tourism management Students who were learning (taking the English Language Course) in Hawassa University.

1.3.2. Specific Objective

The study is intended to:

- a) Identify the target and learning needs of Hotel and Tourism students
- b) Investigate the extent to which the existing English course addresses the English language needs of Hotel and Tourism management students.
- c) Identify the language difficulties that the students face while learning other courses

1.4. Research Question

In order to achieve the above objectives, the researcher formulated the following basic research questions:

- a) What are the target and learning needs of Hotel and Tourism students?
- b) To what extent does the existing English course address the English language needs of Hotel and Tourism students?
- c) What are the language activities that are difficult for the students to learn other courses?

1.5. Scope of the Study

The study mainly focuses on investigating the English language needs of Hotel and Tourism major degree program students of Hawassa University. The study is delimited to Hawassa University because it wouldn't be manageable if other universities were included in the study in terms of time and finance the study requires.

1.6. Significance of the Study

This study is believed to find out the kinds of English language skills the students need both for their academic and job purposes. In the assumption of the successful completion of this study, different group of people will benefit from the findings of this research work. Students of Hotel and Tourism, syllabus designers, teachers and other researchers who will conduct in the language need areas will benefit.

1.7. Limitation of the Study

The study could have been more comprehensive if:

- Other universities had been taken as a sample of institution;
- Various approaches to needs analysis had been employed in addition to TSA and PSA
- Various instruments like (observation, focus group discussion) had been included

However, in this study, these were constrained by time and financial problem.

CHAPTER TWO

2. Review of Related Literature

2.1. Introduction

It is indisputable that there has been a phenomenal growth in research and practice in language for specific purposes in the last quarter of a century. This growth and development has been documented in many books (from Strevens 1977 to Dudley Evans and St. John 1998). Therefore, this chapter reviews the literature on ESP (its definition, historical origin and development, distinctions from GPE, classification, advantages, its approaches to design a course, Needs, Needs analysis and types, approaches of Needs analysis).

2.2. Definition of English for Specific Purpose (ESP)

According to Wright (1992: 4), ESP is fundamentally 'language learning' that focuses on features of language which are pertinent to a specific area of human activity. However, most of the related works indicate that the majority of the authors find it difficult to give a precise and constant definition of ESP. Most of the scholars define ESP via opposition to their concept of a special language and in a temporary manner. Accordingly, Hutchinson and Waters (1987: 18-19) define ESP as an approach to language learning, which is accomplished on the basis of the needs of the trainee. They also add that ESP is neither something that is achieved at the end of the course nor a special kind of language. Moreover, it is not given emphasis based on a special type of teaching material. The basis for ESP is the purpose for which the trainee needs to learn the English language.

Scholars like Dudley Evans and St. John (1998) define ESP by identifying its absolute and variable characteristics. In their definition they made a difference between absolute and variable characteristics as follows:-

a) Absolute characteristics:-

ESP consists of English language teaching which is:

- Designed to meet specified needs of learners;
- Made use of the underlying methodology and activities of the disciplines it serves;
- Centered on the language (grammar, lexis, register, skills, discourse and genres) appropriate to these activities.

b) Variable characteristics:-

- ESP may be related to or designed from specific disciplines;
- ESP uses in specific teaching situations, a different methodology from that of General English;
- ESP is likely to be designed for adults, either at a tertiary level institution or in a professional work situation. It could however, be used for learners for secondary school level.
- ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume basic knowledge of the language system, but it can be used with beginners (1998: 4-5).

Robinson (1991: 3-5) also defines ESP based on two distinct criteria and three other characteristics that are the results of the two key criteria and claimed to be true of ESP as a whole. The first distinguishing criterion is that ESP is 'normally goal oriented'. This means trainees learn English mainly because they need English for study or occupational purposes. The second criterion is that ESP course developed from needs analysis which is intended to determine as closely as possible what exactly the students have to do via the medium of English.

The three characteristics that Robinson uses to define ESP and that are derived from the two basic criteria are:-

- ESP courses are restricted to be completed within a limited period of time in which their objectives have to be achieved;
- ESP courses are offered to adult rather than children;
- ESP courses are very often given in classes that are homogenous in terms of work or specialist studies which the trainees are involved in (pp. 3-4).

Munby (1978: 2-3), in defining ESP, emphasizes the primacy of the communicative needs analysis to determine the syllabus and materials for its course. He also suggests that ESP should focus on the trainees and the purpose for which they require the target language and the whole language program which follows from that.

In conclusion, English for specific purpose (ESP) is an approach to English language learning. It is mainly based on the identified needs of the learners for learning the language. It involves the design and teaching of English program based on the needs of the learners and the learning situation and aiming to help the learner to cope with their target studies or jobs, or to communicate successfully in English for their study or job purposes.

2.3. The Historical Origin and Development of English for Specific Purpose (ESP)

2.3.1. The Historical Origin of English for Specific Purpose (ESP)

From the early 1960's, ESP has grown to become one of the most prominent areas of EFL teaching today. The original, flowering of the ESP movements resulted from general developments in the world economy in the 1950s and 1960s. This was the time when there came in to being the growth of science and technology, the increased use of English as the international language of science, technology, and business and the increased number of international students studying in the UK, USA and Australia (Dudley Evans and St. John, 1998).

Hawatt (1984) states that, the idea of English for specific purpose in language teaching was familiar enough from the many commercial manuals that had been features of the language teaching scene since the 19th century.

The early idea of ESP became more acceptable in the late 1960's due to the ever increasing demands of technology and commerce, especially in the developed countries which began to demand specific English course to enhance their benefits from science, technology and other modern disciplines (Hutchison and Waters, 1987, and Kennedy, and Bolitho, 1984).

2.3.2. Development of English for Specific Purpose (ESP)

Hutchinson and Waters (1987) and Kennedy, and Bolitho (1984) say that there are three important causes for the emergence and development of ESP. These are: the expansion of science and technology, a revolution in the field of linguistics and a new focus on language learners.

The expansion of science and technology

The end of World War II in 1945 was followed by unexpected enormous trade expansion and technological growth on international scale. The advancement of technology demanded on an international language (English) in order for people to carry out their business on a world wide scale. Therefore, people tended to learn English as a way to help them to improve and do their business more successfully. This caused the teaching of English for specific purposes (ESP) to emerge. In this respect Hutchinson and Waters (1987: 7) point out:

As English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language, business men and women who wanted to sell their products, mechanics that had to read instruction manuals, doctors who needed to keep up with developments in their fields.

Revolution in Linguistics

According to Widdowson (1983) and Hawatt (1984) the detachment of linguistics from the traditional description of the rules of language usage or grammar to launch out the discovery of ways in which language is actually used in real communication helped ESP to develop its theoretical basis through research work in sociolinguistics. Accordingly, Hutchinson and Waters (1987: 7) write that in 1960s linguistic studies were pressed to make a paradigm shift from the long standing tradition of describing language forms and teaching centered on mastery of grammatical rules to address the communicative needs of learners.

In addition, scholars point out that the subsequent development in sociolinguistic theory and practice brought about the specific relationship between linguistic form and communicative

function in the development and realization of English course for specific group of learners. With regard to this point, Hutchinson and Waters (1987:8) add that:

In short, the view gained ground that English needed by the particular group of learner could be identified by analyzing the linguistic characteristics of their specialist area of work or study. 'Tell me what you need English for and I will tell you English that you need' became the guiding principles of ESP.

Focus on the Learner

Focusing on the learner means considering a learner as the main focus in the teaching learning process addressing his/her needs had a paramount importance in motivating students. This motivation, in turn had considerable impact on making the teaching learning process effective and fruitful (Rogers 1969 quoted in Hutchinson and Waters 1987:8).

The third cause that brought the rise of ESP was the discontent of many learners with the general English courses, which did not meet their particular needs (Ibid). Thus, a focus on the learner, that is, consideration of the learner and his needs interests enhanced the growth of ESP teaching. For instance, new developments in educational psychology have emphasized the central importance of the learners and their attitudes as important factors for learning. To this end, as discussed in Hutchinson and Waters (1987), relevance of content to the students' field was believed to sustain their interests and motivations which in turn would result in better learning. As a result, the growth of ESP was brought about the combination of these three important factors discussed above.

2.4. Advantages of ESP

ESP has become an essential activity in the area of English language teaching. The English that is used in the ESP classroom should be to the point and relevant to the work that the learners are going to engage with. Dudley Evans and St John (1998), like wise, describe the main advantages of ESP in introducing an ESP course where students have specific needs. They quote Stevens (1988) summarizing the advantages of ESP as follows:-

- ESP focuses on the learners needs and it doesn't waste much time since it is not dealing with many different topics and skills.
- ESP is more relevant to the learner to compared General English (GE)
- ESP is successful in imparting learning
- ESP is cost effective unlike GE which demands much resource which may or may not be relevant to the learner.

Similarly, Wright (2001) puts the advantages of ESP in three points. First, ESP brings fast learning of essential language items. This is because ESP follows a model of native speakers' learning of language for specific purposes in which they learn what they need, when they need it and in content-based context. Second, in an ESP course, trainees make the optimum use of their learning resources, all of which are brought on top of learning specific and pre-identified language items and skills by means of needs analysis. This brings about learning efficiency. Third, when trainees complete an ESP course, they are ready to use English appropriately and correctly in the job related tasks that have been identified prior to attending the course by means of needs analysis. After they completed the ESP course, the students will use it in their future employment situation.

ESP courses are designed based on the needs analysis of the trainees, aiming at bringing appropriate syllabuses and methodologies as this helps a lot for the students to learn the language aspects and skills quickly, efficiently and effectively. With this important concept of ESP, the researcher is motivated to conduct research on investigating the English language needs of Hotel and Tourism management students.

2.5. Distinction between English for Specific Purpose (ESP) and General Purpose English (GPE)

Dudley Evans and St. John (1997) point out that ESP material designers and practitioners argue that all students are enrolled in EFL/ESL classes for particular reasons and that the students' target language situations have identifiable elements that could be discovered and used to give courses.

The existence of need doesn't distinguish ESP from GPE. Widdowson (1983) says general purpose English treats all language skills proportionally and attempts to equip learners with these skills at a superficial level. However, ESP tries to deal exhaustively with those specific language skills that have prime importance to the learners.

Hyland (2002) states that the difference between the two lies in the degree of specificity of content. He states, by stressing students' goals and the need to prioritize competences, specificity clearly distinguishes ESP and General Purpose English (GPE).

Moreover, to Munby (1978:5) ESP is distinguished from General purpose English (GPE) in the sense that GPE is based on predetermined goals set by a teacher or an institution where ESP is identified by prior analysis of the communication needs of the learner Munby (1978) explains a distinction between ESP and GPE as:

ESP is essentially a training operation, which seeks to provide learners with a restricted competence to enable them to cope with certain tasks. GPE, on the other hand, is essentially an educational operation, which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future (p.6): ESP also differs from GPE in that it is centered on the language that is appropriate to the activities especially with respect to grammar, lexis, register, study skills, discourse and genre, all which are different when compared to GPE (Dudley Evans and St John, 1998).

Here it is possible to say that ESP is different from GPE in content, Specificity, and dependence on learners needs.

2.6. Classification of ESP

Scholars such as Munby (1978) and Robinson (1991) divide ESP into two major types: English for academic (EAP) and English for occupational purposes (EOP). EAP is the name given to English courses designed specifically for students to help them pursue their academic studies in English. In this aspect, Kennedy and Bolitho (1984) state that English for academic purpose (EAP) is taught generally within educational instructions to students who need English for their studies or where they need English for educational purpose, to pursue part or all of their studies.

In addition, Dudley Evans and St. John (1998) state that English for academic purpose (EAP) refers to any English teaching that relates to any study purpose. According to these authors, students whose first language is not English may need help with both the language of academic disciplines and the specific 'study skills' required of them during their academic course.

It is assumed that EAP is the academic service English courses, which will enable the learners to cope better both socially and with their specialist texts. As a result, one of the criteria for course design in this context is derivation of content or topic areas from those students' academic courses and related specialist texts in general, provided that the texts are worth using for language learning purpose in classrooms (Hutchinson and Water 1987). The language which is taught in EAP may be based on particular discipline or discipline based at higher levels of education where students learn English either before specializing their studies (pre-studying) or as part of their studies (in study) (Munby, 1978: 57).

According to Kennedy and Bolitho (1984: 4) an EOP course is basically a training course in which learners learn the English they will need to perform their future jobs and thus it is the teaching of English to prospective workers. The learner may need emphasis on one or more than one skill in English to carry out their duties depending on the nature of their jobs. The authors indicate that EOP is taught in a situation in which learners need to use English as part of their work or profession.

However, Jordan (1997:4) classifies ESP into three. These are: EST (English for science and Technology), EBE (English for Business and Economics) and ESS (English for social sciences) is another division of ESP. In turn, these divisions are sub categorized into two branches each:

English for academic purpose (EAP) and English for Occupational purpose (EOP). For example, EST has been sub divided into EAP that can be represented by English for medical studies and EOP, which can be categorized as English for technicians.

2.7. Approaches to ESP Course Design

It is clear that ESP course design is essential to make an appropriate English course that goes in line with the needs of the learner and the teaching context. According to Brumfit (1983) and Littlewood (1992), a course design mainly aims at making objectives, syllabus, materials, and classroom activities consistent with the view of language learning, the goal of language and learning, and what is known about the learner. Hutchinson and Water (1987:65) also write that:

"Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching learning experience, whose ultimate aim is to lead the learners to a particular state of knowledge."

ESP courses are often designed either for academic purpose (EAP) or for occupational purposes (EOP). According to Kennedy and Bolitho (1984:4) "EOP is taught in a situation in which learners need to use English as part of their work or profession and ... EAP is taught generally with in education institutions to students needing English in their studies."

According to Kennedy and Bolitho (1984) an ESP course can also be designed according to learners subject area (the subject-specific approach or on the basis of common language items and topics drawn from outside the learner subject or field of study (the common core approach).

Here it seems that in ESP course design the most important point is to see the extent to which the content and methodology are integrated with in the program. In line with this Widdowson (1983: 90) writes:

"What must be insisted up on... is the importance of recognizing that the effectiveness of an approach, whether it may be located on the specificity spectrum depending on establishing a principled relationship between course design and methodology."

Hutchinson and Waters (1987) identify three approaches to ESP course design: language centered, skill centered and learning centered approaches. However, the first two approaches can be categorized under Widdowson's (1984) goal oriented approaches and the second as process

oriented approach. In similar way 'contexts' 'skills' and 'language centered' are likely to be grouped under goal oriented approaches to ESP course design, while method and learning centered approaches slightly refer to the process oriented approach (ibid).

2.7.1. Goal Oriented Approach to ESP Course Design

As stated above in goal oriented approaches to ESP course design, course content is determined by linguistic elements and topics either in terms of language forms, skills or functions. As it is based on product oriented needs, it emphasizes end rather than means. Widdowson (1984: 180-81) writes "if we assume that our language description must directly determine course content, then in both cases we adopt a goal oriented approach to course design and focus attention on end rather than means". This approach bases it self on the goal oriented interpretation of the needs.

It appears that this approach hardly considers situational and methodological factors. McDonough (1984:37) also says "... clarity about goal is not the same as clarity about the means of getting there. We can not simply regard the product as the specification of the process of learning and place it whole sale in the classroom context."

Including the one formulated by Munby (1978) various course designing models have been developed for designing ESP program in terms of goals. However, the models hardly give enough room for the question of 'how' language is learnt in the course planning program.

2.7.2. Process Oriented Approach to ESP course Design

This approach considers the dynamic nature of teaching and learning process in every step of course design. Hutchinson and Waters (1987: 78) write:- "We have argued that the course design process should be much more dynamic and interactive. In particular, factors concerned with learning must be brought into play at all stages of the design process."

According to these scholars, learners need and the teaching situation should be taken into account in syllabus specification, material development, application of methodology and evaluation procedure. However, some scholars in this approach primarily emphasize the process of learning

rather than the goals. On this Breen (1984: 57) writes “an alternative orientation (process-oriented) should prioritize the route it self, a focusing up on the means towards the learning of a new language”.

2.8. Definition of Needs

It is difficult to find usable definition of needs in the context of second language learning. Quoting Richterich (1983), Johnson (1990:65) comments “The very concept of language needs has never been clearly defined and remains at best ambiguous.” Because of this fact, different writers define the term need in different ways. However, it is not possible to state here the various definitions of needs given by different scholars. The definition that is given by Hutchinson and Waters (1987) is relatively comprehensive and more useful to the present study. They combine all possible meanings of needs into three including terms: necessities, lacks and wants.

A) Necessities

According to Hutchinson and Waters (1987) necessities refers to the type of need determined by the demands of the target situation, that is, what the learner needs to know in order to function effectively in the target situation. Necessities could be determined by being exposed to work or learning situation. For example, exposure to business correspondence, negotiating price and taking part in conference or exhibitions dealing with business affairs can be good sources of information to decide necessities.

In our case, for example, it is about the hotel and tourism management students’ ability to pursue their academic studies, or function effectively in hotel and tourism sectors or later on when they are full fledged managers. Here, they are expected to know the linguistic features such as discourse, function, structure, lexis and genre which are commonly used in hotel and tourism sectors.

B) Lacks

With reference to lacks, Robinson (1991) clarifies that necessities are related to the target situation needs of the learner. To her, necessities don't include learner's present language condition. This is a concern of lacks. Lacks identification is related to the learners' present language proficiency status. Lacks identification is an attempt to know what the learner already knows so as to decide which of the necessities the learner lacks. In other words, lack is a gap between what a learner already knows and what he/she ought to know. Jordan (1997) says the necessities that the learner lacks generally can form the basis of language syllabus. This is referred to as deficiency analysis.

C) Wants

When it comes to 'wants', Hutchinson and Waters (1987) and Robinson (1991) write that the term wants deals with students' special interest of learning a language which is not related to their field of study or their future job. However, Robinson (1991:8) points out those students' wants in most instances are disregarded by course designers or teachers. Therefore, we can say that considering learners' want together with necessities and lacks when designing a course has a positive value in motivating students to learn.

Finally, Robinson (1991: 7-8) gives detailed definitions or views of needs. He says needs may be defined as an analysis of students study or job requirements or what the learners need to do at the end of the course with language.

2.8.1. Needs Analysis (NA) and its Types

2.8.1.1. Needs Analysis (NA)

Needs analysis can be defined as a task of collecting and evaluating information to answer the question of what aspects of the language a particular group of students needs (Tyrone and Yule, 1988).

Holmes (1981), Robinson (1991) and Jordan (1992) point out that needs analysis is a criterion in all educational enterprise in general and ESP in particular. They also indicate that needs analysis is a departure and important building blocks in ESP course design.

Specifying the learners communicative needs helps both teachers and course designers to concentrate on those skills (E.g. speaking), domain (telling about the menus) functions (describing about hotel and tourism sectors) and linguistic forms that are most closely related to students real world communicative requirements (Jordan, 1997, 66). Finally, Jordan (1997) underlines that needs analysis assumes a central place in communicative language teaching (CLT) and especially in ESP.

As a result, the above discussion clearly shows that NA which is considered as a corner stone of ESP' is used for the purpose of defining and prioritizing needs.

2.8.1.2. Types of Needs

2.8.1.2.1. Objective Needs

According to Hutchinson and Waters (1987), objective needs is the type of need determined by the target situation, that is, what the learner has to know in order to function effectively in the target situation.

In other words, objective needs refer to specific language features required for specific work or learning situation (Robinson 1991).

Information about objective needs is usually collected by analyzing target situation. These needs are derived from different kinds of factual information about learners, their use of language in real life communication situations as well as their current language proficiency and language difficulties (Brindely, 1989; Robinson, 1991; Dudley Evans and St. John, 1998).

Brindely (1984) cited in Robinson (1991) points out that objective needs of the learners are initially collected by analyzing a kind of language function and use required in a particular work or learning situation. The recognition of the objective need is an old one compared to the subjective need. According to Jordan (1997) such pioneer scholars in the field of ESP as Munby (1978) give much emphasis on objective needs of the learners.

2.8.1.2.2. Subjective Needs

Subjective needs refers to the cognitive and affective needs of the learners in the learning situation, and they are derived from information concerned the cognitive and affective factor like personality, confidence, attitudes, learners want and experiences with regard to the learning of the language and their learning preference, personal styles (Robinson, 1991; Dudley Evans and St. John, 1998).

In the early ESP course design, a wide spread acceptance of the importance of gearing learning programs around objective needs was given much attention than subjective needs of the learner (Brindely, 1989).

2.9. Approaches to Needs Analysis

NA has been widely encompassing various approaches since the birth of ESP in 1960s. Among the various approaches employed are present situation analysis, target situations analysis, register analysis, discourse analysis, genre analysis, student centered analysis, strategy analysis, and means analysis (Jordan 1997 and Dudely-Evans1998). However, only for the purpose of this research, focus is given on target situation analysis (TSA), present situation analysis (PSA), register analysis, discourses /rhetoric analysis and genre analysis.

2.9.1. Target Situation Analysis (TSA)

Target situation analysis (TSA) is a need analysis which focuses on trainees target level needs identification at the end of a course (Robinson, 1991 and Jordan, 1997). Cunningsworth (1995) writes the need for the term target situation analysis is often justified by the assumption that ESP materials need to meet learners' needs and the language should match the language the students will use in the target situation.

Moreover, Robinson (1991: 8) defines TSA as "the type of needs that is determined by the demands of a target situation by analyzing what the learner has to know in order to function effectively in a given target situation". Munby (1987) defines "TSA involves determining the type of situation in which learners will be using English, the tasks or activities they perform or take part in the target language and their existing language skills or abilities with regard to what situation demands."

Similarly Hutchinson and Waters (1987) further explains since the purpose of an ESP course it to enable learners to function adequately in target situation, in which the learner will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out rigorous analysis of the linguistic feature of that situation.

Robinson (1991) argues that TSA is objective and goal oriented. He states:

The information sought for a TSA may relate to two different stages in the students lives. Thus the English course may be preparing the students for a further training course, which will be conducted through the medium of English, after which the students will then take up jobs. The English language requirements of the training course and of the later job may well be different, but both need to be considered (p.9).

Here it is possible to say that TSA should take into account the learners' training and job requirements in order that English course help them to accomplish different task in their specific discipline or prefer in duties or jobs in good way after the completion of their ESP course. In this

regards, Jordan (1997: 228) points out “a subject specific language, and its organization, has been subjected to various types of analysis over along period of time, starting from register analysis, followed by discourse analysis and more recently, genre analysis.” And these will be looked at under target situation analysis (TSA) as it incorporates all of them.

2.9.1.1. Register Analysis

The term register is very frequently used to cover varieties of language according to use. The problem with register is that it leads to a register of language that is identified and described which in turn is seen as separate from the rest of the language (Robinson, 1991). Similarly, Hutchinson and Waters (1987) say the operating on the basic principle that English of scientific discipline constituted a specific register different from other particular field of study, the aim of the analysis was to identify the grammatical and lexical features of these registers. Register analysis operates only at word and sentence level and does not go beyond this level. The criticism on register analysis can be summarized as follows:

- It restricts the analysis of texts to the word and sentence level (West, 1998)
- It is only descriptive not exploratory (Robinson, 1991)
- Most materials produced under the banner of register analysis follow a similar pattern, beginning with along specialist reading passage which lacks authenticity (Dudley Evans and St. John, 1998).

2.9.1.2. Discourse Analysis

Since register analysis operated almost entirely at word and sentence level, the second phase of the development shifted attention to the level above the sentence and tried to find out how sentences were combined into discourse (Hutchinson and Waters, 1987).

Moreover, discourse analysis, unlike register analysis, goes beyond sentence level and attempts to study meaning in a broader context. In this respect, Brown and Yule (1983) argue that the analysis of the discourse is, necessarily, the analysis of the language in use rather than a mere description of linguistic forms without considering the purpose and function they are meant to serve.

One of the short comings of discourse analysis is that its treatment remains fragmentary, identifying the functional units of which discourse was composed at sentence /utterance level but offering limited guidance on how functions and sentences fit together to form text (West: 1998).

2.9.1.3. Genre Analysis

According to Dudley Evans and John (1998:89), genre is an area which is receiving attention in recent years in ELT in general and in ESP in particular. Scholars give various interpretations to genre analysis. This is because defining genre in ESP has been a slippery concept and it is generally used to mean various things.

To West (1998), genre analysis is not as such a completely new venture but a development to discourse analysis. Dudley Evans and John (1998:90) say that discourse analysis and genre analysis overlap or even that the latter is included in the former term. In this aspect, West (1998) says genre analysis and discourse analysis are similar in that they both deal with text instead of sentence utterances. The two authors express that discourse analysis is the study of language at a level above sentences.

Robinson (1991) points out that there are many genre types that are available in different disciplines some of them are; business letters, expositions, editorials, academic articles, brochures of various types etc. According to Harmer (2001), genre analysis is said to be advantageous for it enables learners to understand what they read/listen and produce their own spoken and written language in a better way. They confirm that students who are trained about the moves of various genre types are better communicators than those who are not.

2.9.2. Present Situation Analysis (PSA)

Present situation analysis investigates the learners' present language competence (strength and weakness) at the beginning of the language course (Robinson, 1991; Jordan; 1997). Present situation analysis fulfills the trainees need by rigorous need analysis. Tudor (1996) point out that

PSA is a “logical counter part to target situation analysis in that it involves the analysis of learners; current abilities with respect to their intended use of language” (P. 67).

According to Maritu (1995) PSA is investigated by taking the following information from the learners:

i) Background information

- What skills relevant to the course do students have?

ii) Motivation

- What are students' interests?
- How does the course relate to their future job?
- What are their reasons for taking the course?

iii) Learning styles

- What are their preferred learning styles?

Moreover, PSA investigates background and experience of the students which entails skills relevant to the course students have. In the second place, it investigates ‘motivation’ which involves students’ interest, relevance of the course to students’ future job, appropriateness of students learning environment and the motives behind taking the course (Hutchinson and Waters 1987: 60).

CHAPTER THREE

3. Methodology and Procedures

This part of the study deals with the description of the sampling procedures and data collection instruments. It also deals with data collection procedures, methods of data organization and analysis

3.1. Sampling Procedures

Because of both the need for more reliable information and the nature of the study, information was collected from many sources. These are: students, English Instructors, Subject Area Instructors, Employees (Graduates) of Hotel and Tourism Management, employers and text (material) analysis.

3.1.1. Students

The first groups of respondents were hotel and Tourism Management students. Here, the Hotel and Tourism Management students were selected using simple random sampling technique and purposive sampling technique. Thus, of the total 110 students 50 from third year (100%) selected purposely and 30 from second year (50%) selected using simple random sampling; totally 80 students were taken to fill the questionnaire. First year students were not included in the study for the reason that their experience to evaluate the English language needs of Hotel and Tourism Management students assumed to be relatively less than the selected groups (second and Third year students).

3.1.2. Instructors

The second groups of respondents were subject area instructors and English Language Instructors. With regard to the subject area instructors, available sampling was used for the reason that the smaller the number of population the greater the sample population should proportionally be (Gay and Airasian, 2000). And this was also manageable to the researcher to collect the information from this group. Thus, all of the six subject area instructors teaching in the

department of Hotel and Tourism Management were used in this study. Of the eighteen English language instructors teaching in the department, ten instructors who gave Sophomore English course to Hotel and Tourism Management Students were selected by using purposive sampling techniques. The reason for using purposive sampling techniques was that English Instructors who have teaching experience for Hotel and Tourism Management students in the University were thought to have good knowledge of students' English language needs and in evaluating the English course (sophomore) from the student language needs of view.

3.1.3. Employees (Graduates) of Hotel and Tourism Management

The third group of respondents in this study was employees of Hotel and Tourism Management (on the job graduates). From these group of respondents sixteen employees were selected using purposive sampling techniques from eight Institutions (Two from Haile resort, Two from Lewl International Hotel, Two from Lewi resort, Two from Osis International Hotel, Two from Pinna Hotel, Two from Haroni International Hotel, Two from Hawassa University Teaching Hotel and Two from Central Hotel) to fill the questionnaire. Here, the researcher thought that relevant information would be obtained from employees purposely chosen.

3.1.4. Employers

The fourth groups of respondents in the study were employers of Hotel and Tourism Management graduates. To collect information about students' target needs, the researcher selected eight employers from different international Hotels that are found in Hawassa town.

3.2. Data Collection Instruments

3.2.1. Questionnaire

In this study, close ended questionnaire was used. However, the respondents were given chances to include whatever they thought were needed in the study. According to Robinson (1991), with questionnaire, one may seek information on a large number of points. Questionnaires are generally wide ranging because they are used for quantitative information and can also be sent easily to a large number of people.

The students, instructors, employees and employers questionnaire were adapted from the questionnaire employed by Munby (1978), Dudeley Evans and St. John (1998), Birhane Demeke (2007), Habtamu Desta (2008) and Beyene Wako (2007). These questionnaires were borrowed because they were believed to help in achieving the intended goal. However, some slight changes were made where necessary. The questionnaire was distributed to 80 students, six subject area instructors, ten English Instructors, sixteen employees (graduates) and eight employers.

3.2.1.1. Students Questionnaire

The students' questionnaire consisted of 10 items with sub sections. The questionnaire was made up of different close ended items .However; students were given opportunity to include what ever they thought were needed in the study. The items in the questionnaire were aimed at eliciting information on students' background information, information about students' language abilities (proficiency), the difficult language areas, attitude toward the current English course, information about the language needs of their academic and future career and the type of English students need for academic purpose. Eighty copies of the questionnaire were distributed to Hotel and Tourism Management students. Of these, 75 copies were filled properly and returned.

3.2.1.2. Instructors' Questionnaire

The instructors' questionnaire consisted of three questions each with sub questions for English instructors and seven questions for subject area course instructors. The English instructors' questionnaire consists of questions about students' English language abilities, the degree of satisfaction they have about the course material they have been teaching in addition to the questions included in the subject area instructors and the students. The instructors' questionnaires were similar in content with students' questionnaire. All the selected instructors filled the questionnaire and returned the copies of the questionnaire.

3.2.1.3. Employees of Hotel and Tourism Management Questionnaire

The employees' questionnaire consisted of 4 items. The items in the questionnaire were aimed at gathering personal information, their difficulty in using English, the importance of the language

skills for performing their duties and their English Language needs. Sixteen copies of the questionnaire were distributed to them and all of them filled and returned.

3.2.1.4. Employers Questionnaire

The employers' questionnaire consisted of 3 items. The employers' questionnaire was distributed and administered at their organizations. The items in the questionnaire focused on obtaining information with regard to the importance of English language skills, knowledge area (aspects) and sub skills for Hotel and Tourism management graduates (employees) to carry out their duties successfully. Eight copies of the questionnaire were distributed to the employers in their working environment and all of them filled the questionnaire and returned.

3.2.2. Interview

Semi structured interview questions were used. The purpose of the interview was to validate the data gathered through the questionnaire and further explore students English language needs and difficulties. Therefore, the content of the interview was similar to that of questionnaire. The interview questions were adapted and used for this research from Munby (1978), Birhane Demeke (2007) and Beyene Wako (2007). The semi-structured interview was conducted on two English Instructors and three subject area Instructors. These groups of respondents were selected using simple random sampling method.

3.2.3. Text Analysis

The English course material (Sophomore English) was analyzed to see whether or not it meets the students' English language needs for their academic and professional purposes. ESP text evaluation checklist prepared by Cunningsworth (1995) was employed.

3.3. Data Collection Procedures

To gather data for this study, first the objectives of the study were explained to all subjects and asked their willingness to participate in filling the questionnaire and answering the interview questions. The questionnaire filling took about 45 minutes for students and was conducted in

class under the supervision of the researcher. But the questionnaire for subject teachers, English instructors, employees and employers were distributed and collected within the researcher's time schedule.

3.4. Methods of Data Organization and Analysis

Data gathered through questionnaire were tallied and then calculated using percentage and analyzed quantitatively. The response of the students and teachers and employees and employers were compared and contrasted to arrive at sound conclusion. Data gathered through semi structured interview and text analysis were analyzed qualitatively. Both quantitative and qualitative data were presented and analyzed separately. However, cross references were made to different piece of information gathered through questionnaire, interview and text analysis.

CHAPTER FOUR

4. Data Presentation and Discussion

In this chapter, data gathered through the questionnaire, interview and text analysis are presented.

4.1. Data from the Questionnaire

4.1.1. Students Background Information

Indicating background information about the students is one part of setting the framework for any course design (McDonough and Shaw 2005:7). For this purpose, information about students' age, students' academic level (before entering the university), average grade point in EGSLE /ESLCE, English grade point in EGSLE/ ESLCE were presented in the following table.

Table 4.1 Background Information of the Students

No	Background Information		f	%
A	Age	18-24	57	76
		25-30	18	24
		More than 30		
B	Academic level (before entering University)	10+2 (preparatory complete)	75	100
		10+3 complete	-	-
		10+1	-	-
	Average grade point in EGSLCE	3.57-4.00	7	9.3
		2.85-3.56	28	37.3
		2.43-2.84	40	53.4
	English grade point in EGSLCE	A	6	8%
		B	27	36
		C	42	56
		D	-	-

As we can see from the above table, the majority of the students are under 25 year.. With regard to academic level, all the students (100%) joined the university after completing (10+2) the preparatory classes.

As regards the students' general academic performance 53.4% of the students had between 2.43-2.84 and 37.3% of the students were between 2.85-3.56. Only 9.3% of the students were between 3.51-4.00. It can be inferred from the students' result that the majority of the students have average performance before entering the university.

When we see the previous English performance, 56% of the students scored 'C' in EGSECE and 36% of the students scored 'B' in EGSECE. Very few number of the students (8%) scored A. The analysis of the students' result in English shows that they were almost an average level of performance before they entered the University.

4.1.2. The Students' Proficiency in language skills and Language Aspects

The students were asked to rate their proficiency level of English skills, 'speaking', 'writing', 'listening', 'reading', 'grammar' and 'vocabulary' using likert scale as 'very good', 'good', 'average', 'weak' and 'very weak'. Thus, the percentage of the response of the students to each sentence was calculated in order to assess their level of competence. In this respect, the researcher used English teachers and subject area teachers' questionnaire as a supplementary data to assess the students' proficiency level in each skill and language aspects. The information obtained from the instructors is used to evaluate students' response if they under rate or over rate themselves.

Table 4.2: The students' ability in the language skills and language area (aspect) as perceived by the students and instructors

Language skills and language aspects		Very good		Good		Average		Weak		Very weak	
		F	%	F	%	F	%	F	%	F	%
Speaking	S	7	9.3	10	13.3	12	16	40	53.3	6	8
	I			1	6.25	2	12.5	9	56.25	4	25
Writing	S	6	8	10	13.3	26	34.7	18	24	15	20
	I			1	6.25	3	18.75	7	43.5	5	31.25
Listening	S	12	16	30	40	20	26.6	8	10.7	5	6.6
	I			6	37.5	2	12.5	3	18.75	5	31.25
Reading	S	16	21.3	29	38.7	22	29.3	6	8	2	2.7
	I			3	18.75	7	43.75	3	18.75	3	18.75
Grammar	S	5	6.7	8	10.7	17	22.7	42	56	3	4
	I					2	12.5	8	50	6	37.5
Vocabulary	S	8	10.7	6	8	20	26.6	36	48	8	10.7
	I			1	6.25	2	12.5	8	50	5	31.25

Key: S= Students

I= Instructors

The data in the above table shows, majority of the students said that they were weak in speaking skill. The response of the instructors (English language instructors and subject area instructors) was almost the same with that of students' response. Most of the instructors reported that their students were weak at speaking skill

When we see the writing skills, most of the students claimed that their writing skill was average and below average. The instructor's response was not different from this. Most of the instructors said that students' ability was below average.

Concerning the listening skill, table 3 shows that 56% of the students indicated that their proficiency in English was good. Moreover, 26.6% of the students said that they were average at

listening skill 10.7% of the students said that they were weak and 6.6% of them claimed that their ability in English was very weak. The response of the instructors almost agrees with that of the students.

With regard to reading skill, most of the students felt positive about their reading proficiency. For example, 21.3% of them indicated that they were very good at reading, 38.7% of them said that they were good at reading, and 29.3% of the students said that they were average ability of reading.

In general, table 3 reveals that the students' proficiency level in receptive skills is better than their proficiency in productive skills. That is, the students faced more difficulties in productive skills than in receptive skills. If we put them in order, the students' proficiency level starts from high to low level as reading, listening, writing, speaking, vocabulary and grammar.

4.1.3. The Students' Difficulties in Sub Skills

Under each of the four macro skills, some sub skills which are common to the study area were identified and provided to the students to help them indicate in which have faced difficulties. Moreover, instructors were asked about their students difficulties in each of the sub skills. For this purpose Likert scale was used to help learners rate their difficulties. The scale of rating was worded as very great difficulty, great difficulty, some difficulty, little difficulty and no difficulty. The following table summarizes the data.

Table 4.3: Analysis of students' difficulty in sub skills as perceived by students and instructors

No	Items		Very great difficulty		Great difficulty		Some difficulty		Little difficulty		No difficulty		Rank
			F	%	F	%	F	%	F	%	F	%	
A	Asking question in class	S	15	20	23	30.7	19	25.3	11	14.7	7	9.3	8
		I	2	33.3	2	33.3	1	16.7	1	16.7			
B	Taking lecture notes	S	13	17.3	17	22.7	29	38.7	13	17.3	3	4	6
		I	1	16.7	2	3.3	2	33.3	1	16.7			
C	Participating in class discussion	S	17	22.7	16	21.3	28	37.3	10	13.3	24	5.3	5
		I	1	16.7	2	33.3	2	33.3	1	16.7			
D	Understanding lecture	S			16	21.3	29	38.7	22	29.3	8	10.7	11
		I	2	33.3	2	33.3	1	16.7	1	16.7			
E	Presenting project report /term paper	S	20	26.7	13	17.3	25	33.3	12	16	5	6.7	4
		I	2	33.3	3	50	1	16.7					
F	Making notes from books	S	8	10.7	15	20	20	26.7	26	34.6	6	8	13
		I	1	16.7	2	33.3	2	33.3	1	16.7			
G	Summarizing some thing to read	S	6	8	18	24	28	37.3	20	26.7	3	4	9
		I	1	16.7	3	50	1	16.7	1	16.7			
H	Understanding exam questions	S	9	12	8	10.7	27	36	20	32	7	9.3	12
		I	2	33.3	2	33.3	1	16.7	1	16.7			
I	Writing answers to essay type exams	S	16	21.3	20	26.7	30	40	6	8	3	4	3
		I	2	33.3	2	33.3	1	16.7	1	16.7			
J	Reading formats /notice	S	8	10.7	14	18.7	19	25	32	42.7	2	2.7	14
		I	1	16.7	1	16.7	2	33.3	2	33.3			
K	Reading different instruction	S	10	13.3	14	18.7	22	29.3	23	30.7	6	8	10
		I	1	16.7	1	16.7	2	33.3	2				
L	Writing field report (attachment)	S	21	28	18	24	26	34.7	833 .3	10.7	2	2.7	1
		I	2	33.3	3	50	1	16.7					
M	Presenting oral report	S	22	29.3	19	25.3	25	33.3	9	12			2
		I	2	33.3	3	50	1	6.7					
N	Understanding diagrams, charts tables	S	14	18.7	20	26.7	23	30.7	12	16	6	8	7
		I	1	16.7	2	33.3	3	50					

As can be seen from the table, very great difficulty and great difficulty column has been considered to put the sub skills in their order of difficulty based on the students' response 1 is being the most difficult and 14 is for the least difficult.

Accordingly, 86.7% of the students said that writing field report (attachment) is the most difficult one for hotel and tourism management students. Similarly, other difficulty areas that follow writing field report are: presenting oral report , writing an answer to essay type exam , presenting

project report /term paper , participation in class discussion , taking lecture notes , understanding diagrams, charts and tables , asking questions in class , summarizing something to read , reading different instructions , understanding lecture , understanding exam questions , making notes from books and reading formats /notices. For the instructors the order of the sub skills according to their difficulty are presenting project report /term paper (83.3%) presenting oral report (83.3%), writing field report (83.3%) presenting oral report (83.3%), writing field report (83.3%), writing an answer to essay type exam (66.6%), understanding diagrams, charts, tables (50%), understanding exam questions (50%) etc...

In conclusion, the student have difficulties in writing field report, presenting oral report, writing answers to essay type exam, presenting project report /term paper, participating in class discussion, taking lecture notes, understanding diagrams, tables, charts, asking questions in class, summarizing something to read, reading different instructions and reading formats /notices in this order of priority. Generally, the responses of the instructors and the students revealed that the productive skills are more difficult than the receptive skills.

4.1.4. Students' English Language Needs

Item 6 to 7.4 in the students' questionnaire and item 4 in the subject area instructors' questionnaire were designed to gather data about the language needs of the students. In these items, the instructors and the students were asked to report the relative importance of the four language skills and the language activities needed for the students' academic success.

Table 4.4: Analysis of the frequency of the language skills used for the study of major courses as indicated by subject area instructors and students

No	Major skills		Very frequently needed		Frequently needed		Sometimes needed		Seldom needed		Never needed	
			F	%	F	%	F	%	F	%	F	%
A	Speaking	S	36	48	17	22.7	16	21.3	6	8		
		I	1	16.6	2	33.3	3	50				
B	Listening	S	31	41.3	16	21.3	12	16	10	13.3	6	8
		I	2	33.3	3	50	1	16.6				
C	Writing	S	22	29.3	14	18.7	18	24	13	17.3	8	10.7
		I	1	16.6	2	33.3	2	33.3	1	16.6		
D	Reading	S	26	34.6	13	17.3	17	22.7	13	17.3	6	8
		I	1	16.6	3	50	1	16.6	1	16.6		

Key: S= Students

I= Instructors

The above table shows that the majority of the students, 70.7% reported that speaking skill was the most frequently needed skill for their academic purposes. Listening was the second most frequently needed skill as reported by 62.6% of the total students.

Reading and writing were the third and fourth frequently needed skill which scored 51.6% and 38% of the total students respectively.

We can see that there is a difference between the instructors and the students' response. The majority of the teachers 5 teachers i.e. 83.3% said that listening is the most frequently needed skill. Reading was the second 66.6% of the total teachers selected. Speaking and writing skills were the third and fourth most frequently needed as reported by the subject area instructors for the study of subject area courses (Hotel and Tourism Management Courses). Here, the difference between the instructors and the students' response might be because of the difference in their level of understanding the demands of the learning situation.

4.1.4.1. Activities Students Need to Carryout in English for Academic Purpose

The researcher sorted some activities that are expected to be carried out in English by hotel and tourism management students. The students were asked to rate the importance level of the activities by using the rating scale 'very frequently', 'frequently', 'some times', 'seldom' and 'never' needed. The level of importance was determined by percentage computed from the frequency of responses. The students' rating of the importance level was cross checked against the response of the instructors' from their questionnaire. The activities were categorized under four macro skills (listening, reading, writing and speaking). Moreover, the students were invited to add any other activities they think important for their academic study. Note that the sum of very frequently needed and frequently needed and the sum of Seldom needed and never needed are used for the analysis. The response 'sometimes' is also considered as necessary.

4.1.4.1.1. Listening Activities

Table 4.5: Analysis of listening activities the Students need for their academic study

No	Activities		Very frequently needed		Frequently needed		Sometimes needed		Seldom needed		Never needed	
			F	%	F	%	F	%	F	%	F	%
A	Listening to course lectures	S	26	34.7	29	38.7	15	20	5	6.6		
		I	2	33.3	3	50	1	16.7				
B	Listening to foreigners	S	17	22.7	20	26.7	26	34.6	8	10.6	4	5.3
		I	1	16.7	3	50	1	16.7	1	16.7		
C	Listening to recordings	S	10	13.3	12	16	20	26.7	20	26.7	13	17.3
		I	1	16.7	2	33.3	2	33.3	1	16.7		
D	Listening to video /film	S	11	14.7	13	17.3	22	29.3	18	24	11	14.7
		I	1	16.7	1	16.7	3	50	1	16.7		
E	Listening to instructor's questions	S	23	30.6	22	29.3	18	24	12	16		
		I	2	33.3	2	33.3	2	33.3				
F	Listening to class discussion	S	21	28	25	33.3	14	18.7	13	17.3	2	2.7
		I	2	33.3	1	16.7	2	33.3	1	16.7		

Key: S= Students

I= Instructors

Students were asked to answer whether the listening activities indicated in table 4.5 are 'very frequently', 'frequently', 'sometimes', 'seldom' and 'never' needed for their academic study. As

the table shows, listening to course lectures (72.4%) is the most frequently needed activity for students' academic purposes. Listening to class discussion (61.3%) was the second most frequently needed listening activity for the students' academic success, listening to instructors' questions (59.9%), listening to foreigners (49.4%) and listening to videos /films (32%) are the third, the fourth and the fifth most frequently needed listening activities for hotel and tourism management students. However, the table reveals that the activity of listening to recordings was not needed for the students' academic study.

The instructors' responses confirm the response of the students in that almost all instructors reported that the listening skill was very essential for the teaching learning process. In this regard, the instructors said that listening to course lectures followed by listening to instructors' questions were the most frequently listening activities for the students' academic study. Listening to class discussion and listening to foreigners were the third and the fourth most frequently needed activities for students' academic success.

The researcher also tried to interview the subject area instructors about the dominant listening activities which are needed for the study of subject area courses. Almost all the instructors said that listening to course lectures, listening to instructors' questions, listening to class discussion, listening to foreigners and listening to video /films were the most frequently needed activities for their students to study the subject area courses.

In conclusion, on the bases of the students' and instructors' response, listening to course lecture, listening to class discussion, listening to instructors' questions, listening to foreigners, listening to video /films and listening to recordings are the most important activities in this order of priority.

4.1.4.1.2. Reading Activities

Table 4.6: Analysis of reading activities students need in their study

No	Activities		Very frequently needed		Frequently needed		Sometimes needed		Seldom needed		Never needed	
			F	%	F	%	F	%	F	%	F	%
A	Reading articles, news paper, journals on hotel and tourism	S	9	12	17	22.7	31	41.3	12	16	6	8
		I			2	33.3	3	50	1	16.7		
B	Reading summaries, charts, diagrams	S	15	20	28	37.3	17	22.7	9	12	4	5.3
		I	1	16.7	2	33.3	3	50				
C	Reading reference books	S	17	22.7	30	40	19	25.3	9	12		
		I	1	16.7	3	50	2	33.3				
D	Reading English websites related to hotel and tourism	S	10	13.3	23	30.7	26	34.7	12	16	4	5.3
		I	1	16.7	2	33.3	3	50				
E	Reading lecture notes	S	19	25.3	33	44	18	42	5	6.6		
		I	3	50	3	50						

Key: S= Students

I= Instructors

As the above table shows, the majority of the students reported that reading lecture notes was the most frequently needed reading activity. Similarly, we can see from the table, reading reference books (62.7%), reading summaries, charts and tables (57.3%), reading English websites related to hotel and tourism were frequently needed reading activities for hotel and tourism students. However, 34.7% of the students reported that the activity of reading articles, newspaper, journals on hotel and tourism were seldom needed for the students' academic purposes.

As regards the instructors' response all of the instructors (100%) said that reading lecture notes was very frequently and frequently needed reading activity for the students' academic issues. Four instructors said that reading reference books was also frequently needed reading activity that followed by reading summaries, charts, tables, reading English websites related to hotel and tourism and reading articles, newspaper, journals were frequently needed activities in order of priority.

To sum up, according to the above discussion, reading activities which are important for the students' academic studies are: reading lecture notes, reading reference books, reading summaries, charts, tables, diagrams, reading English websites related to hotel and tourism and reading articles, journals, news papers in this rank order.

4.1.4.1.3. Writing Activities

The following table summarizes the responses of the students regarding the different writing activities needed

Table 4.7: Writing activities students need in their study

No	Activities		Very frequently needed		Frequently needed		Sometimes needed		Seldom needed		Never needed	
			F	%	F	%	F	%	F	%	F	%
A	Writing report on field trips	S	14	18.7	24	32	30	40	7	9.3		
		I	1	16.7	1	16.7	3	5	1	16.7		
B	Writing down notes from lectures	S	23	30.6	25	33.3	24	32	3	4		
		I	2	33.3	2	33.3	1	16.7	1	16.7		
C	Writing course assignments /term paper on hotel and tourism	S	16	21.3	21	28	32	42.7	6	8		
		I	1	16.7	3	50	1	16.7	1	16.7		
D	Writing dictations	S	19	25.3	24	32	25	33.3	7	9.3		
		I	1	16.7	2	33.3	2	33.3	1	16.7		
E	Writing notes from books /reference	S	21	28	25	33.3	22	29.3	7	9.3		
		I	3	50	2	33.3	1	16.7				

Key: S= Students I= Instructors

The above table shows that the greater number of the students (more than 64%) reported that the activity of writing down notes from the lecture was the most frequently needed writing activity followed by writing notes from books (61.3%), writing dictations (57.3%) and writing course assignments, term papers on hotel and tourism (50.7%) were the most frequently needed activities for the students academic study. However, 49.3% of the students reported that writing report on field trip was the least frequently needed activity.

When we see the responses of Instructors, almost all teachers (83.3%) reported that writing notes from books or reference was the most frequently needed activity which is followed by writing notes from lectures (66.6%), writing course assignments /term papers (66.6%), writing dictations (50%) and writing report on field trips (33.3%).

Generally, with regard to the students' response and the findings from subject area instructors' questionnaire, the following can be summarized. Writing down notes from lectures, writing notes from books or reference, writing dictations, writing course assignment, term papers on hotel and tourism and writing report on field trip were all the writing activities needed for the students' academic study as listed from the most important to the least important in a ranking order.

4.1.4.1.4. Speaking Activities

The responses of the students with regard to their needs in different speaking activities in their academic studies are summarized in the table below.

Table 4.8: Analysis of speaking activities students need in their study

No	Activities		Very frequently needed		Frequently needed		Sometimes needed		Seldom needed		Never needed	
			F	%	F	%	F	%	F	%	F	%
A	Presenting oral report	S	14	18.7	25	33.3	28	37.3	5	6.7	3	4
		I	1	16.7	2	33.3	2	33.3	1	16.7		
B	Responding to an interviewer	S	10	13.3	20	26.7	30	40	11	14.7	4	5.3
		I	1	16.7	1	16.7	3	50	1	16.7		
C	Talking to foreigners	S	9	12	18	24	33	44	12	16	3	4
		I	1	16.7	2	33.3	3	50				
D	Asking and answering questions (in classroom, field practice)	S	20	26.7	31	41.3	15	20	9	12		
		I	2	33.3	2	33.3	1	16.7	1	16.7		
E	Participating in dialogues	S	15	20	27	36	26	34.7	7	9.3		
		I	2	33.3	1	16.7	2	33.3	1	16.7		
F	Participating in class discussions	S	16	21.3	28	37.3	24	32	7	9.3		
		I	2	33.3	2	33.3	1	16.7	1	16.7	1	16.7

As table 4.8 shows, the students rated to what extent speaking activities listed in the table are important for their academic studies. Based on this, 68% of the respondents said that asking and answering questions (in classroom or field practice) was frequently needed speaking activity. Similarly, 59% of the students reported that participating in class discussion was frequently needed activity followed by participating in dialogue (56%) for the students' academic performance. In addition to this, 52% of the students indicated that the activity of presenting oral report was frequently needed speaking activities.

However, the above table shows that talking to a foreigner (50%) and responding to an interviewer (40%) were almost not needed for the students' academic study.

When we come to the analysis of the instructors' questionnaire and interview, the two instruments disclosed that participating in class discussion and asking and answering questions were very frequently needed speaking activities. As regards responding to an interviewer and

talking to foreigners, however the result of the teachers' questionnaire and interview support the idea of the students who said that the activities of talking to foreigners and responding to an interviewer were Seldom needed.

To conclude, asking and answering questions, participating in class discussion, participating in dialogue, presenting oral report, talking to foreigners and responding to an interviewer are the important speaking activities for hotel and tourism management students in this rank order.

4.1.5. Students' Attitude toward the Current English Course

The students were asked to show their attitudes toward the current English language course which is being given in Hawassa University for hotel and tourism management students. The students' responses are presented in the following table.

Table 4.9: The students' attitude toward the current English course

No	Activities	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
A	The course is irrelevant to my studies	42	56	24	32	6	8	3	4		
B	I do not like the course because it doesn't help me	22	29.3	23	30.7	8	10.6	14	18.7	8	10.6
C	The contents of the course do not include my 'wants'	23	30.6	28	37.4	18	24	4	5.5	2	2.7
D	The course is important for hotel and management students	7	9.3	10	13.3	12	16	29	38.7	17	22.7
E	I like content of the course	2	2.7	4	5.3	16	21.4	31	4.3	22	29.3
F	The course is an appropriate for my study	6	8	3	4	15	20	36	48	15	20

As we can see from the above table, the majority of the students (88%) said the course is irrelevant to their subject area of study and future occupation. Moreover, 60% of the students said that they do not like the course because it does not help for them. However, 10.6% of the students do not want to say anything about the course.

Concerning the content of the course, 67.4% of the respondents reported that the content of current English course do not include their 'wants'. However, a considerable number of students, 24% could not determine whether the content of the course includes their want or not.

Furthermore; 61.4% of the students said that the current English course which is being given for hotel and tourism students is not important for them as a future career. In addition to this, the majority of the students said that they do not like the content of the course. With regards to appropriateness of the course, 68% of the students said that the course is not an appropriate one for academic and future purpose. However, 20% of them reported that they do not want to say anything about an appropriateness of the course. In this regard, the response of English language instructors to the interview questions confirmed that the present course does not satisfy the 'communicative' needs of the students.

4.1.6. Assessment of the type of English Course Students need for their academic study and future career (ESP)

Item 8 in students' questionnaire and item 6 in subject area instructors' questionnaire were designed to elicit information about the type of English course needed for students' academic and future career. The response of the students and subject area teachers is analyzed in the following table.

Table 4.10: Ranking of the kind of English students need for their academic study and future job as indicated by instructors and the students

No	Type of English		The most preferred		Second preferred		Third preferred	
			F	%	F	%	F	%
A	General English	S	8	10.6	19	25.4	48	64
		I	1	16.7	2	33.3	3	50
B	English for hotel and Tourism	S	50	66.7	18	24	7	9.3
		I	4	66.7	2	33.3	-	-
C	A balance between the two	S	17	22.7	43	57.3	15	20
		I	1	16.7	4	66.7	1	16.7

Key: S= Students

I= Instructors

As the table above shows, more than 65% of the students preferred English for Hotel and Tourism management. A balance between the two is the second preferred, and general English is the third preferred. The subject area instructors also felt that English for hotel and tourism management is the most preferred kind of English for the students' academic and professional success.

4.1.7. Assessment of Importance of Topics (Themes) in Students' Academic Study

Item 9 in students' questionnaire, item 3.2 in English instructors' questionnaire and item 7 in subject area instructors' questionnaire were designed to produce information about the importance of topics (themes) in students' academic study. The responses of the students and instructors are summarized in the following table.

4.1.8. Assessment of Students' Target Needs

4.1.8.1. Evaluation of the Importance of English Language Skills for Hotel and Tourism Management Students' Future Job

The importance of English language skills in occupational setting was evaluated by both the on-the-job graduates and their employers. As a result, on-the-job graduates were requested to rate the degree of importance of English language skills to judge whether they help them to accomplish their duties successfully. This of course was not the only source of information. Their responses were cross checked with the responses collected from their employers. The summary of the responses of graduates and employers are presented in the table below.

Table 4.12: Evaluation of the importance of the four English language skills and area of language aspects for occupational settings

No	Language skills		Very important		Important		Not sure		Almost not important		Not important at all		Rank
			F	%	F	%	F	%	F	%	F	%	
A	Speaking	Gr	5	31.25	6	37.5	1	6.25	4	25			3
		Em	3	37.5	3	37.5	1	12.5	1	12.5			
B	Writing	Gr	5	31.25	5	31.25	1	6.25	4	25	1	6.25	4
		Em	3	37.5	2	25			3	37.5			
C	Listening	Gr	6	37.5	7	43.75			2	12.5	1	6.25	2
		Em	3	37.5	4	50	1	12.5					
D	Reading	Gr	8	50	7	43.75			1	6.25			1
		Em	4	50	3	37.5			1	12.5			
E	Grammar	Gr	4	25	4	25	2	12.5	4	25	2	12.5	6
		Em	3	37.5	1	12.5			3	37.5	1	12.5	
F	Vocabulary	Gr	4	25	5	31.25	1	6.25	4	25	2	12.5	5
		Em	3	37.5	1	12.5			2	25	2	25	

On the basis of the above table, we can say both the graduates and the employers reported that reading is the most important of the four macro skill and other language aspects for occupational purposes with the percentage score of 94.75% and 87.5% respectively. 81.25% of the graduates and 87.5% of the employers said that listening was the second most important skill to discharge different duties in the working environment. Furthermore, 68.75% of the graduates and 75% of the employers reported that speaking is the third most important skill followed by writing which

accounted 62.5% of the graduate and 61.5% of the employers' response. When we see the area of language aspects, both respondents indicated that vocabulary and grammar are less important than that of the four major skills with the percentage score of 56.25% and 50% respectively.

To sum up, both graduates and employers ranked the skills from the highest important to lowest important for the graduates in carrying out duties as reading, listening, speaking, writing, vocabularies related to hotel and tourism field . This shows that the graduates need the receptive skills more than the productive skills for their jobs.

4.1.8.2. Evaluation of Hotel and Tourism Graduates' Major Difficulties in the Sub Skills

Specific sub skills common to the hotel and tourism graduates' professional area under each of the four macro skills were identified and supplied to the subject population to enable them to indicate areas in which they face difficulties. The respondents used the rating scale worded as 'very great difficulty', 'great difficulty', 'some difficulty', 'little difficulty' and 'no difficulty'. The responses of the hotel and tourism graduates (employees) are summarized in the table below.

Table 4.13: Evaluation of Hotel and Tourism management graduates' difficulties in the micro skills

No	Activities	Very great difficulty		Great difficulty		Some difficulty		Little difficulty		No difficulty		Rank
		F	%	F	%	F	%	F	%	F	%	
A	Reading articles news papers, journals on Hotel and Tourism	3	18.75	4	25	3	18.75	4	25	2	12.5	7
B	Reading letters /office regulations, hotel financial policies	3	18.75	3	18.75	3	18.75	5	31.25	2	12.5	8
C	Listening to videos /films	3	18.75	5	31.25	3	18.75	3	18.75	2	12.5	6
D	Listening to discussion at meetings	4	25	4	25	5	31.25	2	12.5	1	6.25	5
E	Presenting oral report	4	25	6	37.5	4	25	2	12.5			3
F	Asking and answering during meetings	4	25	5	31.25	5	31.25	1	6.25	1	6.25	4
G	Writing report on (sales report, progress report)	6	37.5	7	43.75	2	12.5	3	18.75			1
H	Writing meetings minutes office memos, budget information	5	31.25	7	43.75	3	18.75	1	6.25			2

The sum of very great difficulty and great difficulty was considered in order to arrange the sub skills in their order of difficulties. Based on this, 81.25% the hotel and tourism management graduate said that the sub skill writing report on sales /progress report was the most difficult activity. For hotel and tourism management graduates, the next most difficulty activities were, writing meeting minutes, office memos, budget information (75%), presenting oral report (62.5%) asking and answering during meetings (56.25%), listening to videos (films (50%), listening to discussion at meetings (50%), reading articles, newspaper or journals (43.75%) and

reading letters/office regulation, hotel financial policies. In conclusion, the response of the graduates revealed that they faced great difficulty in productive skills than the receptive skills.

4.1.8.3. An Assessment of Activities that Hotel and Tourism Management Graduates Need To Carry Out in English in Occupational Context

Regarding this, the graduates of hotel and tourism management were provided with different activities that are common to job context in general and related to hotel and tourism management activities in general under each of the four macro skills. Here, hotel and tourism management students' target needs were seen from the point of view of graduates (employees) in order to identify their target needs. The graduates were asked to report how frequently they need them in the working environment (professional setting). The sum of very frequently and frequently was taken into consideration to see which of the activities the hotel and tourism management graduates (employees) need to carry out more than other activities in the occupational context. In addition to the graduates (employees), employers were also asked about the language needs of their employees. This was meant to substantiate the responses which are given by the graduates.

4.1.8.3.1. Listening Activities

The following table presents the responses of hotel and tourism graduates with reference to their needs in different listening activities.

Table 4.14: Listening activities that hotel and tourism management graduates need in their job as perceived by graduates and employers

No	Activities		Very frequently needed		Frequently need		Sometime s		Seldom		Never	
			F	%	F	%	F	%	F	%	F	%
A	Listening to meetings, seminars, conference and workshop	Gr	6	37.5	6	37.5	3	18.75	1	6.25		
		Em	3	37.5	4	50	1	12.5				
B	Listening to customers /guest inquires	Gr	5	31.25	6	37.5	3	18.75	2	12.5		
		Em	3	37.5	3	37.5	2	25				
C	Listening to video /films	Gr	4	25	4	25	5	31.25	3	18.75		
		Em	2	25	2	25	3	37.5	1	12.5		
D	Listening to foreigners	Gr	4	25	5	31.25	5	31.25	2	12.5		
		Em	3	37.5	2	25	3	37.5	1	12.5		
E	Listening to managers explanation on hotel policies	Gr	4	25	6	37.5	5	31.25	1	6.25		
		Em	3	37.5	3	37.5	1	12.5	1	12.5		

Key:

Gr= Graduates

Em= Employers

With regard to listening activities, the hotel and tourism management graduates (employees) agreed that the most frequently needed activities were listening to meetings, seminars, conference (75%) followed by listening to customers or guest inquires (68.75%) ,listening to managers explanation on hotel facilities (62.5%), listening to foreigners (56.25%) and listening to video /films (50%). When we see the response of the employers, it is almost the same with the response of the graduates with few differences in order of importance. With regard to employers, the most frequently needed listening activities were listening to meetings, seminars and conference followed by listening to mangers explanation on hotel facilities, listening to customers' inquires, listening to foreigners and listening to video /films.

To sum up, based on the responses of graduates and employers, frequently needed listening activity to carryout different duties in the occupational setting are: listening to meetings, seminars and conference, listening to customers inquires, listening to managers explanation on hotel facilities (policies), listening to foreigners and listening to video/films in this order of importance.

Table 4.15: Analysis of speaking activities hotel and tourism management students need to carry as perceived by graduates and employers

No	Activities		Very frequently		Frequently		Sometime		Seldom		Never	
			F	%	F	%	F	%	F	%	F	%
A	Speaking to a customer	Gr	6	37.5	6	37.5	3	18.75	1	6.25		
		Em	3	37.5	3	37.5	2	25				
B	Speaking in workshops /meetings	Gr	4	25	4	25	5	31.25	3	18.25		
		Em	3	37.5	2	25	3	37.5	1	12.5		
C	Presenting report /paper	Gr	3	18.75	4	25	6	37.5	2	12.5	1	6.25
		Em	2	25	2	25	3	37.5	1	12.5		
D	Describing and explaining of menus for foreigners	Gr	5	31.25	6	37.5	3	18.75	2	12.5		
		Em	3	37.5	4	50	1	12.5				
E	Conducting tour on hotel facilities	Gr	3	18.75	4	25	6	37.5	3	18.75		
		Em	2	25	2	25	3	37.5	1	12.5		
F	Answering telephone calls for reservation	Gr	4	25	6	37.5	5	31.25	1	6.25		
		Em	3	37.5	3	37.5	1	12.5	1	12.5		

As the above table shows, the majority of the employees (graduates) reported that speaking to a customer was the most frequently carried out speaking activity. Moreover, 68.75% of the employees reported that describing and explaining of menus for foreigners was the second most frequently carried out activities that was followed by answering telephone calls, speaking in work shops or meetings, presenting report or paper and conducting tour on hotel facilities .

As regards the employers' response, it is different from that of the graduates (employees). 87.5% of the employers reported that describing and explaining of menus for foreigners was the most frequently needed activities followed by answering telephone calls for reservation, speaking to an

interviewer or a customer, speaking in work shops /meetings, conducting tour on hotel facilities and presenting report/ paper were the most frequently needed activities in a rank order for occupational context.

However, taking the employees response in to consideration the importance of the speaking activities can be arranged as speaking to a customer, describing and explaining of menus for foreigners, answering telephone calls for reservation, speaking in workshops, presenting report and conducting tour on hotel facilities from most important to least important.

4.1.8.3.2. Reading Activities

The responses of hotel and tourism graduates and their employers concerning the needs of different reading activities are presented in the following table

Table 4.16: Reading activities the hotel and tourism management graduates need in their job as perceived by graduates and employers

No	Activities		Very frequent		Frequently		Sometimes		Seldom		Never	
			F	%	F	%	F	%	F	%		
A	Reading articles, newspapers, magazines, journals related to hotel and tourism	Gr	6	37.5	6	37.5	2	12.5	2	12.5		
		Em	3	37.5	3	37.5	2	25				
B	Reading work /business report	Gr	5	31.25	6	37.5	3	18.75	2	12.5		
		Em	3	37.5	4	50	1	12.5				
C	Reading manual /directives	Gr	5	31.25	5	31.25	4	25	2	12.5		
		Em	3	37.5	2	25	2	25	1	12.5		
D	Reading letter of reservation	Gr	5	31.25	4	25	5	31.25	2	12.5		
		Em	2	25	3	37.5	1	12.5	1	12.5	1	12.5
E	Reading regulation /rules of the organization	Gr	6	37.5	7	43.75	2	12.5	1	6.25		
		Em	3	37.5	3	37.5	1	12.5	1	12.5		
F	Reading complaint letters from customers	Gr	4	25	4	25	6	37.5	2	12.5		
		Em	2	25	2	25	2	25	1	12.5	1	12.5

Key: Gr- Graduates

Em- Employers

When we come to the reading activities to be carried out by the hotel and tourism management graduates, the respondents were agreed that reading regulation or rules of the organizations was the most frequently needed activity followed by reading articles, newspapers, journals related to hotel and tourism management, reading work or business report, reading manuals or directives, reading letter of reservation and reading compliant letter from customers in order of importance. If we see the responses of the employers, there were a few differences in the order of importance. 87.5% of the employers reported that reading work or business report was the most frequently carried activities in occupational context followed by reading articles, journals related to hotel and tourism management, reading regulations of the organization, reading manuals or directives , reading letter of reservation and reading complaints letter from customers.

In conclusion, the most frequently needed reading activities can be arranged as reading regulation or rules of the organization, reading articles or journals related to hotel and tourism, reading work or business report, reading manuals or directives, reading letter of reservation, and reading letter of complaints from customer are the orders from most important to least important.

4.1.8.3.3. Writing Activities

Table 4.17: Writing activities the hotel and tourism management graduates need to carry as perceived by graduates and employers

No	Language skills		Very frequent		Frequently		Sometimes		Seldom		Never	
			F	%	F	%	F	%	F	%	F	%
A	Writing business letters to institutions	Gr	4	25	5	31.25	3	18.75	2	12.5	2	12.5
		Em	2	25	2	25	2	25	1	12.5	1	12.5
B	Writing report on work performance	Gr	5	31.25	7	43.75	2	12.5	1	6.25	1	6.25
		Em	3	37.5	3	37.5	2	25				
C	Writing office memos /minutes in meeting	Gr	5	31.25	5	31.25	2	12.2	3	18.75	1	6.25
		Em	3	37.5	2	25	2	25	1	12.5		
D	Writing sales /daily report	Gr	5	31.25	8	50	1	6.25	2	12.5		
		Em	3	37.5	4	50	1	12.5				
E	Writing notes from seminar	Gr	4	25	4	25	5	31.25	2	12.5	1	6.25
		Em	2	25	2	25	1	12.5	2	25	1	12.5
F	Writing different information on reservation form	Gr	4	25	7	43.75	3	18.75	1	6.25	1	6.25
		Em	3	37.5	3	37.5	1	12.5	1	12.5		

As the above table shows, hotel and tourism graduates rated to what extent writing activities listed in the table are important for their occupational setting (purposes). Based on this, 81.5% of the graduates said that writing sales or daily report was the most frequently needed writing activity followed by writing report on work performance, writing different information on reservation form, writing office memos, writing business letters to institutions and writing notes from seminars. When we see the responses that were given by the employers, it is the same with the responses given by the graduates.

To sum up, based on the responses of both the graduates and employers, the most frequently needed writing activities are: writing different information on reservation form, writing office memos, writing business letters to institutions and writing notes from seminars in this order of importance.

4.2. Data from the Interview

4.2.1. Semi-Structured Interview with Subject Area Instructors

Three subject area instructors were interviewed with regard to the students' English language proficiency level, the degree of the importance of the English macro skills and other related English language activities for teaching the subject area courses (see Appendix).

The first question the instructors were asked was to report how they judge their students proficiency level as regards the four macro skills. The instructors believed that the hotel and tourism management students are listening and reading very well but when we see their speaking ability, they face a big difficulty in speaking. One of the teacher said that the students thought that they will be ashamed if they make mistake when they speak. Only few students can speak English without any problems. However, most of the students do not want to speak, instead they want to communicate in local language (Amharic). The instructors indicated that the students faced a big difficult in writing too. One of the teachers said that they do not know what they want to write. Furthermore, the instructors also reported that the students were not good at grammar and vocabulary. However, the subject area instructors reported that even though the students showed lower performance level in productive skills (Speaking and writing), they were eager to improve these skills. It can be concluded from the discussion the hotel and tourism management students were better at receptive skills than at productive skills.

Regarding the relative importance of the English language skills, the instructors gave the first place to the listening, reading, speaking and writing skills in order of importance.

Concerning the needs of various English language activities (sub skills), subject area instructors were interviewed to report to what extent the students need to carryout the activities in relation to English. Thus, as regard the listening activities listening to course lectures, listening to videos/ films, listening to instructors' questions, listening to class discussion, listening to recordings and listening to foreigners, the instructors were asked to rate the degree of importance of each activities. In this way, all the three instructors believed that listening to course lecture was the most dominant activity followed by listening to instructors' questions, listening to class discussion, listening to foreigners and listening to video /film.

The interviewees were also asked to what extent the speaking activities where needed in the area of the course they teach. Thus, participating in class discussion, all the instructors said that it was the most dominant speaking activity.

Regarding asking and answering question in class and participating in dialogue almost all the instructors reported that the activities were frequently needed. When we come to the activity of talking to foreigners and responding to an interview, all the teachers felt it was seldom needed for the students' academic study.

When we see the reading activities, instructors were asked to report to what extent activities such as reading articles, journals on hotel and tourism, reading summaries, charts and diagrams, reading reference books, reading English websites related to hotel and tourism and reading lecture notes were needed for the learners academic study. Based on this, all the instructors said that reading lecture notes and reading reference books were needed very frequently. However, most of the instructors indicated that reading articles, journal on hotel and tourism, reading summaries, charts and tables, and reading English websites related to hotel and tourism were sometimes needed. The Instructors reported that reading journals, news papers and articles on hotel and tourism do not assist much for students' academic study.

Regarding the needed writing activities, all the subject area instructors said that writing notes from books /references, writing notes from lectures, writing course assignment /term paper and

writing report on field trip were very frequently needed activities in their rank order. When we see the response of the students' questionnaire it was almost the same with that of instructors' response (see table 4.8).

4.2.2. Semi-structured Interview with English Language Instructors

Two English teachers who had taught the sophomore course for hotel and tourism management students were interviewed. Their responses to the interview are presented as follows:

The first question the English language instructors were asked was to tell how they judge the proficiency levels as regard the four macro skills and the sub skills. Regarding listening and reading the two teachers said that the students were very good at these skills but they are poor at speaking and writing skills. Moreover, the instructors reported that the students are poor at grammar and vocabulary.

The next question directed to the instructors was the importance of the four skills for the students' subject area study. Regarding this, both teachers said that listening, speaking, reading and writing should be in their order of importance.

They also asked about whether or not the course that they are giving relevance to the subject area of study. Both of them felt that the activities, tasks and examples did not relate to the students field of study. The response of the teachers was in line with the result of course book evaluation.

Regarding, whether the course help to enhance the students' communication abilities in their academic life and future profession, both of them said that the courses do not help to enhance the students communication abilities but they said that there should be another additional English course that will equip the students with different communicative activities. The teachers were also asked about the students' interest in English course that is being given in the University. They indicated that the students have low interest in the course.

The sixth question that the instructors asked were the measures should be taken to bridge the gap between the course title and the contents in order to satisfy the needs of the students. Both the instructors said that taking the objectives of the courses that is being given and taking different

activities, exercises and tasks from the students' area of study are some possible solutions for bridging the gap.

The instructors were also asked about the whether the course should be changed or modified. They reported that it should be changed because the course is only focus on one skill that is writing. Including different skills based on the needs of the students were very important.

Furthermore, the teachers were asked what should be considered in designing new course for students. They indicated that the students' area of study should be given high priority. They said that the content should be based on hotel and tourism management.

Finally the instructors were asked whether the course had the capacity to prepare the students for their academic studies and future profession. They said that the course is not enough to make the students to equip with the communicative activities. Thus, they concluded that the current course could not help the students for the aforementioned purposes. They indicated that there should be another course that goes with the needs of the students.

4.3. Analysis of the English Course Material being in use

An attempt was made to analyze the English course material (Sophomore English) using an evaluation checklist developed by Cunningsworth (1995) containing 10 questions (see appendix 8). These checklists were employed to evaluate whether or not the material satisfies adequately the English language needs of hotel and tourism management students.

The first question in the checklist was if the material was based on a careful analysis of the learners' needs or not. It was found out that it was not Even though the department of Hotel and tourism management demands a focused course responding to the students' need; the material (Sophomore English) which was designed in 1991 was not designed on the analysis of the learners needs. The English department without studying the needs of the students decided to use the course material for hotel and tourism management students. Therefore, I can say that the material was not designed based on the needs of the students.

When assessing whether or not there was a body of 'core' specialist language related to the subject area, it can be said that there is no 'core' specialist language related to hotel and tourism management.

The next question in the checklist was whether the learners were equipped with the skills and strategies that would allow them to operate efficiently in English in professional situation. The quantitative analysis reveals that the students' priorities English for their professional purpose as compared to General English. Moreover, the English language sub skills (activities) that the hotel and tourism management students wanted were identified. Thus, it seems that the course book is unlikely to equip the students with the skills, sub skills, strategies and situation which reflect students' future profession. Further more, the course material was prepared based on skill based syllabus; but hotel and tourism management students need the material to be based on content or task (Dudley Evans and St. John, 1998).

Another question was whether there was a balance between subject specific language items and operational skills and strategies. Here, it could be said that there did not appear to exist a balance of this kind as no needs analysis was conducted when the course was designed and the contents could not be based on subject specific language items from hotel and tourism management. It is possible to say that only general non-field specific operational skills, sub skills and strategies are mainly considered. The contents appear supportive for students from varieties of discipline demanding general purpose English to use in their corresponding academic studies rather than only for Hotel and Tourism Management. Hence, only general strategies and skills might be learned from this course.

When we look at the material whether or not it considered the relationship between teacher and students, and whether collaborative approach was encouraged, the material was found not to have a clear account of the relationship between teachers and students and no collaborative approach treatment was encouraged in the text. According to Robinson (1991), Dudley-Evans and St. John (1998) and Strevens (1980), the essence collaboration in ESP as that learners and teachers has to collaboratively work: the students are believed to have more knowledge in their subject areas while the teacher is an expert in the language. Thus, in an ESP context, the students are believed to be co-workers; input provides (content area) in general, collaborative trainees. However, since

the course book does not seem to involve students' subject area contents sufficiently, the teachers seem to act as only as input and feedback providers, organizers and monitors. In short, the essence of collaboration in ESP does not seem to exist.

Evaluation was made to see if the material was sufficiently flexible to meet the constraints often found in ESP work, for example by having a modular structure of non-sequential units, it was found out that course material was not fully believed to be sufficiently flexible to need constraints, like when students miss classes; not all units had a modular structure of non-sequential, self contained units; it seems that a student who did not learn section one of the unit could not easily learn the other parts /sections as the latter assumed the contents and technical terms in the former.

Another question in the checklist was whether the material could be used for individual study and whether teachers are given guidance on how to use the material in this way. The material did not fully serve individual study purpose, and both learners and teachers were not given guidance on how to use the material. There existed no guidance in the body of the course material too.

In addition, an attempt was made to investigated what extent the learning activities mirror real life situations, for example throughout task based activities. It was found that the learning activities did not mirror real-life situations, through task based. The course material for example, did not include activities like letter writing, business proposal office memos and so on replicating real-life situations in order to help the learner to develop the skills and strategies they use in learning their subject area and for work place after graduation.

The last question was if the learning activities had out comes or products that would help learners to evaluate their performance. It seems that many of the activities like writing paragraphs, writing essay, making notes from the reading passages etc. would help the students to evaluate their performance.

Generally, the course material does not seem to respond to the real needs of the students since it does not satisfy many of the elements an ESP material should treat. This would suggest that the course material did not consider the specific language needs of Hotel and Tourism Management students. In other words, the English course (sophomore) appears to be a failure as an ESP course

as it does not satisfy some of the absolute characteristics used by Dudley Evans and St. John (1998). That is, it is not designed to meet the specific language needs of Hotel and Tourism management students; it does not use underlying methodology and activities of the discipline it serves; and it does not use in specific situations a different methodology (the nature of interaction between the ESP teacher and the learner) from that of general English.

CHAPTER FIVE

5. Conclusions and Recommendations

5.1. Conclusions

It has been indicated that the main purpose of this study was to investigate the English language needs of Hotel and Tourism Management student with especial focus on Hawassa University with the view of giving an input for designing an appropriate English course. To achieve this, questionnaire; interview and analysis of the teaching material were used for gathering the data. By doing so, an attempt has been made to identify and prioritize the English language macro-skills, knowledge area (aspects) and language activities relevant to the students' field of study and future jobs. In addition to this, both students and graduates' (employees') language difficulties were to be identified. An attempt has been made to identify students' attitude toward the current course they have been taking and the analysis of the course they have taken. In line with the attempt made to achieve these objectives, the following conclusions have been made.

5.1.1. English Language Needs for both Academic and Occupational Purposes

All the four language skills are important for learning the subject area courses and for their future jobs, but with varying degree. Based on this, speaking skill was found to be the most important skill followed by listening, reading and writing. For occupational purposes, however, reading was found to be the most important skill followed by listening, speaking and writing.

Moreover, different micro skills /activities for both academic and occupational purposes have been identified. The most frequently needed listening activities for academic purposes are listening to course lectures, listening to class discussions, listening to instructors' questions, listening to foreigners, listening to video /film and listening to recordings.

For occupational purposes, listening to meetings, seminars and conference, listening to customers inquires; listening to manager's explanation on hotel facilities /policies, listening to foreigners and listening to video /films are some of the most frequently needed activities.

Reading activities that are frequently needed for studying the subject area courses are reading lecture notes, reading reference books, reading summaries, charts and tables, reading English websites related to Hotel and Tourism and reading articles; journals, newspapers. The most frequently needed reading activities in occupational context are reading regulations or rules of the organization, reading articles, journals or newspapers, reading work or business report, reading manuals or directives, reading letter of reservations and reading letter of complaints from customers.

Writing down notes from lectures, writing notes from books or reference, writing dictations, writing course assignment or term paper on hotel and tourism and writing report on field trip or attachment were all the writing activities needed for students' academic study. In discharging duties at work places, writing sales or daily report, writing report on work performance, writing different information on reservation form, writing office memos, writing business letters to institutions and writing notes from seminars are some of the most frequently needed /important activities.

Asking and answering questions, participating in class discussion, participating in dialogue, presenting oral report, talking to foreigners and responding to an interviewer are some of the most important speaking activities for academic context. In occupational setting, describe and explaining menus for foreigners, speaking to a customer, answering telephone calls for reservation, speaking in workshops, presenting report and conducting a tour on hotel facilities are some of the most frequently needed (important) speaking activities.

5.1.2. Lack of Language Ability and Difficulties in both the Students and Graduates

Both the students and graduates have problems in using English language to carry out the tasks that are proposed to be done. As discussed in table 4.2, the students are not in a position to follow the major courses taught in English. This is mainly because of lack of English language ability. The results of English language instructor's and subject area instructors' interview show the students' proficiency problem with regard to the four language skills. The students' problems relatively worsen in productive skills (speaking and writing) and they are better in receptive skills. The students' ability in the four language skills has been ranked from highest to lowest order as reading, listening, writing and speaking.

When we see the students' and graduates' response on their abilities in some specific skills to accomplish their duties, it has been found that students frequently face difficulties. They face difficulties in writing field report, presenting oral report, writing answers to essay type exams, presenting project report, participating in class discussion, taking lecture notes, asking and answering questions and summarizing. The activities in which graduates faced difficulties in discharging their duties are writing report on sales or progress report, writing office memos, budget information, presenting oral report, asking and answering questions during meeting, listening to videos /film, listening to discussion at meetings etc.

5.1.3. The Current English Course

The finding of the study shows that the current English course is irrelevant to the students' subject area of study and future occupation in its contents and activities. Moreover, the contents of the course do not include the students 'wants' and there is no integration of English course and subject area courses. It is also indicated that the course was found to be insufficient to prepare Hotel and Tourism Management students academic and target needs.

Both the students and English Language Instructors reported that they want the change /improvement of the current English course. The fact that the course was not designed based on needs analysis and basic consideration of an ESP context. The finding reveals that both students and teachers indicated that English for Hotel and Tourism is the most preferred type of English for both academic and occupational purposes.

5.2. Some Criteria for the New Course Design

Teaching Methodology

In order to achieve more interactive learning and to enhance students' confidence in using skills, strategies and knowledge, the new course should employ the following teaching methodology.

- a) The English course should, mainly focus on problem solving approach to enable the learners to learn through problem solving.

- b) English teachers should employ a balance of modes of classroom organization including small group, pair work, large group and individual work in order to make the learning more cooperative and to facilitate a variety of interesting learning activities.
- c) The English teacher can make use of peer-correction method.
- d) Course books and syllabus designers are also expected to find ways in which students learn outside of the classroom. Thus, the study proposes tasks that help learners learn outside of the class room: talking to friends and foreigners, listening to video /films, reading journals and articles, etc.

Content Area

Topic /theme related the subject area and any other topics /passages with more emphasis on topic related to subject area (Hotel and Tourism Management) are required to design the new course.

Skills

To satisfy the needs of the learners in both the subject studies and eventual jobs, the new English course should train the students in the four English language macro-skills as prioritized below based on the analysis.

For study purpose speaking skill is the most important skill followed by listening, reading and writing. On the other hand, reading, listening, speaking and writing are the most necessary skills for occupational purpose in this order of importance.

Language Activities

Syllabus designers should use a variety of activities which have relevance to activities which may be done in the students' subject area of study or future job. Therefore, the analysis which help learners use their speaking, listening, reading and writing skills to understand, interpret and process the content of their subject area study and professional activities. These activities are put under their respective macro skills as follows:

- i) Asking and answering questions, participating in class discussion, presenting oral report, talking to foreigners and responding to an interviewer.
- ii) Listening to course lectures, listening to class discussions, listening to instructors' questions, listening to foreigner, listening to video/film and listening to recordings.
- iii) Reading lecture notes, reading reference books, reading summaries, charts and tables, reading English websites related to Hotel and Tourism, reading articles and journals.

- iv) Writing down notes from lecture, writing notes from books or reference, writing dictation, writing course assignment and writing report on field trip.

Job Related Macro Skills and Activities

As far as the students' future work is concerned, the new course should design activities that develop the students' particular abilities at particular levels in all four macro-skills prioritized as reading, listening, speaking and writing.

5.3. Recommendations

Based on the above findings, the following recommendations have been made:

- 1) The current existing course of the University should be revised and an appropriate course should be designed for Hotel and Tourism Management students by taking into account the English language needs of the students in both the academic and future occupational settings. The contents or topics (themes) should also be related to the subject area of study (content based).
- 2) Course designers and material developers should use a variety of activities which have relevance or similar to activities which may be performed in the students' academic study or future jobs.
- 3) In designing English course, syllabus and developing course material; students' language difficulties in studying major area courses should be carefully considered and addressed in the material. Moreover, the language skills should be taught in context with the students' field of study.
- 4) English language instructors should consider students' language difficulties and plan different mechanism when they teach English course to reduce the current problem.
- 5) Subject area instructors should use the language of instruction in teaching the major courses and motivate the students to use the instructional language for asking and answering questions, participating in class discussion, describing events in field trip (attachment).
- 6) Course designer and English instructor of Hawassa University should work together with the department of Hotel and Tourism Management to evaluate, assess or identify the ever changing language needs of the students when and where necessary.

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Appendices

Appendix 1

Questionnaire for Hotel and Tourism Management Students

Dear Students,

This questionnaire is designed for the purpose of gathering data (information) on Hotel and tourism management students' English Language needs. The genuine and frank information you give will be of very important for the success of this research. I would like to ask you to attempt all the questions. You do not need to write your name.

Thank you so much!

I. Background information

1. Please give the following information about yourself in the space provided below

- a) Age _____
- b) Academic level (before entering the University) _____
- c) Average grade point in EGSEC _____
- d) English grade point in EGSEC _____

II. Information about your Present Situation English Language Abilities

2. To what extent do you follow major courses taught in English in your university? Please circle the letter of your choice.

- a) Very well b) well c) with some difficulty
- d) With great difficulty e) not at all well

3. How do you rate your English language ability in each of the following English language skills listed below? Please use a tick mark (✓) use the scales belongs

- 5= very good 4= good 3= average
- 2= weak 1= very weak

English language skills	Alternatives				
	5	4	3	2	1
a. Speaking					
b. Writing					
c. Listening					
d. Reading					
e. Grammar					
f. Vocabulary					

4. To what extent do you face difficulty in using English to accomplish each of the following activities listed below? Please use the given key and put a tick mark (✓) in the column of your choice against each activity

5= very great difficulty 4= great difficulty

3= some difficulty

2= little difficulty

1= No difficulty

Activities in English	Alternatives				
	5	4	3	2	1
a. Asking questions in class					
b. Taking lecture notes					
c. Participating class discussions					
d. Understanding lecture notes					
e. Presenting project reports /terms paper					
f. Making notes from books					
g. Summarizing something read					
h. Understanding exam questions					
i. Writing answer to essay type exam					
j. Reading formats /notices					
k. Reading different instructions					
l. Writing field reports					
m. Presenting oral report					
n. Understanding diagrams, charts, tables					

III. Attitude toward the current English Course

5. To give the information about your attitude toward the English course you are taking, please put a tick mark (✓) in the column of your choice.

5= strongly agree

4= agree

3= undecided

2= disagree

1= strong disagree

Items	Alternatives				
	5	4	3	2	1
a. The course is irrelevant to my interest					
b. I don't like the course because it doesn't help					
c. The content of the course do not include my 'wants'					
d. The course is important to hotel and tourism management students					
e. I like the content of the course					
f. The course is an appropriate one					

IV. Information about your English Language needs

6. Which of the four language skills do you need more than others for studying major courses in your university? Please use the given key and rank the language skills according to their frequency of need. Please put a tick mark (✓) in the column of your choice.

5= Very frequently needed 4= frequently needed

3= Sometimes needed

2= Seldom needed

1= Never needed

Major skills	5	4	3	2	1
a. Speaking					
b. Listening					
c. Writing					
d. Reading					

7. How often do you need to do any of the following activities in English when you learn your major courses that are taught in English in your university? Please rank each activity according to its frequency of need put a tick mark (✓) in column of the numbers of your choice against each activity.

5= Very frequently needed 4= frequently needed

3= Sometimes needed 2= Seldom needed 1= Never needed

7.1 Listening activities	Alternatives				
	5	4	3	2	1
a. Listening to course lectures, e.g. on hotel reservation, customers order					
b. Listening to foreigners					
c. Listening to recordings					
d. Listening to videos /films					
e. Listening to instructor's questions					
f. Listening to class discussions					
7.2 Reading activities	Alternatives				
	5	4	3	2	1
a. Reading articles, newspaper, journals on tourism and hotel management					
b. Reading reference books					
c. English websites related to hotel and tourism management					
d. Reading lecture notes					
e. Reading summaries charts, diagrams, tables					
f. Others _____ _____ _____					

<u>7.3 Writing activities</u>	Alternatives				
	5	4	3	2	1
a. Writing reports on field trip/ sales report					
b. Writing down notes from lecture					
c. Writing course assignment/term paper on hotel and tourism					
d. Writing dictation					
e. Writing notes from books/ reference					
f. Others _____					

<u>7.4 Speaking Activities</u>	Alternatives				
	5	4	3	2	1
a. Present oral report					
b. Respond to an interviewer					
c. Speaking with foreigners					
d. Asking and answering questions (in classroom, field practice)					
e. Participating in dialogue conversation					
f. Participating in class discussion					
g. Others _____ _____ _____					

V. The type of English Students need for Academic Study

8. Which type of English do your academic training needs/ please put a tick mark (✓) based on the given scale below.

5= very high

4= high

3= moderate

2= low

1= very low

Type of English	Degree of preference				
	5	4	3	2	1
a. General English					
b. English for hotel and tourism students					
c. A balance between the two					

9. Which type of themes /topics and vocabulary items are needed in your academic study? Please rate the degree of importance of the given items below.

5= very much important 4= much important

3= important

2= less important

1= not important

Items	Degree of preference				
	5	4	3	2	1
a. Topics /themes that are related to hotel and tourism management					
b. Any topic/theme					
c. A balanced between the two					

10. Do you feel the need for a change in the English course being provided? Please circle one.

A/ yes B/ no

Appendix 2

Questionnaire for major course Instructors (Instructors' of Hotel and Tourism Management)

Dear Sir/Madam,

The main purpose of this questionnaire is to collect information that would be helpful to investigate hotel and tourism management students' English language needs. The genuine and Frank information you give will be very important for the success of this study. I would like to ask you to attempt all the questions. You do not need to write your name.

Thank you so much!

I. Information about the students' English Language Abilities

The following questions are related to your students English language abilities; please give answers to the following questions based on the instruction given below.

1. How do you rate your students' English language abilities in each of the following English language skills? Use the scales given below.

5= very good

4= good

3= average

2= weak

1= very weak

English Language Skills	Alternatives				
	5	4	3	2	1
a. Speaking					
b. Writing					
c. Listening					
d. Reading					
e. Grammar					
f. Vocabulary					

2. Do you think that your students follow courses that are taught in English in the University properly? To what extent? Please circle the letter of your choice.

- a) Very well b) well c) with some difficulty
- d) With great difficulty e) not at all well

3. How much is it difficulty for your students to accomplish any of the activities listed below in English? Please put a tick mark (✓) the number of your choice in the column against each activity

5= very great difficulty

4= great difficulty

3= some difficulty

2= little difficulty

1= No difficulty

Activities in English	Alternatives				
	5	4	3	2	1
a. Asking questions in class					
b. Taking lecture notes					
c. Participating in class discussions					
d. Understanding lecture notes					
e. Presenting project report /term papers					
f. Making notes from books					
g. Summarizing something read					
h. Understanding exam questions					
i. Writing answer to essay type exam					
j. Reading formats/ notices					
k. Reading different instructions					
l. Writing field reports					
m. Presenting oral reports					
n. Understanding diagrams, charts, tables					

II. Information on English Language Needs

The items that follow are related to your students' English language needs. Please respond to them according to the instruction given.

4. Which of the four skills do your students need for studying the major courses taught in English? Please use a tick mark (✓) against your choice based on the key given below.

5= very frequently needed 4= frequently needed
 3= sometimes needed 2= Seldom needed 1= Never needed

<u>English Language Skills</u>	Alternatives				
	5	4	3	2	1
a. Listening					
b. Reading					
c. Speaking					
d. Writing					

5. How often do your students need to do the following English language activities during your course? Put a tick mark (✓) based on the scale given below

5= very frequently needed 4= frequently needed
 3= sometimes needed 2= rarely needed 1= never needed

<u>5.1 Listening Activities</u>	Alternatives				
	5	4	3	2	1
a. Listening to course lectures					
b. Listening to foreigners					
c. Listening to foreigners					
d. Listening to recordings					
e. Listening to video film					
f. Listening to instructors' questions					
g. Listening to class discussion					

<u>5.2 Reading Activities</u>	Alternatives				
	5	4	3	2	1
a. Reading articles, newspaper, journals on hotel and tourism					
b. Reading reference books					

c. English websites related to hotel and tourism					
d. Reading lecture notes					
e. Reading summaries of charts, diagrams, tables					
f. Others _____ _____ _____					
<u>5.3 Writing Activities</u>	Alternatives				
	5	4	3	2	1
a. Writing report on field trips, sales report					
b. Writing notes from lectures					
c. Writing course assignment /term papers on hotel and tourism					
d. Writing dictations					
e. Writing notes from books /references					
f. Others _____ _____ _____					
<u>5.4 Speaking Activities</u>	Alternatives				
	5	4	3	2	1
a. Giving oral reports					
b. Respond to an interviewer					
c. Speaking with foreigners					
d. Asking and answering questions					
e. Participating in dialogue conversation					
f. Participating in class discussion					
g. Others _____ _____ _____					

6. How do you rate your students' preference for the following English in their academic studies and at work after graduation? Use the scales given below.

5= very high 4= high 3= moderate
2= low 1= very low

Items	Alternatives				
	5	4	3	2	1
a. General English					
b. English related to hotel and tourism management					
c. A balance between the two					

7. Which types of themes/ topics and vocabulary items do your students need in their academic studies? How important are they?

5= very much important 4= much important
3= important 2= less important 1= not important

Speaking Activities	Alternatives				
	5	4	3	2	1
a. Topics/ themes related to hotel and tourism management					
b. Any topic/ theme					
c. A balanced between the two					

8. Please add any other comments regarding the English language needs of your hotel and tourism management students

Thank your very much!

Appendix 3

Questionnaire for English Language Instructors

Dear Sir/ Madam

The main purpose of this questionnaire is to collect information that would be helpful to determine hotel and tourism management students' English language needs. The genuine and frank information you give will be of very important for the success of this study. I would like to ask you to attempt all the questions. You don't need to write your name.

Thank you very much!

1. About English Language proficiency of the students

1. How do you rate your students' proficiency level in each of the following English language skills? Please use the scales below

5= very good 4= good 3= average
2= weak 1= very weak

English Language Skills	Alternatives				
	5	4	3	2	1
a. Speaking					
b. Writing					
c. Listening					
d. Reading					
e. Grammar					
f. Vocabulary					

2. About English Language Needs

2.1. How frequently do your students do the following activities in English? Please use the scales given below

5= very frequently 4= frequently
3= sometimes 2= rarely 1= never

Items	Alternatives				
	5	4	3	2	1
a. Understand lectures in their study in English					
b. Participate in oral discussion in English					
c. Read text book and reference in their field of study					
d. Attend lectures and courses taught in English					
e. Write Answers to examination paper					
f. Writing essays /term paper					
g. Listening to lectures /class discussions					

3. Information about the current English course

3.1. Do you feel a need for a change in the current English course being offered?

Yes ☐

No ☐

3.2. If your answer to the above question is "Yes" how do you rate the importance of the following for course improvement

5= very much important 4= much important

3= important

2= less important

1= not important

Items	Degree of importance				
	5	4	3	2	1
a. Topics /themes related to hotel and tourism management					
b. Any topic /theme					
c. A balanced between the two					

3.3. For each of the following questions, please circle the number that corresponds to your degree of satisfaction

5= very satisfied

4= satisfied

3= neutral

2= dissatisfied

1= very dissatisfied

3.3.1. The clarify of the aims of the existing English course

5

4

3

2

1

3.3.2. The focus of the objectives of the existing English course on the development of the language skills

5

4

3

2

1

3.3.3. The relevance of the content of the current English course to Hotel and Tourism management students academic needs.

5

4

3

2

1

3.3.4. The appropriateness of topic (themes) of the current English course to Hotel and Tourism management students' academic needs

5

4

3

2

1

4. Please add any other comments or views that you think are relevant to the development of English course for Hotel and Tourism Management Students

Thank you so much!

Appendix 4

Questionnaires for Hotel and Tourism Management Graduates (on-the job)

Dear sir/Madam

The main purpose of this questionnaire is to collect information that would be helpful to determine hotel and tourism management students' English language needs. The genuine and frank information you give will be of very important for the success of this study. I would like to ask you to attempt all the questions. You do not need to write your name.

Thank you very much!

1. Personal Information

Respond to the following by giving information about yourself

- a) Qualification _____
- b) Name of the organization _____
- c) Your work experience _____
- d) Your specified field _____

2. Information about the importance of the English language skills in occupational situation

2. How important is each of the following language skills and language knowledge to you to do your job effectively? Please put a tick (✓) in the column of the letter of your choice against each language skill or language knowledge.

Use the following key:

5= very important

4= important

3= I am not sure

2= almost not important

1= not at all important

English Language Skills	Alternatives				
	5	4	3	2	
a. Speaking					
b. Writing					
c. Listening					
d. Reading					
e. Grammar					
f. Vocabulary					

3. Difficulty in Using English

3. To what extent do you face difficulty in using English to carry out the following activities in your job?

5= very great difficulty

4= great difficulty

3= some difficulty

2= little difficulty

1= No difficulty

English Language Skills	Alternatives				
	5	4	3	2	1
a. Reading articles, newspapers, journals on tourism and hotel					
b. Reading letters /office regulation, hotel financial policies					
c. Listening to video /films					
d. Presenting oral report					
e. Asking and answering during meeting					
f. Writing report on (sales report progress report)					
g. Writing meeting minutes, office memos, budget information					

4. English Language Needs

4. How often do you need to do any of the following English language activities for your occupational (job) purposes. Please put a tick mark (✓) corresponding to the rating scale provided below.

5= very frequently needed 4= frequently needed

3= sometimes needed 2= seldom needed 1= never needed

4.1 Listening activities	Alternatives				
	5	4	3	2	1
a. Listening to meetings/ seminars conference and workshops					
b. Listening to customers /quest inquires					
c. Listening to video /films					
d. Listening to foreigners					
e. Listening to managers explanation on hotel policies					
f. Other _____					

	Alternatives
--	--------------

<u>4.2 Speaking Activities</u>	5	4	3	2	1
a. Speaking to an interview, a customer					
b. Speaking in worker shops/ meeting					
c. Presenting report /paper					
d. Describe and explain type of menus for foreigners					
e. Conduct tour on hotel facilities					
f. Answer a telephone calls for reservation					
g. Others _____ _____ _____					

<u>4.3 Reading Activities in English</u>	Alternatives				
	5	4	3	2	1
a. Reading articles /newspapers, magazines, journals on hotel and tourism					
b. Reading manuals /directives					
c. Reading letter or reservation					
d. Reading regulations /rules of the organization					
e. Reading complaints letter from customers					
f. Others _____ _____ _____					

<u>4.4 Writing Activities in English</u>	Alternatives				
	5	4	3	2	1
a. Writing business letters to institutions					
b. Writing report on work performance					
c. Writing office memos /minutes in meeting					
d. Writing instruction on job description					
e. Writing notes from seminars (conference)					
f. Writing different information on reservation form					
g. Others _____ _____ _____					

Appendix 5

Questionnaire for Employers

Dear sir /Madam

The purpose of this questionnaire is to collect information a study designed to investigate the English language needs of Hotel and tourism students in the degree program. The research is mainly undertaken as part of courses of study in teaching English as a foreign language (TEFL), which leads to getting M.A. degree. It is also hoped that the result of the research may help in designing English language course for hotel and tourism students. Your genuine and open responses are highly valuable.

The researcher, therefore, wants to know your view on what English language abilities you expect from the hotel and tourism graduates to be employed and to do their duties effectively and efficiently in your institution.

Please attempt all the items and read the suggested options before you respond to each item.

Thank you very much!

Part I. Information about the employees

1. Please provide the following information about yourself in the space given

Name of your institution _____

Non governmental _____ (use a tick (✓))

Your post /duty _____

Job experience (in years) _____

Part II. Information about the English language needs of hotel and tourism management graduate/ employees in your organization /institution.

2. Which of the following language skills and language knowledge /is/are more important than the others for hotel and tourism graduates to discharge their duties effectively in your organization? Please put a tick (✓) in the column of the letter of your choice and against each language skill or language knowledge.

Use the following key:

5= very important

4= important

3= I am not sure

2= almost not important

1= not at all important

English language skills/ knowledge	Alternatives				
	5	4	3	2	1
a. Listening					
b. Speaking					
c. Reading					
d. Writing					
e. Grammar					
f. Vocabulary					

3. How frequently do graduate of hotel and tourism management use English language to carry out any of the following activities in English to do his/her job effectively in your institution? Please put a tick (✓) in the column of the letter of your choice and opposite each activities. If you want others to each list, please write them the space provided and rank them according to the instruction in the preceding sentence. Use the following alternatives.

5= very frequently

4= frequently

3= sometimes

2= rarely

1= never

3.1 <u>Listening activities in English</u>	Alternatives				
	5	4	3	2	1
a. Listening to meetings, seminars conference and workshop					
b. Listening to customers /guests inquires					
c. Listening to video/films					
d. Listen to foreigners					
e. Listen to managers explanation on hotel policies procedures and decision					
f. Others _____ _____ _____					

3.2 Speaking activities in English	Alternatives				
	5	4	3	2	1
a. Speaking to an interviewer, a customer and conversant					
b. Answer telephone calls for reservations					
c. Speaking in workshop /meetings					
d. Presenting report /papers					
e. Describe and explain types menu for foreigners					
f. Conduct tours on hotel facilities					
g. Respond to customers complaints on hotel services					

3.3 Reading Activities in English	Alternatives				
	5	4	3	2	1
a. Reading articles, newspapers, magazines brochures and news letters on tourism and hotel					
b. Reading letter of reservations from customers					
c. Reading regulations /rules of the organization					
d. Reading manuals /directives					
e. Reading complaints letter from customers					
f. Reading work/business reports					
g. Others _____ _____ _____					

<u>3.4 Writing Activities in English</u>	Alternatives				
	5	4	3	2	1
a. Writing business letters to other institutions					
b. Writing reports on field trip, sales report daily report, progress report					
c. Writing office memos /minutes in meetings					
d. Writing down notes during meeting					
e. Writing different information on reservation form					
f. Writing report on work performance					
g. Others _____ _____ _____					

2. Please add any other comments on the required English language proficiency and abilities of hotel and tourism management graduates to accomplish their jobs effectively in your or other organizations

Appendix 6

Semi-structured Interview for English Instructors

1. How do you see the English language proficiency level of your students as regards the following skills and language areas?
 - Listening - Writing
 - Reading - Vocabulary
 - Speaking - Grammar
2. How do you think the following skills important for students' subject area of study? You can rate them by putting in rank order of importance.
 - Listening, Speaking, Writing, Reading
3. How do you see the course you are giving with reference to
 - Relevance /importance to the students subject area of study clarity.
 - Are the tasks, activities, examples in the course related to the student field of study?
4. Do you think that the course help to enhance the students communication abilities in their academic life and future profession?
5. How do you find the students' interest in this course? Why?

High ☐ Average ☐ Low ☐
6. What measures should be taken to bridge the gap between the course title and the content of the course in order to satisfy the needs of the students?
7. If the course is to be changed, should it be completely changed or modified?
8. What should be considered in designing new syllabus and preparing new course for the students?
9. Do you think the course will help them to prepare for academic studies and for their profession?
10. Please add any comments on English language needs for your students to follow their courses better and to be successful in their future job

Thank you so much!

English Instructors Interview Transcriptions

Teacher1

A: first I would like to say thank you for interviewing you

T1: You are welcome

A: My first question is, how do you see the English proficiency level of your students as regard the following skills and language areas?

- | | |
|-------------|--------------|
| - Listening | - Writing |
| - Reading | - Vocabulary |
| - Speaking | - Grammar |

T1: As far as my experience concerned, the students' proficiency level in reading and listening is very good when I compare with other skills. For example the students speaking ability is not good. In classroom, when the students want to speak, they stop speaking English and use their local language (Amharic). Regarding writing proficiency, they are also not good when I compare with other skills like listening and reading. Their grammar is full of ungrammatical use of sentences and wrong usage of words when they write or speak in classroom.

A: How do you think the following skills are important for students' subject area of study? You can rate them by putting in rank order of importance?

- Listening, reading, speaking, writing

T1: Actually, all the four language skills are very important for hotel and tourism management students to do their subject area courses in general. However, I can order listening; speaking, reading and writing are the most important skills for me.

A: How do you see the course you are giving with reference to

- relevance to the students subject area study
- are tasks /activities in the course related to students field of study?

T1: With regard to the relevance of the course to the subject area of study, generally it is not related to the subject area of study. There is no tasks and activities that deal with hotel and tourism management. There is not integration of the course that I am teaching and students subject area of study.

A: Do you think that the course help to enhance the students communication abilities in their academic life and future profession?

T1: Frankly speaking, the course that I have taught for hotel and tourism management does not help to enhance the students' communication abilities. I can say that there should be another additional English course that will equip the students with different communicative activities.

A: How do you find the students' interest in this course?

High ☐

Average ☐

Low ☐

T1: I can say that the students' interest in this course is low because when I teach them they are not motivated to do different tasks and the course is mostly dominate writing skill and didn't give emphasis for other skills.

A: What measure should be taken to bridge gap between the course title and the contents of the course in order to satisfy the needs of students?

T1: In my opinion, taking the objectives of the course that is being given and taking different activities, exercises and tasks from the students' area of study are some remedial solutions for bridging the gap.

A: If the course is to be changed, should it be completely changed or modified?

T1: I have to say that the course should be changed because it only focuses in one skill that is writing. There should be another type of course like English for Hotel and Tourism.

A: What should be considered in designing new syllabus and preparing new course for the students?

T1: The students' area of study should be given priority in designing a new syllabus. The content should be based on hotel and tourism management context. Including major skills and sub skills of English language should be considered.

A: Do you think the course will help them to prepare for academic studies and their future profession?

T1: With regard to this issue, I can say that the course is not enough to make the students to equip with the communicative needs of the students. Therefore, I can say that the course could not help the students for the aforementioned purposes. There should be another type of course that should suit the needs of hotel and tourism management students.

A: Really thank you very much for giving your precious time for my interview.

T1: you are welcome!

Teacher 2 Transcription

A: First I would like to say thank you for interviewing you

T2: You are welcome

A: My first question is, how do you see the English Proficiency level of your students as regard the following skills and language areas?

- | | | |
|-------------|--------------|-----------|
| - Listening | - Writing | -Speaking |
| - Reading | - Vocabulary | - Grammar |

T2: As far as my experience is concerned the students' proficiency level in reading and listening is very good when I compare with other skills. For instance the students speaking ability is not good. In classroom, when the students want to speak, they stop speaking English and use their local language (Amharic). Regarding writing proficiency, they are also not good when I compare with other skills like listening and reading. Their grammar is full of ungrammatical use of sentences and wrong usage of words when they write or speak in classroom.

A: How do you think the following skills are important for students' subject area of study? You can rate them by putting in rank order of importance?

- Listening, reading, speaking, writing

T2: To me, all the four language skills are very importance for hotel and tourism management students to do their subject area courses in general. However, I can order listening; speaking, reading and writing are the most important skills for me.

A: How do you see the course you are giving with reference to?

- Relevance to the students subject area study
- Are tasks/ activities in the course related to students' field of study?

T2: Regarding to the relevance of the course to the subject area of study, generally it is not related to the subject area of study. There is no tasks and activities that deal with hotel and tourism management. Generally there is no integration of the course that I am teaching and students' subject area of study.

A: Do you think that the course help to enhance the students communication abilities in their academic life and future profession?

T2: To tell you the truth, the course that I have taught for hotel and tourism management does not help to enhance the students' communication abilities. I can say that there should be another additional English course that will equip the students with different communicative activities.

A: how do you find the students' interest in this course?

High ☐

Average ☐

Low ☐

T2: I can assure you that the students interest in this course is low because when I teach them they are not motivated to do different task and the course is mostly dominate writing skill and didn't give emphasis for other skills.

A: What measure should be taken to bridge gap between the course title and the contents the course in order to satisfy the needs of students?

T2: In my opinion, taking the objectives of the course that is being given and taking different activities, exercises and tasks from the students' area of study are some solutions for bridging the gap.

A: If the course is to be changed, should it be completely changed or modified?

T2: I have to say that the course should be changed because it only focuses in one skill that is writing. There should be another type of course like English for Hotel and Tourism.

A: What should be considered in designing new syllabus and preparing new course for the students?

T2: The students' area of study should be given priority in designing a new syllabus. The content should be based on hotel and tourism management context. Including major skills and sub skills of English language should be considered.

A: Do you think that the course will help from to prepare for academic studies and their future profession?

T2: With regard to this issue, I can say that the course is not enough to make the students to equip with the communicative needs of the students. Therefore, I can say that the course could not help the students for the aforementioned purposes. There should be another type of course that should fulfill the needs of hotel and tourism management students.

A: Thank you very much for giving your precious time for my interview.

T2: You are welcome!

Appendix 7

Subject area Teachers Semi-Structured Interview

1. How do you judge your students English language proficiency level as regard the following skills

- | | |
|-------------|--------------|
| - Listening | - Speaking |
| - Reading | - Vocabulary |
| - Writing | - Grammar |

You can rate them as, excellent, very good, good, and poor.

2. How far are the following skills important for the subject you are teaching?

- | | |
|-------------|------------|
| - Listening | - Writing, |
| - Speaking | - Reading |

You can rate each skill by putting them in the importance of rank order

3. How often your students need to do any of the following English language activities in each of the following macro skills.

You can respond using the following

- | | | |
|-------------------|-------------|---------|
| - Very frequently | - Sometimes | - Never |
| - Frequently | - Seldom | |

- 3.1. Listening activities

- Listening to course lectures
- Listening to videos /films
- Listening to foreigners
- Listening to instructions
- Listening class discussion

- 3.2. Speaking activities

- Asking and answering questions
- Participating in group discussion
- Conversation with classmates /foreigners
- Participating in dialogues
- Respond to an interview

- 3.3. Reading activities

- Reading articles /journals, newspapers on hotel and tourism
- Reading books related to hotel and tourism management
- Reading lecture notes handouts
- Reading notices /formats

- 3.4. Writing activities

- Writing course assignments (term paper)
- Writing report on field trip
- Writing down notes from lectures
- Writing notes from books/reference
- Writing dictations

4. Please add only commend, suggestion, ideas necessary points you think are missing

Thank you so much!

Subject Area Teachers' Interview Transcriptions

Teacher 1 Transcription

Aman: First I would like to express my thanks for being volunteer for my interview.

T1: It is my pleasure

A: How do you judge your students English language proficiency level as regard the following skills?

- | | |
|-------------|--------------|
| - Listening | - Speaking |
| - Reading | - Vocabulary |
| - Writing | - grammar |

T1: Actually, when I evaluate the English proficiency level of the students, their listening and reading proficiency in English is very well, however, when you see their speaking ability, they face a big difficulty. Most of the students thought that they will be afraid if they make mistake. I can assure you that very few number of students can speak English without any problem. When you see their writing ability in English, the students face a big difficulty in writing too. They do not know what they want to write. Moreover, the students are not good in grammar and the usage of different vocabularies. Some of the students try to improve those skills that you listed above.

A: How far are the following skills important for the subject that you are teaching?

- | | |
|-------------|-----------|
| - Listening | - Reading |
| - Speaking | - Writing |

T1: It is a very good question. In my opinion all the skills that you mentioned are very important. If you ask me to rate the most important skills to study the subject area courses for me, listening, reading, speaking and writing are the most important.

A: How often do your students need to do any of the following language activities in each of the following macro skills. You can respond using the following

- | | | |
|-------------------|-------------|---------|
| - Very frequently | - Sometimes | - Never |
| - Frequently | - Seldom | |

Listening activities

- Listening to course lectures
- Listening to video
- Listening to foreigners
- Listening to instructions
- Listening to discussions

T1: From the activities that you mentioned above, in my view, listening to course lecture is very frequently needed activities, listening to video sometimes needed listening to foreigners frequently needed, with regard to listening to instructions frequently and listening to discussion frequently needed activities for academic subject study.

A: What about speaking activities? For example asking and answering questions, participating in group discussions, participating in dialogue, talking to foreigners etc...

T1: When I observe the speaking activities, participating in class discussion is the most frequently needed speaking activities. The next frequently needed speaking activity is answering and asking questions in classroom that will follow participating in dialogue. Talking to foreigners and responding to an interview are Seldom needed speaking activities.

A: Let me ask you about the most frequently needed (important) reading activities?

T1: Regarding the reading skill, it is the important skill for hotel and tourism management students to be successful in their academic career. Therefore, in my opinion, the most frequently needed reading activities are reading lecture notes and reading reference books are needed very frequently. But, reading journals, articles, news papers, reading summaries, charts and tables, and reading English websites related to hotel and tourism are sometimes needed activities.

A: The last question, what about the writing activities.

T1: Writing is also the important skill for the students to be successful in academic context. When I personally see the important writing skills that are needed by the Hotel and Tourism management students, writing notes from books or reference, writing notes from lectures, writing course assignment are the most frequently need activities. Writing field trip report is sometime needed activities.

A: Really thank you very much again

T1: IT is my pleasure

Teacher 2 Transcription

A: Thank you very much for being volunteer for my interview

T2: Thank you

A: How do you judge your students' English Language proficiency level as regard to the following skills?

- | | |
|-------------|--------------|
| - Listening | - Speaking |
| - Reading | - Vocabulary |
| - Writing | - Grammar |

T2: Frankly speaking, when I evaluate the English proficiency level of Hotel and Tourism management students, they are average. For example their writing and speaking proficiency is not good. They do not want to speak with the teacher and the students in English in classroom. In stead, they try to speak in Amharic. As I mentioned, their writing is not good. They even do not write the correct sentences when I gave a kind of assignment or other related work. You can see a lot of ungrammatical and no correctly written sentences in their assignment. Their listening and reading proficiency is very good however, their grammar and vocabulary is poor.

A: How for the following skills important for the subject that you are teaching?

- | | |
|-------------|-----------|
| - Listening | - Reading |
| - Speaking | - Writing |

T2: In my opinion, the most important skill to study other subject area courses for the students are listening, reading, speaking and writing.

A: How often do your students need to do any of the following language activities in each of the following macro skills? You can respond using the following

- | | | |
|-------------------|-------------|---------|
| - Very frequently | - Sometimes | - Never |
| - Frequently | - Seldom | |

Listening activities are

- Listening to course lectures
- Listening to video/film
- Listening to foreigner
- Listening to instructions
- Listening to discussion

T2: Based on the above information, in my opinion, listening to course lectures and listening to discussion are very frequently needed listening activities in academic context. Listening to foreigners and listening to instructions are also frequently needed listening activities. However, listening to video /film is sometimes needed listening activities.

A: What about speaking activities that are needed in academic situation?

T2: Even though the students do not want to speak all the time in classroom, speaking is very important skill for the students to be successful in any subject. From the speaking activities that I observed in classroom, participating in class discussion and answering and asking question in classroom are very frequently need speaking activities. Participating in dialogue and talking to foreigners are the second and third frequently needed speaking activities for the students in academic context.

A: Let me ask you about the most frequently needed reading activities?

T2: Without reading no one can be successful in the academic situation in any university. Therefore, reading is very important skill for hotel and tourism management students. The most frequently needed reading activities are reading lecture notes and reading reference

books that are followed by reading summaries, charts and tables, reading English websites related to hotel and tourism and reading journal or articles.

A: Finally, what about the writing activities?

T2: As far as my experience is concerned, the most frequently needed writing activities to do their academic subject well are writing notes from books or reference, writing notes from lectures, writing course assignments. Writing field trip (attachment) is sometime needed writing activities.

A: Thanks a lot

T2: Thank you!

Teacher 3 Transcription

A: first of all I should say thank you for your cooperation for my interview.

T3: don't mention it.

A: How do you judge your students English language proficiency level as regard the following skills?

T3: Most of the students reading and listening proficiency level is very good when I teach different courses for hotel and tourism management students. they can read any things that are written in English. However, their speaking proficiency is not good. They afraid of speaking in class as well as outside. When I give them different writing assignments for the students, you can see that there will be full of grammatical problems and wrong usage of words in their sentences. Their vocabulary and grammar usage is very low performance when I evaluate them.

A: How far the following skills important for the subject that you are teaching?

- | | |
|-------------|-----------|
| - Listening | - Reading |
| - Speaking | - Writing |

T3: As far as my experience is concerned, all the English language skills are very important to accomplish different academic activities. However, when I grade the four language skills, listening, reading, writing and speaking are the most important skills in their rank order.

A: How often do your students need to do any of the following language activities in each of the following macro skills? You can respond using the following.

- | | | |
|-------------------|-------------|---------|
| - Very frequently | - Sometimes | - Never |
| - Frequently | - Seldom | |

Listening activities

- Listening to course lectures
- Listening to video
- Listening to foreigners
- Listening to instructions
- Listening to discussions

T3: From the activities that you mentioned above, in opinion, listening to course lectures is very frequently needed activities, listening to video sometimes needed I listening to foreigners frequently needed, with regard to listening to instructions frequently and listening to discussion frequently needed activities for academic subject study.

A: What about speaking activities? For example asking and answering questions, participating in group discussions, participating in dialogue, talking to foreigners etc...

T3. When I see the speaking activities, participating in class discussion is the most frequently needed speaking activities. The next frequently needed speaking activity is answering and asking questions in classroom that will follow participating in dialogue. Talking to foreigners and responding to an interview are seldom needed speaking activities.

A: Let me ask you about the most frequently needed (important) reading activities?

T3: with regard to reading skill, it is the important skill for hotel and tourism management students to be successful in their academic situation. Thus in my opinion, the most frequently needed reading activities are reading lecture notes and reading reference books

are needed very frequently. But, reading journals, articles, news papers, reading summaries, charts and tables, and reading English websites related to Hotel and Tourism are sometimes needed activities.

A: In last question, what about the writing activities?

T3: Writing is also the important skill for the students to be successful in academic context.

When I personally observe the important writing skills that are needed by the hotel and Tourism management students, writing notes from books or reference, writing notes from lectures, writing course assignment are the most frequently needed activities. Writing field trip report is sometime needed activities.

A: Thank you very much again

T3: It is my pleasure.

Appendix 8

ESP Text Material Evaluation Checklist

(Adapted from Cunningsworth, 1995:135)

1. Is the material based on a careful analysis of the learners needs?
2. Is the content appropriate to learner's needs? Does it have credibility? (Face validity).
3. Is there a body of 'core' specialist language related to the subject area?
4. Are the learners equipped with skills and strategies that will allow them to operate effectively in English in professional situation?
5. Is there a balance between subject specific language items (grammar, vocabulary, discourse structure) and operational skills and strategies in language use?
6. Does the material consider the relationship between teachers and students? If so, is a collaborative approach encouraged?
7. Is the material sufficiently flexible to meet the constraints often found in ESP work, for example, by having a modular structure of non-sequential units?
8. Can the material be used for individual study? If so, are teachers given guidance on how to use the material in this way?
9. To what extent do the learning activities mirror real life situations, for example, through task-based on skill based activities?
10. Do learning activities have outcomes or products which will help learners to evaluate their performance?

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any university. Moreover, I declare all sources of materials used for this study have been duly acknowledged.

Name: Aman Tirkaso

Signature 

Date 13/05/2011

This thesis has been submitted for examination with my approval as University advisor.

Name: Geremew Lemu (Ph. D)

Signature 

Date 13/5/2011