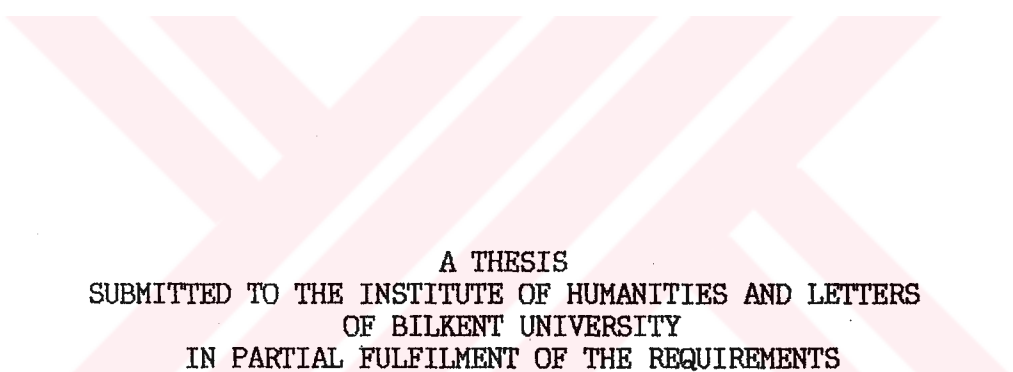


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A NEEDS ANALYSIS FOR THE ESP CLASSES AT THE TOURISM EDUCATION DEPARTMENT
OF THE TRADE BUSINESS AND TOURISM EDUCATION FACULTY OF
GAZI UNIVERSITY



A THESIS
SUBMITTED TO THE INSTITUTE OF HUMANITIES AND LETTERS
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IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY
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ABSTRACT

Title: A needs analysis for the ESP classes at the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University.

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Needs analysis is crucial for ESP (English for Specific Purposes) curricula because it provides valuable data in order to set the goals, objectives, and aims of a curriculum and contributes to the appropriateness of a curriculum for students' needs and purposes. Johns (1991) emphasizes the importance of needs analysis for ESP curricula, and states that ESP practitioners should develop new techniques to reveal the language tasks the learners will have to perform in their target situation instead of guessing at learners' target needs.

The students of the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University in Ankara, Türkiye, take 4-6 class hours of English per week for tourism purposes. The lecturers who are in charge of teaching ESP at the department write their syllabuses and select the course materials depending only on their intuitions about the students' communication needs in their future work domain. However, according to the results of preliminary informal interviews, these students are generally unsuccessful in communicating with their foreign interlocutors in English in the job settings where they do their summer apprenticeships.

Therefore, considering that the learners' purposes in learning English and the communication requirements of the situation in which the learners will use English should be revealed, this study attempted to reveal the students' perceptions of their communication needs, as well

as the ESP lecturers' and the tourism subject lecturers' perceptions of the students' communication needs.

This study also attempted to reveal whether what is provided for the students in ESP classes at the Tourism Education Department meets what is required by the students' future work domain.

In this study, data were collected from three different subject groups by means of three versions of the questionnaire. The subject groups consisted of 100 students, 10 tourism subject lecturers, and 3 ESP lecturers from the Tourism Education Department.

The most notable finding gathered from the responses of the students and the ESP lecturers show that the students did not practise frequent or effective speaking and listening activities in their ESP classes although all subject groups assumed that speaking and listening were the most important language skills in the students' future work domain. Despite this agreement, there were also discrepancies among the subject groups' perceptions of some issues. For instance, the students and the tourism subject lecturers considered translation the least important language skill, whereas ESP lecturers saw translation the third most important language skill for the students' target situation, after speaking and listening.

It is hoped that the findings of this study will be useful in designing a curriculum for the ESP classes at the Tourism Education Department of Trade Business and Tourism Education Faculty of Gazi University.

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To my beloved wife and son

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CHAPTER 1 INTRODUCTION

Background of the Study

Changes and developments in technology, science, commerce and politics have brought nations closer together. In order to develop relationships and exchange knowledge, people of different nations needed an international language as a common communication tool. Hutchinson and Waters (1987) define this requirement of international language as the demand of the new world and also state that because of the economic power of the United States, English became this international language.

These developments in international relations have affected language teaching and learning. Previously, when international relations were not so strong and varied, people had learned foreign languages for either pleasure or prestige, without a specific occupational or educational purpose. However, in this century, people have generally been learning English for either professional or educational purposes; they either want to learn English to use in their jobs or to fulfil educational requirements if they study in an English medium setting or need to understand materials written in English.

These specifications of learners' purposes for learning English have brought about a new approach to English teaching and learning which is called English for Specific Purposes (ESP). Hutchinson and Waters (1987) state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' purposes.

Because learners' purposes play an important role in teaching ESP, these purposes as well as the setting where they will use English and

what they are expected to do with the language they learn should be identified. Further, the curriculum for an ESP course should be designed according to the analysis of the data gathered from this identification. Donough (1984) emphasizes the importance of identifying the learners' language needs based on their purposes, and states that "the idea of analyzing language needs of the learner as a basis for course development has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind" (p.23).

The distinction between general English and ESP is that ESP is based on the learners' needs and requirements of the situation in which the learner will use English. According to Hutchinson and Waters (1987) this specific situation in which the learner will have to perform the desired language tasks is called the target situation. Actually, there are as many target situations as there are jobs and educational settings. Just as obviously, the users of English in these different settings need to perform different language tasks. For example, a secretary who uses English in his or her job needs different language skills from the language skills which a waiter needs for his job.

When designing a curriculum for an ESP course, learners' needs can not be disregarded. A curriculum is a document which describes the goals, the scope, and the sequence of the content which are intended to meet students' needs in the situation in which they will use the language they are learning. In order to emphasize the importance of identification of learners' needs in curriculum design for ESP courses,

Johns (1991) states that ESP practitioners should investigate the necessary language tasks the students will have to perform in their target situations before a curriculum has been designed and course materials have been selected.

Because ESP learners' needs are varied and very broad, a needs analysis should focus on one sort of needs. Richards (1990) categorizes learners' needs into two kinds: situation needs and communication needs. According to Richards, situation needs deal with questions such as "who are the learners? what are the learners' goals and expectations? what learning styles do the learners prefer? how proficient are the learners in the target language?" (p.2). On the other hand, according to Richards, communication needs can be identified in terms of questions such as "in what settings will the learners use the target language? what role relationships are involved? which language modalities (e.g., reading, writing, listening, speaking) are involved? what types of communicative events and speech acts (e.g., a waiter taking a customer's order or a student giving an oral presentation) are involved? what level of proficiency is required?" (p.2). This study focuses on the communication needs of the students at the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University.

Statement of Purpose

As tourism in Türkiye has developed considerably in recent years, the tourism sector has been affected by developments of international relations. It is obvious that the tourism sector is an area in which

English is used by tourists and tourism employees for communication.

The students of the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University in Ankara, Türkiye, take an active role in the tourism sector both while doing summer apprenticeships and after graduation. These students take ESP classes under the name of Vocational English offered by the Tourism Education Department. There are three ESP instructors who teach ESP classes to these students. However, the ESP instructors do not offer an ESP needs-based curriculum. They choose the course materials according to their intuitions about the students' target needs, but the students complain about the classes. According to the results of a preliminary investigation which this researcher conducted before starting this study, students complained that they were taught unnecessary skills. Although they need mostly speaking, their instructors often have them read long passages about historical places and tourist sites in Türkiye. Students further stated that they were not taught necessary skills. Vocabulary which relates to their subject matter was not taught. Writing skills such as writing business letters, messages and fax messages were not taught to them. In addition, they frequently come in contact with people who speak colloquial English and have different accents including British, Scottish, American, and Australian. The students did not feel adequately prepared to deal with these varieties of English.

Because the students complained that their needs were not met in the English classes, a communication needs analysis was conducted in

order to collect data about these students' communication needs. This study aimed at gathering data about the communication needs of these students by means of questionnaires. The students' perceptions, ESP lecturers' perceptions, and tourism subject lecturers' perceptions of the communication needs which are required in the students' target situation were revealed by the results of the questionnaires used in this study. This researcher expects that this needs analysis will be useful in designing a curriculum and choosing more appropriate content for the ESP classes at the Tourism Education Department.

Research Questions

The following constitute the research questions of this study:

1. What are the students' perceptions of their communication needs?
2. What are the ESP lecturers' perceptions of the students' communication needs?
3. What are the tourism subject lecturers' perceptions of the students' communication needs?
4. What relationships and discrepancies exist among these different perceptions?
5. Do the present ESP classes at the Tourism Education Department meet the students' communication needs of their future work domain?

CHAPTER 2 REVIEW OF THE LITERATURE

Introduction

The use of English for communication in science, commerce, technology, and other areas has caused learners to have specific purposes in learning English. Thus, curriculum designers have to know the learners' purposes as well as the sorts of language skills, content and vocabulary required for the situation in which the learners will use English. For successful teaching these needs should be identified and the curriculum should be designed according to these needs.

This chapter presents the information gathered from a review of the literature on ESP and needs analysis and consists of four major parts. In the first part, ESP and its relationship to learners' needs and purposes are reviewed and discussed; in the second part, different types of learners' needs are reviewed; in the third part, a definition of needs analysis is given as well as the steps to be followed in conducting a needs analysis, instruments which are used in collecting data, and sources which provide data about learners' needs are given; and finally, in the fourth part, the role and importance of needs analysis in curriculum design are reviewed and discussed.

ESP and Its Relationship to Learners' Needs and Purposes

ESP is based on learners' needs and purposes. Johns (1991) states that the discussions which focus on learners' needs and the systematic analysis of learners' needs started among EFL (English as a Foreign Language) practitioners almost 30 years ago. She also states that the discussion focused on such questions as: who are the learners?

and what will they be doing with the language they are learning? The answers to these questions identify learners' purposes and needs which are the basis of ESP learning and teaching.

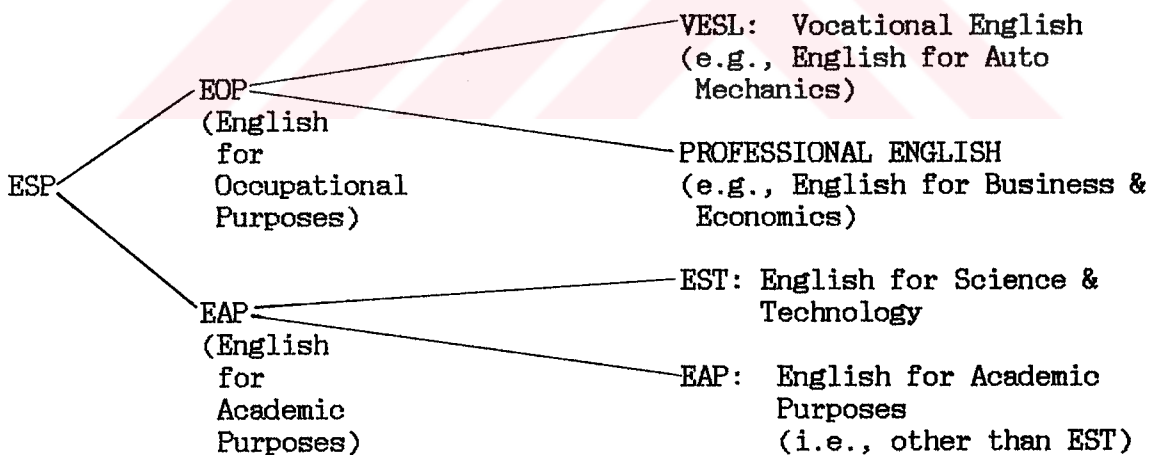
These discussions of learners' purposes and needs, which resulted in increased use of English in specified areas such as commerce, technology, science, and politics, started after the end of the Second World War. Hutchinson and Waters (1987) state that before the end of the Second World War, learners' purposes in learning foreign languages had not been specified. Knowing a foreign language had generally been considered as a sign of a well rounded education. People had learned English and other languages for pleasure or prestige. However, after the Second World War, technology, science, commerce, and other areas developed rapidly. Relationships among nations increased and a common language was needed so that people could communicate with each other. Thus, language learners had specific language requirements as to vocabulary, content, grammar, and language skills. According to Hutchinson and Waters (1987), the developments of relationships in areas such as technology, commerce, and science, and the use of English for communication in these relationships created a new generation of English learners who knew specifically why they were learning English.

Learners having different purposes for learning English caused the birth of subcategories of ESP. Kennedy and Bolitho (1984) state that although there are a number of ESP types, ESP is divided into two major types in terms of learners' purposes: English for Occupational Purposes (EOP), and English for Academic Purposes (EAP). EOP is taught in a

situation in which learners need to use English as part of their work or profession. The differences in EOP depend on whether the learners are learning English before, during, or after being trained in their job or profession. EAP is taught to students who need English for their studies in a special subject, for example, medicine in an English medium. They also state that the language the learners are learning may be based in particular disciplines at higher levels of education when the students are specializing or intend to specialize in a particular subject.

Because there are many learners with various purposes, further divisions of ESP are possible. The following diagram shows further subcategories of ESP.

Figure 1. Categories of ESP.



Note. From Strevens, 1977, in Johns, 1991, p. 71.

The learners of different types of ESP shown in Figure 1 will obviously have different purposes and consequently different needs. EOP learners who have different language tasks in their jobs will have a

variety of needs in terms of the language features (i.e., grammar and vocabulary) and language skills (i.e., reading, writing, speaking and listening) which are required in their jobs.

Because ESP is based on learners' special purposes, learners' needs should be investigated and revealed for successful curriculum design. The context in which the learner will use English requires some specific language skills from the learner. According to Hutchinson and Waters (1987), the situation in which the learners will use the language they are learning is the target situation, and the necessities required by this situation should be identified for successful curriculum design.

Learners' needs are very broad and varied. Therefore, it will be useful to review the types of learners' needs which should be identified for curriculum design.

Types of Learners' Needs

According to Hutchinson and Waters (1987), it is possible to categorize learners' needs into two kinds: target needs and learning needs. Target needs are what the learners need to do in the target situation, and learning needs are what the learners need to do in order to learn. Hutchinson and Waters subcategorize target needs and look at the target situation in terms of necessities, lacks, and wants. Necessities are the needs required by the target situation in which the learners use their target language. That is to say, necessities are what the learners have to know in order to function effectively in the target situation. Lacks are the gaps between the target proficiency (the language efficiency required by the target situation) and the

learner's existing proficiency. Wants are the learners' own view on their needs. There is no doubt that learners' ideas and views on their target needs are very important and their perceptions of their needs should be revealed. Richterich (cited in Hutchinson & Waters, 1987) states that "...a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment" (p.29).

Hutchinson and Waters (1987) state that analysis of target needs not only involves the identification of linguistic features of the target situation (i.e., the vocabulary and grammar items which are the most frequently used in that specific situation), but also the purpose of the learner, with whom, where, when, and in what manner the language will be used. These non-linguistic features also need to be known by the curriculum designer. The linguistic features of the target situation of the students from the Tourism Education Department are not the prime concern of this study. This research focuses on the students' purposes, the setting where they will use their target language, the people with whom they will communicate, the type of communication they will need to use (written or spoken or both), the language skills (writing, reading, speaking, listening, translation) which they will need to use the most frequently, and the necessary language proficiency level which is required by the target situation of these students.

In order to specify learners' target needs, Hutchinson and Waters (1987) offer a framework for target situation analysis. In their framework they constructed some questions, and the answers to these

questions identify the needs in the target situation. The questions asked in this framework guided this researcher to set the items of the questionnaires which were used to gather data from the students who have completed their summer apprenticeships in the tourism sector, from the ESP lecturers in order to reveal their perceptions of the students' target situation needs, and from the tourism subject lecturers for the same purpose. The target situation analysis framework provided by Hutchinson and Waters appears in Appendix A.

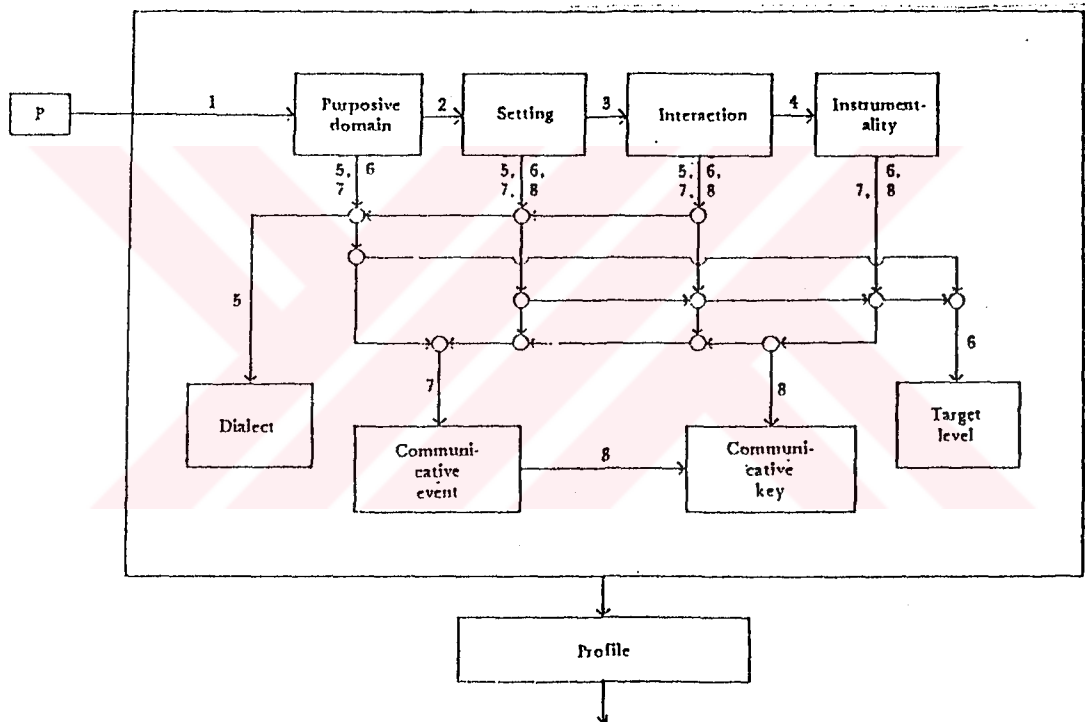
As Hutchinson and Waters (1987) state, the most well known study in the area of target situation needs was conducted by Munby (1978). Munby (1991) calls his framework for analyzing target needs a communication needs processor (CNP). The CNP is a set of communication variables which affect the learner's communication in the target situation. These communication variables, called parameters, are as follows: purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key. Each of these parameters represents a characteristic of communication needs. These parameters are also in a dynamic relationship with each other. That is, when one parameter is determined, it affects subsequent parameters. For example, if the purposive domain is occupational, the next parameters will be reflected and will have particular features. The first parameter, purposive domain, deals with the learner's educational or occupational purpose in learning the target language. Setting deals with where the learner will use his or her target language, and identifies the physical characteristics of the place where the target language is used by the

learner. This parameter is in a very close relation with purposive domain because the learner's purpose also determines the setting where the target language will be used. Interaction deals with the people with whom the learner will communicate in the target situation. It also deals with the role the learner will assume while communicating with those people; for example, perhaps the learner will assume the role of dealing with the headwaiter. Instrumentality deals with the medium, mode, and channel of communication. It should be identified whether the required medium of communication is spoken, written, or both, and whether the type of communication is monologue written to be read, or monologue written to be spoken. The channel of communication, that is, whether the communication is face-to-face, on the telephone, or by means of other telecommunication appliances, should be identified. Dialect deals with the variety of English (i.e., British, American, and other regional varieties of English). The varieties of English which the learner will be exposed to should be identified. Target level deals with the necessary language proficiency in the target situation. Whether the learner needs to know English at intermediate, advanced, or native-like level should be revealed. Communicative event involves macro activities which the learner will do in the target situation, such as waiter serving customer in a restaurant or student participating in seminar discussions, and micro activities such as attending to customers' order or introducing a different point of view. The parameter, communicative key, is concerned with the manner in which the learner will use the target language, for example, politely or

impolitely, formally or informally, cheerfully or dejectedly.

In the following diagram of the communication needs processor (CNP), Munby (1991) illustrates the parameters and shows how these parameters are related to each other.

Figure 2. Communication needs processor.



Note. From Munby, 1991, p. 32.

Richards (1990) classifies learners' needs into two kinds: situational needs and communicative needs. Situational needs involve the goals, expectations, learning style, and proficiency levels of learners, the teachers' training and experience, the approaches they

follow, their expectations of the program, the administration of the program, and the constraints such as time, budget, resources, and evaluation of students' learning (i.e., testing). The other kind of needs are communicative needs. These needs are concerned with the setting in which the learners will use the target language, the learners' role and relationships in the target situation, necessary language skills (writing, reading, speaking, listening), the learners' future interactions and language tasks, and the level of language proficiency which is required by the learners' target situation.

In this section, information about the kinds of learners' needs has been reviewed and discussed. How learners' needs are analyzed is the subject matter of needs analysis.

Needs Analysis

Needs analysis is a process of identifying learners' needs. According to Smith (1990) needs analysis involves the following four steps:

1. Preparing for the needs analysis.
2. Collecting the data.
3. Summarizing and analyzing the data.
4. Reporting the results. (p. 7)

Although Smith (1990) offers just four steps, Schutz and Derwing (1987) give more detailed steps for the needs analysis process:

1. Defining the purposes.
2. Delimiting the target population.
3. Delimiting the parameters of investigation.

4. Selecting the information-gathering instruments.
5. Collection of the data.
6. Analysis of the results.
7. Interpretation of the results.
8. Critique the project. (p. 35)

According to Schutz and Derwing (1987), in the preparation phase, the purpose of the analysis--whether learning needs or target needs will be revealed--should be determined. Then, the target population, that is, the people from whom the necessary data will be gathered, should be determined. Holliday and Cooke (cited in Adams-Smith, 1989) state that data for a needs analysis can be collected in terms of six different perspectives:

1. What the subject teacher thinks the learner needs to know (subject teacher perceived needs).
2. What the institution thinks the learner needs to know (institution perceived needs).
3. What the English language teacher thinks the learner needs to know (ESP teacher perceived needs).
4. What the learner thinks they need to know (learner perceived needs).
5. What the learner wants to know.
6. What is compatible with specific local features of the environment (means). (p. 64)

Further, according to Schutz and Derwing (1987), in the preparation step, the parameters, namely, the major characteristics of the learners'

needs should be determined. As the final step of the preparation phase, the data-gathering instruments which will be used in the needs analysis should be determined. Hutchinson and Waters (1987) state that questionnaires, interviews, observations, texts, and informal consultations with sponsors and learners can be used for data gathering.

The following chart shows the matching of the phases of needs analysis which were offered by Smith (1990), and Schutz and Derwing (1987).

Figure 3. Two suggestions for the steps in needs analysis.

Smith (1990)	Schutz and Derwing (1987)
1. Preparing for the needs analysis	1. Defining the purpose 2. Delimiting the target population 3. Delimiting the parameters of investigation 4. Selecting the information gathering instruments
2. Collecting the data	5. Collection of the data
3. Summarizing and analyzing the data	6. Analysis of the results 7. Interpretation of the results
4. Reporting the results	8. Critique the project

After having done the preparation procedures for a needs analysis, data which will reveal the learners' needs need to be collected. The selected data-gathering instruments should be administered to the people from whom data will be collected. When the necessary data have been collected, the results need to be analyzed and interpreted in order to

reveal the learners' needs. Finally, the analysis and interpretation of the results need to be reported in order to be used in curriculum design.

For this needs analysis, four major steps were followed. In the first step, which was a preparation phase, preliminary interviews with students, subject teachers, and ESP teachers were conducted to determine the parameters of the investigation. The parameters such as purposive domain, setting, language modalities, target level, dialect, and communicative key, which were offered by Munby (1991), were used in the construction of the items in the questionnaires. ESP lecturers, students, and tourism subject lecturers were the target populations from whom data were collected. In the second phase, data were collected by administering the questionnaires to the subject groups. In the third phase, the data were analyzed, interpreted, and identified by percentages and mean scores. In the final step, the analyzed data were reported.

The major aim of needs analysis is to design a curriculum around the learners' needs. Needs analysis is crucial for curriculum design because only by conducting a needs analysis can students' needs be revealed. In the next section, the role of needs analysis in curriculum design will be revealed and discussed.

The Role of Needs Analysis in Curriculum Design

Taba (cited in Dubin & Olshtain, 1990) suggests that needs analysis should be the first step taken in curriculum design. Then, respectively, the formulation of objectives, selection of content,

organization of content, selection of learning experiences, determination of what to evaluate, and means to evaluate should follow. Needs analysis plays an important role in curriculum design. According to Richards (1990), needs analysis has three functions in curriculum design. First, needs analysis provides a mechanism which obtains a wider range of input into the contents, design, and implementation of a language program, and involves such people as learners, teachers, administrators, and employees in the planning process. Second, needs analysis identifies general or specific language needs that can be addressed in developing goals, objectives, and content for a language program. Third, needs analysis provides data which can serve as the basis for reviewing and evaluating an existing program.

As analysis of learners' needs plays an important role in curriculum design, it is believed that an analysis of communication needs of the students at the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University in Ankara, Türkiye, will be beneficial for setting goals, objectives, and aims of a future curriculum for the ESP classes which are offered at the department.

CHAPTER 3 METHODOLOGY

Introduction

The aim of this study was to reveal the communication needs of the students from the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University in Ankara by means of data gathering from three different groups: Students who did their summer apprenticeships in the tourism sector, ESP lecturers, and tourism subject lecturers who guided the students during the apprenticeships.

A comparative description of the data gathered from the different groups was provided in order to realize the similarities and differences among the perceptions of these three groups. Each of the three groups was given a different version of the questionnaire in order to collect the necessary data.

This chapter consists of three parts. In the first part, information about the subjects from whom necessary data were collected is given. Information about the general English and ESP classes are also provided in the first part. The second part tells about the instruments used to gather the data; the third part gives information about the procedure followed to collect the data; and, finally, in the fourth part, how the data were analyzed is explained.

Subjects

Necessary data were collected from three groups of subjects for this study. The first and the largest subject group consisted of 100 students from the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University. The 100 students to whom

the questionnaires were given were randomly selected from a list of 256 students who had done their summer apprenticeships and who were in their third or fourth year at the faculty. The faculty registration numbers of the 256 students were written on pieces of papers and 100 of them were drawn randomly to determine the students who would participate in this study. These tourism students did their compulsory summer apprenticeships in the tourism sector in various work settings such as hotels, motels, camping places, restaurants, pubs, cafes, and night clubs. Thirty six percent of them were waiters, 18% of them were receptionists, 16% of them were barmen or barmaids, 12% of them were housekeepers, 8% of them were head waiters, 7% of them were kitchen staff, 4% of them were telephone operators, and 2% of them were accountants. All of these students have been learning English as their target language in general English and ESP classes since they started to study at the Tourism Education Department. Sixty six percent of the students who were involved in this subject group were male and 34% of them were female. Twenty one percent of these students knew various languages such as Arabic, German, French, Dutch, Italian, and Spanish besides their target language, English, and their mother tongue, Turkish. Because these students were faced with language problems and were able to experience their communication needs in the work domain during their apprenticeship, it was believed reasonable to gather data from them.

The second subject group of this study consisted of 10 of the 17 tourism subject lecturers who had guided the students in their summer

apprenticeships. Ten of these lecturers were randomly selected from a list of 17 tourism subject lecturers by drawing pieces of paper on which their employee registration numbers were recorded. The average years' experience of these lecturers in teaching tourism subjects was 13.5 years.

The third and the smallest subject group of this study consisted of the 3 ESP lecturers who teach both general English and ESP to the students from the Tourism Education Department. These lecturers, who are the only English lecturers at the department, have been teaching ESP for many years and writing their syllabuses and selecting course materials according to their intuitions about the students' communication needs. The average years' experience in teaching ESP of these lecturers was 14 years.

Both general English and ESP classes are offered to the students from the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University. The first-year students take two class hours of general English per week, but they do not have any ESP classes. The second-year students take one class hour of general English and four class hours of ESP per week. The third year-students and the fourth year students take six hours of ESP classes per week. However, they do not study any general English. There are usually 50 to 70 students in the classes, and this is the major problem which the English lecturers and the students complain about.

Instruments

Three versions of a questionnaire were used to collect data from the three different groups of subjects who participated in this study.

The first version, which was administered to the students, had two parts. The items in the first part asked the students to provide personal information. The second part of this version had 30 items. The first item was about the necessity of English in the tourism sector. Seven of the items were about the communication needs parameters such as purposive domain, setting, linguistic context (wider setting), dialect, channel, communicative key, and target level. Nineteen of the items were about the role of language skills such as reading, writing, speaking, listening, and translation in the students' future work domain. One of the two items concerned with the present ESP classes was about the efficiency of reading, writing, speaking, listening, and translation activities in the present ESP classes. The other item concerned with the ESP classes was about the frequency of activities related to these language skills. The last item in this version asked the students to specify whether they thought it would be useful to consult them for their ideas in designing a curriculum.

The second version, which was administered to the ESP lecturers, had two parts. The items in the first part required the ESP lecturers to provide personal information. The second part of this version had the same items as in the students' version, except for the last two items, which asked the ESP lecturers to specify whether they thought it would be useful to consult tourism subject lecturers and students for

their ideas in designing an ESP curriculum. Therefore, this version had a total of 31 items in its second part.

The third version, which was administered to the tourism subject lecturers, also had two parts. The items in the first part asked these lecturers to provide personal information. In the second part of the tourism subject lecturers' version, items about the reasons for students' language skills difficulties and items about the evaluation of the present ESP classes were not included because these issues concern only the students and the ESP lecturers.

Both the students' version and the tourism subject lecturers' version were translated into Turkish because it was assumed that the students' and the tourism subject lecturers' English would not be proficient enough to answer the questionnaires in English.

Procedure

All of the versions of the questionnaire were piloted in the first week of May. The students' version was piloted on 10 students who were randomly selected among those who had done their summer apprenticeships. For the piloting procedure, the students were asked to gather in a classroom, where the questionnaires were given to them. The piloting took approximately 30 minutes. These students were also asked to write their ideas about the questionnaire. The version for ESP lecturers was piloted by giving it to one of the ESP lecturers, and feedback about the questionnaire was received from him. The version for the tourism subject lecturers was piloted with 2 tourism lecturers who were randomly selected from a list of the tourism lecturers at the department. They

were also asked to write their ideas about the questionnaire.

After the versions of the questionnaire had been rewritten according to the recommendations gathered from the piloting, the new versions were administered in May.

The students' questionnaire was administered to 50 third-year students in a 40-minute period. The researcher of this study was present in the classroom to deal with any problematic issues.

Fifty of the same questionnaires were administered to 50 fourth-year students. This administration of the questionnaire took approximately 35 minutes for the students to complete. The researcher was also with the students to assist with any problems about the items in the questionnaire.

In the following week, the ESP lecturers and the tourism subject lecturers who were randomly selected as subjects for this study were visited by this researcher in their offices, and copies of the questionnaire were handed out to them. The questionnaires which were answered by these lecturers were collected back the next day.

Analysis

The percentages of the responses given to the items in the questionnaires by the students, tourism subject lecturers, and ESP lecturers were calculated to indicate how many of them agreed or disagreed on each of the items. For Item 8, mean scores were calculated to indicate the subjects' perceptions of the importance of language skills.

The questionnaires which were responded to by the students whose

purposes in learning English were not for their future careers were included only in the analysis of the first and second item. These two items dealt with the necessity of knowing English in the tourism sector and the purpose for learning English.



CHAPTER 4 DATA ANALYSIS

Introduction

In this chapter, the analysis of the data gathered from the three groups of subjects is presented in tables. The analyzed data are presented in five parts. In the first part, the subjects' responses to the necessity of knowing English in order to work in the tourism sector are provided. In the second part, the subjects' responses to the items about the parameters which affect students' communication in the target situation are given. In the third part, the subjects' responses to the role of language skills (i.e., reading, writing, speaking, listening, and translation) in the students' target situation are provided. In the fourth part, the students' and the ESP lecturers' responses to the items about the evaluation of the present ESP classes at the Tourism Education Department are provided. In the fifth part of this chapter, the students' and the tourism subject lecturers' responses to gathering their ideas for an ESP curriculum, and the ESP lecturers' reactions to gathering students' and tourism subject lecturers' ideas for an ESP curriculum are discussed.

The Necessity of English in Students' Target Situation

The following table shows the subjects' responses to the necessity of knowing English in order to work in the tourism sector which is the students' future work domain.

As seen in Table 1, all subjects agreed that knowing English was essential in order to work in the tourism sector, which is the students' future work domain.

Table 1

The Necessity of English in the Tourism Sector

Responses	Subject Groups		
	STS (n =100) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Yes	100	100	100
No	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers

The Seven Parameters and Students' Communication Needs

In this part, the analysis of the subjects' responses to the 7 parameters of the students' communication needs are presented. The parameters which are included in the three versions of the questionnaire are purposive domain, setting, linguistic context (wider setting), dialect, channel, communicative key, and target level. The subjects' responses to the items about the parameters are shown in tables which provide comparison among subject groups' responses to the items.

Table 2 shows the subjects' responses to the students' purposes for learning English. A great majority of the subjects agreed that students' purposes for learning English were for their future carers. However, 5% of the students, 10% of the tourism subject lecturers, and 33.3% of the ESP lecturers specified that students' purposes for

learning English could be both for their future careers and further education.

Table 2

Students' Purposes in Learning English (Purposive Domain)

Purposes	Subject Groups		
	STS (n = 100) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
For future career	70	90	66.6
For further education such as MA and ph.D.	25	--	--
Both of the purposes	5	10	33.3

Note. STS = Students; TSL = Tourism Subject Lecturers;
ESPL = ESP Lecturers

Twenty-five percent of the 100 students who specified that they were learning English only for their further education were not included in the analysis of the questionnaires after this item because this study focused on the students' communication needs and role of language skills in their future work domain and because the students whose purposes were only for their further education would need different needs such as English for Academic Purposes (EAP). Seventy percent of the students who specified that they were learning English for their future careers and 5% of the students who specified that they were learning English both for their future careers and further education were included in the analysis of communication needs and the role of language skills in the

students' future work domain.

Table 3 shows the subjects' perceptions of the future job settings of the tourism students. The majority of the subjects agreed on the job settings such as travel agency, hotel, motel, cafe, restaurant, and pub, which are very typical job settings in the tourism sector.

Table 3

Students' Future Job Settings

Job Settings	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Business office	9.3	10	33.3
Travel agency	68	100	100
Hotel, motel, cafe restaurant, pub	89	100	66.6
School	4	10	33.3
Other	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers

Table 4 shows the subjects' responses to the likely wider settings in which students will use English for their future careers. The majority of the subjects believed the students from the Tourism Education Department would use English for their careers in Türkiye. Although only one of the tourism subject lecturers and none of the ESP lecturers thought the students would use English abroad, 18.6% of the students thought they might use English in English speaking countries, and 5.3% of them specified that they might need to use English in a country where English is not spoken as the mother tongue.

Table 4
Students' Future Linguistic Contexts (Setting)

Linguistic contexts	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
In Türkiye	76	90	100
In an English speaking country	18.6	10	--
In a non-English speaking country	5.3	--	--

Note. STS = Students; TSL= Tourism Subject Lecturers;

ESPL = ESP Lecturers

As seen in Table 5, all subjects agreed that the people with whom they would communicate in their future careers would be both native and nonnative speakers of English. One of the students ticked the alternative other, adding that all people speaking English could be his interlocutor(s) because English has become an international language and it is spoken by almost everybody.

Table 5

Students' Future Interlocutors (Dialect)

Interlocutors	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Americans	93.3	90	66.6
Englishmen	100	100	100
Australians	44	30	33.3
Irishmen	36	20	33.3
Germans	92	100	100
Frenchmen	70.6	60	66.6
Japanese	50.6	50	33.3
Arabs	57.3	40	33.3
Italians	54.6	30	33.3
Other	22.6	20	--

Note. STS = Students; TSL= Tourism Subject Lecturers;

ESPL = ESP Lecturers

In Table 6, all of the subjects specified that tourism students would be involved in face-to-face conversations. Written communication was also specified as an important channel of communication, but in comparison to the lecturers, students did not see written communication as so much important. It is notable that the tourism subject lecturers considered telephone conversation twice as important as students and ESP lecturers did.

Table 6

Students' Channel of Communication in Their Future Careers
(Instrumentality)

Channels	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Face-to-face conversations	100	100	100
Telephone conversations	42.6	90	33.3
Radio contact	10.6	10	--
Written communication such as messages, letters, and notes	40	80	100
Other	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers

As seen in Table 7, formal English was considered by all groups to be more frequently used than informal English in the students' future work domain. Standard English was also specified by a wide margin as being much more used by tourism students in their work domain than nonstandard English.

Table 7

Students' Future Speech Styles (Communicative Key)

	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Formal English			
Frequently	84	80	100
Sometimes	10.6	10	--
Seldom	5.3	--	--
Never	--	10	--
Informal English			
Frequently	10.6	10	--
Sometimes	29.3	50	--
Seldom	50.6	40	33.3
Never	9.3	--	66.6
Standard English			
Frequently	92	100	100
Sometimes	5.3	--	--
Seldom	2.6	--	--
Never	--	--	--
Nonstandard English			
Frequently	1.3	20	--
Sometimes	20	30	--
Seldom	56	50	--
Never	22.6	--	100

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers

Table 8 shows the subjects' perceptions of the required English proficiency level in the students' target situation. It is believed by the majority of the groups that the advanced level is the required English proficiency level for students in their future work domain. Additionally, 22.6% of the students and 33.3% of the ESP lecturers specified that students who will work in the tourism sector should have native-like English.

Table 8

Subjects' Perceptions of the Required English Proficiency Level in Students' Work Domain (Target Level)

Proficiency Levels	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Elementary	--	--	--
Intermediate	14.6	10	--
Advanced	62.6	90	66.6
Native-like	22.6	--	33.3

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers

The Role of Language Skills in the Students' Future Work Domain

This part of the data analysis includes the data gathered from the subjects' responses to the items about the role of language skills (i.e., reading, writing, speaking, listening, and translation) in the students' future work domain, and as well as to the reasons for

students' reading, writing, speaking, and listening difficulties.

Table 9 shows the subjects' perceptions of the importance of language skills in the students' work domain. 1 is the most important; 5 is the least important language skill. There is total agreement between the rankings of the students and tourism subject lecturers. It is notable that with the exception of the ESP lecturers' ranking translation third, rather than last as the other two groups did, all three groups are in agreement. All subjects consider speaking and listening the most important language skills for the students' future careers.

Table 9

Subjects' Ranking of the Language Skills

		Subject Groups			
STS (n = 75)	m	TSL (n = 10)	m	ESPL (n = 3)	m
Speaking	1.4	Speaking	1.4	Speaking	1.3
Listening	2.7	Listening	2.3	Listening	1.6
Reading	3.1	Reading	2.9	Translation	3.0
Writing	3.6	Writing	3.9	Reading	4.3
Translation	4.0	Translation	4.7	Writing	4.6

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers; m = Mean Score.

The Role of Reading in the Students' Future Work Domain

The following tables show the elicited data from the subjects' responses to the items about the necessary reading tasks, the role of

special terminology in reading, and the reasons for students' reading difficulties.

Table 10 shows the subjects' perceptions of the reading materials which they think the students will need to read in their future careers. All agreed that fax messages and notes are the most common reading materials which are involved in the students' future work domain. The second most important by all subject groups was business letters. The students did not consider books about tourism and sub-disciplines of tourism to be as important as ESP lecturers and tourism subject lecturers considered them.

Table 10

The Most Important Reading Materials for the Students' Future Careers

Reading Materials	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Magazines and newspapers	22.6	20	33.3
Business letters	68	70	100
Fax messages, notes, and telegrams	76	80	100
Books about tourism and sub-disciplines of tourism	26.6	40	100
Other	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers

As Table 11 shows, all of the subjects agreed that it would be useful for students to know special tourism terminology in English for efficient reading.

Table 11

The Usefulness of Knowing Tourism Terminology for Efficient Reading

Responses	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Yes	93.3	90	100
Sometimes	5.3	10	--
No	1.3	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;
ESPL = ESP Lecturers

In Table 12, the students' as well as the ESP lecturers' responses to the reasons for students' reading difficulties are provided. ESP lecturers generally agreed with the students' perceptions of their reading difficulties. However, the ESP lecturers saw grammar as more of a problem than students did. Because this issue did not concern tourism subject lecturers, they did not respond to this item.

Table 12

Students' Perceptions of Their Reading Difficulties and ESP Lecturers' Views of Such Difficulties

	Subject Groups	
	STS (n = 75) (%)	ESPL (n = 3) (%)
Reading Difficulties		
Lack of vocabulary	85.3	66.6
Lack of grammar	48	100
Disability of carrying the ideas of different paragraphs in mind, and being unable to connect these different ideas to have general conclusion about the text.	20	66.6
Other	--	--

Note. STS = Students; ESPL = ESP Lecturers

The Role of Writing in the Students' Future Work Domain

The following tables show the subjects' responses to the items about the writing tasks and the role of special tourism terminology in the students' future work domain as well as the reasons for students' writing difficulties.

Table 13 shows the analyzed data of the subjects' responses to the writing tasks in which they think students will be involved in their future careers. All subjects agreed that students would be performing all the writing tasks that appeared in the questionnaire. One student ticked the alternative other and specified that he would be involved in writing articles in English.

Table 13

Students' Future Writing Tasks in Their Future Careers

Writing Task	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Writing business letters	40	80	66.6
Writing notes, messages	42	70	66.6
Writing business reports	32	50	100
Writing menus, price lists, and explanations for customers	65	100	66.6
Other	1.3	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers

Table 14 shows the subjects' responses to the contribution of knowing special tourism terms in English to students' writing skills. It was generally agreed that knowing special tourism terms would be useful for students' writing skills.

Table 14

The Usefulness of Knowing Special Tourism Terminology for Students' Writing Skills

Responses	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Yes	76	90	100
Sometimes	22.6	10	--
No	1.3	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;
ESPL = ESP Lecturers.

As seen in Table 15, lack of grammar and vocabulary were considered by both the students and the ESP lecturers to be the main problems for students in writing. The second main problems for students were lack of punctuation and rhetoric.

Table 15

The Reasons for Students' Writing Difficulties

Reasons for Difficulties	Subject Groups	
	STS (n = 75) (%)	ESPL (n = 3) (%)
Lack of vocabulary	77.3	100
Lack of grammar	72	100
Lack of knowledge about English rhetoric	36	33.3
Lack of knowledge about punctuation	38.6	66.6

Note. STS = Students; ESPL = ESP Lecturers.

The Role of Speaking in the Students' Future Work Domain

The following tables show the subjects' responses to the items about the type of oral communication, role of special tourism terminology in speaking, students' speaking difficulties, length of sentences, and the frequency of students' asking questions when speaking English in their target situations.

In Table 16 dialogues were considered by all groups as the most frequent type of oral communication for students in their future careers. All groups see group communication as more frequent than 2-way communication.

Table 16

Students' Types of Oral Communication in Their Future Careers

Types of oral communication	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL(n = 3) (%)
Dialogues with one person	40	80	66.6
Dialogues with more people	98.6	100	100
Monologues	12	20	--
Other	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers.

As shown in Table 17, all subject groups agreed that knowing special tourism terminology in English would be useful for students' speaking abilities. Only 5.3% of the students specified that it would only sometimes be useful, and 10% of the tourism subject lecturers agreed with them.

Table 17

The Usefulness of Knowing Special Tourism Terminology for Students' Speaking Skills

Responses	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Yes	94.6	90	100
Sometimes	5.3	10	--
No	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers.

As Table 18 shows, 60% of the students as well as 100% of the ESP lecturers specified that students' major speaking difficulty was that they could not put words in the correct order to make sentences. The different word sequence of Turkish can cause this problem. Because this issue did not concern the tourism subject lecturers, their questionnaire did not include this item.

Table 18

Students' Speaking Difficulties

Difficulties	Subject Groups	
	STS (n = 75) (%)	ESPL (n=3) (%)
Cannot put the words in correct order to make a correct sentence	60	100
Cannot pronounce words easily and correctly	22.6	100
Cannot remember the meaning of words easily when speaking English	42.6	33.3
Cannot remember the grammatical rules easily	44	100
Get nervous when speaking, and forget what to say	29	33.3
Other	--	--

Note. STS = Students; ESPL = ESP Lecturers.

As seen in Table 19, the majority of subjects agreed that students would use both long and short sentences in their future careers. However, 21.3% of the students and 50% of the tourism subject lecturers specified that students would usually use short sentences in their future careers.

Table 19

The Length of Sentences Which Students Will Use in Their Future Careers

Length of Sentences	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Usually short sentences	21.3	50	--
Usually long sentences	2.6	--	--
Both long and short sentences	76	50	100

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers.

Table 20 shows subjects' responses to the item about the frequency of students' speaking English in their future careers. There were no considerable discrepancies among the three groups' responses.

Table 20

The Frequency of Students' Speaking English in Their Future Careers

Frequencies	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Frequently	96	100	100
Sometimes	4	--	--
Seldom	--	--	--

Note. STS= Students; TSL= Tourism Subject Lecturers;

ESPL = ESP Lecturers.

Table 21 reveals subjects' perceptions about how often students will need to ask questions to the people they will interact with in their future careers. It was agreed by approximately two-thirds of each group that students would frequently ask questions to their interlocutors. One third of each group also agreed that students would only sometimes need to ask questions.

Table 21

The Frequency of Students' Asking Questions to Their Interlocutors in Their Future Careers

Frequencies	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Frequently	69.3	70	66.6
Sometimes	28	20	33.3
Seldom	2.6	10	--
Never	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers

The Role of Listening in the Students' Future Work Domain

The following tables show the subjects' responses to the items about students' future listening tasks, usefulness of knowing terminology for their listening, and the reasons for their listening difficulties.

As seen in Table 22, 90% of the students and 100% of the tourism subject lecturers and ESP lecturers specified that students would have to listen to and understand their interlocutors in conversations in their future careers.

Table 22

Students' Listening Tasks in Their Future Careers

Listening Tasks	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Listening to native and nonnative interlocutors in conversations	90	100	100
Listening to broadcasts in English	25.3	--	--
Other	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;

ESPL = ESP Lecturers.

As seen in Table 23, all subjects agreed that knowing special tourism terminology in English would be useful and necessary for Students' listening skills. Only 8% percent of the students specified that it would only sometimes be useful.

Table 23

The Usefulness of Knowing Tourism Terminology for Students' Listening Skills

Responses	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Yes	92	100	100
Sometimes	8	--	--
No	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;
ESPL =ESP Lecturers.

Table 24 shows the subjects' perceptions of students' listening difficulties and reasons for these difficulties. Because this issue concerned only students and ESP lecturers, the tourism subject lecturers' questionnaire did not include an item about this matter. Sixty six percent of the students specified the major difficulty as being that people spoke too fast for them. However, none of the ESP lecturers agreed with them. The majority of ESP lecturers specified that students' lack of grammar and vocabulary caused difficulties for students in reading.

Table 24

The Reasons for Students' Listening Difficulties

Reasons	Subject Groups	
	STS (n = 75) (%)	ESPL (n = 3) (%)
People speak too fast	66.6	--
Cannot remember the meaning of words quickly when hearing them	50.6	33.3
People have different accents, pronouncing words differently than the teachers	49.3	66.6
Other	--	--

Note. STS = Students; ESPL = ESP Lecturers

The Role of Translation in the Students' Future Work Domain

The following tables show the subjects' responses to the items about the frequency of translation, translation tasks, and sorts of translation which students will be involved in their future work domain.

Table 25 shows the subjects' responses to how frequently they believe students will be doing translations in their future careers. There were discrepancies between the students' perceptions and the ESP lecturers' perceptions. Although 66.6% of the ESP lecturers specified that students would frequently need to do translations, only 4% of the students agreed with them. Fifty percent of the tourism subject lecturers specified that students would sometimes need to do translations, and 10% of them stated that students would never need to do translations.

Table 25

The Frequency of Students' Doing Translations in Their
Future Careers

Frequencies	Subject Groups		
	STS (n = 75) (%)	TSL (n=10) (%)	ESPL (n = 3) (%)
Frequently	4	10	66.6
Sometimes	34.6	50	33.3
Seldom	52	30	--
Never	9.3	10	--

Note. STS = Students; TSL = Tourism Subject Lecturers
ESPL = ESP Lecturers.

As seen in Table 26, the majority of all subjects believed students would be involved in translating messages, notes, and business letters in their future work domain.

Table 26

Students' Translation Tasks in Their Future Work Domain

Translation Tasks	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
Business letters	42.6	60	33.3
Messages and notes	61.2	80	66.6
Articles and paragraphs about tourism and subcategories of tourism	34.6	30	--
Other	--	--	--

Note. STS = Students; TSL = Tourism Subject Lecturers;
ESPL = ESP Lecturers.

Table 27 shows the subjects' responses to the sorts of translation in which the students will be involved in their target situation. Subjects specified that students would be involved in doing translations both from English into Turkish and from Turkish into English.

Table 27

The Sorts of Translations in Students' Future Careers

Sorts of Translation	Subject Groups		
	STS (n = 75) (%)	TSL (n = 10) (%)	ESPL (n = 3) (%)
From English into Turkish	10.6	--	--
From Turkish into English	9.3	--	--
Both	80	100	100

Note. STS = Students; TSL = Tourism Subject Lecturers;
ESPL = ESP Lecturers.

Students' and ESP Lecturers' Evaluation of
the Present ESP Classes

The following tables provides the students' and the ESP lecturers' evaluation of the present ESP classes at the Tourism Education Department. The subjects responded to the items about the efficiency of the ESP classes in terms of language skills, and the frequency of language skills activities conducted in these classes.

Table 28 shows the students' and the ESP lecturers' evaluation of the present ESP classes. The students specified that their ESP classes did not provide them with efficient speaking and listening skills, which

all groups identified as the most necessary language skills in students' future work domain (Table 9). Two of the three ESP lecturers supported the students' opinion. 45.3% of the students specified that translation skills were provided efficiently. Because this issue concerned only the students and ESP lecturers, tourism subject lecturers were not included in this item.

Table 28

Students' and ESP Lecturers' Evaluation of the Present ESP Classes in Terms of Language Skills

Language Skills	Subject Groups			
	STS (n = 75)		ESPL (n = 3)	
	Effi. (%)	Ineffi. (%)	Effi. (%)	Ineffi. (%)
Reading	64	36	66.6	33.3
Writing	30.6	69.3	100	--
Speaking	--	100	33.3	66.6
Listening	4	96	33.3	66.6
Translation	45.3	54.6	100	--

Note. STS = Students; ESPL = ESP Lecturers; Effi = Efficient;
Ineffi = Inefficient.

Table 29 shows ESP lecturers' and students' perceptions of the frequency of skill-based activities in the present ESP classes. The students specified that speaking activities and listening activities

were rarely conducted in the present ESP classes although these were considered the most important language skills in the students' future work domain. In spite of the fact that speaking and listening activities were considered the most important language skills, as specified by the students and the ESP lecturers, the least activities were conducted for these language skills. This contradiction can be observed by comparing Table 9 and Table 29.

Table 29

Students' and ESP Lecturers' Perceptions of the Frequency of Skill-Based Activities

Activities	Subject Groups							
	STS (n = 75)				ESPL (n = 3)			
	Fre. (%)	St. (%)	Sel. (%)	Nev. (%)	Fre. (%)	St. (%)	Sel. (%)	Nev. (%)
Reading	62.6	37.3	--	--	100	--	--	--
Writing	--	78.6	16	5.3	66.6	33.3	--	--
Speaking	--	8	34.6	57.3	--	66.6	33.3	--
Listening	2.6	18.6	41.3	37.3	--	66.6	33.3	--
Translation	38.6	46.6	9.3	5.3	66.6	33.3	--	--

Note. STS = Students; ESPL = ESP Lecturers; Fre = Frequently;

St = Sometimes; Sel = Seldom; Nev = Never

Consulting Students' and Tourism Subject Lecturers'

Ideas for ESP Curricula

The last item in the students' and tourism subject lecturers' questionnaires asked the subjects to specify what they thought about being consulted for their ideas in designing an ESP curriculum. Eighty percent of the tourism subject lecturers and 64 % of the students specified that they should definitely be consulted for their ideas.

The last two items in the ESP lecturers' questionnaire aimed at gathering information about their attitudes towards consulting students and tourism subject lecturers for their ideas in designing an ESP curriculum. The ESP lecturers who participated in this study specified that it would be better to consult tourism subject lecturers for their ideas but they considered consulting students' ideas unnecessary.

CHAPTER 5 FINDINGS AND CONCLUSION

Introduction

It was emphasized in Chapter 1 that needs analysis is very important in curriculum design and should be the first step followed by curriculum designers. Because learners' purposes and their target situations determine their different language needs, their purposes and target situations should be revealed by a needs analysis. The communication needs of a group of ESP learners who share the same target situation should be investigated and the curriculum for their ESP classes should be designed accordingly. Only in this way can the goals and aims of the curriculum be suitable to the students' needs and purposes.

This chapter consists of two parts. In the first part, findings are discussed and recommendations are offered. In the second part, conclusions and suggestions for further research are provided.

Findings

It is possible to categorize the findings into five groups, based on the five categories the questionnaire items were grouped into.

The first finding of this study shows that knowing English in the tourism sector is essential. Therefore, English classes and especially ESP classes should be considered very important by the administration of the department and the faculty, and the number of ESP classes per week should be increased.

It was revealed from the analysis of the subjects' responses to the items about the students' communication needs parameters that most of

the students were learning English in order to use it in the tourism sector in work settings such as hotels, motels, restaurants, pubs, and travel agencies in Türkiye. Therefore, the most frequently used vocabulary and sentence patterns in these work settings should be included in the ESP curriculum for the students from the Tourism Education Department. Responses reveal that students will be exposed to all kinds of native and nonnative varieties of English. Therefore, the students should be introduced to these varieties of English in ESP classes. In the listening activities, dialogues recorded on cassettes which include native and nonnative speakers' participation can be used for the students in ESP classes. In this way, the students can become familiarized with various accents of English.

The analysis of subjects' responses to the students' channel of communication in their target situation indicates that students will be involved in face-to-face conversations and telephone conversations the most frequently. Therefore, the students need to practise these activities frequently in ESP classes. Further, as the analysis of the subjects' responses to the parameter communicative key, which concerns the style and manner of speech the students will use, show, the students will be using both standard and formal English the most frequently in their target situations. Therefore, the ESP classes should deal with these speech styles which the students will encounter in their target situations.

Finally, as revealed from the analysis of subjects' responses to the parameter, target level, students will need to have an advanced

level of English in their future work domain. Therefore, the students from the Tourism Education Department should acquire an advanced level of English before their graduation from the faculty. One year of English preparatory classes can be useful to improve students' general English so that they are well prepared for the ESP classes in the following years. If preparatory classes are not possible for the students in the first year, the number of general English and ESP classes per week should be increased.

Subjects' responses to the items about the language skills (i.e., reading, writing, speaking, listening, and translation) reveal that speaking and listening are the most important language skills for the students in their future careers. Reading and writing are the next most important ones.

It was revealed that students will be involved in reading and writing tasks such as reading and writing messages, business letters, notes, fax messages, and menus. Including such reading and writing tasks in ESP classes would contribute to the students' communication needs in their target situations. According to the subjects' responses to the items about the reasons for students' language skills difficulties, students complain about lack of grammar, vocabulary, and sentence word ordering. Therefore, such difficulties should be treated in the ESP classes by more practice and exercises.

The most notable finding of this needs analysis reveals that the least practice is done with speaking and listening skills although these were considered by all groups to be the most important skills in the

students' target situation. The analysis of subjects' responses to the items about channel and setting reveals that students will be involved in face-to-face conversations in such work settings as hotels, motels, restaurants, and travel agencies. This also indicates that speaking and listening are crucial for students in their target situation.

Therefore, more practice for these important skills should be provided in the present ESP classes.

The final finding indicates that the ESP lecturers believe in the usefulness of gathering ideas from the tourism subject lecturers in designing an ESP curriculum. However, they do not favor gathering ideas from students. The ESP lecturers should be informed about the importance of gathering ideas from students in designing an ESP curriculum. Holliday and Cooke (cited in Adams-Smith) emphasize the importance of gathering information from different sources and state that learner perceived needs should be revealed for a successful curriculum design.

Conclusion and Suggestions for Further Research

The most important conclusion of this needs analysis is that, although speaking and listening skills were considered the most vital language skills in the students' target situation, students are not provided with them. The analysis of subjects' responses to the items about communication needs parameters also supports the importance of speaking and listening in the students' target situation. It is also interesting that the least practice is conducted in these skills in spite of the fact that ESP lecturers are aware of the necessity and

importance of speaking and listening in the students' future work domain. For this reason, a situation needs analysis, which involves the identification of the opportunities and facilities for the ESP classes at the Tourism Education Department, is suggested for further research. For instance, crowded classes may be considered an obstacle which hinders speaking and listening activities in the present ESP classes. Other reasons for this problem should be investigated.

It is expected that the findings of this study will be useful in designing a curriculum for the ESP classes offered by the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University as well as for other ESP practitioners who intend to design a curriculum for their ESP classes.

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Appendix A

Target Situation Framework

Why is the language needed?

- for study;
- for work;
- for training;
- for a combination of these;
- for some other purposes (e.g., status, examination, promotion).

How will the language be used?

- medium: speaking, writing, reading etc;
- channel: e.g., telephone, face to face;
- types of text or discourse: e.g., academic texts, lectures, informal conversation, technical manuals, catalogues.

What will the content areas be?

- subjects: e.g., medicine, biology, architecture, shipping, commerce, engineering;
- level: e.g., technician, craftsman, postgraduate, secondary school.

Who will the learner use the language with?

- native speakers or non-native;
- level of knowledge of receiver: e.g., expert, layman, student;
- relationship: e.g., colleague, teacher, customer, superior, subordinate.

Where will the language be used?

- physical setting: e.g., office, lecture theater, hotel, workshop, library;
- human context: e.g., alone, meetings, demonstrations, on telephone;
- linguistic context: e.g., in own country, abroad.

When will the language be used?

- concurrently with the ESP course or subsequently;
- frequently, seldom, in small amounts, in large chunks.
(Hutchinson and Waters, 1987).

Appendix B

Questionnaire for Students

By way of introduction, my name is Gültekin Boran and I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University in Ankara. I am doing research on the Communication Needs of the students from the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University in Ankara and therefore, I am asking you to provide me with the information which will help me as well as the other lecturers to prepare a curriculum for the ESP classes at this department.

Let me assure you that any information given to me is confidential. None of it will be released in any way that will permit the identification of individuals who participate. Cooperation is, of course, voluntary. However, I hope you will seriously consider taking part in this study.

If you have any questions, please call the MA TEFL Program at Bilkent University in Ankara, (312) 2664040 ext. 1561.

Sincerely
Gültekin Boran

PART 1.

Age:

Sex:

Nationality:

Mother Tongue:

Target Language:

Other Languages Known:

(Please tick the level)	a)elementary	a)elementary	a)elementary
	b)intermediate	b)intermediate	b)intermediate
	c)advanced	c)advanced	c)advanced

The Tourism Establishment Where You Did Your Apprenticeship:_____

Your Duty During Your Apprenticeship:_____

PART 2.

1. Do you think it is necessary to know English in order to work in the tourism sector?

() Yes

() No

2. What is your purpose in learning English?

() For my future career

() For my further education such as MA or Ph D studies

If your purpose in learning English is for your future career or both for your future career and further education, please continue to answer the questionnaire.

If your purpose in learning English is only for your further education, please do not continue to answer the questionnaire.

3. In which of the following work settings will you use English ? Please tick the most likely one(s).

- In a business office
- In a travel agency
- In a hotel, motel, cafe, restaurant, pub
- In a school
- Other (Please specify).....

4. In which of the following settings will you use English in your future career? Please tick the most likely one(s).

- In Türkiye
- In an English speaking country
- In other countries where English is not spoken as the mother tongue

5. With whom will you communicate in English in your future career?

With native speakers of English

- Americans
- Englishmen
- Australians
- Irishmen

With nonnative speakers of English

- Germans
- Frenchmen
- Italians
- Japanese
- Arabs
- Other (Please specify).....

6. Which of the following sorts of communication do you think you will use in your future career? Please tick the most likely one(s).

- Face-to-face conversations
- Telephone conversations
- Conversations through radio contact
- Written communication (by letters, messages, notes, ...etc.)
- Other (Please specify).....

7. When speaking English, which of the following speech styles will you need to use in your future career? Please tick the most likely one(s).

Formal English

Frequently Sometimes Seldom Never

Informal English

Frequently Sometimes Seldom Never

Standard English

Frequently Sometimes Seldom Never

Nonstandard English

Frequently Sometimes Seldom Never

8. Which of the following level of English is required in your future career? Please tick the most likely one.

Elementary
 Intermediate
 Advanced
 Native-like

9. Which of the following language skills are the most and the least important in your future career? Please put them in the order of their importance. 1 is the most important, 5 is the least important.

Reading	1 _____
Writing	2 _____
Speaking	3 _____
Listening	4 _____
Translation	5 _____

10. In your opinion, which of the following will you need to read in English in your future career? Please tick the most likely one(s).

Reading magazines, newspapers
 Reading business letters
 Reading fax messages, notes, telegrams
 Reading books about tourism and sub-disciplines of tourism such as tourism marketing, hotel management, catering, house keeping...etc.
 Other (Please specify).....

11. Do you think knowing special terminology of tourism in English is useful and necessary for your reading comprehension?
 Yes Sometimes No
12. Which of the following cause difficulty for you in reading?
 Please tick the most likely one(s).
- Lack of vocabulary
 Lack of grammar
 Disability of carrying the ideas of different paragraphs in mind, and being unable to connect these different ideas to have a general idea about the text.
 Other (Please specify).....
13. Which of the following will you need to write in English in your future career? Please tick the most likely one(s).
- Writing business letters
 Writing notes, messages
 Writing business reports, memos
 Writing menus, price lists, explanations which are related to customers
 Other (Please specify).....
14. Do you think it is useful and necessary to know the special terminology of tourism for writing in English?
 Yes Sometimes No
15. Which of the following cause difficulty in writing for you? Please tick the most likely one(s).
- Lack of vocabulary
 Lack of grammar
 Lack of knowledge about English rhetoric
 Lack of knowledge about English punctuation
 Other (Please specify).....
16. Which of the following speaking activities will you need to do in your future career? Please tick the most likely one(s).
- Dialogues with one person
 Dialogues with more people
 Monologue
 Other (Please specify).....

17. Is it useful and necessary to know special tourism terminology in English for your speaking?
- Yes Sometimes No
18. Which of the following cause difficulty for you in speaking? Please tick the most likely one(s).
- I can not put the words in the correct order to make a correct sentence. Making sentences is a problem for me.
 I can not pronounce words easily and correctly
 I can not remember the meanings of words easily when I speak English.
 I can not remember the grammatical rules easily.
 I get nervous when I speak, and I forget what I would say.
 Other (Please specify).....
19. When speaking English in your future career, which of the following will you need to use? Please tick the most likely one.
- Usually long sentences
 Usually short sentences
 Sometimes long, sometimes short sentences
20. How often will you need to speak English in your future career?
- Frequently Sometimes Seldom Never
21. When speaking English in your future career, how often will you need to ask questions to your interlocutors?
- Frequently Sometimes Seldom Never
22. Which of the following listening activities will you need to do in your future career? Please tick the most likely one(s).
- Listening to your native and nonnative interlocutors in conversations.
 Listening to broadcasts in English
 Other (Please specify).....
23. Do you think knowing special tourism terminology in English is useful and necessary for your listening?
- Yes Sometimes No

24. Which of the following cause difficulty for you in listening?
Please tick the most likely one(s).
- People speak too fast for me.
 - I can not remember the meanings of words quickly when I hear.
 - I can not understand the grammar people use
 - People have different accents—they pronounce words more differently than my teachers do.
 - Other (Please specify).....
25. In your future career, how often do you believe that you will need to do translations?
- Frequently Sometimes Seldom Never
26. If you think that you will do translations, what do you think you will translate? Please tick the most likely one(s).
- Business letters
 - Messages, notes
 - Articles and paragraphs about tourism and sub-disciplines of tourism such as hotel management, catering ...etc.
 - Other (Please specify).....
27. Which of the following sorts of translation will you need to do in your future career? Please tick the most likely one.
- Translation from English into Turkish
 - Translation from Turkish into English
 - Both of the above
28. Do you think that you acquire the following language skills in your present ESP classes efficiently?
- | | | |
|--------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |
| <input type="checkbox"/> Translation | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |

29. How often do you do activities in your ESP classes in order to practise and improve your reading, writing, speaking, listening, and translation skills?

Reading

Frequently Sometimes Seldom Never

Writing

Frequently Sometimes Seldom Never

Speaking

Frequently Sometimes Seldom Never

Listening

Frequently Sometimes Seldom Never

Translation

Frequently Sometimes Seldom Never

30. In designing English language curricula for ESP classes

- Students' opinions should definitely be consulted
- It would be better to ask students for their opinions
- It is not necessary to consult students.

Appendix C

Questionnaire for ESP Lecturers

By way of introduction, my name is Gültekin Boran and I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University in Ankara. I am doing research on the Communication Needs of the students from the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University in Ankara and therefore, I am asking you to provide me with the information which will help me as well as the other lecturers to prepare a curriculum for the ESP classes at this department.

Let me assure you that any information given to me is confidential. None of it will be released in any way that will permit the identification of individuals who participate. Cooperation is, of course, voluntary. However, I hope you will seriously consider taking part in this study.

If you have any questions, please call the MA TEFL Program at Bilkent University in Ankara, (312) 2664040 ext. 1561.

Sincerely
Gültekin Boran

PART 1.

Age:

Sex:

Nationality:

Mother Tongue:

Target Language:

Other Languages Known:

(Please tick the level)	a)elementary	a)elementary	a)elementary
	b)intermediate	b)intermediate	b)intermediate
	c)advanced	c)advanced	c)advanced

PART 2.

1. Do you think it is necessary for your students to know English in order to work in the tourism sector?

() Yes

() No

2. What could your students' purposes in learning English be?

() For their future careers

() For their further education such as MA or Ph D studies

3. In which of the following work settings will your students use English? Please tick the most likely one(s).

- In a business office
- In a travel agency
- In a hotel, motel, cafe, restaurant, pub
- In a school
- Other (Please specify).....

4. In which of the following settings will your students use English in their future careers? Please tick the most likely one(s).

- In Türkiye
- In an English speaking country
- In other countries where English is not spoken as the mother tongue

5. With whom do you think your students will communicate in English in their future careers? Please tick the most likely one(s).

With native speakers of English

- Americans
- Englishmen
- Australians
- Irishmen

With nonnative speakers of English

- Germans
- Frenchmen
- Italians
- Japanese
- Arabs
- Other (Please specify).....

6. Which of the following sorts of communication do you think your students will use in their future careers? Please tick the most likely one(s).

- Face-to-face conversations
- Telephone conversations
- Conversations through radio contact
- Written communication (by letters, messages, notes, ...etc.)
- Other (Please specify).....

11. Do you think knowing special tourism terminology in English is useful for your students' reading comprehension?
- Yes Sometimes No
12. Which of the following cause difficulty for your students in reading? Please tick the most likely one(s).
- Lack of vocabulary
 Lack of grammar
 Disability of carrying the ideas of different paragraphs in mind, and being unable to connect these different ideas to have a general idea about the text.
 Other (Please specify).....
13. Which of the following will your students need to write in English in their future careers? Please tick the most likely one(s).
- Writing business letters
 Writing notes, messages
 Writing business reports, memos
 Writing menus, price lists, explanations which are related to customers
 Other (Please specify).....
14. Do you think it is useful and necessary to know the special terminology of tourism for your students' writing abilities?
- Yes Sometimes No
15. Which of the following cause difficulty for your students in writing? Please tick the most likely one(s).
- Lack of vocabulary
 Lack of grammar
 Lack of knowledge about English rhetoric
 Lack of knowledge about English punctuation
 Other (Please specify).....
16. Which of the following speaking activities will your students need to do in their future careers? Please tick the most likely one(s).
- Dialogues with one person
 Dialogues with more people
 Monologue
 Other (Please specify).....

24. Which of the following cause difficulty for your students in listening? Please tick the most likely one(s).
- People speak too fast for them.
 - They can not remember the meanings of words quickly when they hear.
 - They can not understand the grammar people use
 - People have different accents—they pronounce words more differently than their teachers do.
 - Other (Please specify).....
25. In their future careers, how often do you believe that your students will need to do translations?
- Frequently Sometimes Seldom Never
26. If you think that your students will do translations, what do you think they will translate? Please tick the most likely one(s).
- Business letters
 - Messages, notes
 - Articles and paragraphs about tourism and sub-disciplines of tourism such as hotel management, catering ...etc.
 - Other (Please specify).....
27. Which of the following sorts of translation will your students need to do in their future careers? Please tick the most likely one.
- Translation from English into Turkish
 - Translation from Turkish into English
 - Both of the above
28. Do you think that your students acquire the following language skills in their present ESP classes efficiently?
- | | | |
|--------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |
| <input type="checkbox"/> Translation | <input type="checkbox"/> Efficient | <input type="checkbox"/> Inefficient |

29. How often do you conduct activities in your ESP classes in order to improve your students' reading, writing, speaking, listening, and translation skills?

Reading

Frequently Sometimes Seldom Never

Writing

Frequently Sometimes Seldom Never

Speaking

Frequently Sometimes Seldom Never

Listening

Frequently Sometimes Seldom Never

Translation

Frequently Sometimes Seldom Never

30. In designing English language curricula for ESP classes;

- Students' opinions should definitely be consulted
- It would be better to ask students for their opinions
- It is not necessary to consult the students.

31. In designing English language curricula for ESP classes;

- Tourism subject lecturers' opinions should definitely be consulted
- It would be better to ask tourism subject lecturers for their opinions
- It is not necessary to consult them.

Appendix D

Questionnaire for Tourism Subject Lecturers

By way of introduction, my name is Gültekin Boran and I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University in Ankara. I am doing research on the Communication Needs of the students from the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University in Ankara and therefore, I am asking you to provide me with the information which will help me as well as the other lecturers to prepare a curriculum for the ESP classes at this department.

Let me assure you that any information given to me is confidential. None of it will be released in any way that will permit the identification of individuals who participate. Cooperation is, of course, voluntary. However, I hope you will seriously consider taking part in this study.

If you have any questions, please call the MA TEFL Program at Bilkent University in Ankara, (312) 2664040 ext. 1561.

Sincerely
Gültekin Boran

PART 1.

Age:

Sex:

Nationality:

Mother Tongue:

Tourism Subjects You Teach:

Your Experience in Teaching Tourism Subjects (years):

Other Languages Known: _____

(Please tick the level)	a)elementary	a)elementary	a)elementary
	b)intermediate	b)intermediate	b)intermediate
	c)advanced	c)advanced	c)advanced

PART 2.

1. Do you think it is necessary for your students to know English in order to work in the tourism sector?

() Yes

() No

2. What could your students' purposes in learning English be?

() For their future careers

() For their further education such as MA or Ph D studies

3. In which of the following work settings will your students use English? Please tick the most likely one(s).
- In a business office
 - In a travel agency
 - In a hotel, motel, cafe, restaurant, pub
 - In a school
 - Other (Please specify).....
4. In which of the following settings will your students use English in their future careers? Please tick the most likely one(s).
- In Türkiye
 - In an English speaking country
 - In other countries where English is not spoken as the mother tongue
5. With whom do you think your students will communicate in English in their future careers? Please tick the most likely one(s).
- With native speakers of English
- Americans
 - Englishmen
 - Australians
 - Irishmen
- With nonnative speakers of English
- Germans
 - Frenchmen
 - Italians
 - Japanese
 - Arabs
 - Other (Please specify).....
6. Which of the following sorts of communication do you think your students will use in their future careers? Please tick the most likely one(s).
- Face-to-face conversations
 - Telephone conversations
 - Conversations through radio contact
 - Written communication (by letters, messages, notes, ...etc.)
 - Other (Please specify).....

7. When speaking English, which of the following speech styles will your students need to use in their future careers? Please tick the most likely one(s).

Formal English

Frequently Sometimes Seldom Never

Informal English

Frequently Sometimes Seldom Never

Standard English

Frequently Sometimes Seldom Never

Nonstandard English

Frequently Sometimes Seldom Never

8. Which of the following level of English is required in your students' future careers? Please tick the most likely one.

Elementary
 Intermediate
 Advanced
 Native-like

9. Which of the following language skills are the most and the least important for your students in their future careers? Please put them in the order of importance. 1 is the most important, 5 is the least important.

Reading	1 _____
Writing	2 _____
Speaking	3 _____
Listening	4 _____
Translation	5 _____

10. In your opinion, which of the following will your students need to read in English in their future careers? Please tick the most likely one(s).

Reading magazines, newspapers
 Reading business letters
 Reading fax messages, notes, telegrams
 Reading books about tourism and sub-disciplines of tourism such as tourism marketing, hotel management, catering, house keeping...etc.
 Other (Please specify).....

11. Do you think knowing special tourism terminology is useful for your students' reading in English?
- Yes Sometimes No
12. Which of the following will your students need to write in English in their future careers? Please tick the most likely one(s).
- Writing business letters
 Writing notes, messages
 Writing business reports, memos
 Writing menus, price lists, explanations which are related to customers
 Other (Please specify).....
13. Do you think knowing special tourism terminology in English is useful for your students' writing in English?
- Yes Sometimes No
14. Which of the following speaking activities will your students need to do in their future careers? Please tick the most likely one(s).
- Dialogues with one person
 Dialogues with more people
 Monologue
 Other (Please specify).....
15. Is it useful and necessary to know special tourism terminology in English for your students' speaking English?
- Yes Sometimes No
16. When speaking English in their future careers, which of the following will your students need to use? Please tick the most likely one.
- Usually long sentences
 Usually short sentences
 Sometimes long, sometimes short sentences
17. How often will your students need to speak English in their future careers?
- Frequently Sometimes Seldom Never

18. When speaking English in their future careers, how often will your students need to ask questions to their interlocutors?
- Frequently Sometimes Seldom Never
19. Which of the following will your students need to listen in English in their future careers? Please tick the most likely one(s).
- Listening to their native and nonnative interlocutors in conversations.
 Listening to broadcasts in English
 Other (Please specify).....
20. Do you think knowing special tourism terminology in English is useful and necessary for your students' listening?
- Yes Sometimes No
21. In their future careers, how often do you believe that your students will need to do translations?
- Frequently Sometimes Seldom Never
22. If you think that your students will do translations, what do you think they will translate? Please tick the most likely one(s).
- Business letters
 Messages, notes
 Articles and paragraphs about tourism and sub-disciplines of tourism such as hotel management, catering ...etc.
 Other (Please specify).....
23. Which of the following sorts of translation will your students need to do in their future careers? Please tick the most likely one.
- Translation from English into Turkish
 Translation from Turkish into English
 Both of the above
24. In designing English language curricula for ESP classes;
- Tourism subject lecturers' opinions should definitely be consulted
 It would be better to ask tourism subject lecturers for their opinions
 It is not necessary to consult them.