An Investigation into Materials Used in English Courses from Various Perspectives: A case study

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ABSTRACT

The aim of the study is to find out whether the English courses offered to Tourism and Hospitality Management students meet their needs both in terms of the materials offered and the ways that these materials are presented. The rationale behind the choice of this topic is based on our observations that the English courses they take fail in some points. The choice was also motivated by the fact that in most faculties, including the Faculty of Tourism and Hospitality Management, the language of instruction is English, and the aim of these courses is to enhance the students' level of English language proficiency to learn their subject courses.

The setting of the study is Tourism and Hospitality Management Faculty at the Eastern Mediterranean University. The participants were 106 students majoring in Tourism and Hospitality Management in academic year 2013 and four English language teachers who were teaching English for specific purposes courses at the faculty. In order to increase the reliability, the researcher triangulated the data sources. In other words, the researcher used (a) a questionnaire for students, (b) semi-structured interviews with English teachers and (c) classroom observations. Also, the researcher analyzed the materials they used in order to find out the perceptions of both the students in terms of their perceived needs and the teachers' perceptions of students' needs. The data were processed by using SPSS to get descriptive statistics. In other words, the methods employed by the study was qualitative. The result of the present study is that learners' needs are, generally, met by the materials used in the Tourism and Hospitality Management Faculty in terms of language skills, language content areas, and learning style, but with a slight

difference in some exercises. Limitations, pedagogical implications and recommendations for future research are provided.

ÖZ

Bu çalışmanın amacı Turizm ve Otelcilik öğrencilerine sunulan İngilizce kurslarında kullanılan materyalleri ve bu materyallerin sunuş yolunun öğrencilerin ihtiyaçlarına uygun olup olmadığını araştırmaktır. Bu araştırmanın yapılmasındaki başlıca sebep, İngilizce kurslarına katılan öğrencilerin bazı noktalarda başarısızlık göstermiş olmalarıdır.Başta Turizm ve Otelcilik Fakültesi dahil olmak üzere Doğu Akdeniz Üniversitesindeki birçok bölümün eğitim dili İngilizcedir. Bundan dolayı öğrencilerin temel derslerinde başarılı olmalarını sağlamak için onlara İngilizce kurslar verilmektedir.

Bu araştırmadaki temel hedef kitle, Doğu Akdeniz Üniversitesinde okuyan Turizm ve Otelcilik öğrencileri ve öğretmenleridir. Katılımcıların 4'ü İngilizce öğretmeni ve 106'sı ise 2013 yılı içerisinde Turizm ve Otelcilik Fakültesinde okuyan öğrencilerdir. Araştırmamın güvenirliğini artırmak için veri kaynakları üçgenini kullandım. Başka bir deyişle, araştırma yöntemi olarak, öğrencilerin doldurması için bir anket dağıttım. Ayrıca İngilizce öğretmenleriyle yarı yapılandırılmış görüşmeler yaptım. Bunun yanında öğrenci davranışlarını da bire bir gözlemledim. Araştırmamda elde ettiğim verileri tanımlayıcı istatistikler elde etmek için SPSS programıyla analiz ettim. Elde ettiğim veriler sonucunda, sınıfta kullanılan materyallerin öğrencilerin dil becerilerini geliştirmek adını faydalı olduğu ortaya çıkmıştır. Fakat, sınıfta uygulanan bazı aktivitelerin öğrencilerin eksikliklerini tamamlamasına yardımcı olamadığı ortaya çıkmıştır.

Araştırmamın pedagojik etkileri, sınırlamalar ve gelecekte yapılacak olan benzer nitelikteki araştırmalar için bazı öneriler verilmiştir.

Anahtar kelimeler: ESP, EAP, EOP, Öğrenme Stilleri(LS), ihtiyaç analizleri.

DEDICATION

In The Memory of My Father
Marhoon Saif AL_Farsi

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INTRODUCTION

1.1 Presentation

This chapter gives the background to the study, states the problem statement, the purpose of the study, and finally, lists the research questions.

1.2 Background to the Study

Nowadays, the English language has become a lingua Franca in the global world because by the start of the twentieth century; the world has been facing an increase in the international relations through communication in different aspects such as sharing and exchanging information through science and technology, trade and study reason, emigrations, seeking for a job or other reasons. All these reasons and many others which are noticed nowadays gave the floor for English language to be the global language around the world as Hutchinson and Waters (1987) stated, "As English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language" (p.6). English language is the main key to the overseas, and it is the channel of communication beside other languages. Thus, students need to learn English language and gain adequate knowledge about this language to practice it in their own subject areas and for their real life.

From this instant, people in education scope started to shed light on ESP because it is the field where it is interested in the learners' needs, wants and attitudes to learning.

ESP caters all the learners' needs of English language, "Learners were seen to have different needs and interests, which had an important influence on their motivation to learn and therefore, about the effectiveness of their learning. This led to the support of the development of the courses in which relevance to learners' needs and interests were of great importance" (Ekici, 2003, p. 2).

ESP regarded as a common course in the area of learning and teaching the English language. The history of ESP started in the 1960s, after the Second World War through the communication in the sciences and technology. After that, it began developing step by step through five steps; register analysis, rhetorical or discourse analysis, target situation analysis, skills and strategies and learning-centered approach. Hence, through the period of developing, ESP is divided into two common classifications: (EAP) English for Academic purposes and (EOP) English for Occupational purposes. EAP is a sub-field that focuses on teaching learners the academic English language, all the language skills, and the sub-skills they need in order to practice the language in the real demands. The main aim of EAP is "to cater for the needs of students who wish to pursue more than the general education foreign language requirements in English as a foreign language" (Yoshinori, 2010, p. 109). Another branch is English for Occupational Purposes (EOP); this course gets employees to use English in their job.

Teacher in ESP courses plays a vital role such as he/she is responsible for designing curriculum, setting syllabus and determining the ESP courses (Robinson, 1991). Moreover, the teacher is responsible for evaluation and testing ESP learners. Dudley-Evans and St John (1998) named "teacher" as "practitioner" while speaking about the role of teacher in ESP because their job is more than teaching. One of the teacher's

roles is need analysis, whereas need analysis is extremely significant for all instructors and researchers to know the learners' needs and wants in order to design or adapt an ESP course in the classroom. This needs analysis included some aspects: (Dudly- Evens & St. John, 1998, p. 125): a) Target situation analysis and objective need, b) Wants, means, subjective needs, c), Present situation analysis, d) Lacks, e) Learning needs, f) Linguistic analysis, discourse analysis, genre analysis, g) What is required from the course, h) Means analysis.

A lot of studies show how need analysis is important for designing the course and adapting it in the classroom (Hutchinson & Waters, 1987, Munby, 1978, and Richterich & Chancerel, 1987, Tarone & Yule , 1998).

Recently, there are many universal universities around the world which are considered ESP courses as a significant course in order to improve learner's ability in learning the English language. Eastern Mediterranean University (EMU) is one of these universities that interested in ESP courses since these courses have an actual consequence on building up English language skills. Moreover, ESP courses could be as a field that fulfill a learners' need in applying the English language in their life and in their major courses.

This study concentrates on ESP, which is taught to all freshman students in the Tourism and Hospitality . The university's procedures are teaching these courses in two years, which is covered in four semesters. These courses are taught from the lowest level to the highest level for both upper- and intermediate levels of English. This study is conducted in Tourism and Hospitality Management Faculty to investigate these courses which are designed to improve students' knowledge of

English specific to the tourism industry. The department offers the lowest level of the ESP course (ENGL 105) to freshman students in their first semester and in their second semester, they have to take the second level is (ENGL 106) in their first year. Then the first semester of their second year, they have to take a higher level (TENG 217) and in their fourth semester, they have to take the highest level which is (TENG 218). All these courses cater for the learners' needs in English language and provide the skills they need in order have a high English proficiency level.

1.3 Problem Statement

Eastern Mediterranean University is one of the best universities that teach English language for its students in the Eastern Mediterranean region. The students who are enrolled at the university are Turkish, Arabic, Iranian, Azary, African, UK, US, Russia and from other nationalities, who are not native in English Language. When the students enroll in any major at EMU, they are accepted to the Foreign Language and English Preparatory School according to their results in the proficiency level test. After finishing Preparatory school, the university examines students' English language proficiency level again to see whether they have an appropriate English language level to be able to manage their majors' courses or they are not ready yet. In each department at EMU, the students need to study English for Specific Purposes, English for Academic Purposes, or General English courses to improve their English language level.

These courses provide skills and sub- skills that students need in practicing English language in and outside the classroom. Moreover, these courses provide activities and study skills that help learners to apply English language in different situations .

The purpose of conducting this study is due to the fact that ESP courses are very important courses for students which help them to improve their language skills and manage their major courses. Moreover, it is very important to investigate the learners' needs and their learning styles, also to examine whether it meets their course books or not. This investigation helps students and people in the educational field to create course books fit with their learners' needs.

Furthermore, a large number of studies have regarded ESP courses and learners' needs in other departments than Tourism and Hospitality Faculty and neglected the investigation in the ESP course in particular faculty in which their students need to have a formal and an adequate level of English language to continue with their major and be successful in their future job. The students need some activities related to reading skills such as reading books, reading academic articles, reading the news about the world. Additionally, they need to listen to the recorders and CD players to improve these skills, write articles, summaries. Moreover, the learners need to communicate with teachers, colleagues and participate in the classroom to improve their speaking skills Richards et. al. (1992).

Thus, this study attempts to examine ESP course books and see whether they meet the learners' needs in terms of language skills, language content areas, and learning styles.

In addition to these, the learners need some activities and study skills that help them to practice the theory in their course to be able to use them it in their real work context.

1.4 Purpose of The Study

The main purpose of the study is to see whether the English courses that students are enrolled in Tourism and Hospitality Management Faculty meet learners' needs in regard to their, language skills, linguistic needs, and learning styles.

1.5 Research Questions

1. What are the students' perceptions of their needs in terms of the materials to be offered and the way that these materials are presented?

2. What are the ESP teachers' perceptions of their students' needs in terms of the materials to be offered and the way that these materials are presented?

3. To what extent do ESP courses meet the learners' needs?

1.6 Definitions of Terms

This part includes definitions of the key words.

1. English for Specific Purposes (ESP)

ESP is defined as "An umbrella term that refers to the teaching of English to students who are learning the language for particular work or study- related reason" (Barnard & Zemach., 1986, p. 306).

2. EAP (English for Academic Purposes)

EAP means, as Yoshinori (2010) proposed, " The Academic English Program (or EAP) aims to cater to the needs of students who wish to pursue more than the general education foreign language requirements in English as a foreign language" (p. 109).

3. EOP (English for Occupation Purposes)

It is another branch of ESP, which is specified in professional purposes' domain. It teaches employees of different domains like doctors, nurses, and engineers of how to use English language in their particular field. Moreover, "It is thought in a situation in which learners need to use English as part of their work or profession" (Bolitho & Kennedy, 1986, p. 4).

4. Learning Style (LS)

"Learning styles refer to the concept that individuals differ in regard to what mode of instruction or study is most effective for them" (Pashler, McDaniel, Rohrer, and Bjork, 2009, p. 105). In the same line, Leung and Weng, (2007) defined it as "Students' preferences and approach to their own learning play a vital role in educational outcomes" (cited in Leisure, 2011, p. 115).

5. Need Analysis (NA)

Need analysis is defined as "acknowledgement that what works well in one situation may not work in another" (Dudley-Evans and St. John, 1998, p. 124).

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter reviews a general idea about theoretical and practical studies, which were conducted in this field. It defines ESP, gives a brief history of ESP and how its development. Then it talks about reasons of establishing ESP and the types of ESP. Moreover, it talks about the stages of developing ESP field, and skills and strategies involved in ESP as well. The chapter gives some information about need analysis and ESP learners' needs. Prior to the end, it talks about ESP learning styles and ESP teacher' role. Finally, it discusses the relationship between the Tourism and Hospitality Management students' needs, learning styles and ESP courses.

2.2 English for Specific Purposes (ESP)

In the 1960s, English for Specific Purposes was separated from English language Teaching (ELT) activities for almost a half century. It has its own methods and techniques of teaching, "It is believed that for some of its teachings, ESP has developed its own methodology, and its research draws on research from various disciplines in addition to applied linguistics – this is the key distinguishing characteristic of ESP" (Milevica, NY, p. 487). Furthermore, Hutchinson and Waters (1987) define ESP as an approach rather than a product.. On the other hand, Barnard. and Zemach (1986) said that ESP is not an approach, a method or a technique, while it is "an umbrella term that refers to the teaching of English to

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students who are learning the language for particular work or study- related reason" (p. 306). And because the agreement that conducted about what ESP is, Dudley-Evans and St. John (1998) divided ESP into two characteristics: absolute and variable characteristics:

1. **Absolute Characteristics:** these characteristics show ESP as it is a field has its own activities and methodology. It is designed to mean the learners' needs in a specific scope, and it concentrated on language in terms of grammar, Lexis, register, study skills, discourse and genre. (p. 4).

2. **Variable Characteristics:** these characteristics show ESP as it is a field created for specific learners in a specific scope. ESP' activities and methodologies are different from other ESP branches as General English. Moreover, ESP is designed to advance and intermediate learners, whether in institutions, secondary school or professional work situation. (p. 4).

From another point of view, Waters and Hutchinson (1987) tried to find out "what ESP is not?" and they list three points:

1-ESP is not teaching one aspect of language whereas it concentrates on various parts and skills of the English language.

2- ESP is not teaching English language skills and linguistic features to learners who need it.

3- ESP is different in contents from other aspects of English language teaching, but they use same of teaching methods.

From these studies and definitions, the researcher concluded that ESP is a branch of English language teaching, and it grew up in the 1960s. ESP creates its own methodology and activities. Furthermore, it helps students to learn English language in an appropriate way and helps them manage their major courses. It has two main types: English for Academic purposes (EAP) which is related to students who are studying different courses such as Mathematics, Engineering, Business, Politics and so forth. This course provides students with the appropriate level of English language skills, presenting, researching and others. The second type is English for Occupational Purposes (EOP); these courses help employees to function English language in their jobs by providing them some skills and vocabulary, which fit their jobs. Study the history of ESP is more important to know its place in the ELT family tree and its new generations.

2.3 History of ESP

Linguistics (Hutchinson & Waters, 1987) draws the ELT tree to show how ELT grew up and divaricated into some branches (figure 2. 1, p. 12). The ELT field grew up after the World War II because of business and technology. At that time, business and technology were considered as one of the main sources of financial and economic around the world, and both fields were used the English language in all their transactions. In the 1960s, these two fields increased their exchange with English counties and concentrated on English as a Lingua Franca (communicate between ESL and EFL). After that, these two fields focused to hire the learners who were learning the language for professional or academic purposes. So in that period, it became clear that they need English courses to meet the real- world demands. Thus, ESL and EFL branches ramify a new branch with modern methodology and activities and called it ESP in 1980s. Many universities offer it for ESL/EFL students

such as UK universities. Moreover, there are some steps that help ESP to branch from its mother and developed such as register analysis (Barber, 1962), discourse analysis, needs analysis (Munby, 1978), and market needs study (Ypsilandis, 2007, p. 69).

At 1994, ESP did not stop, it started to divide into small branches and created new generations. It's divided into three new generations; ELP, EAP and EOP and each of these generations divided into new other generations and continued their separation into other generations. Below the tree of ELT family adapted and modify from Waters and Hutchinson (1986, p. 17).

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┌─────┐   ┌─────┐   ┌─────┐   ┌─────┐          ┌─────┐   ┌─────┐
│ EAP │   │ EOP │   │ EAP │   │ EOP │          │ EAP │   │ EOP │
└─────┘   └─────┘   └─────┘   └─────┘          └─────┘   └─────┘
     ↖   ↗              ↖   ↗                      ↖      ↗

┌──────────────────┐  ┌──────────────────┐   ┌──────────────────┐
│ English for Science │ English for Business │  English     for  │
│ and     Technology │ and Econimics (EBE) │  Social           │
└──────────────────┘  └──────────────────┘   └──────────────────┘
         ↖                    ↑                       ↗
          ┌──────────────────┐      ┌──────────────────┐
          │ English for Specific │    General English   │
          │ Purposes          │    GE                │
          └──────────────────┘      └──────────────────┘
              ↖                    ↗
┌──────────────────┐  ┌──────────────────┐   ┌──────────────────┐
│ English as a Mother │ English as a Foreign │  English as a      │
│ Tongue (EMT)      │ Langauge (EFL)     │  Second           │
└──────────────────┘  └──────────────────┘   └──────────────────┘
         ↖                    ↑                       ↗
              ┌──────────────────────┐
              │ English Language Teaching │
              │ ELT                      │
              └──────────────────────┘
                        ↑
              ┌──────────────────┐
              │ Langauge Teaching │
              └──────────────────┘
                ↖            ↗
        ┌──────────┐      ┌──────────────┐
        │ Learning │      │ Commuication │
        └──────────┘      └──────────────┘
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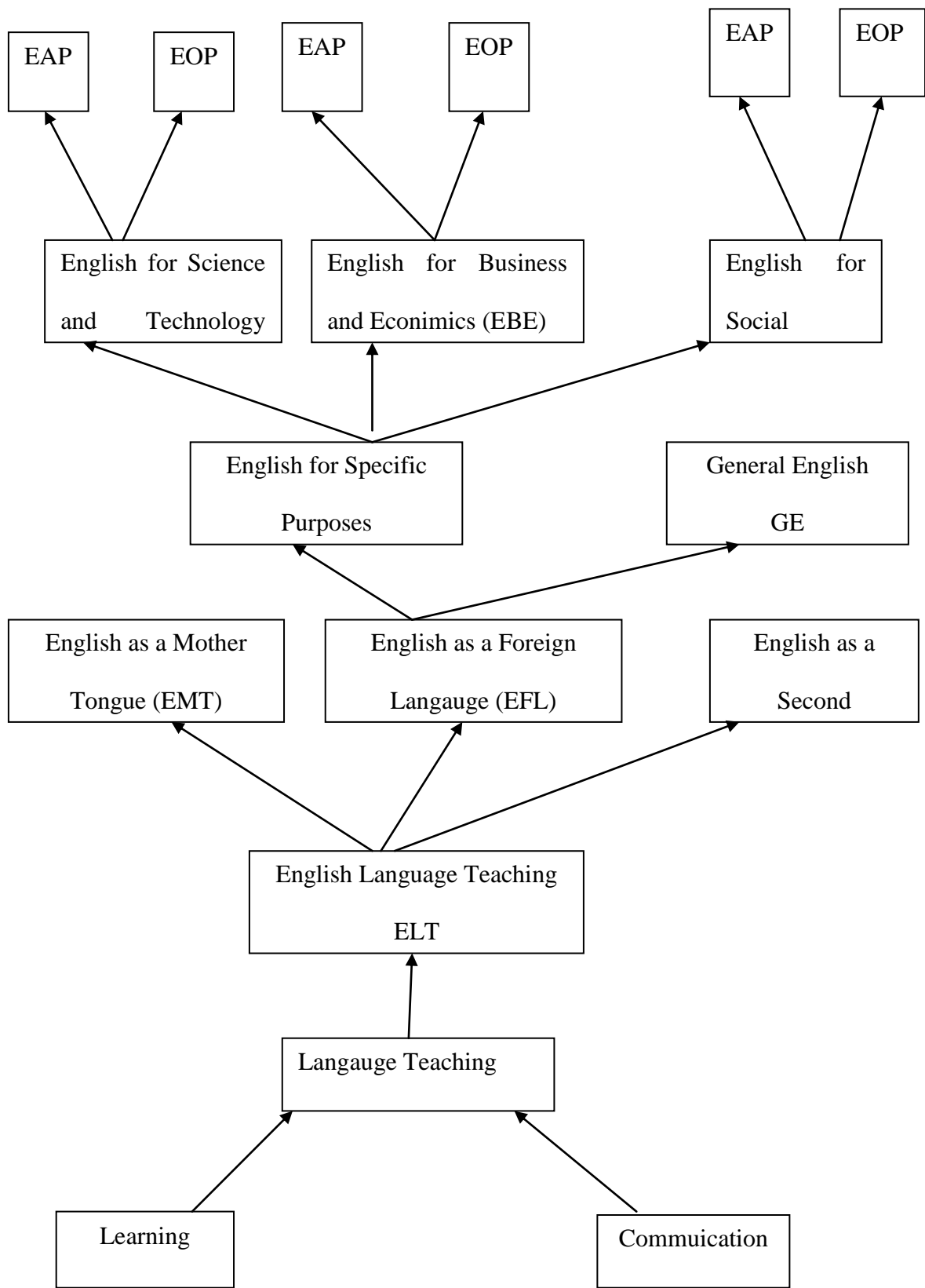
Figure 2.1 The ELT family tree and the ESP, old roots and its new branches

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2.4 Types of ESP

ESP is divided into different branches according to target situation and requirements (Flowerdew, 1990). The main branches of ESP are English for Academic Purposes (EAP) and English for Occupational Purpose (EOP). Carter (1983) mentioned that there are three ESP types; the first type is English as a restricted language in which English is constrained and can't change such as air traffic controllers' utterance or language used by waiters. The second type is English for academic and occupational purposes; these types are divided into some branches such as English for science and technology (EST), English for Business and Economics (EBE), English for social studies (ESS), English for academic purposes (EAP), and English for occupational purposes (EOP). The third type is English with specific topics, which focuses on English needs such as scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

This study focuses on ESP type, which helps students improve their proficiency level by catering their needs of language skills and sub-skills. Moreover, ESP gives the students opportunities to learn and practice language requirements in English as a foreign language (Yoshinori, 2010, p. 109). ESP started as a small branch, and it developed into a large and strong branch, and this development did not occur in eye glance, however, it goes into some steps and until it becomes a separate branch with its new generations.

It is very clear that ESP has been developed in different aspects with distinctive activities. There are five different stages showing the development of ESP, and each of these stages provides an important activity (Barnard, and Zemach , 2003, Celik,

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2003, Ekici, 2003, Hutchinson and Waters, 1987). Those five stages: register analysis, rhetorical or discourse analysis, target situation analysis, skills and strategies and learning-centered approach is discussed in detail below:

Register analysis: In 1960s and 1970s, ESP field was more interested in register analysis in which Piai (2003) defined as "a variety of languages according to use, depending upon the situation" (cited on Çelik, 2003, p. 15). In this field, they analyzed the grammatical and lexical features of a topic area and organized with the aim of making the contents of the course more relevant to learners' needs.

Discourse and rhetorical analysis: It started in 1970s, in which they investigated how grammar and lexical features are coming together to structure the sentence and give information while commutation. In the same line, it investigated how the lexical features moved from sentence level to discourse level to produce meaning in utterance. Hutchinson and Waters (1987) clarify that "identifying the organizational patterns in texts and specifying the linguistic means by which these patterns were signaled was the main concern" (Ekici, 2003, p. 18).

Need analysis: ESP started to find out how the students analyze their data on the target language, understand and interpret it. In order to assist the learners to use target language in a specific situation, learners should identify the target situation, and then they should identify the language features and interpret it to fit in that situation and this can be called as need analysis. So, in this stage, the syllabus designer and teacher used to find out the learners' needs of language for different situations in the target language and design the syllabus for using language in these situations.

The skills-centered: EAP is one of ESP approaches, it focuses on developing the language skills (Reading, Writing, Speaking, and Listening), "considers not the language itself but the thinking processes that underlies language use" (Hutchinson and Waters, 1987, p. 13). In this stage, the learners learn to cope with the skills and strategies that they learned in target language demands.

Unlike the previous stages which focus on description of language use, the last stage "the learning- centered approach" focuses on language learning. This approach concentrates on learners' need and their requirements for using target language in the specific situation.

ESP grew step by step through the aforementioned stages to care the learners' needs and target situation's requirements. There are many reasons for developing and improving the ESP course.

2.5 Reasons for The Emergence of ESP

There are three reasons behind the emergence of ESP as Hutchinson and Waters (1987) defined them "the demands of a brave new world, a revolution in linguistics and a new focus on the learner" (cited on Brunto, 2009, p. 1). First of all, the initial reason came at the end of World War II and the Oil Crisis in the 70s. In this critical period, the world concentrated on three fields namely science, technology and economics. There are some activities in these fields, so that the domain of English language increased for applying these activities. In addition, in the beginning of 1970s, the Oil Crisis finished; but there was a need for having knowledge and this knowledge concentrated on the English language, especially in rich countries. After

this period, there was a pressing on English language and need for English language teaching in different fields around the world.

The second reason was because of the linguistic revolution through 60s, and 70s of last century in which the concentration was only on the use the language for communication purpose. There were different ways of using the language, in spoken and written contexts and this cause the linguistics' revolution. This point is highlighted to create language instruction that meets the needs of learners in a specific context. Since this idea came, they started to create English courses for specific majors such as English for Science and Technology (EST) in the 1960s and 1970s.

The third reason as Hutchinson and Waters (1987) suggested which is focused more on learners in which ESP courses focus on a psychological side more than linguistics side. This reason came from the point of how the learners acquired the language and then monitored it. Thus, there was a concentration on distinctive learning strategies, different skills, and different learning schemata and different motivating needs and interests that are employed by different learners rather than focusing on methods of language learning.

These reasons created ESP aspect with some skills and strategies to meet the learners' needs in language skills and language features. Each student has different needs regarded their learning styles. The ESP teachers must focus on these skills to fit learners' needs.

2.6 Skills and Strategies of ESP

Noor and Abd Kadir (2007) proposed that students' learning styles and strategies are very important in ESP courses in which it is approved that they affect learning preferences in the ESP program. In their study, which was conducted in Kolej Universiti Teknologi Tun Hussein Onn (KUiTTHO), they aimed to "identify the learners preferred in learning English for Academic purposes as a new subject" (p. 3). Since learning preferences in this study composed "how they want to learn, which language skills they prefer to learn and types of activities they prefer" (p. 3). After collecting the data, they revealed that each student had a specific way of learning the skills from the activities that classroom involved. The activities involved in the classroom; "reading and taking notes during lectures, getting the information themselves, problem solving, copying notes and repeating what they hear during lectures. Learning strategies differ according to individuals, and these strategies represent how students learn best based on the activities" (p. 8)

Their data result showed that about 45% of the students with regard to reading and taking notes as the most important learning strategies in EAP while nearly 53% regarded copying notes during the lecture is important. Reading and taking notes seem to be students' favorite learning strategies in EAP. Nevertheless, less than 20% of the student's placed, started copying notes during the lecture as the most important activity.

In term to fit the material to learners' needs regarded skills and strategies; the teachers or designers need to analyze the materials, and make it fit specific group of learners with specific needs and skills.

2.7 Needs Analysis

The only way that the teacher or designer can know the learners' need is through need analysis. Therefore, Hutchinson & Waters (1987) approved that need analysis is extremely important in ESP field. Robinson (1991) defined need analysis as "a matter for agreement and judgment, not discovery" (Hui Su, 2005, p. 2). Many studies illustrated that there are different types of needs such as Widdowson (1981), who proved that there are two types of learners' needs: goal-oriented and process-oriented. Goal-oriented is concentrated on the learners' needs and what the benefit that the learners' needs from the language they learned. On the other hand, process-oriented is concentrated on what the learners' needs to do acquire the language.

Afifi (1991) revealed that there are three bodies that are responsible for identifying the learners' needs; the learner himself/ herself, the teaching establishment, and the learner's employer (Hui Su, 2005, p. 2).

There are many studies conducted in need analysis related to the English language needs of ESP in different countries and all these studies report that need analysis is extremely significant to find out the learners' needs in order to design and choose an appropriate ESP course. For instance, in Jordan, there was a study conducted by Zoghoul & Hussein (1985) on the language needs of undergraduate students from different disciplines, including natural sciences, engineering, medical sciences, economics, administrative sciences, and arts and humanities. The study examined the perceptions of both students and staff members and the results showed extensive use of English as reported by both students and teachers.

Another study conducted in Jordan was by Al-Khatib (2005). The study aimed to investigate the communication needs in English in tourism and banking and to identify workers' attitudes toward English and the use of English in the workplace. The findings revealed that English communication skills were very important for tourism and banking workers though the former needed these skills more than the latter. In addition, it was found that positive attitudes of almost all of the respondents in both workplaces towards using the English language for achieving multiple purposes.

Also, Al-Tamimi and Shuib (2007) conducted in the Department of Petroleum Engineering (hereinafter 9 DPE) at HUST, Yemen. The study investigated the English language needs of the petroleum engineering students at HUST on the basis of their perceptions. The results stressed the significance of English for petroleum engineering students and identified the students' lacks, wants and necessities with regard to English language skills. Also, it pointed out a necessity to design a new syllabus to meet the students' needs.

Moreover, Pranckevičiūtė and Zajankauskaitė (2012) conducted a study at Kaunas University of Technology (KTU) and the aim was to analyze how the ESP approach to English language teaching meets the students' needs and how the students' needs can be employed for the adjustment of the ESP courses with regard to students' evaluation of their needs and teaching materials. The results showed that the most topical students' needs, such as the development of productive skills, and especially speaking skills, do not change over time.

Stufflebeam (1977) reported four philosophies of need analysis; "the democratic, the analytic, the diagnostic and the discrepancy" (cited in Brown, 1995 &Ekcic, 2003, p. 23). The first philosophy is the democratic philosophy means; they consider the decisions that have been taken by a large number of groups, whatever this group can be the students themselves, their teachers, program administrators, or the owners of a private school (Ekcic, 2003, p. 23). In the analytic philosophy, it shows the relation between the learners and learning process. In detail, it shows that if the learners' level in language development is X, in this case, the learners need to provide X +1 level to develop their language. On the other hand,   a diagnostic philosophy suggests that "a need is anything that would prove harmful if it was missing" (Ekcic, 2003, p. 23). Finally, the discrepancy philosophy shows the difference between what the students perform and what they actually do.

In fact, need analysis is the only way that we can distinguish between ESP and GE, as Hutchinson and Waters (1987) approved "what distinguishes ESP from General English….is an awareness of the need."(p. 53).

The main role of needs analysis is to help a teacher to determine the learners' abilities like what they know and what they can do in the classroom. This step can be done through the activities that involved in collecting the data for choosing the course (Iwai et al, 1999; Johns, 1991).

Through different studies needs analysis conducted by different scholars, it has been found that they used different names to indicate needs analysis: target situation analysis, present situation analysis, pedagogic needs analysis, deficiency analysis, means analysis, register analysis, discourse analysis and genre analysis.

Moreover, there are four methods that are used to collect the data for needs analysis: questionnaire, detailed interview, observation and press advertisements (Schroder, 1991). According to (Jordan, 1997), the main sources of collecting the data for needs analyses are: the students themselves, the academic institution and the prospective employer.

There are differences between needs, wants, and lacks as West (1994) differentiates between them. Needs are the skills which a student sees as being relevant to himself or herself, wants are those needs in which students put a high priority in the availability, limited time, and lacks are the differences between the student's present competence and the desired competence. Hutchinson and Waters (1987) proposed lacks are the main reasons to design the course rather than needs, because lacks help the teacher or designer to determine the gap between target proficiency and learners' proficiency level.

Finally, after determining the learners' needs and lacks in an English language course, the turn comes to set up the syllabus and design the curriculum regard learners' needs and learning styles. Teachers play a vital role in designing ESP materials to fit with their learners.

2.8 ESP Materials Evaluation

ESP materials focus on aspects of English specific to the subject area and it must be chosen and selected very carefully in order to provide students with materials that will equip them with the knowledge that they will need them in their majors and future life. In order to select and choice these materials, teachers and designers need to evaluate and develop these materials and prepare them in order to fit with learners'

needs. Hutchinson and Waters (1994), defined materials evaluation as "concerned with relative merit. There is no absolute good or bad – only degrees of fitness for the required purpose" (p. 96).

The main reason of evolution the materials are a) these materials do not fit the requirement of the group, b) non availability of materials, c) poor quality of materials that do exist (Hutchinson & Waters 1987). The teachers need to evaluate these materials by using one of evaluations types: pre-use evaluation, in-use evaluation, and post-use evaluation (Čepon, 2008, p. 107) and design materials cater the learners' needs.

Hutchinson and Waters (1987) mentioned four steps that they are used to evaluate materials: 1) defining criteria that the evaluator will use it to evaluate materials, 2) subjective analysis, 3) objective analysis, and 4) finally, the evaluator will see whether the subjective match with objective analysis (p. 97).

There are many studies conducted in the ESP materials evaluation, such as Esteban (2002), who conducted a study to analysis textbooks in ESP teaching in order to observe how it is appropriate option. The result showed the material designers have to provide materials that fit with learners' need and reflect the teachers' view of the teaching – learning process.

Also, Ghalandari, and Talebinejad (2012) conducted a study that aimed to analyze the medical ESP textbooks which are taught in Shiraz Medical College. They found that ESP textbooks in medicine are appropriate books for the purpose of medical English for Iranian physicians and compatible to student's needs and achievement.

In the same year Al Fraidan (2012) conducted a study aimed to evaluate two ESP textbooks by using the evaluation of McDonough and Shaw (2003) that based on external and internal evaluation. The first textbook was Business Objectives (1996) by Vicki Hollett, and the second textbook was Business Studies, Second Edition (2002) by Alain Anderton. The evaluation indicated that both books would be appropriate if we compose them together and add some additional materials, as textbooks that can fit with learners need.

Another study conducted in 2013 by three researchers; Sarem , Hamidi, and Mahmoudie in Islamic Azad University in Iran. The aim of their study was evaluating textbooks of English for International Tourism. In terms of evaluation, they used checklist constructed by Daoud and Celce-Murcia (1979) and the result showed the significant implications for material developers and both general and specialized EFL teachers.

2.9 ESP learners' needs, ESP Learning Styles and ESP Teacher

This section discusses what the learners need from ESP courses and what kinds of learning styles they use to learn the materials. Finally, it discusses the role of teachers to specify the learners' needs and their learning styles in order to design suitable materials.

2.9.1 ESP learners' Needs

English language Learners' needs differ among individuals because each learner is more provincial in one skill than others and vice versa. Raluca (2002) proposed that learners are more aware about their linguistics' needs than their teachers or others because they know when and where they want to use the English language. Thus, teachers need to assess ESP courses or find out what ESP learners' need. In this

point, it can be noted that the learners themselves are responsible to know what they need, and this will help teachers to be able to fit the course according to their needs. " Students' learning preference should be given attention by language educators, especially in improving teaching and learning later" (Noor and Abd Kadir, 2007, p. 7) .ESP courses are responsible for catering learners' needs. Hutchinson and Waters (1987) say, "Tell me what you need English for, and I will tell you the English that you need" (p. 8).

ESP learners need some skills and sub-skills to be able to manage the requirements of the target language. For example, El-Bashbishy (1993) and Carrel (1989) propose that reading skills are the most important skill the ESP learners need to study ESP because their proficiency level in this skill would give the consequences for their academic progress and future career. They need to read and comprehend a written text which is the important thing that university learners need to be successful in their learning. While the learners improving their reading skills, at the same time they will improve their writing skills because they read what they write. Furthermore, the learners need to improve their listening skills in order to understand and communicate in the classroom with teacher and peers. Moreover, the learners need to speak the target language and practice for correct pronunciation.

All in all, each learner has specific needs and learning styles in learning the English language. Thus, teachers or designers need to concentrate and study these needs and learning styles to design materials that fit their students' needs.

2.9.2. ESP Learning Styles

The researchers of education field need to know their students' learning styles to be able to design materials match with their students' learning styles. The purpose of

identifying students' learning style preferences is to help the teachers' design tasks that can facilitate students' learning. According to Willing (1988), "research shows that an effort to accommodate learning styles by choosing suitable teaching styles, methodologies and course organization can result in improved learner satisfaction and attainment" (p. 1).

There are many studies conducted to assess students' learning styles and it has been shown that learning style applications lead to significant academic gains (NASSP 1979). For example, a study of students at Miami-Dade Community College found that students who were taught in ways that matched with their learning style obtained higher reading scores and viewed their educational experience more positively (Claxon and Murrell 1987, p. 52).

Another the study conducted by Kavaliauskiene, G. (2003), the aim was to find out the methodology of learning a foreign language and the importance of proficiency that is placed on various language skills. This study concluded that, there are less than half learners prefer a communicative approach because communication helps them to engage their language skills with others (pairs/groups). Also, there is around 65% of learners prefer collecting the data by themselves for their assignment, listening to recordings in class and taking notes.

In 2007, Noor and Abd Kadir conducted to find out the Learning styles that the students of Kolej Universiti Teknologi Tun Hussein Onn (KUiTTHO), prefer in learning the EAP course. The results showed that most of the students prefer to learn in small groups around 47% of the students prefer to learn in small groups of 3- 5 people per group. About 47% of the students thought that learning in pairs is

important and nearly 40% of The students regard learning in large groups as essential and not important. Not many students prefer to learn in large groups, this is shown by less than 10% prefer learning in large groups as the most important learning style.

Learning styles can identify by teachers through their methods that they use it in the classroom. Teachers are responsible to identify he/her students' learning styles. The section below clarifies the role of the teacher in teaching ESP courses.

2.9.3 Role of ESP teacher

ESP teacher plays a vital role in designing curriculum, setting syllabus and determining the ESP courses (Robinson, 1991). Moreover, the teacher is responsible for evaluation and testing ESP learners. Dudley-Evans and St John, 1998 named "teacher" to "practitioner" while speaking about the role of teacher in ESP because their job is more than teaching. Also, they list the practitioner' roles as mentioned below in detail.

 1**. The ESP practitioner as a teacher**: ESP practitioner has a vital role to help students to learn the English language. Furthermore, the teacher has the opportunity to transfer the knowledge of materials to students through communication in the classroom. Furthermore, the teacher has to be flexible to listen and receive the student's decisions and opinion about the course. Also, the teacher must be able to motivate the students in activities.

2 The ESP practitioner as a course designer and material provider*:* ESP teacher is responsible to provide the materials for the course she/ he is responsible to provide select or design materials for the course which is suitable for all the learners' needs and adapt these materials if they are not suitable for learners. Furthermore, the

teacher is responsible for evaluating or testing the materials to determine whether to use existing materials or produce new ones.

3 The ESP practitioner as a researcher: ESP teacher needs to study and analyze the materials in order to choose the best one which is fit with learners' needs and wants. Research is the first step to choose the material or adapt an exist materials. Sometimes, teacher and researcher work together to gather the information for assessing the material and get the evidence on this material is suitable or not.

4. The ESP practitioner as a collaborator: In this point teacher may collaborate with subject specialists in designing the course. Teachers are available in the educational arena, and they know what is going on. They observe their students in the classroom, and they know what the learners' needs are and what activities are more effective in teaching process. From this point, the teacher will be able to cooperate with the materials' designer to create a syllabus that can meet the learners' needs.

5. The ESP practitioner as the evaluator: the main role of a practitioner is evaluating the learners through testing or assessment. These assessments involve assessing the learner's progress through courses (formative assessment) and their achievements at the end of these courses (summative assessment). Furthermore, they are responsible to evaluate their courses and material to find out whether it fits the learners' needs or not. The evaluation can be through three steps; in a period of teaching that the course, at the end of the course and after finishing teaching that course. The findings of this assessment use to create a syllabus cater all the learners and teachers' needs.

2.10 The Relationship with Tourism and Hospitality Management Students' Needs, Learning Styles and ESP Courses.

As has been mentioned earlier, the Tourism and Hospitality Management faculty students need to learn English and gain a high English proficiency level for different purposes. These students have different learning styles in learning the English language, "It has been assumed that hospitality, tourism and travel management majors tend to have different learning styles from students of other programs as the subject matters are more vocational in nature" (Hsu, 2011, p. 116). This difference affects the learning process, and the teacher is responsible to know the difference to be able to fill the gap between learning styles and teaching English language (Briggs, 2000).

This study concentrates on the gap between learning styles, learners' needs and ESP courses and investigates if these courses fit with Tourism and Hospitality learns' needs and their learning styles. Moreover, the study more specially looks to what extend these courses meet their needs in language skills (speaking, writing, and reading), the linguistics features (grammar, vocabulary and phonology), learning styles and teaching styles.

Finally, there is many studies focus on ESP courses, learning styles, and learners' needs, whereas, no studies up to date focuses on Tourism and Hospitality Management faculty at EMU and whether ESP courses meet its learners' need and their learning styles or not.

Chapter 3

METHOD

3.1 Presentation

This chapter provides a thorough description of the research methodology used in this thesis which includes participants, the context of the study, instruments, procedures of data collection and procedures of data analysis.

3.2 Overall Research Design

The present study is a case study and aims to see whether English courses meet with learners' needs in terms of language skills, language content areas, and learning styles. It conducts in Tourism and Hospitality Management Faculty at EMU. In addition, the study focuses on freshmen learners who are taking ESP courses in Spring 2013.

In order to fulfil the aim mentioned above, the present study has been used the triangulation methods: questionnaire for learners, structured interview with ESP teachers, and class observations. Furthermore, the researcher analysis the ESP courses in terms to see whether the ESP courses meet with learners' needs or not.

Furthermore, this study uses qualitative analysis to describe the results that obtain from instruments. The data analyzes from three different perceptions, namely; (a) learners' perceptions of their needs, (b) teachers' perceptions of their learners' needs, and (c) researcher' perceptions of analyzing the materials. Finally, the data analyzed

to see whether materials used meet the learners' need. For this purpose, this study follows the model which is borrowed and modified from (Hutchinson and Waters, 1986, p. 98). The book named English for Specific Purposes that regarded the material evaluation process:

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                    ┌─────────────────────────┐
                    │      Define Criteria     │
                    │                          │
                    │      Language skills     │
                    │                          │
                    │   Language content areas │
                    │                          │
                    │      Learning style      │
                    └─────────────────────────┘
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Define Criteria

Language skills

Language content areas

Learning style

Subjective Analysis

Learners' perceptions

Teachers' perceptions

Class observations

Objective Analysis

ESP course books

Matching

Learners' needs and ESP

materials
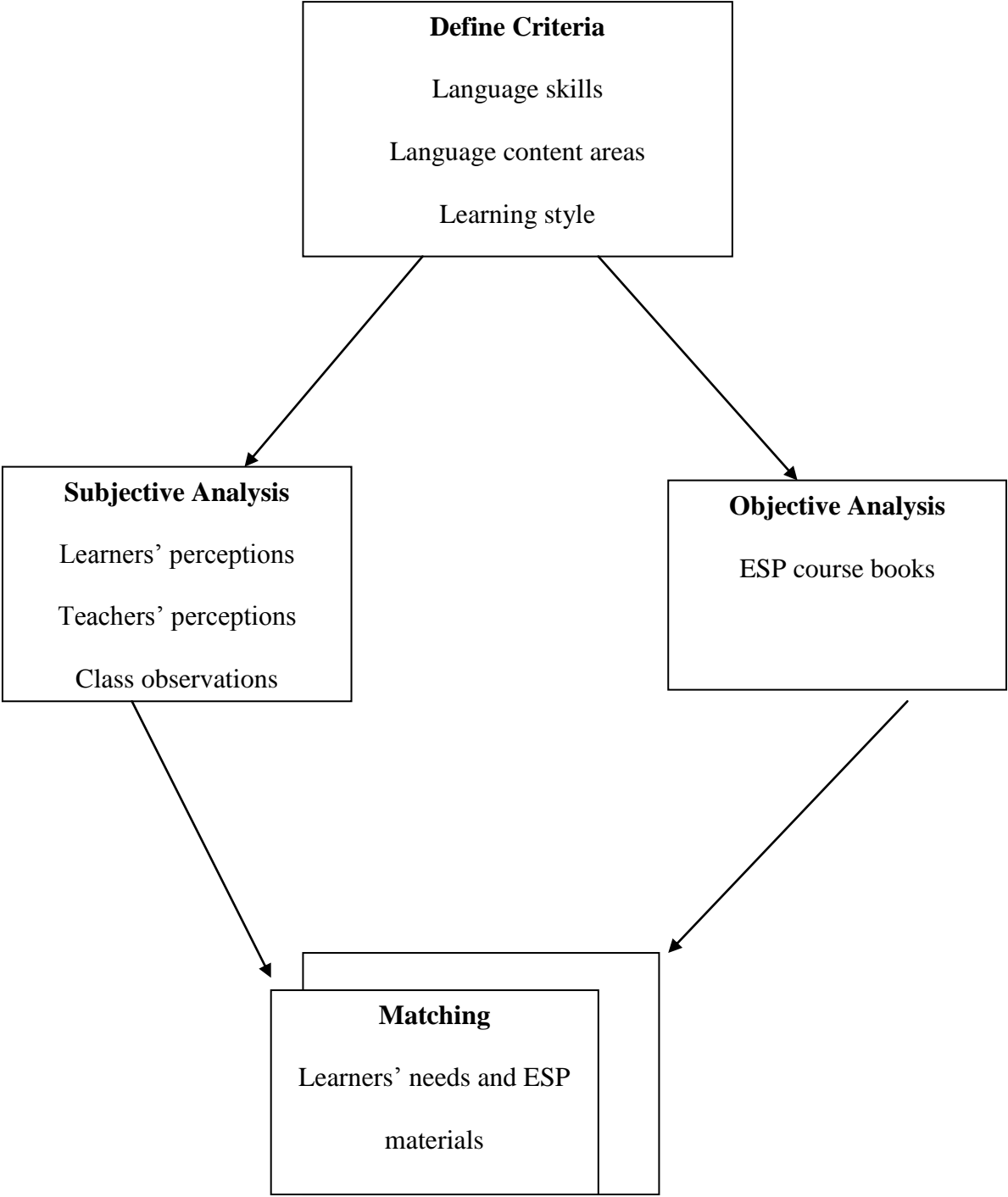
Figure 3. 2 The process of ESP courses' analysis and Learners' needs

3.3 Participants and Setting

The setting of the research is the Eastern Mediterranean University, Tourism and Hospitality Management Faculty, Famagusta, North Cyprus. The time is in the Spring 2013.

The participants of this study are the Tourism and Hospitality faculty students and teachers. The students are (106) freshmen in their first and second academic year. The data analysis shows that 65.1 % Male and 34. 9% Female. In terms of their nationality, 14.2% Turkish, 35.8 Azeri, 11.3% Iranian, 25.5 % African, and 13.2 % from other nationalities. All these students are enrolled in the four ESP courses, 32.1% are registered in ENGL 105, 26.9% are registered in ENGL 106, 23.6% are enrolled in TENG 217, and 17.9% are enrolled in TENG 218. All these students had passed the preparation of the English Program at Preparatory School. Since they knew the aim of the study, they come more interested to participate in the study and fill-in the questionnaire regarded their needs of the language and learning styles.

Moreover, four teachers accepted to participate in the structured interview of the learners' needs and teaching styles, and learning styles. These teachers were teaching the following English courses ENGL 105 (English for Tourism Intermediate), ENGL 106 (English for Tourism Intermediate), TENG 217 (Tourism 2), and TENG 218 (Tourism 2) in Tourism and Hospitality Management Faculty, EMU. They were interested in participating and cooperating in the study and they kindly let me distribute the questionnaire to students in their class hours as well as observed the students' learning styles and the way that these courses are presented. The data analysis showed that those teachers have experience around ten to twenty years in

teaching English and ten to twenty years in teaching English for Specific Purposes at EMU. They are all Turkish nationality. They teach English courses twelve hours in a week and each lesson spend three hours. Furthermore, teachers assess their students through exams, projects and presentations for the language skills and language content areas. Also, the data analysis showed from the teachers' perceptions that the intermediate level is an appropriate for their students. Moreover, those teachers used technology in their classrooms such as PowerPoint, internet, videos and used extra materials in order to present the materials very clearly and more understandable to their students. Finally, teachers saw that these ESP books which were offered to the students and by using some extra supplementary materials are suitable for their students and meet their needs.

The next section talked about the instruments (a questionnaire, structured interviews, and class observation) used in this study to obtain the data.

3.4 Instruments

There are different kinds of methods of data collection such as interviews, focus groups, surveys, telephone interviews, field notes, taped social interaction or questionnaires (Heaton, 2004, p. 37). The present study focused on some methods shown below which are chosen according to researcher' objectives:

- A questionnaire for Tourism and Hospitality Management students in terms of learners' needs and their learning styles (see Appendix 1).

- An interview for teachers who are teaching English courses in Tourism and Hospitality Management Faculty in terms of learners' needs and learning styles (see Appendix 3).

- Classroom observations for students' learning styles and how ESP books are presented (see Appendix 4).

- Materials analysis by researcher; ENGL 105, ENGL 106, TENG 217, and TENG 218 (see Appendix 5, 6, 7, 8).

The first part of this section describes the questionnaire that used to collect the data from learners regarded their needs of language skills, language content areas, and learning styles.

3.4.1 Questionnaire

This questionnaire investigates the students' needs in ESP courses. It aims to find out what kinds of language skills, language content areas they need, and what learning styles learners have. The researcher prepared her own questionnaire through her reading in different sources such as Al-Tamimi (2007) and Shuib (2005). This questionnaire composes of two parts; the first part collects information about the student's background such as their names, nationalities, gender, ESP courses that they are taking in this semester (Spring 2013) and their learning background of the English language. The second part divides into three parts: (a) language skills (reading, writing, speaking and listening), (b) language content areas (vocabulary, grammar, and phonology) and (c) learning styles (study skills and learning activities). Thus, this part includes 42 items related to language skills and language content areas and 9 items related to learning styles with options (Yes, No, Not Sure). Students should choose one of the options regarded their language skills, language content areas and learning styles.

The language skills part is composed of four sections : writing, reading, listening, and speaking. Writing skill section composes of 10 statements. These statements ask students about their needs in terms of writing skill. Reading skill section composed of 5 statements and followed by speaking skill section which is composed of 8 statements. The speaking skill section aims to find out the students' needs in terms of speaking skill in English language courses. Finally, the last section focuses on listening skills and it composes of four statements which are investigating the learners' needs in terms of listening skill.

Language content areas composes of three sections: (1) vocabulary, (2) grammar, (3) phonology. Vocabulary section composes of eight statements and its aims to find out the learners' needs in terms of vocabulary in English language courses. The second section includes four statements, which investigates the learners' need in terms of grammar in English language courses. The last section focuses on phonology and it composes of three statements.

Learning styles section divides into two sections: study skills and learning activities. Study skills section composes of five statements and investigates the comfortable way students need to study English language courses. The second section focuses on activities that learners need in order to learn English language courses and composes of four statements.

The following part of this section describes the structured an interview with ESP teachers in order to obtain the data regarded the learners' needs of language skills, language content areas, learning styles, and the way that these books are presented.

3. 4.2 Teachers' Interview

This study uses an interview for teachers in order to obtain the data from ESP teachers. It is the best way of collecting data and obtain information from individuals as Kvale (1996) said, " … an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data" (p. 14). An interview In this gives researchers the chance to discuss their topics and collect the data in real situation "… the interview is not simply concerned with collecting data about life: it is part of life itself; its human embeddedness is inescapable." (Cohen, Manion & Morrison, 2000, p. 267). In this study, researcher designed her interview questions in order to compare an interview analysis with students' questionnaire analysis. The researcher uses a structured interview which means the researcher asked the participants same questions (Corbetta, 2003). GAO defined a structured interview as "questions to be asked, their sequence, and the detailed information to be gathered are all predetermined; used where maximum consistency across interviews and interviewees is needed" (p. 104).T he research choices a structured interview because the number of participants 4 teachers, thus it provides more useful data and more easy to use the qualitative data analysis. (Alvarez & Urla, 2002).

This structured interview has been conducted with four teachers in their office hours. The aim of this interview is to find out what the teachers think that their learners need of ESP courses in terms of language skills, language content areas, learning styles and the way these books are presented in the classroom. This interview composes of six parts: the first part asks teachers about their background information such as teaching experience, nationality, gender, and which English course they taught. The second part asks a general information about activities and

the way they are presented ESP courses. The third part asks about language skills (writing, reading, listening and speaking). The fourth part asks about language content areas (vocabulary, grammar and phonology). The fifth part composes questions about learning styles (study skills and activities). Last but not least, the last part asks a general question about the future of these courses. (See appendix 3).

The third part of this section discusses the third instrument: classroom observation. This instrument concentrates on obtaining data of learning styles and the way that these books are presented in the classroom.

3.4.3 Classroom Observations

Class observation is very important because it plays a vital role in solving class issues, "one role of observational research is to describe what is being occurred in classrooms in order to delineate the complex practical issues that confront practitioners" (Good , 1988, p. 337).

The researcher observes four lessons: ENGL 105, ENGL 106, TENG 217, and TENG 218 in the semester spring 2013. The researcher conducts observations for ESP courses. The aim of these observations is to observe the learning styles, the way that the ESP books are presented and activities that the teachers used in their class to teach language skills and language content areas.

The researcher prepares a checklist (Appendix- 4) to take note. The checklist composes of two parts; the first part relates to classroom background which includes: the code of the course, teacher name, and class time. Part two includes three categories; language skills, language content areas, and learning styles. The first category includes the observation of language skills (writing, reading, listening,

and speaking) and the second category includes observation of language content areas (grammar, vocabulary, and phonology). Finally, the third category includes observation about learning styles (study skills and teaching activities).

The following section discusses the ESP books that used in Tourism and Hospitality Management Faculty; ENGL 105, ENGL 106, TENG 217, and TENG 218

3.4.4 ESP Course Books' Analysis

The researcher analyzed the ESP books that are used in Tourism and Hospitality Management faculty. These books are ENGL 105, ENG L106, TENG 217, and TENG 218. These books are taught to freshmen students in their first year and second year. ENGL 105 is for the beginner in the first semester while ENGL 106 for their second semester. In their second year, they must take TENG 217 in their first semester and TENG 218 in their second semester, and these two courses are higher level than the previous one. The aim of the books analysis is to compare the result of this analysis with other data collection methods.

The researcher prepares a checklist of the four courses to take note, ENGL 105 (Appendix- 5), ENGL 106 (Appendix – 6), ENGL 217 (Appendix – 7), ENGL 218 (Appendix – 6). The checklists modified from a questionnaire that used for students. The checklists included the questionnaire items which are related to language skills, language content areas learning styles, and the second column empty for the research to take note of frequency of using the activities.

The next section is procedures of collecting the data from the three instruments: a questionnaire, structured an interview, and class observations and ESP course books analysis.

3.5 Data Collection Procedures

This section shows the procedures that the researcher uses to collect the data from four instruments: students questionnaire, structured interview with teachers, classroom observation , and ESP course books analysis. All these instruments conducted in one semester, spring 2013 and consequently. The collection process starts at the end of the semester in three weeks.

First of all, after obtaining the permission letter from the Foreign Language and English Preparatory School (after midterm), the researcher met with instructors and talked with them about the interview, questionnaire and class observation and took their permission to start collecting the data (Appendix – 9).In the same week, the researcher started to interview teachers in their offices, and at the same week questionnaire with students had been distributed. In the next week, the researcher starts to observe the classes every day for four weeks which is 20 hours for all lessons.

3.5.1 Administration of The Students' Questionnaire

The questionnaire distributed at the same time to 106 students who were enrolled in English language courses; ENGL 105, ENGL 106, TENG 217, and TENG 218 at Tourism and Hospitality Management Faculty. The questionnaire administrated after the midterm exam in the spring semester of academic year 2013.

After obtaining the permission from the teachers, the researcher distributed the questionnaire to students. Teachers allowed to a researcher to take ten minutes from lessons' time to distribute the questionnaire for students. Furthermore, the researcher clarified the aim of the study and showed that it is mentioned at the top of the

questionnaire. Moreover, the researcher gave students' opportunity to ask or discuss any items that they can't understand it.

3.5.2 Conducting Interview Instructions for Teachers

Besides the questionnaire, the researcher conducted structured interviews for teachers who are teaching English Language in Tourism and Hospitality Management Faculty. The structured interviews are held during the teachers' office hours. The researcher recorded the structured interview and took notes during the interview to be able to analyze the data after an interview and compare it with the questionnaire results.

3.5.3 Classroom Observations

In addition to the questionnaire and structured interview, the researcher observed the English language teaching classes in 20 hours. The researcher asked teachers for permission to observe their classes. During the observation, the researcher entered the classroom as a student and sat at the back of the classroom and started to take the note in her checklist in order to not disturb the teachers or students. In some observations, the teachers informed the students about the researcher attendance at the classes to observe how the materials are presented and activities that are conducted during the lessons as a part of her master study.

The present study used triangulation methods: questionnaire, structured interview and class observations in order to collect the data and analyze it. After analyzing the data, the researcher compared the results and answers the research questions regarding whether ESP courses, which are taught in Tourism and Hospitality Management Faculty meet the learners' needs in terms of language skills, language content areas, and learning styles.

3.5.4 ESP books Analysis

The researcher analyzed the four ESP courses that used in Tourism and Hospitaly Management Faculity; ENGL 105, ENGL 106, TENG 217, and TENG 218. The analysis was in terms of language skills (writing, reading, listening, and speaking), language content areas (grammar, vocabulary, and phonology) and activities that used in these books. Also, the researcher analyzes these books in terms of the frequency of the activities.

In the next section, data analysis procedures of the three instruments and materials analysis are discussed.

3.6 Data Analysis

The study focused on a limited number of participants (106 students and 4 teachers), therefore, the researcher choice a qualitative method of analysis (questionnaire, structured an interview, classroom observations and materials' analysis). Qualitative research methods are the best method in describing the result from the large perception as Tewksbury (2009) proposed " provide more emphasis on interpretation and providing consumers with complete views, looking at contexts environmental immersions and a depth of understanding of concepts" (p. 39).

Before describing the results, the researcher entered questionnaire figures in SPSS program and list the results in a table. In order to measure the level of agreement and disagreement, the researcher used Likert [Yes=3, Not Sure= 2, and No= 1] and then analysis the findings of this program.

After analyzing the data, the researcher described and discussed the findings in order

to compare subjective with objective and see whether they match each other or not

Chapter 4

RESULTS

4.1 Presentation

The present chapter gives the results of the data collected by various methodologies; student' questionnaire, structured interviews, classroom observations and ESP books' analysis.

4.2 Results

This part presents the results that obtained from four sources (questionnaire, structured interview, classroom observations and ESP books' analysis) in terms of: (a) Language skills (reading, writing, listening, and speaking), (b) Language content areas (phonology, grammar, and vocabulary), (c) Learning styles (study skills and activities)

4.2.1 Learners' Perceptions of Their Needs

The following figures show the frequencies and percentages of learner' needs in terms of language skills, language content areas and learning styles from the learners' perceptions.

Table 4.1 Descriptive Statistics of Learners' perceptions

NO.	Item	YES	Not Sure	NO
A. Language Skills				
1. Writing				
1.1	Writing formal emails	F=81/76.4%	F=19/17.9%	F= 6/ 5.7%
1.2	Writing formal letters	F=83/78.3%	F=17/16%	F= 6/ 5.7%
1.3	Taking lecture notes	F=72/67.9%	F=24/22.6%	F=10/ 9.4%
1.4	Taking notes from textbooks	F=71/67%	F=21/19.8%	F= 14/ 13.2%
1.5	Writing essays	F=84/79.2%	F=15/14.2%	F= 7/ 6.6%
1.6	Writing references	F=63/59.4%	F=29/27.4%	F=14/13.2%
1.7	Paraphrasing	F=62/58.5%	F=32/30.2%	F=12/11.3%
1.8	Summarizing books/ articles	F=66/62.3%	F=25/23.6%	F=15/14.2%
1.9	Writing short or long answers in exams	F=80/75.5%	F=13/12.3%	F=13/12.3%
1.10	Doing homework	F=89/84%	F=8/7.5%	F= 9/ 8.5%
2. Reading				
2.1	Reading books/articles	F=84/79.2%	F=13/12.3%	F=9/8.5%
2.2	Reading historical news	F=62/58.5%	F=33/31.1	F=11/10.4%
2.3	Reading daily newspaper	F=55/51.9%	F=32/30.2%	F=19/17.9%
2.4	Searching about places around the world	F=79/74.5%	F=19/17.9%	F=8/7.5%
2.5	Reading course books	F=71/67%	F=22/20.8%	F=13/12.3%
3. Speaking				
3.1	Communicating with classmates	F=95/89.6%	F=6/5.7%	F=5/4.7%
3.2	Communicating with teachers	F=92/86.8%	F=8/7.5%	F=6/5.7%
3.3	Participating in the class	F=85/80.2%	F=15/14.2%	F=6/5.7%
3.4	Making the presentation	F=87/82.1%	F=10/9.4%	F=9/8.5%
3.5	Making interview with classmates as exercise	F=69/65.1%	F=29/27.4%	F=8/7.5%
3.6	Asking questions and answering in the class.	F=81/76.4%	F=21/19.8%	F=4/3.8%
3.7	Taking part in discussions	F=72/67.9%	F=27/25.5%	F=7/6.6%
3.8	Talking with students in real situations outside the class.	F=54/50.9%	F=39/36.8%	F=13/12.3%
4. Listening				
4.1	Listing to teachers	F=94/88.7%	F=9/8.5%	F=3/2.8%
4.2	Listing to classmates	F=87/82.1%	F=11/10.4%	F=8/7.5%
4.3	Listening to the conversation from the recorders	F=82/77.4%	F=15/14.2%	F=9/8.5%
4.4	Listening to the conversation from the CD player	F=74/69.8%	F=24/22.6%	F=8/7.5%
B. Language Content Areas				
1. Vocabulary Learning				

1.1	Using new words in sentences	F=95/89.6%	F=5/4.7%	F=6/5.7%
1.2	Thinking of relationship between known and new words	F=82/77.4%	F=18/17%	F=6/5.7%
1.3	Saying or writing words frequently	F=74/69.8%	F=25/23.6%	F=7/6.6%
1.4	Translating the words to the mother tongue	F=62/58.5%	F=28/26.4%	F=16/15.1%
1.5	Guessing the unknown words	F=69/65.1%	F=23/21.7%	F=14/13.2%
1.6	Taking test for new vocabulary	F=81/76.4%	F=16/15.1%	F=9/8.5%
1.7	Using the vocabulary in essays	F=80/75.5%	F=18/17%	F=8/7.5%
1.8	Using the new vocabulary to fill in the blanks in a paragraph.	F=73/68.9%	F=30/28.3%	F=3/2.8%
2. Grammar				
2.1	Reading grammar instructions	F=85/80.2%	F=12/11.3%	F=9/8.5%
2.2	Practicing grammar at sentence level	F=74/69.8%	F=22/20.8%	F=10/9.4%
2.3	Practicing grammar at paragraph/essay level	F=79/74.5%	F=18/17%	F=9/8.5%
2.4	Giving sentences from the real situations	F=79/73.6%	F=20/18.9%	F=8/7.5%
3. Phonology				
3.1	Practicing pronunciation of words	F=84/79.2%	F=16/15.1%	F=6/5.7%
3.2	Giving easy texts to read aloud	F=65/61.3%	F=30/28.3%	F=11/10.4%
3.3	Understating pronunciation symbols	F=72/67.9%	F=25/23.6%	F=9/8.5%
C. Learning Style				
1. Study Skills				
1.1	Studying rules and practicing them practice	F=77/72.6%	F=24/22.6%	F=5/4.7%
1.2	Doing a group work	F=81/76.4%	F=21/19.8%	F=4/3.8%
1.3	Studying individually	F=80/75.5%	F=19/17.9%	F=7/6.6%
1.4	Doing study in pair work	F=81/76.4%	F=18/17%	F=7/6.6%
1.5	Showing many pictures and diagrams	F=66/62.3%	F=33/31.1%	F=7/6.6%
2. Learning Activities				
2.1	Role plays	F=74/69.8%	F=28/26.4%	F=4/3.8%
2.2	Rehearsing memorized dialogues	F=57/53.8%	F=39/36.8%	F=10/9.4%
2.3	Problem-solving exercises	F=70/66%	F=27/25.5%	F=9/8.5%
2.4	Learning about cultures	F=84/79.2%	F=19/17.9%	F=3/2.8%

4.2.1.1 Learners' Needs of Language Skills and Language Content Areas

The following figures show the percentages of learners' needs in term of language skills and language content areas.The figures organize gradually from the highest skill that the learners need to the lowest skills.

4.2.2.1 Writing Skills

First of all, in terms of writing skills, doing homework gets the highest percentage (84 %) of learners' needs (N= 91) and 7.5 % of learners indicates not sure (N=8), while 8.5 % of learners do not need to do written homework (N= 9).

In terms of writing essays, 79.2% of learners need to write essays (N- 93) and 27.4% of learners say that they are not sure whether they need to write essays or not (N= 15). 6.6% is the smallest frequency of learners who say that they do no need to write essays (N= 7).

Furthermore, 78.3% of learners prefer to write formal letters (N= 93) and 5.7% of learners indicate that they do not want to write formal letters (N= 6) but around 16% of leaners say that they are not sure (N= 17).

Also, the statistics above show the learners' need to write formal emails. 76.4% of learners need to write formal emails (N= 81) and 17.9 % of learners are not sure whether they need to write emails and only 5.7% do not need to write formal emails (N= 6).

In terms of writing short or long answers in exams, 75.5% of learners need to write short or long answers in exams (N= 80) while 12.3% of learners are not sure and the same percentages of learners do not need to write short and long answers in the exams.

The item related to taking lecture notes in English preferred by 67.9% of learners (N= 72) and 22.6% say that they are not sure (N= 24). In contrast, 9.4% of learners say that they do not need this skill.

In addition, the results show that 67% of learners interest in taking notes from textbooks in English (N= 71), while 19.8% of learners indicate that they are not sure (N= 21). Nevertheless, the figures indicate that 13.2% of learners say that they are not interested in this skill (N= 14).

In terms of summarizing books and articles, the results show that 62.3% of learners need this skill (N=66), while 23. 6% of learners indicate not sure (N= 25), and 14.2% of learners indicate that they do not need this skill (N= 15).

In the item related to paraphrase, the figure shows that 58.5% of learners interested in this skill (N= 62) and 30.2% of learners are not sure (N= 32). On the contrary, 11.3% of learners not interested in paraphrasing (N= 12).

The skill that gets the lowest percentage is writing references, only 59.4% of learners' needed this skill (N= 63), (27.4% of learners say not sure (N= 29) and a few students (13.2%) say (N= 14) that they do not need this skill.

4.2.1.2 Reading Skills

In terms of reading skills, 79.2% of learners indicate that they need to read books and articles (N= 84) while 12.3% of them are not sure. Also, just 5.5% of learners say that they do not need to read books and articles (N= 9).

Also, the results show that for the item relates to searching about places around the world 74.5% of learners prefer this skill (N= 79) and 17.9% of them are not sure (N= 19), while a few of them (7.5%, N=8) do not need to search about places around the world.

The results relate to reading course handouts show 67% of learners prefer this skill (N= 71) and 20.8% of learners are not sure whether they need this skill or not (N= 22). In addition, the result shows that 12.3% of learners do not prefer this skill (N= 13).

Furthermore, 58.5% of learners indicate that their interest in reading historical news in order to improve their reading skills (N= 62), 10.4% of learners do not need to read historical news (N= 11) and 31.1% of them are not sure whether they need this skill (N= 33).

The least necessary skill that learners need in order to improve their reading skills is reading newspapers, 51.9% of learners need this skill (N= 55), 17.9% of learners do

no need this skill (N= 19) and 30.2% of learners are not sure whether they need it or not.

4.2.1.3 Speaking Skills

In order to improve speaking skills, 89.6% of learners need to communicate with classmates (N= 95) while 4.7% of learners do not need to communicate with classmates (N= 5) and 5.7% of learners are not sure if they need to communicate (N= 6).

The results relate to the item of communicating with teachers, 86.8% of learners need this skill (N= 92). While 7.5% of learners indicate not sure and the same percentage of students indicate that they do not need this skill (N= 6).

The results relate to making a presentation in show that 82.1% of learners need this skill (N= 87) and (9.4%) of them are not sure whether they need this skill (N= 10), but (8.5%) of them do not need this skill (N= 9).

The results from participating in the class show 80.2 % of learners indicate yes (N= 85), 14.2 % of learners indicate not sure (N= 15) and 5.7% of learners say that they do not need this skill (N= 6).

The results of the item relate to asking and answering questions in the class, show that 76.4% of learners need it (N=81) and 19.8% of learners say that they are not sure (N= 21) while 3.8% of them do not need this skill (N=4).

Furthermore, the results show that 67.9% of students need to take part in discussions (N= 72) while 25.5% of them are not sure (N= 27)and 6.6% of learners do no need to take part in discussions.

The result relates to practicing interviews with classmates show 65.1% of learners indicate yes they need this skill (N= 69), 27.4% of them indicate they are not sure whether they need this skill (N=29) and 7.5% of learners indicate that they do not need to practice an interview with classmates (N= 8). .

In addition, the result of the item relates to talk with students in real situations outside the class shows 50.9% of learners need this skill (N=54), 36.8% are not sure whether they need this skill (N= 39)and 12.3% of learners indicate that they do not need this skill (N= 13).

4.2.1.4 Listening Skills

The results of the item relate to listening to teachers show 88.7% of learners need to listen to their teachers (N= 94), (8.5%) of them indicate that they are not sure (N= 9) and 2.8% of learners do not need to listen to teachers (N= 3).

In terms of listening to classmates, the result shows that 82.1% of learners indicate yes they need to (N=87), 10.4% indicate not sure (N=11) and 7.5% indicated they do not need to listen to other students (N=8).

Moreover, the results indicate that 77.4% of learners need to listen to recorded conversations on tape (N= 82), 14.2% of them are not sure (N= 15) and 8.5% of learners do not need to listen to recorded conversations (N= 9).

Furthermore, the result relates to listening to conversations on CDs shows 69.8% of learners indicate yes (N=74) 22.6% of them indicate not sure (N=24) and 7.5% state no (N= 8).

4.2.1.5 Vocabulary

In terms of vocabulary, the results for item 1.1, the use of new words in sentences shows 89.6% of learners indicate that they need to use new words in sentences (N= 95), 4.7% of them indicate they are not sure whether they need it (N=5) and 5.7% of learners indicate no (N= 6).

Furthermore, the result shows that 77.4% of learners need to think about the relationship between known and new words (N= 82), 17% of them are not sure whether they need to do this (N=18) and 5.7% of learners do no need to think about the relationship between known and new words.

The percentage of learners who need to take tests for new vocabulary show 76.4% of learners say yes (N= 81), 15.1% of them say not sure (N=16) and 8.5% of them say they do not need to take tests for new vocabulary (N= 9).

The result of item (1.7) which relates to the use of new vocabulary in essays shows that 75.5% of learners need to use the new vocabulary in essays (N= 80), 17% are not sure (N= 18) and 7.5% of learners do not need to use the new vocabulary in essays (N= 8).

The results of learners' perceptions show that 69.8% of learners need to say or write words frequently (N= 74), 23.6% of them are not sure (N= 25) and 6.6% say no to needing to say or write words frequently (N= 7).

The result relates to the item of using the new vocabulary to fill in the blanks in a paragraph shows that 68.9% of learners need this skill (N= 73), 28.3% of them are not sure (N=30) and the lowest percentage of students (2.8%) say that they do not need to use the new vocabulary to fill in the blanks in a paragraph (N= 3).

Also, 65.1% of learners need to guess the unknown words (N=69), 21.7% of them are not sure whether they need it (N=23) and13.2% of learners do not need to guess the unknown words (N= 14).

Comparatively the lowest percentage of learners (58.5%, N= 62) indicated that they need to translate the words into their mother tongue, 26.4% of them said not sure (N=28) and 15.1% of learners do not need to translate the words into their mother tongue (N= 16).

4.2.1.6 Grammar

In terms of grammar, the result related reading grammar instructions shows 80.2% of learners indicate that they need to do this (N=85), 11.3% of them indicate not sure (N=12) and 8.5% of learners indicate they do not need to do it (N= 9).

Also, the result shows that 74.5% of learners prefer to practice grammar at the paragraph level (N= 73) 17% of them are not sure (N= 18)and 8.5% of learners indicate that they do not like to practice grammar at the paragraph level (N= 9).

As well as, the result shows for item (2.5) which is giving sentence from the real situations regarded grammar rules 73.6% of learners are in need of this skill (N= 78) 18.9% of them are not sure and 7.5% of learners indicate no (N= 8).

Finally, the lowest percentage shows the learners' needs in practicing grammar at sentence level 69.8% of learners indicate yes (N=74), 20.8% of them indicate not sure (N= 22) and 9.4% of learners indicate no (N= 10).

4.2.1.7 Phonology

In item (3.1), which is related to practicing the pronunciation of words, the result shows that 79.2% of learners need this skill (N=84), 15.1% of them are not sure (N= 16) and only a few of them (N=6) do not need to practice the pronunciation of words(5.7%).

The results in Table 41 indicate that 67.9% of learners need to understand pronunciation symbols (N= 72),23.6% of them are not sure if they need it or not (N= 25)and only 9 need to understand the pronunciation symbols. The mean is2.5943 and the standard deviation is 0.64407.

The results regarded to the leaners' perceptions of their needs in being given easy texts to read show 61.3% of learners indicate yes (N= 65),28.3% of them indicate not sure (N= 30) and10.4% of learners do not need to be given easy texts to read (N= 11).

4.2.1.8 Learners' Needs of Learning Styles

This section analyses the learners' needs in terms of learning styles and activities that they need.

4.2.1.8.1 Study Skills

The result shows the responses to questions on the need to do group work 76.4% of learners need to do group work (N= 81) and 19.8% of them are not sure if they need it or not (N= 21)and a few of them (N= 4) do not need this item.

In terms of studying in pairs, the results show 76.4% of learners say yes they need it (N= 81), 17% are not sure if they need it or not (N=18) and 6.6% of learners indicate that they do not need this skill (N=7).

The results for the question regarding whether they need to do individual study show 75.5% of learners need to study individually (N= 80), 17.9% of them are not sure (N=19) and 6.6% of learners do not need to study individually (N= 7).

Also, the result for the question on study rules and whether they need to practice shows 72.6% of learners say yes (N= 77), 22.6% of them indicate that they are not sure (N= 24) and 4.7% of learners do not need to study the rules and practice them (N= 5).

The results of the item related to being shown many pictures and diagrams in show that 62.3% say yes (N= 66), 31.1% say not sure (N= 33) and 6.6% say no (N= 7).

4.2.1.8.2 Learning Activities

In terms of learning activities, the results show that 79.2% of learners need to learn about cultures, 17.9% of learners were not sure (N= 19) and 2.8% of learners indicated no (N= 3).

Also, the results about the need for role plays 66% of learners need this (N= 27), 25.5% of them are not sure (N= 27) and 8.5% of learners do not feel they need it (N= 9).

 Furthermore, the results related to the question on problem solving exercises show 66% of learners need this kind of exercise (N= 70), 27 learners are not sure about their needs of solving problem exercises and 8.5% of learners do not need to do problem solving exercises (N= 9).

Finally, the frequency of learners' perceptions of their needs in terms of rehearsing to memorize dialogues shows 53.8% of learners need this skill (N= 75), 36.8% of learners are not sure (N= 39) and 9.4% of learners do not need this skill (N= 10).

4.2.1.2.9 Summary

The results above show what the learners' needs are in terms of language skills, language contents areas ,and learning styles.

In terms of writing skills the results indicate that the highest degree of skill that the learners' need is writing homework 84% and the second need is writing essays in percentage 79%, the third is writing formal letters 78% and writing formal emails are 76%. Writing short or long answers in exams is needed by 75% of learners and taking lecture notes and making notes from text books is 67%, while summarizing books/ articles is 62%. Moreover, the lowest perceived need in writing skills is writing references 59%.

In terms reading skills, the highest skill that learners need in order to improve their reading skills is reading books/ articles 79%,searching about places around the world is 74% and reading course handouts 67% . However, there is less need to read historical news 58% and reading the daily newspaper 51%.

Furthermore, the results indicate that the learners' needs in terms of speaking skills are ranked as follows; communicating with teachers 89% and their classmates 86%, making presentations 82% and participation in the class 80%. In addition, asking and answering questions in the class got 76% , taking part in discussions 67%, and practicing interviews with classmates 65%. Finally, the lowest perceived need in speaking skills is talking with students in real situations outside the class, 50%.

The results also indicated that in terms of listening skills the majority of learners believes they need to listen to teachers, 88%, and their classmates, 82%. Furthermore, learners' needs to listen to conversations from the tape recorders 72% and 69% of them need to listen to conversations on CDs.

In terms of vocabulary, most learners (89%) need to use new words in sentences and their second need is thinking of the relationship between known and new words 77%. 76% of learners feel they need to take tests for new vocabulary (76%) and (75%) of them need to use vocabulary in essays. Furthermore, saying and writing words frequently is 69% and using the new vocabulary to fill in the blanks in a paragraph 68%. The lowest needs are translating words into their mother tongue 58% and guessing the unknown words 65%.

In terms of grammar, the results indicate that the learners mostly need to read grammar instructions 80% and practice grammar at paragraph/essay level 74% as well as using sentences from real situations 73% and practicing grammar at sentence level72%.

In terms of phonology, most learners need to practice the pronunciation of words (79%) and 67% of them need to understand pronunciation symbols, as well as receiving easy texts to read (61%).

The questionnaire results indicate that in terms of the study skills the majority of learners (76%) need to study in pairs and 75% of them need to study individually, while 72% of them need to study and practice at the same time. Moreover, 70% of learners need to work in groups. Finally, 69% learn by being shown many pictures and diagrams.

In terms of learning activities, learners mostly need some activities like learning about cultures 79% and role play 69%, as well as problem solving exercises 66%. But rehearsing memorized dialogues was not that much popular, 53% .

The following section, presents the results as regards the learners' needs and learning styles from the teachers' perceptions.

4.2.2 Teachers' perceptions of Learners' needs

This section presents the result of learners' needs from the teachers' perceptions in terms of language skills (writing, reading, listening, and speaking), language content areas (grammar, phonology, and vocabulary), learning styles (study skills and activities).

4.2.2.1 Learners' Needs of Language Skills and Language Contect Areas

The following section shows the results of teachers' perceptions in term of learners' needs for language skills and language content areas.

4.2.2.1.1 Writing Skills

The results show that all the teachers believe that learners need to write anything in English to improve their writing skills such as writing letters (complaint and apology), emails, fax, menus, essays, CVs, doing homework, lecture notes and writing references. Moreover, learners need to write short and long answers in exams. While none of teachers think that their learners need to summarizing books/ articles and paraphrase.

4.2.2.1.2 Reading Skills

In terms of reading skill, all teachers think that learners need to read articles and read course books, read historical news and search about places around the world that are related to the tourism industry, reading daily newspapers and reading historical news, while only two of teachers think that learners need some skills in order to improve their reading skills such as scanning, skimming, and guessing the meaning of new words.

4.2.2.1.3 Speaking Skills

There are some skills that learners need to practice to improve their speaking skills such as communicating with teachers, communicating with classmates, participating in the class, making presentations, talking with students in real situations outside the class, interviewing classmates, asking and answering questions in the class, and taking part in discussions these have been selected by all the teachers as a need.

4.2.2.1.4 Listening Skills

All the teachers think that learners need the following activities and skills; taking notes, listening to teachers and classmates, being exposed to real situations within the tourism industry, listening to tapes and CDs to answer gap fill, paragraph completion tasks, connection, and multiple choice tasks. However, only one teacher thinks that learners need to listen to accents from different countries to be able to understand them and deal with them.

4.2.2.1.5 Vocabulary

All the teachers indicate that learners need vocabulary related to the tourism industry such as hotel, restaurant, and airport situations and it should be taught in different ways such as using new words in sentences and in essays, taking tests for new vocabulary, using the new vocabulary to fill in the blanks in a paragraph, and guess the meaning of unknown words while two of them indicate that learners need to think about the relationship between known and new words and saying or writing words frequently. In contrast, none of teachers think that their learners need to translate the words to the mother tongue.

4.2.2.1.6 Grammar

All the teachers practice grammar rules deductive and inductive. Furthermore, all the teachers state that learners need to deal with tenses through reading grammar rules, learners need to practice grammar at sentence level and paragraph level, while three teachers think that their learners need to practice the grammar rules by giving sentences from real life situations.

4.2.2.1.7 Phonology

All teachers believe that learners need practice pronunciation by giving some words for pronunciation, while two of them think that the learners need to give easy texts to read aloud and understand pronunciation symbols.

4.2.2.1.8 Learning Styles that Teachers Think that Learners' Need

In terms of learning styles and activities, all teachers think that learners need to scan while reading, participate in role plays, do problem solving exercises, practice note taking, practice the theoretical things that they learned, , individually, get information from presentations, learn about the culture, U shape and half circles, and use pictures and diagrams for conversations or tasks. Three teachers think that their learners need to study in small groups. None of the teachers believe that learners need to rehearse memorized dialogues.

4.2.2.1.9 Summary

The section above presented the result of the teachers' perceptions of learners' needs in terms of language skills, language content areas and learning styles. The teachers stated that the learners need to improve the four language skills and other language areas such as grammar, phonology and vocabulary, and they need to do a variety of activities and use learning styles.

First of all, in order to improve writing skills, all the teachers stated that learners need to write letters, emails, essays, take lecture notes in English, do homework write references and write short and comprehensive answers. None of the teachers think that learners do not need to summarize books/ articles and paraphrase.

In terms of reading skills, all teachers think that learners need to read articles and read course books, search about places around the world that are related to the tourism industry, read daily newspapers ,and read historical news.

As to speaking skills, all the teachers think that learners need to communicate with teachers, communicate with classmates, make presentations, participate in the class, talk with students in real situations outside the class, take part in discussions, ask and answer questions in the class, and think that learners need to practice interviews with classmates.

Finally, in terms of listening skill, all the teachers think that learners need to take notes, listen to teachers and classmates, listen and answer questions in class, be exposed to real situations in the tourism industry, listen to tape recordings and CDs to answer fill-in the blanks, paragraph completion, connection, and multiple choice tasks.

In terms of vocabulary, all teachers indicate that learners need to use new words in sentences, take test for new vocabulary, use the vocabulary in the essay, guess the meaning of unknown words and use the new vocabulary to fill in the blanks in a paragraph. Moreover, two teachers indicate that learners need to, while two of them indicate that learners need to think about the relationship between known and new words and say or write words frequently. Furthermore, only one teacher thinks that learners need to. In addition, none of the teachers think that learners need to translate the words into their mother tongue.

Furthermore, all teachers think that learners need to read grammar rules and practice them, and that learners need to practice grammar at sentence level, and at the paragraph level, while three teachers think they need to give sentences from real life situations.

The last part of the content language area is phonology and the results show that all teachers think that learners need to practice pronunciation by giving some words for pronunciation, and two teachers think they need to give easy texts to read aloud and understand pronunciation symbols.

In terms of learning style and activities, the majority of the teachers thinks that learners need to practice role plays, problem solving exercises,as well as stud individually, U shape and half circles, learn about the culture and show pictures and diagrams for conversations or tasks, while three teachers think they need to study in small groups. On the other hand, none of the teachers think that the learners need to rehearse memorized dialogues.

The following section explains the result of the classroom observations, with regards to the materials are presented in terms of language skills, language content areas, and learning styles.

4.2.3 Classroom Observations

In this section, the researcher presents the result of language skills, language content areas and learning styles that she collected them through her 20 hours observations for ESP classes; ENGL 105, ENGL 106, TENG 217, TENG 218

4.2.3.1 Language Skills and Language content Areas

In terms of writing skills, the lessons involved some exercises to help to improve writing skills. The most frequent skills used were writing letters (letters of apology, application letters, problem solving letters and complaint letters), writing essays, writing short or long answers in exams and doing homework, taking lecture notes by copying grammar rules or vocabulary from the blackboard and taking notes from textbooks 100%. However, the lessons ignored some exercises such as writing references, paraphrasing, and summarizing books/ articles.

In terms of reading skills, the majority of the teachers asked learners to read course handouts and search about different places around the world, read books/articles, and historical news 100%. However, reading daily newspapers was 50% used in the classes.

In terms of speaking, the most frequently 100% exercises used in the classroom were discussions with teachers about different topics and a variety of cultures. Moreover, the students were interacting with their teachers and their classmates in the English language in the classroom, at break times and while doing presentations, participating in the classroom and asking and answering questions in the class 100%. In contrast, the least frequent 50% exercise conducted in the lecture was interviewing other students as an exercise.

In terms of listening skills, 100% of learners were listening to their teachers and classmates during the lecture, listening to questions and answers in the class, listening to instructors for assignments, listening to a recorded conversation and doing some exercises and tasks such as filling blanks, connections, completion tasks.

In terms of vocabulary, the main skills used were asking learners to guess the meaning of new vocabulary and then to use them in their essays and sometimes at sentence level, filling the blanks or completing the sentence or the paragraph, as well as taking tests related to the vocabulary 100%. In order to learn new vocabulary, 50% of teachers ask to guess the meaning of the new vocabulary. 25% of teachers ask learners to think of the relationship between known and unknown words, repeat them frequently and use them in their communication. On the other hand, the teachers did not ask students to translate the new vocabulary into their mother tongue.

In terms of grammar, 100% of teachers practice the grammar rules in different types of exercises and sometimes ask learners to practice them when writing their essays. And 50% they are practicing these rules in sentences from real life situations.

Finally, the majority of the teachers 100% asks learners to read more in order to improve their pronunciation and correct their pronunciation' mistakes in reading or answering the questions in the classroom, as well as practicing pronunciations of words. 50% they are practicing pronunciation by giving learners an essay text to read aloud, while none of them explain the symbols of sounds in the classrooms.

4.2.3.2. Learning Styles

In terms of learning styles, 100% of activities and study skills that were practiced in the classroom were using diagrams and pictures, asking learners to express their ideas in order to improve their speaking skills , problem solving exercises, learning about cultures and doing role play using learning styles: individual and pairs. 75% of teachers used small group to teach learners and the lectures ignored some activities such as rehearsing memorized dialogues.three .

4.2.3.3 Summary

From the above result regarded the class observations, the language lessons focussed on language skills; writing, reading, listening, and speaking through many activities for example, the writing lessons concentrated on writing formal letters and paragraphs/ essays, taking notes from textbooks, taking lecture notes, doing homework and writing short or long answers in exams 100%. Besides writing skill, in the class learners were required to read their books and the supplementary materials, reading historical news, read daily newspaper, and search about the places around the world. To improve speaking skills, teachers had discussions with learners about different topics. Learners interacted with each other in the class and in real situations in English. Moreover, all the exercises in the classroom required learners to participate and interact with teachers, and presentations were required at the end of the semester. In terms of listening skills, learners listened to their teachers and classmates during the lessons. They also listened to the teachers' instructions for homework and assignments, and listened to recordings to do some exercises and tasks such as filling blanks, connections, completion tasks and paragraphs.

Furthermore, the class observations show the percentage of some language content areas such as vocabulary, grammar, and phonology. In the vocabulary classes, 100% learners were required to guess the meaning of new words and repeat them frequently. Also, they practiced the new vocabulary at sentence level and used them to write their paragraphs/ essays. Furthermore, they practiced the exercises in the book which are related to new vocabulary such as filling the blank, completing paragraphs or connecting similar words. In terms of grammar, 100% of activities in the classroom were practicing the grammar rules with students using different types of exercises and sometimes asked learners to practice them when writing their essays

and giving example sentences from real life situations. Finally, the teachers improve learners pronunciation by asking learners to read aloud and correct their pronunciation' mistakes by reading or answering the questions in the classroom.

In terms of learning styles, 100% of teachers used diagrams and pictures in the classroom , using the three types of learning styles; individual, pairs and group work, as well as, teaching about culture, and presentations. Furthermore, problems solving activities were part of the classroom discussions as well as role plays and sometimes interviews.

The following section presents results of analyzing ESP books that used in the Tourism and Hospitality Management Faculty.

4.2.4 Analyzed of the ESP Course Books

The researcher analyzed the ESP course books (ENG 105, ENG 106, TENG 217, and TENG 218) to support the results obtained from the questionnaire, structured interview and classroom observations of material content, and she presents the following results.

4.2.4.1 ENG 105

ENG 105 is the primary level of ESP courses. It is used for the first semester freshmen academic English course. The title of this course book is English for International Tourism which is written by Peter Strutt (2003) for Intermediate students. The material includes 6 chapters; Careers in tourism, Destinations, Hotel facilities, Dealing with guests, and Travel agencies. The researcher analyzed course book in terms of language skills, language content areas and teaching style by using her checklist (Appendix – E).

4.2.4.1.1 Language Skills and Language Content Areas

4.2.4.1.1.1 Writing Skills

In terms of writing skills, this book includes some activities related to writing skills such as writing a CV/ Resume (p.11) and cover letter as in (p. 12). Moreover, the material includes activities such as writing formal emails and formal letters as can be seen on (p. 34-35). Furthermore, chapter five (p. 45) asks the learners to write memo of complaint. Finally, the last chapter asks the learners to write a replying letter to request as it is clear in p. 55. Besides, there are many exercises through the chapters in which the learners are required to write answers (short or long) and fill in the blanks (p. 29, 25,23, 44, 46, 8, 9, 10, 15, 36, 53, 52, and 51). .

4.2.4.1.1.2 Reading Skills

This book includes many texts and exercises which require learners to read them and write the answers in short or long sentences as can be seen on pages 15, 17, 23, 28, 31, 33, 41, 44, 51. On page 15, learners are required to read daily newspapers and articles in order to find out information about places around the world. Furthermore, exercise 13 on page 19 asks learners to read about historical news. Moreover, page 22 asks learners to read articles related to facilities available in the Lanesborough Hotel.

4.1.4.1.1.3 Speaking Skills

The book includes some communication exercises, such as making interview with classmates to find a personal information as on page 9. The exercise on page 21, asks learners to prepare a presentation about a famous tourist destination. Moreover, the learners can take part in discussions related to the places around the world as on page p. 25. There are many exercises that require learners to ask and answer questions in the classroom as on page 27. On the pages 30-31 include exercises

which are required learners to interact and communicate their classmates and teachers in order to exchange the information about the tourism industry. Exercise 13 on page 44 requires learners to make a role play of guest and manager in order to solve the problem. Likewise, page 47 asks learners to discuss the problem between guest and receptionist. Finally, there are many exercises that ask learners to interact with teachers and with their classmates, for example on pages 27, 19, 31, 34, 40, 43, and 51.

4.2.4.1.1.4 Listening Skills

 In each chapter in this book, there are exercises related to listening skills. These exercises require learners to listen to conversations from the recorder or CD players and complete the tasks such as multi-choice, blank-filling or connecting synonym words (e.g. p. 8, 20, 24, 29, 36, 45, and 46).

4.2.4.1.1.5 Vocabulary

The book introduces words that are related to tourism industry and to how to deal with costumers. For example, on page 20, there is an exercise requiring learners to classify the vocabulary into groups, and in another exercise on page 22, learners are required to match the vocabulary in the box with the photos. Furthermore, on pages 23, 25, and 30, learners are required to connect the words with their meanings. In addition, the learners are required to use a dictionary to find the meanings of the words in order to complete the vocabulary in the diagram as can be seen on page 34. Through the chapters in this book are many exercises that require learners to use vocabulary in sentence level, complete paragraphs, and fill the blanks (e.g. 45 and 38).

4.2.4.1.1.6 Grammar

In terms of grammar, this course presents grammar rules in both styles: inductively and deductively such as chapter one that concentrates on question forms and constructing yes/ no and WH questions (p. 9) and page 7 gives an exercise of multiple choice on how to use verbs after specific nouns. Moreover, page 10 lists "action" verbs in a box and asks learners to describe their experience through these verbs in writing their CVs. Also, chapter one lays out the form of questions that are supposed to be asked in interviews. Moreover, chapter two illustrates about present simple and present continuous and practice them at sentence level and at paragraph/ essay level as can be seen on page 18 and 19. Moreover, chapter three focuses on using the rule of have and get and practices them at sentence from the real life situations. Furthermore, page 26 concentrates on "making comparisons" which includes some examples of creating comparatives and superlatives and focuses on creating adjectives that have irregular comparative and superlative forms and practices them in the exercise (12 on the same page). Chapter four talks about present perfect and past simple and practices them in exercise 5 page 32. Also, this material focuses on articles (a and the) and practices them at the sentence level (p. 42). The last chapter focuses on future tense (will and verb + going).

4.2.4.1.1.7 Phonology

Chapter three focuses on the rule of stressing sounds where it requires learners to listen to stress in the words and classify them in groups as can be seen on page 25. On page 33, learners are required to listen to some vocabulary and differentiate the symbols of sounds /ɪ, i: and aɪ/ of the words. The last chapter asks learners to listen

to the pronunciation of alphabet sounds (A, B, F, I, O, Q, R) and classify them according to the symbols /eɪ, iː, e, aɪ, aʊ, uː, and *a*ː/.

4.2.4.1.2. Learning Styles

The book shows many photos and diagrams with conversations and exercises and asks learners to practice them (eg. Pages 7,12, 13,24, 29, 34, 49, and 53). The material also includes many exercises that ask learners to work individually, in groups and in pairs. For example, on page 6 learners are required to work in pairs to match the pictures with the sectors of the travel industry. And on page 9, learners are required to work in pairs and make interviews as well as other exercises that require learners to work in pairs (eg. Pages 27, 39, 40, 47, and 49). In terms of group work, learners are required to work in groups to discuss and give their opinions on exercise 19 on page 29. Furthermore, page 34 requires learners to work in groups of three to complete exercise 8. The rest of exercises through the chapters require learners to work individually. In terms of activities, learners are required to make role play on page 37. In terms of language simulations, learners are required to prepare an interview on page 13. There are some exercises requiring learners to learn about the cultures of "Los Angeles" on page 15, "Hollywood Boilevard" on page 16, and other different cultures on pages 10 and 17. On page 21, learners are required to give presentations about famous tourist destinations. In terms of dealing with problems, pages 34 and 35 include an exercise on how to deal with complaints. Last but not least, page 40 includes an exercise of oral discourse with partners about a good hotel manager.

4.2.4.2 ENG 106

ENG 106 is one of the ESP course which is taught to the learners in their second semester of their first academic year. The title of this material is English for

International Tourism which is written by Peter Strutt (2003) for Intermediate students. It includes six chapters; Hotel Reservations, Seeing the Sights, Getting Around, Eating Out, Traditions, and Special Interest Tours. The researcher analyzed this material in terms of language skills, language content areas and learning styles by using checklist (Appendex-F).

4.2.4.2.1 Language Skills and Language Content Areas

4.2.4.2.1.1 Writing Skills.

Chapter one requires learners to write a business mobile message on page 61. Moreover, on page 73 and 97, learners are required to write formal emails and on page 60 learners are required to write a formal letter. On page 77, learners are required to write argument papers to give advice to visitors regarding driving in the country that they visit. Learners are required to write a menu of a restaurant in English on page 89. Last but not least, there are many exercises in this book which require learners to write short and long answers (e.g. Pages 48, 49, 51,57, 58,72, 78,87, 89, 90,93, and102).

4.2.4.2.1.2 Reading Skills

In terms of reading, there are many texts and essays in this course book which require learners to read them. These paragraphs are related to traditional knowledge which require learners to read a lot about historical news and search about places around the world (e.g. 63, 83, 84, 92, and 96).

4.2.4.2.1.3 Speaking Skills

There are many discussions, arguments and problems solving exercises of different topics in this course book such as on page 58 practices the role play of reserving a room in a hotel and on page 62 there is a role play to practice the dialogues on page 112. In terms of communication with classmates, learners are required to work in

pairs and give their suggestions about sightseeing in their areas as on pages 67 and 80 that learners in pairs need to practice hiring a car and the procedures of the company to hire a car. Furthermore, the learners are required to give their opinions and describe the photo on page 65. In addition, learners are required to prepare a presentation for one of the titles suggested on page 69 and another presentation about tour guides in their cities on page 71. Page 82 requires learners to discuss famous food in France and give their opinions on the food. Again, in the following page the learners are required to talk about the food available in their own countries. On page 84 learners need to hold discussions about the food shown in that picture and give their opinions. In terms of participating in the classroom, in each chapter there are some exercises that require learners to discuss them with the teacher and their classmates in order to give their answers.

4.2.4.2.1.4 Listening Skills

In each chapter in this book, there is an exercise related to listening skills. This exercise requires learners to listen to a conversation from the recorder or CD player in order to complete the tasks such as multi-choice, blank-filling or connecting the synonym words, on pages 56, 59, 64, 66, 63, 79, 74, 81, 90, and100.

4.2.4.2.1.5 Vocabulary

This book involves some vocabulary that are related to tourism industry and how to deal with customers. For example, chapter two requires the learners to check the dictionary in order to find the meaning of the words and to complete their meaning in English (p. 75). In each chapter in this material, there is a list of words which require learners to practice them in answering the tasks of blank-fillings or connecting words with similar meanings as in the pages (74, 86, 91, and94). Moreover, there are some exercises to use new words in sentences and paragraphs (e.g. Pages 75, 87, and 99).

4.2.4.2.1.6 Grammar

This book includes some grammar rules with examples from real life situations and exercises that are required learners to read them. For example, in chapter one, there are grammar rules on how to form questions on page (58) and then practice these rules at the sentence level in exercise 7 on the same page. Furthermore, there are rules of using passive verbs in sentences and exercises to use the rules in sentences and paragraphs (p.68-69). In the following chapter, there are modal verbs that require learners to practice these rules at sentence and paragraph/ essay on pages 76 and 77. Also, on page 87 lays out the rule of quantifiers with some sentences that students need to practice in a paragraph.

4.2.4.2.1.7 Phonology

Chapter one includes some exercises of politeness and contrastive stress that the learners need to listen to the sentences that are highlighted on page 57 and distinct the intonation and underline the stressed words. In chapter two, there are rules of differentiating the pronunciation of the sounds /æ/, /ə/, and /eɪ/ (p.65). On page 87 highlights some words and requires learners to underline the sound "Schwa" /ə/. The rule of pronouncing the is highlighted on page 95 and learners are required to listen and practice the pronunciation. In the last chapter, exercise 6 requires learners to listen to the pronunciation of some words and underline the syllables.

4.2.4.2.2. Learning Styles

This book gives rules and practices them at the same time as they are mentioned in grammar rules. Most of the activities in this course book are required learners to work individually while some of them ask students to work in groups and in pairs such as page 58 that learners need to practice the diagram in role plays in pairs, and page 61 requires learners to take the role of a hotel guest and receptionist in pairs.

Moreover, there are other exercises in this course books which are required learners to work in pairs (e.g. Pages 71,74,75,78,80,82,83,85,89,91,93,95,96, and 98). On page 62 is a group work task of three in which they have to do role play to discuss about TOEIT Conference. Page 69 asks learners to work in groups and prepare presentations on different topics. All the chapters show pictures and diagrams with exercises and ask learners to practice them. In terms of learning about cultures, chapter two is full of knowledge about different cultures with different exercise as well as the following chapter that talks about driving in New York (p.77) and information about Sydney (p.78). Chapter four discusses about France culture regarding food and restaurants there. Moreover, chapter five talks about Japanese culture and their customers (p. 90-89).

4.2.4.3 STHM 217

STHM 217 is an ESP course that is designed for students of third semester of the second academic year. The title of this book is Tourism 2 which is written by Robin Walker and Keith Harding (2007), Oxford Publishing. This material includes 6 chapters; Arrivals, A Place to Stay, Tourist Information Services, Holiday Rep, Eating Out, and Rural tourism. The researcher analyzed this material in terms of language skills, language content areas and learning styles by using her checklist (Appendix -G).

4.2.4.3.1 Language Skills and Language content areas

4.2.4.3.1.1 Writing Skills

In chapter one, learners are required to write sheet of arrival information for their city or region (p.10). In chapter two, learners are required to write about hotel information such as the services that each hotel offers (p.17). Moreover, in chapter three, learners are required to write tourist information advices and recommendation

sheets for their own area (p.27). In addition, chapter four requires learners to write tips in the hotels, restaurants and taxis of their city (p.35). Furthermore, chapter five requires learners to write the description of the food in their region (p.41). Finally, chapter six requires learners to write about rural areas in their city (p.49). Each chapter includes some exercises that require learners to write short and long answers (e.g. Pages 9, 15, 22, 23, 32, 33, 39, 47, and 51).

4.2.4.3.1.2 Reading Skills

This book includes many texts and exercises which require learners to read them (e.g. Pages 4,1 1, 12, 19, 20, 26, 28, 30, 32, 34, 37, 40, and 45) . On page 45, learners are required to search about rural tourist places in their country.

4.2.4.3.1.3 Speaking Skills

There are many exercises of practicing how to improve learners' speaking skills. For example, in chapter one, learners are required to practice how to welcome visitors and how to deal with them (p. 7) and on page 9 they are required to work in groups and create role play conversations about car hiring at the airport . In the following chapter learners are required to practice how to register new arrivals and give them some information about their trip (p. 15). Besides, chapter three requires learners to work in pairs and practice role plays to describe their city (p. 22). Furthermore, on page 29 there is a discussion task that learners need to work in pairs about the duties of reps. Chapter five requires learners to practice in small groups giving apologies of misunderstanding with customers and solving problems that they face in their everyday housework (p. 43). Last but not least, in chapter six learners are required to practice in pairs how to be a receptionist (p. 47). All these activities require learners to interact with each other and with teachers as well.

4.2.4.3.1.4 Listening Skills

In each chapter in this book, there are exercises that are related to listening skills. These exercises require learners to listen to conversations from the recorder or CD player and complete the tasks such as multi-choice, blank-filling or connecting the synonym words (e.g. Pages 6, 15, 18, 22, 29, 36, 39, 43, and 47).

4.2.4.3.1.5 Vocabulary

In each chapter, there is a column in the margin that includes a list of vocabulary related to tourism industry (e.g. Pages 11, 19, 27, 35, 43, and 51). These lists of words are used in answering the tasks whether they are blank-fillings, connecting words with similar meanings or completing sentences or paragraphs (e.g. Pages 8. 10, 14, 20, 33, 38, and 50).

4.2.4.3.1.6 Grammar

This book included frequency exercise related to practicing grammar at sentences level and paragraph level with high frequency such as 23, 41, 50, 51, 17, 25, 41, and 49. Wile practicing reading grammar instruction on page 41 and on page 50 included exercise related give sentence the real situations.

4.2.4.3.1.7 Phonology

Chapter one includes a list of words and learners are required to practice the correct pronunciation of the words as in page 15. Page 24 includes practice of phrase pronunciation. In chapter four, there are rules of the pronouncing plural endings such as /s/,/z/, and /iz/ and classify the list of words according to the pronunciation of the plural endings. Furthermore, chapter five includes rules of pronouncing the sounds /i:/, /ɔː/, and /ɒ/.

4.2.4.3.2. Learning Styles

Regarding teaching style, this course book considers many of practical exercises in all chapters. Also, the assignments and activities on pages 9, 10, 12, 22, 31, 35, 41, and 47 can be done in pairs, and those on pages 7 and 17 can be done in small groups. Moreover, there are some speaking activities that are required role plays and interviews as on pages 7, 15, 43, and 47. The course book is full of photos and diagrams in order to make the study easier for learners. In terms of learning about culture, learners are required to search and read about other cultures (p. 45 and 39). The exercise on page 43 lays out customers' problems and learners are required to suggest their solutions.

4.2.4.4 STHM 218

STHM 218 is an ESP course designed to improve students' knowledge of English specific to the tourism industry. The title of this book is Tourism 2 which is written by Robin Walker and Keith Harding (2007), Oxford Publishing. The book includes 6 chapters; Attractions and Events, On Tour, Hotel Entertainment, Specialized Tourism, Business Travel, and Checking Out. The researcher analyzed the textbook in terms of language skills, language content areas and learning styles by using her checklist (Appendix - H).

4.2.4.4.1 Language Skills and Language Content Areas

4.2.4.4.1.1 Writing Skills

This course includes many writing exercises in order to improve learners' writing skills. For example, chapter one is requested the learners to write an essay about the festivals of their countries (p. 65). In the following chapter, learners are required to write notes for commentaries, and in chapter three learners are required to write email applications (p. 73). In addition, chapter three lays out exercises of writing a

case study of one tour and provides information about it in the shape of a template (p. 90). In chapter five, learners are required to write a replay of a conference enquiry for conference coordination (p. 99). In the last chapter, learners are required to write a report to the manager about the hotel (p. 107). There are many exercises which require learners to write the answers (short or long) and filling the blanks (e.g. Pages 62, 64, 67, 71, 78, 93, and 100).

4.2.4.4.1.2 Reading Skills

This book includes many texts and exercises which require learners to read them and answer the questions (e.g. Pages 61, 63, 65, 66, 68, 70, 79, 80, 85, 86, 91, and 102). Besides, in some chapters, learners are required to read about historical news and places around the world as the exercises on pages 60 and 65. Page 61 requires learners to read articles to find out the change that happened in the four categories of attractions in the last three years.

4.2.4.4.1.3 Speaking Skills

 Chapter one requires learners to give their opinions about how to attract their customers' attention (p. 67). In chapter two, learners are required to practice the role play between a tour guide and a hotel manager, role play between a tour guide and a driver (p. 73) and role plays on page 75. In chapter three, learners need to ask questions about preparing daily programs (p. 79), and in the following chapter, learners need to talk about tours about explaining what they need to take in these tours (p. 87). Furthermore, chapter five focuses on making discussions to compare conference centers (p.98). In the last chapter, learners need to practice role plays of checking out and using hotel bills (p.105). All these exercises require learners to make discussions, and interact with teachers and other students.

4.2.4.4.1.4 Listening Skills

In each chapter in this book, there are many exercises related to listening skills. These exercises require learners to listen to conversations about various topics from the recorder or CD player and complete the tasks whether they are multi-choice, blank-filling or connecting the synonym words (e.g. 64, 72, 81, 87, 89, 94, and 101).

4.2.4.4.1.5 Vocabulary

The book involves words that are related to tourism industry and related to how to deal with costumers at the margins in each chapter. Learners need to practice these new vocabularies in multiple choices (p. 66), completing the paragraphs (p. 71), matching words with their definitions (p. 76), and true and false statements (p. 88).

4.2.4.4.1.6 Grammar

This book included frequency of grammar activities related to practicing grammar rules at sentence level such as pages 63, 72, 78, 81, 87, 89, and 97. Moreover, pages 63, 72, and 93 included exercises of practicing grammar at paragraphs and essays. Finally, pages 63 and 72 included exercises related to practicing grammar rules in the sentence from the real world.

4.2.4.4.1.7 Phonology

Each chapter in this book includes listening exercises that require learners to listen to the pronunciation of the new words from recorder and then ask learners to pronounce them as in the recorder (e.g. Pages 60, 75, 77, 88, 97, and 103). There is also an exercise in chapter one that is required learners to underline the words that include the following sounds such as /eɪ/, /əʊ/, and /ɪə/ (p. 61)

4.2.4.4.2 Learning Styles

This book includes some activities and assignments to be conducted in pairs (e.g. Pages 37, 75, 79, 81, 87, 98, and 107) and small groups (68 and 90). There are also

some exercises that require learners to practice them as role plays (e.g. Pages 73, 75, 79, 98, and 105). This course depends on theoretical and practical exercises. The book is full of pictures and diagrams with exercises. Moreover, all the role play activities include language simulations, oral discourse with other students and rehearsing memorized dialogues. In terms of learning about culture, page 62 requires learners to read about two famous buildings in Paris as well as read about festivals around the world (p. 65). Finally, there are some exercises regarding problem solving as on page 105.

4.2.4.5 Summary

The results of four ESP courses presented as follows checklist:

4.2 Table of Staticitic result of the analysis of the ESP course books

NO.	Item	Frequency
A. Language Skills		
1. Writing		
1.1	Writing formal emails	75%
1.2	Writing formal letters	75%
1.3	Taking lecture notes	27%
1.4	Taking notes from textbooks	75%
1.5	Writing essays	75%
1.6	Writing references	0 %
1.7	Paraphrasing	0%
1.8	Summarizing books/ articles	0%
1.9	Writing short or long answers in exams	100%
1.10	Doing homework	100%
2. Reading		
2.1	Reading books/articles	100%
2.2	Reading historical news	100%
2.3	Reading daily newspaper	100%
2.4	Searching about places around the world	100%
2.5	Reading the texts of course books	100%
3. Speaking		
3.1	Communicating with classmates	100%

3.2	Communicating with teachers	100%
3.3	Participating in the class	100%
3.4	Making the presentation	100%
3.5	Making interview with classmates as exercise	50%
3.6	Asking questions and answering in the class.	100%
3.7	Taking part in discussions	100%
3.8	Talking with students in real situations outside the class.	50%

4. Listening

4.1	Listing to teachers	100%
4.2	Listing to classmates	100%
4.3	Listening to the conversation from the recorders	100%
4.4	Listening to conversation from the CD player	100%

B. Language Content Areas

1. Vocabulary Learning

1.1	Using new words in sentences	100%
1.2	Thinking of relationship between known and new words	25%
1.3	Saying or writing words frequently	25%
1.4	Translating the words to the mother tongue	0%
1.5	Guessing the unknown words	50%
1.6	Taking test for new vocabulary	100%
1.7	Using the vocabulary in essays	100%
1.8	Using the new vocabulary to fill in the blanks in a paragraph.	100%

2. Grammar

2.1	Reading grammar instructions	100%
2.2	Practicing grammar at sentence level	100%
2.3	Practicing grammar at paragraph/essay level	100%
2.4	Giving sentences from the real situations	50%

3. Phonology

3.1	Practicing pronunciation of words	100%
3.2	Giving easy texts to read aloud	50%
3.3	Understating pronunciation symbols	100%

C. Learning Style

1. Study Skills

1.1	Studying rules and practicing them	100%
1.2	Doing a group work	75%
1.3	Studying individually	100%
1.4	Doing study in pair work	100%
1.5	Showing many pictures and diagrams	100%

2. Learning Activities

2.1	Role plays	100%
2.2	Rehearsing memorized dialogues	0%
2.3	Problem-solving exercises	100%
2.4	Learning about cultures	100%

The results of analyzing the four ESP courses indicate that these four courses consider the four language skills by practicing them through different exercises in different topics a demonstrates in the table above. In terms of language skills, the result of writing skill in terms of the frequency use in ESP books reveals that the two items writing short or long answers in exams and doing homework are highly presented in ESP course books with the average of 100% frequency. Moreover, some other items scored 75%, such as taking notes from textbooks, writing formals emails, writing formal letters and writing essays. Surprisingly, ESP course books ignored to refer to some other items, such as; writing references, paraphrasing, and summering books and articles.

The second section of the part A presents the analysis percentage of the use of reading skill in ESP course books. The result shows that all items that regard reading skill such as reading books/articles, reading historical news, reading the daily newspaper, searching about places around the world, and reading the texts about text books are scored high frequency in average of 100%.

The third section of part A indicates the result of the analysis of speaking skill in ESP course books. As it can be seen that most of the items of speaking skill such as, communicating with classmate, communicating with teachers, participation in the class, making the presentations, asking questions and answering in the class, and taking part in discussions are scored high frequency of use with the average of 100%, while other items of speaking skill scored 50% of frequency of use, such as, making interview with classmates as exercises, and talking with students in real situations outside the class.

In the fourth section of part A, the result shows that all items of listening skill scored 100% frequency use in ESP course books. These items are; listening to teachers, listening to classmates, listening to classmates, and listening to the conversation from the CD player.

The analysis of the result of use of vocabulary learning skill shows that there are some items of this skill like using new words in sentences, taking test for new vocabulary, using new vocabulary in essays, and using the new vocabulary to fill in the blanks in a paragraph score high frequency of use in ESP course books with an average of 100%. Moreover, the item guessing the unknown words is scored 50% use of frequencies. Furthermore, there are two items that score a low frequency use in ESP books with an average of 25%, which are thought of relationship between known and new words and saying or writing words frequently. Only one item is ignored in these books which is translation the words to the mother tongue.

In the following section of part B of the table 1, the result deals with frequency use of items that regard grammar skill in ESP course books. The result shows that three items which are reading grammar instructions, practicing grammar at sentence level, and practicing grammar at paragraph/ essay level score a high level of frequency with the average of 100%, whereas, only one item of this skill scores 50% which is giving sentence from the real situations.

In terms of phonology features, the result illustrates that the two items which are practicing pronunciation of words and understanding pronunciation symbols score

high frequency use in ESP books with the average of 100%. On the other hand, giving easy texts to read aloud is scored only 50% of frequency use.

In the first section of the part C of the table above, the result indicates that four items of study skills score high level of frequency with the average of 100%, these items are studying rules and practicing them, studying individually, doing a study in pair work, and showing many pictures and diagrams. Moreover, only one item score 75% of frequency use which is doing a group work.

The second section of part C reveals the result of learning activities that are used in ESP course books. According to the result, three activities are highly used in these books with the average of 100% frequency. These activities are role plays, problems-solving exercises, and learning about cultures, whereas, rehearsing memorized dialogue is ignored in ESP course books.

The following chapter answers the results of research questions related to learners' perceptions, teachers' perceptions, class observations, and materials analysis.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

This chapter illustrates the main results of the current study and discussion in relation to the research questions. Moreover, it highlights the limitation and pedagogical implications finishing with recommendations for further study.

5.2 Discussion of The Main Results

This study investigated whether ESP courses in Tourism and Hospitality Management Faculty meet the learners' needs in terms of language skills, language content areas and learning styles. The researcher used qualitative data analysis to gather the data. The researcher examined three perceptions: learners' perceptions of their needs, teacher' perceptions of their learners' needs and researcher' perceptions in terms of course books analysis and class observations. In order to examine whether the ESP course books meet the learners' needs or not, the researcher compared the subjective result with objective results as follows:

5.2.1 Comparing Learners' Perceptions with The ESP Courses

This section compared the learners' perceptions of their needs with the ESP course books in terms of language content areas, language skills, and learning styles in order to find out whether their needs were met or not.

Regarding to writing skill, the results showed that the majority of exercises that were used in the classroom met the learners' needs for instance, doing homework and

writing short and long answers with percentage 100%, and writing formal letters, formal emails, making notes from textbooks, taking lecture notes, and writing an essay (75%) were used frequently in the ESP courses, as well as, being ranked highly by students such as doing homework 84%, writing essays 79%, writing formal letters 78%, writing formal emails 76%, writing short and long answers 75%, taking lecture notes 67%, and taking notes from the textbooks 67%. In addition, neither of them included exercises such as writing references 59%, and paraphrasing 58%. However, 62% of learners need to summarize books/ articles but the ESP courses do not include this skill.

In terms of reading skills, learners' needs are met by the ESP courses in all reading exercises which are frequently used in the ESP books. For example, exercises for reading books and articles, 79%, searching about the places around the world, 74%, reading course handouts, 67%, reading historical news 58%, and reading daily newspapers 51%, as well as, they used high frequency in ESP courses with percentage 100%.

In terms of speaking skills, the exercises in the ESP books and the learners' needs matched in majority of the percentage and high frequency in terms of speaking exercises such as communicating with classmates 89%, communicating with teachers 86%, participating in the class 80%, asking and answering questions in the class 76%, and taking part in discussions 67%, interviewing classmates 62%, and talking with students in real situations outside the class 50%.

In terms of listening skills, the ESP books and learners' needs meet in minority of percentage and high frequency of all exercises such as listening to teachers, 88.7%,

listening to classmates, 82%, listen to conversations from the recorders 77% and listen to conversation from CD player 69%, as well as, they used high frequency in ESP courses with percentage 100%.

Moreover, the ESP courses met the learners' needs e frequently, in particular, vocabulary exercises such as using new words at sentences level 89%, taking test for new vocabulary, 76%, using the vocabulary in essays 75%, and using the new vocabulary to fill in the blanks in a paragraph 68%, and guessing the unknown words, 65%. In contrast, the ESP courses and learners' needs are different in some exercises such as thinking of the relationship between known and new words,77%, but this is just covered in the ESP book, 25%, and translating words into their mother tongue was not frequently used and was seen to be important for the learner's needs, 58%. Also, the exercises of saying words frequently, 69%, but it is covered in the ESP books 25%.

In addition, the learners' needs are met with the majority of the percentage and high frequency with the ESP courses in terms of grammar skills such as reading grammar instructions, 80%, practicing grammar rules at sentence level 69% and using sentences from real situations, 73%, and practicing them at paragraph level 74%.

Learning styles and activities that learners believe they need are included in ESP books and the frequency matches the percentage of the needs, such as Studying rules and practicing them practice, 72%, learning about cultures 79%, studying in pairs 76%, studying individually 75%, studying in groups 70%, role play 69% , showing many pictures and diagrams, 62%, and problem solving, 66%. On the other hand,

the ESP courses did not include rehearsing memorized dialogues is less frequency, 25%; this received the percentage of 53% in learners' needs.

The following section compared the results of teachers' perceptions and ESP course book in terms of language skills, language content areas, and learning styles.

5.2.2 Compare Teachers' Perceptions with ESP Courses

The section presented the result of comparing teachers' perceptions of learners' needs in terms of language skills, language content areas, and learning styles with ESP course books.

In writing skills, teachers' perceptions and ESP course books appear to match with the highest frequency, such as writing formal emails, writing formal letters, making notes from textbooks, taking lecture notes, writing essays, doing homework, and writing short or long answers which all teachers thought was essential for students. In addition, neither of them included paraphrasing and summarizing books/ articles. In contrast, all teachers though that their learners' needs to write references, but ESP course books don't include this exercise.

In reading skills, the ESP course books and the teachers' views match in all areas, for example reading books/articles, reading the texts of course books, reading the

daily newspaper, reading historical news, and searching about the places around the world which are frequently used in ESP courses and all the teachers thought that their learners need these skills.

In terms of speaking skills, the ESP books meet with teachers' perceptions in all speaking items with the highest frequency, such as communicating with classmates, communicating with teachers, participating in the class, taking part in discussions, and making presentations, 100%. However, the items of making interview with classmates as exercise and talking with students in real situations outside the class received 50%, but all teachers though that their learners need these skills.

When considering listening skills, both the ESP books and teachers' perceptions match in all exercises such as listening to teachers and classmates, listening to questions and answers in class, listening to recordings to answer fill-in the blanks, completing a paragraph, connection, and multiple choice tasks 100%.

In terms of vocabulary, the ESP courses and teachers' perceptions agree in some exercises such as using new words in sentences, using the vocabulary in essays, and using the new vocabulary to fill in the blanks in a paragraph, 100%. Also, the item of guessing the unknown words received 50% and all teachers though that their learners' need it. In addition, they both exclude translating the words into their mother tongue. However, there are some differences in some exercises for example the ESP books include 25% of activities of saying or writing words and thinking of relationships between known and unknown words, while two teachers thought that their learners need these skills.

Furthermore, teachers' perceptions and ESP books meet in all grammar items such as reading grammar rules, practicing them at sentence level, practicing them at the paragraph level, 100%m, while all teachers though that their learners need these skills. Moreover, the items of giving examples of sentences from real life

situations consider with percentage of 50% and three teachers thought that their learners need this skill.

In terms of phonology, teachers' perceptions and ESP books meet in some exercise such as practicing pronunciation of words, 100%, while all teachers agree that their learners need it. Moreover, two teachers agree that their learners need to give easy texts to read aloud and used 50% frequency are used in ESP course books. On the other hand, two teachers thought that their learners need to understate the pronunciation symbols, while it received high frequency used in ESP courses 100%.

In terms of learning style and activities, the ESP books and teachers' perceptions, generally agree on all points for example studying and practicing at the same time, studying individually, studying in pairs, using pictures and diagrams, role play, problem solving exercises, and learning about cultures received 100% and agree from all teachers. Moreover, three teachers agree that the learners need to study in groups and received 75% of the frequency used in ESP course books. Also, none of the teachers and ESP course books consider rehearsing memorized dialogues

5.2.3 Compare Class Observation' results with ESP Courses

The results of comparing the class observations and the ESP course books analysis in terms of language skills, language content areas, and learning styles.

Class observations and ESP course books are similar in terms of writing skills such as writing emails, writing letters, writing essays, taking lecture notes, and making

notes from textbooks, writing short or long answers in exams and doing homework, which are frequently used in the classroom and high frequency used in the ESP course books. Moreover, the exercises such as writing references, paraphrasing, and summarizing books/ articles are not frequently used in the books and do not consider in the classrooms.

Furthermore, in terms of reading skills the ESP course books and the teachers appear to include the same elements, for example the majority of the teachers and the books require learners to read course handouts, search about the places around the world, reading books/articles, and reading historical news got a high percentage 100%. On the other hand, reading the daily newspaper got high frequency used in ESP course books, but 50% in class observations.

In terms of speaking skills, the ESP books and class observations match in the following exercises; discussions, interactions with their teachers and their classmates in the English language in the classroom, presentations, participating in the classroom, and interviewing other students as an exercise, 100%. However, they do not match in one exercise which is talking with students in real situations outside the class which was frequently used in the observed classes but 50% used in the ESP course books.

In terms of listening skills, the ESP books and class observations match in all exercises, getting a high frequency in both, such as listen to their teachers and classmates during the lecture, listening to a conversation from the recorders and CD player to do some exercises and tasks such as filling blanks, connections, completions tasks and paragraphs.

In terms of vocabulary, in both the ESP course books and class observations learners were used with high frequency of using new words in sentences, taking tests for new vocabulary, using the new vocabulary in essays, and using the new vocabulary to fill in the blanks in paragraphs, 100%. Moreover, Both of them (the ESP course books and class observations) se frequency 50% of guessing the meaning of the unknown words. Furthermore, ESP course books and class observing analyses indicated that they use 25% of thinking of the relationship between known and saying or writing words. Finally, Both of them do not consider translating the new words into their mother tongue.

Furthermore, the books and observed classes both included similar grammar exercises, such as practicing the grammar rules in different types of exercises and sometimes asking learners to practice them in writing their essays, reading grammar rules, and practicing these rules in sentences from real life situations.

The majority of exercises used for phonology teaching in the ESP books and class observations was reading easy texts aloud more and practicing pronunciations of words. However, the ESP course books consider practicing the phonetic symbols with high frequency, which were not included in the observed classes.

In terms of the learning styles, the observed classes and the ESP course books cover the same activities with high frequency, such as using diagrams and pictures, learning about cultures, role play and problem solving exercises, and the teachers use three learning styles; individual, pairs and groups. Furthermore, they both exclude rehearsing memorized dialogues.

5.3 Conclusion

This research identified whether the ESP courses meet the learners' needs or not in terms of language skills, language content areas and learning styles. The findings elicited from the three research questions offer from three perceptions: Learners' perceptions, teacher perceptions, and researcher' perceptions.

5.3.1 Questions 1

What are the students' perceptions of their needs in terms of the materials to be offered and the way that these materials are presented?

The response to this question illustrated by the comparison of the result of learners' perceptions and the result of ESP course books, the findings showed that the learners' perceptions meet the ESP course books in items of language skills, language content areas, and learning styles with some lack in some areas such as learners need to write references 59.4%, paraphrase 58.5%, and summarize books and articles 62.3%, but ESP course books do not include these activities. Moreover, in terms of vocabulary, the learners' needs to thinking of relationship between known and new words, 77.4%, and say or write words frequently 69.8%, but the ESP course books considers these activities just 25%. Furthermore, the learners need to translate the words to the mother tongue, 58.5%, while ESP course books do not consider this skill. Finally, in terms of activities, 53.8% of learners need to rehearse memorized dialogues and just 25% of ESP course books consider this skill.

5.3.2 Question 2

What are the ESP teachers' perceptions of their students' needs in terms of the materials to be offered and the way that these materials are presented?

The response to this question illustrated by the comparison of the result of teacher' perceptions and the result of ESP course books, the findings showed that teacher'

perceptions meet the ESP course books in items of language skills, language content areas, and learning styles with some lack in some areas such as in term of writing skills, writing references got a high frequency in teachers' perceptions but it does not consider in ESP course books. Moreover, in terms of speaking skills, making interview with classmates as exercise and talking with students in real situations outside the class got a high frequency from teachers' perceptions but 50% of ESP course books. In terms of vocabulary, two teachers thought that their learners need to think of relationship between known and new words and say or write words frequently, but just 25% of ESP course books consider these skills. Finally, all teachers though that their learners need to guess the unknown words, while 50% of ESP course books consider this skill. Furthermore, in terms of phonology, two teachers thought that their learners need to understand the pronunciation symbols and it used with high frequency in ESP course books.

5.3.3 Question 3

To what extent do the ESP course books meet the students' needs?

The response to this question illustrated by comparing the result of class observations and the result of ESP course books, the findings showed that class observations meet the ESP course books in items of language skills, language content areas, and learning styles with some lack in some areas such as in term of reading skills, reading the daily newspaper got a high frequency in course books but 50% used in the classroom. Second, talking with students in real situations outside the class got the highest frequency in class observation, while 50% used in ESP course books. Finally, understanding pronunciation symbols got a high frequency in ESP course books, and does not consider in class observations at all.

To sum up, the result of the present study is that the learners' needs are generally meet by the materials used in the Tourism and Hospitality Management Faculty in terms of language skills, language content areas, and learning styles, but with a slight difference in some exercises.

5.2 Limitations of The Study

Despite the fact that the study achieved its aim, there were some obstacles which limited the research. First of all, the study was done on a small scale, in which the researcher received the letter for data collection after the midterm exam of spring 2013, and the time between the midterm exam and the final exam was one and a half months, this was a short period of time to collect the data from (106) students and (4) ESP teachers. Furthermore, there was a limited amount of time for class observations as the researcher could only observe 20 hours. In addition, many of the classes during the observation period were cancelled because of other activities related to Tourism and Hospitality Management Faculty such as a Tourism festival, Tourism day and second quiz.

The study was limited to the Tourism and Hospitality Management Faculty at EMU, with a sample size of 106 students and 4 ESP teachers, so the findings of the study cannot be generalized to other students in other universities.

The sample of the study is limited, because more than half of the students were absent during the data collection and classroom observation period. This kind of limitation can affect the validity of the study' results.

Finally, in terms of the aim of the study, the study concentrated on some aspects of ESP; language skills, language content areas, and learning styles. If the study

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concentrated on other aspects such as teaching styles and ESP materials, it would be more extensive and more reliable.

5.3 Pedagogical Implications

Several pedagogical implications can be summarized from this study's findings. First, workers in the pedagogical field need to consider the learners' needs of language skills, language content areas and learning styles by offering more activities such as summarizing books and articles, writing references, paraphrasing as well as provide more exercises to help learners to give sentence from real life in order to practice grammar rules and interview between students. Moreover, they need to offer more activities that learners' need in teaching vocabulary such as teaching learners to think about the relationship between known and unknown words, saying new word frequently,translating the new words to the students' mother tongue and using methods to help learners guess the meaning of unknown words. Finally, they need to prepare exercise to help learners to rehearse memorized dialogues.

Second, teachers need to think about their learner's needs to be able to ensure the materials fit with their needs. Thus teachers need to offer some activities that meet the learners need such as the need of learners to learn how to write references and to paraphrase. In terms of reading, teachers need to consider whether their learners need to read about historical news and search about the places around the world. Furthermore, in terms of speaking skills, teachers need to expose learners to real situations and use more exercises for students to interview each other. Moreover, teachers need to encourage learners to ask and answer questions in the classroom and to engage in discussions. They, also, need to encourage learners to read grammar

rules and practice them more. Finally, teachers need to encourage learners to read more about cultures.

Third, lecturers should play an important role in encouraging students to write emails, read   books/articles, read historical news, and practice pronunciation symbols more during the lectures to complement their course' books.

Fourth, the book designers need to design exercises that learners need such as saying or writing words frequently, using these new words in essays, and guessing the unknown words.

Furthermore, students should try to encourage themselves to practice the English language in and outside the class by participating in speaking activities whether they are in their classes, schools, dormitories or even in public places.

Finally, this study is important for students, teachers, course designers and all the people in pedagogical field.

5.4 Recommendations for Future Studies

 Considering the limitations of this study, several directions for future research seem important. This current research was conducted in the Tourism and Hospitality Management Faculty at EMU, so, the results were restricted to the students of that faculty. This research should be done in other faculties, universities and countries, with students of different levels of English, not only in a single department with a limited number of participants. In order to gain useful research to meet the learners'

needs in terms of ESP courses, this study should be conducted in different universities and schools.

The researcher can extend the purpose of this study and study it from different perceptions get more results. The same study can be conducted in different countries, expanding on this research. The researcher is going to conduct the same study but for different courses in different universities in her country (Sultanate of Oman).

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APPENDICES

Appendix A: A questionnaire

Questionnaire for Students

Part I: Background Information

Instructions: Fill in the blanks or mark (√) where necessary.

1. Name: _____   **Nationality:** _____

2. Gender: Male (   )   Female   (   )

3. How long have you been learning English? : _____

4. Name of your English Course (s) : _____

5. This is your: 1 st semester (   )   2 nd semester (   )
_____

Part II: Students' Academic English Needs

Instructions: Please read the following statements and indicate which skills you need for your English Course (s) by ticking (**√)** in the boxes **(YES, Not Sure, NO**) next to them.

NO.	Item	YES	Not Sure	NO
	A. Language Skills			
1. Writing				
1.1	Writing formal emails			
1.2	Writing formal letters			
1.3	Taking lecture notes			
1.4	Taking notes from textbooks			
1.5	Writing essays			
1.6	Writing references			
1.7	Paraphrasing			
1.8	Summarizing books/ articles			
1.9	Writing short or long answers in exams			
1.10	Doing homework			
2. Reading				
2.1	Reading books/articles			
2.2	Reading historical news			
2.3	Reading daily newspaper			
2.4	Searching about places around the world			

2.5	Reading course text books			
3. Speaking				
3.1	Communicating with classmates			
3.2	Communicating with teachers			
3.3	Participating in the class			
3.4	Making the presentation			
3.5	Making interview with classmates as exercise			
3.6	Asking questions and answering in the class.			
3.7	Taking part in discussions			
3.8	Talking with students in real situations outside the class.			
4. Listening				
4.1	Listing to teachers			
4.2	Listing to classmates			
4.3	Listening to the conversation from the recorders			
4.4	Listening to conversation from the CD player			
B. Language Content Areas				
1. Vocabulary Learning				
1.1	Using new words in sentences			
1.2	Thinking of relationship between known and new words			
1.3	Saying or writing words frequently			
1.4	Translating the words to the mother tongue			
1.5	Guessing the unknown words			
1.6	Taking test for new vocabulary			
1.7	Using the vocabulary in essays			
1.8	Using the new vocabulary to fill in the blanks in a paragraph.			
2. Grammar				
2.1	Reading grammar instructions			
2.2	Practicing grammar at sentence level			
2.3	Practicing grammar at paragraph/essay level			
2.4	Giving sentences from the real situations			
3. Phonology				
3.1	Practicing pronunciation of words			
3.2	Giving easy texts to read			
3.3	Understating pronunciation symbols			
C. Learning Style				
1. Study Skills				
1.1	Studying rules and practicing them practice			
1.2	Doing a group work			
1.3	Studying individually			
1.4	Doing study in pair work			
1.5	Showing many pictures and diagrams			
2. Learning Activities				
2.1	Role plays			
2.2	Rehearsing memorized dialogues			

2.3	Problem-solving exercises			
2.4	Learning about cultures			

Thanks for your cooperation

Appendix B: Permission Letter from Students

Dear Student,

I am investigating materials used in English Courses as a part of my M.A. study. The main purpose of the study is to see to what extent the materials students use to meet their needs in terms of their subject matter and learning styles. You are kindly requested to complete the questionnaires below. The data collected will be used for the research purposes only. I assure you that your identity and the information you provide will be confidential. If you agree to participate in this research, please fill in and sign the consent form below. I would be grateful if you answer the questions frankly.

Thank you for your co-operation and precious contribution.

Researcher,
Raouya AL_Farsi
Department of English Language Teaching
Faculty of Education
Eastern Mediterranean University

Name and Surname: ………………………..

Signature: …………………………………..

Appendix C: Structured An Interview

Structured Interview for Instructors

Part (1): A

Background Information:

Name: _____   **Nationality:** _____

Gender: _____

How long have you been teaching English language: _____

Which ESP course you are teaching in this semester: _____

Part (2): B

General Information about Activities and Learning Style in ESP courses:

2.0. How long have you been teaching ESP in EMU?

…………………..………………….………………………………….……………

2.1.   How   many   hours   a   week   do   you   teach   ESP?
……………………………………………………………..……………………..

2.3. What a proficiency level is appropriate for your students? (Beginner,

Intermediate, or Advanced).

…………………………………………………………………………………….

2.4. Do you use technology (Power Point, Overhead Projector, Recorder, Computer,

Internet, etc) in your classes?

…………………………………………………………………………………….

……………………………………………………………………………………

2.5. What kind of skills do you think the students need to improve?

…………………………………………113……………………………………………

……………………………………………………………………………………………

….

2.6. Do you use any supplementary materials?

……………………………………………………………………………………………

……………………………………………………………………………………………

2.7. Do you think that the materials you use are sufficient for your students?

………………………………………………………………………………………

2.8. How do you assess your students?

……………………………………………………………………………………………

……………………………………………………………………………………………

Part (3): C. Language skills

3.1. Writing Skills

3.1.1: What kind of writing skills do you think that your students need?

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………..…………………

3.1.2: What do you ask your students to write? (Projects, term papers, emails, letters,

Summarizing books/ articles, paraphrasing, references, etc.).

……………………………………………………………………………………………

…………………………………………………………………………….………………

……………………………………………………………………………………………

3.1.3: What kind of questions do you ask your students in exams (MC or

construction Response, Filling in the blank, etc.).

………………………………………………………………………………………

………………………………………………………………………………………

3.1.4: Do your students take notes in your classes or do they just listen?

  …………………………………………………………………………………

3.1.5:In your opinion, what is your students' need to write outside the classroom as

homework?

………………………………………………………………………………………

…………………………………………………………………………………

3.2. Reading Skills

3.2.1:What kind of reading skills do you think that your students need?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

3.2.2:What kind of reading passages do your students read in the classroom?

(Newspaper, articles, historical world news, handouts, books,etc.)

………………………………………………………………………………………

…………………………………………………………………………………

3.2.3:What do your students read as assignments?

………………………………………………………………………………………

……………………………………………………………………….…………………

3.3. Speaking skills

3.3.1. What kind of speaking skills do you think that your students need?

……………………………………………………………………………………………

……………………………………………………………………………………………

3.3.2:Do your students use English only in your classes or do they communicate in

English outside the classes?

……………………………………………………………………………………………

………………………………………………………………………..…………………………

3.3.3:How often do you use the student's oral proficiency in the classroom (asking

questions, making presentations, speaking at seminar and participating in meetings,

or   carry   out   discussions   or   debates   on   different   topics?

……………………………………………………………………………………………

……………………………………………………………………………………………

3.3.4:How often do you use the student's oral proficiency outside the classroom

(Talking in real situations, talking with them in your office about the lesson)?

……………………………………………………………………………………………

……………………………………………………………………………………………

3.3.5:How do you evaluate your students' speaking skills? (Exams)

……………………………………………………………………………………………

……………………………………………………………………………………………

3.4. Listening skills

3.4.1:What do you think your students need in terms of listening?

……………………………………………………………………………………………

………………………………………………………………………………………………

3.4.2:What kind of listening materials do you use in class (Recorder, CD player,……etc)?

…………………………………………………………………………………………

…………………………………………………………………………………………

34.3:Do you think these materials help your students to improve their Ural proficiency? (Listening skills)

…………………………………………………………………………………………

…………………………………………………………………………………………

Part (4): Language Content Areas

4.1. Vocabulary

4.1.1. What kinds of vocabularies that do you think that your students need? (General English or relate to their major).

…………………………………………………………………………………………

………………………………………………………………………………………

4.1.2. What kind of vocabularies does use for your students in the classroom (based on frequency or meaningfulness)?

…………………………………………………………………………………………

………………………………………………………………………………………

4.1.3. How do you help your students to learn new words? (Translating to mother tongue, guessing, frequency, make a relationship between new words and known words.

…………………………………………………………………………………………

…………………………………………………………………………………………

4.1.4. What kind of exercises do you give to your students to learn vocabulary? (Filling in the blank, writing essay, giving the new words in sentences, etc.).

…………………………………………………………………………………………

…………………………………………………………………………………………

4.2. Grammar

4.2.1:What kind of grammar do you think that your students need?

…………………………………………………………………………………………

…………………………………………………………………………………………

4.2.2:How do you teach grammar to your students in terms of deductively or inductively?

…………………………………………………………………………………………

……………………………………………………………………………………………

4.2.3:How do you practice the grammar rules in your class? (Practicing the grammar rules by giving examples, Using them in real life situation, or Using the grammar rules in writing essays, etc).

…………………………………………………………………………………………

…………………………………………………………………………………………

4.3. Phonology

4.3.1:What do you think your students need in terms of phonology? (Pronunciation)

…………………………………………………………………………………………

…………………………………………………………………………………………

4.3.2:What are the activities you use in order to improve your students' pronunciation (Giving some words for pronunciation, giving easy texts to read, Reading pronunciation rules)?

…………………………………………………………………………………………

………………………………………………….…………………………………………

4.3.3:Do you explain pronunciation rules for your students before practicing?

(Giving examples to differentiate between vowels and consonants, phonological

rules, etc).

…………………………………………………………………………………………

…………………………………………………………………………………………

Part (5), Learning Style

5.1. Study Skills

5.1.1. What kind of study skills do you think that your students need?

…………………………………………………………………………………………

…………………………………………………………………………………………

5.1.2. What kind of classroom management do you use in your classes (individual,

small groups, U chap, half circle, etc.).

.…………………………………………………………………………………………

…………………………………………………………………………………………

5.1.3. How do you feel your students understand the lesson? (Practice or theory,

briefly or in details, ideas and theories, memorizing the lessons, etc).

………………………………………………………………………………………….

…………………………………………………………………………………………

5.1.4. Do you show any diagrams and pictures during your discussions?

…………………………………………………………………………………………

…………………………………………………………………………………………

5.2. Activities

5.2.1:What kind of activities do you think that your students need inside and outside
the classroom?

…………………………………………………………………………………………

………………………………………………………………………………………….

5.2.2. Which kinds of activities are the most achievable in your classroom? (role-play, problem-solving, discussion, stimulating, etc.) and why?

…………………………………………………………………………………………

…………………………………………………………………………………………

6. Finally

6.1. Do you think that you are going to use these materials as they are or would you like   to   adapt   them?

…………………………………………………………………………………………

…………………………………………………………………………………………

Appendix D: Class Observation Checklist

Classroom Observation Checklist

Teacher Name: …………………………………

Date: ……………………………………………. **Time of course**:

…………………...

Course Code: …………………………………

NO.	Items	Observation
		A. Language Skills
1	**Writing**	

2	Reading	
3	Speaking	

	Listening	
		122
B. Language Content Areas		
1	**Vocabulary**	

2	Grammar	
3	Phonology	

	C. Learning Styles	
1	**Study Skills**	124
2	**Learning Activities**	

Appendix E: Checklist of ENGL 105

NO.	Item	Frequency
A. Language Skills		
1. Writing		
1.1	Writing formal emails	
1.2	Writing formal letters	
1.3	Taking lecture notes	
1.4	Taking notes from textbooks	
1.5	Writing essays	
1.6	Writing references	
1.7	Paraphrasing	
1.8	Summarizing books/ articles	
1.9	Writing short or long answers in exams	
1.10	Doing homework	
2. Reading		
2.1	Reading books/articles	
2.2	Reading historical news	
2.3	Reading daily newspaper	
2.4	Searching about places around the world	
2.5	Reading the texts of course books	
3. Speaking		
3.1	Communicating with classmates	
3.2	Communicating with teachers	
3.3	Participating in the class	
3.4	Making the presentation	
3.5	Making interview with classmates as exercise	
3.6	Asking questions and answering in the class.	
3.7	Taking part in discussions	
3.8	Talking with students in real situations outside the class.	
4. Listening		
4.1	Listing to teachers	
4.2	Listing to classmates	
4.3	Listening to the conversation from the recorders	
4.4	Listening to conversation from the CD player	
B. Language Content Areas		
1. Vocabulary Learning		
1.1	Using new words in sentences	
1.2	Thinking of relationship between known and new words	
1.3	Saying or writing words frequently	
1.4	Translating the words to the mother tongue	

1.5	Guessing the unknown words	
1.6	Taking test for new vocabulary	
1.7	Using the vocabulary in essays	
1.8	Using the new vocabulary to fill in the blanks in a paragraph.	
2. Grammar		
2.1	Reading grammar instructions	
2.2	Practicing grammar at sentence level	
2.3	Practicing grammar at paragraph/essay level	
2.4	Giving sentences from the real situations	
3. Phonology		
3.1	Practicing pronunciation of words	
3.2	Giving easy texts to read aloud	
3.3	Understating pronunciation symbols	
C. Learning Style		
1. Study Skills		
1.1	Studying rules and practicing them	
1.2	Doing a group work	
1.3	Studying individually	
1.4	Doing study in pair work	
1.5	Showing many pictures and diagrams	
2. Learning Activities		
2.1	Role plays	
2.2	Rehearsing memorized dialogues	
2.3	Problem-solving exercises	
2.4	Learning about cultures	

Appendix F: Checklist of ENGL 106

NO.	Item	Frequency
**A. Language Skills**	
**1. Writing**	
1.1	Writing formal emails	
1.2	Writing formal letters	
1.3	Taking lecture notes	
1.4	Taking notes from textbooks	
1.5	Writing essays	
1.6	Writing references	
1.7	Paraphrasing	
1.8	Summarizing books/ articles	
1.9	Writing short or long answers in exams	
1.10	Doing homework	
**2. Reading**	
2.1	Reading books/articles	
2.2	Reading historical news	
2.3	Reading daily newspaper	
2.4	Searching about places around the world	
2.5	Reading the texts of course books	
**3. Speaking**	
3.1	Communicating with classmates	
3.2	Communicating with teachers	
3.3	Participating in the class	
3.4	Making the presentation	
3.5	Making interview with classmates as exercise	
3.6	Asking questions and answering in the class.	
3.7	Taking part in discussions	
3.8	Talking with students in real situations outside the class.	
**4. Listening**	
4.1	Listing to teachers	
4.2	Listing to classmates	
4.3	Listening to the conversation from the recorders	
4.4	Listening to conversation from the CD player	
**B. Language Content Areas**	
**1. Vocabulary Learning**	
1.1	Using new words in sentences	
1.2	Thinking of relationship between known and new words	
1.3	Saying or writing words frequently	
1.4	Translating the words to the mother tongue	
1.5	Guessing the unknown words	
1.6	Taking test for new vocabulary	

1.7	Using the vocabulary in essays	
1.8	Using the new vocabulary to fill in the blanks in a paragraph.	
2. Grammar		
2.1	Reading grammar instructions	
2.2	Practicing grammar at sentence level	
2.3	Practicing grammar at paragraph/essay level	
2.4	Giving sentences from the real situations	
3. Phonology		
3.1	Practicing pronunciation of words	
3.2	Giving easy texts to read aloud	
3.3	Understating pronunciation symbols	
C. Learning Style		
1. Study Skills		
1.1	Studying rules and practicing them	
1.2	Doing a group work	
1.3	Studying individually	
1.4	Doing study in pair work	
1.5	Showing many pictures and diagrams	
2. Learning Activities		
2.1	Role plays	
2.2	Rehearsing memorized dialogues	
2.3	Problem-solving exercises	
2.4	Learning about cultures	

Appendix G: Checklist of ENGL 217

NO.	Item	Frequency
	A. Language Skills	
1. Writing		
1.1	Writing formal emails	
1.2	Writing formal letters	
1.3	Taking lecture notes	
1.4	Taking notes from textbooks	
1.5	Writing essays	
1.6	Writing references	
1.7	Paraphrasing	
1.8	Summarizing books/ articles	
1.9	Writing short or long answers in exams	
1.10	Doing homework	
2. Reading		
2.1	Reading books/articles	
2.2	Reading historical news	
2.3	Reading daily newspaper	
2.4	Searching about places around the world	
2.5	Reading the texts of course books	
3. Speaking		
3.1	Communicating with classmates	
3.2	Communicating with teachers	
3.3	Participating in the class	
3.4	Making the presentation	
3.5	Making interview with classmates as exercise	
3.6	Asking questions and answering in the class.	
3.7	Taking part in discussions	
3.8	Talking with students in real situations outside the class.	
4. Listening		
4.1	Listing to teachers	
4.2	Listing to classmates	
4.3	Listening to the conversation from the recorders	
4.4	Listening to conversation from the CD player	
	B. Language Content Areas	
1. Vocabulary Learning		
1.1	Using new words in sentences	
1.2	Thinking of relationship between known and new words	
1.3	Saying or writing words frequently	
1.4	Translating the words to the mother tongue	
1.5	Guessing the unknown words	
1.6	Taking test for new vocabulary	

1.7	Using the vocabulary in essays	
1.8	Using the new vocabulary to fill in the blanks in a paragraph.	
2. Grammar		
2.1	Reading grammar instructions	
2.2	Practicing grammar at sentence level	
2.3	Practicing grammar at paragraph/essay level	
2.4	Giving sentences from the real situations	
3. Phonology		
3.1	Practicing pronunciation of words	
3.2	Giving easy texts to read aloud	
3.3	Understating pronunciation symbols	
C. Learning Style		
1. Study Skills		
1.1	Studying rules and practicing them	
1.2	Doing a group work	
1.3	Studying individually	
1.4	Doing study in pair work	
1.5	Showing many pictures and diagrams	
2. Learning Activities		
2.1	Role plays	
2.2	Rehearsing memorized dialogues	
2.3	Problem-solving exercises	
2.4	Learning about cultures	

Appendix H: Checklist of ENGL 218

NO.	Item	Frequency
A. Language Skills		
1. Writing		
1.1	Writing formal emails	
1.2	Writing formal letters	
1.3	Taking lecture notes	
1.4	Taking notes from textbooks	
1.5	Writing essays	
1.6	Writing references	
1.7	Paraphrasing	
1.8	Summarizing books/ articles	
1.9	Writing short or long answers in exams	
1.10	Doing homework	
2. Reading		
2.1	Reading books/articles	
2.2	Reading historical news	
2.3	Reading daily newspaper	
2.4	Searching about places around the world	
2.5	Reading the texts of course books	
3. Speaking		
3.1	Communicating with classmates	
3.2	Communicating with teachers	
3.3	Participating in the class	
3.4	Making the presentation	
3.5	Making interview with classmates as exercise	
3.6	Asking questions and answering in the class.	
3.7	Taking part in discussions	
3.8	Talking with students in real situations outside the class.	
4. Listening		
4.1	Listing to teachers	
4.2	Listing to classmates	
4.3	Listening to the conversation from the recorders	
4.4	Listening to conversation from the CD player	
B. Language Content Areas		
1. Vocabulary Learning		
1.1	Using new words in sentences	
1.2	Thinking of relationship between known and new words	
1.3	Saying or writing words frequently	
1.4	Translating the words to the mother tongue	
1.5	Guessing the unknown words	
1.6	Taking test for new vocabulary	

1.7	Using the vocabulary in essays	
1.8	Using the new vocabulary to fill in the blanks in a paragraph.	

2. Grammar

2.1	Reading grammar instructions	
2.2	Practicing grammar at sentence level	
2.3	Practicing grammar at paragraph/essay level	
2.4	Giving sentences from the real situations	

3. Phonology

3.1	Practicing pronunciation of words	
3.2	Giving easy texts to read aloud	
3.3	Understating pronunciation symbols	

<div align="center">

C. Learning Style

</div>

1. Study Skills

1.1	Studying rules and practicing them	
1.2	Doing a group work	
1.3	Studying individually	
1.4	Doing study in pair work	
1.5	Showing many pictures and diagrams	

2. Learning Activities

2.1	Role plays	
2.2	Rehearsing memorized dialogues	
2.3	Problem-solving exercises	
2.4	Learning about cultures	

Appendix I: Permission Letter from the Foreign Language and English

Preparatory School

15/March/2013

Asst. Prof. Dr. Nilgun Hancioglu

      The FL ESP Director

      <u>**Apply For Approval to Collect Data in Your School**</u>

Dear **Dr. Nilgun Hancioglu**, I am an MA student in ELT Department. As a part of my thesis study, I am going to investigate the materials used in English Courses from language needs and learning styles perspectives. This study concentrates on English for Specific Purposes for Tourism and Hospitality Faculty. I will carry this research through this semester (Spring 2013-2014) which there is no specific date (the period before midterm exam).

This research will help to examine whether English courses are meeting the Tourism and Hospitality students' language needs at EMU. The findings are interpreted to have implications for ESP syllabus designers and EFL practitioners.

I am going to use three instruments of data collection such as questionnaires with students (all Tourism and Hospitality Students who are enrolled in English for Specific Purposes around 100 to 50 students for spring 2013/2014), instructor Interview (4 to 5 English teachers), and classroom observations (around 5 to 3 English language teachers from 20 to 15 hours for all teachers).

I will be very happy to get your permission to collect my data at the institutions that you chair. For further information, please contact me or my supervisor Asst. Prof. Dr. Javanshir Shibliyev in ELT Department.

Thanks for your cooperation

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