



**Assessing Needs for Designing an English for Specific Purposes Course for the  
Students of the Department of Tourism and Hospitality Management**

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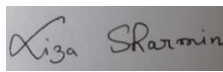
The thesis is submitted to the Department of English, Daffodil International University, during the Fall 2022 for the partial fulfillment of Bachelor of Arts (Hons) in English.

## Certificate of Completion

This is to certify that Shabnam Mustari Lia, bearing student ID number: 191-10-347 of the 13th Batch of the Department of English, has successfully completed this thesis paper as part of her academic course ENG 431- Project Paper with Internship with special focus on academic thesis under my supervision during Fall 2022. From my concern, this is a genuine work and she has entirely contributed to it with consultations from different sources and field work, which she gladly mentions in her work. It could not have been possible without her courage, consistence, and coherence.

I cannot thank her enough for this wonderful work that contributes to an emerging English language teaching approach relevant to learners need according to their field of work. I really appreciate the fact that she has worked hard for collecting data and analyzing those for its utmost credibility. It was wonderful to work with her. She would go a long way with such courage, skills, and ambitions.

I wish her all the best.



Date and Place: Dhaka, December 05, 2022

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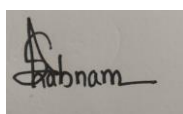
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## Declaration

I, Shabnam Mustari Lia, hereby declare that I have read the guidelines for project paper submission of the Department of English, Daffodil International University and that I accept all the mentioned terms and conditions. My thesis titled “Assessing Needs for Designing an English for Specific Purposes Course for the Students of the Department of Tourism and Hospitality Management” is my intellectual contribution to the field of English Language Teaching (ELT). While completing this study, I consulted with necessary and relevant sources, which are properly mentioned in the paper.

This project is completed during the Fall 2022 semester under the supervision of Dr. Liza Sharmin, Associate Professor and Head, Department of English, as requirements for the partial fulfillment of my Bachelor of Arts (Honors) in English. This paper or any part of it has yet not been submitted anywhere else for degree, scholarship or publication of any kind.

I take all the responsibilities for this work.



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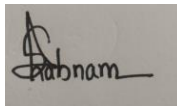
## Acknowledgement

I am grateful to almighty Allah for giving me this life and guiding me in every step of my journey.

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**ABSTRACT:**

The students of the Department of Tourism and Hospitality Management in academia move forward to industry with an aim to build sound relationship, networking and connectivity on global scale. Thus, accurate and effective communication in English, as a single language world-wide, is the necessity. As a result, the mastery in the skills of English is compulsory for the students of the Department of Tourism and Hospitality Management in order to communicate according to customer's demand and satisfaction. However, English varies from profession to profession. But, the students are taught GE (General English) in their tertiary level of education which hinders their proficiency in English for their particular area. Thus, individual English courses for a particular group of learners for their professional development is a need. This is the ESP (English for Specific Purposes) which has emerged as the demand of the brave new world with a guiding principle 'Tell me what you need English for and I will tell you the English that you need'. ESP ensures specific English language courses for the learners through needs analysis on target needs and learning needs of the learners. Moreover, the learners can overcome their lack of adequate vocabulary, terms, jargon, the syntax etc. in their particular area by being motivated because they can connect their area related knowledge while developing English proficiency. The motive of this research is to analyze the 'needs' of the students of Tourism and Hospitality Management to find out their language barrier at their professional level and provide them with their desired English language course.

**Keywords:** ESP, Needs Analysis, Necessities, Lacks, Wants, Learning Needs

## CHAPTER ONE

### INTRODUCTION

#### **Introduction:**

At present, English is globally the best and most effective medium of communication since it is widely used as an international language. It is regarded as the foreign / second language in a large number of places worldwide. Approximately 340 million people speak English as their native language worldwide. Thus, for international and global communication, English has been the most familiar language for accurate and effective communication.

In the undergraduate and graduate level of education, GE (General English) is taught for developing students' English skills (speaking, listening, reading and writing). Learning English is not so easy for the learners if it is not their native language. Similarly, teaching English is not that much easier if the learners are not motivated to learn so. Again, usage of English language vary from one profession to another. Thus, specific English courses are being used in order to overcome learners' language barrier in their professional level. These specific language courses are the concern of English for Specific Purposes (ESP) which belong to the area of English Language Teaching (ELT). According to Hutchinson (1987) "ESP is an approach of teaching a language having proper command on syllabus, methods and the activities used for learning a language on the basis of the needs of the learners and for the reason of their learning". As a result, "ESP is considered as Applied ELT". ESP is categorized into two subdivisions as EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). Again, EOP covers both professional (English for

businessmen, doctors, lawyers, etc.) and vocational (English for tourism, nursing, aviation, etc.) English.

ESP is a highly effective learner centered approach in which the syllabus, method and activities are tailored according to learners antecedent for learning. At tertiary level, the learners are highly stimulated by their subject related texts. Moreover, at their professional level, they need to use the English language according to the target situation and context using relatable terms, jargon, tense, syntax patterns and semantics. So, the learners are provided with necessary course materials relevant to their area or field of study or practice. On the basis of needs, goals and objectives, the course will be specified by the designer. This paper focuses on how “needs” can be analyzed in order to develop a specific course for the students of Tourism and Hospitality Management in Bangladesh.

One of the most important things that encourage people to travel is their desire to experience and know the culture of other people in the world. Since we do not share the same language as the medium of communication, a familiar language is a necessary weapon in order to fight in the situation. Undoubtedly, English is the most used language in this sector since it is the accepted medium of communication worldwide. However, GE is not enough for the tourism and hospitality management employees. The use of the English language in this field is different from other fields like medical, business, engineering, English literature and so on. Therefore, a specific course focusing on the needs assessment of the students of Tourism and Hospitality Management can overcome their language barrier at a professional level. High level of communication skill is required in this area in order to provide comprehensive and holistic services. In Bangladesh, most of the international tourists gather in the Five Star Hotels in Dhaka, Chittagong, Cox’s Bazaar and Sylhet. Consequently, in

developing countries like Bangladesh, tourism is oriented towards centric economic growth and business development. Current students of this area are an asset to future development of the area. As a result, their communication skill needs to get better in order to interact and engage international tourists. Thus, ESP is highly effective in this regard as it concentrates on arrangement of analyzing registers, specifying discourse patterns, analyzing target situation, focusing specific skills and strategies and finally for adopting learner centered approach.

Firstly, for designing a specific course the major and basic step to follow is ‘needs analysis’. It is a process to specify or determine the exact reason for the learners' need for English language proficiency. According to Hutchinson and Waters (1987) needs is defined in terms of ‘target needs’ (i.e. what the learners need to do in the target situation) and ‘learning needs’ (i.e. what the learners need to do in order to learn) (p.54). Meanwhile, target needs are followed by analyzing ‘necessities’, ‘lacks’ and ‘wants’. Necessities tell about what the learners need in their professional level, lack of talk about the lacking reside in learners and want is all about learners’ wish for their proficiency development. In addition, Dudley Evans, T., & St. John, M. (1998), opine “the best methodology for specifying the target need of any particular group of students is to use such methods as questionnaires, follow-up interviews, collection of authentic workplace texts and visit to the workplaces” (p.67).

## **CHAPTER TWO**

### **WHY ESP, LITERATURE REVIEW, RATIONALES OF THE STUDY**

#### **2.1 Why ESP:**

ESP refers to specific tailor made English courses for domain specific learners. We know that the requirement of the English language differs from profession to profession. More precisely, the English for English Literature domain differs from that of Journalism. Again, English for Engineering differs from that of Pharmacy. So, for an intensive language learning process we have to go through a need assessment which clears our confusion regarding need based English requirements for professional development in a particular field. Learner's language learning needs to be based on the learner's area of study or job. For this reason, ESP plays a vital role by providing them with materials effective and relevant to their area. Some of the important reasons for the necessity of ESP is shown below-

- a. The Concept of Special Language: Register Analysis: Every major has their specific vocabulary, terms, jargons, nature of expressions etc. Also, these are used under situational needs. So, it is indispensable to learn proper ones for correct use according to the need. Thus, the intensive analysis of the register is a crucial issue to recognize.
- b. Beyond the Sentence: Rhetorical or Discourse Analysis: We cannot remain confined with the sentence level only. We have to go beyond it to the text level to understand the meaning and context of the sentence. Moreover, in language there are some non verbal cues, social and cultural settings of the language etc. Even,

the language used for the medical sector differs a lot from the one used for literature. So, discourse analysis is important for productive use of language.

- c. Target Situation Analysis: ESP course is developed on the basis of probable target situation analysis with the purpose of teaching learners the nature the language should be used in their professional area after close observation. According to Hutchinson and Waters (1987) ESP course development planning proceed by selecting and identifying the target situation by rigorous investigation.
- d. Skills and Strategies: Four language learning skills (listening, speaking, reading and writing) are followed in order to become proficient in that particular language. All the four language skills may not be required for some ground to learn language for the target situation. In the case of academic development learners of tourism and hospitality management need all the four skills, but, when they are at their professional level they mostly need to give emphasis upon their listening and speaking skill. Thus, ESP provides the learners with study materials on the basis of their necessity of skill requirement.
- e. Learning-centered approach: ESP does not belong to teachers-centered approach or learners-centered approach, rather it focuses on learning-centered approach. So, it highly involves learning for learners' better outcome.

## **2.2 Literature review:**

English for Specific Purposes (ESP) is defined as “a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners” (Richards and Schmidt, 2010). ESP teachers or practitioners usually start with this question: “Why do these learners need to learn

English?” (Hutchinson & Waters, 1987, p.53). So, the ESP recognizes needs analysis as the starting point for finding out the specific reason for a learner's learning English. For Johns (1991), needs analysis is the first step in course design and it provides validity and relevance for all subsequent course design activities. Needs analysis in ESP is not a new concept, Since 1960's, as stated by Dudley-Evans and St. John (1998), ESP has become a vital and innovative activity within the Teaching of English as a Foreign and Second Language movement. J.C. Richards opined, “In the domain of language program design, NA refers to a number of means for identifying and validating the needs and establishing priorities among those”. According to Iwai *et al.* (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. Through this process skills and strategies of learners are specified. As we know that the students of tertiary level need all the four skills of English language proficiency, so, they are provided with specific skills and strategies according to their domain specific need. In addition, they need to be provided with authentic tailor made materials along with proper content based instruction. According to Basturkmen and Bocanegra-Valle (2018), ESP teachers are responsible for designing materials appropriate for the learners. NA moves forward to fulfill the learner's demand. Collection of data is also a part in this regard. K. Westerfield (2010) viewed that in the process of Needs Analysis, the practitioners need to search for the necessities, lacks and wants of the learners as well as the target situation where learners' learning will be accomplished. Again, this process includes Target Situation Analysis (what the learners need to be proficient in communication in future), Current Situation Analysis (how and where the learners are using language now) and Context Analysis (where the learning will be held). This process can be



conducted by “investigating in qualitative as well as quantitative information on the basis of interviews, questionnaires and observations” - W.P. Wall (2009). According to C.J. Brumfit and J.T. Roberts (1983), “The research results of NA are implemented for determining uniquely designed syllabus for tailor-made courses and determining best teaching techniques”. So, NA works with the objective to design a need based curriculum and suitable teaching approach. Therefore, the contribution of Needs Analysis is huge towards the aim to develop an ESP course in order to improve English language proficiency among the learners of Tourism and Hospitality Management.

### **2.3 Research Question:**

On the basis of the aforesaid context, research question can be determined as follows:

How can we make the graduates of the Department of Tourism and Hospitality Management more competent in English language communication?

### **2.4 Rationales of the study:**

The students of tertiary level need English language for both academic and professional purposes. Basically, they are taught General English in the class which does not add any value to their English skill development according to their domain specific need. Again, the English which has already been taught in their intermediate level reduces students' interest to learn the same thing again and again. Thus, they lose their motivation to learn. In their tertiary level of study they need English skills specially focused on their professional sector's needs. In the case of Tourism and Hospitality Management (THM), mostly the required skills for professional growth is listening and speaking skill in English language. So, the purpose of the study includes

identifying the needs and demands of the learners of THM in improving their English skills for Advanced English Communication. To do so the study investigated the problems they are facing in improving their proficiency in English skills and the type of English skills they require for future professional life by ESP facilitators. Thus, it is assumed that a tailor-made ESP course can bridge the gap between their current knowledge and their expected workplace or job required proficiency of language” (Sharmin,L., 2011). As a result, needs analysis has taken place after the collection of data through preset questionnaires and interview sessions which finally could show the reason for ESP course for the learners of THM.

## **CHAPTER THREE**

### **METHODOLOGY, SAMPLE, INSTRUMENTATION, DATA**

#### **COLLECTION, DATA ANALYSIS**

##### **3.1 Methodology:**

Needs Analysis is the primary step towards developing tailor-made ESP courses. This process involves the reason for the learners' need for proficiency in English with a specific English course. "Hutchinson and Waters (1987), Dudley-Evans and John (1998) stated their opinions regarding this issue saying the finest methodology to specify the target needs of an individual group of learners is to use tools like questionnaires, follow-up interviews, visiting to the workplaces and collection of authentic workplace texts" (Sharmin, L., 2020). Firstly, data on the necessities of the learners to reach professional level were collected after visiting the workplaces of successful professionals of Tourism and Hospitality Management. Basically, Interviews were arranged for the teachers who are teaching English language to the students of the area, the teachers who are teaching them other major related subjects and the hotel managers of different renowned hotels in Bangladesh. Secondly, learners' current situation and lacks were identified through questionnaire sessions and interviewing samples. The questionnaire was written in English and contained 10 questions mostly focused on analyzing learners' Target Situation, Current Situation, Context Situation, required skills, register and discourse. Also, oral assessment was taken in order to verify the data collected from the questionnaire. Thirdly, to find out the wants of the learners, an interview was taken where they put their opinions. Their opinions were with logic which were accepted as they belong to a tertiary group of

learners and that motivated them as well. Finally, learning needs were determined according to their needs after conducting analysis on all the collected data.

### **3.2 Sample:**

Sample is basically a subset of population used to determine the necessities in Needs Analysis for ESP course development. In order to determine the necessities of students of Tourism and Hospitality Management, I have selected students from Daffodil International University in Bangladesh. Here, the students are taught English-1 and English-2 courses in their first year of academic level for strengthening their English skills and fluency. Moreover, their whole academic courses and lectures delivered by the teachers are in English which already alarms about the necessity of the English language. In addition to this, in their professional level the importance of English cannot be excluded. So, the students of the THM department all together form the population. I have chosen 52 students as the sample of my research program by random sampling where each person in the population procures the ability to be chosen as the sample. Out of 52 students, 39 are males and 13 females. All of them have a good GPA in their intermediate level of education.

### **3.3 Instrumentation:**

Data is collected with a preset questionnaire through interviewing the students of the Department of Tourism and Hospitality Management. Also, the teachers and hotel managers are interviewed for noting down their views, ideas, comments and opinions for analyzing and evaluating the collected data to come to a conclusion. Through questionnaires, the current level of English proficiency is collected for better evaluation. From their written document, their writing skill and common errors are

tried to be identified. Lastly, an oral assessment is held for measuring their speaking and listening skills.

### **3.4 Data Collection:**

Data collection is basically a research component which is a process of collecting data using samples and with the help of instrument evaluation and coming to a conclusion. It has a goal of preserving information, taking decisions and sharing information with others after data collection. For data collection students were told to answer their area related simple questions in English with complete sentences. Afterwards, the answers were checked and analyzed for understanding their proficiency, weaknesses and mistakes in English language. Thus, I could easily identify their lacks.

### **3.5 Data Analysis:**

English is the medium of instruction in all the universities in Bangladesh where the Department of Tourism and Hospitality Management is an enlisted program. The students need English for going through their course related books, class lectures, writing their answers in the exam copy, doing assignments, attending oral assessments and participating in presentations. This research aims to find out the problems faced by the students of THM while using English language in their academia.

## **CHAPTER FOUR**

### **NEEDS ANALYSIS, TARGET NEEDS, NECESSITIES, LACKS, WANTS, LEARNING NEEDS**

#### **4.1 Needs Analysis:**

Needs analysis is the base of developing an ESP course for the learners. “This is a step to identify or determine exactly why the learners need English language proficiency” (Sharmin,L.,2011). Needs analysis is executed in two sections, one is to identify the ‘Target Needs’ and another is to determine the ‘Learning Needs’. Target needs basically means learners' necessities required to perform in the target situation. On the other hand, through ‘Learning Needs’ what the learners need to do in order to learn is determined. According to Hutchinson and Waters, the best way to analyze needs is to undergo a preset questionnaire session and an interview session (work place) visiting the workplaces.

#### **4.2 Target Needs:**

According to Hutchinson and Waters, ‘Target Needs’ is an umbrella term which in practice hides a number of important distinctions. Target needs are the needs of the learners required to perform in their target situation or future workplace. It is more useful if target situation is looked in term of:

- a. Necessities,
- b. Lacks, and
- c. Wants.

### 4.3 Necessities:

One of the vital steps for designing tailor-made ESP course is to find the ‘necessities’ for specification of the target needs. Necessities are determined by the demands of the target situation. It also refers to what the learners need to know in order to function in the target situation. The current study has specified the ‘necessities’ of the students of Tourism and Hospitality Management in Bangladesh. Since their medium of instruction is English, they need to depend on English language proficiency for several reasons. For determining the ‘necessities’, interviews were taken of the professionals of the mentioned field. Hotel manager of Hotel Sea Cox in Cox's Bazar, Manager of Green Garden in Daffodil Smart City in Ashulia and Manager of *Parjatan* in Savar gave their valuable opinions and suggestions as well as shared their views and ideas regarding the study. Also, one of the respected teachers of THM department commented about the necessities of tailor-made ESP courses for the students' smooth academic and professional journey. The Hotel Manager of Green Garden mentions, “the necessity of English language is immense in hospitality management where the most important skill is communication skill”. Then, Manager of Hotel Sea Cox says, “being expressive and submissive toward the customers is one of the most essential skills to maintain in this field”. Afterwards, Manager of *Parjatan* comments, “Greetings with a proper accent is necessary for the professionals”. Also, the academic instructors have talked about the importance of the English language in their academic level. Thus, from all the above mentioned scenario, the necessities of English language skills according to their needs are mentioned below:

- a. Writing: At an academic level, the learners need to write their answers in quizzes, mid-term and final term examinations using English language. They have to write their assignments, academic letters, applications, resume and cover letters in

English. Also, proposals for scholarship, thesis and reports are written in English. So, writing skill in English needs to be developed among the learners if there remains any lack.

b. Reading: Books, materials from the internet, websites and blogs, journals and research paper articles are found in English, so, in order to read them reading skill in English is necessary.

c. Listening: It is very important to listen to the clients and customers actively. If it is about dealing with the international customers, then being an active listener is compulsory for communication, otherwise misunderstanding and miscommunication can occur which may result in creating a poor and bad impression. The food names and other essential materials in hotels and restaurants in English uttered by the international customers come with a different accent than that of ours. Sometimes we fail to catch those words because of the reason. So, it is crucial to have proper practice on their accent for good communication. Also, academic lectures are delivered in English, so, for understanding them properly, listening skills in English language is mandatory.

d. Speaking: Communication is the base of professionalism in tourism and hospitality management. For communication, the English language is mostly used. At an academic level, English is necessary for communicating with the teachers and classmates inside the classroom, attending oral assessments and giving presentations. Without speaking skill, one cannot dream to become professional in this field. In many hotels inside Dhaka city, English is used as their communicative language. The GM of the hotel, Front Desk Officer, even the Security Guards speak in English. In case of dealing with guests, communicating in English being expressive, humble and submissive is important. It is necessary to speak according to the situation. Speaking



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skill establishes a more intimate relationship with client, customer or guest which promotes customer satisfaction and loyalty. In tourism, the professionals need to be exact and informative while communicating. And, in hospitality management, speaking and being confident plays a vital role. There are some basic words which are essential for communication. The professionals need to learn those with correct pronunciations. In addition to this, proper greetings with suitable words and sentences are essential for good communication.



Figure 1: With my supervisor after the interview session with the Hotel Manager of Hotel Sea Cox in Cox's Bazar.



Figure 2: Discussion with the course teacher of the Department of Tourism and Hospitality Management.

#### 4.4 Lacks:

After determination of learners' 'necessities' comes the round of identifying learners' lacks. In order to recognize their lacks, preset questionnaire and oral assessment were taken to know their current English language proficiency level. And, this gradually helps to find out the gap they need to meet up for reaching the professional level. In this way, it becomes easy to estimate to what extent they need to proceed. By observing all the common errors, the facilitator can design tailor-made ESP courses in comparison to the determined necessities.



Figure 3 : Questionnaire session with the students of THM.

After data analysis, in the very first question it was found that they made tense related mistakes and failed to express their opinion in English. The first question was: "What has inspired you to choose this field for your undergraduate level?". Students answered: "I love travel sites that's why I choosed....."(they did not write: I have chosen....). 46% of students made tense-related errors. 40% of students failed to express their opinion regarding the matter. They answered in one or two words and some left it vacant. They wrote: job opportunities, my interest, to explore....though they were instructed to give the answer in complete sentences.

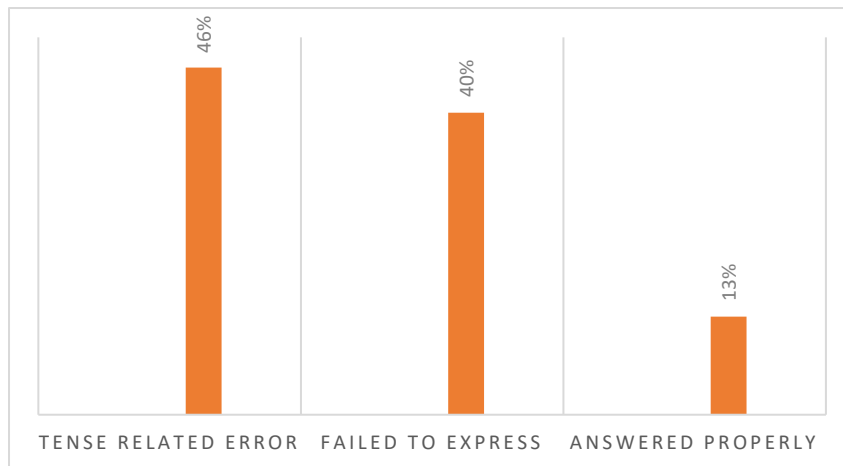


Figure 4: The ratio of tense related errors, failed to express and answered properly.

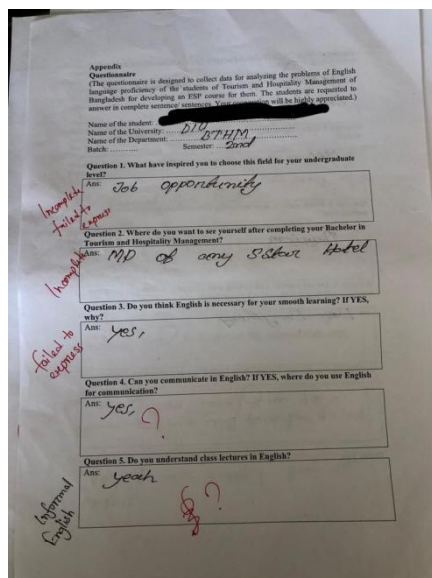


Figure 5: Showing error done by the students I.

The second question was: “Where do you want to see yourself after completing your Bachelor in Tourism and Hospitality Management?”. 54% of students could answer correctly, matching the context. There were few who wrote memorized answers such as “I want to see myself as a Hotel Manager”. But, when those students were asked to say the answer in their native language, they conveyed other messages like ‘I want to see myself as the managing director of any Five Star Hotel and top chef. Then, I will try to move abroad for my graduation and settle there’. And, 27% of students failed to

give their opinion. Few tried to convey their reason but left the answer with one or two words and a few incomplete sentences which did not bear any meaning.

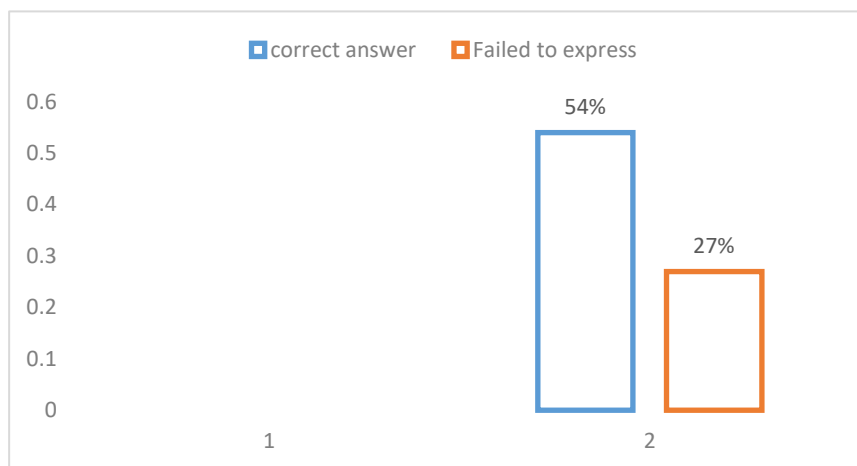


Figure 6: Showing the ratio of correct and failed to express answers.

The third question was: “Do you think English is necessary for your smooth learning? If YES, why?”. 60% of students could give a satisfactory answer to the question: “Yes, I think English is necessary for my smooth learning because...” But, 27% students left the answer vacant. It means they did not understand the question and also not confident to write yes, as the reason for writing yes was asked to state.

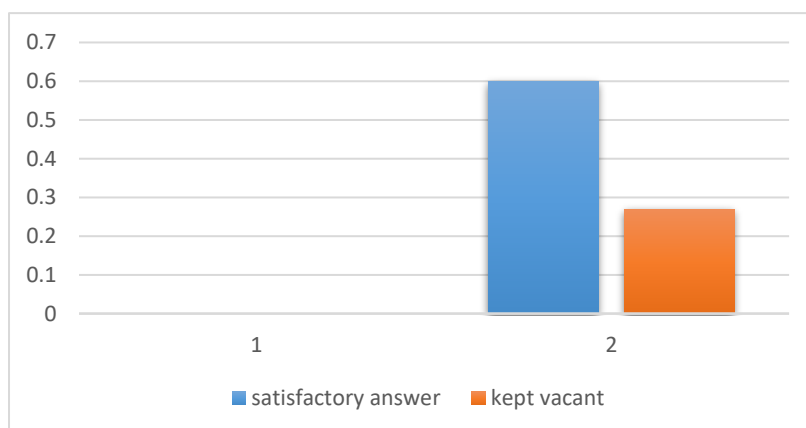


Figure 7: Showing the ratio of satisfactory and kept vacant answers.

The fourth question was: “Can you communicate in English? If YES, where do you use English for communication?”. 72% of students answered ‘Yes’ that they can communicate in English. But, in answer to the second question attached to it they

mostly answered the same: “I use English to communicate with my foreign friend” which seemed like a memorized answer. Parts of speech related errors were found in 19% of students' answers. They forgot to use necessary prepositions before nouns, pronouns or noun phrases. Capitalization errors were found in 13% answers. They wrote “english” instead of ‘English’ in their answers.

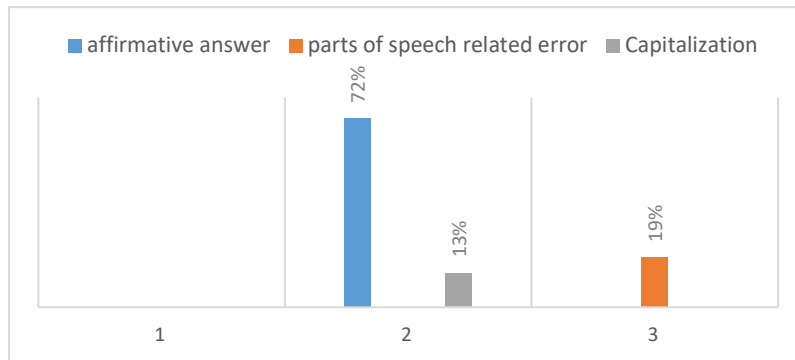


Figure 8: Showing the ratio of affirmative answers, parts of speech related error and capitalization error in answers.

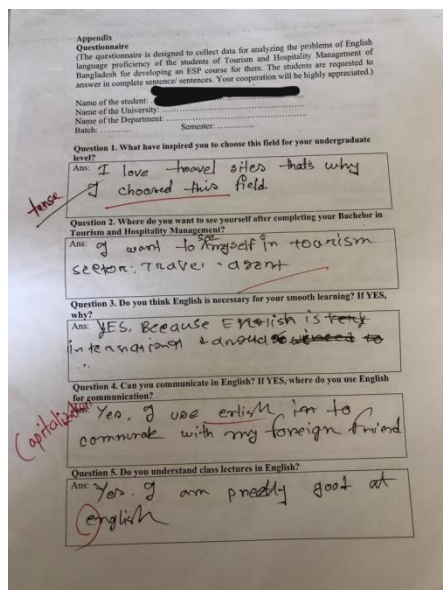


Figure 9: Showing error done by the students II.

The fifth question was: “Do you understand class lectures in English?”. 46% of students answered “Yes I understand...”. However, 16% of students used “i” instead of ‘I’ while answering the question.

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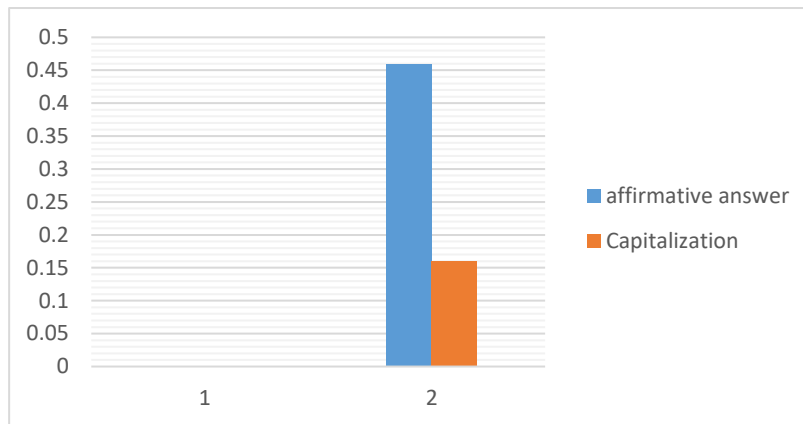


Figure 10: Showing the ratio of affirmative answers and capitalization error in the answers.

The sixth question was: “Do you think English is necessary for your future development and workplace? Give reasons.”. 52% of students answered: “Yes, because English is an international language.” which is a memorized answer. On the other hand, 40% of students did not comprehend the question and could not write anything.

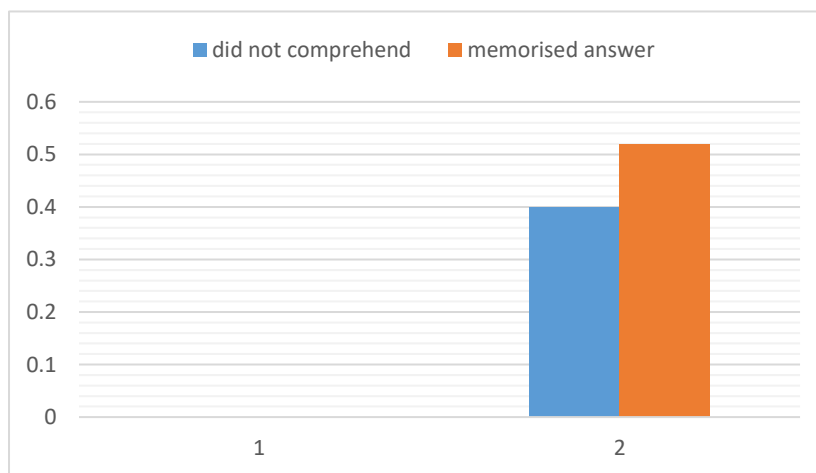


Figure 11: Showing the ratio of memorized answers and did not comprehend the question.

The seventh question was: “Is the English taught in your class effective and relevant to your major?”. Only 24% of students answered: “Yes” but did not give any reason.

On the other hand, 75% of students left the answer vacant. Perhaps, they did not understand the meaning of the question.

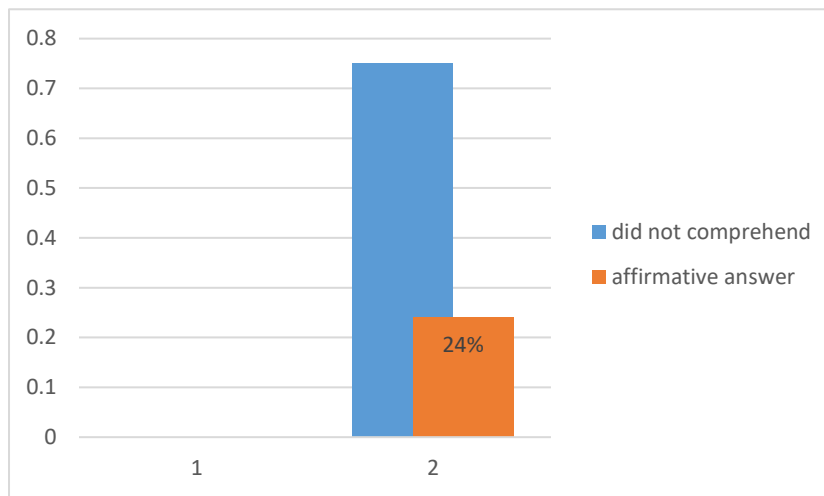


Figure 12: Showing the ratio of did not comprehend the question and affirmative answers.

The eighth question was: “ Which sector is more interesting between tourism and hospitality management?”. 57% of students answered: “Hospitality Management”. Then, 37% of students answered: “Tourism”. Lastly, 13% of students mentioned other workplaces. But, none of them could give any reason for choosing their interested sectors.

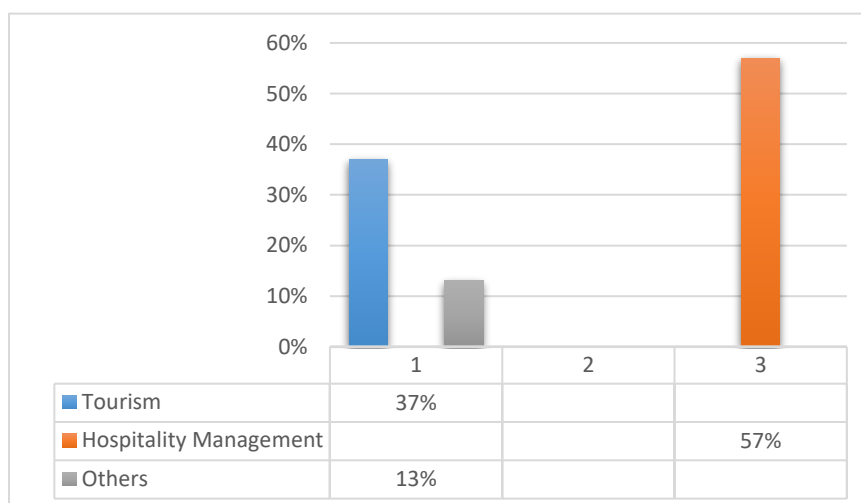


Figure 13: showing the ratio of students' interest in tourism, hospitality management and other sectors.

The ninth question was: “Are you familiar with English skills (listening, speaking, reading and writing)? Which skill is important for your field?”. 40% of students did not understand the question as if they heard about English skills for the first time. They answered like: “I am only familiar with reading skill.” ; “I am little familiar with English skills” ; and, few wrote nothing. However, 60% of students answered: “Listening and speaking is important...”.

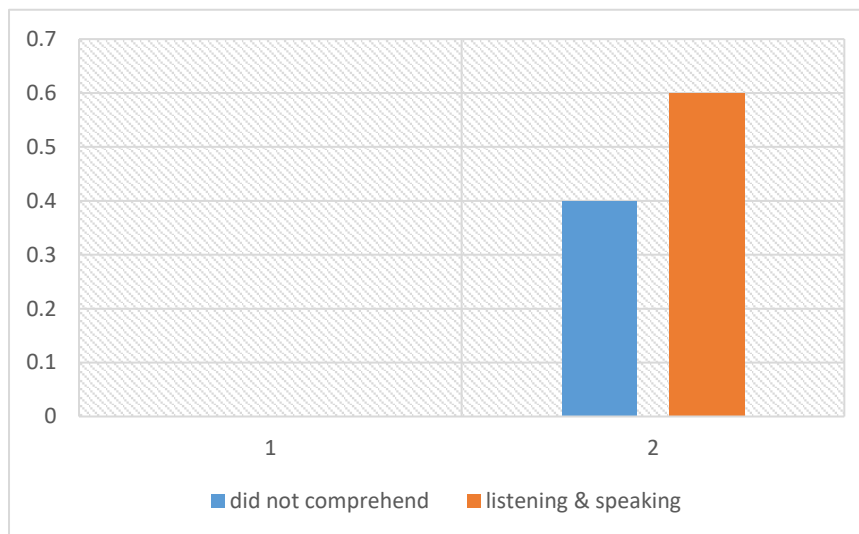


Figure 14: Showing the ratio of did not comprehend the question and response to listening & speaking English skills.

The tenth question was: “Any message for developing an English course with special criteria?”. Only 13% of students answered: “No”. The rest of the students did not give any answer at all. Perhaps, they could not express their ideas due to lack of vocabulary and knowledge in sentence structure.



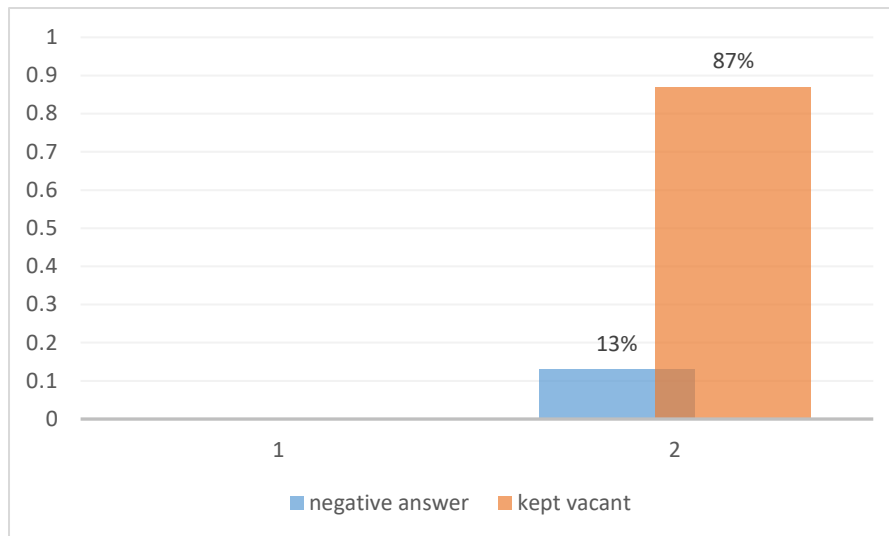


Figure 15: Showing ratio of negative and kept vacant answers.

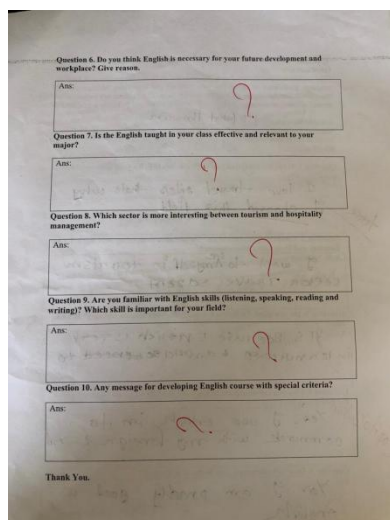


Figure 16: Showing the answer script kept vacant by the students.

After the questionnaire session, students were asked for oral assessment. They were asked the same questions to answer using native language. They were very expressive and shared a lot of opinions, ideas and information. They were more confident and fluent as well.



Figure 17: Oral assessment session.

If we summarize the data analyzed above,

Total number of students = 52

The number of students with problems is  $47 \times 100 / 52 = 90\%$

Table 1: Table showing the ratio of average variable related errors found among the students after needs analysis:

Variables/ category	Fluency and Pronunciation	Tense related error	Parts of Speech related error	Sentence structure related error	Capitalization related error
Total	78%	46%	19%	56%	16%

#### 4.5 Wants:

It is the last ingredient of Needs Analysis in ESP which is a controversial one. Wants refers to what the learner wants in order to improve his proficiency in English language. Teachers' planning can contradict with learners'. And, it is very normal to

happen. Again, learners may have their desire and opinion about learning. In this case, the target of ESP is effective teaching with motivation. If the learners are engaged from the beginning, then, they feel positive about the matter and want to be a part of the whole process. Thus, the learners will feel motivated and encouraged while learning. However, there is a sort of clash on 'what one wants' and 'what one should want' which needs to be sorted out before developing the ESP course. Two students were selected and asked to convey their wants. Their views and opinions are stated below:

a. Student A is from the first semester of the Department of Tourism and Hospitality Management, Daffodil International University. She is very active in academic activities. She scores poor marks in her semester examination because she cannot express her ideas and opinions in English in the exam script. She must put emphasis upon increasing vocabulary and writing correct sentences. But, she wants to improve her grammar skills for which she thinks she gets poor marks. She does not feel encouraged to improve her writing skill.

b. Student B dreams to be a hotel manager in any Five Star Hotel in Bangladesh. Thus, he should work on developing his listening and speaking skills. In this case his opinion is that he thinks he should increase his vocabulary in order to communicate perfectly with the clients and customers. So, if he is occupied with sufficient vocabularies but does not know how to use them according to the target situation with appropriate discourse then there remains no value.

Thus, from the above discussions it is clear that learners' roles are very important in their learning process.

#### **4.6 Learning Needs:**

The last stage of making an ESP course is to give emphasis on the learning needs of the learners. It is all about what the learners need to learn for reaching their destinations. Whole ESP course developing process is like a journey which starts with the determination of what students 'lacks' and ends when students reach the level from where their 'necessities' are collected. Thus, for reaching the destination necessary knowledge, motivation, influence, strategies and skills are needed. In this case, ESP courses will be developed giving importance to the 'wants' of the learners. All the materials will be prepared according to the learner's area of study. As a result, it is expected that a designed ESP course for the students of the Department of Tourism and Hospitality Management in Bangladesh will be appropriate.

## **CHAPTER FIVE**

### **FINDINGS, FUTURE RESEARCH**

#### **5.1 Findings:**

After analyzing sample answers carefully, several important decisions can be taken.

Those are:

- a. From target situation analysis, it is clear that the students of Tourism and Hospitality Management need advanced levels of English language proficiency to perform their future professional activities.
- b. They need to improve their listening and speaking skills for language proficiency.
- c. They need to learn discourse very carefully as communication skills are the most demanding one in their field of work.
- d. Special focus should be given on improving their pronunciation regarding their area related terms.
- e. Students current level of English language proficiency is not up to the mark. Most importantly, in this tertiary level of education they will not have any chance to improve it with the help of any academic course. So, an intensive course needs to be designed so that they can reach their desired target.

#### **5.2 Future Research:**

On the basis of the findings from different authentic sources, an ESP course will be designed accumulating all the materials from the practical field for effective learning for the students of Tourism and Hospitality Management.

## **CHAPTER SIX**

### **CONCLUSION**

Learners develop their English language proficiency during their primary and intermediate level of education. They get the chance to spend a sufficient amount of time for improving their English language skills. But, if they fail to earn the skills, during their tertiary level of education they face difficulties in preparing themselves for their future workplaces. They do not get the opportunity to have any more English language courses related to their area of study. Considering the matter, their lacks can be identified and the target level they need to reach can be discussed with them. Afterwards, according to their necessities, an ESP course will be developed giving importance to what they want to improve. They will learn necessary skills being motivated and encouraged with enthusiasm. Thus, with the help of tailor-made ESP courses, the learners will be benefited with an advanced level of proficiency in English language for their smooth professional journey.

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**Appendix****Questionnaire**

(The questionnaire is designed to collect data for analyzing the problems of English language proficiency of the students of Tourism and Hospitality Management of Bangladesh for developing an ESP course for them. The students are requested to answer in complete sentence/ sentences. Your cooperation will be highly appreciated.)

Name of the student: .....

Name of the University: .....

Name of the Department: .....

Batch: ..... Semester: .....

**Question 1. What has inspired you to choose this field for your undergraduate level?**

Ans:

**Question 2. Where do you want to see yourself after completing your Bachelor in Tourism and Hospitality Management?**

Ans:

**Question 3. Do you think English is necessary for your smooth learning? If YES, why?**

Ans:

**Question 4. Can you communicate in English? If YES, where do you use English for communication?**

Ans:

**Question 5. Do you understand class lectures in English?**

Ans:

**Question 6. Do you think English is necessary for your future development and workplace? Give reasons.**

Ans:

**Question 7. Is the English taught in your class effective and relevant to your major?**

Ans:

**Question 8. Which sector is more interesting between tourism and hospitality management?**

Ans:

**Question 9. Are you familiar with English skills (listening, speaking, reading and writing)? Which skill is important for your field?**

Ans:

**Question 10. Any message for developing an English course with special criteria?**

Ans:

**Thank You.**

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