

**A Needs-based Evaluation of the English Language  
Program Offered to Tourism and Archaeology  
Students in a University Context in Jordan**

**Mohammad Qasim Al-Tarawneh**

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Approval of the Institute of Graduate Studies and Research

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Prof. Dr. Ali Hakan Ulusoy  
Acting Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy in English Language Teaching.

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Assoc. Prof. Dr. Javanshir Shibliyev  
Chair, Department of Foreign Language  
Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Doctor of Philosophy in English Language Teaching.

---

Prof. Dr. Ülker Vancı Osam  
Supervisor

---

Examining Committee

1. Prof. Dr. Yasemin Bayyurt

2. Prof. Dr. Yasemin Kırkgöz

3. Prof. Dr. Ülker Vancı Osam

4. Prof. Dr. Gülşen Musayeva Vefalı

5. Asst. Prof. Dr. Fatoş Erozan

## **ABSTRACT**

The present study aimed at assessing the possible mismatch of Tourism English skills between the training offered at the Archaeology and Tourism Department at Mu'tah University and the skills (tasks) required in the tourism sector in Jordan. To do this, the study used a combination of two evaluation models to first evaluate the effectiveness of Tourism English (TE) training offered at the university, and then investigate needs and perceptions which might help improve the existing program and plan for a TE course syllabus, accordingly. This needs-based evaluation was taken from the viewpoints of various stakeholders including the current students of the Archaeology and Tourism Department, the recent graduates, English and subject-matter instructors, and local employers (i.e., Tourism agencies and bureaus). Combining both models informed the two stages of the study (i.e., evaluation and needs analysis) and necessitated collecting qualitative and quantitative data through multiple instruments, namely, a questionnaire for both students and graduates, interviews and the examination of the available documents and materials.

The results from all sources revealed that the English language program with its two course types (General English and Specialty courses) was ineffective in meeting the students' TE needs and expectations. The triangulated data appeared to ascribe this ineffectiveness to the lack of alignment between the courses (in their aims and objectives, content and materials, teaching methodology and assessment) and the students' needs and expectations. This also resulted in the participants' dissatisfaction with the program as far as TE training was concerned. What is more, the students and the graduates were perceived to have limited proficiency in English,

to the extent that they seemed unable to use the language to fulfill study and work purposes. Nonetheless, the participants had positive attitudes towards English as the language which all Tourism students and graduates should master. Therefore, all the participants positively perceived making improvements to the existing program through having a Tourism English syllabus. All stated that such a syllabus, when designed, would be of great help to the Tourism students in their study and future careers. Moreover, all agreed that the syllabus should be communicative in focus, integrate the language skills needed in the tourism field; more specifically, the oral and communicative interpersonal skills, and include familiar topics and functions of tour-guiding and tour-operating.

It is suggested that the program offered at the Tourism Department should be more TE-focused in both content and communication; e.g., to include a special TE course as part of the curriculum offered. Such a course is suggested to depend on a syllabus which provides sufficient content, gives more focus on TE communication; endorses needed skills and functions, allows for ample opportunity for practice, and makes use of various teaching techniques and assessment tools to facilitate the learning process. All in all, this would help meet needs and expectations. More cooperation is needed, either between the English and the Tourism departments as to how their missions might be revised to emphasize TE training, or with other institutes in the country including the public and the private sector.

The findings of the study are not limited only to the improvement of the program in the research context, but they denote implications for other similar contexts in which English is taught for specific purposes. Despite being a case study, it is implicated that the results might be generalized to other ESP contexts inside and outside Jordan.

Further research might take the results of the study as a blueprint to design and implement the intended syllabus, following Nation and Macalister's (2010) syllabus design criteria, namely, goals, content and sequencing, format and presentation, and monitoring and assessment.

**Keywords:** ESP program evaluation; Tourism English training; tertiary education; Jordan; syllabus needs.

## ÖZ

Bu çalışma, Mutah Üniversitesi'nde Arkeoloji ve Turizm Bölümünde sunulan Turizm İngilizcesi becerileri ile Ürdün'de turizm sektöründe gerekli olan İngilizce kullanımı arasındaki olası uyumsuzluğu değerlendirmeyi amaçlamaktadır. Bu amaçla çalışmada iki farklı değerlendirme modeli bir arada kullanılmıştır. İlk değerlendirme, üniversitede verilen Turizm İngilizcesi dersinin verimliliği konusunda, ikinci değerlendirme ise mevcut programın iyileştirilmesi ve yeni bir Turizm İngilizcesi dersinin müfredatının geliştirilmesine yardımcı olabilecek ihtiyaçların ve algıların araştırılmasını hedeflemiştir. İhtiyaç-temelli ikinci değerlendirme, üniversitede Turizm İngilizcesi dersini alan mevcut öğrenciler, yeni mezunlar, İngilizce öğretmenleri, alan derslerini veren öğretim elemanları ve Turizm acentalarında çalışan yerel işverenler gibi geniş bir yelpazeden oluşan paydaşlardan alınan görüşlerin değerlendirilmesi şeklinde olmuştur. Bu iki değerlendirme modelinin birleştirilmesi, çalışmanın iki aşamasını (yani 'değerlendirme' ve 'ihtiyaç analizi' aşamalarını) temsil etmekte olup; hem teorik hem de modellemeli araçlarla (yani, öğrenciler ve mezunlar için düzenlenen bir anket, mülakatlar ve belgelerin incelenmesi gibi araçlarla) nitel ve nicel verilerin toplanmasını gerekli kılmıştır.

Tüm bu kaynaklardan elde edilen sonuçlar, mevcut İngilizce ders programındaki iki dersin (yani Genel İngilizce ve Alan-odaklı derslerin) öğrencilerin Turizm İngilizcesi ihtiyaçlarını ve beklentilerini karşılamada etkisiz olduğunu göstermiştir. Bunun kanıtı, öğrencilerin ve mezunların İngilizce dilindeki sınırlı yeterlilik düzeyleri ve dolayısıyla İngilizceyi ne akademik ne de mesleki ortamda kullanamamalarıdır. Ayrıca çalışmaya katılanlar, yürütülmekte olan mevcut programın misyon ve

hedefleri, dersin amaç ve hedefleri, ders içerikleri ve materyalleri, dersi yürütme/öğretme-öğrenme süreci ve ders değerlendirme prosedürleri konularında da memnuniyetsizliklerini ifade etmişlerdir. Bu nedenle, katılımcılar mevcut müfredatta bir Turizm İngilizcesi dersinin eklenmesi yoluyla iyileştirme yapılması düşüncesini olumlu karşılamışlar; ayrıca, müfredatın iletişimsel yaklaşımı temel almasını, sözlü iletişim becerileri başta olmak üzere turizm alanında ihtiyaç duyulacak tüm dil becerilerini ve ayrıca tur rehberliği ve tur işletmeciliğinin bilinen konularını ve işlevlerini içermesi gerektiğini vurgulamışlardır. Turizm Bölümünde sunulan programın hem içerik hem de iletişim açısından daha fazla Turizm odaklı olması, örneğin müfredatın bir parçası olarak özel bir Turizm İngilizcesi dersinin eklenmesi önerilmektedir. Bu dersin, Turizm konularında yeterli içerik sağlayan, iletişime daha fazla odaklanan, gerekli beceri ve işlevleri içeren, bolca uygulama fırsatları sunan, öğrenme sürecini kolaylaştırmak için çeşitli öğretim teknikleri ve değerlendirme araçlarından yararlanan bir ders olarak tasarlanması tavsiye edilmektedir. Bunun için İngilizce ve Turizm bölümleri arasında gerçekleştirilecek işbirliğinin yanı sıra, kamu sektörü ve mesleki kurumlar da dahil olmak üzere ülkedeki diğer kurumlarla da daha fazla işbirliğine ihtiyaç vardır.

Sonuç olarak, bu çalışmanın bulguları sadece çalışmanın yapıldığı üniversitedeki söz konusu programın iyileştirilmesiyle sınırlı olmayıp, benzer durumdaki diğer üniversiteler için de ipuçları taşımaktadır. Program yöneticilerinin, İngilizce öğretim elemanlarının ve alan öğretim elemanlarının bu çalışmadan yararlanacakları umulmaktadır.

**Anahtar kelimeler:** özel amaçlı İngilizce programının değerlendirmesi, Turizm İngilizcesi eğitimi; yüksek öğrenim; Ürdün; müfredat ihtiyaçları.

# **DEDICATION**

To My Beloved Family

To My Mother

To My Father's Soul



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## **LIST OF ABBREVIATIONS**

CHE	Council of Higher Education
CIPP	Context, Input, Process and Product
CLIL	Content-based Language Integrated Learning
CLT	Communicative Language Teaching
DELS	Disseminating English Language Skills
EFL	English as a Foreign Language
ESL	English as a Second Language
ESP	English for Specific Purposes
EST	English for Science and Technology
ELT	English Language Teaching
GE	General English
GPA	Grade Point Average
IELTS	International English Language Testing Services
MOTA	Ministry of Tourism and Antique
MU	Mu'tah University
MULC	Mu'tah University Language Center
NA	Needs Analysis
LSP	Language for Specific Purposes
TE	Tourism English
TOEFL	Test of English as a Foreign Language
WTTC	World Travel and Tourism Council

# Chapter 1

## INTRODUCTION

This chapter first outlines the background to the study and then presents its problem statement as it has been experienced in the addressed context. It also gives an overview to its main purpose demonstrating why conducting such a study would be of value to its participants and how it would contribute to the literature on contextual needs-based language program evaluation and syllabus design innovations in ESP settings.

### 1.1 Background of the Study

English has become the driving force for major developments in almost all life domains including business, technology, healthcare, national and international tourism, and even personal contact among people from all over the world (Brutt-Griffler, 2002; Crystal, 2003; Warschauer, 2000). This has resulted in a huge demand for English, especially in English as a foreign language (EFL) and English as a second language (ESL) contexts where there is a compelling need for the kind of knowledge, ability, and specialized skills of English which enable any country to go with contemporary developments for its economic stability and growth.

The tourism sector is said to be one of the largest job-generating fields around the globe, providing one in every ten jobs in the planet and accounting for 313 million jobs, approximately 10% of the world's total employment [World Travel & Tourism

Council (WTTC), 2018]. Besides creating jobs, the field is seen to drive exports and generate prosperity across the world as a result of globalization, the spread of English as an international language, the advent of technology, and the movement of people and goods (Pakir, 1999; Warschaeur, 2000; WTTC, 2018). Due to the economy-embracing status given to this sector, governments have been competing to develop the level of services offered to tourists through providing linguistically-able workforce who are equipped with communication, information technology (IT) and professional skills. Needless to say, this necessitates each country to strive for providing quality training at university and college level to appropriately prepare students for their future careers in tourism. Of course, within such training, priority is given to English skills development, in general, and Tourism English (henceforth, TE) skills, in particular, with the latter being described as highly needed as it reflects the professional functions conducted in tourism and mirrors the communication-based nature of the whole tourism industry.

Jordan is an example of those developing countries which always gives higher importance to tourism due to its touristic nature. The country has become a destination for international tourists whose numbers had exceeded 4.2 million by the end of 2017 with a growth of nearly 18% in the country's revenues (Ministry of Tourism & Antique MOTA, 2018; Morris, 2018). According to the tourists' statistics, tourists were largely from Europe, the USA, Canada and India (Ministry of Tourism & Antique, 2018). Given this, it appears that most tourists visiting Jordan are either native English speakers or speakers of English as a second language. This makes English as a means of international communication a pressing need. In this respect, AlDohon (2014) states, "Because of the current position of the English

language as the main language used in international communication, it becomes essential for Jordanian personnel who are constantly dealing with multicultural tourists in the workplace” (p. 56). Obviously, successful communication with tourists in English would add to their satisfaction and ensure more tourist arrivals to the country. It is to this end, learning English as used in tourism (i.e., Tourism English) is an imperative as far as tourism development is a priority of the government in Jordan.

Although English is taught and learned as a foreign language and is not used in everyday communication in Jordan, it is still the main instrument whereby the tourism profession is carried out and the urgently-demanded language by tourism graduates, employers and tourists alike (AlDohon, 2014; AlKhatib, 2005). The literature clearly addressed this fact by attesting that employers and graduates highly require English as the language internationally used by tourists visiting the country. It also emphasized the importance of English for specific purposes (ESP) training as a seemingly neglected issue in tertiary education, more specifically when related to curriculum and syllabus design innovations (AlBakrawi, 2013; Bataineh & Ayasreh, 2004).

Within this context, taking tourism as an example of an important domain for economic growth, and Jordan as an EFL country where specialized skills and knowledge of English are urgently needed, the present study aims to address issues of curriculum and syllabus design and the teaching of Tourism English at the tertiary level in Jordan to investigate the extent to which the tourism students are prepared for language use in real-life contexts.

### **1.1.1 Teaching Tourism English and ESP in Jordan**

With its Middle-eastern strategic position, Jordan lies on a threshold of history and on a crossroad of many ancient civilizations which were inhabited in the area throughout centuries. It is a place where tourism is considered a major source of its economic income as it embraces a lot of astonishing historical wonders which attract tourists from all over the world. As such, the government always seeks to provide the tourism sector with the right workplace facilities and linguistically-equipped workforce to develop the levels of services offered to international tourists.

Despite the economic importance given to this sector, English has not been well-considered in the tourism-related educational system yet. This is evident in the course plans of most tourism departments at Jordanian universities, where little attention to English is given (AlBakrawi, 2005; 2013; AlDohon, 2014; AlKhatib, 2005).

In the Jordanian educational system, it is apparent that teaching English as a foreign language or even for specific purposes (ESP) is a challenging task. The country has revived interest in teaching English as a necessary part of the early stages of teaching process since 2000 (AlJaafreh, 2008; Bataineh & Ayasreh, 2004; Council of Higher Education (CHE), 2000). Nonetheless, the language does not seem to be exploited enough as a productive tool to enhance the educational level in different scientific, technical and vocational institutions.

Put differently, despite the accelerating communicative needs for vocational English in fields like tourism, business, health, banking and finance, the educational system

appears to lack such specialized ESP teaching and training especially at the tertiary level (AlBakrawi, 2013, 2005; AlKhatib, 2005; Freihat & AlMakhzoomi, 2012). As regards tourism and hotel service, for example, both have been suggested to be the two major sectors where ESP should be integrated as they embody the main source of the country's economy and represent those domains in which English is extremely needed (AlBakrawi, 2005, 2013; AlDohon, 2014; AlKhatib, 2005). As such, direct attention to English teaching and training in these rich labor markets is imperative in the whole related educational system.

The teaching of ESP requires offering ESP courses that familiarize students with the jargon used in their fields of study and in their after-graduation work (AlBakrawi, 2013; AlDohon, 2014; AlJaafreh, 2008; Freihat & AlMakhzoomi, 2012). Moreover, the application of ESP approaches into ELT in Jordanian vocational education is still a newborn field. This is quite indicative in fields like curriculum development and syllabus design where it is uncommon to have those ESP syllabuses that highly prompt communication within specialized occupations and fields of study (AlBakrawi, 2013; Bani-Khaled, 2012). This issue has been clearly addressed in AlBakrawi's (2013) study when he described the production and implementation of ESP as an "unprecedented attempt" in the country (p. 14).

This unprecedented attempt refers to the scarcity of ESP-related educational innovations (e.g., curriculum and syllabus design) that mediate theory into practice and study into work. This scarcity may be worse when dealing with tertiary education, clearly because students at this level are claimed to be closer to practice as



they are being trained for their future technical jobs. As a result, it could negatively affect the overall preparation of linguistically well-trained workforce.

Tourism English as one main necessity in the tourism sector is a good example of this scarcity of curriculum and syllabus innovations due to the big gap noticed between what is needed and what is actually performed. In light of this, the current study seeks to take an innovative step to bridge such a gap and intervene in a local university context where Tourism English (henceforth, TE) is urgently demanded. This context is represented by Mu'tah University (henceforth, MU), one of the leading state universities in Jordan, where the English language is not the medium of instruction despite having some courses and learning materials written and taught in English, just like the case of the Archaeology and Tourism Department.

This intervention will purposefully seek to give a clearer picture of how much TE training is provided by the English language program offered within the curriculum of the Tourism Department at MU. It will also aim to identify how different stakeholders (i.e., current tourism students, graduates, instructors, and local tourism employers) perceive this program as effective/ineffective in meeting needs and expectations. Importantly, the stakeholders' perceptions of the program effectiveness might present their needs, wants and lacks, all of which might help to improve the program and describe what a TE course syllabus should look like.

Doing so necessitates investigating the addressed university context by using an adaptable evaluation model that will focus on the effectiveness of the existing language program and investigate learner and societal needs. Such evaluation will

help develop a whole-picture view of all issues involved in a language program, including context, input, process and product (Stufflebeam, 1971) and offer an inventory through which stakeholders can make improvement-based suggestions and describe what a TE course syllabus should look like in terms of its goals, content and sequencing, format and presentation, and monitoring and assessment (Nation & Macalister, 2010).

In sum, the suggested evaluation is said to give answers that could best judge a program as effective in terms of careful identification of goals, meeting needs and expectations, implementing suitable teaching practices and testing procedures/tools, incorporating evaluation as an on-going process, investigating perceptions towards the English language, in addition to evaluating the existing course syllabuses, teaching methods and materials, and learning activities or textbooks. Reporting on these answers will build up a grounding basis for an innovative step to plan a TE syllabus based on the stakeholders' descriptions and recommendations.

### **1.1.2 An Overview of the MU Tourism Department**

The Department of Archaeology and Tourism at MU was established in 1995 in an attempt to meet the societal requirements and the demands of having well-trained professionals in the tourism field in Jordan. It offers Bachelor's and Master's degrees; however, only Bachelor's students are the focus of this study. A student enrolled in the Bachelor's degree of Archaeology and Tourism is required to complete 132 credit hours (approximately 44 courses) that comprise a four-year university study period (Mu'tah University Deanship Council's Decision No. 395, 2007). During this time span, students are exposed to a wide range of general and specialty courses that seek to develop their English language proficiency levels and

gain professional knowledge and skills that will help them in their after-graduation careers and strengthen their cultural sensitivity to their society.

All the courses within the curriculum offered are taught in Arabic, except six courses which represent two course types; namely, General-English (GE) and Specialty courses, thus suggestively representing the English language program that provides TE training. The GE courses are comprised of three courses (*English Language 99*, *English Language I 101* and *English Language II 102*), and these are taught 3 hours a week to all university students by English language instructors from the Language Center, a Division under the English Department at the addressed university. These courses have been initiated as part of a governmental language program called Disseminating English Language Skills DELS (CHE, 2000), which aims at developing Jordanian university and college students' English language proficiency (AlJaafreh, 2008; CHE, 2000).

Since GE courses are highly general in content and do not emphasize a specific field of study, they might offer little help to develop students' English language proficiency either in GE or in ESP (AlJaafreh, 2008). Therefore, they are “insufficient to fulfill the students' language requirements, and thus inadequate to substitute for ESP courses” (Bataineh & Ayasreh, 2004, p. 10).

As regards the English language proficiency and ability, students are asked to sit an English Placement Test upon entrance to the university. The test actually assesses students' linguistic competence, depending largely on their grammatical and vocabulary knowledge and their reading comprehension abilities. Based on the test

results, students are divided into three study groups that correspond to the previously-mentioned General English Courses; namely, *English 99*, *English 101*, and *English 102*. In other words, the student's total mark entails which course level s/he will take. For example, a student with a mark of less than 50% (the passing score) must take *the remedial course English 99* followed by the other two courses, respectively. Exemption from *English 99* requires a student to get a passing score ranging between 50-79%, whereas exemption from *English 101* necessitates 80% and above. A student will also be exempted from *English 101* if s/he has a TOEFL or IELTS certificate with a score of 5 in ELTS or a score of 500 in the Paper-based TOEFL which corresponds to 173 and 61 in TOEFL Computer-based and Internet-based, respectively (Mu'tah University Deanship Council's Decision No. 395/2007) <http://www.mutah.edu.jo/regpage/un/inst.pdf>.

The specialty courses, just like those taught in Arabic, often target content knowledge in the tourism industry but use English as a medium of instruction to expand students' special terminological knowledge in the field. This is due to the fact that most tourism and archaeology-related publications are written in English; a thing which may necessitate some courses to be taught and learned in English. These courses are *Communication Skills in English*, *English Terminology in Archaeology and Tourism*, and *Tourism Management*, and each is of three credit hours to be taught during a semester, three contact hours per week. Compared to the GE courses, the specialty courses are taught by the subject-matter instructors at the Archaeology and Tourism Department, who might not be as good at English as English instructors, or who might differ from English instructors as they teach content in English, not the language itself.

Although the GE and Specialty courses are not considered proper ESP courses; they appear to be the only source of ESP training provided to students in their tourism-related study and future work. Hence, it would be worth investigating how effective or ineffective these courses are to provide sufficient TE training, prepare students for TE communication, and thus meet needs and expectations. This kind of evaluative investigation will be in line with the absence of a TE course as detected in the Department's curriculum. If found, such a course may help narrow down any possible linguistic gap in the student's Tourism English competence; a gap that might occur as a result of curriculum ineffectiveness, course un-connectedness beside the noticed absence of Tourism English courses.

## **1.2 Statement of the Problem**

Paying considerable attention to the situation where English for tourism is taught and needed at the university level in Jordan, it seems that there is little focus on the teaching of this specialized type of language on a communicative basis. Communicative syllabuses and textbooks that facilitate the teaching/learning process are few in numbers, and most of them seem to teach phraseologies and concepts related to tourism and archaeology at Tourism and Archaeology departments (AlBakrawi, 2013; AlKhatib, 2005). As such, they do not appear to prepare students for any level of English due to the traditional teacher-centered approaches followed in the teaching and learning of their content and the dominance of Arabic (the mother tongue) in lecturing, teaching, and examining (AlBakrawi; 2013; AlJaafreh, 2008; AlKhatib, 2005; Bani-Khaled, 2012; Njadat, 1999). As this situation could be similar, to some extent, in all universities in Jordan, the study determines to take Mu'tah University as its case study and the main context of investigation based on

the researcher's multiple visits which revealed that there are neither communicative syllabuses nor any TE courses given at the Department of Archaeology and Tourism.

The absence of communicative syllabuses is supposed to widen up the gap between the university graduates' English language abilities and the requirements of tourism-related workforce (AlDohon, 2014; AlJaafreh, 2008; AlKhatib, 2005). In other words, the courses offered in the Tourism and Archeology Department's curriculum do not seem to prepare students for the type of English needed for communication in a highly demandable field like tourism. Such absence of a TE communicative syllabus can possibly make these students handicapped in the target language and leaves them far behind from job opportunities and future employment in the local tourism.

As a consequence of the rarity of TE communicative syllabuses and students' incompetency in English, it is also proposed that the whole tourism sector is negatively affected in terms of the services offered and qualified staff. Following this, the study came to respond to this situation by making an evaluation-based innovative step to address learner and societal needs for the English language in Jordan, especially the type of English that is communicatively used in the field of tourism and archeology. Such investigation of both situation and needs, being supported by evaluating the existing English language program, allows for planning a new TE syllabus that embraces those needs and seeks to empower the target learners through enabling them to communicate a culturally-related content in English. By doing so, these learners can be more confident to use English as a foreign language to practice speaking, listening, reading, and writing about tourism

and archaeology-related topics representing their local interests. When planned, developed and implemented, such a syllabus is assumed to narrow down the possible mismatches between students' expectations and the Department's curriculum. Likewise, it could also help bridge the gap between students' incompetency in TE and their opportunities for future employment; consequently, the whole tourism sector could be influenced through being subsidized with effective and linguistically-equipped workforce.

After developing this syllabus and putting it into practice as a university ESP course, students are assumed to have the ability to appropriately handle most language skills and professional activities needed in the tourism field on a communicative basis. It is also proposed that students will find the match between theory and practice and relate issues of work to their academic study. Moreover, they will understand how content and knowledge of their subject-matter courses are interdisciplinary (i.e., complementing each other) into the intended syllabus as they have the opportunity to review and represent this content by using the English language to communicate in their field. Supposedly, this will allow students to be trained on how to use the language confidently to cope with tourism-work tasks after graduation. In other words, they will have some ideas of practice as they are trained and enlightened by the interdisciplinary approach that links content, knowledge, skills, professional activities and functions to language. All of this is suggested to add credits to these students as their chances of being employed will be even greater.

Moreover, the English language program offered in the Archaeology and Tourism Department (including both General English courses and Specialty courses given in

English) has not been evaluated in terms of either its effectiveness in preparing students for tourism English language use or the extent to which it can meet the stakeholders' (students, graduates, instructors, and employers) needs, wants and lacks. This fact has been demonstrated in AlJaafreh's (2008) study on evaluating the effectiveness of the local language program called Disseminating English Language Skills (DELS), developed by Higher Education Committee HEC in an attempt to improve the English language proficiency levels of all Jordanian university students starting from the year 2000. In this evaluation, it was revealed that although ESP is an important component of the program to be given at a higher level of language proficiency (i.e., when students finish 2 plus 1 General-English courses; namely, *English Language I 101*, *English Language II 102*, and *English Language 99* being a remedial course given to students who fail the university-entry placement test), such ESP course has not been implemented at MU yet.

Despite their needs of the language for their academic studies and after-graduation work, students of different fields were rarely considered in such evaluation research where they can share their opinions and express their needs, wants, lacks and expectations. Moreover, students were revealed to be little considered to spell out their perceptions of some issues like the English language, taking an ESP course that relates to their fields of study and near-future work, and the effectiveness of the whole English language program in meeting their needs and expectations. From this point, it is worth investigating the aforementioned issues in an ongoing evaluative process that sheds light on the stakeholders' views on the English language program implemented in the Archaeology and Tourism Department at MU. This evaluation



will be the first forward move to develop an informational basis for a syllabus plan innovation within a specific ESP field like English for Tourism.

Taking ESP students' opinions into account within the current research paradigm will contribute to their involvement in the learning/teaching process. This has always been proved in the literature as students play an important role in shaping their learning that relates to their fields of study and vocational future (Njadat, 1999). Such a role also includes their chances to negotiate and evaluate syllabuses according to their needs and state their perceptions of what changes they like to have to improve their Tourism English competency. Here, it should be noted how important the students' involvement, not only in the learning process but also in other processes including planning, teaching, evaluation and syllabus design.

In a nutshell, the statement of the problem can be specified as follows: there is a lack of an adequate ESP syllabus for Tourism at MU, and there seems to be inadequate language instruction in relation to communicative English for tourism, which could be resulted in the limited cooperation between the English and Tourism and Archaeology departments at the University. Consequently, the graduate profile is left without the required command of the English language knowledge and skills for the tourism sector. This may lead to a lack of competent workforce for the tourism sector, hence inadequate services in terms of the international standards. What is worse to be as an overall expectation is that all the above-mentioned would negatively affect the region's revenue. Therefore, the study aims at delving into the addressed context to conduct a language program evaluation that unfolds realities to investigate the perceptions, needs, and wants of the stakeholders involved in a way

that helps innovate a practical solution through planning a TE syllabus based on the information collected from this particular context.

### **1.3 Purpose of the Study**

As the study draws on the theoretical issues of program evaluation, needs analysis and syllabus design, it seeks to achieve the following objectives in a two-step process.

1. To evaluate the effectiveness of the TE training provided by English language program (i.e., GE and Specialty courses) offered in the Archaeology and Tourism Department at MU in meeting students' needs and expectations. This perceptual evaluation is taken from the viewpoints of various stakeholders including the current Tourism students, graduates, English and subject-matter instructors, and local employers (i.e., Tourism agencies and bureaus) and investigates the program effectiveness in relation to four major issues; namely, course aims and objectives, contents and materials, conduct-teaching/learning process, and assessment and student performance, all representing the four major components in Stufflebeam's (1971) evaluation model.
2. To plan for the design of a TE syllabus as informed by the results of language program evaluation and the analysis of needs. Such a plan will be an end-product report that paves the way to the design, implementation, and evaluation of the TE syllabus according to Nation and Macalister's (2010) syllabus design criteria; namely, goals, content and sequencing, format and presentation, and monitoring and assessment.

## **1.4 Research Questions**

The research questions below are presented to correspond with the two-level process of the study and its developmental nature.

### *Step 1: Language Program Evaluation*

1) How do the Tourism students, graduates, English/Tourism instructors of Mu'tah University and local tourism employers in Jordan perceive the effectiveness of TE training provided by the English language program offered at the university's Tourism Department, in terms of:

- aims and objectives,
- content and materials,
- conduct/teaching-learning process, and
- assessment and student performance (Stufflebeam's 1971)

### *Step 2: Needs Analysis and Syllabus Planning*

2) What needs are reported by the above-mentioned stakeholders, which, can help to develop a new Tourism-English course syllabus in terms of 'goals', 'content and sequencing', 'format and presentation', and 'monitoring and assessment' (Nation and Macalister, 2010)?

## **1.5 Significance of the Study**

The significance of the study lies in its attempt to innovate and plan to develop a communicative TE syllabus that is mainly based on the analysis of learner and societal needs in a local university called MU. Such analysis will allow for collecting information about students' needs, wants, lacks, problems, deficiencies, and perceptions in relation to the English language, in general, and the specialized type of English that is used to carry out functions and tasks in their future careers, in

particular. It does inform the study of how much English is needed in terms of the kinds of specialized skills, knowledge and ability required, and of the problems encountered by fourth-year students at the Tourism Department in the addressed university. Explaining and describing the local context this way is said to empower the above-mentioned stakeholders to eagerly participate in the decision-making and syllabus planning processes through sharing their views, needs, and suggestions as regards what to include or exclude in the syllabus. In short, this study gives a great opportunity for all participants to reflect on what might be perceived as problematic and needed within the local context in relation to preparing university students in TE so that they can be linguistically and communicatively enabled to carry out tourism activities and thus be better considered for future employment after graduation.

It can be said that the study is based on the process of investigation and planning where participants can describe the local setting in terms of language problems, needs, deficiencies, wants, perceptions, skills, abilities, expectations, etc. The resultant information will be taken for granted as a basis for planning and designing the intended syllabus through which they will be helped again in three different ways.

First, students and graduates will have the opportunity to prepare themselves in the type of English language skills, representational knowledge and abilities used for tourism purposes so that they can be regarded in the local tourism job market. They will also be enabled to discover the wide gaps between their far-reached expectations and their language and economic needs and between their needs and their linguistic incompetency. Second, instructors will have the chance to play an influential role in

the processes of syllabus planning, implementation and evaluation as they collaborate to provide the research study with valuable information during needs and situation analysis. Collaboration between instructors from both English and Tourism departments will be strengthened as the syllabus, when designed and taught, may help bridge the gap between the two departments and activate their role in preparing university students in Tourism English enables them to communicate functionally as active members in the tourism-related community of practice after graduation. Third, employers, especially those in the private sectors are given the chance to participate in the decision-making and planning processes. They can share the responsibility of addressing and overcoming problems, and deciding on how university students may be educationally prepared for future tourism employment. Put simply, employers will be involved in the university educational system when it comes to preparing students to be linguistically equipped and actively engaged in tourism businesses. Therefore, the whole tourism field might be subsidized with professionally and linguistically skilled workforce by which both quality tourism services and good economic income for individuals and for the country at large may be ensured.

All in all, this process that the study endures indicates how well all participants affect and are affected by the design of the intended syllabus, and this is where the major contribution of the study lies.

## **1.6 Definition of Terms**

The most important terms used in this study are defined so as to suit the study's context and adheres to its overall methodological pattern. These terms are:

- **Language program evaluation:** The literature body appears to agree that evaluation is a systematic process of gathering information in order to make value judgements or decisions on the worth of an educational activity (e.g., program, curriculum, course, syllabus, etc.) in its context of use (Brown, 1989; Dudley-Evans, 2000; Hutchinson & Waters, 1987; Issac & Michael, 1981; Jordan, 1997; Lynch, 1996; Nation & Macalister, 2010; Nunan, 1992; Richards, 2001; Robinson, 2003; Ryan, 2007; Stufflebeam, 1971; Tunc, 2010; White, 1988). Such evaluative information can be quantitatively or qualitatively gathered from multiple sources and methods of data collection (Lynch, 1996; Richards, 2001). In a broader term, evaluation starts with the “collection, analysis, and interpretation of information for forming judgments about the value of a particular program” (Robinson, 2003, p. 199) but should end with “bringing about change to current activities or influencing future ones” (Dudley-Evans & St John, 1998, p. 128).

As being at the heart of the systematic approach to language curriculum design, Brown (1989) defines evaluation as the “systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context of the particular institutions involved” (p. 223).

In the context of this study, evaluation is referred to as a systematic process of collecting detailed information from different stakeholders about how effective the English Language program offered in the Tourism Department at Mu'tah University to provide adequate TE training and meet Tourism students' and graduates' needs and expectations. This effectiveness is researched as being attached to the formative-

summative evaluation approaches (Richards, 2001) to first address whether the program is meeting its goals and objectives for the sake of developing and bringing about change to the program. This change is represented by investigating the stakeholders' perceptions of a TE course syllabus as well as their suggestions as regards how this syllabus should look like.

It must be noted here that the language program offered is part of the Archaeology and Tourism Department's curriculum, and it includes three General-English courses (*English language 99, English Language I 101, and English language II 102*) and three Specialty courses taught in English (*Communication Skills, English Terminology in Archaeology and Tourism, and Tourism Management*). In other words, these six courses constitute the English language program, and which will have the major study's focus in its two steps; namely, program evaluation and needs analysis.

- **Stakeholders:** The body of literature on language program evaluation and needs analysis (e.g., Connelly and Clandinin, 1988; Richards, 2001; White, 1988), defined the term 'stakeholders' as all of the people who have the right to comment on and have input into the curriculum/syllabus processes offered in a particular educational setting. Here, the present study makes reference to the input and comments of all involved who could participate in evaluating the language program and share their opinions as regards how this program could be improved. These participants included the graduates and current students of the Tourism Department at Mu'tah University, English and subject-matter instructors, and local employers (i.e., travel agencies, bureaus).

- **Needs analysis:** A necessary phase in planning educational programs, which was introduced into language teaching through the ESP movement (Brindley, 1989; Richards, 2001; Stufflebeam et al. 1985). It is described as the procedures utilized to collect data about learners' needs attempting to demonstrate that a proposed program was a response to a genuine need (Pratt, 1980). According to Richards (2001:21), such information gathering will help to: a) determine if a program/ course adequately addresses students' needs, b) determine which students from a group are most in need of training in a particular setting or language skills, c) identify a change of direction that people in a reference group feel is important, d) identify a gap between what students are able to do and what they need to be able to do, and e) collect information about a particular problem learners are experiencing.

In the context of the study, needs analysis is defined as a set of procedures used to collect data about learners' needs with the aim to plan and design a new Tourism English syllabus in a local university context. It is linked to formative-summative evaluation so as to gather information from the aforementioned stakeholders to examine how much TE training is offered through the existing language program and whether this program meets needs and expectations. This linkage also helps in identifying stakeholders' perceptions of what of they see necessary to improve the program and thus meet these needs and expectations. Information about the program effectiveness and necessities will help plan for the newly suggested TE syllabus.

- **A communicative syllabus:** As Richards (2001) and Nation and Macalister (2010) suggest, a communicative syllabus is either an attempt to develop a framework for a general language course such as a Threshold Level Syllabus, or that syllabus whose



sole focus is on communication within a restricted setting such as English for Specific Purposes. In the context of the present study, it is communication in a restricted setting such as tourism is the major concern of the intended ESP communicative syllabus.

- **Syllabus design:** Syllabus design can be described as the process of deciding on what is to be taught and in what order depending on the theory of language that underlies the language teaching method. Such a process takes three stages (planning, implementation and evaluation) to get the syllabus designed in terms of goals, content and sequencing, format and presentation and monitoring and assessment (Martin, 2010; Nation & Macalister, 2010; Richards, 2001).

When related to this study, syllabus design refers to the process of planning a new syllabus based on the analysis of needs. In other words, this process is mainly dependent on the results of needs analysis that set the ground to plan for the suggested 'English for Tourism' syllabus in terms of goals, course rationale, content and sequencing, format and presentation, and monitoring and assessing (Nation & Macalister, 2010). As presented in Nation and Macalister's (2010) evaluation model, the planning of the new syllabus should be in line with researching needs (needs, wants, and lacks), principles (methods, strategies, and procedures), and environment (resources, instructors and employers, and constraints).

- **Tourism English:** This term indicates the type of the English language used in restricted settings like tourism to fulfill job responsibilities (Luka, 2009; Richards, 2001). Compared to general English, Tourism English as a “structured language”

(Zahedpisheh, Abu Baker, & Saffari, 2017, p. 88) can be examined by basic properties such as functions, structures, vocabulary and tenses (Buhler, 1990; Dann, 2001). It includes a lot of special vocabulary and structures, but it is simpler, clearer and more direct than general English (Brunton, 2009; Strevens, 1988). It is also seen as that area within ESP that attends to learners needs and incorporates both business English and English for academic purposes to bridge workplace communication and classroom use (Cho, 2005). Hence, learning it has become necessary by those needing it for better employment in guest-host related businesses including tour guiding, travel agencies, hotels, restaurants, information centers, etc.

Based on the above-mentioned and as being inferred from the general definitions of ESP and EAP (Johns, 1991; Johnson and Johnson, 1998; Martin, 2010; Oktay, 2010), the term Tourism English is purposefully used in the study to address how able students and graduates are to use English to fulfill tourism-related communicative functions as linked to both study and work. It is also referred to as an integral instrument which is strongly needed by both Tourism students and graduates to get a job of their choice in the local tourism sector.

- **Specialty courses:** A term which is frequently used in the study to indicate the three subject-specific courses that are taught in English at the Archaeology and Tourism Department at Mu'tah University. These courses are Communication Skills in English, English Terminology in Archaeology and Tourism and Tourism Management.

## **1.7 Summary**

This chapter sought to situate the study in its context to address the problem stated in relation to the language program offered to Tourism students at Mu'tah University. It also offered a scope and purpose to investigate how this program is effective to provide quality TE training and thus meet students' and graduates' needs and expectations. Moreover, the chapter highlighted the significance of the study before it concluded with the key terms that govern the theoretical and procedural orientations of the study. The next chapter discusses the above-mentioned terms from a theoretical perspective so as to give the study a clearer conceptual framework that is aligned with the methodology used.

## **Chapter 2**

### **LITERATURE REVIEW**

This chapter seeks to review the related literature on language program evaluation and needs analysis. By defining ESP, the chapter started to illustrate the distinction between general English and ESP and how this movement has theoretically and practically influenced foreign language teaching since the 1970s. It also gives reference to the models and approaches to evaluation, needs analysis and syllabus design before discussing the empirical studies conducted worldwide. Such review of the literature sought to provide the theoretical framework of the present study and pave the way for its methodology.

#### **2.1 English for Specific Purposes (ESP)**

##### **2.1.1 Defining ESP**

English for Specific Purposes (ESP) is traced back to the 1960s as an influential approach to foreign language instruction and has been continually linked to the advent of Communicative Language Teaching (CLT) as the most recent language teaching methodology (Nation & Macalister, 2010; Oktay, 2010; Richards, 2001; Warschauer, 2000; White, 1988). A simple definition that clarifies the term ESP is provided by the Encyclopedic Dictionary of Applied Linguistics (Johnson & Johnson, 1998) where ESP “describes language programs designed for groups of individuals who are learning with an identifiable purpose and clearly specifiable needs” (p. 105). Such a definition seems to be important as far as syllabus design is

concerned, clearly because it focuses on the connection between purpose identification and needs specification. Such connection informs how a syllabus can be carefully planned as an initial stage that furnishes the grounds for its implementation and evaluation in a way that fits the particular context of language use.

According to this definition, the design of an ESP program is the result of the intervention in a particular context where language is needed for fulfilling a purpose (e.g., performing a job or a study). This intervention necessitates researching people's contextual needs upon which a language program is evaluated (modified, strengthened, or deleted) or a newly-suggested syllabus is backboned. It also necessitates examining the addressed context in terms of its individuals' attitudes and perceptions towards the English language, in general, and their language use in that purpose-based context, in particular.

As a model of instruction, Johns (1991) demonstrates that ESP encapsulates two types of instruction that fall into two main branches; namely, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). As the names suggest, EAP refers to the use of English in study-related settings, whereas EOP is about the use of that type of English that is necessarily needed in "workplace environment of a job or profession" (Johnson & Johnson, 1998, p. 105). Several subcategories of these two main branches have been proposed. For example, whereas English for Science and Technology is a subcategory of "academic Englishes", English for Business or English for Tourism are considered under the category "Occupational Englishes" (Oktay, 2010, p. 9).

Courses in English for Occupational Purposes would be usually planned and designed for the purpose of training individuals how to perform a task or a job using English to communicate. An English course for hotel staff or tour guides, would be a useful example of this type. In contrary, courses in English for Academic Purposes would entail common core elements known as 'study skills' such as note-taking, academic writing, listening to lectures, making oral presentations, and other skills that are necessary for one's success in academic settings. It would also entail subject-specific skills that address a particular academic subject such as tourism, business, and medicine; among others (Johnson & Johnson, 1998; Martin, 2010; Oktay, 2010). An English course designed for study-abroad students who want to study at English-medium universities or for tourism university majors is an example of English for Academic Purposes. Such subject-specific courses are characteristically made up to include various features such as vocabulary, language structure, specific skills related to the subject and the appropriate academic conventional rules and principles (Martin, 2010; Richards, 2001).

A grounding detailed definition of ESP has been offered by Strevens (1988, cited in Johns & Dudley-Evans, 1991) where ESP is characterized in terms of categorized claims that better describe the field and how it differs from General English. The definition introduces these claims by acknowledging four absolute and two variable characteristics of the ESP field that can be narrowed down as shown in Table 2.1.

Table 2.1: Strevens' (1988) characteristics of ESP

<b>Absolute characteristics</b>	<b>Variable characteristics</b>
ESP consists of English language teaching that is: - designed to meet the specified needs of learners	- ESP may be but not necessarily: * restricted as to the language skills to be learned (e.g., reading only) * not taught according to any pre-ordained

<ul style="list-style-type: none"> <li>- related in content (i.e. in its themes and topics) to particular disciplines, occupations, and activities</li> <li>- centered on language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of discourse</li> <li>- in contrast with General English.</li> </ul>	<p>methodology</p> <ul style="list-style-type: none"> <li>- The claims of ESP are: <ul style="list-style-type: none"> <li>* being focused on the learner's need, wastes no time</li> <li>* is relevant to the learner</li> <li>* is successful in imparting learning</li> <li>* is more cost-effective than general English.</li> </ul> </li> </ul>
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Dividing ESP into absolute and variable characteristics was said to be initially helpful in resolving ambiguities and arguments about what ESP is and is not (Brunton, 2009; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987). In this regard, Brunton (2009) argued that ESP does not seem to be necessarily concerned with a particular discipline, and it is not aimed at a specific ability range or age group. Yet, most ESP courses are studied by adults, and this is what differentiates ESP from General English (Brunton, 2009). Other descriptions of ESP were also given in the literature. It has been described as an approach to teaching (Brunton, 2009), an attitude of mind (Dudley-Evans & St. John, 1998), and as “an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning” (Hutchinson & Waters, 1987, p. 19).

### **2.1.2 The Influence of ESP on Language Teaching**

ESP has enormously revolutionized and contributed to language teaching from its early advent during the 1960s. Such contribution lies in its focus on needs analysis as a major starting point, its work on curriculum development and syllabus design, in addition to its focus on the authenticity issue (Hutchinson & Waters, 1987; Martin, 2010; Nation & Macalister, 2010; Nunan, 1992; Oktay, 2010; Richards, 2001; White, 1988).

As regards needs analysis, it has been often claimed by ESP practitioners that there should always be a compelling need to develop new strategies and techniques that can pave the way to examine the tasks learners ought to perform in English, determine their learning strategies, understand the target situations in which learners will operate, and analyze the discourse of these target situations (Johns, 1991, cited in Oktay, 2010, p. 10). This adds to the validity of both EFL/ESL curricula and classroom organization. Furthermore, the contribution of ESP to syllabus design lies in the sense that ESP promotes the development of three additional syllabus types, namely task-based, process-based, and project-based (Johns, 1991). Such promotion aims at overcoming the problem created by the separation of features characteristic of notional-functional and grammatical syllabuses. Interestingly, within ESP, authenticity has shifted its focus from being on learner needs as perceived by the learners themselves to the needs and the context of language use, that is the real language of the contexts where learners produce and understand English (Alptekin, 2002; Davies, 2007; Jenkins, 2006; Johns, 1991; Kachru, 2005; Oktay, 2010; Pakir, 1999; Prodroumou, 2006; Richards, 2001). This means that authenticity has become no longer restricted to native-speaking norms of interaction, but it has been expanded to focus on interaction run either by native or non-native speakers in different contexts of language use and for different purposes such as for tourism and workplace, to name a few.

### **2.1.3 Theoretical Conceptions and ESP**

Various concepts such as variety, register and special languages have been used when discussing the theory in which the whole field of Languages for Specific Purposes (LSP) originates. Varieties have become to be distinguished based on either language users' characteristics such as social class and geographical region, or their



language use where a language is used to perform a particular job or a social function in a particular situation (Martin, 2010; Richards, 2001; Robinson, 1991). This indicates that register is the type of language that can be distinguished in terms of its use in a particular situation for a particular purpose and by particular participants in a particular setting. According to Hutchinson and Waters (1987) and Martin (2010), register is the description of a variety in terms of how, when, where and with whom it is used, and it includes a number of crucial elements such as field, mode and tenor. Field component refers to the subject-matter or the topic, whereas mode refers to the channel in which register is described as either written or spoken. Tenor indicates the style that is described and judged based on a formality scale (formal or informal) according to a set of variables such as participants, their social status, and the role relationships in which they get involved (Hutchinson & Waters, 1987; Martin, 2010). Furthermore, the concept of special languages has also been addressed in the literature on ESP and has been described as a jargon-related term that applies to a particular profession (e.g. advertising, business, tourism and tour operating, banking and finance, medicine, law, etc.).

#### **2.1.4 Competence in ESP from the Tourism Perspective**

Competence theory has been chronologically dealt with in the literature in a way that represents the most dominant theory and approach that underlies language and language learning methodology during a particular time span. Great shifts have been made and contributed to the initiation of different competence frameworks, depending on the above-mentioned shift in language learning theory and method. Early beginnings regarded competence as the learner's ability to grasp grammar structures and rules, i.e., grammatical competence (Canale & Swain, 1980), considering Chomsky's Transformational Grammar and Language Acquisition

Device (LAD) as the main dominant theory during that time. As time passed and communication turned out to be a pressing need for language learners, Hymes' (1972) *Communicative Competence* has started to dominate, being categorized under five main headings, namely, linguistic competence (i.e., knowledge of lexis, grammar, morphology, syntax, semantics, phonology, orthography, etc.), pragmatic competence (i.e., knowledge of lexis in context, language functions, communication unity and continuity, etc.), discourse competence (unity of text and situation, exposure to language), sociolinguistic competence (i.e., the ability to understand other cultures, registers, accents, dialects, interactive skills, etc.), and strategic competence (i.e., communication and compensation strategies, verbal or non-verbal) (Bachman, 1990; Canale & Swain, 1980, 1983; Tarone & Yule, 1989; Widdowson, 1979, among others).

Nowadays, English has become the language of different life domains and a means for international and intercultural communication. As such, learning it has become an imperative to cope with most of today's life advancements happening as a result of globalization and the advent of Information Communication Technology (ICT) (Kachru, 2005; Markee, 2000; Pakir, 1999; Warschauer, 2000).

New perspectives on competence have been initiated such as professional competence and intercultural competence (Alptekin, 2002; Byram, 1998; Lund, 1996; McKay, 2002), which both give credit to cultural knowledge and exposure. Wilson (2001) claims that today's learners should acquire personal, technologically-professional and intercultural competencies which relate to cognition, emotion and society. Also, these characteristics coincide with the key competencies for lifelong

learning as referenced by the European Reference Framework, i.e., “mother tongue communication; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning-to-learn; interpersonal, intercultural and social competences and civic competence; entrepreneurship; and cultural expression” (Proposal for a Recommendation of the European Parliament and of the Council on Key Competences for Lifelong Learning, 2005, p. 19).

Despite having this plethora of classifications of language competence, these do not seem to include the specifics of particular industries such as tourism, commerce, etc. In the tourism business, for example, Luka (2009) argues that the current English language competence frameworks do not usually stress the objective need for studying the possibilities of how particular learner groups could reach a high ESP competence level, and how they will be able to compete in labor market and continuously develop themselves as independent autonomous learners. They also seldom consider promoting the development of students' and trainees' professional and pedagogical activity; let alone, the integration of ESP in studies.

According to the above-mentioned competence classifications, Luka (2008, 2009) attempted to find out a workable definition for professional competence in the tourism field. She suggested that tourism specialists' professional competence should include three types, namely, cognitive competence (i.e., theoretical and practical knowledge of tourism), personal competence (i.e., learners' communication abilities and social skills), and technologically-professional competence (i.e., creative and problem-solving communication and cooperation skills) (Adorjan, 2013; Brown,

2010; Kunyot, 2005; Luka, 2012). Following this, Luka (2009) defined professional competence as:

an individual combination of gained experience, attitude and abilities developed on the basis of learning which allows a specialist to think strategically, untraditionally implement knowledge, responsibly develop tourism industry and creatively work in tourism profession observing traditions and peculiarities of different cultures (p. 6)

In connection with this definition, ESP competence might include communicative, intercultural, and professional activity competence, each of which has several sub-competencies that interchangeably interact. It has also been suggested that ESP competence can be developed in action, depending on learners' experiences, and thus leading to formulate new experiences (Adorjan, 2013; Kunyot, 2005; Luka, 2008; 2009; 2012). Accordingly, Luka (2009) reached a groundbreaking definition of ESP competence as related to TE. She states:

an individual combination of gained experience, attitude and abilities developed on the basis of learning, which allows a specialist, observing different cultural traditions and peculiarities, to creatively implement the English language both receptively and productively in communication and professional work, responsibly develop tourism industry and offer the clients a product in an understandable and acceptable way (p. 8)

To relate needs analysis to her definition, Luka (2009) determined a set of defining criteria for ESP competence and suggested indicators for each criterion. Importantly, three levels of competence have been described according to the criteria and their indicators. Table 2.2 gives reference to these criteria with their indicators and suggested competence levels.

Table 2.2: ESP Tourism competence criteria with their indicators and levels

<b>ESP competence criterion</b>	<b>Competence indicators</b>
Language use for professional duties	Mutual oral communication, understanding of a specialized professional text, business correspondence

Professional thinking	Cooperation and creativity	
Abilities of intercultural communication	Openness and understanding	
<b>Competence levels</b>		
<i>Basic user</i>	<i>Independent user</i>	<i>Proficient user</i>
- low competence level - able to perform an activity with some help provided	- medium competence level - can perform an activity in similar situations implementing previously acquired patterns.	- high competence level - can perform an activity creatively.

With the aim to improve students' learning and develop their ESP competence, Luka (2009) has created a model of ESP competence which encapsulates all competence types in a way that suits the tourism field and detects all its specified characteristics. She grounded her model on student-educator mutual understanding and ongoing needs analysis that investigates students' language learning needs in their field of study. Significantly, the model has contributed to the literature on ESP competence in the sense that it helps to better understand students' needs (wishes, learning styles, lacks, etc.), build up a relaxing group micro-climate, produce a constructive environment for study, and give regular feedback (Adorjan, 2013). Such a thing was assumed to enable teachers/educators to properly select learning materials and teaching-learning aids and methods, all of which can help develop students ESP competence and improve the educators/teachers' professional activity (Adorjan, 2013; Luka, 2009; 2012). Figure 2.1 explains how this model is structured.

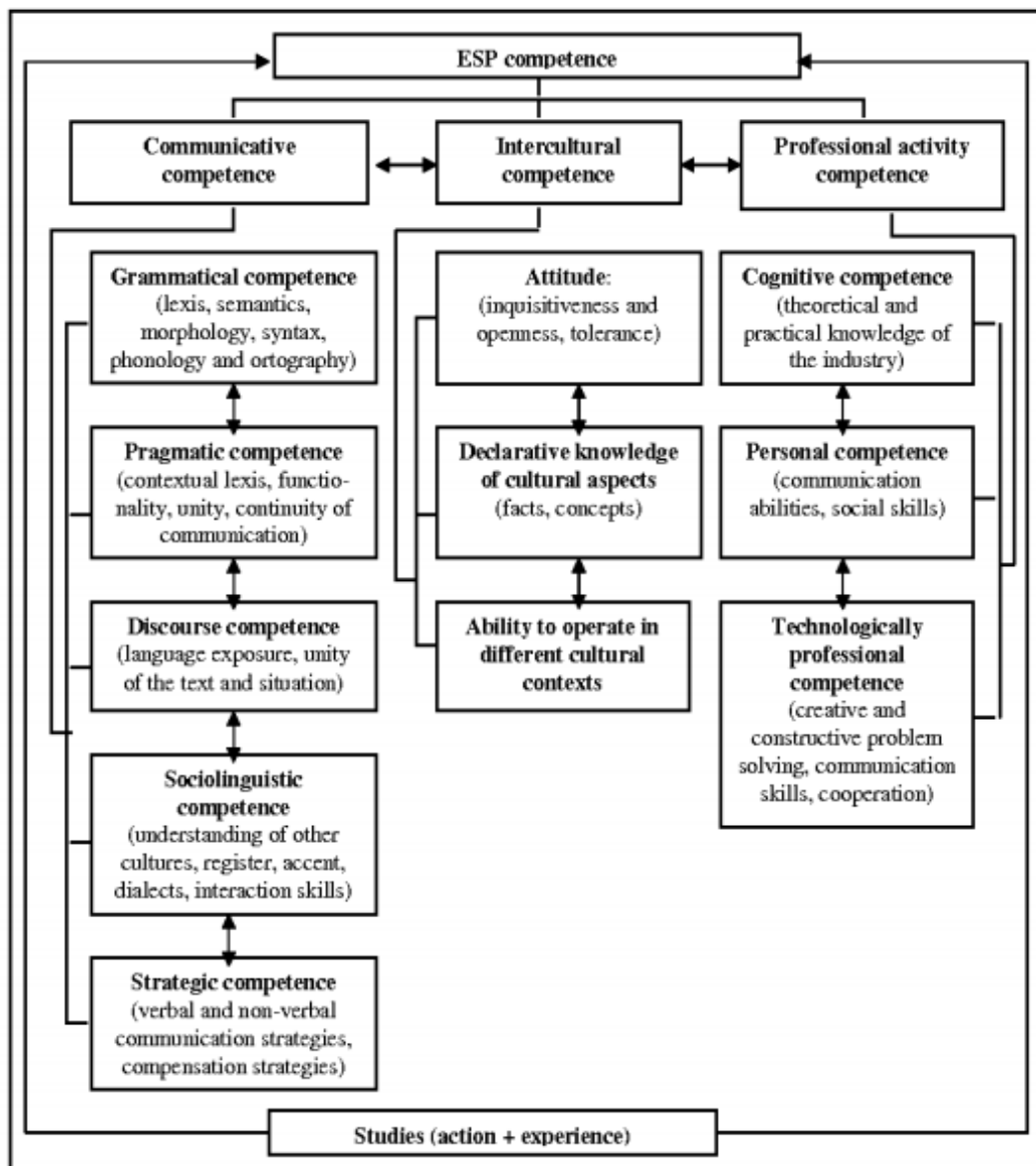


Figure 2.1: Luka's (2009) model of ESP competence for Tourism students

## 2.2 Content and Language Integrated Learning (CLIL)

Content and language integrated learning (henceforth, CLIL) appears to be different from ESP as each focuses on different learning outcomes. In other words, ESP emphasizes language learning to perform well in different academic and occupational contexts as the ultimate outcome, whereas CLIL focuses on both

language learning and disciplinary content as the major outcome (Airey, 2016; Kırkgöz & Dikilitaş, 2018; Mehisto, Marsh & Friglos, 2008).

Terms such as ESP and CLIL may be confusing for some people as they think they are interchangeable or have the same meaning. Therefore, it seems important to explain the theoretical stance of this approach (i.e., CLIL) to language teaching which was first initiated in 1995 (Garay, 2007). As the name suggests, CLIL indicates the integration of both language and non-language content (e.g., Mathematics, Tourism, etc.). This integration is suggested to introduce a “dual-focused education” perspective that contributes to improving thinking processes and skills (Garay, 2007, p. 3). According to this perspective, teaching subjects through the English language can be conducted by either an English teacher who is able to use cross-curricular content or a subject-matter teacher who is able to use English as the language of instruction. In both ways, the learning of content and the English language is assumed to take place simultaneously (Coonan, 2012; Coyle, 2007).

What is important about this approach is that it describes a situation where subject-specific teachers and language teachers collaborate to promote language learning and content learning. This collaboration is dependent on the teachers’ awareness that students need to learn the non-language subject without being interrupted by the foreign language medium of instruction and that they should learn that foreign language, too. This might not be easy for teachers unless the implementation of CLIL in the classroom attends to the linguistic, content, cognitive and communicative components that make up this approach, as well as to the intercultural factors affecting the learning and teaching process (Garay, 2007; Mehisto et al., 2008). In

other words, presenting new content and language should consider the above-mentioned components, and doing so from a cognitively challenging perspective might promote the two essential principles of learning, namely, interest and motivation (Airey, 2016; Richards & Rodgers, 2001).

Although much can be said about CLIL, it seems necessary to indicate how this approach attends to the focus of this study which addresses a context where both content (Tourism and Archaeology) and language (Tourism English) are required either in teaching or in curriculum and syllabus design. The CLIL approach is also valued for the study as it is concerned with evaluating a language program and planning a TE syllabus (in terms of goals, content, methodology and assessment) depending on the students' linguistic, content, cognitive, communicative and intercultural needs. Moreover, the teacher-teacher collaboration suggested in CLIL appeals to the context of the study as the six courses constituting the language program offered at Mu'tah University are taught by the English instructors and the Tourism instructors. In brief, the CLIL approach, besides ESP, represents a window through which this study can be better understood.

Further details about CLIL are discussed in other sections in relation to needs analysis (*Section 2.4.5 Needs Analysis in a CLIL and ESP Context*) and syllabus design (*Section 2.5.2 Approaches to CLIL Syllabuses*).

## **2.3 Language Curriculum Evaluation**

### **2.3.1 Evaluation and Curriculum Development**

Any development in a country's educational system is mainly based on a well-defined curriculum in terms of its goals and objectives (Nunan, 1992). Put



differently, having a good curriculum is considered the most pivotal factor in making quality language education. An example that could be pinpointed here is the case of those widely recognized international universities where most higher education students dream of studying and graduating. The reputation these universities have may be generally brought up by having a strong and well-settled educational base represented by a good curriculum. Following this, as every single country craves for better language education, they should always seek to review their existing educational system and curriculum, make changes, determine success and failure in the program, make eliminations, or accept some aspects in it based on data coming from learners, teachers, language specialists, and other stakeholders (AlJaafreh, 2008; Martin, 2010; Nation & Macalister, 2010; Nunan, 1992; Richards, 2001; Stufflebeam, 1983; Stufflebeam et al., 1971; White, 1988).

This sheds light on how important and valuable evaluation is in determining how successful a language program is in whole or in parts. Therefore, evaluation is described as a continuous systematic perceptual process whose ultimate goal is to say how useful the curriculum is as perceived by those who are using it (i.e., learners, teachers, parents, administrators, specialists, developers and evaluators) within a particular context. Based on the users' views, evaluation is mainly carried out, and as a result of this evaluation, curriculum might be reviewed, changed, renewed, or modified (Brown, 1989; Nunan, 1992).

### **2.3.2 The Concept of Evaluation**

Evaluation has been thoroughly discussed in the literature on curriculum development and syllabus design and its strong relationship to the development of language teaching (Jordan, 1997; Nation & Macalister, 2010; Nunan, 1992;

Richards, 2001; Tunc, 2010; White, 1988;). Such discussion has resulted in plentiful definitions of evaluation as a term. For example, Lynch (1996) describes evaluation as “the systematic attempt to gather information in order to make judgments or decisions” (p. 2). Similarly, it has been argued that providing feedback that leads to successful outcomes defined in practical and concrete terms is at the heart of evaluation (Issac & Michael, 1981). Considering evaluation as the heart of the systematic approach to language curriculum design, Brown (1989) interestingly provides a comprehensive definition of evaluation as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context of the particular institutions involved” (p. 223).

It is indicated that these definitions emphasize systematicity in collecting information and feedback provision. Such systematicity is aimed at providing decision makers with the necessary feedback so as to pass judgments and evaluate substitute decisions or make needed changes for the purpose of improving a particular language program so that it eventually becomes successful in fulfilling its goals and objectives. Hence, evaluation can be defined in a broader sense as the systematic process of gathering information and providing feedback that helps improve and reach a successful outcome of a language program.

What must be noted from these definitions of evaluation is the correlational relationship between improvement and evaluation, which has long been acknowledged in educational research and practice. This relationship has led some scholars to claim that improvement cannot be achieved without evaluation (Bailey,

1998; Beswick, 1990; Brown, 1989; Fitzpatrick, 1988; Genesee & Upshur, 1996; Goertz & Duffy, 2003; Isaac & Michael, 1981; Lynch, 1996; Richards, 2001; Shavelson & Huang, 2003; Stufflebeam et al., 1971). For example, Stufflebeam's et al. (1971) distinction between evaluation and research remarkably indicates this direct relationship, especially when they state that improvement in evaluation is more important than providing proof as in research. Isaac and Michael (1981) provide further elaboration on this association when they demonstrate that the statement of improving means is largely dependent on the judgment that must be made regarding "what constitutes worth or value" (p. 2). In other words, improvement is strongly bounded with evaluation, and evaluation as a term is connected to making a judgment about the value or the effectiveness of a particular action. In this regard, Isaac and Michael (1981) state:

The term evaluation is associated with how effective or ineffective, how adequate or inadequate, how good or bad, how valuable or invaluable, or how appropriate or inappropriate a given action, process, or product is in terms of the perceptions of the individual who makes use of the information provided by the evaluator (p. 2).

Following the above-mentioned illustration, the improvement of learner's outcomes is not possible to be maintained and established if there are no "coherent systems of expectations and assessment" (Webb, 1997, p. 4), with expectations referring to what a learner should know and be able to do as a result a particular program intervention. This indicates that both expectations and assessment are indispensable components that constitute an integral part of any educational policy, in general, and any language teaching program, in particular. Put differently, whereas it is usual for expectations to include goals and sets of standards that educationalists develop to plan and design a certain program, assessment normally attends to measuring

learners' achievements with respect to such goals and to determining how the program has been implemented by the teachers and administrators (Backman, 1990; Coskun & Daloglu, 2010; Richards, 2001; Webb, 1997).

It seems that assessment is a crucial element that should be taken into account as an indicator of the achievements of what has been expected. This importance given to assessment is demonstrated by Webb (1997) when he points out that assessment can be used to “formulate policy, monitor policy effects, enforce compliance with policies, demonstrate accountability, make comparisons, monitor progress toward goals, and/or make judgments about the effectiveness of particular programs” (p. 4). Webb's (1997) quote is very helpful in considering how both program evaluators and program developers interact in the work they do and in the advisory and documentary roles they play (Fitzpatrick, 1988; Gamse et al., 2002). In this respect, Fitzpatrick (1988) stated that evaluators play a key advisory role as they help in identifying goals and developing strategies for the accomplishment of these goals. However, Gamse et al. (2002) assert that program developers are much concerned with documenting the effects of their proposed intervention strategies or reforms. They continue to state that developers are often curious about the difficulties practitioners encounter when implementing and putting a new program into practice (Gamse et al., 2002).

### **2.3.3 Product vs. Process Evaluation**

The literature addressed program evaluation to fall under two major categories, namely product-oriented and process-oriented evaluation. Such categorization is largely dependent on the information and approaches taken into account to bring about evaluation (Brown, 1989; Martin, 2010; Nation & Macalister, 2010; Richards,

2001). The former puts much emphasis on whether the goals and objectives of the program have been achieved, whereas the latter is primarily concerned with what goes on in the program that helps to arrive at the goals and objectives and facilitates curriculum change and improvement.

Moreover, based on the purpose of evaluation, program evaluation can be either summative or formative (AlJaafreh, 2008; Coskun & Daloglu, 2010; Nation & Macalister, 2010; Richards, 2001). Summative evaluation usually focuses on the outcome or end product of a program so as to determine how effective it is, whereas formative evaluation is centered on the development of a program, its curriculum, and implementation to improve and develop the program efficiency. It should be noted here that both summative and formative evaluations revolve around two cornerstone words as their major focus, effectiveness and efficiency. In other words, while summative evaluation investigates the effectiveness as an end-product of the program, formative evaluation seeks to achieve the program efficiency through an ongoing process of curriculum change or improvement.

Another distinction is made according to the type of data that program evaluation usually makes use of, and this distinction lies in having two different types of analysis, namely, quantitative and qualitative (Lynch, 1996; Richards, 2001; White, 1988). These types of analysis are usually linked to summative and formative evaluation in a way that clarifies the data analysis approach that each takes. In brief, summative evaluation often tends to be product-oriented and relies heavily on quantitative data, whereas formative evaluation takes a process-oriented approach to

utilize qualitative analysis (Brown, 1989; Lynch, 1996; Nation & Macalister, 2010; Richards, 2001).

Summative product-oriented evaluation was the major focus of program evaluation in applied linguistics during the 1960s and 1970s (Jacobson, 1982; Lynch, 1996; Richards, 2001; White, 1988). During that time, most program evaluations were primarily concerned with making broad comparisons between various teaching methods and materials (Long, 1984; Lynch, 1996). However, it was not the same in the 1980s as researchers and field scholars began to call for using other approaches to evaluation that were more process-oriented and qualitative-based in their data analyses. Since that time, the literature has addressed evaluators' tendency to move away from positivistic experimental approaches that characterize the 1960s and 1970s and explore the use of naturalistic approaches (AlJaafreh, 2008; Jacobson, 1982; Long, 1984; Lynch, 1996; Nation & Macalister, 2010; Richards, 2001).

All that has been previously mentioned regarding program evaluation can be illustrated in Table 2. 3 where program evaluation approaches with their major focuses and data analysis types are briefly summarized.

Table 2.3: A brief description of program evaluation approaches

<b>Time</b>	<b>In the 1960s and 1970s</b>	<b>In the 1980s onward</b>
<b>Grand approach</b>	Positivistic experimental	Naturalistic
<b>Information used</b>	Product-oriented	Process-oriented
<b>Purpose of evaluation</b>	Summative	Formative
<b>Data type</b>	Quantitative	Qualitative

<b>Major focus</b>	Program effectiveness (whether the goals and objectives were achieved or not)	Program efficiency ( the development of a program, its curriculum, and implementation)
<b>Specification</b>	End-product or the outcome	The process of developing a program to arrive the intended outcome i.e., the means to arrive the end (curriculum change or improvement)

Many research studies took different approaches to evaluation based on their focus and the type of data needed. Some attempted to focus on the processes and used naturalistic approaches since the 1980s. For example, Guthrie (1982, cited in Lynch, 1996) used an ethnographic approach to investigate a language maintenance program in California. Similarly, Ullman and Geva (1985) sought to examine a core French program in Ontario, Canada using a formative approach through classroom observation. They also focused on investigating contextual factors such as the types of teaching strategies used in the classroom and the documents of the program. Nonetheless, summative and product-oriented evaluation continued to be used during the 1980s. A good example for summative evaluation during this period is the Bangalore/Madras Communicational Teaching Project (CTP) (Beretta & Davies, 1985) which focused on comparing the new method (CTP) as being put into practice with the traditional structural instruction.

Late 1980s and early 1990s witnessed studies that incorporated both product-oriented and process-oriented approaches into the evaluation framework. For instance, Lynch (1996) cites Lightbown and Halter's (1989) study of ESL learning which was conducted in four districts of New Brunswick, Canada. Their study aimed at comparing an experimental program with a traditional program using post-test scores

to measure the program effectiveness. Although the study focused on the students' achievement (end-product), the researchers recognized the need to look into the processes in the language classrooms.

Both approaches were also used in Lynch's (1992) study which examined the product and process of a program designed to teach English for Science and Technology (EST) reading skills to undergraduate students majoring in chemical sciences at the University of Guadalajara. To investigate product, multiple post-tests were utilized to compare the performance of both groups, the experimental (the students who received the Reading for Science instruction) and the control group (the students who did not receive any EFL instruction). However, different naturalistic methods such as student and teacher interviews, teachers' and administrators' journal entries, classroom observation notes, and program documentation and correspondence, were all used to investigate the process of the program. The study revealed that there was a mismatch between the design of the program and students' expectations, which resulted in an unqualified success (Lynch, 1992).

In an African context, more specifically, KwaZulu, South Africa, Mouton (1995) incorporated both approaches for the purpose of reporting on an evaluation of a new eclectic communicative method of teaching English to black students in KwaZulu. This new method was called the English and Operacy Program (EOP) and was meant to teach non-native speakers in the addressed context. The findings of the study revealed that this new method was proved effective and efficient as it led to significant improvements in the students' language performance and consequently to



their overall performance in other school subjects such as Mathematics and social studies.

#### **2.3.4 Evaluation Approaches**

The literature on evaluation has addressed many approaches and models each of which was said to reflect the evaluator's ideology, philosophical considerations, beliefs, values, cognitive style, or practical concerns (Stufflebeam & Shinkfield, 2007; Tunc, 2010; Worthern & Sanders, 1987; Fitzpatrick, Sanders & Worthern, 2004). In fact, such comprehensiveness of the literature body limits discussing all of these approaches thoroughly in this study; as such, they are briefly summarized under six main categories with some examples of evaluation models proposed under each approach. These include evaluations that are: *objective-based*, *management- or decision-oriented*, *consumer-based*, *expertise-oriented*, *adversary-oriented*, and *participant-oriented* (See Fitzpatrick, Sanders & Worthern, 2004 for further analysis of this classification).

Objective-based evaluation seeks to investigate whether the program objectives have been met. The most prominent model that is guided by this approach is Tyler (1949) which deals with the determination of the extent to which goals and objectives are achieved. This determination includes specifying objectives, using objectives to collect information, and looking for inconsistencies between objectives (Chen, 2009; Madaus & Stufflebeam, 1989; Tunc, 2010). This approach helps in developing several areas such as mastery learning, objective-oriented program evaluation, criterion-referenced testing, construction of achievement tests, to name a few (Chen, 2009; Tunc, 2010). Although it might be useful for providing decisions related to adoption, revision, or rejection of a program, this approach, as Chen (2009) argues, is

limited in both scope and perception as evaluation may lead the evaluator to overlook unexpected outcomes that may not relate straightforwardly to the evaluation goals. Stufflebeam and Shinkfield (2007) also add that this type of evaluation is too prescriptive and problematic when specifying appropriate objectives to be evaluated, because not all objectives can possibly be evaluated and the process of selecting objectives could be open to bias.

Management-based evaluation belongs to the decision-making category which also includes a consumer-based approach (AlJaafreh, 2008; Tunc, 2010), and it generally aims at investigating a particular educational context through collecting evaluative data to aid the decision-making process. The importance of this approach lies in the sense that it serves to have a sound rationale for decision-making to help evaluate the program development and performance at all evaluation stages. According to Worthern and Sanders (1987), this approach has contributed to the literature in identifying and evaluating needs and objectives, considering alternative program designs or improving the existing ones and evaluating them, watching the program implementation, and looking for bugs and explaining outcomes. Increasingly, the literature on educational evaluation describes this approach as systematic, comprehensive, needs-oriented, sensitive to information needs of stakeholders, and deeply focused on judging effectiveness or value, productive modeling, accountability, feasibility, utility, propriety and technical soundness (AlJaafreh, 2008; Brown, 1989; Chen, 2009; Stufflebeam & Shinkfield, 2007; Tunc, 2010; Worthern & Sanders, 1987).

Stufflebeam's (1971) 'Context, Input, Process, and Product' (CIPP) model serves the best example of an influential model under this approach. Although developed over a period of time that approximately began in 1965, it has been extensively used and widely applied (AlJaafreh, 2008; Chen, 2009; Stufflebeam, 1971; 2003; Stufflebeam et al., 1971; Tunc, 2010; Worthen & Sanders, 1987). Stufflebeam (1966) developed this naturalistic model in response to his rejection of evaluating educational programs depending on experimental designs, behavioral objectives and standardized testing. This model is discussed in detail later as it serves both the purpose and focus of the current research study. In short, the rationale of management-oriented approach is that evaluative data is an integral part of good decision-making and that the evaluator's role can be activated to help provide valuable information to whoever in need for it (e.g., policy makers, administrators, curriculum and syllabus designers, teachers, students, practitioners, boards and authoritative bodies, parents, employers, etc.) for adoption or improvement purposes.

#### *Consumer-Oriented Evaluation Approaches:*

This type of evaluation is usually run by an independent party including either agencies or individuals who dedicate themselves to collect or help in collecting data on human services or educational products. In education, Tunc (2010) gives some examples of these products such as curriculum packages, materials and supplies, in-service training, workshops, staff evaluation forms or procedures, media-based instruction, technology innovations, software and equipment (resources available), and provision of services to agencies.

Looking at this approach from the perspectives of Stufflebeam and Shinkfield (2007), Worthen and Sanders (1987) and Scriven (1967), it appears that the main goal of this approach is to provide information about products to aid decisions about adoptions or purchases and inform consumers through reporting on the results of product analysis. The approach is also used to make decisions about either product development or selecting products for dissemination. What distinguishes this approach is that it does not address only consumers as they need information but also seeks to pass a judgment of value to help product designers make decisions about adoption, selection, or dissemination. It is also distinguished by the fact that it can be judged by freedom of bias, technical soundness, using defensible criteria for drawing conclusions and making recommendations (Stufflebeam & Shinkfield, 2007; Worthen & Sanders, 1987). Several contributions have been highlighted under this approach including controlling bias, having lists of criteria for evaluating educational products and activities, and referencing archives for completed reviews.

Another major contribution under this approach is Scriven's (1967) distinction between 'summative' and 'formative' evaluation which corresponds to 'end-product' and 'end-means' (process) evaluation types, respectively (Nation & Macalister, 2010; Richards, 2001; Stufflebeam, 1971). From his standpoint, Scriven (1967) suggested that summative evaluation enables administrators to make decisions about whether the whole program, as improved by using formative evaluation, is significant in making improvements based on available alternatives and in justifying adoptions by an educational system. Formative evaluation, on the other hand, is primarily used to improve the quality of a program being implemented to achieve its designated objectives as much as possible. Stufflebeam (1971) also made use of this

distinction between summative and formative evaluation in his CIPP model by collecting data about a particular context to provide value judgments of a program, inform decision-makers, and help make improvements (e.g., adoption, selection, etc.). In sum, consumer-oriented evaluation is a productive approach as it helps raise consumers' awareness of the most appropriate criteria used for materials selection and other services (Chen, 2009; Stufflebeam & Shinkfield, 2007; Tunc, 2010; Worthen & Sanders, 1987).

*Expertise-oriented Approaches:*

As the name suggests, this kind of evaluation considers professional expertise as the cornerstone for judging the quality of a program, an activity, a product, or an institution. The approach is characterized by basing quality-related judgment on an individual's experience and knowledge and using consensus standards. Worthen and Sanders (1987) claim that evaluation under this approach is often used for self-study and outsider accreditation purposes. Tunc (2010) points out that using recognized standards and experts' qualifications as criteria for judging evaluation can lead to broad coverage of efficiency which brings to the program easiness in implementation and timing. However, this approach falls short in its ability to control bias, openness to conflict in personal views, and scarcity of documents needed to support drawing conclusions (Chen, 2009; Fitzpatrick, Sanders & Worthen, 2004; Stufflebeam & Shinkfield, 2007; Tunc, 2010; Worthen & Sanders, 1987).

*Adversary-oriented Approaches:*

This approach refers to those types of evaluation which are based on previously planned opposing views given by various evaluators. It seeks to provide a balanced

examination of all opposing views and controversies and underscore the strengths and weaknesses of each. According to Worthern and Sanders (1987), the adversary-oriented approach can be primarily deployed to examine controversial programs or policy hearings by using argument-based decisions, depending on public hearings and conflict in viewpoints. Evaluation using this approach can be judged by a set of criteria that include publicity, fairness, balance and cross-examination opportunities (Chen, 2009; Tunc, 2010; Worthern & Sanders, 1987). It contributes to evaluation in the sense that it provides a careful examination of claims which largely aim at closing, resolving, or illuminating some subsidiary issues. Nonetheless, the approach has several shortcomings that represent high costs, time-consumption, fallible judges, and heavy reliance on the presenters' skills of investigation and communication (Fitzpatrick, Sanders & Worthern, 2004; Worthern & Sanders, 1987).

*Participant-oriented Approaches:*

The general purpose of participant-based evaluation approaches is to understand and show how complex a program or activity is and respond to the audiences' needs for information, accordingly (Fitzpatrick, Sanders & Worthern, 2004). They value observation and identification of issues and consequences which are essential for human services industries. Despite being distinguished by its ability to reflect multiple realities and use discovery and inductive reasoning, especially in emergent evaluation designs, this approach seems to be indirect, intensive, costly and highly-labored. Evaluation is judged by different criteria such as credibility, confirmability, auditability, and fit (Chen, 2009; Worthern & Sanders, 1987).

A thorough descriptive analysis that highlights each of these approaches in detail can be read at Fitzpatrick, Sanders and Worthern's (1998) study as they classify these approaches under eight headings that relate to purpose, proponents, distinguishing characteristics, past uses, contributions to evaluation, judgmental criteria, benefits and limitations.

### **2.3.5 Evaluation Models**

The literature on curriculum development and syllabus design addresses many language program evaluation models that have been used since the 1960s. Some studies took summative evaluation as their major focus in their investigations of end-products, while others used formative evaluation to investigate processes and implementation. In most cases, these studies were captured to focus on examining partial issues of a curriculum or its design processes. However, very recent studies proved that a combination of both evaluation types can be used in a useful way to investigate a whole-picture view of curriculum and course design (AlJaafreh, 2008; Beretta, 1986; Brown, 1989; Isaac & Michael, 1981; Long, 1984; Lynch, 1996; Martin, 2010; Nation & Macalister, 2010; Richards, 2001; Stufflebeam, 1983). As the present study is of this combination, it seeks to sketch the scenario of those proposed evaluation models that are in favor of working out with these two evaluation types together.

#### **2.3.5.1 Stufflebeam's CIPP Model**

A well-known evaluation model is that of Stufflebeam's (1971) Context-Input-Process-Product (henceforth, CIPP) which is generally consistent with the definition of educational program evaluation. The reason behind such consistency is the way it has been described as "the process of delineating, obtaining, and providing useful information for judging decision alternatives" (Isaac & Michael, 1981, p. 6).

Evaluation in the CIPP model provides four types of decisions which relate to planning, structuring, implementing and recycling (Stufflebeam, 1971, 1983; Isaac & Michael, 1981). Planning decisions are those affecting the selection of goals and objectives, whereas structuring decisions are those determining the best possible strategies and procedural design to achieve the already resultant goals and objectives from the planning decisions. Moreover, implementing decisions represent those the means that look at how the program is carried out and seek improvement in the implementation of the selected designs, methods or strategies. Finally, it is with the decisions of recycling that a program is judged for continuation, change, or termination, both in whole or in part.

Based on these types of decisions, four different types of evaluation have been proposed, all of which are related to context, input, process and product (Chen, 2009; Isaac & Michael, 1981; Tunc, 2010). Context Evaluation seeks to provide data about needs upon which goals and objectives are devised, whereas Input Evaluation assigns itself to collect information regarding the qualities of the alternative strategies and designs used to realize the specified objectives. Process Evaluation gathers information that will be helpful for monitoring and implementing the selected strategies or procedures, while Product Evaluation aims at obtaining information about the objectives, strategies, procedures, or methods during the implementation process. Product Evaluation also seeks to provide feedback that can be useful in ascertaining the extent to which the objectives are being achieved as well as in judging whether the present form of the strategies, procedures, or methods are worthy of continuing, changing, or terminating.



The CIPP model seems to be different from other earlier evaluation models in the literature as it provides information about all aspects and phases of a language program. In this respect, AlJaafreh (2008) asserts that it is unlike most of other preceding models which mostly focus on one aspect or phase of an educational program. Furthermore, the importance of this model also lies in giving its highest attention to both formative and summative evaluation expressed in its above-mentioned four evaluation types. The literature addresses these evaluation types as they represent a window through which several pertinent issues and questions of language programs can be investigated (AlJaafreh, 2008; Brown, 1989; Isaac & Michael, 1981). As a description of the CIPP model, Brown (1989) states that evaluation is a "cyclic continuing process that must be integrated into a systematic program" (p. 227). The efficiency of the model is also presented in Issac and Michael (1981) when they pointed out that it gives credit to the "ongoing interplay between process and product evaluation" (p.10).

Carefulness in applying this model in contextual case studies is necessary. It is suggested that when followed carefully, the model helps ensure that all program aspects and features are covered and a methodical and all-embracing design is provided. Such a thing leads to the production of appropriate useful material for exploration and adoption (AlJaafreh, 2008; Chen, 2009). Chen (2009) goes further to view the model as a "positive program" that is mostly used to "enhance exercise designed to develop rather than close existing programs" (p. i).

### **2.3.5.1.1 The CIPP Evaluation Stages**

#### ***A. Context Evaluation***

Context evaluation is a diagnostic stage at which the environment of the program is studied and thoroughly described in terms of its desired and actual conditions, with emphasis kept on identifying unmet needs and missed opportunities and providing diagnosis for the reason why these needs have been unmet (Chen, 2009; Ornstein & Hunkins, 1998; Stufflebeam & Shinkfield, 2007; Tunc, 2010). According to Worthen, Sanders and Fitzpatrick (1997), the determination of these needs by a program clearly supports defining the program's objectives. The findings of context evaluation usually intend to “provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes” (Stufflebeam & Shinkfeld, 1985, p. 172). Examples where this evaluation type is used are given in Tunc (2010); Tunc states that context evaluation can be used as a means for an institute to communicate to the public so as to reach a mutual understanding of the pressing problems, needs, strengths and weaknesses. It is also used to set objectives to develop staff, judge how worthy a project is to convince agencies for funding, or to provide parental and advisory assistance to put emphasis on some attentive developmental issues. In brief, context evaluation tends to “assess needs, problems, assets and opportunities to assist decision makers to define goals and priorities and help the broader group of users judge goals, priorities and outcomes” (Chen, 2009, p. 42). Context evaluation is the analysis of situation or reality that should be read and assessed as related to what its individuals need, want, and lack. Of course, such analysis is never a one-time activity; rather, it maintains to provide an informational basis as regards the processes and achievements of the whole system (Chen, 2009; Ornstein & Hunkins, 1998; Stufflebeam, 2003; Tunc, 2010).

### ***B. Input Evaluation***

This stage of evaluation seeks to gather information that helps determine how available resources are utilized to achieve the program objectives. Those involved in such evaluation type examine capabilities for evaluation, give credit to the strategies used to meet objectives and find out how a particular strategy is put into practice. Moreover, in this type, particular curricular aspects or some components of a curriculum plan can be evaluated through utilizing a set of evaluative questions. Ornstein and Hunkins (1998) give reference to these questions as they handle issues like appropriate statement of objectives, congruency of objectives to the program/institute goals, consistency of content with program goals and objectives, appropriate use of institutional strategies, the existence of other strategies that may help in achieving objectives, and the basis on which it is believed that using both content and strategies will help educators/designers to succeed in attaining their objectives.

A major element of input evaluation is analyzing the individuals' environment to figure out any constraints or barriers that may impede the program implementation. In other words, this evaluation aims at helping clients or stakeholders to look for other alternatives regarding their needs and circumstances in addition to developing a feasibly scheduled work plan for their work (Ornstein & Hunkins, 1998; Stufflebeam, 1983). Increasingly, this evaluation, as Chen (2009) points out, is usually used by decision-makers for different purposes that include the selection of appropriate plans, resource allocation, writing funding proposals, making work schedules, assigning staff, and importantly assisting others in judging an activity, budget, or a plan. To sum, this evaluation ends up with assessing alternative

approaches, plans (e.g., plans related to actions or staffing), and budgets and judging these for their cost-effectiveness and viability to accomplish goals and meet needs.

### ***C. Process Evaluation***

This type deals with the implementation of a program and seeks to afford feedback that helps modify it when being inadequately implemented. It usually intends to find answers to questions related to scheduling activities, the implementation of these activities as planned, efficient use of available resources, and the participants' acceptance to take part in the program and carry out roles (Stufflebeam, 1980, 2003; Tunc, 2010). According to Stufflebeam and Shinkfeld (1985), process evaluation should aim to compare between the actual implementation and the intended program in terms of implementation costs and the participants' ability to judge the quality of that effort.

Process evaluation is encapsulated within three working strategies that occur during the implementation of program or curriculum development. These strategies include detecting any possible difficulties in the procedural design when being implemented, offering information for decision making, and recording procedures and processes as they occur (Ornstein & Hunkins, 1998). Following this evaluation, those involved in decision-making can gain more information which enables them to predict these procedural difficulties and make good decisions to overcome them. It can be concluded that process evaluation does not only help provide feedback on the extent to which the program is implemented, but also it functions to offer information to external audiences and help program staff, evaluators and administrators in the interpretation of program outcomes (Chen, 2009; Gredler, 1996; Stufflebeam, 1980).

#### ***D. Product Evaluation***

This evaluation primarily focuses on measuring, interpreting and judging whether the program has accomplished its goals. This indicates that product evaluation aims to identify the extent to which specified needs were achieved and determine how effective the program was. These aims will not be workable unless both intended and unintended effects and positive and negative outcomes have been documented (Stufflebeam & Shinkfield, 2007; Tunc, 2010). This evaluation is utilized for the purpose of judging the program's continuity and extendibility to other contexts, and it provides a directive base for program modification in a way that better meets the participants' needs and adds to the program effectiveness (Gredler, 1996; Ornstein & Hunkins, 1998; Stufflebeam, 1980). More importantly, product evaluation seems to be an integral part of accountability (Chen, 2009; Isaac & Michael, 1981; Stufflebeam, 2003), a stage that assists evaluators in connecting the activities of such evaluation type to other stages of the whole change process within the CIPP model. In sum, product evaluation determines and assesses outcomes, short- or long-termed, intended or unintended, attempting to provide assistance to staff, maintain that the program is set on attaining outcomes, and help all users to broadly judge how successful the program was in meeting the intended needs (Chen, 2009; Lynch, 1996; Richards, 2001; Stufflebeam, 2003, 1980; Tunc, 2010).

##### **2.3.5.2 Nation and Macalister's Model**

Developed by Nation and Macalister (2010), this model is described as one of the most recent evaluation models which give a better and shorter way to curriculum and syllabus design in context. The model is drawn in a Mercedes-like shape with three triangulated concentric circles representing the curriculum/course and syllabus parts as well as other issues included in them (Figure 2.2).

Curriculum and syllabus design has been described in the model as an activity that can be studied as a process which includes some typical sub-processes just as the same way the writing activity is studied and practiced in terms of its sub-processes (i.e., gathering ideas, ordering ideas, reviewing, editing, etc.). Describing curriculum design this way (as an activity with sub-processes and parts) is assumed to help inform curriculum design theory and practice when different parts are used (Nation & Macalister, 2010). Three outside circles and subdivided inner circle form their model to curriculum design, where the outer circles constitute three things, namely, principles, environment, and needs. These three include both theoretical and practical concerns which greatly influence and guide the actual process of curriculum/course or syllabus production.

Within this model, a set of factors need to be considered in the curriculum design process. These include learners' present knowledge and lacks, available resources, teachers' skills, the strengths and weaknesses of curriculum designers in addition to the principles of teaching and learning. Such factors are greatly important, and when not being taken into account, the whole curriculum/course might be inappropriate for both learners and the situation in which this curriculum is used (Nation & Macalister, 2010). Consequently, it might be neither effective nor efficient as a way to promote learning. These factors are encapsulated in three sub-processes of curriculum design: environment analysis, needs analysis, and the application of principles, all being figured in the three outer circles in the model's shape. Environment analysis as the first outer circle is said to result in a set of listed factors and their possible impacts on curriculum design, whereas needs analysis leads to "a realistic list of language, ideas or skill items" in addition to learners' future needs and wants as long as their present

language proficiency is taken into consideration (p. 1). Applying the principles is the third outer circle and engages mini-processes such as deciding on what principles should be applied and monitoring how they are applied all over the entire curriculum design process. The application of principles would thus result in a course in which learning is provided with utmost support.

Environment analysis, needs analysis, and principles, are all interlinked to the inner circle with its center position and the three-part surrounding shape that represents the three processes of syllabus design, namely content and sequencing, format and presentation, and monitoring and assessing. Figure 2. 2 presents how curriculum and syllabus design is processed in whole and in parts within its inner, outer and expanding circles.

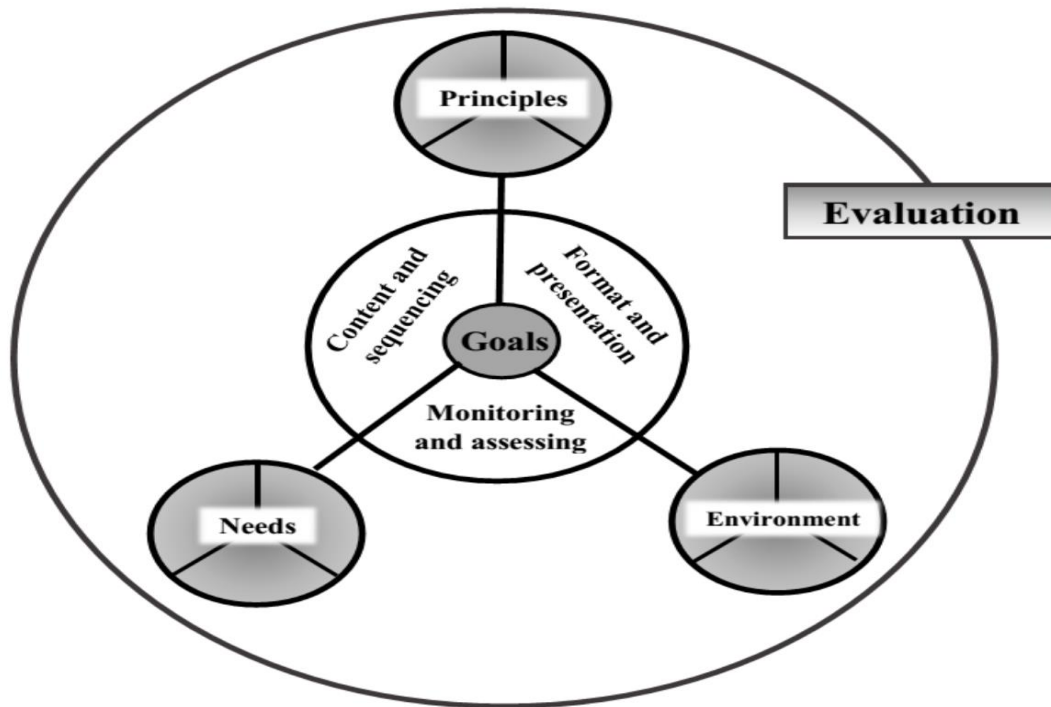


Figure 2.2: Nation and Macalister's (2010) model of curriculum design processes

This Mercedes-like figure makes it easier to remember all curriculum and syllabus design parts and processes. Despite being distinguished by different curriculum designers, curriculum and syllabus have been interlinked in a part-and-whole processed relationship in the model. Syllabus seems to represent the inner circle being entirely integrated with other outer circles to make up curriculum within the big expanding circle representing progressive evaluation. This expanding circle is drawn completely around the whole model in a way that shows evaluation as an ongoing process that looks at every aspect of a course/curriculum to judge whether it is adequate or needs improvements, besides saying where exactly these improvements are needed. Supported by the literature on curriculum development and syllabus design (especially, Nation & Carbbe, 1991; Richards, 2001; White, 1988) which asserts that evaluation is generally a neglected aspect of curriculum design, Nation and Macalister (2010) make it clear in their model why evaluation is



drawn as the biggest circle that covers all curriculum design processes and curriculum parts.

Determining goals is the heart of making up a syllabus in the inner circle, and this shows how centering goals this way reflects the importance of having clear general goals for a course/curriculum. When goals are identified, three issues should be taken into account as syllabus/course is being made up. These issues surround the central goals in the model, and they are content and sequencing, format and presentation, and monitoring and assessing. As the first part of syllabus design, content and sequencing represent the items that are necessarily needed to learn in the course, the order in which they appear, in addition to using the ideas of content as a means to learn the items and not as an end (goal) in itself. In this regard, Nation and Macalister (2010) assert that in language courses, the language content ought to be taken into account even if the language items are not discretely presented. They also state that giving considerable attention to content will make sure that what is going to be learned is helpful for learners to progress in their control of the language. Moreover, such attention to content will ensure that learners will get the paramount return for their learning efforts in terms of the usefulness of what they will be taught or exposed to in the course. Obviously, this will also make sure that learners are taking all the things that they must cover so as to have knowledge of the language that could seemingly be balanced with the knowledge being presented in the course/syllabus.

Format and presentation is the second part of the inner circle, and it embodies the format of lessons or units within the syllabus. It also involves the techniques and the types of activities which are going to be used to assist learning. It is indicated in the

model that format and presentation is the part of which learners seem to be highly aware; therefore, Nation and Macalister (2010) recommend that it should be guided by the best accessible principles of teaching and learning. The third part of the inner circle is called monitoring and assessment, and it is embodied in the necessity to be highly attentive to some important issues including observing learning, testing the results of learning, and giving appropriate feedback to the learners about their progress. It is this part that is usually missed in the commercially designed courses and syllabuses (Nation & Macalister, 2010). The importance of this part also lies in its ability to give whatever available information that can possibly guide making changes at most of the other parts of the curriculum design process.

## **2.4 Needs Analysis**

### **2.4.1 Needs as a Term**

A historical definition of needs was implicitly given by Dewey (1916) when he stated that educational aims can be described as good when they are based on the “intrinsic activities and needs of the given individual to be educated” (p. 126). Operationalizing these needs as a unified entity 'need' has been regarded as a challenge to whoever involved in education (Berwick, 1989; Brindley, 1989; Brown, 2010; Brown, 1995; Hutchinson & Waters, 1987; Kaufman, 1991; Richards, 2001; White, 1988). This indicates that defining what the term 'need' means is an initially integral part in developing any needs analysis model. In general, the body of literature on needs analysis has mostly considered the term ‘need’ as the discrepancy between what learners can do and what they should be able to do (Brown, 2010; Kaufman, 1991; Richards, 2001; White, 1988). This discrepancy has been tackled by Kaufman (1991) who described it as a gap that is found mostly between current and

desired results rather than between the means and procedures whereby results can be achieved.

With reference to language, the term 'need' has also been challenging in the way it is operationalized. Language needs have been distinguished by Brown (1995) to refer to a gap between what learners already know and what they yet to learn. They are these needs that contain those linguistic features that are mostly related to a language program needs analysis. Brown (1995) made a great contribution by emphasizing the differences of how to deal with situational needs (i.e., needs relative to administrative, pedagogic, and financial concerns) and language-related needs. His contribution addressed needs in a way that added clarity to the distinction between linguistic content required and the processes of learning (e.g., some individual aspects such as self-esteem and motivation).

Brindley (1989) distinguished between *objective* and *subjective* needs. According to his views, the objective needs are specified in terms of unknown events and people, whereas subjective needs are derived from individuals. Berwick (1989) used a similar categorization of these needs where Brindley's (1989) *objective needs* were those *felt needs* which learners themselves have, whereas *subjective needs* were those *perceived needs* that represent experts' and educationalists' beliefs and opinions about the educational gaps in the experiences of other people involved in language education. Interestingly, Hutchinson and Waters (1987) defined the term 'needs' to involve three different types; namely, necessities, lacks, and wants. While necessities refer to what learners need to learn for using language in the target situation with a focus on why they are learning it (the purpose of learning), lacks represent these

areas where learners feel they are deficient. And wants are those learners' needs as perceived by others.

#### **2.4.2 The What of Needs Analysis**

Needs analysis as a field was strongly originated in the US educational system starting from the 1960s when the US Congress decided to localize decision-making on educational issues and disperse it into a more localized level instead of the nationally-oriented one (Brown, 2010; Richards, 2001; Stufflebeam et al., 1985; Witkin, 1984). Since then, voices from educational communities (i.e., schools, universities, institutes, etc.) have been heard, especially in the processes of goal-setting and decision-making, attempting to thrive as systems, face the issues of accountability, and consequently get funded (Stufflebeam et al., 1985; Richards, 2001; Witkin, 1984). Emphasis on education has undergone many progressive changes as there has been a shift in focus from *methods* (i.e., how to teach) to *objectives* (what to teach) to the *analysis of needs* (why to teach what is taught) (Brown, 2010; Richards, 2001; White, 1988). Stufflebeam et al. (1985) justify this shift in the sense that it provides a "defensible purpose" for education through the identification of needs (p.16). They state that the stakeholders' (those investing in the outcomes) beliefs and values will turn out to be operational through the process of working towards this defensible purpose. Hence, it is concluded that it is the *why* question that ranks higher in importance, clearly because such a purposeful question will definitely include information not only about why to teach what is taught, but also about what to teach and how to teach it on an evaluative basis that tackles whole language program issues.

This *Why* question represents needs analysis that is defined as the procedures used to gather information about learners' needs (Richards, 2001; Stufflebeam et al., 1985; White, 1988). Such information may be used for different purposes in language teaching. Examples of these purposes would be to identify the language skills learners need to perform a certain task or role (e.g., tour guide, university student), evaluate an existing program or course in terms of how it adequately meets learners' needs, and determine which group of learners who need language training and which skills need to be learned (Martin, 2010; Richards, 2001; White, 1988). Need analysis may also be purposeful in identifying the gap between what learners are able to do and what they need to be able to do, collecting information about a specific problem learners encounter, or identifying a change of direction that people in a reference group feel is important (Berwick, 1989; Brindley, 1989; Richards, 2001; Stufflebeam et al., 1985).

Based on the above-mentioned definitions, deciding the exact purpose(s) is considered the first step of conducting a needs analysis. A needs analysis of hotel employees, for example, would aim to determine their present language proficiency levels, language difficulties and how senior staff perceives these employees' difficulties on the job, types of transactions employees perform in English and the language characteristics of these transactions. It would also entail assessing the extent to which employees' needs are met by the currently available programs or textbooks (Hutchinson & Waters, 1987).

Needs analysis does not collect information only about learners' needs, but also it addresses the analysis of the target situation in terms of the contextual factors (i.e.,

political, social, economic, or institutional) that may affect curriculum or syllabus innovations (Kırkgöz, 2009; Richards, 2001). Some scholars in the field of curriculum development and syllabus design theoretically referred to this as situation 'analysis' (Nation & Macalister, 2010; Richards, 2001; White, 1988). It has been argued that situation analysis helps determine the potential difficulties and constraints to implementing a curriculum innovation/project and factors that need to be taken into account during the planning of the project parameters. Such identification of key factors that might positively or negatively affect the implementation of a curriculum plan is known as SWOT analysis as it focuses on the internal strengths and weaknesses of a language program, in addition to opportunities and threats to its existence and successful operation (Klinghammer, 1997, cited in Richards, 2001). The analysis of these strengths, weaknesses, opportunities and threats might be listed and profiled in a report form that could be of great help to plan, develop, implement and evaluate a curriculum or syllabus in all of its aspects and processes (Brown, 2010; Martin, 2010; Nation & Macalister, 2010; Oktay, 2010; Richards, 2001). For example, based on this report, ways of addressing the negative factors in question can be considered, or the project's goals might be modified and reformulated to reflect realities of the situation where the curriculum/syllabus is implemented.

As situation analysis includes collecting information about all factors involved in the curriculum/syllabus design process in relation to the addressed society, project, institution, teachers, learners, and adoption process, it seems that it can be encapsulated within a needs-analysis paradigm of research and investigation. Several scholars (Clark, 1989; Johnson, 1982; Kırkgöz, 2009; Martin, 2010; Nation &

Macalister, 2010; Richards, 2001) made reference to this issue as they explained that the goal of needs analysis is to gather information that can be used to develop a profile of the language needs of a group of learners for the purpose of making decisions about the goals and content of a language syllabus or course. Such information gathering will never be completed unless other contextual factors apart from learner needs are assessed and investigated as they are relevant to the design and implementation of successful language programs. This has led some scholars like Richards (2001), Nation and Macalister (2010) and White (1988) to consider situation analysis as a dimension of needs analysis from one side and as an aspect of evaluation from another.

Needs analysis is a cornerstone aspect in curriculum development and syllabus design as it takes a system-design model to investigate a particular context in terms of specific language needs, situational resources and constraints that might affect the planned curriculum/syllabus in that context. Its importance lies in the fact that it produces information that can be used in different ways. Richards (2001) summarizes these ways as follows:

- It may provide the basis for evaluating an existing program or a component of this program.
- It may provide the basis for planning goals and objectives for a future program.
- It may assist the development of tests and other assessment procedures.
- It can help select appropriate teaching methods in a program.
- It may provide the basis for the development of a syllabus and teaching materials for a course.

- It may offer information which can be used as part of a program or course report to an external body or organization (p. 67).

It might be concluded that the major purpose of needs analysis is to be responsive to the growing demand for educational accountability in curriculum development and syllabus design. Such a purpose indicates how comprehensive and systematic needs analysis should be to thoroughly describe and situate huge amounts of contextual information within a rational philosophy and value position (Brown, 1989; Brown, 2010; Stufflebeam et al., 1985).

### **2.4.3 Needs Analysis Modeling**

Needs analysis is described as a house-building process that begins with information about how the house plan would be and what it should be based on (White, 1988). Such a description gives the fact that in needs analysis the teacher or the syllabus planner investigates the language skills required for performing a given role or roles. The specification derived from this investigation helps build a plan for a language syllabus. As the results of needs analysis are used to specify the ends, i.e., what the learner hopes to achieve (Cunningsworth, 1995; Richards, 2001; White, 1988), it leaves no or little space for the specification of the means by which the ends will be reached. In other words, for such a plan to be developed, the construction system has to be described in terms of resources (i.e., people and materials) available for the product specified by the needs analysis to be realized. Such analysis of means gives attention not only to the specification of objectives as in the case of needs analysis in the early 1970s (Richards, 2001; White, 1988), but also to giving a clear understanding of the resources and constraints without which a syllabus planner may face difficulties in achieving the goals specified in the needs analysis.



The purpose of needs analysis originates in the need to recognize the relationship between language code and language use as expressed in the notional-functional approach (Martin, 2010; Richards, 2001; White, 1988). This was not the case in the past where language teaching had been focusing only on the language code, leaving no space for defining learner's needs. Yet, when the shift in emphasis from being on language itself to being on the functional use of language occurred, learner's needs took an entirely different perspective in which needs have become to be determined not only by the content of the language system but also by the use of that code by users in the world of affairs (Cunningsworth, 1995; Richards, 2001; White, 1988;). Therefore, the purpose for which language is to be used has turned out to be an important concern in the definition of both the content and objectives of a language syllabus. From this shift in focus, it looks as if what is required in needs analysis is constructing a "sociolinguistic description of language use needed by a given set of learners while carrying out the target roles of which language is a crucial part" (White, 1988, p. 84).

From this sociolinguistic perspective, needs analysis as an integral stage in syllabus design has evolved as a set of procedures associated with languages for specific purposes LSP, the branch of language teaching which has mostly been related to training in different life domains including technology, commerce, industry, health, tourism, etc. What is important in LSP is the fact that the language is not learned as an end in itself but as a means where all aspects of language use are concerned. Accordingly, LSP as a vocational training branch has been coupled with a battery of procedures and techniques which have been developed in the field.

Starting with the question of how one goes about designing an LSP program, the literature addresses some steps to be followed, which have been given greater concerns in different research studies. Jordan (1997) specifies these steps in a cyclical process that contains a set of procedures including needs analysis, syllabus and course design, methodology and materials, assessment, evaluation and feedback. Figure 2.3 shows such a process where steps are being recycled to enrich each other through having periodic feedback from all involved parties (i.e. teachers, students, coordinators, administrators, etc.). This recurrent feedback is said to positively affect syllabus and course design, materials, and evaluation techniques. A major contribution of this model is that it does not specify these steps in a linear process with a start-end point; rather it leaves the boundaries blurred to emphasize how interconnected evaluation and needs analysis are and how contextual variability plays a key role in working these steps out whenever syllabus design is thought of.

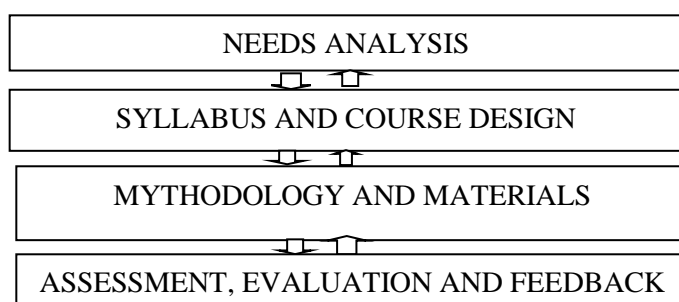


Figure 2.3: Steps for setting up and implementing an LSP program (adapted from Jordan 1997, p. 57)

It should be noticeable from Jordan's (1997) model how needs analysis is considered as a major starting point in syllabus design. Despite being a step of ESP syllabus design, needs analysis is itself a complex issue (Jordan, 1997; Martin, 2010; Nation & Macalister, 2010; Oktay, 2010; Richards, 2001; White, 1988). It might include a

comprehensive data collection process where data will be gathered about students (e.g., their language proficiency levels, desires, deficiencies, problems and worries, expectations, attitudes, etc.), the subject being studied, the sponsored department or institution, language teachers' qualifications and attitudes, availability of materials, methods used, facilities provided, etc. Jordan (1997) shows this complexity in a juggler-like model where data is thoroughly specified into its discrete whats. This indicates how huge and difficult the process is and how time, experience, money, cooperation, effort, skills, and experience are all needed.

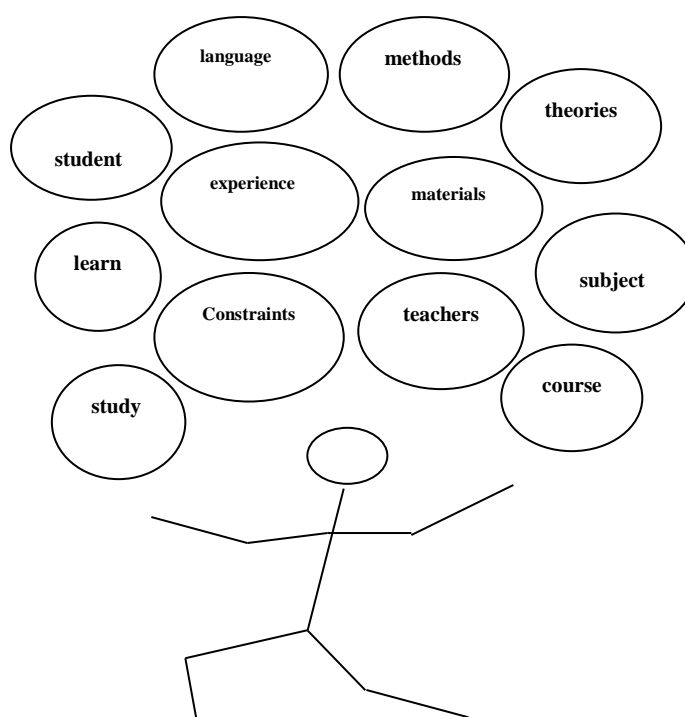


Figure 2. 4: The needs analysis juggler (Jordan 1997, p. 40)

#### 2.4.4 Approaches to Needs Analysis

Different approaches to needs analysis have been encountered in the literature as it has become varied according to either scope or focus. Six approaches have been given high priority in the literature, and these are Target-situation Analysis, Present-

situation Analysis, Strategy Analysis, Means Analysis, Learning-Centered Approach and Language Audits (Brumfit, 1984; Cowling, 2007; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Jordan, 1997; Martin, 2010; Munby, 1978; Nation & Macalister, 2010; Richards, 2001; Richterich & Chancerel, 1977; White, 1988;).

As the name suggests, Target-situation Analysis is about collecting data related to the situation where language is used and practiced. Within ESP, Munby's (1978) Needs Analysis (NA) model is found to follow this approach, ascertaining precisely the communication needs that learners will have at a language course end and generating a needs profile upon which an appropriate communicative syllabus can then be developed. On the contrary, Present-situation Analysis (Richterich & Chancerel, 1977) has been proposed to put much emphasis on learners' language proficiency at the start of a language course together with information related to the teaching institution where the language course is offered, for example, or external sponsors, among others. Both Present and Target situation analyses are usually conducted together in ESP syllabus design as this combination will help syllabus designers and planners in getting an idea of where and when to start and in paving the way in which they have to be heading in their course of action.

Strategy Analysis is the third type of needs analysis which can be conducted during the implementation of an ESP syllabus/course to collect information about different issues including possible teaching methods, learning styles and learning strategies (Brumfit, 1984; Cowling, 2007; Jordan, 1997; Munby, 1978; Nation & Macalister, 2010; Richards, 2001; White, 1988;). Unlike Strategy Analysis, Means Analysis is

normally carried out to address the local context of language use in a way that makes ESP syllabus/course designers able to adapt their syllabuses and courses to this context in terms of students' numbers and their abilities and talents, the teaching staff, and the available materials and equipment (Brumfit, 1984; Cowling, 2007; Jordan, 1997; Munby, 1978; Nation & Macalister, 2010; Richards, 2001; White, 1988). In other words, Means Analysis involves collecting data about the available resources and constraints (i.e., the means by which an ESP course/syllabus can be designed and implemented). The thing that can be pinpointed here is that while Target and Present Situation analyses focus on the end and starting points, respectively, both Strategy and Means analyses are implementational in nature, and they could occur while teaching/learning is on-the-run.

Hutchinson and Waters (1987) suggested the 'Learning-Centered Approach' as an attitude-based approach which focuses on the perceptions and attitudes of learners, considering them an integral part when investigating needs. In this approach, Hutchinson and Waters (1987) used the term 'target needs' in reference to learner needs and described these needs in terms of three issues, namely, necessities, lacks and wants. Necessities in this regard embody the knowledge which a student ought to get to perform better in the target situation, whereas lacks represent the gap found between the knowledge the student has now (what he/she knows) and the knowledge which he/she needs to have (what he/she needs to know). Wants, on the other hand, refer to the learner's desire to learn in addition to his/her perception that may/may not be inconsistent with the way the syllabus/course ought to be designed and planned. For instance, students may have the desire to improve their speaking skills despite being not required by their school, university, or language institute.

Language Audit is the final needs analysis approach discussed in the literature. It refers to those specially-made projects that are based on companies' order to determine any language training their employees need to have to be able to perform better on the job they do (Martin, 2010). For such a purpose, language consultants are hired with the aim of conducting these audits and describing precisely the employees' levels of language performance necessary for the company's specific job-related tasks. They may also be asked to assess the employees' current language proficiency while carrying out these tasks so that they can provide the company with their suggestions in relation to how much language training the employees in question need. Table 2. 4 gives a clear picture of the six approaches of needs analysis and the focus of each.

Table 2.4: Approaches to NA and their focus

<b>NA Approach</b>	<b>Focus</b>
1. Target-Situation Analysis (Munby's 1978 model)	It specifies the end (the possible learning outcomes that will be achieved at the end of the course)
2. Present-Situation Analysis (Richterich & Chancerel, 1977)	The starting point of the language syllabus/course (students' language proficiency, the teaching institute, etc.)
3. Strategy Analysis	Learning/teaching related issues during ESP syllabus/course implementation (e.g., teaching methods, learning styles, learning strategies, etc.)
4. Means Analysis	Local context (available resources and constraints) during ESP syllabus/course implementation
5. Learning-Centered Approach (Hutchinson & Waters, 1987)	Learner's needs, perceptions and attitudes (target needs – necessities, lacks and wants)
6. Language Audits	Language consultancy (determining employees' language training needs by outsider language consultants)

#### **2.4.5 Needs Analysis in CLIL and ESP Context**

Content-based Language Integrated Learning (CLIL) has turned out to be an important methodological approach whereby needs analysis as an ESP stage (besides other stages such as syllabus design, materials selection and production, teaching and learning, and evaluation) can be conducted in an ESP context. Such an approach has been made as related to ESP lately. One of the key definitions that relate ESP to CLIL is that of Strevens (1988) in which he defines ESP as the teaching of English that meets learners' needs, and is related to the content of specific disciplines or occupations. Following this, a CLIL approach may be useful to investigate needs in the learning/teaching of the content of different fields (tourism, banking, business, etc.) by means of the English language. As such, it may be helpful in evaluating or improving language programs and curricula by examining needs as a first step to design an ESP CLIL-based syllabus for a particular ESP group (Ruiz-Garrido & Fortanet-Gómez, 2009).

Furthermore, language programs seem to emphasize the learning process, being mostly related to teachers and students. Thus, when needs analysis is considered, its scope may be limited to these stakeholders as the ones who are mostly responsible for the learning process. Yet in a CLIL situation, responsibility for the learning process is shared by a larger number of stakeholders including personal, social, professional and institutional. As such, a comprehensive needs analysis is necessary to design a CLIL ESP syllabus or course as information from different stakeholders (teachers, students, policymakers, policy-takers, and employers) will be taken into account to build up a solid and detailed informational profile which will help in planning, implementing and evaluating any newly-developed or adapted syllabus.

## 2.5 Syllabus Design

A syllabus might be explained based on the nature of language and language learning; it guides teachers and learners through the provision of some goals to be arrived to. It was described by Hutchinson and Waters (1987) as "a statement of what is to be learned", and this statement "reflects language and linguistic performance" (p. 80). Defining a syllabus this way seems traditional in the sense that it focuses only on outcomes rather than process (Richards, 2001; White, 1988; Yalden, 1987). Nonetheless, a syllabus could also be perceived as a summary of the content learners would be exposed to (Yalden, 1987). Two things might be concluded based on the above-mentioned definitions. First, a syllabus can be approximated to what will be taught and cannot provide accurate predictions of what will be learned. And a language teaching syllabus integrates both subject matter and linguistic matter.

Designing a syllabus is the process of deciding what is to be taught and in what order (Richards, 2001; Yalden, 1987). It is for such a reason that adopting a certain syllabus is mostly determined by the theory of language that underlies the language teaching method. Theory of learning is also a determining factor in deciding on what syllabus kind to be used. For example, a syllabus that embraces the cognitive aspects of language learning gives careful attention to language forms and explicit descriptive knowledge about these forms, whereas a syllabus emphasizing an acquisition theory of learning highlights unanalyzed and cautiously chosen experiences of the new language. Thus, selecting a syllabus is the main decision in language teaching, and it should be created based on both awareness and detailed information gathering. Uncertainty has been there around the possibility of whether language teaching syllabuses can be made depending on different types of content or



whether the source of differences in content is syllabus or method (Hutchinson & Waters, 1987; Jordan, 1997; Richards, 2001).

As regards ESP, syllabus design as a process comes into play once needs analysis is conducted and after one is aware of what types of language situations learners can possibly meet inside and outside the classroom. In this process, several things must be taken into consideration; specifically, learners' needs, the course objectives, and the available resources in terms of staff, materials, equipment and money. Moreover, a syllabus should aim to prepare learners for real-world demands that can be exemplified in both various study disciplines and different occupations as far as instruction is geared to ESP. This indicates how important the analysis of a particular setting or situation is to design ESP syllabuses and courses and improve the learning and teaching process in context.

### **2.5.1 Approaches to Syllabus Design**

Many types of syllabus were addressed in the literature, each of which is dependent on different issues that include the writer's philosophy of teaching, learners' needs, available resources and materials, the time allotted, etc. (Jordan, 1997; Martin, 2010; Richards, 2001; White, 1988). This multiplicity of syllabus types can be encapsulated under three main headings that have been described in a figure-like form in Jordan (1997). These are 'content or product-oriented' syllabuses, 'skills-oriented' syllabuses, and 'methods or process-oriented' syllabuses. A similar classification has been provided by White (1988) in his influential book *'The ELT Curriculum'* where the syllabus is divided into Type A and Type B, both corresponding to Jordan's (1997) product-based and process-based syllabuses, respectively. The same interwoven circle can be drawn in both theoretical

orientations regarding skills-based syllabus; however, it is considered as a part that lurks in both White's syllabus types. Figure 2. 5 explains how Jordan (1997) deals with his classification of syllabuses.

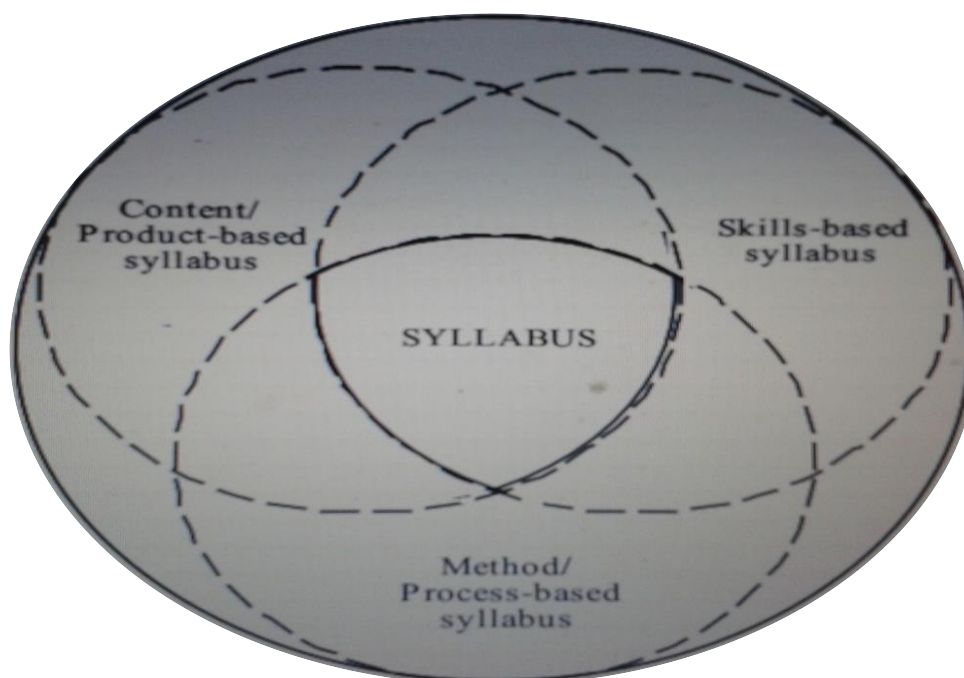


Figure 2.5: Commonly used syllabus types in LSP course design (Adapted from Jordan, 1997, p. 64)

Method or process-based, or what White (1988) calls procedural syllabuses, are those which involve a set of tasks that need to be performed by learners. Martin (2010) gives some examples of these tasks such as completing a project, planning itineraries or solving problems of various types in the workplace. Of course, a task-based syllabus (Breen, 1984; Prahbu, 1987; White, 1988) is an example of these syllabuses, as the focus is on solving a problem through a second language. In addition, process-based syllabuses focus mostly on three things: the learner, learning processes and meaning (Martin, 2010; White, 1988). Therefore, a syllabus under this category may

be organized around a group project, a project on selective reading in a specific discipline, or meaningful problem-solving tasks.

The reason why the three syllabus types in Figure 2.5 were drawn interwoven is to show that, in practice, ESP courses can integrate a number of these syllabus approaches to learning. Therefore, a syllabus may be adapted to the at-hand situation and may include many things such as students' numbers with their language level and attitudes, the types of teachers who teach the course (s), the number of contact teaching hours spent with students, and the types of language materials available to them. To conclude, such a classification of syllabus types with their major focus indicates how flexible ESP syllabus designers should be in many related issues including identification of priorities, time management, making action plans, as well as the ability and willingness to restructure a language program after getting appropriate feedback (Jordan, 1997; Martin, 2010; Nunan, 1988; Richards, 2001; White, 1988).

### **2.5.2 Principles of CLIL Syllabuses**

The literature demonstrated the usefulness of content-based language integrated learning (CLIL) in promoting learners' interest, motivation, cultural awareness, knowledge re-representation, and meaningful learning (Richards, 2001; Ruiz-Garrido & Fortanet-Gómez, 2009). Hence, it may form a grounding theoretical basis to select a syllabus approach that suits a specific ESP context where content is interdisciplinary as being interlinked with the knowledge of the taken courses in an educational institution. In the context of ESP fields like Tourism, a topic-based syllabus may set the grounds for designing an ESP syllabus in conjunction with other syllabus approaches that can be integrated. This is because it has a number of

valuable characteristics upon which any ESP syllabus can be suggestively built. Some of these characteristics are indicated in the fact that topical or content-based syllabuses prompt the following:

- integration of other syllabus approaches (e.g., grammar, functions, situations, etc.)
- fun that may ensure interest and motivation
- meaningful learning (it necessitates the role of students' pre-existing knowledge, culture, integration of information and knowledge, hence, students' learning will be closer to reality)
- whole-language experience (students can develop through interacting with the language in its totality; learning of explicit language chunks; situational and contextual learning)
- intercultural/cultural awareness (foreign language learning contributes to developing students' cultural awareness in the sense that language is a cultural practice and promotes cultural contrasts and using appropriate teaching/learning materials)
- whole-person learning (learning as part of learner's integral development: affective, cognitive, and social. A student is treated not only as a language learner but also s/he can be provided with opportunities to live good experiences with the language and have positive attitudes towards learning). In this regard, Richards (2001) suggests that learning tasks should involve emotions, reasoning and social skills.
- interaction (learning is described as a social experience where learners should be engaged to interact as an individual in various activities including pair-work, group-work, and whole-class activities) (Richards, 2001; Ruiz-Garrido & Fortanet-Gómez, 2009)

- interdisciplinarity (It is important to promote the integration of the language learning with other subjects and the contents can be planned according to themes or projects. planning the content of the syllabus according to the taken themes and topics offered in other courses and subjects is at the heart of CLIL being integrated into ESP syllabus design) (Ruiz-Garrido & Fortanet-Gómez, 2009)

## **2.6 Related Studies**

A plethora of research has been carried out to address the important influences needs analysis and evaluation have made on language curriculum and syllabus design, especially in ESL/EFL contexts. Since the 1970s, several studies on needs analysis, evaluation, and language curriculum design have become evolutionally contributing to English language teaching, in general, and ESP in particular. Not surprisingly, it is not only the ESP movement that has largely affected communicative language teaching methodology, but also has been affected by it (Cowling, 2007; Richards, 2001; White, 1988). From that time, curricula, syllabuses and courses have turned out to be developed based on the most contemporary understanding of language and language learning and teaching; that is communicative language teaching (CLT), instead of the traditional approaches to curriculum/syllabus design such as genre and register analysis (Nation & Macalister, 2010, Richards, 2001; White, 1988).

### **2.6.1 Global Studies**

This section accommodates a good number of studies that handled needs-based program evaluation in different world contexts to evaluate effectiveness and/or improve curricula, programs, courses or syllabuses to provide good ESP training and thus meet needs and expectations. For example, from the Turkish context four influential studies conducted in different university and school settings can be cited. The first one, conducted by Akpur, Alci and Karataş (2016), intended to evaluate the

English language program offered to English Preparatory students at Yildiz Technical University. The study adapted Karataş and Fer's (2009) CIPP-oriented questionnaire to gather information from 54 teachers and 753 students taking the English preparatory classes at the School of Foreign Languages during the spring semester of the academic year 2014/2015. The findings indicated that both students and teachers had positive perceptions towards the English preparatory courses. Nonetheless, they both expressed dissatisfaction with several issues including the students' inability to develop language skills, the imbalance of language skills within the curriculum of the English courses, the inappropriateness of the audio-visual materials, and the lack of knowledge of the English that relates to the students' fields of study and future needs and careers.

The study suggested conducting a comprehensive needs analysis that attends to individuals' interests and ensures stakeholders participation in curriculum design processes (e.g., goal setting, determining the learning experiences, methods, or assessment tools, etc.). It was also recommended that the courses should emphasize the four language skills in a balanced way, rearrange the in-class activities and group-work exercises, increase using a variety of audio-visual materials, encourage project-assisted, group work and peer learning, and address the type of English the students need in their fields of study. As a final remark, the researchers concluded that surveying stakeholders (i.e., students and teachers in their study) about their concerns, priorities, wishes and recommendations is a crucial step in curriculum and syllabus design.

The second example is Tunc's (2010) study which used Stufflebeam's CIPP model to investigate how both students and teachers perceived the effectiveness of the Preparatory School English program offered at Ankara University. Data were gathered through a student questionnaire, instructor interviews and analyzing the available written documents. According to the results, the existing English program appeared to be partially serving its purpose as it was perceived less effective in certain issues including the physical conditions, content, materials and assessment.

When related to the CIPP components, the analysis of context through the written documents indicated that the teaching/learning resources and facilities, although sufficient, were less effective in increasing the student achievement, creating a better class climate, or giving equal attention to each student in class due to the large number of students in each class. As regards input, the data gathered from the written documents and interviews revealed that the program was deficient in meeting its goals and objectives; they were neither clearly stated in detail nor satisfactory to meet the instructors' expectations. Although all language skills were emphasized in the content, there was too much focus on grammar at the expense of the speaking and listening skills. The content lacked focus on communicative activities that emphasize these oral skills. This focus on grammar was perceived to prevent the development of the oral skills and minimize the students' chances to use the target language for meaningful purposes.

The process component, however, was investigated through the student questionnaire and the instructor interviews. Perceptions of using a variety of teaching methods were satisfactory, but lecturing was seen as the most dominant. During the

instruction, the materials were found to encourage role-plays, group work, elicitation, presentations, and discussions, of course, along with lecturing. Moreover, the instructors perceived the supplementary materials as insufficient to develop all skills, whereas the students considered them so only for the speaking skill. Weekly quizzes were seen as a good tool to assess learning, and exams, although perceived by the instructors as difficult in level and inconsistent with students' proficiency, were considered helpful by the students as they could make revisions and stay alert throughout the courses.

As for product, the preparatory English program seemed to focus on the oral skills the least; therefore, the students were seen as less competent in the speaking and listening skills. This insufficiency was perceived to negatively influence student motivation and the efficiency of the teaching/ learning methods. The study recommended making improvements and revisions to the program, especially those concerning the objectives, content and materials, and the teaching methods and assessment.

In the third example, Kırkgöz (2009) used the term curriculum innovation to refer to a curriculum renewal project developed for Turkish adult EFL learners at a university context. She used a multi-dimensional needs analysis to describe the context and investigate the English language requirements, the academic needs and the language needs of those students who were taking an English-for-Academic-Purposes (EAP) curriculum.



The researcher used Richard's (2001) theoretical model to curriculum renewal process with its interconnected components, namely, needs analysis, goals and objectives setting, implementing and evaluating the program. At first, the needs analysis results were used to initiate the curriculum renewal/design process by translating these results to a mission statement embodying the goals and objectives of the curriculum. Through negotiations, focus groups and a three-day seminar, the EAP teachers were introduced to the proposed innovations (in terms of characterizing goals, objectives, material presentation, skills, and proficiency levels) to discuss the changes made. Task-based philosophy in materials presentation in course books was found suitable to match the learners' needs and the new curriculum's goals and objectives. The students also preferred a content-based and integrated-skills syllabus as they saw it of immediate relevance to their studies and academic content-based needs. Following this, EAP materials were developed and assessment techniques were modified to include portfolio assessment as a good way to assess students' performance and increase their interest and learning autonomy. Learning opportunities through technology (i.e., computer labs, video and self-access websites) were also integrated into the curriculum as it was being renewed. Materials were then piloted, and modifications were formulated to be used in the program.

For monitoring and evaluation purposes, Kırkgöz (2009) used a dynamic system whereby teachers were invited to weekly meetings to review the innovations created. They had the opportunity to provide regular feedback, monitor their work to meet the goals and objectives, accommodate innovation into their instructional practices, and get ascertained with the match between the specified ends and the institution's policy. As a summative evaluation, the researcher used semi-structured interviews to

investigate the teachers' and students' perceptions of the renewed curriculum after five months of its implementation. The teachers held positive perceptions of the program as they were given the opportunity to get involved in its processes. They were also happy about the new course book as they reported that it met the institutional and learners' needs and encouraged communication skills.

Based on the findings, Kırkgöz (2009) suggested that curriculum innovation should be gradual, systematic and developed in light of the theory that informs practice. It should also necessitate participants' involvement in decision-making to develop consensus, increase commitment and motivation, support the development of curriculum to achieve coherence among its elements and maintain international communication needs in a way that helps innovation adopters facilitate acceptance of change.

Kırkgöz's (2009) research project with its multi-stepped curriculum renewal process was effective and dynamic as it addressed students' and teachers' needs. And, it was also made up depending on the most contemporary research associated with "curriculum design, systematic language program evaluation, participatory decision making by the EAP teaching staff, and continuous feedback mechanism incorporated into the system" (p. 77).

In the fourth study conducted in the Turkish context, Bayyurt and Karataş (2011) utilized Dudley-Evans and St. Johns' (1998) needs analysis model to investigate the perceptions of the English language learning needs of Tourism high school students. This investigation aimed at developing content of mobile learning platforms that

would address learners' needs and boost their positive attitudes, language proficiency and technological literacy. Data were gathered through a student questionnaire and semi-structured interviews with teachers, hotel managers and academics. The findings indicated that the students' vocational language needs outweighed other needs such as general language needs and academic and cultural needs. According to these findings, Bayyurt and Karataş (2011) recommended that further needs analysis research should address vocational language needs in a way that informs developing technology-driven materials and mobile-learning platforms which could contribute to learning English for vocational purposes and boosting students' positive attitudes and digital literacy.

In another EFL context like Israel, Elisha-Primo et al. (2010) conducted a need analysis for the purpose of re-evaluating a graduate level EFL academic curriculum. A self-reporting questionnaire was administered and distributed to 469 university graduate students with the aim to address three issues, namely, students' attitudes towards the English language and EFL studies, self-assessing their ability to perform academic tasks in English, and ranking the importance of knowledge of English language areas. These issues were investigated in relation to various independent background variables including gender, academic field, study track (thesis/non-thesis), mother-tongue, and language proficiency level. The findings indicated that the students generally had positive attitudes towards studying English and that their ability to perform different tasks was satisfactory. All areas of language knowledge were found important by all the students. Furthermore, when asked to rank the English language areas in relative importance, the students reported that vocabulary and oral skills ranked higher in importance than other areas like reading, writing,

syntax and grammar. Significant differences were also found across all of the aforementioned background variables and proficiency levels. Based on the results, the study recommended re-evaluating the existing curriculum in the addressed context and paying more attention to students' voices when developing EFL academic programs in local contexts.

As a case study in Japan, Cowling (2007) offered a detailed description of needs analysis as the first stage to develop a set of intensive Business English courses given at Mitsubishi Heavy industrial firm (MHI). Data were gathered from different sources including informal interviews with clients and sales director at MHI, semi-structured interviews with MHI's English instructors and the students who were required to take the courses, and open-ended questionnaires distributed among the students and their senior employees. This detailed description of the participants' language needs assisted in planning and designing an English-for-Business syllabus based on the informants' perceived needs, the available resources and the encountered problems and constraints. In other words, the results were reported and used to compile the syllabus outlines and describe the course planning, implementation and evaluation stages in terms of goal-setting, making the course rationale, producing authentic materials, classroom teaching and language materials piloting, and providing feedback especially in the areas of course content, language taught and learners' interests.

The suggested Business-English syllabus was described to (a) include nine areas of language study that would benefit students at their work, (b) enable students to adapt their present language knowledge into business-related situations, (c) consider

cultural issues when communicating in English with business people, and (d) provide realistic authentic examples of language. Accordingly, the syllabus was designed based on a combination of two syllabus types, content-based and notional-functional, in which authentic language was presented in modules through practice-present-produce (PPP) (e.g., business telephoning module) and content instruction and meaningful tasks and activities (e.g. business negotiations module).

According to Cowling (2007), the needs analysis results positively impacted providing language training to clients as it was found helpful for students to perform business tasks in English. The needs analysis was also useful in assessing the target group's needs. Nonetheless, great care and attention were found to be urgently needed in the planning and implementation stages due to the far more complex nature of these stages as described in the literature on course/syllabus design.

Based on the ESP curriculum development perspective, Aiguo's (2007) study aimed to explore an appropriate approach through which aviation English could be taught in China. Focusing on contrastive analysis (i.e., contrasts in aviation English between English and Chinese), the study aimed to establish an ESP aviation course and present a possible ESP teaching approach that suits the Chinese context.

For this purpose, a needs analysis was conducted, taking into account students' proficiency levels, their learning backgrounds and aptitude, and the proper use of teaching methods. In response to the needs analysis, a linguistic-analysis-based contrastive approach to teach Aviation English called Aviation Linguistics (in terms of phonetic contrast, semantic contrast, ESP collocations acquired through contrasts,

bilingual education and computer-mediated instruction) was innovated, experimented, and then evaluated through feedback and perceptions of its users. The approach was perceived as effective as it suited learners and other specialists in the aviation industry. This effectiveness was justified in the sense that 120 Chinese college students chose the aviation linguistics course right after its establishment. They reported they were having difficulties in their aviation-related studies as a result of not having adequate ESP college English training. Yet, with Aviation Linguistics and the new ESP teaching approach, they were satisfied as they found themselves more able to realize contrasts between the two languages, acquire sounds on a theoretical basis, resolve semantic misunderstandings, have good grasp of aviation-related lexis, become proficient in both English and Standard Mandarin, and use technology at their individual paces to assist their learning.

To evaluate an English-for-Tourism program at a university in Thailand, Thompson (2011) used a student questionnaire, interviews, teacher's log and document analysis of the course learning materials to collect data from 15 students who were taking a Tourism-English course at the university context, the course instructor and two university officials. While the questionnaire aimed at identifying the students' overall reactions to the course features, the interviews meant to investigate how the above-mentioned stakeholders perceived the program's effectiveness. The teacher's log was used to document, describe and reflect on the course features, while the document analysis deeply focused on analyzing the extent to which communicative interaction opportunities were provided in the learning materials and the textbook used in the course.

The findings of this study revealed that in-class listening and speaking tasks were positively responded to by the students as they believed these tasks were easily performed and directly related to their future ambitions and interests. Yet, these students had negative reactions as regards the textbook and outside readings, considering them as unnecessary to achieve their goals. In addition, the interviews with the two officials revealed that they viewed the Tourism English course as an integral part of the university curriculum, despite being hindered in its overall development by the students' backgrounds.

In the Arab world, AlFehaid's (2011) study can be considered as significant and contributing to curriculum design that is based on evaluation and needs analysis in ESP settings. Attempting to create a proposal for developing the ESP course offered at Health Sciences colleges in Saudi Arabia, the study evaluated the course and research needs from the perspective of different stakeholders, including the students taking the course and their instructors, the graduates who previously took the course, course administrators, hospital managers, and English-speaking health professionals. In addition to document analysis, the study collected data by using a questionnaire distributed among students, graduates and instructors and interviews with all of the above-mentioned stakeholders. The results of the needs analysis revealed that all of the four language skills were important for the students in their fields of study and for their future careers. Although evaluated as useful, the ESP course was perceived to be limited in its content, the teaching and learning materials and assessment procedures. Based on these results, the study suggested proposing a new ESP course that attends to the stakeholders' needs and making necessary improvement by providing proper teacher-training and recruiting qualified ESP teaching staff. The

study also recommended that collecting multiple data types from different sources serves the purpose of overcoming most of the problems related to needs analysis and evaluation studies.

### **2.6.2 Local Studies**

Several studies in both General English and the ESP field have been carried out in Jordan. Each of these studies represents a different purpose and way of investigation (needs, learning problems, necessities, lacks, etc.), evaluation (context, content, materials, teaching approaches, resources, etc.), and designing (syllabuses, materials, activities, tasks, etc.). The current study sketches the scenario of the most influential and newly-conducted research studies in the Jordanian context in this section.

In his Ph.D. dissertation, Mahasneh (2011) sought to analyze the content of three teacher training programs, namely, English Language Teaching Contacts (ELTeCS), Road Show, and Teaching Knowledge Test (TKT) with respect to Jordanian EFL teachers' linguistic and pedagogical needs. The study also investigated teachers' perceptions of professional development in relation to teacher training programs and the teaching context. Observing teachers' classroom practices was also a major aim. All teachers (n=34) who were attending the above-mentioned programs were purposefully chosen to participate in the study. It was found that the teachers had a number of linguistic and pedagogical needs encapsulated within the content of the teacher training programs in question. Moreover, the teachers' perceptions of these programs and their professional development scales were positive. The programs greatly influenced the teachers' classroom practices, and teachers were seen applying what they learned in their classroom teaching. Their views and expectations were also positive towards taking any teacher-training program that meets their linguistic



and pedagogical needs and takes into account their opinions of what items should be included in the teacher-training courses. It was suggested that the three teacher training programs need to be redesigned and developed to incorporate all linguistic and pedagogical needs of Jordanian EFL teachers. The researcher also recommended taking teachers' perceptions in designing training programs, so that their needs could be implemented in the activities of these programs. A strong recommendation was also made as regards following new trends of EFL teaching in the development of teacher training programs.

With the aim to design a needs-based ESP course in a local healthcare university context, Freihat and AlMakhzoomi (2012) conducted a needs analysis to explore the learning needs of 20 Jordanian freshmen students studying Nursing at Isra University during the first semester of the academic year 2010/2011. In addition to a needs-based 23-item survey, the researchers used interviews with the students and their nursing instructors, observation of students' performance lab tests where the students were asked to perform lab procedures in front of their instructors, and clinical observations of the students' actual procedural performance with clients in hospitals.

The findings of this investigation helped the researchers to develop an ESP course to act in response to the students' most difficult language area or skill, which was the ability to use English to communicate with their colleagues, clients, nursing supervisors and the nursing staff in clinical settings. As a result, ESP course materials were selected and adapted from different sources related to healthcare communication. These materials were presented in a form of in-class presentations and video-taped sketches with special focus on role-play format. This format helped

to subsidize the course content and build up the students' English communication skills and prepare them to communicate with clients, instructors, colleagues, and nurses from different linguistic and cultural backgrounds at work in and outside their country. Importantly, the findings revealed that the course was useful as it was informed by the students' greatest language difficulty (communication in healthcare contexts) and captured students' ESP learning needs and interests. To conclude, the researchers recommended conducting further research that satisfies various local ESP fields of study and professions, emphasizing at the same time, making use of this research to improve or design ESP curricula, courses, and syllabuses that meet all academic and professional language needs and requirements.

Bataineh and Ayasreh (2004) used a questionnaire to investigate 326 university students' needs for Business English courses, the impact of using English as a medium of instruction on students' academic achievement, and the potential difficulties resulting from this instruction. The students were enrolled in different areas of specialty in the Faculty of Economics and Administrative Sciences at Yarmouk University during the academic year 2004/2005. The study also sought to find out if there were differences in the students' perceptions which could be attributed to the field of study, university level and student's GPA.

The findings revealed that the students were found to be unable to decide on the impact of using English as a medium of instruction on their academic achievement. Factors such as field of study, university level, and GPA, were not significant to affect the students' needs for Business-English courses; however, they affected their perceptions of the impact of and the difficulties resulting from using English as a

medium of instruction. All the respondents indicated the strong relationship between English proficiency and academic achievement; nonetheless, they were not aware enough of the connection between Business concepts and Business English courses due to the lack of exposure to such courses at the university. Finally, the students were not satisfied with the content of the English language skills courses (i.e., General English courses) offered at the addressed university. Accordingly, the researchers suggested that this dissatisfaction should bring about change to the curriculum by offering specialized Business English courses.

The above-mentioned English language skills courses are part of the program of Disseminating English Language Skills offered to all university and college students in Jordan. Such a thing has made the program a hot-potato case for evaluating its effectiveness in different university contexts. At Mu'tah University, the current study's context, for example, AlJaafreh (2008) examined the effectiveness of the three General-English courses, namely, English language 99, English language I 101, and English Language II 102, in developing students' proficiency in the English language after completing the courses and thus in meeting the program's goals. A self-administered validated test was used to check the performance of 700 students representing different faculties and university levels. The results indicated that the students were extremely weak in English due to the high failure rate in the test; more than 91% of the participating students failed the test, obtaining less than 50, the passing score. Hence, the researcher recommended doing further research to explore the variables that could lead to such poor performance and lack of achievement on the students' part, especially after taking the three courses. He also suggested making

improvement to the program in a way that might achieve its proposed goals, develop students' English language skills, and thus meet the students' needs and expectations.

When related to the tourism industry, three studies were conducted to address learners' learning needs, problems and lacks in tourism communication. Al-Khatib's (2005) study intended to find out the communication needs and attitudes of 30 banking and tourism workers in Jordan by administering a questionnaire, interviews, and analysis of authentic workplace texts. Based on the findings, the personnel's attitudes toward English were found to have a great influence on their "perceptions of their needs, wants and lacks" (p. 175). Therefore, it was recommended that further research should be oriented towards ESP as a means of communication in the workplaces.

In a secondary school context, for example, AlBakrawi (2013) administered a questionnaire to 146 students, 27 school teachers and 24 hotel employees in Jordan to identify the English language needs of the hotel stream students. The results revealed that the EFL curriculum called AMRA which was offered at the secondary schools did not meet the needs and interests of the students in the hotel stream. The participants were dissatisfied with what the curriculum was offering in terms of content, materials, skills, functions, teaching approaches and teacher training needed to fulfill study and work purposes in the hotel industry. These were considered insufficient to increase knowledge of ESP and raise self-confidence in the learning process. This was indicated by the fact that all expressed a lack of knowledge of ESP and teachers were not trained to teach English for hotel businesses. However, the participants were more enthusiastic to suggest designing different curricula to teach

ESP at various vocational schools in Jordan to improve students' ability to use English in different ESP fields and thus meet their needs and expectations as regards both study and future careers. When related to the hotel business, the participants preferred such a curriculum to address certain issues which could be summarized as follows:

- The curriculum should aim to increase students' knowledge of ESP and familiarize them with basic vocabulary and concepts that are mostly related to their study and future jobs.

- The content should emphasize all language skills with a priority given to the oral skills as the most needed in the hotel business. Thus, it should have proportional shares for the skills as being ranked in the order of importance (i.e., speaking, listening, writing and reading). Furthermore, the speaking and listening tasks were preferred to support the activities that could actually occur in hotel and restaurant settings or in academic vocational school contexts; these include conversations, lecturing, or giving instructions to a group. While the reading skill should embrace activities and exercises such as advertisements, brochures, notes, articles, instructions, lists and tables, the writing skill should be facilitated by writing notes, applications, lists, and instructions.

- The language functions addressed by the participants were mostly related to workplace needs such as greeting, complimenting and advising clients, explaining hotel services, and listening to clients and receiving their orders.

- Teachers should be trained enough to teach English for hotel purposes, acquire new scientific approaches to teaching ESP and try out the new teaching methods, procedures and techniques depending on the students' language needs.

Based on these results, AlBakrawi (2013) suggested that curriculum designers should consider the identification of learners' needs in EFL contexts as the resulting needs would be of paramount importance to the initial steps of curriculum/syllabus design process in ESP fields. He also recommended conducting further ESP research that investigates Jordanian ESP students' language needs in different universities and school streams.

Finally, AlDohon's (2014) study aimed to find out the needs, functions and problems of 46 tourist police serving in different workplaces in Jordan with the help of a questionnaire. The findings revealed that the participants regarded oral skills (speaking and listening) as the most significant skills, followed by reading and writing. They urgently needed to develop these oral skills in addition to reading as they were faced with problems using them. The English language functions noted as the most needed were providing services, general conversation, answering questions and solving problems. Furthermore, the tourist police encountered several difficulties in using English, and these included speaking too fast by the tourists, using inappropriate English in speaking, limited knowledge of lexis, and inability to use grammar in writing.

The body of literature reviewed displayed a good range of research conducted on ESP needs in different contexts with an emphasis on problems, skills and communicative functions needed for study and work purposes. Most surveyed the learning needs, and language skills and functions wanted, but a few could manage to use the results to plan an ESP program/course syllabus in response to these needs. It is even fewer that contextual research could reflect the gap between what is needed

and what is actually performed as regards English language use in the tourism field in Jordan from the perspective of all involved, not only at the academic level (i.e., Tourism students and instructors) but also at the professional level to include graduates and local employers whose views are seldom discussed in academic research on needs analysis and ESP curriculum design (AlKhatib, 2005). More importantly, one can hardly ever find a research study that reviews an existing ESP program or syllabus, investigate needs, and allow for stakeholders' participation in stating how a curriculum can be improved or how a syllabus can be planned in terms of goals, content and sequencing, format and presentation, and assessment and student performance. It is proposed that such research, when conducted, would contribute to the literature on contextual ESP program evaluation and syllabus design, especially when it is built on solid theoretical models and when it invites all stakeholders, including those rarely-mentioned in the tourism field (i.e., graduates and employers) to participate in the decision-making processes (e.g., evaluation and syllabus planning).

As the situation of TE in Jordan may appear the same in most vocational contexts, the present study, however, is an extensive case study conducted in a particular university context called MU at two stages, namely, 'evaluation of program effectiveness', and 'needs analysis for a TE syllabus'. At the former stage, the study aims to evaluate the language program to investigate the English language needs and problems of Tourism students at MU. The latter stage, however, seeks to identify the need for a TE syllabus as an improvement to the existing curriculum as perceived by all of the above-mentioned stakeholders.

Studies focusing on needs-based evaluation and syllabus design usually encourage a multiplicity of data collection sources and methods and the involvement of different stakeholders as this will validate the results and add credit to the study's reliability (AlFehaid, 2011; Brown, 1995; Richards, 2001). Therefore, the present study seeks to involve different stakeholders (i.e., students, graduates, English and Tourism instructors, and employers) to gather information from multiple sources via multiple means (e.g., document analysis, surveys, and interviews). Reporting the findings of these various sources is suggested to give a clearer picture of language and learning needs within the evaluation and syllabus design perspectives; consequently, provide answers to the research questions asked.

## **2.7 Theoretical Framework**

The current study deploys both Stufflebeam's (1971) CIPP and Nation and Macalister's (2010) models to form a compact complementary approach that directly matches and informs the steps of the research process (language program evaluation and syllabus design). As in most research on curriculum and syllabus design, the study follows a linear approach that begins with evaluation (evaluate curriculum effectiveness, research needs, and report findings) using Stufflebeam's (1971) CIPP and is then complemented with Nation and Macalister's (2010) theoretical views on syllabus design, which exploit the reported findings in innovating a syllabus plan in a particular ESP context (i.e., Tourism English).

Stufflebeam's (1971) CIPP model seems to be the most consistent evaluation model to use in the current study as it derives its purpose from the two decision-making evaluation approaches, namely, management-based and consumer-based evaluations. The CIPP model takes features from both approaches to complement the



development and performance of the curriculum at all its evaluation stages (i.e., context, input, process, and product). It takes that feature of management-based to evaluate the program (the GE and Specialty courses) offered in the Tourism Department at MU and provide information about its effectiveness to provide adequate TE training that meets students' needs, wants and lacks based on the perceptions of all stakeholders (students, English and subject-matter instructors, alumni, and tourism employers). The results of this evaluation will inform decision-making and leave a space for consumer-based evaluation to take a role in aiding the decisions about what needs to be improved in the curriculum to meet students' needs, wants and lacks. This will also further aid in taking decisions about what to adopt, select, or innovate to disseminate as a remedy to make the curriculum as effective as possible. Needless to say, the CIPP model combines both summative and formative evaluation roles which constitute a major contribution of the management-based approach.

Once decisions about improvements to the program are at hand, the recommendations resulting from the data will build up a grounding basis for moving forward to decide on what to innovate or adopt in response to the learner and societal needs. In other words, as the study aims to evaluate the English language program in meeting students' Tourism English needs, wants, and lacks, the perceptual data from all stakeholders will help in finding a practical solution to improve the program by planning a Tourism-English course syllabus that is mainly based on the recommendations and decisions reported from the gathered data.

As stated in the literature, the CIPP model seeks to evaluate and provide information to improve and make decisions about adopting practical solutions to the program; however in theory, not in practice. That is, it doesn't itself innovate a practical solution addressing the reported decision. As this study takes the report-do design, it employs Nation and Macalister's (2010) views on syllabus design innovations which take a long journey to be planned, implemented and evaluated as in the Stufflebeam's (1971) CIPP. Briefly, the study partially utilizes Nation and Macalister's (2010) evaluation model to further complement Stufflebeam's (1971) CIPP in finding a possible practical solution (i.e., designing a Tourism-English syllabus) based on the data coming from the CIPP evaluations. Hence, only the inner concentric circle that represents syllabus design in Nation and Macalister's (2010) model was regarded to decide on planning the intended syllabus in terms of goals, content and sequencing, format and presentation, and monitoring and assessing.

This complementary approach that merges both models ultimately focuses on a systematic process of identifying and evaluating needs and objectives and improving the existing curriculum through adopting a TE syllabus plan that is informed by the stakeholders' perceptions according to Nation and Macalister's (2010) syllabus design four definite criteria, namely, goals, content and sequencing, format and presentation, and monitoring and assessment. Such a combination of the two models is deemed needed in the present study as they serve its two main goals: evaluation and syllabus design. Stufflebeam's (1971) CIPP is seen adequate to evaluate not to plan for improvement (i.e., plan for a new syllabus), whereas Nation and Macalister's (2010) model is better used to design not to evaluate. Hence, both models complement each other in making a fully-compact theoretical framework

upon which the study is backboneed. Figure 2. 6 shows how this theoretical framework employs a complementary systematic approach to both evaluation and syllabus design in a way that informs the methodology to be utilized.

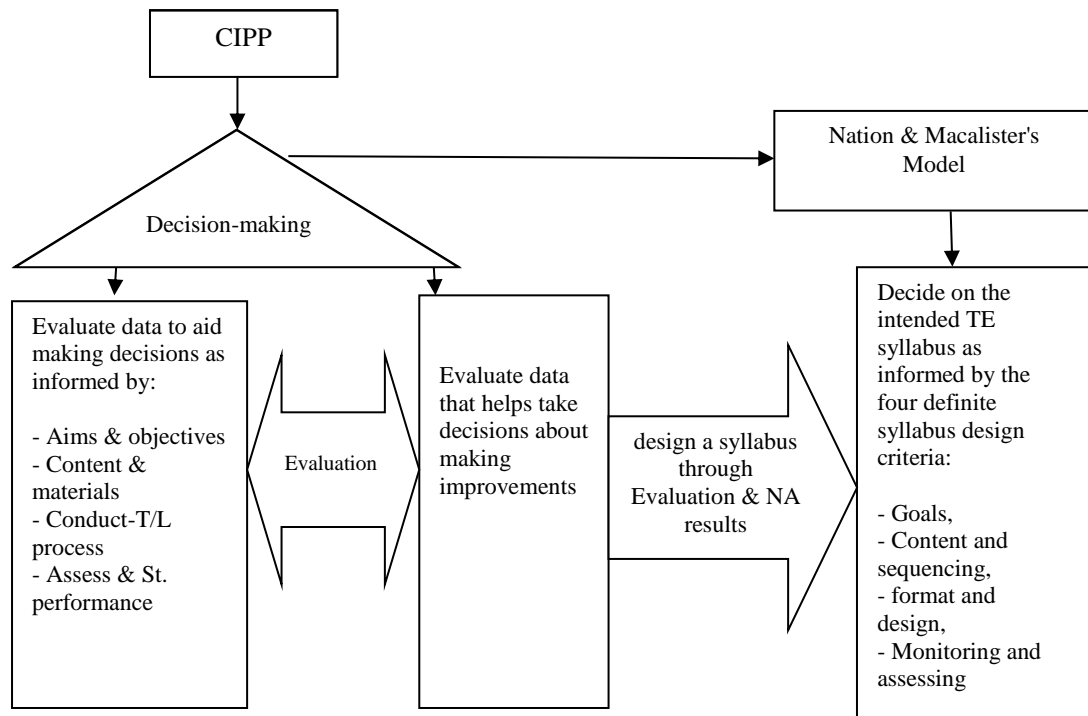


Figure 2.6: The theoretical framework of the current study

As illustrated in the figure, the models appeared to guide the chronology of the research questions. For the first question, the researcher utilized Stufflebeam's (1971) CIPP model to evaluate the existing program at MU and categorized the findings according to this model. For the second question, it was thought that Nation and Macalister's (2010) model would be more appropriate especially when we describe the needs to design a new syllabus in terms of goals, content and sequencing, format and presentation, and monitoring and assessment, all of which

should be shaped according to the principles that reflect our teaching and learning philosophy.

To sum up, the two models represent history and geography which describe the context and the problem of the study in order to pave the way for its methodology. They also represent an act-and-react approach to investigate a local context through evaluation and then adopt decisions about changes and improvements through needs analysis.

Combining the two models to evaluate and investigate syllabus needs in an ESP context such as Tourism in a particular setting such as Jordan, seems to be very rare in the literature. Therefore, it is hoped that the study will add insights to the literature on contextual needs-based ESP curriculum and syllabus design case studies.

## **2.8 Summary**

This chapter reviewed the literature on language program evaluation and needs analysis for curriculum and syllabus design purposes. Several issues have been thoroughly discussed concerning approaches and models to needs analysis and evaluation from an ESP perspective and sketched the scenario on the related literature on the needs-based evaluation as being experienced in different ESP contexts around the world. This examination of the literature provided a theoretical basis that informed this study and paved the way for its methodology.

## **Chapter 3**

### **METHODOLOGY**

This chapter gives reference to the practical considerations of the research study including the research design and how it was implemented in terms of data collection and analysis. More specifically, the whole implementation process guided by Stufflebeam's (1971) and Nation and Macalister's (2010) evaluation models is explained in detail.

#### **3.1 Research Design**

Research within the evaluation and needs-based perspectives is often conducted as case studies in context (Richards, 2001). Accordingly, this research was designed as a case study that approaches language program evaluation and syllabus design to adhere to the two-step process of the research questions asked. Case studies within this perspective call for the involvement of a mixed-method triangular approach (Brown & Rogers, 2004; Fraenkel & Wallen, 2010; Salkind, 2000) that necessitates a qualitative and quantitative research design to be conducted during the stages of the study. This admixture of both data collection approaches aimed at processing information about a local EFL situation where a specific type of English (i.e., Tourism English) was needed. Such information processing was consistent with the two steps of the research questioning pattern. The first step took the processes of describing, evaluating, and reviewing the existing language program (i.e., the six General English and specialty courses) at the Archaeology and Tourism Department

at Mu'tah University (henceforth, MU). The second step, on the other hand, was concerned with exploring the learner and societal needs through needs analysis with the aim to design a new Tourism English (TE) syllabus as a way to improve the program. Evaluating the language program helped investigate how effective this program was to meet the Tourism students' needs, wants and lacks. Needs analysis, on the other hand, helped to plan a new syllabus based on the perceptual data coming from the stakeholders about the changes they thought necessary to meet the targeted students' needs and expectations.

The results of the two steps were reported systematically to address the planning stage of syllabus design. In other words, the results helped in having a clear plan of intended TE syllabus as being totally informed by stakeholders' needs and their perceptions of how the syllabus should be structured in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.

Evaluating the effectiveness of the addressed language program was carried out depending on Stufflebeam's (1971) four CIPP evaluation stages (i.e., context, input, process and product) which allowed for reviewing and examining the six GE and specialty courses in terms of the CIPP minor domains; namely, course aims and objectives, content and materials, conduct and teaching-learning process, and assessment and student performance. The results of this evaluation-based step were analyzed and presented according to this model with its stages and domains. Such evaluation was complemented by a needs analysis that deployed Nation and Macalister's (2010) syllabus design model to research the stakeholders' needs of Tourism English (TE) and investigate their perceptions of how a TE syllabus should

look like in terms of the model's four syllabus design criteria, namely, goals, content and sequencing, format and presentation, and monitoring and assessment. The findings of this step will be reported under these criteria as part of the planning for the intended syllabus.

This syllabus plan, once developed and implemented, would be an attempt to bridge the gap between students' TE incompetency and the absence of a communicative syllabus which integrates those language skills that are mostly needed to perform tourism and archaeology study and professional tasks. Put simply, the syllabus-based plan was informed by Nation and Macalister's (2010) syllabus design framework as it provided a linear approach to syllabus design processes that began with goal setting, followed by descriptions of content and sequencing, format and presentation, and monitoring and assessment. In light of this framework, several issues were taken into account in relation to syllabus planning. These included determining goals and objectives, developing the course rationale, selecting a syllabus approach, deciding on content and how it should be sequenced, developing and selecting authentic ESP materials, determining the format in which materials should be presented, and deciding on the teaching methods and assessment.

This complementary approach which combines both Stufflebeam's (1971) CIPP and Nation and Macalister's (2010) evaluation models, has been initiated in a way that suits the context of the study and informs what should be done as regards evaluation, needs analysis and syllabus design. It seems to be linear and compact enough to provide a simpler multi-stepped process that responds to a local context in an act-

and-react framework to evaluate, research needs, innovate a syllabus plan and seek improvements.

The research design was aligned with the Stufflebeam's (1971) CIPP evaluation components (context, input, process, and product) and clearly supported the development of the analytical structure used to analyze and interpret results. Firstly, context evaluation was concerned with examining the full operative context of the English and the Archaeology and Tourism departments at MU where the GE and specialty courses are offered to Archaeology and Tourism students. This examination included a review of documents related to the courses that represent the language program (six courses, three GE and three specialty courses) such as course syllabuses, course materials (i.e., textbooks) and/or any other documents (e.g., department's mission, goals, objectives, strategies, etc.) that show detailed information about the development of the program in the Archaeology and Tourism Department. It also included general information and documents that gave reference to the setting and facilities available at the research site and to the background of the people in that setting (i.e., current students, graduates, English and subject-matter instructors, and employers).

Secondly, input evaluation sought to provide a detailed description of the six courses offered in the Tourism Department in terms of their written syllabuses, descriptions of aims and objectives, course materials and the assessment tools used. It also intended to describe and analyze these courses through the four CIPP domains including 'course aims and objectives', 'course contents and materials', 'course conduct and teaching-learning process', and 'assessment and student performance'. These courses were specified as General English courses that include *English*



*language 99, English language I 101, and English Language II 102, and specialty courses taught in English consisting of English Terminology in Archaeology and Tourism, Tourism Management, and Communication Skills in English (see Appendix C for more information about the courses and their codes).*

Thirdly, process evaluation was concerned with investigating how stakeholders (i.e., the current students, graduates, English instructors and subject-matter instructors) evaluate the above-mentioned courses in terms of the four previous criteria; namely, i) course aims and objectives, ii) course contents and materials, iii) course conduct and teaching-learning process, and iv) assessment and student performance. Such an investigation required the utilization of different data collection instruments such as questionnaires, interviews, document analysis, etc. Process evaluation also sought to investigate the employers' perceptions of how well the Tourism graduates were linguistically and professionally prepared for future careers in Tourism. This investigation gave the researcher some insights about the effectiveness of the courses and the program as indicated by the graduates' proficiency in Tourism English.

Finally, product evaluation focused on drawing altogether the resultant data from the three previously-discussed evaluation stages (i.e., context, input, and process) to report findings in a way that might aid making decisions on bringing about changes to the current program (i.e., designing a TE syllabus that attends to students' needs, wants, and lacks). In other words, product evaluation helped in investigating what is recommended for a change or improvement as drawn from the generated data coming from the previous evaluations as well as from the researcher's own experiences and observations.

Product evaluation in this study is suggested to pave the way for the syllabus design processes and implementation to take place, thus leaving a space for Nation and Macalister's (2010) evaluation model to complement the CIPP and guide the syllabus development in terms of design, implementation and evaluation. In this way, product evaluation connected together the two research steps, namely, evaluation and needs analysis and syllabus design. Interestingly, product evaluation narrowed down the focus of the research to a syllabus-development perspective and integrated Nation and Macalister's (2010) model to generate a clear plan that describes the intended TE syllabus in terms of goals, content and sequencing, format and presentation, and monitoring and assessing. Figure 3.1 gives reference to the visual representation of the whole research design within its theoretical perspectives.

It is to this end the two research stages (i.e., language program evaluation and needs analysis) were fulfilled and investigated in a way that sets the ground to the next step to improve the program by innovating a whole-picture plan of the intended TE syllabus, which when done, would make it easier for syllabus designers and material writers to proceed for developing and implementing the syllabus.

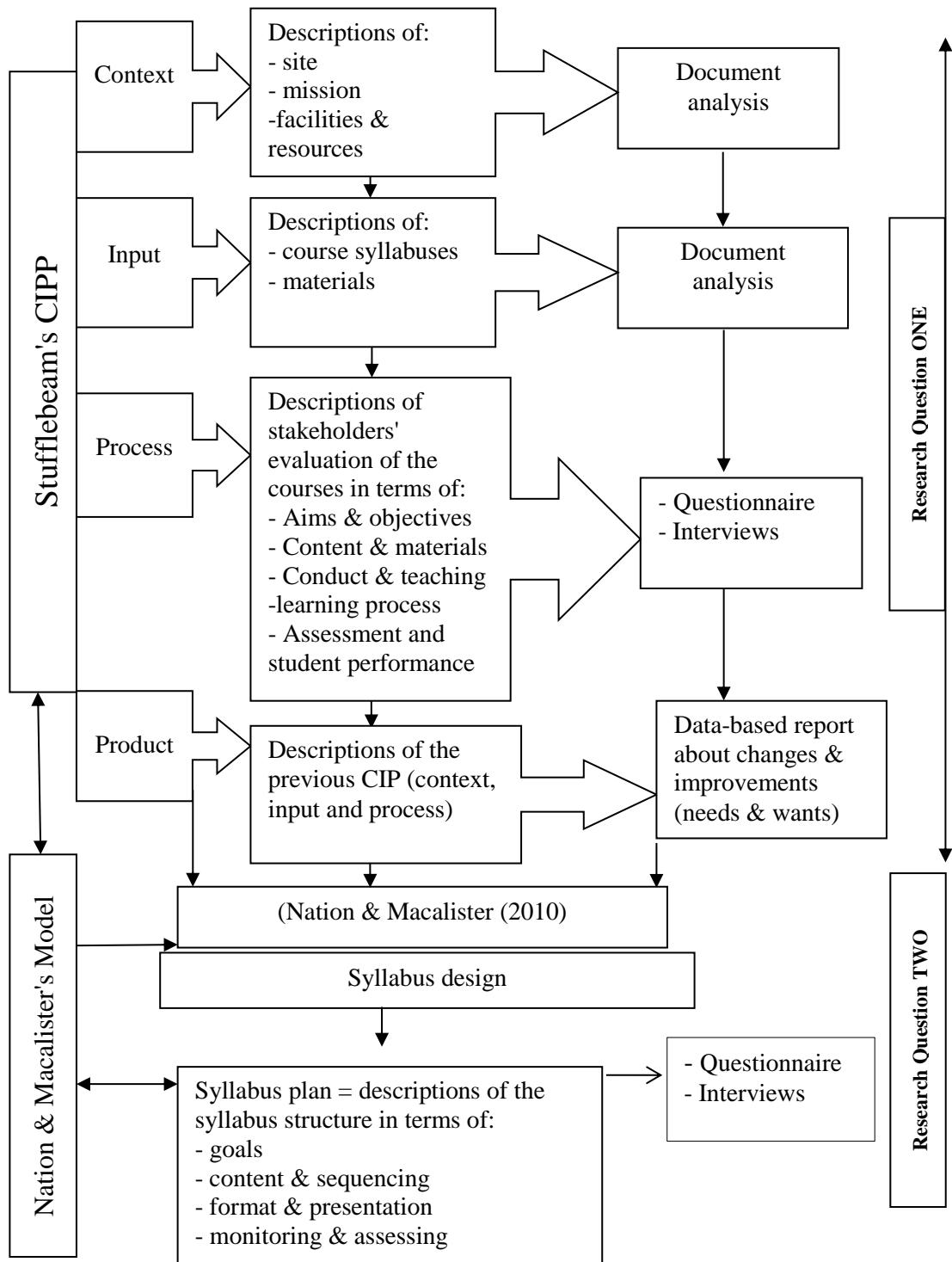


Figure 3.1: Visual Representation of the Research Design

### **3.2 Context and Participants**

The context of the study is the Archaeology and Tourism Department at Mu'tah University, one of the leading state universities in Jordan. This university is not considered an English-medium instruction context as most curricula are taught in Arabic, the students' mother-tongue. Nonetheless, the English language is deemed important in some departments including the Archaeology and Tourism Department. Six courses are given in English as part of the curriculum, and these represent the English language program that provides TE training.

Just like other departments either in MU or other universities in the country, students come to the Tourism Department with very little ability in English despite being taught the language at school from kindergarten to 12<sup>th</sup> Grade (i.e., Secondary stage) (Rababah, 2003). Although all university students take three General English courses as part of the national program called Disseminating English Language Skills (CHE, 2000), they still encounter serious problems with using the English language in their fields of study (AlJaafreh, 2008).

It was observed that there was not any specialized TE course or syllabus given as part of the Department's curriculum. As such, it is suggested that the TE training provided by the English language program might be inadequate to prepare students to use English appropriately in their field of study and future work, and thus fail to meet their needs and expectations.

As a place that has been rarely researched regarding ESP training, evaluation, needs analysis, and syllabus design innovation, this particular context deserves to be

investigated by following the two research steps. At first, the study aims at evaluating the effectiveness of this language program in providing adequate TE training and meet needs and expectations. Aligned with this evaluation, the study will investigate stakeholders' needs and perceptions of having a TE syllabus as well as their suggestions and views as to how this syllabus should be structured.

It is assumed that this needs-based evaluation will help better address the gap between needs and the graduates' incompetency in TE, adopt decisions about making improvement to the curriculum, and innovate a TE syllabus plan that is totally based on the needs and perceptions of those stakeholders who could best describe the situation with TE and what such a syllabus should look like.

This overall evaluative and innovative process requires collecting information about the whole context being studied through a theoretically-modeled language program evaluation. Such a model is suggested to provide a basis for conducting a needs-based evaluation whose major participants are:

- the students and the recent graduates of the Archaeology and Tourism Department,
- instructors of both English and Archaeology and Tourism departments, and
- tourism-related employers (at travel agencies and bureaus, for example).

In the case of the student respondents, the study took only the undergraduate students as they are high in number and have a fresh experience with the courses (i.e., GE and Specialty courses). Although the students at the postgraduate level (i.e., Master's level) could be included, they might not be as responsive as undergraduates to describe the educational setting or evaluate the effectiveness of the program. In

addition, they might not have had the same experience of the curriculum as a result of being graduates of universities other than MU. In other words, it was believed that undergraduates would be more familiar with the program and the curriculum and hence they could best describe the situation as they are experiencing it.

Although all undergraduate students at the Archaeology and Tourism Department could have participated in the study, only senior (fourth-year) students were invited, assuming that they have already completed the English language program courses (i.e., GE and Specialty courses), and thus they are considered more informed to share their experiences and views in relation to the research questions asked. It is supposed that this particular group of students could better address their language needs and problems with TE. As they are closer to graduation, their interests and motivations in using English are proposed to be higher. Their understanding of the current tourism-related practice and of the extremely-valued requirements for specialized knowledge and skills in English as a future-job guarantee, is also suggested to be of paramount thinking. In other words, fourth-year students are more concerned with learning English for tourism and archaeology purposes as their worries of not finding jobs arise, especially when they discover the gap between their incompetency in English and their far-fetched needs and expectations. Needless to say, these students will be touching the reality of practice compared to their under-division counterparts (i.e., freshmen and sophomores, and even juniors). To this end, the study suggests that this group of students is more appropriate to be researched and helped as their understanding of their linguistic and practical needs is a major source of having more reliable and valid information necessary for planning and designing the suggested syllabus.

The graduates of the Archaeology and Tourism Department also represent a good source of information in relation to the research focus. Although the University has been graduating Archaeology and Tourism students since 1998, it was not possible for this study to include all graduates; therefore, it deemed necessary to have only those who graduated in the last two years as they were supposed to be closer to study and to the current curriculum offered. Limiting the number of those recent graduates was carried out with the help of the Alumni Unit at the university.

The instructors from the English and the Tourism departments were thought to provide valuable information about the program courses and how helpful they are to equip students with knowledge, language and professional skills needed in the field. And finally, employers were involved in the study as participants as they would clearly address how graduates are prepared for their future jobs and state how a syllabus should look like depending on their experiences of what is actually needed by graduates to fulfill work duties. These employers constituted travel agencies, national airline companies, archaeological museums, hotels and local archaeology directorates. These employers were all found as participating members in the MU's Job Search Gate, a unit of the Training, Consultation and Community Service Center at MU, which links the university with other tourism institutions in Jordan to help graduates with training and job opportunities.

The study presupposes that the selected participating groups are the most important sources to collect data and answer the study's two-stepped questions (i.e., evaluation and syllabus-based needs). Their opinions are suggested to reflect the gap between what is needed and what is actually done as regards TE skills training. As students

and graduates are said to be more informed to evaluate the program, instructors and employers may better identify what exactly graduates need to know and be able to do with TE. All are able to state what they think a course syllabus should be like in terms of goals, content, teaching-learning process, and assessment. Employers could also give their opinions of whether TE training at MU is a success based on their experience with or views about the graduates' English proficiency and their assumingly related knowledge of the curriculum as being participating members in the University's Job Search Gate. In short, the participants' views would then give a detailed picture of what an ESP Tourism course syllabus should look like from the perspective of those in the field at the academic and professional levels.

### **3.2.1 Population and Sample of the Study**

The total number of the fourth-year Tourism students at the university context was 150 students (aged 21-23) comprising 79 (53%) males and 71 (47%) females. These were registered students during the first semester of the academic year 2015/2016 as their last (39%) and before-last (61%) semester.

The study used the simple random sampling procedures to select its participants. Described as the situation where each member of the population has an equal opportunity to be chosen using simple probability (Brown & Rogers, 2004; Creswell, 2003; Salkind, 2000), this random sampling technique is often utilized to produce representative samples (Fraenkel & Wallen, 2010; Gay & Airasian, 2003; Salkind, 2000; Salkind, 2000). Following this, 75 fourth-year students were randomly selected to participate in the study and fill in the Student Questionnaire, but unfortunately, only 64 questionnaires were returned to the researcher. To ensure reliable results, three questionnaires were discarded from the analysis as they contained incomplete



and missing responses; and thus, only 61 questionnaires were part of the total analysis of results.

Only nine students participated in the interviews, four of whom agreed to be interviewed after completing the Student Survey as they wrote down their names and contacts in the spaces left as an invitation at the end of the survey. The other five students, however, were later reached through the Tourism Department's Facebook page, and the interviews were conducted with them via Skype upon their consent.

As provided by the University's Alumni Unit, the total number of the graduates (those graduated two years before the academic year 2015/2016) was 74, all aged 22-25 years old. With the help of the Alumni Unit, 41 of them were reached and contacted to participate in the study. Only 38 agreed to participate in the study as they filled in the Graduate Questionnaire and sent it back to the researcher's email. Similarly, two questionnaires were discarded for reliability issues, and thus the total sample of the graduates was 36. Twenty-one of these graduates (58%) were employed in tourism-related jobs in the country except two who were working in fields other than Tourism. The other 15 (42%); however, were unemployed.

Regarding the number of graduates who participated in the interviews, it was eleven graduates in total. Only five of these graduates showed agreement to be interviewed in person after completing the Graduate Questionnaire, whereas the other six were later reached through the Tourism Department's Facebook page and they showed agreement to be interviewed via Skype. Five of these interviewed graduates (around

45%) were unemployed, while the other six (55%) were working in the tourism field, except one who was working as a school teacher.

The instructor participants were composed of four instructors from the English Department and six instructors from the Archeology and Tourism Department. They were randomly selected after showing agreement to participate in the interviews during the first-time visit to their offices. They were of different academic ranks, i.e., Master's (3 English instructors and 1 Tourism instructor) and Ph.D. (5 from Tourism Department and 2 from the English Department) and different teaching experiences at their respected departments (with 10 and 21 years as averages in the English and Tourism departments, respectively). Four Tourism and three English instructors were approached in person by the researcher to conduct the interviews whereas the others (1 English and 2 Tourism instructors) were interviewed via Skype based on their request.

Despite being many in the University's Job Search Gate, a total number of only 12 employers replied back the researcher's invitation email agreeing to participate in the study. Those were then contacted to have appointments for the interviews. Six employers were approached in person by the researcher, whereas the others were interviewed via Skype upon their own request. The interviewed employers represented travel agencies, national airline companies, archaeological museums and a local archaeology directorate.

Table 3.1 gives a summary of the totals of the study samples for each participant group and research instrument, whereas Table 3.2 gives a summary of the

participants' profile with information about their designations and the interview channel each participant preferred.

Table 3.1: Total of study samples per participant/instrument

Instrument	students	Graduates	English instructors	Tourism instructors	Employers	Total
Questionnaire	61	36	--	--	--	97
Interviews	9	11	4	6	12	42
Totals	70	47	4	6	12	139

Table 3. 2: Interview participants' profile

Current Students			Graduates		
In-person interviews	<i>Code</i>	<i>Semester</i>	In-person interviews	<i>Code</i>	<i>Job</i>
	St. A	Last		Grad. A	Works at an archaeology museum
St. B	Before-last	Grad. B	Tour guide		
St. C	Before-last	Grad. C	Unemployed		
St. D	Last	Grad. D	Unemployed		
Skype Interview	St. E	Last	Grad. E	Travel agent at X travel agency	
	St. F	Before-last	Grad. F	School teacher	
	St. G	Last	Grad. G	Unemployed	
	St. H	Before-last	Grad. H	Receptionist at Y Hotel	
	St. I	Last	Grad. I	Unemployed	
			Grad. J	Unemployed	
			Grad. K	Tour operator	
Instructors			Employers		
In-person interviews	<i>Code</i>	<i>Job</i>	In-person interviews	<i>Code</i>	<i>Job</i>
	Inst. A	Tourism Instructor		Emp. A	Chief of Arch. Directorate
	Inst. B	Tourism Instructor		Emp. B	Chief of National Arch. Museum
	Inst. C	Tourism Instructor		Emp. C	Training manager at X Travel Agency
	Inst. D	Tourism Instructor		Emp. D	Training manager at Y Travel Agency
	Inst. E	English Instructor		Emp. E	Personnel manager at X Airlines Co.
	Inst. F	English Instructor		Emp. F	Personnel manager at Y Airlines Co.
	Inst. G	English Instructor		Emp. G	Chief of staff manager at S Hotel
Skype Interview	Inst. H	Tourism Instructor	Emp. H	Chief of Arch. Directorate	
	Inst. I	Tourism Instructor	Emp. I	Spa manager	
	Inst. J	English Instructor	Emp. J	Event & conference organizer	
			Emp. K	Hotel service Manager	
			Emp. L	Chairman of P Travel & Tourism Institute	

### **3.3 Data Collection Instrumentation**

As mentioned above, the study draws on multiple sources to gather data, and utilizes a number of data collection instruments each of which corresponds to the research steps discussed earlier. This section gives necessary elaborations on these instruments in connection with the research objectives and the addressed participants. The data collection instruments are also presented according to the chronology of their procedural implementation.

#### **3.3.1 Documentation Analysis**

In language program evaluation, the analysis of documents is a major source, and it is mostly carried out to understand contextual information related to the instructional context, program updates, plans and policies, or curriculum and syllabus design theory (Caulley, 1983; Lynch, 1996; Patton, 2002; Ross, 2005; Watanabe, 2006). According to Lynch (1996), the most common document types that can be collected and analyzed in language program evaluation are those which can reveal the official and stated views of a program such as course syllabuses, outcomes statements, goals and missions, students' enrollment and achievement records, instructor/curriculum handbooks, and/or any other official documents that may be of help to evaluation.

Following this definition, the study focused on the documents that were available both in written or by searching the university's official website ([www.mutah.edu.jo](http://www.mutah.edu.jo)). These documents specifically included statements of missions and goals, list of the courses and course descriptions, descriptions of course aims and objectives (i.e., outcome statements), instructors' course syllabuses, the Total-English series textbooks used in the three GE courses, as well as the other learning materials and references used in the specialty courses. As noted above, most of these documents

were related to the six courses that constitute the English language program which provides TE training to the Tourism students, and these were *English Language 99* (1802099), *English Language I 101* (1802101), *English Language II 102* (1802102), *Communication Skills in English* (1603326), *English Terminology in Archaeology and Tourism* (1603207), and *Tourism Management in English* (1603329) (for further information about the courses and their codes, see Appendix C).

The analysis of these documents helps one understand the local program, its instructional context, and how it is being effectively/ineffectively implemented to fulfill learner and societal needs in relation to TE. Furthermore, it can provide helpful information about the teaching and learning process and how the program is planned, implemented and evaluated in the Tourism Department.

### **3.3.2 Questionnaires as an Evaluation Approach**

Questionnaires can be used as a useful evaluation tool, and they are the first instrument one may think of to collect data in language program evaluation (Davis, 2011) and needs analysis (Richards, 2001). According to Norris and Watanabe (2011), the utilization of questionnaires emphasizes both use and usefulness when being situated in evaluation methods, and when being so, they may explicitly ensure that evaluations influence programs in the way stakeholders wish. Carrying out questionnaires this way, it would be quite possible for people doing evaluations in their programs to use the results for understanding and improvement (Davis, 2011; Norris & Watanabe, 2011; Patton, 2008).

As informed by the two research steps (evaluation and needs analysis), the present study undertook a two-part self-administered questionnaire called *Effectiveness-*

*necessity Questionnaire* which was theoretically modeled depending on both Stufflebeam's (1971) CIPP and Nation and Macalister's (2010) syllabus design model. The term *effectiveness-necessity* was made to address the evaluation-needs construct, inform the two previous models in order and correspond to the two main parts of the questionnaire. While Stufflebeam's (1971) CIPP evaluation stages (*context, input, process, product*) informed the first part of the questionnaire to address evaluating the program effectiveness, Nation and Macalister's (2010) model in relation to syllabus design apprised the second part of the questionnaire to research necessities needed to improve the program and describe what a TE course syllabus should look like based on the stakeholders' perceptions and suggestions.

Before the distribution of this questionnaire among the current students and graduates of the Archaeology and Tourism Department, of course, it was piloted and modified in its structure and wording to suit the participants. Details about this piloting stage and the modifications made are discussed later in the Trustworthiness section under the Reliability heading 3.5.4, p. 139.

The first part of this *effectiveness-necessity questionnaire* took an evaluative perceptual basis in its question types to address how both current students and graduates of the Tourism Department perceive the effectiveness of the TE training as provided by the language program offered in the Tourism Department. The second part was built upon this evaluative-perceptual basis to address what changes these participants perceive as necessary to meet their needs, thus bring about change to the language program and curriculum.

Both parts (i.e., Program Evaluation and Needs Analysis parts) of this questionnaire attempted to provide suggestions and recommendations to the design of the intended TE syllabus in terms of goals, course rationale and objectives, course structure, teaching methods and materials, and evaluation of both assessment and evaluation tools/procedures. They also offered suggestions in relation to the overall evaluation of syllabus design processes as illustrated by Nation and Macalister's (2010) model.

The questionnaire was devised to include three main parts that gather information about the participants' demographic details (e.g., gender, age group, university level, interest in Tourism English, etc.), their perceptions of the program effectiveness as well as their needs, wants, and necessities as regards TE. In the first part, the participants were expected to answer eight-nine questions (eight for graduates) by ticking the appropriate box that suits their choice. Unlike demographics, the questions of the other two parts (i.e., Program Evaluation and Needs Analysis) were mostly formatted in a five-point Likert-scale closed form that ranged from 5 (*Strongly Agree*) to 1 (*Strongly Disagree*).

The second part (i.e., Program Evaluation part) of the questionnaire included questions in four domains in addition to a comment-like domain where participants were required to give their answers to a set of open-ended questions. These four domains were as follows.

- Domain A (*Course aims and objectives*): Twenty-nine 'I-can' statements were provided and listed under all language skills and areas (listening, speaking, reading, writing, and grammar).

- Domain B (*course contents and materials*): Thirteen questions were listed under this domain which aimed to solicit information about the provision of Tourism-related content and materials in the six courses offered within the language program.
- Domain C (*Course conduct/ teaching-learning process*): Eleven items in this domain focused on the effectiveness of the ways/methods used for better delivery of content.
- Domain D (*Assessment and student performance*): This domain had 10 questions which probed information about the effectiveness of the assessment procedures used to measure students' performance.

The third part of the Effectiveness-necessity Questionnaire was entirely left to a thorough needs analysis where the main focus was on the students' and graduates' perceptions of what they thought necessary to bring about change to the program offered at the Tourism Department. It started with 16 items that asked about their needs and wants as regards TE. Based on the participants' agreement on Item 16 "*We need the curriculum to offer a special course that focuses on communication in tourism*", this part extends its focus to solicit the participants' needs and wants as regards how this suggested TE course should look like in terms of Nation and Macalister's (2010) syllabus design criteria, namely, goals (8 items), content and sequencing (9 items), format and presentation (11 items), and monitoring and assessment (9 items). Therefore, 37 questions expressing these needs and wants were listed under these criteria in a five-point Likert-scale form. Additional questions were regarded in a separate section, aiming to probe answers about participants' course



expectations and their preferences of topics to be included or things to be done to learn best.

### **3.3.3 Interviews in Evaluation**

Following the questionnaire's methodological orientation, the interviews followed the same *effectiveness-necessity* construct, corresponding to the two steps; namely evaluation and needs analysis. The questions of these interviews were structured depending on both Stufflebeam's (1971) CIPP and Nation and Macalister's (2010) models as they both follow program evaluation stages and syllabus design criteria, respectively.

The participants in these *effectiveness-necessity* interviews varied as the interviews were conducted with different groups of participants, including the current students and graduates of the Tourism Department, English and subject-matter instructors, and tourism-related employers. The graduates and current students participated in semi-structured interviews which contained a set of pre-planned open-ended questions that asked about the program effectiveness in meeting needs and the changes they find necessary to improve the language program and provide adequate TE training to students and graduates. Interviews of this type are said to provide a relaxing atmosphere to both students and graduates to give in-depth detailed information in relation to the questions asked. Semi-structured interviews have been proved to be worth investigating educational matters as they provide extra time for preparing participants psychologically and mentally (Dörnyei, 2003; Fox, 2009; Fraenkel & Wallen, 2010; Gay & Airasian, 2003; Seliger & Shohamy, 1989). In other words, in semi-structured interviews, longer time is usually needed to make

participants feel comfortable to freely and flexibly share their viewpoints and experiences.

Similarly, participants such as English and subject-matter instructors as well as employers were asked to take part in the *effectiveness-necessity* interviews. They were interviewed in a structured pattern where the open-ended questions were carefully pre-planned and well-timed to capture the type of information needed. This was suggested to ensure having clear and to-the-point responses due to the nature of the structured interview type which necessitates directness of questions (Fox, 2009; Fraenkel & Wallen, 2010; Gay & Airasian, 2003; Salkind, 2000). Timing and directness in the structured interviews are said to ensure the willingness of these participants to be part of the study as considerations to their availability and limited time were taken as a major concern.

In short, the interviews were informed the two theoretical models used in the study. Furthermore, the interview questions were designed to serve the research purpose and give the participants the opportunity to first spell out their evaluations of the English language program offered at the Tourism Department, and then state their opinions as regards the need for designing a TE syllabus which would fulfill the needs of the Tourism students.

Each interview type was structured to include eight questions (but six questions only for English instructors). In the Student and Graduate's Interviews, Questions 1-4 sought responses about program effectiveness, whereas the others focused on needs-based suggestions for a TE syllabus (see Appendices M-P). In the Employers' Interviews; on the other hand, the first three questions were evaluation-oriented, and

the rest took a needs-based perspective (see Appendices U and V). The instructors' interviews (English and Tourism) targeted evaluation in the first three questions, whereas the rest were needs-focused (see Appendices Q-T).

An overview of the methodology of the whole study can be better understood in Table 3.3 which, according to the research objectives, specifies each step of the study with the data collection instruments used.

Table 3.3: General Overview of the Methodology and Research Steps

<b>Step</b>	<b>Q.</b>	<b>About</b>	<b>Instrument</b>	<b>Stakeholder</b>
Step 1 Language program evaluation	Q1	Perceptions on effectiveness	-Effectiveness-necessity Questionnaire (Part 1)  -Effectiveness-necessity Interviews (Part 1)  - Document analysis	- Student and graduates of the Tourism Department  - Student and graduates of the Tourism Department (semi-structured interviews with open-ended questions). - Instructors and employers (structured interviews with open-ended questions)
Step 2 Needs analysis	Q2	Changes needed (necessities)	- Effectiveness-necessity Questionnaire (Part 2)  -Effectiveness-necessity Interviews (Part 2)	- Student and graduates of the Tourism Department (semi-structured interviews). - Instructors and employers (structured interviews)

### 3.4 Data Collection Procedures

The data collection procedures followed in this study are various and multi-dimensional. As a first step, a consent letter indicating the research purpose was sent to the presidency of MU to have an agreement to conduct the present study in the Department of Archaeology and Tourism. After approval, the presidency office sent the letter to the Tourism and the English departments so as to provide help to the researcher to conduct the study.

After this agreement, the actual implementation of the research procedures started with obtaining the available documents about missions, policy sheets, course syllabuses, textbooks, course descriptions, etc. Such documents were then analyzed and evaluated in response to whether the program/ courses attend to students' TE needs and expectations in terms of aims and objectives, content and materials, conduct-teaching/learning process, and assessment and student performance (Stufflebeam, 1971). This document analysis is intended to give information about the effectiveness of the program courses (GE and specialty courses) in providing sufficient TE training to the students and graduates at the Tourism Department. It was also aimed from the objective analysis of the documents (e.g., the textbooks, course syllabuses, course descriptions) to analyze the extent to which these materials could provide tourism-related content in the GE courses and language communication focus in the specialty courses. This analysis was described in terms of approximated percentages for the tourism content in the GE courses and suggested degrees (i.e., high, moderate and low) for the communication focus in the specialty courses.

The effectiveness-necessity questionnaire was administered and distributed among the students and the graduates at the end of the first semester of the academic year 2015/2016. The student questionnaire was distributed by the researcher himself with the help of the course instructors at the Tourism Department. On the contrary, the graduates were contacted with the help of the Alumni Unit of MU. They were informed about the research purpose and required to respond to the questionnaire. After obtaining their consent to participate, the questionnaire was sent to them via email. Both types of the questionnaire ended with an invitation for students and

graduates to participate in semi-structured interviews with the researcher's name, phone number and email address written in the invitation. The invitation also included spaces for those who would like to participate to write down their personal information and contacts and sign to make it easier for the researcher to arrange for the interviews at their available time. As mentioned above, the participants were interviewed through two channels; namely, in-person and Skype interviews. In-person interviews were 30-45 minutes long, and they were conducted according to a nine-day schedule between 7-15 January, 2016. The Skype interviews, however, were 45 minutes long and were carried out in accordance with previously-arranged time with each participant group. The interviews were conducted at their available paces and time and in their mother tongue, i.e., Arabic, so as to provide a relaxing atmosphere to capture as much information as possible.

Based on the current interview protocols followed in qualitative research (Jacob & Furgerson, 2012; Patton, 2002), an interview guide was made for each participant group so as to ensure consistency between interviews and increase the reliability of the results. This guide was structured to include three main parts, namely, the opening, the body, and the closing comments. The opening intended to establish rapport with the participant and included an introductory interviewer-made script that demonstrated the interview purpose and duration and ensured confidentiality and informed consent. The body contained a set of open-ended questions arranged from simple to difficult so as to list the topics to be covered, aid recording answers, and consequently probe in-depth information as simply and systematically as possible. Such questions were mostly descriptive and structural in nature and aimed to elicit a large sample of utterances in the respondents' native language. They also targeted

explanations under the two study steps (i.e., evaluation and need-based suggestions), and more specifically under the already determined criteria of the evaluation models which were used to govern the theoretical framework and guide the research questions. Finally, the closure involved a brief summary of the topics discussed in the interview before ending with additional comments and information about the next course of action to be taken.

With their consent, all the interviewees were recorded. Later, the recordings were translated into English by the researcher whose mother tongue is Arabic, then transcribed, analyzed, and linguistically coded and interpreted into in-depth written units (Creswell, 2003; Seliger & Shohamy, 1989). In other words, content analysis (Braun & Clarke, 2006; Creswell 2003) was deployed to qualitatively evaluate and critically review what the participants said concerning the effectiveness/ineffectiveness of the TE training provided by English language program offered and their perceptions of the suggested TE course syllabus.

### **3.5 Data Analysis**

As the analysis of the data was driven by the research questions and their underlying theoretical models as well as the methods of data collection, the study implemented different methods of data analysis depending on the nature of the data (i.e., quantitative or qualitative).

At first, the data collected from the available documents were analyzed using content analysis (Babbie, 2003; Creswell, 2003; Krippendorff, 2004). Despite having a plethora of definitions to content analysis as a technique that objectifies reality, the evaluative perspective of this study grounds itself with defining content analysis as

"the study of recorded human communications, such as books, websites, paintings and laws" (Babbie, 2003, p. 350) and as a research technique that is used for "making replicable and valid inferences from data to their context" (Krippendorff, 2004, p. 18). Following this, the related documents were critically reviewed and purposefully analyzed in terms of their content so as to address any valid inference that may help in this type of evaluation; more specifically, the evaluation of context and input. For context evaluation, for example, the information gathered from the documents was listed under certain themes, including the research site, missions and goals, instructors and facilities. The documents related to the courses within the program (i.e., input evaluation) were described and evaluated in terms of how much they attend to the CIPP minor domains, namely, course aims and objectives, course contents and materials, course conduct-teaching/learning process, and assessment and student performance. Therefore, the information collected from the documents was listed under these four domains.

Document analysis can be used to analyze the extent to which communicative interaction opportunities are provided in the learning materials and textbooks (Thompson, 2011). Following this, the analysis of course materials (e.g., course syllabuses, textbooks, etc.) was also objectively described in terms of approximated percentages of tourism-related content in the GE courses and language communication focus in the specialty courses. For example, in the GE courses, the researcher gave approximated percentages to weigh how much tourism-content was included in each unit with its four lessons, considering that each lesson takes a 25% value of the unit. The percentage of each tourism-related lesson unit within each course book was rounded to a total percentage of the tourism-related content for the

whole three total-English course books (Pre-intermediate-Upper-intermediate) used for the three GE courses offered, *English 099*, *English 101*, and *English 102*. In the specialty courses, however, it was hard to approximate percentages for how much focus is kept on English communication; therefore, the researcher suggested determining degrees (low, moderate and high) for this communication focus as indicated by the course aims, the inclusion of communicative functions in the topics selected, the teaching approach, the teaching techniques, and the assessment tools and criteria used in the course.

The quantitative data gathered from the questionnaire were analyzed by means of the Statistical Package for Social Sciences IBM SPSS Statistics for Windows, Version 23.0. These results were tabulated and decoded using descriptive statistics in terms of frequencies, percentages, means and standard deviations.

Aligned with the five-point Likert scale used, the statistical results were discussed and interpreted in terms of classifying means into five degrees that show how high or low (agree/disagree) the respondents' perceptions of the program's effectiveness and their syllabus-based needs. As the interval between means in five-point scales was found to be 0.80 (Akpur et al., 2016; Karataş & Fer, 2009), the suggested degrees were made to match the mean intervals found between the responses on the scale. Therefore, these degrees were as follows:

- Mean from 1 – 1.79 (Very Low Degree)
- Mean from 1.80– 2.59 (Low Degree)
- Mean from 2.60 – 3.39 (Mid. Degree)
- Mean from 3.40 – 4.19 (High Degree)



- Mean from 4.20 – 5 (Very High Degree)

The traditional way of interpreting statistical Likert scale results was to dichotomize the responses into two nominal categories, e.g., Agree and Disagree (Akpur et al., 2016; Norman, 2010; Sullivan & Artino, 2013). Compared to analyzing the actual scores, this dichotomization was seen to reduce the statistical power of the data (Norman, 2010) and thus leave the level of agreement/disagreement unclear. As a substitute, new approaches to results interpretation, although few, suggested treating the scale responses as five ranked categorical measures all normally distributed (Norman, 2010; Karataş & Fer, 2009). It is for these reasons, the current study seeks to analyze its scale data in terms of the actual scores considering the response categories as five ranked categories that rank the degree of agreement or disagreement with a statement or question.

Discussing the results of the five-point Likert scale this way appears a necessity in the study. It seeks to rate perceptions in terms of the highest-lowest (agreement/disagreement) degree to be able to rank the importance level given to which skill, problem, etc., as the most-least needed, or which language skill, activity, task, approach, teaching technique, or assessment tool as the most-least effective to be included in the syllabus. Evaluating a language program to plan for a course or a syllabus would need such discussion of statistical results to inform what a TE syllabus should look like as highly perceived by the participants.

For the qualitative data obtained by means of the interviews (verbal) and questionnaire open-ended questions (written), the study applied Braun and Clarke's

(2006) thematic analysis framework where several steps were followed to make the data analysis process as explicit as possible. At first, the transcribed data corpus was reviewed, and notes were made as early impressions of the data. The data were then organized using open coding techniques (Maguire & Delahunt, 2017) to reduce data into small chunks of meaning that apply to a research question or one of its underlying theoretical thematic criteria. The data were later grouped under these themes or subthemes to better check how supporting it was to the theme and capture what the participants were saying. As themes were defined, descriptive quotes were extracted from the written units (Dörnyei, 2003; Palys, 1997; Seliger & Shohamy, 1989), and each quote was coded by a definite participant (e.g., Graduate A) under a definite category or (sub)theme (e.g., Format and Presentation) that addresses a broader theme or a question. The quotes were supported by a narrative for the participants' perceptions and suggestions, and some sample quotes were tabulated.

To sum, the evaluation-related results were analyzed under the CIPP's major categories and their four minor domains (i.e., 'aims and objectives', 'contents and materials', 'conduct/teaching-learning process', and 'assessment and student performance'). The needs-based results, however, were analyzed under Nation and Macalister's (2010) syllabus design criteria: 'goals', 'content and sequencing', 'format and presentation', and 'monitoring and assessment'.

Table 3.4 gives reference to the data analysis techniques used for each research question and instrument used.

Table 3.4: Data analysis techniques as linked to the research questions and instruments

Question and research step	Data collection methods	Data analysis techniques
Program evaluation	Document analysis	Content analysis
	Questionnaire Part 1	Descriptive statistics
	Interviews and questionnaire open-ended questions	Thematic analysis
Needs analysis	Questionnaire Part 2	Descriptive statistics
	Interviews	Thematic analysis

### 3.6 Trustworthiness

This section deals with the research ethical considerations that should be taken into account to ensure smoothness of carrying out the study with total agreement of its participants, thus add to both validity and reliability of the results obtained. By so doing, the study may be of a major contribution to the literature on contextual language program evaluation, needs analysis and syllabus design innovations.

#### 3.6.1 Ethics

All the participants were briefed about the research. Their consent had been taken in written before they participated in the study. They were also informed that all the information gathered would be kept confidential and they could withdraw from the research whenever they wished.

#### 3.6.2 Triangulation

Triangulation is defined as a way to validate data, verify the accuracy of results and improve the reliability and validity of research (Bryman, 2001; Denzin, 1973). According to Cohen, Manion and Morrison (2007), triangulation examines the consistency of findings by using multiple instruments, participants, analysis techniques, or theoretical research designs. Similar to this definition, Denzin (1973) proposed four types of triangulation which are related to data (e.g., at different times,

different space, different people), investigator (i.e., different researchers using the same instrument), theoretical orientations (i.e., qualitative or quantitative) and methodological orientations (i.e., different methods to collect data from the same people).

In the context of the present study, three types of triangulation were considered, namely, data triangulation, theoretical and methodological triangulation. In other words, the study attempted to utilize a mixed-method triangular approach which combines the quantitative and qualitative research design to collect multiple data from different participants (i.e., students, graduates, instructors and employers) by using different instruments (i.e., questionnaires, interviews and document analysis). In short, data collected in this study were triangulated by the use of multiple data collection instruments used among different participants, and thus by multiple data. The analysis procedures also varied based on each research step, participant group, and the research instrument used; therefore, reliable and valid correlated results might be obtained in a way that adds to the study's overall contribution in bridging the gap in the related literature.

### **3.6.3 Consultation and Expertise**

Relying on expert consultation is considered as an important part in establishing the content validity of a research instrument and finding the extent to which all elements within that instrument are relevant and representative of the entire domain or domains the instrument seeks to measure (Haynes, Richard & Kubany, 1995). Accordingly, the design of the research instruments was based on consulting experts from different fields including research methodology (one expert), language and interpretation (three experts), curriculum planning and syllabus design (one expert)

and educational innovation (one expert). Such consultations added credit to the content validity of the instruments used, thus to the overall results of the present study.

As regards the Effectiveness-necessity Questionnaire and Interviews, greater consultation was made from the first drafting process. For example, after devising the first draft of the questionnaire, they were sent to a panel of experts (i.e., academicians at the above-mentioned fields, more specifically, research methodology and curriculum design). These experts were invited to check the questionnaire according to how suitable and appropriate they were to both context and the participant groups addressed. Based on their suggestions and feedback, some items were reworded, others were deleted or rearranged in relation to their appearance in the questionnaires. The interviews questions also undertook some changes and modifications in the way some questions were asked. Two experts suggested rewording, reordering, or even combining some questions together so as to totally reflect their grounding evaluation and syllabus design models. An example of this combination was putting together the themes in Question 4 (aims and objectives, content and materials, conduct-teaching/learning process, and assessment and student performance) and in Question 7 (goals, content and sequencing, format and presentation and monitoring and assessing) instead of having different and separate questions for each theme (check Appendix M-V).

Increasingly, experts in fields like Interpretation (two experts) and Arabic Language (one expert) were also consulted to help in translating and back-translating the questionnaire and interview questions. For instance, after having the first draft of the

Arabic translated versions of the questionnaires and interviews, they were sent to an Arabic language professor to check them in terms of suitability and grammatical understandability. The final Arabic versions were again back-translated into English with the help of two colleagues who were members of the Translation Committee in the researcher's workplace. Of course, they translated the questionnaire and the interviews into English again without looking at the original English versions. As this ensured complete matching of the Arabic-English versions, it also helped increase total comprehensibility of the questions asked, and thus obtain valid and reliable results from the two participant groups, students and graduates.

#### **3.6.4 Reliability of the Instruments**

The reliability of a research instrument is defined as the degree of consistency with which the instrument measures the attribute it is supposed to be measuring, and it is commonly used to reduce errors during the analysis of questionnaire responses (Neuman, 2012). Moreover, it can be equated with the "stability, consistency or dependability of a measuring tool" (Pilot & Hungler, 1991, p. 242). According to Neuman (2012) and Pilot and Beck (2008), the stability of the questionnaire seeks to find out the extent to which similar results can be attained on two different occasions or a test-retest procedure. As the present study intended to evaluate the stability of the questionnaire across time (i.e., two weeks before the actual data collection), the test-retest reliability technique (Pilot & Hungler, 1991) was used to check the questionnaire's internal consistency through Cronbach's alpha coefficient which is often utilized in Likert-type scales (Neuman, 2012).

Accordingly, during the first semester of the academic year 2015/2016, a pilot study was carried out in which the questionnaires were administered and distributed among

randomly selected samples of 15 fourth-year Tourism students and 5 graduates. These participants were excluded from the actual Effectiveness-necessity Questionnaire sampling. The aim of this pilot test was to eliminate any shortcomings and also to ensure a better understanding of the items in order to increase the possible reliability of the answers received from the respondents. As noted by the students and the graduates, modifications were made concerning the flow of the questionnaire and the wording of some of the open-ended questions. They suggested using the acronyms (SA, A, NS, D, and SD) repeatedly beside numbers (5-1) to easily recall the five responses on the scale at the beginning of each domain. Moreover, some words in some of the open-ended questions were simplified for a better understanding of the question before answering it. The final versions were then drawn up after making these changes and modifications.

The participants' responses to the questionnaire items were computed and analyzed using SPSS (Statistical Package for Social Sciences) - IBM SPSS Statistics for Windows, Version 23.0. The reliability of the questionnaire instrument was established by finding its internal consistency which is often a measure of the stability of scores across the items that compose a test or a scale within a test. As Cronbach's Alpha is usually used when test items call for more than two response categories (Hood & Johnson, 1997), the obtained value (R) was calculated for each item, each domain and each part in the questionnaire in order to get the overall value of the whole questionnaire. Consequently, the overall obtained value (R) was successfully (0.84) for the Student Questionnaire and (0.82) for the Graduate Questionnaire. As 0.70 is considered an acceptable reliability coefficient (Nunnally, 1978), these values (0.84 and 0.82) denote a high degree of internal consistency

across all the questionnaire's items and domains. Most of the items were retained because they could result in a decrease in the alpha when deleted.

Finally, the pilot and the actual study appeared to have similar statistical results across all questionnaire items. Means of most items were correlated and the size of difference between these means was found to be relatively low. Such reliability analysis indicates the stability of the questionnaire as informed by the similar results. Therefore, the results revealed that the questionnaire instrument was reliable as the data of the pilot study showed evidence of rational normality on the scale. Carrying out the pilot study was objective to the extent that it first helped ensure the reliability, validity and effective implementation of the questionnaire, and identify potential obstacles while conducting the study. All in all, this added to the validity and reliability of the results obtained.

Within the inductive thematic analysis paradigm (Braun & Clarke, 2006), there are many ways to code data, and approaching data by only one researcher may increase bias and affect data reliability. Therefore, the data collected from the interviews and the open-ended questions of the questionnaire were subject to inter-rater reliability measurement. In other words, the data were approached by another person (thesis supervisor) who coded the data individually under generated themes representing the two research questions and their underlying domains. The researcher's and the inter-rater's analyses were then contrasted in order to generate a revised list of themes that would mostly apply to the research questions. The results of both analyses appeared to be identical as similar themes were generated from the data by both the researcher and the inter-rater.



### **3.7 Summary**

This chapter situated the study in its context and gave descriptions of the participants, instruments and procedures utilized to collect and analyze data to answer the research questions. This description of methods and procedures was in line with the research steps and informed by the theoretical models used in the study. In the next chapter, data are presented according to the two steps addressing the research questions of the study.

## **Chapter 4**

### **RESULTS**

This chapter presented the results in a way that is congruent with the research questions and aligned with the components of the two models used in the research design. In case of the first question (i.e., program effectiveness), the results were presented first under Stufflebeam's (1971) CIPP evaluation levels (context, input, process and product) and then within the micro levels of context, input and process, constituting four domains, namely, 'Course aims and objectives', 'Course content and materials', 'Course conduct Teaching/learning process', and 'Assessment and student performance'. On the other hand, the results of the second question (i.e., Needs Analysis) were presented in line with Nation and Macalister's (2010) model and its four syllabus design criteria (i.e., Goals, content and sequencing, format and presentation, and monitoring and assessment). The results of both questions were also presented in congruence with the data collection instruments used to answer these questions.

#### **4.1 Research Question #1 - Program Evaluation Step**

##### **4.1.1 Context Evaluation**

This section gives descriptive information about several sub-headings such as the research site, missions and goals, facilities and instructors' backgrounds and experiences.

#### 4.1.1.1 The Research Site

The research site of the study was Mu'tah University, one of the leading governmental universities in Jordan which thrives to provide people with education and training at a standardized and professional level. Established in 1981 with its two wings, the Civil and the Military, it has been taking the responsibility of empowering local people to be active members within the society of both study and work ([www.mutah.edu.jo](http://www.mutah.edu.jo)).

The Department of Archaeology and Tourism was the specific context of the study, which has been graduating students since 1998. As a requirement of a BA degree in Archaeology and Tourism, it is mandatory for students to take 132 credit hours throughout a four-year study period. Only six courses constituted the English language program within the curriculum, and they were divided into three General-English courses and three Specialty courses taught in English. The General-English (henceforth, GE) courses were *English Language (099)*, *English Language I (101)*, and *English Language II (102)*, whereas the specialty courses were *Communication Skills*, *English Terminology in Archaeology and Tourism*, and *Tourism Management* (see Appendix C for the list of courses with their codes and course descriptions). All courses were of three credit hours and taught three hours a week, except *English Language I (99)* which was of zero credit. The GE courses were taught by English instructors from the Language Center, a division under the English Department, whereas the specialty courses were taught by subject-matter instructors at the Tourism Department.

#### **4.1.1.2 Mission and Goals**

Information about the missions of both the English Department (Language Center) and the Tourism Department was gathered from the University's website and from the interviews with the Tourism and English instructors who participated in the study.

Since its establishment in 2008, the Mu'tah University Language Center's (henceforth, MULC) mission has been to promote, encourage, and support the learning of modern languages for personal, academic, and professional purposes. When related to the English language, it has taken the responsibility to offer a three-level program in English: Pre-intermediate (English Language), Intermediate (English Language I), and Advanced (English Language II) for all university students. The MULC has had other responsibilities that include facilitating the preparation of placement tests for incoming undergraduates as well as the administration and supervision of some national and international exams such as IELTS and TOEFL IBT (See Appendix A for more information about missions, goals, and objectives).

On the other hand, the Archaeology and Tourism Department has the mission to provide quality education through equipping students and graduates with theoretical, terminological and field knowledge in both Archaeology and Tourism. It also aims to help students gain the skills that allow them to compete and join their colleagues in tourism-related organizations in the country (See Appendix B).

Information about the mission of each department and how relevant the mission is to developing students' TE proficiency is mentioned in the English Instructors' Interviews (*Section 4.1.3.2.2, p.198*) and in the Tourism Instructors' Interviews (*Section 4.1.3.2.3. p.203*).

#### **4.1.1.3 Instructors**

There were eight English instructors in the Language Center at MU; all were Master's degree holders from different national and international universities. Only the Center's director was a PhD holder, and he in addition to another Master's holder, completed their education in native-speaking countries. Most have been teaching the English language for more than 10 years as an average. The least teaching experience was above five years for two instructors. All instructors at the Language Center were engaged in teaching the GE courses (i.e., English Language, English Language I, and English Language II) to all university undergraduates beside their responsibility of running and directing the national and international exams as well as the placement tests.

There were nine instructors from different academic ranks at the Archaeology and Tourism Department. Most of these instructors were holding a Ph.D. degree from different countries, including Egypt, Iraq, and the US, and only two instructors were holding a Master's degree from a national university. These instructors were engaged in teaching the courses offered in the Department's curriculum, except the GE courses as they were taught at the Language Center. They all have been teaching at the Department for long with 21 years as an average of their teaching experiences. Table 4.1 indicates the instructors' backgrounds in terms of their numbers and their academic ranks.

Table 4.1: Instructors' Backgrounds

Department	Academic rank				Total	Experience Average
	Full Prof.	Assoc. Prof.	Assist Prof.	MA		
Archaeology & Tourism	4	1	2	2	9	21 years
Language Center	--	1	--	7	8	11 years
Total	4	2	2	9	17	

#### 4.1.1.4 Facilities

Both the Language Center and the Tourism Department were in the same building but following two different faculties — Faculty of Arts and Faculty of Social Sciences. The Faculty of Arts was provided with an English Language Lab, a multimedia hall, and a number of teaching classrooms most of which were ICT-equipped (e.g., computers data shows, etc.).

As part of the Faculty of Social Sciences, the Archaeology and Tourism Department had its own technology-equipped classrooms in addition to a lab where students could get access to the Internet for their own studies. Moreover, there were several classrooms and labs in the building available for students of both faculties, and they were provided with facilities and technologies needed to aid the teaching/learning process. The building also had two big theatre-like halls for faculty occasions, gatherings, as well as for teaching large-sized classes in compulsory courses offered to all university students such as National Education, Military Education, in addition to the large sections (i.e., groups) of the GE courses (English Language 99, English Language I 101 and English Language II 102).

The University had a big common library that made available all sources, references and supplementary materials the students need in their studies. The library was also

provided with several labs and study rooms where students could use for study and research purposes. These labs were used for running placement tests as well as computer-based final exams for compulsory courses (e.g., Arabic Language 101, National Education, and the above-mentioned GE courses). Moreover, students were having remote access to the University digital library so that they could get to resources and materials more easily.

#### **4.1.2 Input Evaluation**

The above-mentioned six courses constituting the English language program were evaluated in this section in terms of available documents related to these courses, including courses syllabuses, course descriptions, policy sheets, and materials (textbooks and other documents). These courses were evaluated in terms of the four CIPP domains, namely, aims and objectives, content and materials, conduct/teaching-learning process, and assessment and student performance.

##### **4.1.2.1 Course Aims and Objectives**

As indicated by the written documents (instructors' course syllabuses and departmental goals), the GE courses were found to aim at helping students acquire the basic language skills (reading, listening, speaking, and writing), enhance students' abilities in these skills, and further consolidate the practice of these skills through more sophisticated materials in a three-level (Pre-intermediate-Intermediate-Upper-intermediate) series called *Total English*. This multi-functioned goal (acquire-enhance-and-consolidate skills) was seen to match what was taken in the three courses: *English Language 99*, *English Language I 101*, and *English Language II 102*, respectively. The students were expected to learn and use correct grammar, listen and understand, read non-technical passages of reasonable length, participate in simple daily conversations, and write about familiar topics at the

paragraph level (For more information about courses' aims and objectives, see Appendix E).

On the other hand, the specialty courses were observed to have more knowledge-oriented goals and objectives, especially, the two courses: *English Terminology in Archaeology and Tourism* and *Tourism management*. Both courses aimed at helping students apply theoretical knowledge in their field of study. It was only *Communication Skills* course that aimed to develop students' spoken English in certain tourism-related situations; nonetheless, it focused more on accuracy than fluency. Examples of such accuracy were the focus on the learning of English suprasegmentals (stress, intonation, rhythm, etc.) and Arabic-English differences in stress patterns and intonation contours. However, the course included a range of practice activities such as listening, asking and answering questions, inquiring, telling direction, and simulation of tour-guiding (For more information about courses' aims and objectives, see Appendix E).

#### **4.1.2.2 Course Content and Materials**

In this section, all related written documents such as the course syllabuses and the course materials used were described and evaluated as regards the two course groups; namely, the GE courses (*English 99*, *English 101*, and *English 102*) and the specialty courses (*Communication Skills*, *English Terminology in Archaeology and Tourism*, and *Tourism Management*). As for the GE courses, both the course syllabuses and the textbooks used were evaluated as to how much tourism-related content was included in each course. On the contrary, the specialty courses were evaluated in terms of how much focus was kept on communicative language use and



improving students' English language abilities in the tourism field (i.e., Tourism English).

### **General English Courses**

Each of the three GE courses was a three-hour credit course (except English Language 99 which is a non-credit course), and they were taught in a one semester's time (16 weeks) with three contact teaching hours per week. They were taught to all university students as mandatory courses, moving them from Pre-intermediate to Upper-intermediate levels, representing A2- B2 according to the Common European Framework of Reference (CEFR).

*Total English* series with its course books representing the three above-mentioned levels was used as the course materials. Each course book was described as a good choice for both learners and teachers who want a well-organized course with clear learning aims and a wide range of authentic supplementary material such as DVD, CD ROM, Workbook, and Teacher's Book. The course books also provided a balanced mix of grammar, vocabulary, pronunciation, and skills-work (For more information about Total English series, see Appendix F).

The course books used in the GE courses (Pre-intermediate-Upper-intermediate) consisted of 10-12 units each of which included 3 main lessons in addition to a fourth lesson that consolidates practice through communication. For objective analysis, the researcher gave approximated percentages to weigh how much tourism-content was included in each unit with its four lessons, considering that each lesson takes a 25% value of the unit. The analysis revealed only 18% of the three course books included

topics and themes that might usually be handled in a tourism-English syllabus. Table 4.2 shows the percentages of how much tourism-related content is included in each GE course.

Table 4.2: Percentages of tourism-related content in the GE courses

Course	Coursebook/ Level	Tourism-related content %
English 99	Total English Pre-intermediate	12.58%
English 101	Total English Intermediate	19.8%
English 102	Total English Upper-intermediate	22.3%
<b>Average</b>		<b>18.22%</b>

Themes such as *Travel* (53%) and *Places* (25%) in the Pre-intermediate level course book (*English Language 99*) got the highest percentages, whereas topics such as *Holidays* (76%), *Lifestyle* (37%) ranked the top in tourism-related content in the Intermediate level (*English language I 101*). In the Upper-intermediate course book (*English Language II 102*), the theme *Explore* got the highest percentage (78%), followed by other themes such as *Old or New* (48%), *Work* (27%) and *The Past* (22%). (For more information about the percentages across units and lessons within the units in each course level, see Appendix G).

### **The Specialty Courses**

Each of the specialty courses was of three-credit hours and was taught on a weekly basis (three teaching hours) during one academic semester. They seemed to cover topics that represent theoretical and terminological knowledge and English use in the tourism field. Compared to other students of the Faculty of Social Sciences, *Communication Skills* course was taught in English to students in the Tourism Department, and this indicates the pivotal role the English language plays in the academic and professional tourism-related fields.

For objective analysis to evaluate and analyze the extent to which the materials were of communicative focus, it was hard to approximate percentages for English communication focus in the specialty courses (just like what was done in the GE courses as regards tourism content). Consequently, the researcher suggested determining degrees (low, moderate and high) for this communication focus as indicated by the course aims, the inclusion of communicative functions in the topics selected, the teaching approach, the teaching techniques, and the assessment tools and criteria used in the course.

*Communication Skills* course took the lion's share in the degree of communicativeness. Such communication focus can be approximated to a moderately high degree (60%). The course appeared to aim for developing spoken English, and the topics included represented some communicative functions (e.g., *booking into a hotel, reserving a table, telling the time, using the telephone, etc.*), situational dialogues (e.g., *at the coffee bar, laundry and dry cleaning, Wrong Order, etc.*), themes (e.g., *The New Cook, The Operator*), and activities (*tour-guiding simulations*).

Although an English-for-Tourism book (Khudair & Fawzi, *English for Tourism*) was used as the main textbook, it appeared to be outdated (i.e., published in 1985 by the Institute for the Development of English, Beirut, Lebanon), and its content was not seen to focus on all language skills, including writing. What might be less communicative in the course was the great emphasis on accuracy rather than fluency, which was exemplified by the focus on both English pronunciation aspects (stress, intonation, and rhythm) and language descriptions (i.e., the differences between

Arabic and English in stress patterns and intonation contours) (*check Appendix D for more information about the course syllabus*). The assessment tools used in the course again did not consider language communicative abilities when assessing students' learning; nearly all marks (95%) were allocated to exams.

*English Terminology in Archaeology and Tourism* course seemed to be of a moderately low language communicative focus, which was indicated by the course aim, the teaching methodology, and the assessment tools used. The course aimed to enrich students' terminology knowledge in Archaeology and Tourism when dealing with texts written in English. Moreover, the students were required to do a lot of reading assignments about a weekly topic to be handled through a reading-and-analysis-based approach that gives explanations to terminology in terms of meanings, definitions, texts, and statements (see Appendix D).

The course communicativeness might be expressed in communicating terminological knowledge through English with focus on in-class presentations, assignments, and quizzes that enrich communication when English is used. Finally, the assessment tools, although mostly exam-oriented, gave more space to assessing learning through participation and assignments, both taking 10% of the total mark.

*Tourism management* Course appeared to be an information-getting course, as the students were required to do many weekly readings from different sources about a weekly topic (see the course syllabus in Appendix D). Although rich in tourism content, this content was mostly theory/knowledge-based and largely exam-oriented with too little focus on language communication. Several indications might prove

that the course did not give a greater opportunity for students to practice using the English language to communicate the tourism content presented in the topics handled. These indications can be summed up as follows:

- The main course aim was to apply theoretical knowledge into practice, not to use the English language and develop students' communicative abilities in Tourism English,
- Lecturing was the predominant teaching technique which might limit English language communication to some simple reading-based discussions in a question-and-answer format, if such communication is made in English, and not in the students' mother tongue, Arabic, and
- The course was exam-oriented in nature in both assessment (only two mid-terms and a final exam, as an assessment tool) and the teaching/learning process (content was taught through reading-based approach).

However, the topics presented in this course as indicated in the course syllabus might be helpful in developing the students' reading and analytical skills as they were exposed to textual theoretical tourism content. Examples of these topics would be *the history of the tourism industry, the tourist behavior, and the tourism systems, kinds of tourism, the policies of hotel management, and the management of tourism demand* (see Appendix D for more topics in the course syllabus).

Based on the above-mentioned, the degree of language communicative focus in the specialty courses can be represented and compared in the following table.

Table 4.3: Specialty Courses' Degrees of Language Communication Focus

Course	Degree of Communication focus
Communication Skills	Moderately-high
English Terminology in Archaeology and Tourism	Moderately-low
Tourism Management	Very Low

#### 4.1.2.3 Course Conduct/ Teaching-learning process

After reviewing the course syllabuses of the six courses, it appeared that these courses were mostly exam-oriented (i.e., 90% and above of the total course mark was given to the First, Second, and Final exams). As such, the teaching approaches and techniques used largely aimed to prepare students for these exams, and consequently, pass the course.

The GE courses were seen of a more communicative nature than the specialty courses which were more content-focused. Some communication-indicative techniques were used such as problem-solving, class discussions, dialogues and simple paragraph writing. However, the teaching/learning process in these courses heavily used lecturing and grammar-translation method due to the courses' exam-oriented nature where the students were required to sit exams that check reading comprehension abilities and vocabulary and grammar knowledge.

The specialty courses; on the other hand, were more of content-related teaching approaches; especially the two courses; namely, *Tourism Management* and *English Terminology in Archaeology and Tourism*. Both were mainly dependent on lecturing, reading and translating and analyzing texts. However, the latter used in-class presentations, some discussions, translation, and dictionary use, in addition to word analysis.

Communicative Language Teaching (CLT) predominated in the *Communication Skills* course. This was indicated by the use of communicative activities and role-plays to perform some tourism-related communicative functions (e.g., booking into a hotel, reserving a table, using the telephone, etc.). Situational teaching was also present in the course syllabus as there were some situations that could promote language use. Nonetheless, the course appeared to use a considerable amount of language analysis and explanation due to its focus on the differences between Arabic and English in stress and intonation patterns and on English suprasegmentals. Table 4.4 reviews the teaching approaches and techniques used in each of the evaluated courses.

Table 4.4: The teaching/learning approaches and techniques used in each course

<b>Course</b>	<b>Methods</b>
English Language 99	<ul style="list-style-type: none"> <li>- lectures and tutorials,</li> <li>- discussions,</li> <li>- problem-solving,</li> <li>- intensive exercises</li> </ul>
English language I 101	<ul style="list-style-type: none"> <li>- grammar explanations</li> <li>- vocabulary translation</li> <li>- reading non-technical texts</li> </ul>
English language II 102	<ul style="list-style-type: none"> <li>- writing at the paragraph level</li> <li>- short reports and homework assignments</li> <li>- students' pre-reading (previous preparation)</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>- Communicative activities</li> <li>- explanation and language analysis (stress and intonation patterns, Arabic-English differences in stress and intonation)</li> <li>- dialogues and role-plays</li> <li>- situational teaching</li> <li>- translation (vocabulary practice)</li> <li>- homework assignments</li> </ul>
English Terminology in Archaeology and Tourism	<ul style="list-style-type: none"> <li>- lecturing</li> <li>- discussions and in-class presentations</li> <li>- text-based reading and analysis</li> <li>- translation and dictionary use (word-meaning approach)</li> <li>- word analysis</li> <li>- reading assignments</li> </ul>

Tourism Management	<ul style="list-style-type: none"> <li>- Lecturing and information giving</li> <li>- reading assignments</li> <li>- content-based teaching</li> </ul>
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#### 4.1.2.4 Assessment and Student Performance

As indicated in the instructors' course syllabuses, the assessment tools and criteria used to assess students' learning in the courses were evaluated according to the percentage given to every tool out of the course total mark (100%). The three GE courses appeared to have two mid-term exams (first and second) each weighing 25% in addition to a 50% final exam. These exams were all computerized and unified to all university students taking the courses across all course sections (*for information about the number of course sections and numbers of students check Appendix H*). Moreover, these exams seemed to mostly check students' reading comprehension and grammar and vocabulary development in a multiple-choice format. Short reports and homework assignments were part of the course assessment but with no allocated marks.

Little difference was observed in the assessment tools used in the specialty courses, especially in the two courses: *Communication Skills* and *English Terminology in Archaeology and Tourism*. Some marks were allocated to tools such as *Homework/Assignment* and *Participation/Attendance*, but they were too little (5%) to consider as nearly all the marks were given to exams (First, Second, and Final). Table 4.5 indicates the assessment tools and criteria used in the course syllabuses of the GE and specialty courses.



Table 4.5: Assessment tools and criteria as indicated in the course syllabuses

<i>Course</i>	<i>Assessment Tools and Percentages</i>								<i>Total</i>
	<i>1<sup>st</sup> Exam</i>	<i>2<sup>nd</sup> Exam</i>	<i>Quizzes</i>	<i>Final Exam</i>	<i>HW Assign</i>	<i>Part &amp; Attend.</i>	<i>Oral Report/ Present</i>	<i>Class Perfor</i>	
English 99	25%	25%	-	50%	0%*	-	0%	-	100%
English 101	25%	25%	-	50%	0%*	-	0%	-	100%
English 102	25%	25%	-	50%	0%*	-	0%	-	100%
Comm. Skills	25%	20%	-	50%	5%*	5%*	-	-	100%
E Term. in Arch & Tour.	20%	20%	0%*	-	5%	5%	0%*	-	100%
Tourism Management	25%	25%	-	50%	-	-	-	-	100%
- 0%* means that homework and Assignment were used as an assessment tool but with no allocated marks. - 5% * means that both Homework and assignment and participation and attendance share the five marks given.									

### 4.1.3 Process Evaluation

This section presents the results of the questionnaire and interviews concerning the participants' views of the effectiveness of the English language program (i.e., the above-mentioned six courses) in meeting students' and graduates' TE needs and expectations. These results were analyzed as aligned with the CIPP micro components: 'Course aims and objectives, 'Course content and materials', 'Course conduct teaching/learning process', and 'Assessment and student performance'.

#### 4.1.3.1 Evaluation-based Questionnaire Results

This part takes care of the analysis of both students' and graduates' questionnaires as regards program evaluation. It first reviews the results of the students' questionnaire before going to present those related to the graduates.

##### 4.1.3.1.1 Students' Questionnaire Results

The results within this part were analyzed and reported as related to the questionnaire's parts, including demographics, program evaluation and needs

analysis. Data for the last two parts were elicited via both closed-ended and open-ended questions.

#### 4.1.3.1.1.1 Students' Demographics

The participating students (N=61), whose ages ranged between 20-25 years old, were distributed according to gender and semester registration as shown in Table 4.6.

Table 4.6: Distribution of Student Sample according to Gender and Semester Registration

Semester	Gender		Total No.	%
	Male	Female		
Last	15	12	27	44.26%
Before the last	18	16	34	55.74%
Total	33	28	61	100%
Percentage of totals	54%	46%	100%	

All of these students (No= 61) completed the three specialty courses offered in English (i.e., *Tourism Management*, *English Terminology in Archaeology and Tourism* and *Communication Skills*), whereas the majority took the three General-English courses offered at the Tourism Department (i.e., *English language 99*, *English Language I 101* and *English Language II 102*). The percentages of their responses as regards these courses are shown as follows.

Table 4.7: Numbers of Students per Each GE Course

Course	Std. No.	%
English 99	55*	90%
English 101	61	100%
English 102	60**	98%

\* Six students did not take the remedial course English 99 as they passed the English University entrance placement test with 50%.

\*\* One student has dropped the course lately.

The students had positive attitudes towards how useful the English language is in their field of study. This is shown in their responses to the last three demographic questions (i.e., Question 8, 9 and 10). Table 4.8 shows the percentages of students' perceptions as regards these questions.

Table 4.8: Students' Perceptions as regards the Usefulness of English in Tourism

<b>Question 8: How often did you use English in your study at the University?</b>											
		Always		Sometimes		Once in a while		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
		11	18%	31	50.8	12	19.6	5	8.2	2	3.3
<b>Question 9: How much do you like English in your field of study?</b>											
		Very much		Much		Somewhat		A little		Not at all	
		N	%	N	%	N	%	N	%	N	%
		18	29.5	29	47.5	11	18	1	1.6	2	3.3
<b>Question 10: How useful is English to your field of study?</b>											
		Very useful		Useful		Somewhat useful		A little useful		Not useful at all	
		N	%	N	%	N	%	N	%	N	%
		28	45.9	23	37.7	8	13.1	2	3.3	0	0

In relation to how often students use English in their study, the results revealed that nearly half of these students ( $n=31$ ) ticked 'Sometimes' to show that they used the target language in those courses which were taught in English such as the General-English and the specialty courses offered in the curriculum. In contrast, 77% of the students liked English as used in Tourism, and most of them (83.6%) found it quite useful to their field of study.

#### 4.1.3.1.1.2 Students' Program Evaluation Results

Since most questions in the questionnaire were in a closed-ended pattern, the related statistical results, especially means, were classified into five degrees to show how participants (i.e., students and graduates) perceived the program offered in the

Tourism Department as effective or ineffective in meeting their TE needs. These degrees are again given here in Table 4.9 for reference.

Table 4.9: Statistical Discussion of Results

<b>Mean range</b>	<b>Degree</b>
1 – 1.79	Very Low
1.80 – 2.59	Low
2.60 – 3.39	Middle
3.40 – 4.19	High
4.20 – 5	Very High

The questions of this part were all encapsulated within five main domains, namely, *Course Aims and Objectives*, *Course Contents and Materials*, *Course Conduct/Teaching-Learning Process*, *Assessment and Student Performance* and *General Questions/Comments* (open-ended questions). Accordingly, the respondents' results were analyzed and presented as related to each of these domains.

As regards the first four domains (i.e., closed-ended questions), the students' results across these domains showed that the language program (i.e., General-English and Specialty courses) offered at the Tourism Department was not effective in meeting students' needs and wants as regards Tourism English. Table 4.10 indicates the low degrees obtained for the above-mentioned domains.

Table 4.10: Students' Program Evaluation Results across Domains' Total Means

<b>No</b>	<b>Domain</b>	<b>Total Mean</b>	<b>St. Dev.</b>	<b>Degree</b>
<b>A</b>	Course Aims and Objectives	1.87	0.33	Low
<b>B</b>	Course Content and Materials	1.72	0.28	V. Low
<b>C</b>	Course Conduct/Teaching-Learning Process	2.40	0.70	Low
<b>D</b>	Assessment and Student Performance	2.61	0.72	Mid
	Total Domain Mean	2.15	0.51	Low

The table shows that the students' evaluation of the whole language program was generally low in degree with a grand total mean of 2.15. This means that they did not perceive the program as effective in meeting their language needs as used in the tourism context. Most of the domains were given low degrees, except the *Assessment and Student Performance* domain which was given a relatively moderate degree with a total mean of 2.61. *Contents and materials* ranked the lowest in this evaluation as indicated by the total mean 1.72, representing a very low degree. *Course Aims and Objectives* domain ranked second in ineffectiveness (1.87) followed by *Course Conduct/Teaching-Learning Process* with a total mean of 2.40.

#### **Analysis of Domain A, Course Aims and Objectives**

This domain intended to probe students' responses of how to evaluate the aims and objectives of the program in terms of the development of language skills, (listening, speaking, reading, writing, and grammar). The students' results across these skills are given in Table 4.11.

Table 4.11: Students' Results across Language Skills

<b>Domain A (Aims and Objectives)</b>				
<b>No</b>	<b>Skill</b>	<b>Total Mean</b>	<b>St. Dev.</b>	<b>Degree</b>
<b>1</b>	Listening	1.99	0.14	Low
<b>2</b>	Speaking	1.57	0.23	V. Low
<b>3</b>	Reading and Vocabulary	2.19	0.26	Low
<b>4</b>	Writing	1.85	0.25	Low
<b>5</b>	Grammar	1.77	0.49	V. Low

As indicated in the table, all skills were evaluated with low degrees. This means that the offered program did not help the students much to develop their language skills and make them able to communicate in the tourism field. Speaking was perceived as

the least developed skill with a total mean of 1.57 followed by Grammar (1.77), Writing (1.85), Listening (1.99), and Reading and Vocabulary (2.19).

Analyzing these results per each skill gave reference to students' perceptions and responses according to each item within that skill. For the listening skills, for example, most students showed disagreement with its related items which all scored a low degree but with varying means ranging from 1.79 to 2.18. Their disagreement was also proved by the perceived percentages of the items which exceeded 70%. The lowest mean (1.79) was given to Item 7 as over 83% of the students disagreed with the item's content. Unlike Item 7, Item 6 scored the highest mean (2.18) with a percentage of over 73%. Table 4.12 gives a clear-cut view of the results across the listening skill items.

Table 4.12: Students' Results across the Listening Skill Items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
1	3	4.92	5	8.20	8	13.11	22	36.06	23	37.70	2.06	1.14	Low
2	6	9.83	4	6.56	7	11.47	19	31.15	25	40.98	2.13	1.30	Low
3	3	4.92	4	6.56	4	6.56	22	36.06	28	45.90	1.88	1.11	Low
4	4	6.56	3	4.92	5	8.20	23	37.70	26	42.62	1.95	1.15	Low
5	5	8.20	4	6.56	5	8.20	25	40.98	22	36.06	2.10	1.21	Low
6	4	6.56	6	9.83	6	9.83	26	42.62	19	31.15	2.18	1.18	Low
7	2	3.28	3	4.92	5	8.20	21	34.42	30	49.18	1.79	1.02	V. Low
8	3	4.92	3	4.92	4	6.56	24	39.34	27	44.26	1.87	1.07	Low

Item 1: Use a variety of listening strategies to understand texts and listen for information and gist.

Item 2: Become familiar with the various types of listening tests including questions about pictures, dialogues, short conversations.

Item 3: Listen and then describe the events detailed in short dialogues, articles and stories in sequences.

Item 4: Identify a variety of different voices, situations and characters from short dialogues, articles and stories.

Item 5: Understand and note the stress, tone and intonation from a word or a sentence.

Item 6: Make short written comments on a text while I am listening to it.

Item 7: Understand and respond to simple instructions and commands.

Item 8: Listen extensively to the radio, TV stations, movies, songs, etc. ..., and understand them.

Speaking was indicated as the skill that students developed the least as a result of the English program offered at the Tourism Department. Most items within this skill were perceived with very low degrees as proved by their low means that ranged from 1.28 (Item 15) to 1.92 (Item 10) and their respective percentages (from 82% to 98%). All the items scored a percentage of over 80%, which shows how students stressed on their needs as regards speaking, especially in the tourism field. The student participants' disagreement is revealed in Table 4.13 which presents the result of each item in terms of mean, standard deviation, number, percentage and degree.

Table 4.13: Students' Results across the Speaking Skill Items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
9	1	1.64	0	0	3	4.92	25	40.98	32	52.46	1.57	0.74	V. Low
10	2	3.28	3	4.92	6	9.83	27	44.26	23	37.70	1.92	0.99	Low
11	2	3.28	2	3.28	3	4.92	24	39.34	30	49.18	1.72	0.95	V. Low
12	0	0	1	1.64	0	0	24	39.34	36	59	1.44	0.59	V. Low
13	2	3.28	3	4.92	4	6.56	18	29.50	34	55.74	1.70	1.02	V. Low
14	0	0	1	1.64	1	1.64	16	26.23	43	70.49	1.34	0.60	V. Low
15	0	0	1	1.64	0	0	14	22.95	46	75.41	1.28	0.55	V. Low

Item 9: Participate in discussions and in role-plays such as for example, real-life tourism events and situations.  
Item 10: Use English words correctly.  
Item 11: Ask and respond to questions appropriately.  
Item 12: Talk appropriately for different situations and contexts.  
Item 13: Take part in conversations and participate in discussions.  
Item 14: Speak at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.  
Item 15: Feel confidence when I speak English to others.

Although it scored a low degree, Reading and Vocabulary skill ranked the last in the skills order as perceived by the students themselves. It obtained the highest mean score (2.19), and the disagreement showed in its items was not as highly-perceived as

the other skills like speaking, listening, and even writing and grammar. The students reported to have difficulty in identifying the differences between main ideas and topic sentences in a text (Item 19) or in answering comprehension questions (Item 20), but this difficulty cannot be compared with their difficulty in building up vocabulary through contexts (Item 18) which received the least mean (1.80) and the highest disagreement percentage (83%). Furthermore, the disagreement level across the skill items was lower than the previous skills (i.e., speaking and listening) as their percentages ranged from 64% as the lowest (Item 19) to 83% as the highest (Item 18). This is clearly indicated in Table 4.14 which focuses on the analyses of items through means, numbers, standard deviations and percentages.

Table 4.14: Students' Results across the Reading and Vocabulary Skill Items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg
	N	%	N	%	N	%	N	%	N	%			
<b>16</b>	8	13.11	7	11.47	3	4.92	21	34.42	22	36.06	2.30	1.41	Low
<b>17</b>	5	8.20	5	8.20	3	4.92	22	36.06	26	42.62	2.03	1.25	Low
<b>18</b>	3	4.92	4	6.56	3	4.92	19	31.15	32	52.46	1.80	1.12	Low
<b>19</b>	8	13.11	6	9.83	8	13.11	21	34.42	18	29.50	2.43	1.36	Low
<b>20</b>	6	9.83	10	16.39	4	6.56	21	34.42	20	32.77	2.36	1.35	Low

Item 16: Interpret and think about what I read.  
Item 17: Use a variety of reading strategies to understand texts and recognize vocabulary, such as scanning, skimming, and guessing the meaning from context.  
Item 18: Build up vocabulary through contexts.  
Item 19: Identify the difference between main ideas and topic sentences in a text.  
Item 20: Answer comprehension questions following the reading of a text.

Ranked third in the students' perceived skills order with a total mean of 1.85, the writing skill seemed to be less important than grammar (1.77) from the students' standpoint. Their perceptions of the items 25 and 23 were even lower than other writing items, as they obtained the least means, 1.54 and 1.69, respectively. This shows that their difficulty is greater in applying grammar rules and using adequate vocabulary in writing. The disagreement percentages of items approximately ranged



from 67% (Item 21) to 92% (Item 25), representing a mean range of 1.54 - 2.16.

Means and percentages with students' numbers are given in Table 4.15.

Table 4.15: Students' Results across the Writing Skill Items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
21	4	6.56	7	11.47	9	14.75	16	26.23	25	40.98	2.16	1.27	Low
22	3	4.92	4	6.56	7	11.47	24	39.34	23	37.70	2.02	1.10	Low
23	2	3.28	3	4.92	2	3.28	21	34.42	33	54.10	1.69	0.99	V. Low
24	2	3.28	2	3.28	7	11.47	23	37.70	27	44.26	1.84	0.99	Low
25	1	1.64	2	3.28	2	3.28	19	31.15	37	60.65	1.54	0.85	V. Low
<u>Item 21:</u> Write topic sentences, supporting and concluding sentences <u>Item 22:</u> Write a draft of a paragraph <u>Item 23:</u> Use adequate vocabulary in writing <u>Item 24:</u> Recognize and deploy basic writing skills <u>Item 25:</u> Produce grammatically correct sentences													

Unlike writing, grammar was perceived to have a very low degree as represented by the students' responses to *Disagree* and *Strongly Disagree* questionnaire options. Applying correct grammar in both verbal communication (Item 29) and in writing (Item 28) was evaluated the least as they scored the lowest means 1.31 and 1.49, and the highest disagreement percentages 98% and 93%, respectively. Moreover, the results also revealed that it was difficult for students to identify and correct errors (2.43); however, their difficulty was even higher when related to their ability to produce grammatically correct sentences (1.84). In other words, the percentages and means across the grammar items showed varying degrees of disagreement, and both percentage and mean ranged between 64% - 98% and 1.31 - 2.43, respectively. Table 4.16 shows the analysis across the grammar items.

Table 4.16: Students' Results across the Grammar Items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
26	2	3.28	3	4.92	5	8.20	24	39.34	27	44.26	1.84	1.00	Low
27	6	9.83	10	16.39	6	9.83	21	34.42	18	29.50	2.43	1.33	Mid
28	1	1.64	1	1.64	2	3.28	19	31.15	38	62.29	1.49	0.79	V. Low
29	0	0	1	1.64	0	0	16	26.23	44	72.13	1.31	0.56	V. Low

Item 26: Produce correct sentences by using present and past tenses.  
Item 27: Identify and correct grammatical errors.  
Item 28: Apply what I have learned; for example, use a variety of grammatical structures correctly in writing.  
Item 29: Use a variety of grammatical structures appropriately in verbal communication.

### Analysis of Domain B, Course Contents and Materials

This domain involved 13 items that aimed to gather information as regards students' perceptions of content and teaching materials-related issues. As mentioned earlier, the students ranked this domain at the lowest in agreement as indicated by the lowest total mean score (1.72) compared to other program evaluation domains. This was indicated by the very low degrees (mean lower than 1.79) given to most of its items as well as the high disagreement percentages that ranged between 66% (mean 2.41) and 95% (mean 1.41) across the domain items. Table 4.17 presents the results of all items (except Item 10 which will be separately analyzed) in terms of descriptive statistics (i.e., means, percentages, numbers, standard deviations, and degrees).

Table 4.17: Students' Program Evaluation Results across Domain B, Content and Materials

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
1	3	4.92	5	8.20	4	6.56	26	42.62	23	37.70	2.00	1.11	Low
2	2	3.28	3	4.92	3	4.92	24	39.34	29	47.54	1.77	0.99	V. Low
3	2	3.28	1	1.64	1	1.64	24	39.34	33	54.10	1.60	0.88	V. Low
4	1	1.64	2	3.28	1	1.64	26	42.62	31	50.82	1.62	0.82	V. Low
5	0	0	2	3.28	1	1.64	25	40.98	33	54.10	1.54	0.70	V. Low
6	7	11.47	9	14.75	5	8.20	21	34.42	19	31.15	2.41	1.37	Low

7	2	3.28	3	4.92	2	3.28	22	36.06	32	52.46	1.70	0.98	V. Low
8	2	3.28	0	0	2	3.28	16	26.23	41	67.21	1.46	0.85	V. Low
9	2	3.28	1	1.64	5	8.20	21	34.42	32	52.46	1.69	0.94	V. Low
10*											1.80	0.31	Low
11	1	1.64	0	0	3	4.92	22	36.06	35	57.38	1.52	0.74	V. Low
12	1	1.64	2	3.28	1	1.64	25	40.98	32	52.46	1.60	0.82	V. Low
13	2	3.28	1	1.64	0	0	14	22.95	44	72.13	1.41	0.86	V. Low
<p><u>Item 1:</u> The overall design of activities (pictures, charts, tables, layout) in the course books was satisfactory to learn English as used in tourism.</p> <p><u>Item 2:</u> The course materials provided me with what I needed to know and do as regards Tourism English.</p> <p><u>Item 3:</u> The materials covered were appropriate as regards, for example, pace, interaction pattern and the sequence in acquiring English language skills used in tourism.</p> <p><u>Item 4:</u> The materials covered were appropriate as regards, for example, tourism content and mood, source of cultural information and interest.</p> <p><u>Item 5:</u> The materials corresponded to the course objectives and students' needs.</p> <p><u>Item 6:</u> The content of the course materials were presented coherently.</p> <p><u>Item 7:</u> I had no difficulty in following the course materials as they were mostly related to tourism.</p> <p><u>Item 8:</u> The courses provided sufficient tourism-related content that sought to improve my Tourism English skills and abilities.</p> <p><u>Item 9:</u> The tasks and exercises in the course materials were effective in improving my Tourism English skills and abilities.</p> <p><u>Item 11:</u> The course content and materials served to improve my skills and abilities in the English language used in tourism.</p> <p><u>Item 12:</u> The topics covered were very interesting and mostly relevant to daily tourism and were thus easier to understand, remember and use as part of my Tourism study.</p> <p><u>Item 13:</u> The content and materials allowed for sufficient opportunity to practice English as used in tourism.</p>													

The table shows that the students clearly indicated their total disagreement (over 95%) to the fact that content and materials allowed for sufficient opportunity to practice English in the tourism field (Item 13). Highly noted dissatisfactions were also captured through their responses to several items such as Item 8 (1.46), Item 11 (1.52), Item 5 (1.54), Items 3 and 12 (1.60, for each), Item 4 (1.62), among other low-degreed items within this domain. In other words, the students' dissatisfaction was related to a lack of sufficient tourism content, adequate opportunity to practice English, especially in tourism, materials' appropriateness to improve their language

abilities as regards TE, materials' correspondence to students' needs, interests, mood, culture, field of study and future tourism work.

With reference to students' evaluation of the content and materials as effective in improving their TE skills (i.e., Item 10), the students were highly dissatisfied with their skills development as all skills were given low degrees with a total mean score of 1.80. The lowest mean (1.36) was given to speaking (above 95% dissatisfied) as the skill they needed to develop the most, followed by listening (1.67), writing (1.79), reading and vocabulary (2.07), and finally grammar (2.13). Table 4.18 presents the results related to each skill under Item 10.

Table 4.18: Analysis of Item 10\* (Content and Materials and Skills Development)

Item 10: All the activities and materials used in classes contributed to the development of my Tourism English proficiency in the following areas:													
Item No 10	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>Listen</i>	1	1.64	3	4.92	4	6.56	20	32.77	33	54.10	1.67	0.93	V. Low
<i>Speak</i>	0	0	1	1.64	1	1.64	17	27.87	42	68.85	1.36	0.61	V. Low
<i>Read/Vcb</i>	5	8.20	5	8.20	4	6.56	22	36.06	25	40.98	2.07	1.25	Low
<i>Writ.</i>	1	1.64	3	4.92	8	13.11	19	31.15	30	49.18	1.79	0.97	V. Low
<i>Gram</i>	4	6.56	6	9.83	6	9.83	23	37.70	22	36.06	2.13	1.20	Low

### Analysis of Domain C, Course Conduct/Teaching-Learning Process

This domain was perceived as taking a relatively-low degree of disagreement with a total mean of 2.40; being the third domain the students showed the least satisfaction with while evaluating the language program. Further elaborations on the results of this domain are presented in Table 4.19.

Table 4.19: Students' Program Evaluation Results across Domain C, Conduct and Teaching/Learning Process

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>1</i>	7	11.8	9	14.7	6	9.8	22	36.0	17	27.9	2.46	1.35	Low
<i>2</i>	1	1.6	3	4.9	2	3.3	20	32.7	35	57.9	1.61	0.90	V. Low
<i>3</i>	0	0	1	1.6	1	1.6	15	24.6	44	72.2	1.33	0.60	V. Low
<i>4</i>	12	19.7	11	18.0	9	14.7	17	27.8	12	19.7	2.90	1.43	Mid
<i>5</i>	14	22.9	16	26.2	6	9.8	12	19.7	13	21.3	3.10	1.50	Mid
<i>6</i>	17	27.9	18	29.5	7	11.5	9	14.7	10	16.4	3.38	1.45	Mid
<i>7</i>	2	3.3	3	4.9	4	6.5	22	36.0	30	49.2	1.77	1.00	V. Low
<i>8</i>	5	8.2	7	11.8	6	9.8	24	39.4	19	31.	2.26	1.25	Low
<i>9</i>	2	3.3	3	4.9	3	4.9	21	34.4	32	52.5	1.72	1.00	V. Low
<i>10</i>	13	21.3	15	24.6	6	9.8	15	24.6	12	19.7	3.03	1.47	Mid
<i>11</i>	12	19.7	14	22.9	2	3.3	19	31.1	14	22.9	2.85	1.50	Mid

Item 1: The teacher used different ways to group students in the classroom (pair work, group work, individual work and whole-class work).  
Item 2: The teacher used only English in class.  
Item 3: I used only English in class.  
Item 4: The teacher set up rules, and routines were clear  
Item 5: The teacher checked the students' learning and made sure all the students were taking part in the activities.  
Item 6: The teacher gave equal attention to all students in the class.  
Item 7: The teaching methodologies were helpful and effective in improving my English skills.  
Item 8: The teacher presented tasks in an interesting and enthusiastic way which made the tasks seem achievable to the students.  
Item 9: The teacher increased the students' self-confidence in language learning.  
Item 10: When needed, the teacher was available for guidance and advice.  
Item 11: Technological aids were used in the teaching process and they facilitated the delivery of courses.

Evaluation degrees of the items within this domain varied to include three degrees, namely, Very Low (Items 2, 3, 7, and 9), Low (Items 1 and 8), and Mid (Items 4, 5, 6, 10 and 11). While the means across all items ranged between 1.33 (Item 3) to 3.38 (Item 6), the disagreement percentages were approximated to range between 31% - 96%. Students showed a high level of dissatisfaction with using only English in the classroom, either by themselves (1.33, over 96%) or by their teachers (1.61, over 90%). Their dissatisfaction also included the teachers' ability to raise students' confidence in language learning (1.72) with a disagreement percentage that

approximated 87%; let alone the effectiveness of the teaching methods used in improving students' English skills, especially in the tourism field (Item 7) with a disagreement percentage that reached more than 85%. Over 57% of the students agreed that their teachers gave equal attention to all students while in class (Item 6), and nearly 50% said that their teachers were careful in checking students' learning and involvement in all activities (Item 5).

### Analysis of Domain D, Assessment and Student Performance

As related to students' dissatisfaction with the curriculum offered, the *Assessment and Student Performance* domain was evaluated the least domain students were dissatisfied with. This was proved by the highest total mean given to the domain 2.61, indicating a relatively-moderate degree. Nearly all degree types (i.e., Very Low, Low, Mid, and High, only in Item 10 sub-sections) were noticed through the analyses of the domain's ten items, and the obtained means ranged from 1.65 (Item 8) to 3.25 (Item 10, as an average to its underlying items). Table 4.20 gives a clear picture of descriptive statistics regarding this domain.

Table 4.20: Students' program evaluation results across Domain D, assessment and student performance

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
1	9	14.7	10	16.4	6	9.8	17	27.9	19	31.1	2.56	1.46	Low
2	8	13.1	7	11.8	5	8.2	21	34.4	20	32.8	2.38	1.39	Low
3	7	11.8	6	9.8	4	6.5	18	29.5	26	42.6	2.18	1.38	Low
4	4	6.5	3	4.9	3	4.9	20	32.8	31	50.8	1.83	1.16	Low
5	13	21.3	15	24.6	6	9.8	13	21.3	14	22.9	3.00	1.50	Mid
6	8	13.1	11	18.0	9	14.7	16	26.2	17	27.9	2.62	1.40	Mid
7	2	3.3	3	4.9	3	4.9	19	31.1	34	55.7	1.69	1.01	V. Low
8	2	3.3	1	1.6	4	6.5	21	34.4	33	54.1	1.65	0.93	V. Low
9	1	1.6	2	3.3	6	9.8	22	36.0	30	49.2	1.72	0.90	V. Low
10*											3.25	0.50	Mid

<i>Quiz</i>	24	39.3	19	31.1	2	3.3	9	14.7	7	11.5	3.72	1.42	High
<i>Mid-term</i>	17	27.9	15	24.6	4	6.5	14	22.9	11	18.0	3.21	1.52	Mid
<i>Final</i>	16	26.2	13	21.3	6	9.8	10	16.4	16	26.2	3.04	1.58	Mid
<i>HW/Ass</i>	20	32.8	19	31.1	8	13.1	8	13.1	6	9.8	3.64	1.33	High
<i>Cls Perf</i>	18	29.5	20	32.8	6	9.8	9	14.7	8	13.1	3.50	1.40	High
<i>Prt/Attd</i>	8	13.1	7	11.8	5	8.2	20	32.8	21	34.4	2.36	1.40	Mid
<p><u>Item 1</u>: The teacher gave feedback to me about what I had done and what I still needed to work on.</p> <p><u>Item 2</u>: The teacher gave me sufficient feedback on my performance in the assignments/quizzes/exams.</p> <p><u>Item 3</u>: The marking received was fair.</p> <p><u>Item 4</u>: The quiz/exam results demonstrated my actual proficiency and ability to use English.</p> <p><u>Item 5</u>: The teacher set out the assessment criteria before the tests.</p> <p><u>Item 6</u>: Homework /assignments were relevant to the course aims.</p> <p><u>Item 7</u>: Interaction between students was assessed.</p> <p><u>Item 8</u>: The teachers chose different materials or activities in order to assess my language ability and skills.</p> <p><u>Item 9</u>: My language skills have been correctly evaluated in the course.</p> <p><u>Item 10*</u>: The following assessment tools were effective in assessing our performance on the English language throughout the courses (General-English and specialty courses).</p>													

The students were dissatisfied with Items 7 (1.69), 8 (1.65), and 9 (1.72) as they showed high disagreement percentages that included 87%, 88.5% and 85% given to each item, respectively. As such, they were not satisfied with the teachers' choice of materials and activities that assessed students' language abilities and skills, their interaction, as well as the teachers' ability to correctly assess students' language skills. Furthermore, the students perceived the assessment procedures used as ineffective to demonstrate their actual proficiency and language ability (Item 4, 1.80), nor did perceive the marking systems used as fair (Item 3, 2.18). Moreover, they considered feedback given by instructors on students' performance in exams, assignments, or quizzes insufficient (Item 2, 2.38), and when given, it did not directly match what students had done and needed to do throughout the courses taken (Item 1, 2.56).

On the other hand, the students seemed to be more satisfied, especially with Items 10 and 5, scoring the total means 3.25 and 3, respectively. When related to Item 10 where students were asked to evaluate the effectiveness of the assessment tools used, Moderate and High degrees were noted from the results of the underlying items. While over 70% of the students were satisfied with quizzes (3.72), only about 25% showed satisfaction with *participation and attendance* (2.36). High satisfaction (64%) was also given to *homework, projects, and assignments* (3.64) and to *class performance* (3.50) with a percentage that approximated 62.5%. Students were satisfied the least with *final exam* (3.04), followed by *mid-term exams* (3.21) with satisfaction percentages that approximated 47.5% and 52.5% given to each, respectively.

#### **4.1.3.1.2 Results of Graduates' Questionnaire**

This section presents the results related to the Graduate Questionnaire under the questionnaire parts, including demographics, program evaluation, needs analysis, and open-ended questions, just like in the Student Questionnaire.

##### **4.1.3.1.2.1 Graduates' Demographics**

The Tourism graduates who participated in the study were 36 in number, comprising 23 (64%) males and 13 (36%) females. As they had graduated lately (i.e., in the past two years), their ages ranged between 22-25 years old. Twenty-one of these graduates (58%) were employed in tourism-related jobs (e.g., travel agents, tour guides, hotel receptionists, etc.), except two who were doing a secretarial job and school teaching. The other fifteen graduates (42%), however, were still unemployed. As related to their use of the English language at both study and work, Table 4.21 gives reference to their responses to the demographic questions 5-8.



Table 4.21: Graduates' perceptions as regards the usefulness of English in Tourism

<b>Question 5: How often did you use English in your study at the University?</b>										
	Always		Sometime s		Once in a while		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
	4	11.11	16	44.4	8	22.22	5	13.89	3	8.33
<b>Question 6: How much do you use English at work?</b>										
	Very much		Much		somewhat		A little		Not at all	
	N	%	N	%	N	%	N	%	N	%
	9	25%	11	30.55	7	19.44	4	11.11	5	13.89
<b>Question 7: How much do you like English in your field of study?</b>										
	Very much		Much		somewhat		A little		Not at all	
	N	%	N	%	N	%	N	%	N	%
	13	36.11	15	41.67	4	11.11	2	5.55	2	5.55
<b>Question 8: How useful is English to your field of study/work?</b>										
	Very useful		Useful		Somewhat useful		A little useful		Not useful at all	
	N	%	N	%	N	%	N	%	N	%
	8	22.22	22	61.11	3	8.33	2	5.55	1	2.78

The table shows that the graduates did sometimes use the English language in their university study with a percentage of less than 45%. However, only 11% said that they used the English language in their study all the time. While approximately 20% answered *Somewhat* to this question, around 14% claimed that they did not use the language at all. Increasingly, when asked about how much they liked English in their field of study, around 78% of the graduates liked English much in their study, compared to those who liked it a little or did not like it at all, both taking the same percentage of less than 6%. Furthermore, they perceived the language as useful in their study and work with a high agreement percentage that exceeded 83%.

#### 4.1.3.1.2.2 Graduates' Program Evaluation Results

Just like what has been done in the analysis of the Student Questionnaire, the results of the Graduate Questionnaire were presented in relation to the evaluation domains

and sub-domains. These domains were *Course Aims and Objectives*, *Course Contents and Materials*, *Course Conduct/Teaching-learning Process*, *Assessment and Student Performance* and *General Questions/Comment* (open-ended questions).

The first four domains (closed-ended related questions) were quantitatively analyzed in terms of descriptive statistics (i.e., means, standard deviations, numbers, percentages and dis/agreement degree), whereas the last domain was commentary in nature and was dealt with qualitatively. As related to the closed-ended domains A-D, the results revealed that the graduates did not perceive the program (i.e., General-English and Specialty courses) offered at the Tourism Department effective in meeting the graduates' and students' needs as regards Tourism English. This was clearly indicated by the total mean of the four domains, which did not exceed 2.20, representing a high dissatisfaction level across the domains.

The graduates perceived *Course Content and Materials* as the first domain that they were mostly dissatisfied with, obtaining the lowest mean (1.87). Next, they expressed their disagreement with the curriculum's effectiveness as regards *Courses' Aims and Objectives*, with the second lowest mean (1.92) which represents a low satisfaction level. *Course Conduct/Teaching-Learning Process* came third with a total mean of 2.39, followed by *Assessment and Student Performance*, being perceived as the last in the list as indicated by the highest mean (2.61) and its moderately-agreed upon degree. Table 4.22 indicates the results across all domains.

Table 4.22: Graduates' program evaluation results across domains' total means

No	Domain	Total Mean	St. Dev.	Degree
A	Course Aims and Objectives	1.92	0.39	Low
B	Course Content and Materials	1.87	0.34	Low

<b>C</b>	Course Conduct/Teaching-learning Process	2.39	0.59	Low
<b>D</b>	Assessment and Student Performance	2.61	0.68	Mid
	Total Domain Mean	2.20		LOW

### Analysis of Domain A, Course Aims and Objectives

In this domain, it is intended to gather data from the graduates as related to their perceptual evaluation of the curriculum offered in terms of language skills development. Table 4.23 gives a closer look at the results of the graduates' perceptions across all language skills.

Table 4.23: Graduates' results across language skills

<b>Domain A (Aims and Objectives)</b>				
<b>No</b>	<b>Skill</b>	<b>Total Mean</b>	<b>St. Dev.</b>	<b>Degree</b>
<b>1</b>	Listening	1.88	0.19	Low
<b>2</b>	Speaking	1.68	0.33	Very Low
<b>3</b>	Reading and Vocabulary	2.32	0.42	Low
<b>4</b>	Writing	1.90	0.23	Low
<b>5</b>	Grammar	1.96	0.61	Low
	Total Skills Mean	1.95	0.36	LOW

The given table provides clear evidence that the graduates were also dissatisfied with the curriculum as they found it ineffective in developing their English language skills, especially those that are mostly used in the tourism field. This was proved by the low total mean of all skills, which approximated 1.95, as well as by the low means each skill scored. Of course, Speaking was perceived as the least developed skill as a result of the curriculum intervention, obtaining 1.68, the least total mean across its related items. Moreover, the graduates ranked Listening as the second skill they were dissatisfied with (1.88), followed by Writing (1.90), Grammar (1.96), and finally Reading and Vocabulary (2.32).

The listening skill included 8 items each of which sought to address the graduates' perceptions in terms of skill-related issues such as using various listening strategies (Item 1), describing events detailed in listening (Item 3), identifying voices and situations (Item 4), making short notes and comments on a listening text (Item 6), to name a few. Table 4.24 shows a detailed analysis of the listening skill items.

Table 4.24: Graduates' results across the listening skill items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
1	4	11.11	2	5.55	1	2.78	12	33.33	17	47.22	2.00	1.33	Low
2	3	8.33	3	8.33	2	5.55	15	41.67	13	36.11	2.11	1.24	Low
3	1	2.78	4	11.11	2	5.55	18	50	11	30.55	2.05	1.04	Low
4	2	5.55	1	2.78	3	8.33	11	30.55	19	52.78	1.78	1.10	V. Low
5	1	2.78	3	8.33	5	13.89	13	36.11	14	38.89	2.00	1.07	Low
6	1	2.78	0	0	4	11.11	15	41.67	16	44.4	1.75	0.87	V. Low
7	2	5.55	3	8.33	1	2.78	10	27.78	20	55.55	1.81	1.19	Low
8	1	2.78	1	2.78	2	5.55	8	22.22	24	66.67	1.53	0.94	V. Low

Item 1: Use a variety of listening strategies to understand texts and listen for information and gist.  
Item 2: Become familiar with the various types of listening tests including questions about pictures, dialogues, short conversations.  
Item 3: Listen and then describe the events detailed in short dialogues, articles and stories in sequences.  
Item 4: Identify a variety of different voices, situations and characters from short dialogues, articles and stories.  
Item 5: Understand and note the stress, tone and intonation from a word or a sentence.  
Item 6: Make short written comments on a text while I am listening to it.  
Item 7: Understand and respond to simple instructions and commands.  
Item 8: Listen extensively to the radio, TV stations, movies, songs, etc. ..., and understand them.

All items within this table were regarded as Low and Very Low as indicated by their low means and high dissatisfaction percentage levels. The graduates were unable to listen extensively to the media-related channels and understand them because approximately 89% showed their disagreement level to Item 8, and thus scoring the lowest mean obtained (1.53). Their high dissatisfaction also included *Making short written comments while listening* (1.75) followed by Item 3 (*Listen and describe*

*events detailed in listening*) with the third lowest mean (1.78). They also had difficulty in *Responding to simple instructions* (1.81), *Using various strategies to understand what they listen to* (2.00), *Understanding and noting the rhythmic patterns (i.e., stress, tone, intonation) of words and sentences* (2.00). Other items were also perceived as low, but with varying degrees, all of which showed the graduates' complete dissatisfaction with the development of the listening skill as used in Tourism and as a result of the curriculum intervention.

Similarly, speaking was even degraded more than Listening as indicated by item total and item-based means. Within the items 9-15, the graduates (more than 91%) expressed their highest dissatisfaction, especially with their ability to *speak accurately with connected speech, and without hesitation, repetition, and self-correction. Feeling confident while speaking to others* was the second greatest difficulty with a high dissatisfaction percentage that approximated 89% representing the second lowest mean (1.44). Great difficulty was also perceived in their ability to talk appropriately in different situations and contexts as this item scored a lower mean of 1.47. Table 4.25 shows the related analysis according to the speaking skill.

Table 4.25: Graduates' results across the speaking skill items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>9</b>	1	2.78	2	5.55	1	2.78	6	16.67	26	72.22	1.50	1.00	V. Low
<b>10</b>	3	8.33	2	5.55	3	8.33	17	47.22	11	30.55	2.14	1.17	Low
<b>11</b>	2	5.55	3	8.33	4	11.11	15	41.67	12	33.33	2.11	1.14	Low
<b>12</b>	0	0	1	2.78	1	2.78	12	33.33	22	61.11	1.47	0.70	V. Low
<b>13</b>	1	2.78	2	5.55	1	2.78	15	41.67	17	47.22	1.75	0.97	V. Low
<b>14</b>	0	0	1	2.78	2	5.55	5	13.89	28	77.78	1.33	0.72	V. Low
<b>15</b>	1	2.78	0	0	3	8.33	6	16.67	26	72.22	1.44	0.88	V. Low
<p><u>Item 9:</u> Participate in discussions and in role-plays such as for example, real-life tourism events and situations.</p> <p><u>Item 10:</u> Use English words correctly.</p> <p><u>Item 11:</u> Ask and respond to questions appropriately.</p> <p><u>Item 12:</u> Talk appropriately in different situations and contexts.</p>													

Item 13: Take part in conversations and participate in discussions.  
Item 14: Speak at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.  
Item 15: Feel confidence when I speak English to others.

The previous table also indicates the graduates' complete dissatisfaction across all items. With varying degrees and means, although low, they had other difficulties in *participating in tourism-related situational discussions and role-plays (1.50)*, *taking part in conversations (1.75)*, *asking and responding to questions appropriately (2.11)*, and finally *using English words correctly (2.14)*.

Reading and Vocabulary, on the other hand, was moderately perceived, being the last skill with which the graduates were dissatisfied and with a total mean of 2.32. Along with the skill's items 16-20, the graduates were highly dissatisfied with their ability to build up vocabulary through contexts as over 80% showed their disagreement to Item 18, and consequently, having the lowest mean obtained (1.83). On the contrary, they seemed to have a little difficulty with answering comprehension questions following a reading text, as more than 47% showed their total agreement to Item 20. Other items under this skill (e.g., Items 17, 16, and 19) were given low degrees expressed by their low means that reached 2.11, 2.28, and 2.42, given to each item, respectively. This analysis is clearly indicated in Table 4.26.

Table 4.26: Students' results across the Reading and vocabulary skill items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>16</b>	3	8.33	5	13.89	2	5.55	15	41.67	11	30.55	2.28	1.28	Low
<b>17</b>	2	5.55	4	11.11	3	8.33	14	38.89	13	36.11	2.11	1.19	Low
<b>18</b>	1	2.78	2	5.55	4	11.11	12	33.33	17	47.22	1.83	1.03	Low
<b>19</b>	4	11.11	4	11.11	3	8.33	17	47.22	8	22.22	2.42	1.27	Low
<b>20</b>	7	19.44	10	27.78	1	2.78	11	30.55	7	19.44	2.97	1.48	Mid

Item 16: Interpret and think about what I read.

<u>Item 17</u> : Use a variety of reading strategies to understand texts and recognize vocabulary, such as scanning, skimming, and guessing the meaning from context.
<u>Item 18</u> : Build up vocabulary through contexts.
<u>Item 19</u> : Identify the difference between main ideas and topic sentences in a text.
<u>Item 20</u> : Answer comprehension questions following the reading of a text.

As Writing ranked third as the most dissatisfactorily-perceived skill with a total mean of 1.90, its items 21-25 were all given low degrees represented by the low means and high disagreement percentages, both ranging from 1.61- 2.14 and 69.5% - 89%. Table 4.27 gives reference to the analysis of items under this skill.

Table 4.27: Graduates' results across the writing skill items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>21</b>	2	5.55	3	8.33	1	2.78	14	38.89	16	44.44	1.92	1.16	Low
<b>22</b>	3	8.33	3	8.33	5	13.89	10	27.78	15	41.67	2.14	1.29	Low
<b>23</b>	1	2.78	1	2.78	2	5.55	15	41.67	17	47.22	1.72	0.91	V. Low
<b>24</b>	0	0	1	2.78	3	8.33	13	36.11	19	52.78	1.61	0.77	V. Low
<b>25</b>	3	8.33	1	2.78	5	13.89	15	41.67	12	33.33	2.11	1.17	Low

<u>Item 21</u> : Write topic sentences, supporting and concluding sentences
<u>Item 22</u> : Write a draft of a paragraph
<u>Item 23</u> : Use adequate vocabulary in writing
<u>Item 24</u> : Recognize and deploy basic writing skills
<u>Item 25</u> : Produce grammatically correct sentences

According to this table, the graduates were dissatisfied the most with their ability to *recognize and deploy basic writing skills*, which was proved through the lowest mean score obtained (1.61) and the high disagreement percentage (89%). They were not also satisfied with their ability to use adequate vocabulary in writing, considering it the second difficulty with a mean score of 1.72, followed by *writing topic, supporting, and concluding sentences* (1.92), *producing grammatically correct sentences* (2.11), and finally *writing a draft of a paragraph* (2.14).

Like the previous skills, grammar was also given a low degree in this evaluation as perceived by the graduates, and with a total mean of 1.96 across the skill items. The four underlying items 26-29 varied in their degrees (i.e., Very Low, Low, and Mid) with a mean range of 1.42-2.81. Importantly, the graduates were completely dissatisfied with their ability to use a variety of grammatical structures appropriately in communication and in writing, both obtaining the lowest means (1.42 and 1.67) and the highest dissatisfaction percentages (94.5% and 83%) given to each. Whereas they had difficulty in identifying and correcting grammatical errors (2.81), it was more difficult for them to produce correct sentences using present and past tenses (1.94). Table 4.24 presents the analysis related to the items of this skill.

Table 4.28: Graduates' results across the grammar items

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
26	2	5.55	2	5.55	4	11.11	12	33.33	16	44.44	1.94	1.15	Low
27	6	16.67	8	22.22	2	5.55	13	36.11	7	19.44	2.81	1.43	Mid
Item 28	1	2.78	3	8.33	2	5.55	7	19.44	23	63.89	1.67	1.10	V. Low
29	1	2.78	0	0	1	2.78	9	25	25	69.44	1.42	0.81	V. Low

Item 26: Produce correct sentences by using present and past tenses.  
Item 27: Identify and correct grammatical errors.  
Item 28: Apply what I have learned, for example, use a variety of grammatical structures correctly in writing.  
Item 29: Use a variety of grammatical structures appropriately in verbal communication.

### Analysis of Domain B, Course Contents and Materials

The graduates perceived this domain as the most dissatisfying s when they were asked whether the program (GE and Specialty courses) helped them develop their TE abilities and thus meet their needs. This high dissatisfaction level came because of the low score of the domain's total mean (1.87) as well as the domain items' means, which were all Low/Very Low. Table 4.29 shows the results related to the domain's 13 items except for Item 10 which is later analyzed in a separate table.



Table 4.29: Graduates' program evaluation results across Domain B, Content and materials

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
1	3	8.33	5	13.89	4	11.11	13	36.11	11	30.55	2.33	1.29	Low
2	1	2.78	1	2.78	2	5.55	12	33.33	20	55.55	1.64	0.93	V. Low
3	2	5.55	1	2.78	1	2.78	15	41.67	17	47.22	1.78	1.05	V. Low
4	0	0	2	5.55	2	5.55	19	52.78	22	61.11	1.55	0.84	V. Low
5	1	2.78	0	0	3	8.33	7	19.44	25	69.44	1.47	0.88	V. Low
6	3	8.33	4	11.11	4	11.11	11	30.55	14	38.89	2.19	1.31	Low
7	0	0	1	2.78	0	0	23	63.89	12	33.33	1.72	0.61	V. Low
8	2	5.55	2	5.55	4	11.11	9	25	19	52.78	1.86	1.17	Low
9	1	2.78	3	8.33	1	2.78	15	41.67	16	44.44	1.83	1.03	Low
10*											2.09	0.41	Low
11	1	2.78	2	5.55	1	2.78	14	38.89	18	50	1.72	0.97	V. Low
12	2	5.55	0	0	2	5.55	17	47.22	15	41.67	1.81	0.98	Low
13	1	2.78	0	0	2	5.55	6	16.67	27	75	1.39	0.84	V. Low

Item 1: The overall design of activities (pictures, charts, tables, layout) in the course books was satisfactory to learn English as used in tourism.

Item 2: The course materials provided me with what I needed to know and do as regards Tourism English.

Item 3: The materials covered were appropriate as regards, for example, pace, interaction pattern and the sequence in acquiring English language skills used in tourism.

Item 4: The materials covered were appropriate as regards, for example, tourism content and mood, source of cultural information and interest.

Item 5: The materials corresponded to the course objectives and students' needs.

Item 6: The content of the course materials were presented coherently.

Item 7: I had no difficulty in following the course materials as they were mostly related to tourism.

Item 8: The courses provided sufficient tourism-related content that sought to improve my Tourism English skills and abilities.

Item 9: The tasks and exercises in the course materials were effective in improving my Tourism English skills and abilities.

Item 11: The course content and materials served to improve my skills and abilities in the English language used in tourism.

Item 12: The topics covered were very interesting and mostly relevant to daily tourism and were thus easier to understand, remember and use as part of my Tourism study.

Item 13: The content and materials did not allow for sufficient opportunity to practice English as used in tourism.

All items within this domain were given low degrees with a low mean range of 1.39-2.33. Item 13 received the highest dissatisfaction level (lowest mean, 1.39) as approximately 92% of the graduates indicated that they were not happy with what the content and materials provided them as regards the opportunity to practice English as

used in Tourism. Complete dissatisfaction was also noted in their perceptions, especially with those items related to materials' appropriateness and coverage. For example, while 89% of the graduates indicated that the content of the materials did not correspond to the courses' objectives and students' needs (1.47), they again stated that the materials covered in the program were not appropriate as regards tourism content and mood, interest and cultural information (1.55). Moreover, the materials did not provide the graduates with what they needed to know and do as regards Tourism English (1.64). In addition, the graduates disagreed on having no difficulty in following the course materials, clearly because mostly they were not related to Tourism English (1.72).

The materials were negatively evaluated in terms of their appropriateness in providing pace, interaction pattern or sequence in acquiring English language skills as used in the tourism field (1.78). With varying degrees in means, all other items were perceived as low in degree, with the highest mean (2.33) given to Item 1 representing the lowest disagreement level. As for Item 10 which asks about the materials' contribution to the graduates' Tourism-English development across language skills, Table 4.38 indicates that the graduates perceived all skills as low except *Grammar* which was relatively moderate. It is again the speaking skill that was negatively perceived with the lowest mean (1.47) and the highest dissatisfaction percentage (94.4%). *Listening* came second with a mean of 2.08 followed by *Reading and Vocabulary* and *Writing* with total means of 2.11 and 2.17.

Table 4: 30: Analysis of Item 10\* Content and materials and skills development

Item 10: All the activities and materials used in classes contributed to the development of my Tourism English proficiency in the following areas:													
Item No 10	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>Listen</i>	3	8.33	2	5.55	3	8.33	15	41.67	13	36.11	2.08	1.20	Low
<i>Speak</i>	1	2.78	0	0	1	2.78	11	30.55	23	63.89	1.47	0.81	V. Low
<i>Read/Vcb</i>	2	5.55	4	11.11	1	2.78	18	50	11	30.55	2.11	1.14	Low
<i>Writ</i>	2	5.55	2	5.55	4	11.11	20	55.55	8	22.22	2.17	1.03	Low
<i>Gram</i>	5	13.89	7	19.44	3	8.33	11	30.55	10	27.78	2.61	1.44	Mid

### Analysis of Domain C, Course Conduct/Teaching/Learning Process

*Course Conduct/Teaching-learning Process* ranked third within the Program Evaluation domains as it scored the third lowest mean of 2.39. Degrees of the domain's 11 items greatly varied between *Very Low* (Items 3 and 8), *Low* (Items 1, 2, 7, 9, and 11), and *Moderate* (Items 4, 5, 6, and 10). The results revealed that more than 83% of the graduates did not use only English in class (1.69). Neither the teachers presented the tasks in an enthusiastic and interesting way (1.72), nor the teaching methodologies used were helpful in improving the graduates' Tourism English-related skills. Table 4.31 shows to the analysis within this domain.

Table 4.31: Graduates' program evaluation results across Domain C, Conduct and Teaching/Learning Process

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>1</i>	5	13.89	4	11.11	5	13.89	12	33.33	10	27.78	2.50	1.38	Low
<i>2</i>	3	8.33	4	11.11	4	11.11	16	44.44	9	25	2.33	1.22	Low
<i>3</i>	1	2.78	3	8.33	2	5.55	8	22.22	22	61.11	1.69	1.09	V. Low
<i>4</i>	8	22.22	9	25	3	8.33	10	27.78	6	16.67	3.08	1.46	Mid
<i>5</i>	7	19.44	5	13.89	5	13.89	9	25	10	27.78	2.72	1.50	Mid
<i>6</i>	6	16.67	13	36.11	5	13.89	7	19.44	5	13.89	3.22	1.33	Mid
<i>7</i>	2	5.55	1	2.78	6	16.67	7	19.44	20	55.55	1.83	1.16	Low
<i>8</i>	1	2.78	0	0	4	11.11	14	38.89	17	47.22	1.72	0.88	V. Low
<i>9</i>	3	8.33	3	8.33	2	5.55	16	44.44	12	33.33	2.14	1.22	Low
<i>10</i>	11	30.55	8	22.22	1	2.78	9	25	7	19.44	3.19	1.58	Mid
<i>11</i>	1	2.78	4	11.11	2	5.55	13	36.11	16	44.44	1.92	1.11	Low

Item 1: The teacher used different ways to group students in the classroom (pair work, group work, individual work and whole-class work).

Item 2: The teacher used only English in class.  
Item 3: I used only English in class.  
Item 4: The teacher set up rules, and routines were clear.  
Item 5: The teacher checked the students' learning and made sure all the students were taking part in the activities.  
Item 6: The teacher gave equal attention to all students in the class.  
Item 7: The teaching methodologies were helpful and effective in improving my English skills.  
Item 8: The teacher presented tasks in an interesting and enthusiastic way which made the tasks seem achievable to the students.  
Item 9: The teacher increased the students' self-confidence in language learning.  
Item 10: When needed, the teacher was available for guidance and advice.  
Item 11: Technological aids were used in the teaching process and they facilitated the delivery of courses.

Based on the results in Table 4.27, it is possible to say that the graduates moderately perceived some items as positive, especially Items 6 and 10. For example, approximately 53% agreed that teachers gave equal attention to all students in the class (3.22), and they (teachers) also provided students with guidance and advice once needed (3.19). Furthermore, although over 47% satisfactorily indicated that teachers' set up rules and routines were clear, around 80.5% asserted that the technological aids used in the teaching/learning process were not satisfactory enough to facilitate the delivery of courses, and thus help improve their TE proficiency.

#### **Analysis of Domain D, Assessment and Student performance**

Across the Program Evaluation-related domains, *Assessment and Student Performance* ranked last with a total mean of 2.61 which represents a relatively-moderate degree. Most of the items within this domain varied in their degrees with a total mean range of 1.75 - 3.22, both given to Items 7 and 10 (Item 10 has 6 sub-items). Around 50% of the graduates positively indicated that the course teachers set out the assessment criteria before the tests (2.94), but most (78%) perceived these criteria as ineffective in assessing the interaction between students (1.75). The results also revealed that the graduates stated that the exams and quizzes did not

demonstrate their actual proficiency and ability to use English (1.81) and that their language skills had not been correctly evaluated during the courses (1.89). There was a little relevance of the assignments and homework to the course aims (2.06), and the teachers were found to give little and insufficient feedback on the graduates' performance in the assignments and quizzes (2.08), despite indicating that the marking received was fair (2.69). Table 4.32 shows the analysis of all items within this domain.

Table 4.32: Graduates' program evaluation results across Domain D, Assessment and Student performance

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>1</b>	5	13.9	4	11.1	4	11.1	12	33.3	11	30.5	2.44	1.40	Low
<b>2</b>	3	8.3	2	5.5	3	8.3	15	41.7	13	36.1	2.08	1.20	Low
<b>3</b>	6	16.7	4	11.1	7	19.4	11	30.5	8	22.2	2.69	1.39	Mid
<b>4</b>	0	0	2	5.5	5	13.9	13	36.1	16	44.4	1.81	0.89	Low
<b>5</b>	9	25	5	13.9	4	11.1	11	30.5	7	19.4	2.94	1.51	Mid
<b>6</b>	1	2.8	3	8.3	9	25	7	19.4	16	44.4	2.06	1.15	Low
<b>7</b>	2	5.5	1	2.8	5	13.9	6	16.7	22	61.1	1.75	1.16	V. Low
<b>8</b>	3	8.3	4	11.1	2	5.5	12	33.3	15	41.7	2.11	1.30	Low
<b>9</b>	1	2.8	1	2.8	8	22.2	9	25	17	47.2	1.89	1.04	Low
<b>10*</b>											3.22	0.52	Mid
<b>Quizz</b>	11	30.5	14	38.9	4	11.1	2	5.5	5	13.9	3.67	1.35	High
<b>Mid-term</b>	9	25	12	33.3	4	11.1	5	13.9	6	16.7	3.36	1.44	Mid
<b>Final</b>	5	13.9	13	36.1	3	8.3	7	19.4	8	22.2	3.00	1.43	Mid
<b>HW/ Ass</b>	6	16.7	10	27.8	5	13.9	6	16.7	9	25	2.94	1.47	Mid
<b>Cls Perfo</b>	16	44.4	11	30.5	1	2.8	5	13.9	3	8.3	3.89	1.35	High
<b>Pat/ Attd</b>	5	13.9	4	11.1	6	16.7	9	25	12	33.3	2.47	1.42	Low

**Item 1:** The teacher gave feedback to me about what I had done and what I still needed to work on.  
**Item 2:** The teacher gave me sufficient feedback on my performance in the assignments/quizzes/exams.  
**Item 3:** The marking received was fair.  
**Item 4:** The quiz/exam results demonstrated my actual proficiency and ability to use English.  
**Item 5:** The teacher set out the assessment criteria before the tests.  
**Item 6:** Homework /assignments were relevant to the course aims.  
**Item 7:** Interaction between students was assessed.  
**Item 8:** The teachers chose different materials or activities in order to assess my language ability and skills.  
**Item 9:** My language skills have been correctly evaluated in the course.  
**Item 10\*:** The following assessment tools were effective in assessing our performance on the English language throughout the courses (General-English and specialty courses).

As for Item 10 which asks about which assessment tools were effective in assessing their language performance throughout the courses (i.e., GE and Specialty courses), the table indicates that the graduates considered *Class Performance* as the most effective assessment tool with the highest mean scored (3.89). They ranked *Quizzes* the second (3.67) followed by *Mid-term Exams* (3.36) and *Final Exam* (3.00). Homework and Assignments came next with a total mean of 2.94, whereas Participation and Attendance were perceived as the least effective assessment tool with the lowest mean score (2.47).

#### **4.1.3.1.3 Students' and Graduates' Responses to Open-ended Questions**

This part presented the results as related to the responses of both students and graduates to the open-ended questions in the questionnaire. It analyzed and tabulated their verbal input in response to each question separately. All questions handled the two stages, namely, program evaluation and needs analysis.

##### **4.1.3.1.3.1 Ways to improve the curriculum offered**

Over 36% of the students and 56% of graduates offered suggestions in connection with how to improve the program (i.e., six GE and Specialty courses). The responses showed that both students and graduates were dissatisfied with what the program offered them in relation to their English language abilities. Their utterances in response to this improvement-based question revealed that most of them wanted modifications to take place into the courses in terms of what and how they were taught. Table 4.33 gives some samples of the students' and graduates' responses as regards the way in which the curriculum could be improved.

Table 4.33: Students' and graduates' suggestions to improve the curriculum

<i>Q1. In what way(s) could the curriculum offered (General-English and Specialty courses) be improved?</i>	
<b>Students' Responses</b>	<b>Graduates' Responses</b>
"Making it more dynamic and helpful to us as we learn to communicate and use the language in Tourism"	"I don't really know, but I believe a special course that focuses on English for Archaeology and Tourism is a good start to improve."
"I want to feel a match between what I take and what I expect to learn and do. I want to do better in my study and get a good job in my field."	"Change the teaching methodologies and add new things like activities or tasks that are related to Tourism communication"
"We need something to build up our knowledge upon and put this knowledge in English as we communicate with others in the tourism field."	"The curriculum should have some improvements, especially in the way it offers courses and how useful these courses to help students capture the skills and functions needed in Tourism and Archaeology."
"Reduce the amount of what is taught to give time for practice. Time is short to take all things."	"Emphasis should be kept on how to use language to express and talk, not on only knowledge of both terms and structures."
"Change the teaching focus from being on grammar and vocabulary to being on communication."	"Enough for grammar and structure. General English courses should help us to communicate and express ourselves when we talk, describe, summarize, and discuss as part of the specialty courses."
"There must be a change; a link between GE and Specialty courses should be addressed, a course in between, for example. "	"Supplementary materials are needed to foster communication and practice. Textbooks are sometimes so boring."

Table 4.33 showed that the responses of both students and graduates were similar as they approximately produced related suggestions to improve the curriculum offered. These suggestions mostly seemed to indicate their needs especially those related to having a special Tourism-English course and/or making improvement in the addressed courses in their content, pace and methodology.

#### **4.1.3.1.3.2 Students' and Graduates' Expectations**

When asked about whether the courses offered as part of the curriculum addressed what they had expected, the students' and graduates' responses were almost negative.

This was indicated by most of the written comments they provided in connection with the question asked. Table 4.34 gives some examples of their responses.

Table 4.34: Students' and Graduates' negative responses as regards course expectation

<i>Q2. Were these courses what you expected them to be? Why? Why not?</i>	
<b>Students' Responses</b>	<b>Graduates' Responses</b>
"No, I expected them to add something to my English proficiency. They added some knowledge but did not add much to the skills."	"To some extent, yes. Some GE topics were helpful but we had less opportunity to use the related language to work out tasks and fulfill functions on a communicative basis."
"No, because there's less focus on the English used in tourism communication."	"I expected to have an equal opportunity to talk and practice. Classes were mostly crowded, especially in GE courses as all university students take them."
"Instructors mostly focused on teaching grammar rules and vocabulary usage. Maybe it was because of the large numbers of students in each class."	"Unfortunately not. We learned grammar and some vocabulary from the GE courses, and we were doing translations for Tourism and Archaeology-related readings in the Specialty courses."
"If I compare before and after the course, there is not a match. I later discovered that what is written cannot be easily achieved."	"I expected to see, observe, watch, and participate in pairs and groups to solve a problem or a task. Actually, I had done a few of these."
"In these courses, we expected to use language as a tool, not as a course to be examined in and skip to the other. Besides, Arabic is used in classes."	"With these courses, I expected to be proficient enough, but I'm not. This is so disappointing and depressing."

These written responses revealed the students' and graduates' general dissatisfaction with the courses (i.e., GE courses and Specialty courses) as they did not address what both groups had expected in terms of aims and objectives, teaching methodologies, skills development, opportunities for learning and practice, and class size. Some gave a reason for handling classes this way; that is, having a large number of students in classes may have decreased the opportunity for practice and obliged instructors to use the traditional teaching methodologies such as grammar, vocabulary lists and terminology and text translation. They also pinpointed that contents and materials



had little focus on the English language used in Tourism communication. In general, both the students and the graduates perceived the courses as ineffective in preparing them for the language level they had expected.

#### 4.1.3.1.3.3 Students' and graduates' unmet needs

A number of 32 students (52.5%) and 27 graduates (75%) responded to the question related to needs, and more than 93% of the responses obtained from both groups were negative. Despite indicating that their needs were often met in terms of sufficient knowledge, neither students nor graduates were satisfied with what these courses offered them in terms of skills, language communicative ability and proficiency in TE use. Samples of the participants' written responses in relation to their TE needs are displayed in Table 4.35.

Table 4.35: Students' and Graduates' negative responses as regards their unmet needs

<i>Q3. Do you think these courses met your needs as regards Tourism English? Why? Why not?</i>	
<b>Students' Responses</b>	<b>Graduates' Responses</b>
The teaching materials, especially those of GE, had little to present and teach in relation to Tourism. Specialty courses teach tourism and archaeology terms, so we need to translate and know them for our study.	Materials and teaching methodologies did not facilitate communication in the tourism field.
I am weak in English although I took many courses. I wish I could use English to communicate in Tourism. That is cool when you know how to talk to tourists and describe civilizations. At least, you can easily get the job you desire in the field.	I do not think so, as I cannot use English to speak about tourism. I know many words, terms and English structures, but they did not help much in communication.
I guess we are prepared for study and examinations. We did many things as part of practice, but we did not use English as needed in Archaeology and Tourism.	Not to that level I expected. Many things were supposed to be done to raise our language level to talk in every life domain, including Tourism.
The courses did not meet my needs, and I am going to take a special English course on tour guiding after graduation Insha'Allah. This is my plan to get a job and not to wait longer.	Perhaps, my needs were met when we talk about knowledge, but not skills and communication. If I were good at communication, I would not be without a job until now.
I needed to speak and talk using English to express who I am in the field and what my field entails. Unfortunately, I cannot do this till now.	My knowledge is good, and it helped me a lot at work, but I find difficulty in expressing it in English. I could

	have been better at my job if my Tourism-English needs had been met.
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Most of the justifications that both the students and the graduates provided regarding many issues, most of which were in line with each other. At first, they addressed the mismatch between the GE courses and the specialty courses by indicating that while GE courses had little to present as regards Tourism-English, the specialty courses heavily focused on English terminology and related reading texts. The responses again revealed that both course types did not facilitate functional communication in Tourism and Archaeology in terms of goals, content, presentation, and teaching methodologies. Such a thing might have made these students and graduates clearly address their unsatisfying proficiency levels and their weak opportunities for getting a job accordingly. The students and graduates reported that their needs were not met as they could not use English for tourism at the expected level that would better help them to find the tourism-related job they desired.

#### **4.1.3.1.3.4 Students' and graduates' views on course connection**

When asked about their opinions of whether the six courses should be designed to complement other courses within the curriculum, both the students and the graduates were positive in their responses. Despite the fact that only 32 participants (13 students and 19 graduates) commented on this question, what they wrote as response clearly addressed the mismatch found between these courses, and emphasized the need for making them complement each other. Table 4.36 presents a sample of these responses.

Table 4.36: Students' and graduates' responses as regards course connection

<i>Q4. Should these courses be designed to complement other training courses of the curriculum?</i>	
<b>Students' Responses</b>	<b>Graduates' Responses</b>
Certainly yes, ideas from all courses should be related and be communicated in English. Therefore, the language course should be in harmony with other courses given in the curriculum.	Instead of three GE courses, a course that specializes in teaching the type of English used in Tourism would help better. We would feel a match that the GE courses prepare students for Tourism English and in some way are linked to other courses given.
They should match together and take topics from each other.	Yes, they should be in line for better usefulness in both having the knowledge and using language. There is a great mismatch.
Teaching grammar in isolation is not helpful for us when we study Tourism. We cannot use English only to fulfill grammatical accuracy and communicate specialty terms. We should use language to communicate the knowledge we gain from all courses.	I am with the idea that the three GE courses should include specialty topics, and the specialty courses should facilitate using language as a tool for study and future work in the field.
I think the Department should call for this match between the GE and the specialty courses. We need some changes that would be more useful to us when we graduate.	They should look for a solution. I wanted to study more tourism topics in the GE courses. They would have helped me in using that special English.
The courses helped me just a little in improving my English; of course, not Tourism English.	There is a big gap between the courses... the big gap between grammar and terminology teaching and Tourism communication teaching.

From these comments, it is noted that these courses should complement each other in terms of both content and skills to improve students' proficiency in using English for tourism. Both the students and the graduates indicated the gap between the General-English and Specialty courses as both course types did not add much to develop their communicative abilities in their field of study and work. Instead, the courses seemed to prepare students to have knowledge of both terminology and grammar rules and to develop the skills of reading and translating specialist texts, memorizing the important vocabulary items and terminologies, and identifying and using correct grammatical structures in sentences. Put simply, the students and graduates perceived this overlap to happen when the GE courses include considerable Tourism content

(i.e., topics, functions, skills, tasks, etc.) and when the specialty courses facilitate language use in their teaching methodologies.

#### 4.1.3.1.3.5 Students and graduates and the intended syllabus

Both the students and the graduates were motivated to make comments in response to having a special syllabus that focuses on communication in Tourism and Archaeology. More than 42 (69%) students and 30 (83%) graduates gave positive responses to the question asked, leaving a lot of comments. For example, they said this course would help them to know how to get the job done and add to their English proficiency as they study and work. Table 4.37 gives some samples of the students' and graduates' positive responses.

Table 4.37: Students' and graduates' responses as regards the intended syllabus

<i>Q5. Would any communicative Tourism-English course/syllabus be any help to you in your tourism study and your future work?</i>	
<b>Students' Responses</b>	<b>Graduates' Responses</b>
I need to know how to get the job done in English, so I believe this course will be helpful and interesting as it is new.	Yes, it will be of great help to students. I wish I had one like this now. This would add to my proficiency and help me in the job I am doing.
What a fresh idea! I definitely agree with this course... most welcome.	I think such a course will be a match between the GE courses and the specialty courses.
We need this course as there is not any. At least, we need to try it out since it focuses on communicative English in the Tourism field.	This course seems to prepare students for work. I mean to get a job and perform it well according to the knowledge and skills learned.
The course will help me communicate and use English as part of my study. With such English and a high grade, I can get my dream job.	This will add to students' English proficiency once used for Tourism and Archaeology purposes.
If it is something that raises our motivation for study and work, it is fine with me.	I believe it will help a lot as long as students are exposed to real-life tourism situations where they practice and train themselves in this type of English. Of course, they need it not only for their study but for their future jobs as well.

All of the students and the graduates who commented upon this question generally accepted the idea of introducing a Tourism-English syllabus to be given as a

university course, addressing at the same time, the absence of such course or course syllabus in the university context. Some thought that the course would be the direct match between the GE courses and other specialty courses, more specifically those taught in English. However, their positive attitudes towards such a syllabus were conditioned with some issues such as motivation, interest, emphasis on Tourism communication, opportunities for practice, and ability to develop students' English proficiency and prepare students for better study and work in the tourism field.

#### 4.1.3.1.3.6 Students' and graduates' transferred skills

Less than half of both the students and the graduates responded to the question asking whether they were able to transfer skills and information from the courses. Their responses indicated that they were able to transfer some information and skills from the six above-mentioned courses to other courses within the curriculum. Analysis, translation, and reading were the major skills the students and graduates transferred to other courses. These skills helped them to read, skim, memorize terms, analyze structures, answer questions, understand main ideas of specialist texts, write simple reports and summaries; consequently, do better in their study and examinations. Samples of related comments are given in Table 4.38.

Table 4.38: Students' and graduates' comments as regards transferred skills/information

<i>Q6. Were you able to transfer/use the skills and/or information you have learned from the courses offered into any of the courses in the curriculum?</i>	
<b>Students' Responses</b>	<b>Graduates' Responses</b>
I used several skills such as reading, analyzing and translating texts. Reading helped in writing reports and summaries in other specialty courses. The vocabulary and terms within texts while reading and translating helped me in understanding the main points from any specialist text.	We used to analyze texts using structures and learned vocabulary and terms. Although tourism-related content in GE courses was very little, I think I was able to use the vocabulary and structures in the Specialty courses. Therefore, for 'understanding', my answer is 'yes', but it is 'no' for 'communication'.
It is OK for information, but we did not	I used English to analyze, not to use in

have a greater chance to speak, listen, understand and discuss as part of the courses.	communication.
We did not learn how to make oral presentations in the GE courses. If we did, this would have helped us a lot in using English in the Specialty courses.	I wish I had been provided with the chance to develop my oral skills more in the courses. I am sure I would have done better in other courses and got a higher CGPA that would qualify me for any related job.
I do not feel confident. I want to communicate in English. I cannot review or summarize readings, make presentations, speak about an inscription, for example. I am not accustomed to this although I took some courses in English.	It may be yes for only individual skills such as memorizing, translating, analyzing, understanding main ideas and doing well in examinations.
I had a lot of information from the courses, and this helped me a lot in study and examinations. However, I still need to develop other skills such as speaking so that I can participate and talk in different tourism situations. You can even solve problems with English.	In our profession, we need to describe a lot. This description is done by using English to speak and simply write to describe.

On the other hand, the students and the graduates were not able to transfer other skills, mostly oral, presentation and communicative skills, because as they stated, the courses did not help them much to improve these skills and add something to their proficiency in English as used in Tourism. They both described their proficiency level and communicative ability in English as ‘below expectation’ after taking the six previously-mentioned courses.

#### **4.1.3.1.3.7 Students' and graduates' comments on course usefulness**

Around 60% of the students and 72% of the graduates commented in response to the question of whether the six courses taken added to their Tourism-English proficiency. Nearly all answers indicated that students and graduates believed that the courses added either little or nothing to their Tourism-English proficiency. They explained that most of what they learned represented knowledge of both grammar rules from the GE courses and English subject-matter terminologies acquired from

the Specialty courses. Table 4.39 gives some examples of their comments as regards how useful the courses were.

Table 4.39: Students' and Graduates' comments as regards the usefulness of the six courses

<i>Q7. Did the courses taken in the program really add something to your proficiency in English as used in tourism?</i>	
<b>Students' Responses</b>	<b>Graduates' Responses</b>
It did not. I still cannot pass oral exams or make a presentation in English.	GE courses added a little to my GE proficiency. Specialty courses added some knowledge and skills but not proficiency or language use.
I am not satisfied with my English level in general. The courses did not develop my ability to use English in my field.	We used English in grammar and reading throughout these courses, but we did not use it much to talk and describe how the field of tourism and archaeology is.
We were not taught English for tourism. We were taught English and Tourism as two separate subjects for examinations.	Although English is so important in Tourism, the courses did not add much to develop it. The focus on interaction in tourism was so little.
My speaking, listening and writing skills are too bad. Speaking and doing tourism projects in English is very useful. It makes a person unique.	I am suffering at work because of my limited English. The courses, especially English courses did not help me much although I was very careful in my study.
Truly, I have knowledge of Tourism and Archaeology. I understand people when they speak in English, but I cannot express myself and talk about the knowledge I have. This is demotivating...	Since communicative Tourism-English is not addressed in the curriculum, students' proficiency will stay zero. It is my situation as a graduate of the same curriculum. Again, most of the curriculum courses are taught in Arabic; this leaves no space for developing English as used in Tourism.

Again, the students and the graduates negatively perceived the courses (GE and Specialty courses) as less effective in developing their competence and proficiency level when related to the English used in restricted contexts such as Tourism. Some stated that the courses added nothing to their ability to communicate and use the language in the tourism study and work. They gave reasons for this, some of which are as follows: a) Tourism-English was not addressed in the curriculum, b) there was less focus on communication in the teaching/learning process, and c) there was a

mismatch between GE and Specialty courses in terms of tourism content, skills and focus.

#### 4.1.3.1.3.8 Students' and graduates' improvement-based suggestions

Although the number of comments addressing this section was not many (only 13 students and 11 graduates), their responses carried several suggestions which mostly represented some decisions to be made for their benefits. These are:

- bridging the gap between the GE and the Specialty courses within the curriculum,
- changing the focus and methodology of the existing courses to include more tourism-content and emphasize Tourism-related communicative functions and skills,
- offering a special Tourism-English course that mainly introduces Tourism in English on a communicative basis,
- addressing the students' needs and wants in relation to their Tourism-English proficiency, and
- using only English in all classes by students and instructors throughout the courses.

Samples of the students' and graduates' suggestions are presented in Table 4.40.

Table 4.40: Students' and graduates' other suggestions

<i>Q8. Are there any other comments you would like to make? If yes, please write it here.</i>	
<b>Students' Responses</b>	<b>Graduates' Responses</b>
The Department should address Tourism English in the curriculum offered since English is the language of Tourism.	The gap between the GE courses and the specialty courses should be bridged for students' benefit.
We should use English in classes and instructors should use it all the time while teaching. This is good for us to use the language and improve our proficiency.	The courses should focus more on communication as we need to communicate.
Adding a course with a special focus on English for tourism, just like what other universities have. We will see if it is helpful for us or not.	We want the Department to address the students' needs when they study and work in the field of Tourism and Archaeology.
I know that language can be learned	Content should include audio-visual



better through activities. Therefore, instructors should use extra activities to teach better, and thus we learn better.	materials; things to watch, observe, listen to, make, present, be carried out in cooperation with others, etc.
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#### 4.1.3.2 Results of Evaluation-based Interviews

This section presents the interview results in relation to each participant group, beginning with the students, followed by the graduates, the English instructors, the Tourism instructors, and finally the employers.

##### 4.1.3.2.1 Students' and Graduates' Interviews- Questions 1-4

Both students and graduates were not totally satisfied with their English language proficiency and ability to use English to communicate as part of their Tourism study and work. Although they expected much more from the program courses (i.e., GE and Specialty courses), they described their language level as bad, more specifically in the speaking skill and other communication skills needed to fulfill their academic study and professional duties. Some of their comments in response to the first question are given in Table 4.41.

Table 4.41: Students' and Graduates' Interview Comments in response to Question 1

<i>Q1. How can you describe your English proficiency level in terms of the four language skills? Are you satisfied with it in relation to your field of study?</i>	
<b>Students' Comments</b>	<b>Graduates' Comments</b>
I am totally dissatisfied with my English ability. With only grammar, I cannot use the language and I cannot develop myself. Student B	Not good and not happy about this as I did not use English to communicate; I used it just for study. Graduate A
Terrible primary level when it comes to communication, especially in the field of Tourism and Archaeology. Student G	My level is OK in some skills like reading and grammar. However, I am too bad in speaking and listening.... No training... Graduate D

The second question asked them about how important they see the English language to their study and work. Their answers show that nearly all agreed that English is the

language they urgently need to master and be equipped with to do better in their studies and work. They asserted that the whole field of Tourism and Archaeology is mainly dependent on English both in communication and publication. They also stated that they dealt with English even in the other courses which were taught in Arabic, but whose teaching materials and textbooks were written in English. Both valued the language as an important tool that a person can use to connect with the world of Tourism (e.g., speak to tourists; describe antiquities and historical places, talk about trips, report past actions, etc.). Table 4.42 gives examples of the students' and graduates' comments.

Table 4.42: Students' and Graduates' Interview Comments in response to Question 2

<i>Q2. How important do you think English is to your study and (future) work?</i>	
<b>Students' Comments</b>	<b>Graduates' Comments</b>
English is so helpful in my study, and of course for my work. Being good at it while studying will help me find a good job later. Student A	It is important for work as you can speak to tourists who do not speak Arabic. Graduate E
Knowing some English prepares you well for studying and having a job in the field. Therefore, if you study English well, this... this is an indication that you are going to do better in your job and be somebody. Student D	English is the Tourism and Archaeology language. All books and references are written in English... we used to keep reading and translating specialist texts. All of us, students or graduates should learn it... it is a powerful tool to do better in your study and find a job in the future. Nowadays' jobs mostly go to those who have English. Graduate K

Question three asked both the students and the graduates whether the program (i.e., General English and Specialty courses) meets its students' needs as regards Tourism-English, or prepares them for their study and future employment. Most of them did not perceive this program as effective to offer them the type of English they needed and the English language level they expected. Some were sensitive to the expression

'Tourism-English' and showed surprise to be questioned about as they had not been exposed to it as part of the curriculum.

The data also revealed that although both the students and the graduates addressed English as a valuable instrument to get a job, they did not see themselves as qualified enough due to their limited proficiency in Tourism-English. Based on their responses, this is the result of the curriculum's ineffectiveness in meeting their language needs in tourism restricted academic and professional situations. Samples of what they said are given in Table 4.43.

Table 4.43: Students' and Graduates' Interview Comments in response to Question 3

<i>Q3. Do you think that the curriculum offered at the Tourism Department is effective in meeting its students' needs as regards Tourism English, and thus prepare them for their study and future employments? Why do you think so?</i>	
<b>Students' Comments</b>	<b>Graduates' Comments</b>
Tourism and English were courses to be studied and passed. We were not taught the Tourism-English you are talking about. This is my final semester, and my English is low, Now you judge, effective or not? Student C	I do not know, but we were not taught Tourism-English. It seems new to me. I really cannot use English in Tourism communication. To sum, the curriculum did not do much for us. Graduate B
No, not effective. Why? It is just because it did not give me what I needed and expected. Student I	As the courses do not prepare students' in having good proficiency in English as used in Tourism domains. I can easily say that they cannot prepare them for future jobs. Graduate H

Question 4 was multidimensional in nature. It sought to probe the students' and the graduates' perceptions towards how useful these courses were in developing their language abilities as needed in Tourism communication, and in relation to four criteria; namely, course aims and objectives, sufficient Tourism content, teaching methodologies, and assessment tools.

All interviewees (students and graduates) stated that they took the six previously addressed courses (*English 99, English 101, English 102, English Terminology in Archaeology and Tourism, Communication Skills in English, and Tourism Management in English*). However, they asserted that these courses were not helpful enough to enable them to use English in the tourism field. They perceived the course aims and objectives as hypothetical and just like ink on paper to show that they did not match their needs and expectations as regards language use and communication in Tourism. The content of the courses was not much in GE courses and to some extent sufficient in the Specialty courses but was not enriched in communication to develop students' and graduates' English language abilities and confidence to use these abilities to fulfill study and work professional functions.

Teaching-related issues were perceived as less useful by the students and graduates. Most said that the instructors did not focus much on communication and oral skills, which are needed the most in the tourism field. Instead, greater focus was kept on teaching grammar rules in GE courses and on teaching terms and reading Tourism and Archaeology-related texts in the Specialty courses. In addition, these were mostly taught through explanations and questions and answers, most of which were accomplished by those who used to raise their hands to participate. Some said this was so because of the large number of students in classes, especially in the GE courses that were often held in big halls to account for the too many students coming from all university departments. Activities, tasks, technologies were not effectively used in classes to aid teaching and thus help develop students' learning of the English language. Finally, the assessment tools used in the courses did not seem helpful to check students' and graduates' language level and proficiency. For

example, tools to assess oral production such as speaking tests or oral presentations were less used, and exams were the dominant assessment technique which took all or most of the allotted marks. Table 4.44 in *Appendix W* gives some comments of the students and graduates as regards these four criteria.

Comments given in *italics* are related to Course aims and Objectives, and the comments related to content are written in **Bold**. Teaching issues were indicated in Underlined, whereas assessment issues are indicated in **Bold and Underlined**. See *Appendix W*.

#### **4.1.3.2.2 English Instructors' Interview- Questions 1-3**

Four English instructors took part in the interview. They were invited to give their opinions in response to three structured questions which aim to probe information about whether they perceive the three GE courses effective in developing students' English language abilities in ESP in general, and in the tourism field, in particular.

The first question asked the instructors about the English Department's mission, especially when related to developing the English language abilities of students of specializations other than English. The instructors agreed that the mission was simply to help students acquire the English language skills needed in their studies and future work in their related fields. Yet, they added that such a mission was partially implemented as it mainly focuses on helping students with the general use of the language in classes and some study skills such as understanding lectures, asking and answering questions, reading and summarizing, having knowledge of English structures, note-taking, and comprehending main ideas in listening and reading. Moreover, the instructors found the three GE courses insufficient to prepare

students in the type of English needed to fulfill the professional job activities and functions in different ESP fields including Tourism. Table 4.45 gives some of the instructors' comments that addressed the Department's mission.

Table 4.45: English instructors' sample comments on the Department's mission

<i>Q1. What is the Department's mission as regards developing the English language abilities of students of university specializations other than English; for example Tourism?</i>
<b>English Instructors' comments</b>
Well, the mission is simply to help students in their studies by acquiring the needed language skills. This is achieved through the language program offered to all university specializations, and which includes three courses: English 99, English 101, and English 102. You can also say that this program attempts to enable students to be equipped with the necessary study skills that keep them into their study and do better at it. For example, they can understand their instructors and their lectures, take notes, ask and answer questions, comprehend from reading texts or listening excerpts, report or summarize, etc. (Instructor E)
he GE courses offered actually aim to prepare the incoming undergraduates for study and future work in their related fields and areas of specialization. However, seriously, they are not that realistic as they can do little to develop their English language as used in their related ESP fields. (Instructor F)
The Department's mission can be of three points: 1. Helping students with some English as they study. 2. Raising students' attitudes towards the language in academic contexts. 3. Supporting students to learn the study skills that enable them to study well. (Instructor J)

The second interview question asked the instructors about how effective the above-mentioned courses are in developing students' Tourism-English proficiency. All English instructors confirmed that the students of the Tourism Department have to take a three-level General-English program that includes *English 99*, *English 101*, and *English 102*, all representing the pre-intermediate, intermediate, and advanced levels, respectively. They also confirmed that there were no ESP courses taught to students of other university specializations including Tourism.

The instructors expressed their dissatisfaction with the English language proficiency of most, if not all, incoming undergraduates before and even after taking the above-

mentioned courses. They stated that all undergraduates were required to sit an entrance English placement test, and the majority of them failed, explaining that this was the reason for taking the English remedial course *English 99*. Furthermore, the instructors asserted that most students graduate with limited English; a thing which led to say that such courses did not add much to students' proficiency in General English, let alone their proficiency in Tourism-English.

The instructors did not see a complete match between the courses' aims and objectives and students' expectations and needs which are mostly related to developing their language skills and communicative abilities. They confirmed that their purpose is not ESP or developing students' Tourism-English proficiency and that their content has little to offer as regards Tourism English. Moreover, all agreed that the GE courses aim to help students with the language they need in their studies, but as they are exam-oriented, focusing on communication cannot be fostered during the teaching-learning process. They gave several reasons to justify their stances. For example, they mentioned that the content of the courses was too much to be covered in a 14-week semester, three hours a day. They indicated that this time was short for learning as it did not allow sufficient opportunity for practical activities and materials that facilitate communication. As a result, they said, they felt obliged to skip some activities and focus on grammar points and vocabulary use instead to better prepare students for the exams.

Another reason that the instructors emphasized was the large number of students in each class (might exceed 75). The instructors asserted that the number of students and the physical environment of the classes prevented good teaching/learning to

happen as the instructors had little chance to focus on individual students or design pair work or group work activities in which students would practice the language.

Assessment tools were not found useful and effective to assess students' communicative abilities and language proficiency. All the instructors pointed out that due to the exam-oriented nature of the courses, the students' communicative performance was not carefully taken care of, and assessment tools such as speaking tests, task-based communicative activities, progress tests, or oral presentations, were not often used. They mentioned that assessment was usually run by two mid-term exams and one final exam that was computerized and unified to all students in each course level. These exams, especially the final, were in Multiple-choice format aiming to assess students' performance mostly in some language aspects such as grammar and vocabulary usage. Table 4.46 in *Appendix X* gives some examples of the English instructors' comments.

Question 3 sought to ask the English instructors about whether the curriculum (i.e., GE and Specialty courses) were effective in meeting students' Tourism-English needs and in preparing them for future employment. The instructors' perceptions were negative as they found the courses insufficient to equip the students with proper English that they needed in their field of study and work. In other words, the instructors indicated that being proficient in Tourism-English was the most necessary job requirement. However, these courses did not offer sufficient language practice and knowledge to the level that they could develop students' communicative abilities in the tourism field. Therefore, they were perceived ineffective in meeting the students' needs and expectations. They again mentioned that the courses did not



expose students to the jargon used in Tourism and Archaeology, which was considered essential in the TE training and students' preparation for work.

As the students' needs were not met in these courses, the instructors suggested offering more specialty courses in English, so that exposure to tourism jargon could be greater. Moreover, this could add something to their TE proficiency and communicative ability. Another point they addressed was that the students' needs and expectations were higher at the near-graduation stage. One of the instructors said that as the students get closer to a real-life situation, they begin to realize the importance of English as a golden key that opens doors of opportunities for their future careers. Table 4.47 presents some of the English instructors' comments as regards this question.

Table 4.47: English instructors' comments on the curriculum effectiveness and students' Tourism-English needs and future employments

<i>Q3. Do you think that such courses, in addition to other specialty courses taught in English at the Tourism Department, are effective in meeting Tourism students' needs as regards Tourism English, and thus prepare them for future employments? Please, explain your answer.</i>
<b>English Instructors' comments</b>
Not to that level, if they could help. Nevertheless, to the best of my knowledge, the specialty courses taught in English are not many, and most of the other courses are taught in Arabic. Therefore, I cannot judge that the courses suffice students' needs, especially in relation to using English in the tourism field. If all specialty courses were dealt with in English, I mean everything was in English, the ability to use Tourism English would be higher as exposure to the jargon used in Tourism and Archaeology would be greater. Students would then be better helped to use the language and get a future job. (Instructor F)
The courses could help students for English and for Tourism work, as English is the language of Tourism, and all students or staff should master it to get their job done through language. The English-taught courses within the curriculum are few in number, and the knowledge and training gained from these courses are not sufficient to meet students' Tourism-English needs and their desired future jobs. Students' expectations and needs become higher as they are nearer to graduation. As they are closer to practice, this will make students think that the ability to use English in Tourism communication is the only key to compete to get a job in the future. (Instructor G)
Students' needs and expectations are higher than what these courses could offer in terms of language and field training. Of course, their needs would reflect their desire to be able to

communicate confidently and accurately in the tourism field as it is a job requirement. Such needs cannot be met with the intervention of these courses as they are not specialized enough to prepare students for the desired proficiency in Tourism English. (Instructor J)

#### 4.1.3.2.3 Tourism Instructors' Interview- Questions 1-5

Six instructors from the Department of Archaeology and Tourism participated in the interviews. They were asked five structured questions all of which investigated the instructors' perceptions as regards the curriculum effectiveness in meeting the students' TE needs and expectations.

When asked about the Department's mission, they all indicated that the Department takes the responsibility to prepare the students to be active members of the workforce in the field of Tourism and Archaeology. However, they all asserted that students' English language ability was not considered as a department priority, a thing that explains why students graduate with limited English, and therefore, they have less opportunity for work in the field. Table 4.48 gives some of their comments.

Table 4.48: Tourism instructors' comment as regards the Department's mission

<i>Q1. What is the Department's mission regarding its graduates and their English language abilities?</i>
<b>Tourism Instructors' comments</b>
The Department is committed to equipping its graduates with theoretical and field knowledge, which help them gain future skills that allow them to join their previous colleagues in Tourism and Archaeology organizations in the public and private sectors. However, It does not actually pay much attention to the English language level of the graduates. That is why their level is not what we expect them to be; we know it is better for work. (T. Instructor A)
As indicated by the curriculum offered and its less focus on the English language through the small number of courses given in English, we can conclude that the graduates' English language level is not taken care of in the Department's mission. The absence of appropriate courses that deal with Tourism English makes their language level unsatisfactory. (T. Instructor C)
Frankly, the Department does not care much about the development of its graduates' English language abilities. This is because they study English courses at the Language Center of the English Department. (T. Instructor D)
The Tourism Department is responsible for quality education to its graduates, but this

quality education often lacks focus of the graduates' English language proficiency. There is not enough training in Tourism English. (T. Instructor I)
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As an answer to the second question which asked the Tourism instructors about the English language level of the fourth-year students at the Tourism Department, they pointed out that the fourth-year students were better in English than students of other levels such as freshmen and sophomores. They said this was so as students of this level (i.e., seniors) must have completed all the English taught courses, including both General-English and Specialty courses. However, their language level was not perceived enough to qualify them to appropriately use the English language for tourism communication. Four instructors clearly showed their dissatisfaction with the students' language proficiency, and they saw this situation because of the insufficient language training and the absence of ESP courses that teach functional Tourism English. Table 4.49 presents some of these instructors' comments.

Table 4.49: Tourism instructors' comment as regards the graduates' language level

<i>Q2. How can you describe your students' English proficiency levels, especially those who are in their final year of study at the Tourism Department?</i>
<b>Tourism Instructors' comments</b>
The senior students' level is not what we expect them to be, although we all know that English is very important for their study and jobs. They are too bad in communication which is needed in the tourism field. (T. Instructor B)
As I said earlier, these students may be better than other students in the language. Their knowledge could be in grammar, structure, and field terms, but of courses not in speaking and using English fluently. (T. Instructor D)
I could say that their level is not enough, and there must be some special courses that teach students Tourism English so that they can do better at the study and learn to communicate with others in the field. (T. Instructor H)
There is not enough training in Tourism English and there are no ESP courses that may help them to use English to do their profession in the best way possible. (T. Instructor I)

When asked about the effectiveness of the program offered in meeting the students' and graduates' needs as regards TE and in preparing students for future employment, all Tourism instructors agreed that the program was ineffective in addressing the students' and graduates' English language needs. They asserted that having less focus on TE in the curriculum was one of the Department's major pitfalls. For example, Instructor B said that it is a pity that the students graduate with little English although it is very important in their field. Other instructors (Instructors A and C) linked the graduates' low proficiency to the program's less effectiveness in meeting students' and graduates' needs for TE. Two instructors (Instructors B and H) suggested making improvements to the curriculum by putting more focus on the teaching of TE and on the students' language proficiency. Table 4.50 gives some examples of the instructors' comments.

Table 4.50: Tourism instructors' comments on the curriculum effectiveness and the graduates' Tourism-English needs.

<i>Q3. Do you think that the curriculum offered at the Tourism Department is effective in meeting its students' needs as regards Tourism English, and thus prepare them for future employments? Please, explain your answer.</i>
<b>Tourism Instructors' comments</b>
The students and graduates' English language proficiency is low. I think this directly indicates the curriculum's less effectiveness in preparing students in the English language and Tourism communication in English. (T. Instructor A)
English is so important in the tourism field. It is a pity that students graduate with minimal English; they are not able to speak and communicate. The curriculum should be improved to focus more on Tourism-English and students' language level (T. Instructor H)
No, and the biggest evidence for this is the English language level of the students' now. They cannot speak or discuss as part of classroom teaching. More focus on English is imperative in the curriculum. (T. Instructor D)
Even if it is effective, this effectiveness cannot be something that guarantees at least 30% of the development of their Tourism English proficiency. I am not a pessimist in saying this. (T. Instructor I)

The instructors were also asked whether the six courses constituting the language program were effective in meeting the students' needs in terms of the CIPP criteria; namely *course aims and objectives, content and materials, teaching and learning process, and assessment* (Interview Question 4).

In general, the instructors reported that those courses were not helpful enough to add to the students' English language proficiency.

As for the first domain, *Courses' aims and objectives*, the instructors indicated that the aims and objectives of all courses were not effective enough, as they did not match students' needs of Tourism-English. All agreed that the aims and objectives of the courses did not consider developing the students' Tourism-English ability as their major focus. Instructor B, for example, described this as "a far-fetched aim that is different from the aims and objectives of the courses offered", whereas Instructor D said "nothing was clearly mentioned as regards Tourism-English training in the courses' aims and objectives". In contrast, Instructor H said "the courses offer theoretical knowledge and little language practice in general; they do not consider developing students' Tourism-English ability to practice the four language skills in the field."

Content and materials were found to be not much effective in addressing students' needs of Tourism English. The instructors indicated that the materials and activities that facilitate Tourism-English practice and communication were not sufficient, and most did not seem to reflect what is actually done in the tourism field in terms of functions, tasks, and professional activities. Once again, all the instructors indicated

that Tourism-English was not the main focus of the courses' aims or the teaching materials, and that is why, as Instructor I puts it, "they are out of source and interests, and thus they are less effective in saying something as far as Tourism-English practice is concerned." While Instructor A said that *Communication Skills* Course might have little help with presenting some tourism-related activities, situations and functions, Instructor C indicated that the course materials had just a little to present and facilitate Tourism communication through the English language. The same instructor also made the reason obvious as there were no special courses that teach Tourism-English, which are purposefully designed in terms of their aims/objectives, special content, as well as teaching and assessment approaches and practices.

The Tourism instructors confirmed that the courses offered within the program offer only little language practice besides theoretical and terminological knowledge. Instructor H, for example, said "the courses teach general English from one side, and theoretical and terminological English from the other, so the content of the courses would definitely match the two types of focus." As regards the General-English courses, Instructor B said:

I do not think that the teaching materials and activities, even those in the General-English courses contribute to developing students' communicative language skills such as speaking. I know that their focus is on vocabulary knowledge and grammatical ability.

The teaching and learning process was not seen as appropriate to consider language practice either in general or in Tourism-English. Instructor A asserted that the whole teaching-learning process was based on lecturing and teacher-centered approaches which, as he described, disregard the vividness of language practice. Moreover, opportunities for practice in the classrooms were less due to a number of other

reasons which the instructors mentioned. Some instructors (Instructors C and I) indicated that even when practice exists, it is performed through the students' native language, Arabic. They said that the instructors in the English-taught courses use Arabic in their teaching, and the students do not use English in most of their learning. Another reason was presented by Instructor B when he asserted that with a large number of students in class, "opportunities for language practice are not guaranteed, as classes cannot be controlled and dealt with in terms of teaching, equal attention to all students, participation, and assessing students' actual performance." The last reason mentioned was what Instructor D said as regards the use of technology to aid instruction in the courses offered. The instructor was sorry to uncover reality by saying "Quality and effective teaching and learning comes through using the latest technologies; a thing which is unfortunately less considered in the teaching of both General-English and Specialty courses."

The assessment tools used in the courses were described as not effective to demonstrate students' actual performance, and they were seen to greatly neglect communication skills in favor of knowledge and cognitive skills. The courses were not also seen to reflect language skills in both instruction and assessment, which some instructors (Instructors B and H) described as traditional in their focus to regard only knowledge-based aspects. This is clearly stated in what Instructor B said "I know language should be practiced to be learned, but memorization and drills with their matching objective assessment tools such as MCQs do not facilitate using language when they present theoretical knowledge in their answers." Furthermore, Instructor A pointed out that the Specialty courses offered in English did not have any focus on students' language performance in the assessment methods. He said:

Even the Specialty courses should consider language ability when the assessment tools are set. Some marks should be allotted to check students' performance in using English in their field of study. From this point, we could regard and talk about the curriculum effectiveness in considering language besides knowledge.

Table 4.51 presents some of the Tourism instructors' comments as regards the four CIPP criteria.

Table 4.51: Tourism instructors' comments on courses' effectiveness in relation to the four CIPP criteria

<i>Q4. How effective do you perceive these courses in terms of these issues?</i>	
	<b>English Instructors' comments</b>
Aims and objectives	- I think the aims and objectives are not really in great match with the students' needs of Tourism English. It is because developing students in Tourism-English is not the focus of both General-English and Specialty courses. (T. Instructor A)
Content and materials	- The content which provides opportunities for practice in Tourism-English was not sufficient in the teaching materials and references. Even if they focus on language practice, they rarely attempt Tourism communication in English. Some activities and functions presented in the <i>Communication Skills course</i> might help, but of course, this is not enough. (T. Instructor B) - Since very little content is related to Tourism, the situation for learning Tourism-English is even worse. (T. Instructor H)
Teaching/ learning process	- Vividness of practice seems to be less regarded in all courses, as everything is based on lecturing and teacher-centered teaching practice. Even if there is practice, most is unfortunately performed in the students' native language. (T. Instructor C) - The teaching methodologies and practices are not effective enough to teach both knowledge and language. In fact, some instructors in the English-taught classes use Arabic in their teaching, and students do not use English in the classroom even in the language classes, the classes that have actually been set to teach them to do so. (T. Instructor D)
Assessment	- The assessment tools used in most of the courses do not actually say much as regards students' language ability. Their main focus is on the cognitive and knowledge-based aspects, not on skills and abilities. (T. Instructor C) - There is no continuous progress check for how much a student can know and do with both language and knowledge. (T. Instructor D) - Let me say it like this, neither instruction nor assessment reflect skills. They do match knowledge through many traditional assessment and teaching techniques. Even language courses consider such a thing, although they should greatly emphasize communication skills. (T. Instructor H)



In their answers to the fifth interview question which asked the instructors about what they were teaching in the courses offered and what language skills they mostly used in the classroom, all the instructors were found to separate General-English courses from the specialty courses as they were taught in the English Department. They indicated that General English courses teach basic language skills which are mostly analytical and cognitive skills such as reading, grammatical accuracy, and structural and vocabulary knowledge. The instructors linked this to the exam-oriented nature of these courses. In other words, they were using the English language as a subject to be taught just like other courses in the curriculum.

In the specialty courses, on the other hand, the instructors said that they mostly emphasized the reading skill and the functions that enrich students' theoretical knowledge, such as identifying major points in texts, summarizing, asking and answering questions, comprehending, translating, describing, taking notes in lectures and readings, etc. The instructors explained why they were not having much language practice in their subject-matter courses. For example, Instructor A said that the language courses did not give great attention to developing students' communicative and oral skills such as speaking and listening, and that was why they were obliged to focus on the above-mentioned functions and skills while teaching after they had discovered the students' limited proficiency in English. Another instructor (Instructor D) put it differently that Tourism instructors should focus on the skills and functions that help get their job done in the easiest way possible through reading and text analysis, as they were not language instructors to develop students' English language proficiency and their communication skills. This instructor also said that it was the responsibility of language instructors to develop

students' language, and there must be special courses that would help them in Tourism English. He continued:

This is the language instructor's role, not our role as subject-matter instructors. We teach specialized topics, theories, functions that students must know and apply once into practice. The Department's main focus is to graduate Tourism and Archaeology specialists.

Furthermore, Instructor C described the whole situation by saying,

Communicative skills like speaking and writing are not focused on, although these are the skills we, as subject-matter instructors, need our students' to master to discuss, present and communicate theoretical and field knowledge using English. Frankly, I prefer to focus on knowledge when I discover that the students' language level is low.

Table 4.52 gives examples of the instructors' comments.

Table 4.52: Tourism instructors' comments on what the courses teach and offer

<i>Q5. What do you teach in these courses, and what type of language and language skills do you mostly use in the classroom?</i>
<b>Tourism Instructors' comments</b>
Well, General-English courses are not taught in our Department; they are dealt with in the English Department to afford the number of students coming from all specializations. I believe they teach the basic language skills in general term, but I do not think they give great attention to oral skills such as speaking and listening. We find these students unable to use English in our Specialty courses, I mean to talk and communicate or describe things in English. <i>Communication Skills</i> course might enrich their language practice in some tourism-related situations if it is appropriately exploited by instructors and students. (T. Instructor B)
The teaching of language skills that keep students motivated and confident in language use, even in language classes, is not taken care of. That is why we are all dissatisfied with students' abilities and communication skills. (T. Instructor H)
In language classes, they teach simple language skills that match knowledge-based instruction and assessment. They mostly consider grammar rules, structures, reading comprehension, and vocabulary use. (T. Instructor C)
We mostly focus on reading and text analysis as we know students have limited knowledge of English language communication skills. It is better to focus on these skills as well because students really need them. (T. Instructor D)

#### 4.1.3.2.4 Tourism Employers' Interviews- Questions 1-3

Twelve employers in the tourism field participated in the interviews. They were asked three questions which aimed to collect information about how able Tourism

graduates were in using the English language in the tourism field and how they perceived the curriculum's effectiveness in relation to the graduates' language level.

The first interview question investigated the employers' viewpoints of what type of Tourism graduates they would mostly consider for employment in the field. All the employers emphasized the graduates' ability to use English as a main job requirement, as they considered English as the language by which all tourism-related activities and tasks are carried out. Table 4.53 presents some of these comments in response to the question.

Table 4.53: Employers' comments on the graduates' they consider for a job

<i>Q1. What sort of Tourism university graduates do you consider for employment the most in your field?</i>
<b>Employers' comments</b>
- Those who are equipped with language and professional skills. Using English appropriately gives the employer a good impression of the graduate as one who can do the tourism job better than those who have little language knowledge. (Employer A)
- I usually interview graduates in English. If they can cope with it, telling me a little about themselves and the knowledge they acquired from their study, I give them a priority. Unfortunately, most of them cannot do so. (Employer C)
- Good English is a must to consider a Tourism graduate for a job. You know, English has become the language of the field. You cannot use Arabic with tourists, can you? (Employer E)
- In today's Tourism, everything is done in English; therefore, the graduate should have some good English to get the job. Knowledge of the field is not enough. (Employer F)

The second interview question examined the employers' satisfaction the curricula offered at Tourism departments in Jordanian universities, in general, and at Mu'tah University, in particular. They generally perceived Tourism departments' curricula as not much effective in addressing students' Tourism-English needs, as indicated by the graduates' low English language proficiency and their inability to use English in the tourism field. As related to Mu'tah University, the employers saw the curriculum

offered at the Tourism Department as lacking those specialized courses that teach Tourism-English and prepare graduates for their future jobs. One employer (Employer G) said “As far as I know, the University does not have such special courses that teach Tourism-English and meet its Tourism graduates’ needs. These graduates greatly need this type of English for their jobs.” Some of other employers’ comments are presented in Table 4.54.

Table 4.54: Employers’ comments on the curriculum effectiveness and graduates’ needs

<i>Q2. Do you think the curriculum offered at the Tourism Department is effective in meeting its students’ needs as regards Tourism English, and thus prepare them for future employments? Please, explain your answer.</i>	
<b>Employers’ comments</b>	
	<p>- I do not think university curricula, including the curriculum of Mu’tah University, take good care of the graduates’ English language proficiency. No one would say the curriculum is effective in meeting the graduates’ Tourism-English needs, and they see students graduate with little English. (Employer B)</p> <p>- As indicated by the graduates’ English language level, I can easily say it is not. It needs to be improved to consider students’ needs of using English in Tourism communication. (Employer K)</p> <p>- Most Tourism departments in the country do not seem to prepare graduates in the English language they need to get a job. This is what we all need; graduates need to master English, and we employers need them to acquire it. With English, they would do their jobs better; consequently, we would be happy with qualified staff. (Employer D)</p>

The employers had negative attitudes towards Tourism graduates’ English language level. In response to the third interview question, all indicated that most of the graduates were not proficient enough to communicate and use English in different tourism contexts. For example, Employer A described the graduates as “weak communicators”, whereas Employer L said “A large number of tourism graduates are unemployed nowadays because they are not good enough in English.” The employers gave reasons for such a situation. Some employers stated that it was just

because of the absence of specialized TE courses in the curriculum, especially at Mu'tah University. However, other employers indicated that the major reason was the Tourism Department's less consideration of ESP training as an integral part of their education and job preparation. Table 4.55 gives some samples of other employers' comments.

Table 4.55: Employers' comments on the graduates' English proficiency

<p><i>Q3. Do you think that Tourism graduates are proficient enough in Tourism English to the extent they can communicate effectively in any tourism context? Why do you think so?</i></p>
<p><b>Employers' comments</b></p>
<p>- Most students graduate with very little English and less communicative ability. Training in Tourism-English at Mu'tah University is barely considered as there are no special courses. Some other universities offer courses in Tourism-English, and I believe their English is better. (Employer I)</p>
<p>- I think it is the Department's responsibility to pay much attention to the graduates' proficiency in English. It is part of training in their study and of their preparation to their future jobs. (Employer J)</p>
<p>- I interviewed some of this department's graduates for a job once, they were good in knowledge and professional activities, but their English was limited, especially in communication. (Employer H)</p>

#### 4.1.4 Product Evaluation

This part is handled in the last chapter, Discussion, in a way that exploits the data collected from all sources to provide a value judgment of effectiveness of the program in terms of the four CIPP domains, namely, aims and objectives, content and materials, conduct/teaching-learning process, and assessment and student performance. It also gives a simple way to report the findings and clearly state whether the English language program offered at the Tourism Department has been evaluated as ineffective in meeting the students' and graduates' needs and expectations. Finally, it builds a suggestion-based profile that seeks to clarify needs and expectations and develop a theoretical battery for innovating a TE course

syllabus as a way to improve the language program based on these needs and suggestions.

## **4.2 Research Question 2- Needs Analysis Step**

The results under this section are presented in relation to the instruments used in the study (i.e., the questionnaires and interviews) and in line with Nation and Macalister's syllabus design criteria. The results of the questionnaires are presented first followed by the interviews' results.

### **4.2.1 Results of Needs Analysis-based Questionnaire**

#### **4.2.1.1 Results of Students' Needs Analysis Questionnaire**

This part consisted of 16 items that examined students' perceptions of English as used in the tourism field. These items also intended to investigate their needs of what they see necessary to help them develop their abilities in TE. The last item (Item 16) examined the students' perceptions of having a newly designed communicative syllabus that would focus on Tourism English to be offered at their Tourism Department. This item opened a new dimension to explore syllabus-based needs under Nation and Macalister's (2010) four syllabus design criteria: '*Goals*', '*Content and Sequencing*', '*Format and Presentation*', and '*Monitoring and Assessing*'. In other words, responding to Item 16 required the students to answer the following questions (related to their needs of a TE syllabus) under the above-mentioned syllabus design criteria. Of course, their answers to all items contributed to having a clear picture of how that course syllabus would be in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.

The results of the first 16 items revealed that the students had strong positive attitudes towards English as it is the language that is mostly needed in the tourism

field. They expressed a high agreement level to most of the items (except Items 3 and 9) with a percentage range that approximated 65.5% (Item 12) -- 95% (Item 8). Table 4.56 gives a clear statistical analysis of all items.

Table 4.56: Students' Needs Analysis Results (General items 1-16)

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>1</b>	32	52.4	21	34.4	2	3.3	4	6.5	2	3.3	4.26	1.03	V. High
<b>2</b>	30	49.2	26	42.6	1	1.6	2	3.3	2	3.3	4.31	0.92	V. High
<b>3</b>	2	3.3	4	6.5	4	6.5	25	40.9	26	42.6	1.87	1.02	Low
<b>4</b>	24	39.3	26	42.6	4	6.5	4	6.5	3	4.9	4.04	1.08	High
<b>5</b>	25	40.9	30	49.2	2	3.3	3	4.9	1	1.6	4.23	0.86	V. High
<b>6</b>	23	37.7	33	54.1	4	6.5	1	1.6	0	0	4.28	0.66	V. High
<b>7</b>	21	34.4	25	40.9	8	13.1	3	4.9	4	6.5	3.91	1.13	High
<b>8</b>	36	59	22	36.0	2	3.3	1	1.6	0	0	4.52	0.64	V. High
<b>9</b>	1	1.6	3	4.9	6	9.8	23	37.7	28	45.9	1.78	0.93	V. Low
<b>10</b>	27	44.2	20	32.7	10	16.4	2	3.3	2	3.3	4.11	1.02	High
<b>11</b>	30	49.2	22	36.0	4	6.5	2	3.3	3	4.9	4.21	1.05	V. High
<b>12</b>	23	37.7	17	27.8	12	19.6	5	8.2	4	6.5	3.82	1.21	High
<b>13</b>	26	42.6	23	37.7	8	13.1	2	3.3	2	3.3	4.13	0.99	High
<b>14</b>	28	45.9	21	34.4	5	8.2	3	4.9	4	6.5	4.08	1.16	High
<b>15*</b>											4.18	0.21	High
<i>Speak</i>	41	67.2	14	22.9	3	4.9	2	3.3	1	1.6	4.51	0.87	V. High
<i>Listen.</i>	29	47.5	25	40.9	5	8.2	0	0%	2	3.3	4.29	0.88	V. High
<i>Read.</i>	27	44.2	24	39.3	6	9.8	2	3.3	2	3.3	4.18	0.97	High
<i>Writ.</i>	20	32.7	27	44.2	5	8.2	5	8.2	4	6.5	3.88	1.15	High
<i>Grm.</i>	26	42.6	24	39.3	4	6.5	4	6.5	3	4.9	4.08	1.10	High
<i>Vocab.</i>	23	37.7	30	49.2	3	4.9	3	4.9	2	3.3	4.13	0.96	High
<b>16</b>	31	50.8	21	34.4	4	6.5	2	3.3	3	4.9	4.23	1.06	V. High

**Item 1:** English is the language of national and international tourism, and thus Tourism students should learn it.

**Item 2:** I need to be proficient in the English language used in tourism so that they can manage to get a job in the tourism field easily.

**Item 3:** I feel satisfied with my English abilities in tourism.

**Item 4:** English language ability is the most important thing to get a job in the tourism field.

**Item 5:** Learning English ensures doing better in the tourism study.

**Item 6:** I need to develop my English communicative abilities in tourism and raise my literacy in the tourism field.

**Item 7:** It is necessary that textbooks and materials used in teaching consider Tourism English so that our language abilities as related to tourism can be developed.

**Item 8:** There should be a match between what it is taught and what I need to achieve as regards Tourism English.

**Item 9:** I am satisfied with what the General-English and specialty courses offered me as regards my English abilities in tourism.

**Item 10:** I will benefit better from a tourism-English course or textbook more than what General English courses/textbooks do.

**Item 11:** The curriculum offered should meet our needs and expectations as regards Tourism-English.

**Item 12:** Teachers should be expert enough in Tourism English.

**Item 13:** Materials should thoroughly describe the competencies necessary for tourism jobs.

**Item 14:** Materials should raise our motivation and involvement.

<p><u>Item 15:</u> When related to Tourism English, I need to develop my ability in the language skills.</p> <p><u>Item 16:</u> The Tourism Department should offer a special course that focuses on communication in tourism in its curriculum.</p>
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According to the table, the students' responses to Items 3 and 9 showed complete dissatisfaction that was indicated by their low means, 1.87 and 1.78, and high disagreement percentages (over 83.5% for each). Hence, they were displeased with their TE abilities and with what the program (i.e., General-English and Specialty courses) offered them as regards the English language used in Tourism. On the contrary, the students positively perceived the need for having a match between what was taught and what they needed to achieve as related to Tourism English, with Item 8 scoring the highest mean (4.52) and the highest agreement percentage (95%). Most of them (92%) needed to be proficient in the English language used in tourism so that they could get a future job (4.31), and more than 91% expressed their needs for developing TE communicative ability and literacy in the tourism field (4.28). The majority (over 90%) also agreed that they needed English to do better in their tourism study (Item 5) with a mean of 4.23.

The students also expressed positive attitudes towards other issues including curriculum-related needs (Items 11 and 16), textbooks and teaching materials (Items 7, 10, 13 and 14) and teacher's expertise in teaching Tourism-English (Item 12). With reference to curriculum, 85% of the students agreed that the curriculum offered at the Tourism Department should meet their needs and expectations as regards Tourism English, with a mean of 4.21. This was also proved by their need for a special TE communicative course to be offered in the curriculum, as more than 85% percent of the students showed their satisfaction with Item 16 with a mean of 4.23. Similarly,



materials-related needs were positively perceived with high degrees of satisfaction expressed by high means and percentages, both ranging between 3.91 - 4.13 and 75.5% - 80.5%, respectively. For example, they needed the teaching materials to thoroughly consider TE content and skills as a way that might help improve their language ability as used in tourism (75%). Seventy-seven percent of the students agreed that they would benefit from a TE course/textbook more than General-English course/textbooks, stressing that materials should be a source of motivation and involvement (over 80%) and describe competencies necessary for tourism jobs (over 81%).

As for the TE skills the students needed to develop (Item 15), they generally wanted to develop all language skills with a mean of 4.18. However, such a need for skills development varied in the order of importance the students gave based on the percentages and means. The highest priority was given to oral skills, namely speaking (4.51) and listening (4.29), with speaking being perceived as the most urgently-needed skill (over 90%). Reading came the third in this order with a mean of 4.18, followed by vocabulary and grammar with means scores of 4.18 and 4.13, respectively. Although high in agreement level, writing came the last with the lowest mean (3.88).

#### **4.2.1.1.1 Students' syllabus needs across Nation & Macalister's domains**

The students' syllabus needs across Nation and Macalister (2010) model were positively perceived with high satisfaction degrees with most of the items included under the model's four criteria, namely, *Goals*, *Content and sequencing*, *Format and presentation*, and *Monitoring and assessing*.

Based on the students' responses to all items, they ordered these criteria according to how important they saw each for developing a TE syllabus from which they could benefit. *Content and Sequencing* ranked the highest in importance with a total mean of 3.83 across its domain items, followed by *Goals* obtaining the second highest mean (3.80). *Monitoring and Assessment* came the third (3.69), followed by *Format and Presentation* being the least important in this order with a total mean of 3.60 which is still high in satisfaction degree. Table 4.57 shows the order of importance given to the criteria.

Table 4.57: Syllabus needs importance order across Nation & Macalister's domains

<b>No</b>	<b>Domain</b>	<b>Total Mean</b>	<b>St. Dev.</b>	<b>Degree</b>
<b>A</b>	Goals	3.80	0.29	High
<b>B</b>	Content and Sequencing	3.83	0.86	High
<b>C</b>	Format and Presentation	3.60	0.44	High
<b>D</b>	Monitoring and Assessment	3.69	0.57	High

With reference to the students' perceptions of the first domain, *Goals*, nearly all items were positively regarded with high degrees of satisfaction and with a mean range of 3.44-4.23 given to Item 8 and Item 1, respectively. The students' highest expectation of the suggested syllabus was to improve their English ability and be able to find a job in the tourism field after graduation (4.23, the highest mean). To use English to talk about their country (Item 4) came the second highest priority with a mean of 4.07 representing a percentage of about 82%. Furthermore, approximately 77% of the students stressed the need for becoming confident in spontaneous and planned tourism-related oral and written production (Item 2). These results are presented in Table 4.58.

Table 4.58: Students needs across Domain A: Goals

<b>A. Goals (After this suggested syllabus, I expect to:)</b>													
Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
1	30	49.18	22	36.06	3	4.92	5	8.20	1	1.64	4.23	0.99	V. High
2	23	37.70	24	39.34	7	11.47	4	6.56	3	4.92	3.98	1.10	High
3	18	29.50	26	42.62	4	6.56	8	13.11	5	8.20	3.72	1.25	High
4	27	44.26	23	37.70	3	4.92	4	6.56	4	6.56	4.07	1.17	High
5	17	27.87	21	34.42	6	9.83	10	16.39	7	11.47	3.50	1.36	High
6	20	32.77	29	47.54	5	8.20	3	4.92	4	6.56	3.95	1.10	High
7	18	29.50	19	31.15	7	11.47	12	19.67	5	8.20	3.54	1.32	High
8	21	34.42	16	26.23	4	6.56	9	14.75	11	18.03	3.44	1.53	High

Item 1: develop our English ability and be able to find a job in the tourism field after graduation.  
 Item 2: become confident in planned and spontaneous tourism-related oral/written production.  
 Item 3: be able to use English at the airport and travel agencies.  
 Item 4: to be able to use English to talk about my country.  
 Item 5: be able to use English at hotels  
 Item 6: be proficient in English to work as a tour guide  
 Item 7: talk about people working in the tourism industry  
 Item 8: learn English to work as a flight attendant.

It can also be concluded from Table 4.58 that the students' needs and expectations to use Tourism English varied according to tourism-related contexts. For example, their need for learning English to work as a tour guide (Item 6) was given the highest priority (3.95), compared to their need for learning English to work as a flight attendant (Item 8) with the least priority as indicated by its mean (3.44). Moreover, learning English to work at hotels (Item 5) was highly perceived with a mean of 3.50, but not as high as when learned to work in travel agencies (3.72).

Unlike *Goals* domain, *Content and Sequencing* domain included nine items each of which sought to gather information about the students' needs as regards how the intended syllabus should be in terms of what to include and in what sequence content could be presented. The high agreement level was indicated in this domain by a mean range of 3.41- 4.21 given to Item 7 and Item 3, respectively. Following this, with a percentage of more than 90%, the students rated their need to study something

relevant to their needs and future goals as the most significant thing to be considered in the suggested TE syllabus.

The results also revealed that the students wanted the content to give much attention to what they needed to learn and do as regards TE (4.18) and to provide ample opportunity for practicing English in the tourism-related contexts (4.16). Additionally, over 70% of the students needed the content to address their proficiency level and seek to develop it (Item 4), and approximately 74% needed the content to focus on the skills, professional activities, functions, and topics necessary to fulfill their tourism study and their future careers (Item 5). The inclusion of topics that the students considered useful to local tourism (Item 8), as well as the content which focused on fluency more than accuracy (Item 7), were perceived positively with high degrees of satisfaction as proved by the high means, 3.93 and 3.41, respectively. Table 4.59 presents the results of all items in terms of means, standard deviations, numbers, percentages and degrees.

Table 4.59: Students needs across Domain B: Content and Sequencing

<b>B. Content and Sequencing</b>													
No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>1</i>	28	45.9	23	37.7	6	9.8	1	1.6	3	4.9	4.18	1.02	High
<i>2</i>	27	44.3	26	42.6	2	3.3	3	4.9	3	4.9	4.16	1.05	High
<i>3</i>	23	37.7	32	52.4	3	4.9	2	3.3	1	1.6	4.21	0.82	V. High
<i>4</i>	24	39.3	19	31.1	6	9.8	8	13.1	4	6.5	3.83	1.26	High
<i>5</i>	18	29.5	27	44.3	4	6.5	5	8.2	7	11.5	3.72	1.29	High
<i>6*</i>											3.78	0.49	High
<i>Speak</i>	34	55.7	22	36	2	3.3	1	1.6	2	3.3	4.39	0.90	V. High
<i>Listen</i>	27	44.3	16	26.2	8	13.1	4	6.5	6	9.8	3.88	1.31	High
<i>Read</i>	21	34.4	23	37.7	6	9.8	5	8.2	6	9.8	3.78	1.28	High
<i>Writ</i>	12	19.6	17	27.8	11	18	9	14.7	12	19.6	3.13	1.42	Mid
<i>Vocab in context</i>	28	45.9	25	40.9	3	4.9	2	3.3	3	4.9	4.19	1.03	High
<i>Gr &amp;</i>	15	24.6	16	26.2	12	19.6	9	14.7	9	14.7	3.31	1.38	Mid

<i>Pro</i>														
<i>7</i>	16	26.2	20	32.8	6	9.8	11	18.	8	13.1	3.41	1.39	V. High	
<i>8</i>	23	37.7	21	34.4	9	14.7	6	9.8	2	3.3	3.93	1.11	High	
<i>9</i>											3.65	0.13	High	
<i>Smpl-Dif</i>	17	27.8	26	42.6	9	14.7	3	4.9	6	9.8	3.74	1.21	High	
<i>Familiar most-least</i>	14	22.9	24	39.3	10	16.4	8	13.1	5	8.2	3.56	1.22	High	
<p><u>Item 1:</u> I want the content to give attention to what I need to learn and do as regards Tourism English.</p> <p><u>Item 2:</u> I want the content to provide ample opportunity for practicing the language in different tourism contexts.</p> <p><u>Item 3:</u> I need to study something relevant to my needs and future goals.</p> <p><u>Item 4:</u> I need the content to address my proficiency level and seek to develop it when related to tourism.</p> <p><u>Item 5:</u> I want the content to focus on the skills, professional activities, functions and topics needed to fulfill tourism study and future careers after graduation.</p> <p><u>Item 6:</u> I want the tourism content to give more attention to: speaking, listening, reading, writing, vocabulary, etc.</p> <p><u>Item 7:</u> I want the tourism content to focus more on fluency than accuracy.</p> <p><u>Item 8:</u> I want the content to include topics of interest and usefulness to the local tourism community.</p> <p><u>Item 9:</u> I want the tourism content to be sequenced beginning from: simple-difficult/ most familiar-least familiar .</p>														

As indicated in Table 4.59, the students' skills preferences (Item 6) greatly varied in both percentages and means. Attention to speaking was exceptionally high as compared to other skills with a satisfaction percentage that approximated 92%. Vocabulary in context was given a high priority as well, with a percentage of 89% and 4.19 as the second highest mean. While listening ranked third in order with a high mean that reached 3.88, other skills, especially writing, grammar, and pronunciation were given less attention, which was indicated by their moderately perceived satisfaction degrees from the means 3.13 and 3.31 obtained, respectively. Finally, the students preferred the content to be sequenced from the simplest to the most difficult (3.74) more than from the most familiar to the least familiar (3.56). This was indicated by the big difference in their means.

Unlike the first two domains, *Format and Presentation*, i.e., Domain C, although high in mean (3.60), was perceived the least needed by the students; consequently, it came last in the order of importance given to the above-mentioned syllabus criteria. This domain involved 11 items, all of which intended to collect data about students' needs of how the content of the suggested syllabus should be presented in terms of the overall design, syllabus approach, activities, learning time and pace, and the teaching techniques and learning styles that students would feel comfortable with. Items 4-7 were analyzed separately as each contained sub-items that needed to be handled in terms of their means and percentages. Table 4.60 gives an overview to the results within this domain.

Table 4.60: Students' needs across Domain C: Format and Presentation

<b>C. Format and Presentation</b>													
Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>1</b>	21	34.4	27	44.2	4	6.5	5	8.20	4	6.56	3.91	1.16	High
<b>2</b>	23	37.7	25	40.9	5	8.2	3	4.92	5	8.20	3.95	1.19	High
<b>3</b>	28	45.9	26	42.6	3	4.9	3	4.92	1	1.64	4.26	0.89	V. High
<b>1 4*</b>											3.28	0.59	Mid
<b>5**</b>											3.13	0.42	Mid
<b>6***</b>											3.59	0.31	High
<b>7****</b>											3.70	0.26	High
<b>8</b>	25	40.9	20	32.7	6	9.8	6	9.83	4	6.56	3.92	1.23	High
<b>9</b>	29	47.5	21	34.4	4	6.5	2	3.28	5	8.20	4.10	1.19	High
<b>10</b>	26	42.6	23	37.7	1	1.6	9	14.75	2	3.28	4.02	1.16	High
<b>11</b>	15	24.6	18	29.5	7	11.5	10	16.39	11	18	3.26	1.46	Mid
<p><u>Item 1</u>: Content should be presented in ways that suit students' individual learning styles.</p> <p><u>Item 2</u>: Content should include materials and activities that facilitate both reception and production in tourism contexts.</p> <p><u>Item 3</u>: Content should include activities that increase fluency and allow me to use the language I already know.</p> <p><u>Item 8</u>: I want the overall design of content (course book) to be tourism-like and include pictures, tables, maps, charts, figures, etc.</p> <p><u>Item 9</u>: I want the content to be a source of encouragement to students.</p> <p><u>Item 10</u>: I want the content to allow enough time and pace for learning.</p> <p><u>Item 11</u>: I want to be taught by a teacher who is an expert in teaching Tourism English.</p>													

The table shows that the highest mean (4.26) was given to Item 3 with a percentage of 88%; this indicates that the students needed the content to include activities that increase fluency and allow them to use the language they already know. They also suggested that content should be a source of encouragement (4.10) and allow enough pace and time for learning (4.02). Moreover, the students had high satisfaction with the content inclusion of materials and activities that facilitate both reception and production in tourism contexts (3.95), as well as with the presentation of this content in ways that suit students' learning styles (3.91). Furthermore, they wanted the overall design of the intended syllabus (textbook) to be presented in terms of pictures, tables, maps, figures, charts, all of which could better situate the tourism context (3.92).

As regards the students' most preferred syllabus approach(es) which should underlie the suggested syllabus (Item 4), they preferred the *integrated approach* with a high satisfaction level that reached 75%. Their agreement with other approaches varied in degree (Low, Moderate, High). For example, the satisfaction level was relatively high for approaches like *Notions and Functions* (3.60), *Skills* (3.57) and *Topics* (3.52). Less consideration to *Grammar and Vocabulary Lists* (2.69) and *Situations* was clearly expressed through the students' dissatisfaction percentages that approximated 56% and 70.5%, respectively. These results are clearly indicated in Table 4.61.

Table 4.61: Analysis of Item 4\* Students' needs as regards syllabus approach

<b>Item 4*: The content should be presented in terms of:</b>													
Item No 4*	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>Gr &amp; Voc. List</i>	12	19.6	9	14.7	6	9.8	16	26.2	18	29.5	2.69	1.52	Mid

<i>Topics</i>	17	27.8	25	40.9	2	3.3	7	11.5	10	16.4	3.52	1.43	High
<i>Situation</i>	7	11.5	10	16.4	1	1.6	19	31.1	24	39.3	2.29	1.43	Low
<i>Skills</i>	15	24.6	27	44.2	2	3.3	12	19.6	5	8.2	3.57	1.28	High
<i>Notions/ functions</i>	20	32.7	22	36	3	4.9	7	11.5	9	14.7	3.60	1.42	High
<i>Tasks</i>	14	22.9	23	37.7	4	6.5	12	19.6	8	13.1	3.37	1.38	Mid
<i>Integrated</i>	25	40.9	21	34.4	6	9.8	6	9.8	3	4.9	3.96	1.17	High

As regards Item 5, the students needed the suggested textbook to be presented in terms of Units (3.42) rather than Modules (2.83), and with Units obtaining a percentage of 59%. Table 4.62 gives reference to the analysis of this item.

Table 4.62: Analysis of Item 5\*\* Students' needs as regards textbook presentation

<b>Item 5**:</b> The content should be presented in the textbook in terms of:													
Item No 5*	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>Module</i>	14	22.9	7	11.5	8	13.1	19	31.1	13	21.3	2.83	1.48	Mid
<i>Units</i>	21	34.4	15	24.6	4	6.5	11	18	10	16.4	3.42	1.52	High

The students also expressed their wants and needs with reference to the teaching techniques that they mostly preferred the suggested syllabus to focus on. Table 4.63 shows the respondents' agreement and disagreement level for each technique handled under Item 7.

Table 4.63: Analysis of Item 6\*\*\* Students' needs as regards teaching techniques

<b>Item 6***:</b> It is comfortable for students to work/learn content through:													
Item No 6*	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>Pair work activities</i>	26	42.6	23	37.7	2	3.3	6	9.8	4	6.5	4.00	1.21	High
<i>Groupwk activities</i>	18	29.5	22	36	1	1.6	11	18	9	14.7	3.47	1.45	High
<i>Class discuss.</i>	21	34.4	12	19.6	2	3.3	15	24.6	11	18	3.28	1.58	Mid
<i>Indiv. work</i>	16	26.2	19	31.1	5	8.2	14	22.9	7	11.5	3.37	1.39	Mid
<i>Project- based act</i>	20	32.7	25	40.9	7	11.5	3	4.9	6	9.8	3.82	1.23	High



According to the table, *Pair work Activities* ranked the first teaching technique that the students felt comfortable with, scoring the highest mean (4.00) and the highest percentage (80%). Students were also satisfied with *Project-based Activities* as they ranked it second in order of importance (3.82). Other teaching techniques like *Group work*, *Class Discussion*, and *Individual Work*, were all moderately perceived with a mean range of 3.28 - 3.47, and with *Class Discussion* being the least needed.

As regards the students' preferences of how they wanted to learn throughout the suggested syllabus (Item 7), approximately 87% of the students said that they would best learn when they discuss and solve problems (4.09). Learning through talking to others was ranked the second best to learn with a total mean of 3.92 followed by learning by seeing and observing (3.85). The students were also comfortable with learning through getting logical explanations (3.79) and doing homework, assignments and projects (3.74). Table 4.64 gives a clear picture of the students' learning preferences.

Table 4.64: Analysis of Item 7\*\*\*\* Students' needs as regards learning preferences

<b>Item 7****: I believe students will best learn when they:</b>													
Item No 7*	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>See writ. info</i>	17	27.8	15	24.6	6	9.8	12	19.6	11	18	3.24	1.50	Mid
<i>Hear / repeat</i>	20	32.7	18	29.5	2	3.3	9	14.7	12	19.6	3.41	1.55	High
<i>Move/mk gestures</i>	19	31.1	22	36	8	13.1	3	4.9	9	14.7	3.64	1.37	High
<i>Discuss/ solv prob.</i>	25	40.9	28	45.9	1	1.6	3	4.9	4	6.5	4.09	1.10	High
<i>Talk to others</i>	24	39.3	23	37.7	4	6.5	5	8.2	5	8.2	3.92	1.24	High
<i>Get logic. explain.</i>	20	32.7	27	44.2	2	3.3	5	8.2	7	11.5	3.79	1.31	High
<i>Do hmwk /assign/ projects</i>	23	37.7	19	31.1	5	8.2	8	13.1	6	9.8	3.74	1.35	High
<i>Find info</i>	17	27.8	26	42.6	3	4.9	7	11.5	8	13.1	3.61	1.36	High
<i>See &amp; observe</i>	28	45.9	17	27.8	2	3.3	7	11.5	7	11.5	3.85	1.41	High

Other learning strategies/techniques were perceived as moderately high such as moving and making gestures (3.64), finding information themselves (3.61), and hearing and repeating (3.41). Seeing written information was considered the least effective despite being moderately perceived with a mean of 3.24.

The last domain handled in the syllabus-based needs analysis is Domain D: *Monitoring and Assessment* which ranked the third before the previously discussed domain (i.e., *Format and Presentation*) with a mean of 3.69. This domain involved 9 items each of which intended to examine the students' wants and needs as regards monitoring and assessment issues such as receiving feedback, checking self-progress, having a match between assessment and students' actual ability and their needs, using audio-visual techniques to teach and learn content, having sufficient time to absorb and practice content, etc. As Item 3 asked students about how they wanted to be assessed in the suggested syllabus, it was analyzed in a separate table to show how the underlying items were perceived by students. Table 4.25 shows the results of the items 1-9, except Item 3 which was analyzed and presented in Table 4.65.

Table 4.65: Students needs across Domain D: Monitoring and Assessment

<b>D. Monitoring and Assessment</b>													
Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>1</b>	23	37.7	28	45.9	1	1.6	3	4.9	6	9.8	3.97	1.22	High
<b>2</b>	25	40.9	22	36	6	9.8	5	8.2	3	4.9	4.00	1.14	V. High
<b>3*</b>											3.34	0.63	Mid
<b>4</b>	22	36	24	39.3	6	9.8	6	9.8	3	4.9	3.92	1.14	High
<b>5</b>	29	47.5	23	37.7	4	6.5	3	4.9	2	3.3	4.21	1.00	V. high
<b>6</b>	18	29.5	30	49.2	4	6.5	4	6.5	5	8.2	3.85	1.17	High
<b>7</b>	30	49.2	25	40.9	3	4.9	2	3.3	1	1.6	4.32	0.85	V. High
<b>8</b>	20	32.7	28	45.9	5	8.2	3	4.9	5	8.2	3.90	1.16	High
<b>9</b>	24	39.3	26	42.6	6	9.8	3	4.9	2	3.3	4.10	1.00	High
<p><b>Item 1:</b> I need to receive feedback on our learning.</p> <p><b>Item 2:</b> The course should provide an opportunity for me to check my progress.</p> <p><b>Item 4:</b> I want to be assessed on what I needed to learn and do.</p> <p><b>Item 5:</b> I want assessment to demonstrate my actual proficiency level and ability to use English in</p>													

the tourism context.

Item 6: I want audio-visual aids to be part of the learning/teaching of content.

Item 7: I want the content to be selected and presented according to students' needs and interests.

Item 8: I need sufficient time to absorb and practice content.

Item 9: I need to learn from a textbook and other available resources (technology, for example).

According to Table 4.65, all items were regarded as high as indicated by a high mean range 3.90 - 4.32 and a high agreement percentage (78-90%). For example, students urgently wanted the content to be selected and presented according to their needs and interests (4.32). They also highly expressed their needs to learn from a TE-related textbook and other resources as over 82% showed their agreement with Item 9 with a mean of 4.10. Moreover, they significantly needed the suggested course syllabus to provide an opportunity to practice content, and this was indicated by their high agreement level that reached 3.90. The students also agreed on having audio-visual aids as part of the learning/teaching process with a total mean of 3.85. Similarly, assessment issues were also positively perceived. For example, they wanted the assessment to demonstrate their actual proficiency level and ability to use English in the tourism context (4.21). They also needed the syllabus to give more opportunities to check their progress (4.00); let alone, their needs to receive feedback on their learning (3.97). Finally, they showed their total agreement with the need for being assessed based on what they needed to learn and do as regards Tourism English (3.92).

When asked about the assessment tools with which they felt comfortable (Item 3), the students addressed *Quizzes and Progress Tests* first, followed by *Portfolio* (3.90) and *Project work* (3.85). High means were also given to *Oral Production* (3.79), *Final Exam* (3.77) and *Mid-term Exams* (3.47). *Homework and Assignments* and

*Class Performance* were perceived as moderate in the students' agreement level with means of 2.69 and 2.98, respectively. However, the students perceived *Participation and Attendance* as the least preferred assessment technique with the least mean (2.24). Table 4.66 gives a clear view of the analysis related to this point.

Table 4.66: Analysis of Item 3\* Students' needs as regards assessment preferences

<b>Item 3*: I need to be assessed in this course in terms of:</b>													
Item No 3*	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>Mid-term exams</i>	21	34.4	15	24.6	6	9.8	10	16.4	9	14.7	3.47	1.47	High
<i>Hwrk/assign.</i>	11	18	9	14.7	8	13.1	16	26.2	17	27.8	2.69	1.48	Mid
<i>Quizzes/prog. test</i>	22	36	27	44.3	2	3.3	4	6.5	6	9.8	3.90	1.25	High
<i>Portfolio/proj. wrk</i>	21	34.4	26	42.6	3	4.9	6	9.8	5	8.2	3.85	1.24	High
<i>Part &amp; attend.</i>	6	9.8	9	14.7	3	4.9	19	31.1	24	39.3	2.24	1.37	Low
<i>F. exam</i>	17	27.8	29	47.5	4	6.5	6	9.8	5	8.2	3.77	1.20	High
<i>Oral prod</i>	21	34.4	25	40.9	3	4.9	5	8.2	7		3.79	1.32	High
<i>Class perform</i>	13	21.3	14	22.9	6	9.8	15	24.6	13	21.3	2.98	1.49	Mid

As the needs analysis part has a fifth domain where additional questions were provided (i.e., Questions about topic and learning strategy preferences), Table 4.67 and 4.68 discuss the results of these preference-related questions in order.

The results given in Table 4.67 revealed that the students were highly interested in topics like *Local people in Tourism* and *Tour Guides and Tour Operators*, both receiving the highest mean 2.31. *Local Tour and Where to Go* ranked the second most preferred topic (2.26), followed directly by *History and Ancient Civilizations* (2.25). Moreover, topics such as *Local Hotel Industry*, *Effect of Tourism on Local*

*Community*, and *Travel Agencies*, all ranked next in order as they had the mean scores of 2.18, 2.15, and 2.11, respectively. However, the students did not show interest in some of the given topics such as *Holiday Types*, the least they were interested in (1.49), followed by *Road and Rail Travel* (1.62), *Money* (1.64), and *Sea Travel* (1.70), respectively. Table 4.67 shows the analysis related to students' topic preferences.

Table 4.67: Students' Syllabus-based needs as related to their preferred topics

Topic	Int 3	OK 2	N Int 1	Mean	St Dev	Topic	Inter 3	OK 2	N Int 1	Mean	St Dev
Local people in tourism	29 47.5 %	22 36 %	10 16.4 %	2.31	0.74	History and ancient civilizations	28 45.9%	20 32.8%	13 21.3 %	2.25	0.79
Travel agencies	21 34.4 %	26 42.6 %	14 22.9 %	2.11	0.75	Tour guides and tour operators	26 42.6%	28 45.9%	7 11.4 %	2.31	0.67
Local tour and where to go (Petra, Jerash, etc)	25 40.9 %	27 44.3 %	9 14.8 %	2.26	0.70	Air transport	16 26.2%	24 39.3%	21 34.4 %	1.92	0.78
Responsible tourism	20 32.8	24 39.3 %	17 27.8 %	2.05	0.78	Local hotel industry and hotel facilities	23 37.7%	26 42.6%	12 19.6 %	2.18	0.74
Tours abroad	17 27.8	25 40.1 %	19 31.1 %	1.97	0.77	Careers in tourism	20 32.8%	25 40.9%	16 26.2 %	2.07	0.77
Holiday types	8 13.1	14 22.9 %	39 63.9 %	1.49	0.72	Effects of tourism on local community	25 40.9%	22 36%	12 19.6 %	2.15	0.77
Money	12 19.6 %	15 24.6 %	34 55.7 %	1.64	0.80	Food and drink	21 34.4%	24 39.3%	16 26.2 %	2.08	0.78
The history and development of tourism	21 34.4	18 29.5 %	22 36 %	1.98	0.85	Travel by sea and river-cruises and ferries	13 21.3%	17 27.8%	31 50.8 %	1.70	0.80
Promotion and marketing in tourism	18 29.5	21 34.4 %	22 36 %	1.93	0.81	Travel by road and rail	15 24.6%	8 13.1%	38 62.2 %	1.62	0.86

When asked about their preferences of the learning strategies they would mostly like to do while learning, students gave the highest consideration to *Reporting Past Events* as indicated by the highest mean (2.36). *Having Vocabulary* and *Discussion*

*Practice* both ranked the second most useful strategies with means of 2.34 and 2.33, respectively. Furthermore, the students rated *Practicing Presentation Skills* (2.30) as more useful than other strategies like *Practicing Meeting Skills* and *Having Listening Practice*, both receiving the same mean (2.28). On the other hand, the students considered *Having Writing Practice* (1.72) the least useful strategy they needed in the suggested syllabus. They also gave less attention to *Practicing Negotiation Skills* (1.92) and *Having Grammar Practice* (1.98).

Table 4.68: Students' Syllabus-based needs related to their learning strategy preferences

Strategy	3	2	1	Mean	St D	Strategy	3	2	1	Mean	St D
<b>have discussion practice</b>	32 52.4 %	17 27.8 %	12 19.6 %	2.33	0.79	<b>read more</b>	25 40.9 %	21 34.4 %	15 24.6 %	2.16	0.80
<b>have vocabulary practice</b>	28 45.9 %	26 42.6 %	7 11.4 %	2.34	0.68	<b>practice meeting skills</b>	29 47.5 %	20 32.8 %	12 19.6 %	2.28	0.78
<b>have grammar practice</b>	21 34.4 %	18 29.5 %	22 36 %	1.98	0.85	<b>practice presentation skills</b>	25 40.9 %	27 44.2 %	9 14.8 %	2.30	0.70
<b>have writing practice</b>	14 22.9 %	16 26.2 %	31 50.8 %	1.72	0.82	<b>have listening practice</b>	23 37.7 %	32 52.4 %	6 9.8 %	2.28	0.64
<b>practice negotiating skills</b>	19 31.1 %	18 29.5 %	24 39.3 %	1.92	0.84	<b>report past events</b>	33 54 %	17 27.8 %	11 18 %	2.36	0.78

#### 4.2.1.2 Results of Graduates' Needs Analysis Questionnaire

The graduates indicated positive perceptions of the 16 needs-based items. They had great passions to learn English, considering it as the most commonly-used language in the tourism field. Their attitudes were very high towards English as the language of national and international tourism (4.58), and for this reason more than 94% wanted to learn it. They also agreed on having a match between what is taught and what students need to achieve as regards TE, and this was indicated by the high agreement percentage (94%) and the second highest mean (4.56). In contrast, the

graduates were totally dissatisfied with their abilities in using English for tourism purposes, which was expressed by the highest disagreement percentage (89%) and the lowest mean score (1.64). Moreover, more than 75% of the graduates expressed negative perceptions of what the program (i.e., the General-English and Specialty courses) had offered them related to their ability to use the English language in the tourism field (Item 9). Table 4.69 presents the graduates' positive perceptions related to their needs and necessities.

Table 4.69: Graduates' Needs Analysis Results (General items 1-16)

Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>1</i>	24	66.6	10	27.8	1	2.8	1	2.8	0	0	4.58	0.69	V. High
<i>2</i>	19	52.8	16	44.4	0	0	0	0	1	2.8	4.44	0.77	V. High
<i>3</i>	1	2.8	2	5.5	1	2.8	11	30.5	21	58.3	1.64	0.99	V. Low
<i>4</i>	13	36.1	16	44.4	2	5.5	4	11.1	1	2.8	4.00	1.07	High
<i>5</i>	10	27.8	18	50	3	8.3	3	8.3	2	5.5	3.86	1.10	High
<i>6</i>	13	36.1	17	47.2	1	2.8	2	5.5	3	8.3	3.97	1.18	High
<i>7</i>	19	52.8	12	33.3	2	5.5	0	0	3	8.3	4.22	1.15	V. High
<i>8</i>	23	63.9	11	30.5	1	2.8	1	2.8	0	0	4.56	0.69	V. High
<i>9</i>	3	8.3	2	5.5	4	11.1	15	41.6	12	33.3	2.14	1.20	High
<i>10</i>	18	50	13	36.1	3	8.3	1	2.8	1	2.8	4.28	0.94	V. High
<i>11</i>	9	25%	24	66.6	2	5.5	1	2.8	0	0	4.14	0.64	High
<i>12</i>	13	36.1	12	33.3	6	16.6	2	5.5	3	8.3	3.83	1.23	High
<i>13</i>	20	55.5	10	27.8	3	8.3	1	2.8	2	5.5	4.25	1.11	V. High
<i>14</i>	12	33.3	22	61.1	1	2.8	0	0	1	2.8	4.22	0.76	V. High
<i>15*</i>											3.73	0.54	High
<i>Speak</i>	25	69.4	7	19.4	1	2.8	2	5.5	1	2.8	4.47	1.00	V. High
<i>Liste n</i>	19	52.8	11	30.5	2	5.5	1	2.8	3	8.3	4.17	1.21	High
<i>Read</i>	14	38.9	10	27.8	5	13.9	3	8.3	4	11.1	3.75	1.36	High
<i>Writ</i>	9	25	12	33.3	4	11.1	3	8.3	8	22.2	3.31	1.51	Mid
<i>Gram</i>	6	16.6	10	27.8	2	5.5	10	27.8	8	22.2	2.89	1.47	Mid
<i>Voca b.</i>	12	33.3	15	41.6	1	2.8	6	16.6	2	5.5	3.80	1.24	High
<i>16</i>	20	55.5	12	33.3	3	8.3	1	2.8	0	0	4.42	0.77	V. High

Item 1: English is the language of national and international tourism, and thus Tourism students should learn it.  
Item 2: Tourism students need to be proficient in the English language used in tourism so that they can manage to get a job in the tourism field easily.  
Item 3: I feel satisfied with my English abilities in tourism.  
Item 4: English language ability is the most important thing to get a job in the tourism field.  
Item 5: Learning English ensures doing better in the tourism study.  
Item 6: Tourism students need to develop their English communicative abilities in tourism and raise their literacy in the tourism field.  
Item 7: It is necessary that textbooks and materials used in teaching consider Tourism English so that students' language abilities as related to tourism can be developed.

Item 8: There should be a match between what it is taught and what students need to achieve as regards Tourism English.  
Item 9: I am satisfied with what the General-English and specialty courses offered me as regards my English abilities in tourism.  
Item 10: Students will benefit better from a tourism-English course or textbook more than what General English courses/textbooks do.  
Item 11: The curriculum offered should meet students' needs and expectations as regards Tourism-English.  
Item 12: Teachers should be expert enough in Tourism English.  
Item 13: Materials should thoroughly describe the competencies necessary for tourism jobs.  
Item 14: Materials should raise students' motivation and involvement.  
Item 15: When related to Tourism English, students need to develop their ability in the language skills.  
Item 16: The tourism Department should offer a special course that focuses on communication in tourism in its curriculum.

Based on the high means of Items 2-6, the graduates indicated the fact that learning English would ensure doing better at both study and work and that Tourism majoring students ought to be proficient in the English language as they would need it to fulfill tourism purposes. Their perceptions as regards materials-based needs were also positively considered with 4.24 as the average mean score of its four related items (Items 7, 10, 13, and 14).

Furthermore, when asked about the language skill(s) that they needed to develop, the graduates ranked *Speaking*, followed by *Listening* as the two most commonly preferred skills to be used in Tourism, both receiving the highest means (4.47 and 4.17) and agreement percentages (89% and 83%). *Vocabulary* came next with a mean of 3.80, followed by *Reading* (3.75), while both *Writing* and *Grammar* came last as the least needed skills with the means of 3.31 and 2.89, respectively. Furthermore, the graduates' perceptions of having a communicative TE syllabus to be offered within the Tourism Department's curriculum (Item 16), were incredibly positive with a very high mean (4.42) and a high agreement percentage that reached 89%.



#### 4.2.1.2.1 Graduates' syllabus needs across Nation & Macalister's domains

Just like the Student Questionnaire, the Graduate Questionnaire's results were analyzed under Nation and Macalister's (2010) four syllabus criteria, namely, *Goals*, *Content and Sequencing*, *Format and Presentation*, and *Monitoring and Assessing*.

Although all criteria were positively perceived in light of the high means given to each, the results gave an order to each of these criteria as perceived by the graduates themselves. Indicated by the total mean 4.06, *Content and Sequencing* was given the highest consideration as the most important domain needed for the development of the suggested syllabus. *Goals* ranked the second in this order with a total mean of 4.00 followed by *Monitoring and Assessment* (3.83) and finally *Format and Presentation* (3.72). The statistics in Table 4.70 provides evidence to the analysis of graduates' syllabus needs across all domains.

Table 4.70: Syllabus needs importance order across Nation & Macalister's domains

No	Domain	Total Mean	St. Dev.	Degree
A	Goals	4.00	0.16	High
B	Content and Sequencing	4.06	0.39	High
C	Format and Presentation	3.72	0.38	High
D	Monitoring and Assessment	3.83	0.50	High

As regards the first Questionnaire domain, *Goals*, the participating graduates perceived the items within this domain as high in degree with a total mean that varied between 3.69 and 4.19. They first gave their highest consideration to Item 1, indicating that the suggested syllabus should aim to develop their English ability that would better help them to find a job in the tourism field. *Being able to use English to talk about their country* (Item 4), came the second aim/objective the

graduates saw necessary in the suggested syllabus (4.14), whereas *becoming confident in planned and spontaneous tourism-related oral/written production* ranked third with a total mean of 4.11. Table 4.71 shows the analysis of these items in terms of means, standard deviations, degrees and percentages.

Table 4.71: Graduates' needs across Domain A: Goals

<b>A. Goals (After this suggested syllabus, I expect to:)</b>													
Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
1	17	47.22	14	38.89	2	5.55	1	2.78	2	5.55	4.19	1.06	High
2	12	33.33	20	55.55	1	2.78	2	5.55	1	2.78	4.11	0.92	High
3	10	27.78	18	50	4	11.11	2	5.55	2	5.55	3.89	1.06	High
4	16	44.44	15	41.67	2	5.55	0	0	3	8.33	4.14	1.13	High
5	13	36.11	14	38.89	5	13.89	3	8.33	1	2.78	3.97	1.06	High
6	17	47.22	11	30.55	3	8.33	2	5.55	3	8.33	4.03	1.25	High
7	14	38.89	13	36.11	6	16.67	1	2.78	2	5.55	4.00	1.10	High
8	11	30.55	16	44.44	1	2.78	3	8.33	5	13.89	3.69	1.37	High

Item 1: develop their English ability and be able to find a job in the tourism field after graduation.  
Item 2: become confident in planned and spontaneous tourism-related oral/written production.  
Item 3: be able to use English at the airport and travel agencies.  
Item 4: to be able to use English to talk about their country.  
Item 5: be able to use English at hotels  
Item 6: be proficient in English to work as a tour guide  
Item 7: talk about people working in the tourism industry  
Item 8: learn English to work as a flight attendant.

As shown in Table 4.71, Tourism-English use in contexts (i.e., at hotels, travel agencies, etc.) was positively perceived but with slight variations in their related item means. For example, *being proficient in English to work as a tour guide* (4.03) was perceived as more necessary than *talking about people working in the tourism industry* (4.00), *being able to use English at hotels* (3.97), or *learning English to work as a flight attendant* (3.69).

Content and materials-related issues were considered the most necessarily needed in the intended syllabus as the graduates ranked *Content and Sequencing* at the top

priority of syllabus-based needs with a mean of 4.06. Although all items were perceived with high means, the graduates' highest agreement (91.5%) was on having the content to give more attention to what the students need to learn and do as regards TE (Item 1) with the highest mean (4.33). The second highest content-related consideration was given to Item (5) with a mean of 4.30, as approximately 89% of the graduates preferred the content to focus on the skills, activities, functions and topics needed to fulfill tourism study and after-graduation careers. Furthermore, with the same mean (4.28), high consideration was also given to both Items 2 and 7, where the graduates reported that it was necessary for the content to provide ample opportunity to practice English in tourism-related contexts and to focus more on fluency and intelligible communication than on accuracy (i.e., rule-governed patterns such as accurate correct grammar and/or pronunciation). Similarly, the graduates greatly recommended that students should study something relevant to their needs and future goals (4.25) and that the content should include topics of interests and usefulness to the local tourism community (4.11). The analysis related to the items within this domain is presented in Table 4.72.

Table 4.72: Graduates' needs across Domain B: Content and Sequencing

<b>B. Content and Sequencing</b>													
Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>1</b>	20	55.5	13	36.1	0	0	1	2.8	2	5.5	4.33	1.04	V. High
<b>2</b>	17	47.2	15	41.6	2	5.5	1	2.8	1	2.8	4.28	0.91	V. High
<b>3</b>	16	44.4	17	47.2	1	2.8	0	0	2	5.5	4.25	0.97	V. High
<b>4</b>	7	19.4	23	63.9	4	11.1	2	5.5	0	0	3.97	0.74	High
<b>5</b>	21	58.3	11	30.5	0	0	2	5.5	2	5.55	4.30	1.12	V. High
<b>6*</b>											3.95	0.58	High
<i>Speak</i>	26	72.2	8	22.2	1	2.8	0	0	1	2.8	4.61	0.80	V. High
<i>Listen</i>	13	36.1	15	41.6	5	13.9	1	2.8	2	5.5	4.00	1.07	High
<i>Read</i>	17	47.2	10	27.8	2	5.5	3	8.3	4	11.1	3.92	1.38	High
<i>Writ</i>	9	25	10	27.8	5	13.9	5	13.8	7	19.4	3.25	1.48	Mid
<i>Vocab in context</i>	23	63.9	11	30.5	1	2.8	1	2.8	0	0	4.56	0.69	V. High

<i>Gr &amp; Pro</i>	8	22.2	13	36.1	3	8.3	7	19.4	5	13.8	3.33	1.39	Mid
<i>7</i>	20	55.5	10	27.8	4	11.1	0	0	2	5.5	4.28	1.06	High
<i>8</i>	16	44.4	15	41.6	1	2.8	1	2.8	3	8.3	4.11	1.17	High
<i>9</i>											3.88	0.13	High
<i>Smpl-Dif</i>	13	36.1	12	33.3	5	13.9	2	5.5	4	11.1	3.78	1.31	High
<i>Familiar most-least</i>	15	41.6	14	38.9	1	2.8	3	8.3	3	8.3	3.97	1.25	High
<p><u>Item 1:</u> The content should give attention to what students need to learn and do as regards Tourism English.</p> <p><u>Item 2:</u> The content should provide ample opportunity for practicing the language in different tourism contexts.</p> <p><u>Item 3:</u> Students need to study something relevant to their needs and future goals.</p> <p><u>Item 4:</u> The content should address students' proficiency level and seek to develop it when related to tourism.</p> <p><u>Item 5:</u> The content should focus on the skills, professional activities, functions and topics needed to fulfill tourism study and future careers after graduation.</p> <p><u>Item 6:</u> The tourism content should give more attention to: speaking, listening, reading, writing, vocabulary, etc.</p> <p><u>Item 7:</u> The content should focus more on fluency than accuracy.</p> <p><u>Item 8:</u> The content should include topics of interest and usefulness to the local tourism community.</p> <p><u>Item 9:</u> The content should be sequenced beginning from: simple-difficult/ most familiar-least familiar.</p>													

Concerning the skills the graduates perceived the most necessary in the suggested syllabus, *Speaking* and *Vocabulary in context* were ranked the highest, both receiving extremely-high means of 4.61 and 4.56, respectively. With a high degree, both *Listening* and *Reading* came next with means of 4.00 and 3.92, respectively. However, *Grammar and Pronunciation* and *Writing*, although with a moderate degree, ranked last as the least needed in the syllabus as they received the lowest means 3.33 and 3.25, respectively. Finally, the results revealed that the graduates wanted the content to be sequenced beginning from *the most familiar to the least familiar* more than from *the simplest to the most difficult*, and this was proved by the variation noted in their means (3.97 compared to 3.78).

Unlike *Content and Sequencing*, *Format and Presentation*, i.e., Domain C, was considered the least needed as indicated by the mean 3.72 across the domain items. Nonetheless, this mean refers to a high satisfaction level to the related items. Importantly, all items within this domain were positively perceived as needed to be considered in the syllabus, with the highest mean 4.25 given to Item 9 and the lowest 3.56 given to Item 8. The total means of Items 4-7 were given in Table 4.69, and their sub-items were analyzed separately in the following tables. An overview of the results of all items within this domain is presented in Table 4.73.

Table 4.73: Graduates' needs across Domain C: Format and Presentation

<b>C. Format and Presentation</b>													
Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<b>1</b>	12	33.33	11	30.55	7	19.44	4	11.11	2	5.55	3.75	1.20	High
<b>2</b>	17	47.22	10	27.78	4	11.11	3	8.33	2	5.55	4.03	1.21	High
<b>3</b>	14	38.89	14	38.89	2	5.55	3	8.33	3	8.33	3.92	1.25	High
<b>4*</b>											3.48	0.45	High
<b>5**</b>											3.66	0.37	High
<b>6***</b>											3.90	0.36	High
<b>7***</b>											3.70	0.39	High
<b>8</b>	12	33.33	10	27.78	5	13.89	4	11.11	5	13.89	3.56	1.42	High
<b>9</b>	19	52.78	12	33.33	1	2.78	3	8.33	1	2.78	4.25	1.05	V. High
<b>10</b>	13	36.11	16	44.44	5	13.89	0	0	2	5.55	4.06	1.01	High
<b>11</b>	8	22.22	18	50	2	5.55	5	13.89	3	8.33	3.64	1.22	High
<p><b>Item 1:</b> Content should be presented in ways that suit students' individual learning styles.</p> <p><b>Item 2:</b> Content should include materials and activities that facilitate both reception and production in tourism contexts.</p> <p><b>Item 3:</b> Content should include activities that increase fluency and allow students to use the language they already know.</p> <p><b>Item 8:</b> The overall design of content (course book) should be tourism-like and include pictures, tables, maps, charts, figures, etc.</p> <p><b>Item 9:</b> The content should be a source of encouragement to students.</p> <p><b>Item 10:</b> The content should allow enough time and pace for learning.</p> <p><b>Item 11:</b> Students need to be taught by a teacher who is an expert in teaching Tourism English.</p>													

The table shows that over 86% of the graduates wanted the content to be a source of encouragement to students (Item 9), whereas only 61% agreed that the overall design

of content should be tourism-like and include pictures, tables, maps, charts, etc. (Item 8). The graduates gave their second highest consideration to Item 10 where they wanted the content to allow enough time and pace for learning (4.06). They further perceived that the content should include materials and activities that facilitate reception and production in tourism contexts (4.03) and increase fluency to the extent that they allow students to use the language they already know (3.92).

As for the graduates' syllabus approach preferences (Item 4), they mostly went for the *integrated syllabus* which obtained the highest mean (4.11) and the highest satisfaction percentage that exceeded 83%. *Topics* came the second with a mean of 3.86 followed by *Notions and Functions* and *Skills* with means of 3.67 and 3.53, respectively. However, the graduates did not give much consideration to *Grammar and Vocabulary Lists, Situations and Tasks*, with the first having the least mean (2.81). Table 4.74 indicates the analysis as regards the graduates' syllabus approach preference.

Table 4.74: Analysis of Item 4\* Graduates' needs as regards syllabus approach

<b>Item 4*: The content should be presented in terms of:</b>													
Item No 4*	SA		A		NS		D		SD		Mean	St. Dv	Deg
	N	%	N	%	N	%	N	%	N	%			
<i>Gr &amp; Voc. List</i>	7	19.4	5	13.9	6	16.6	10	27.8	8	22.2	2.81	1.45	Mid
<i>Topics</i>	12	33.3	15	41.6	4	11.1	2	5.5	3	8.3	3.86	1.20	High
<i>Situation</i>	9	25	8	22.2	5	13.9	8	22.2	6	16.6	3.17	1.46	Mid
<i>Skills</i>	14	38.9	7	19.4	4	11.1	6	16.6	5	13.9	3.53	1.50	High
<i>Notions/ functions</i>	10	27.8	15	41.6	2	5.5	7	19.4	2	5.5	3.67	1.24	High
<i>Tasks</i>	6	16.6	14	38.9	5	13.9	4	11.1	7	19.4	3.22	1.40	Mid
<i>Integrated</i>	17	47.2	13	36.1	2	5.5	1	2.8	3	8.3	4.11	1.19	High

Moreover, the graduates positively perceived the content to be presented in terms of Units more than Modules, as approximately more than 72% expressed a preference to Units with a mean of 3.92. Table 4.75 shows the graduates' preference of Units compared to Modules.

Table 4.75: Analysis of Item 5\*\* Graduates' needs as regards textbook presentation

<b>Item 5**:</b> The content should be presented in the textbook in terms of:													
Item No 5*	SA		A		NS		D		SD		Mean	St. Dv	Deg
	N	%	N	%	N	%	N	%	N	%			
<i>Modules</i>	11	30.5	8	22.2	7	19.4	4	11.1	6	16.6	3.39	1.46	Mid
<i>Units</i>	14	38.9	12	33.3	5	13.9	3	8.3	2	5.5	3.92	1.18	High

As regards the teaching techniques they wanted the suggested syllabus to emphasize, the graduates valued *Class Discussion* the most with the highest mean (4.22), compared to *Individual Work* which was ranked the least with the lowest mean (3.31). *Pair work* and *Project-based Activities* were also valued as they both got the second highest mean (4.08). *Group work Activities* came next with a high mean (3.81). Overview of this analysis is provided in Table 4.76.

Table 4.76: Analysis of Item 6\*\*\* Graduates' needs as regards teaching techniques

<b>Item 6***:</b> It is comfortable for students to work/learn content through:													
Item No 6*	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>Pair work Activities</i>	16	44.4	12	33.3	4	11.1	3	8.3	1	2.8	4.08	1.08	High
<i>Groupwk Activities</i>	13	36.1	14	38.9	1	2.8	5	13.9	3	8.3	3.81	1.31	High
<i>Class Discuss.</i>	21	58.3	8	22.2	2	5.5	4	11.1	1	2.8	4.22	1.15	V. High
<i>Indiv. work</i>	8	22.2	11	30.5	6	16.6	6	16.6	5	13.9	3.31	1.37	Mid
<i>Project-based Act</i>	12	33.3	19	52.8	3	8.3	0	0	2	5.5	4.08	0.97	High

When asked about which learning preferences they wanted the syllabus to address, the graduates' related responses greatly varied. For example, they preferred *Talking to Others* and *Seeing and Observing* as the mostly valued teaching techniques expressed by their respective high means 4.36 and 4.11. However, they considered the least *Hearing and Repeating* (3.25), followed by *Seeing Written Information* and *Finding Information*, both having the same mean 3.42. Furthermore, they were happy with *Discussion and Problem-solving* more than (4.08) with *Getting Logical Explanation* (3.67) or *Doing Homework, assignments or Projects* (3.58). Table 4.77 indicates the related analysis.

Table 4.77: Analysis of Item 7\*\*\*\* Graduates' needs as regards learning preferences

<b>Item 7****: I believe students will best learn when they:</b>													
Item No 6*	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>See writ. info</i>	9	25	13	36.1	5	13.9	2	5.5	7	19.4	3.42	1.44	High
<i>Hear / repeat</i>	10	27.8	8	22.2	4	11.1	9	25	5	13.9	3.25	1.46	Mid
<i>Move/mk gestures</i>	7	19.4	13	36.1	8	22.2	3	8.3	5	13.9	3.39	1.29	Mid
<i>Discuss/ solv prob.</i>	17	47.2	11	30.5	3	8.3	4	11.1	1	2.8	4.08	1.13	High
<i>Talk to others</i>	20	55.5	12	33.3	2	5.5	1	2.8	1	2.8	4.36	0.93	V. High
<i>Get logic. explain.</i>	11	30.5	13	36.1	5	13.9	3	8.3	4	11.1	3.67	1.31	High
<i>Do HW /assign/ projects</i>	14	38.9	9	25	3	8.3	4	11.1	6	16.6	3.58	1.52	High
<i>Find info</i>	8	22.2	11	30.5	7	19.4	8	22.2	2	5.5	3.42	1.23	High
<i>See &amp; observe</i>	16	44.4	13	36.1	4	11.1	1	2.8	2	5.5	4.11	1.09	High

With a mean of 3.83, the last domain, Domain D, *Monitoring and Assessment*, ranked third as indicated by the means of the domain's items. The graduates valued the fact that the assessment should demonstrate students' actual proficiency level and



ability to use English in the tourism contexts (Item 5 obtaining the highest mean 4.28). A high preference (4.25) was given to Items 2 and 4 as the graduates reported that the syllabus should provide an opportunity for students to check their progress and that students should be assessed based on what they need to learn and do. It was also found that it was important for the content to be selected and presented according to students' needs and interests (4.14), and students should receive feedback on their learning (4.06). The graduates also believed that the students should have sufficient time to practice content (4.00) and that they need to learn from a textbook and other available technological resources (3.92). Table 4.78 shows the analysis of this domain items, except Item 3, which was analyzed in a separate table.

Table 4.78: Graduates' needs across Domain D: Monitoring and Assessment

<b>D. Monitoring and Assessment</b>													
Item No	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
1	14	38.9	15	41.6	3	8.3	3	8.3	1	2.8	4.06	1.04	High
2	17	47.2	13	36.1	4	11.1	2	5.5	0	0	4.25	0.87	V. High
3*											3.54	0.57	High
4	21	58.3	10	27.8	1	2.8	1	2.8	3	8.3	4.25	1.20	V. High
5	12	33.3	23	63.9	0	0	1	2.8	0	0	4.28	0.61	V. High
6	17	47.2	11	30.5	4	11.1	2	5.5	2	5.5	4.08	1.16	High
7	14	38.9	17	47.2	3	8.3	0	0	2	5.5	4.14	0.99	High
8	15	41.6	13	36.1	4	11.1	1	2.8	3	8.3	4.00	1.19	High
9	10	27.8	19	52.8	2	5.5	4	11.1	1	2.8	3.92	1.02	High
<p><u>Item 1:</u> It is important for students to receive feedback on their learning.</p> <p><u>Item 2:</u> The course should provide an opportunity for students to check their progress.</p> <p><u>Item 4:</u> It is better to assess students on what they needed to learn and do</p> <p><u>Item 5:</u> Assessment should demonstrate students' actual proficiency level and ability to use English in the tourism context.</p> <p><u>Item 6:</u> Audio-visual aids should be part of the learning/teaching of content.</p> <p><u>Item 7:</u> The content should be selected and presented according to students' needs and interests.</p> <p><u>Item 8:</u> Students need sufficient time to absorb and practice content.</p> <p><u>Item 9:</u> Students need to learn from a textbook and other available resources (technology, for example).</p>													

As regards the graduates' preferences of the assessment procedures they considered effective (Item 3), they perceived *Oral Production* and *Quizzes and Progress Tests* as the most effective techniques to assess students in the intended syllabus, both obtaining the two highest means 4.08 and 4, respectively. In contrast, *Participation and Attendance* was perceived the least effective with a mean of 2.44 followed by *Class Performance* (2.92). *Portfolio and Project work* and *Mid-term Exams* were also considered effective in assessing students, as both obtained the second highest means, 3.86 and 3.83, respectively. This analysis can be seen in detail in Table 4.79.

Table 4.79: Analysis of Item 3\* Graduates' needs as regards assessment preferences

<b>Item 3*: Students need to be assessed in this course in terms of:</b>													
Item No 3*	SA		A		NS		D		SD		Mean	St. Dv	Deg.
	N	%	N	%	N	%	N	%	N	%			
<i>Mid-term exams</i>	12	33.3	14	38.9	4	11.1	4	11.1	2	5.5	3.83	1.18	High
<i>Hwrk/ assignmt</i>	9	25	13	36.1	7	19.4	6	16.6	1	2.8	3.64	1.13	High
<i>Quizzes/ prog. test</i>	16	44.4	11	30.5	3	8.3	5	13.9	1	2.8	4.00	1.17	High
<i>Portfolio /proj. wrk</i>	13	36.1	15	41.6	2	5.5	2	5.5	4	11.1	3.86	1.29	High
<i>Part &amp; attend.</i>	5	13.9	5	13.9	4	11.1	9	25	13	36.1	2.44	1.46	Low
<i>F. exam</i>	10	27.8	13	36.1	3	8.3	7	19.4	3	8.3	3.56	1.32	High
<i>Oral prod</i>	14	38.9	16	44.4	2	5.5	3	8.3	1	2.8	4.08	1.02	High
<i>Class perform</i>	4	11.1	11	30.5	5	13.9	1	27.8	6	16.6	2.92	1.32	Mid

As part of the Needs Analysis, the graduates responded to the additional questions, especially those related to topic and strategy preferences. As for topics, they were interested the most in *Food and Drinks* as more than 94% of the graduates showed their preference to this topic, receiving the highest mean (2.58). *Local Tour* was preferred the second with a mean of 2.47, followed by other topics like *History and*

*Ancient Civilizations (2.42), Tour Guides and Tour Operators (2.36), Responsible Tourism (2.17), and Local People in Tourism and Tours Abroad, both having the same mean (2.14). On the other hand, the graduates considered the least other topics like Travel by Sea (1.42), Money (1.61), Travel by Road and Rail (1.64) and The History and Development of Tourism (1.75). Table 4.80 gives an overview to the related analysis.*

**Table 4.80: Graduates' syllabus-based needs as related to their preferred topics**

<b>Topic</b>	<b>Int r 3</b>	<b>OK 2</b>	<b>N Int 1</b>	<b>Mn</b>	<b>St D</b>	<b>Topic</b>	<b>Int 3</b>	<b>OK 2</b>	<b>N Int 1</b>	<b>Mn</b>	<b>St D</b>
Local people in tourism	12 33.3 %	17 47.2 %	7 19.4 %	2.14	0.72	History and ancient civilizations	20 55.5 %	11 30.5 %	5 13.9 %	2.42	0.73
Travel agencies	13 36.1 %	14 38.8 %	9 25 %	2.11	0.78	Tour guides and tour operators	17 47.2 %	15 41.7 %	4 11.1 %	2.36	0.68
Local tour and where to go (Petra,..)	21 58.3 %	11 30.5 %	4 11.1 %	2.47	0.70	Air transport	9 25 %	12 33.3 %	15 41.7 %	1.83	0.81
Responsible tourism	16 44.4 %	10 27.8 %	10 27.8 %	2.17	0.85	Local hotel industry and hotel facilities	8 22.2 %	17 47.2 %	11 30.5 %	1.92	0.73
Tours abroad	17 47.2 %	7 19.4 %	12 33.3 %	2.14	0.90	Careers in tourism	10 27.8 %	18 50 %	8 22.2 %	2.06	0.71
Holiday types	14 38.9 %	11 30.5 %	11 30.5 %	2.08	0.84	Effects of tourism on local community	12 33.3 %	15 41.7 %	9 25 %	2.08	0.77
Money	5 13.9 %	12 33.3 %	19 52.9 %	1.61	0.73	Food and drink	23 63.9 %	11 30.5 %	2 5.6 %	2.58	0.60
The history and development of tourism	7 19.4 %	13 36.1 %	16 44.4 %	1.75	0.77	Travel by sea and river-cruises and ferries	4 11.1 %	7 19.4 %	25 69.4 %	1.42	0.69
Promotion and marketing in tourism	9 25 %	14 38.9 %	13 36.1 %	1.89	0.78	Travel by road and rail	9 25 %	5 13.9 %	22 61.1 %	1.64	0.89

The graduates' responses as regards their preferred learning strategies greatly varied in their means. For example, while *Reporting Past Events* ranked first as the best learning strategy (2.47), *Having Writing Practice* was considered the least effective strategy as indicated by the lowest mean score (1.69). With the second highest mean (2.28), both strategies, *Having Discussion Practice* and *Practicing Meeting Skills*, were greatly valued followed by *Having Vocabulary Practice* (2.22) and *Practicing Presentation Skills* (2.19). However, *Reading more* and *Having Grammar Practice*, were less considered as indicated by the means 1.75 and 1.78 given to each, respectively. Table 4.81 shows the analysis related to strategy use.

Table 4.81: Graduates' syllabus-based needs as related to their learning strategy preferences

<b>Strategy</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mn</b>	<b>St D</b>	<b>Strategy</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mn</b>	<b>St D</b>
<b>have discussion practice</b>	16 44.4 %	14 38.8 %	6 16.6 %	2.28	0.74	<b>read more</b>	6 16.6 %	15 41.7 %	15 41.7 %	1.75	0.73
<b>have vocabulary practice</b>	13 36.1 %	18 50% %	5 13.9 %	2.22	0.68	<b>practice meeting skills</b>	18 50% %	10 27.8 %	8 22.2 %	2.28	0.81
<b>have grammar practice</b>	8 22.2 %	12 33.3 %	16 44.4 %	1.78	0.80	<b>practice presentation skills</b>	10 27.8 %	23 63.9 %	3 8.3 %	2.19	0.58
<b>have writing practice</b>	9 25% %	7 19.4 %	19 52.8 %	1.69	0.86	<b>have listening practice</b>	13 36.1 %	16 44.4 %	7 19.4 %	2.17	0.74
<b>practice negotiating skills</b>	11 30.5 %	13 36.1 %	12 33.3 %	1.97	0.81	<b>report past events</b>	21 58.3 %	11 30.5 %	4 11.1 %	2.47	0.70

#### 4.2.2 Results of Needs Analysis-based Interviews

As the interviews were taken from different stakeholders (i.e., students, graduates, instructors, and employers), the analysis of each participant interview was separately considered.

#### 4.2.2.1 Students' and Graduates' NA Interviews- Questions 5-8

The fifth interview question was built on the students and graduates' responses as regards their dissatisfaction with the program and thus asked them to provide their suggestions of what should be done to improve this program from their viewpoints. Most of the students and graduates suggested making some changes that could better address their language level and needs as regards using English in the tourism field. The suggested changes were numerous and included reducing the amount of GE topics and adding Tourism content instead, teaching *Communication Skills* course by experienced English instructors, and facilitating Tourism communication in the courses. They also included having a direct match between course aims and objectives and their needs and expectations, and using other teaching methods and aids that could raise students' interest and motivation and help develop their oral and communicative skills used to perform tourism professional functions.

Their focus on the changes in the teaching-related issues was higher as the students and the graduates considered many things. These involved using technologies, practice activities, and student-centered learning approaches in the classes, planning (i.e., realistic objectives that match students' needs and output production), classroom physical environment (i.e., reducing students' numbers in each class), and instructors' expertise in teaching English as a subject and a medium of instruction. As an example of teaching practices, some preferred the use of task-based activities that address TE communicative functions such as describing, reporting, presenting, scheduling, summarizing, talking to tourists, making reservations, etc. They again wanted these teaching techniques to directly address the course assessment tools used. In other words, they wanted to be assessed on their ability to use English to

fulfill such communicative functions in the tourism field. Table 4.82 gives a sample of both students' and graduates' comments.

Table 4.82: Students' and graduates' interview comments in response to Question 5

<i>Q5. If these courses did not meet your needs and expectations as regards Tourism English and employment opportunity, what more do you think could/should be done in any other way which would assist in making improvements to the curriculum offered?</i>	
<b>Students' Comments</b>	<b>Graduates' Comments</b>
Give <i>Communication Skills Course</i> to expert English teachers to teach, and add something useful to the course, things to facilitate English communication in situations related to Tourism and Archaeology. Student C	Make some changes in the curriculum such as reducing the amount of General English courses and give Tourism-English content. At least it would be related to their study and work. Graduate D
Make real course objectives that match students' proficiency levels and needs and reduce the number of students in classes. This is better for practicing and participating a lot. Student G	Use technological aids to facilitate teaching and learning. Pictures, video sketches, and tasks would increase motivation and interests. Focus more on developing oral skills and functions upon which tourism jobs are based... let the students solve problems together, let them make presentations, write reports, or describe sites, pictures, events or places, for example. Graduate F

Question 6 asked both the students and the graduates about what language skills and functions they saw necessary to perform tourism study and work. Their responses indicated that speaking was the most wanted skill as it could keep them motivated and confident to use English to communicate in the tourism field. They also addressed vocabulary knowledge, listening and writing in some functions such as making reports and summaries.

They pinpointed several functions through which tourism study and work could be accomplished. As for study, they mentioned functions like summarizing, reporting, making oral presentations, working on tourism-related projects, solving problems or

tasks, acting out real-life tourism roles, expressing self and pre-existing knowledge, describing and practicing with classmates. They gave several job functions as well, which represented some tourism job types such as tour guiding and working in museums and travel agencies. These functions were talking to tourists and describing their local culture (e.g., people, places, traditions, customs, past events, ancient civilizations, historical objects, tourism jobs and responsibilities, and local tourism). They also mentioned planning tours, making trip schedules, tour operating, making brochures, replying phones or e-mails, and making flight or hotel reservations. Some of the comments made are given in Table 4.83.

Table 4.83: Students' and Graduates' Interview Comments in response to Question 6

<i>Q6. What language skills, functions, and professional activities do you think you need the best to fulfill their Tourism study and future employment purposes? Why do you think so?</i>	
<b>Students' Comments</b>	<b>Graduates' Comments</b>
I need to speak and write about my country to get others' interests. I also need to describe historical places, food and dishes, and my culture. (Student A)	Describing is the most appropriate and urgent function needed, I believe. This is done through speaking and using many vocabulary words. (Graduate C)
I want to appropriately write a summary report about a reading text and present it to others. I also need to use English to express what I previously know and myself. (Student F)	The skills that are related to tourism jobs such as talking to tourists, making reservations, and taking care of travel trips and schedules, for example. (Graduate K)
Talk to tourists in person, by phone or by email. Describe my country and its people in a good way. Be more confident in speaking and expressing myself and the tourism field. (Student B)	For skills, you focus more on speaking and the functions that help develop it. These are like making presentations, summarizing things either orally or in writing, doing projects about places, people, food, hotels, traditions, or historical objects or ancient civilizations and many others. (Graduate E)
I need to know and make plans for tours and manage travel trips and describe them fully to tourists. I definitely need to speak and listen to them and report their problems and suggestions both in written and orally. (Student H)	Through speaking and communication, we can connect Jordan to the rest of the world. Describing what Jordan is and what it has is the most important thing. (Graduate A)

With an attempt to make improvements to the curriculum offered at the Tourism Department, Question 7 asked the students and graduates whether they recommend having a special syllabus that focuses on communication in the tourism field. Their opinions included several suggestions of what and how that syllabus would be in terms of the four syllabus criteria, namely, *Goals, Content and sequencing, Format and presentation, and Monitoring and assessment.*

Both the students and the graduates stressed the need for such a syllabus as a kind of improvement that aims to develop students' proficiency in Tourism English (TE). As for *Goals*, for example, they both recommended that the syllabus should address students' needs and proficiency levels and reflect their local culture in a way that would allow them to use language to communicate what they already know. The students and graduates agreed that the syllabus should have realistic objectives which would mainly aim to equip students with the English language abilities, skills and functions that are mostly needed to do better at study and increase their chances for future careers. Samples of their comments as related to the syllabus goals are given in Table 4.84.

Table 4.84: Students' and Graduates' Interview Comments in response to Question 7, Goals

<i>Q7. Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus which focuses on communication in local tourism? If YES, what do you suggest as regards how that syllabus would be in terms of <b>Goals</b>?</i>	
<b>Students' Comments</b>	<b>Graduates' Comments</b>
- It should address our needs and reflect our local tourism and culture. We know a lot about Tourism and Archaeology, but we need this syllabus to enable us to put this knowledge in English and express ourselves. (Student E)	- It should focus on communication within the tourism field as the ultimate goal. (Graduate B)  - This syllabus should prepare students for how to do Tourism and Archaeology jobs in terms of language. (Graduate G)



<p>- The syllabus should improve our English language abilities to speak and communicate in Tourism. In this way, it enables us to get a job in the future. (Student I)</p>	<p>- I expect the syllabus to develop students' Tourism-English proficiency so that students can do better at study and get a future job easily. (Graduate J)</p>
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The students and the graduates provided a lot of suggestions that expressed their needs of what the syllabus should include (content) and how it should be sequenced. They recommended that the syllabus should allow for ample opportunity for practice and include those materials, activities, and tasks, all of which could raise students' interests and awareness and develop their language skills, more specifically communicative skills, to perform Tourism-related academic and professional functions. Both agreed that the sole focus of the syllabus should be on communication in Tourism, with a priority given to speaking, followed by vocabulary use, listening, reading, and task-based writing, respectively.

Moreover, the students and the graduates wanted the content of the syllabus to be different from the GE courses and the way they were taught. In other words, they both liked the syllabus to be interdisciplinary to include similar topics that were often taken as part of the curriculum's Specialty courses. They also wanted the content to be a source of encouragement to students as it addresses their interests, needs and language level, and seeks to develop their language abilities to be good TE users. In contrast, both students and graduates appeared different in their suggestions about the sequence of the syllabus. The students wanted the syllabus to be sequenced from the simplest to the most difficult, whereas the graduates wanted it to begin from the most familiar to the least familiar. Samples of the students' and the graduates' comments are provided in Table 4.85.

Table 4.85: Students' and graduates' interview comments in response to Question 7: Content and sequencing

<p><i>Q7. Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus that focuses on communication in local tourism? If YES, what do you suggest as regards how that syllabus would be in terms of <b>Content and sequencing</b>?</i></p>	
Students' Comments	Graduates' Comments
<ul style="list-style-type: none"> <li>- We need topics we know so that we can talk about them. This is what most Tourism jobs require. (Student B)</li> <li>- We want something for practice. (Student D)</li> <li>- The content should be related to the things we do and learn in the curriculum courses. It should start from the simplest and match what we need to study to develop our English to be used in Tourism. (Student H)</li> <li>- We need content to allow great opportunity to practice the language and talk confidently and freely without or with little help from a teacher. (Student A)</li> <li>- Simple but familiar things should come first. We need to understand better because when we understand, we will better practice and be able to use the language. (Student E)</li> <li>- It should give much attention to oral skills such as speaking. In addition, I believe reading would strengthen speaking and writing through oral/written summaries and descriptions. (Student I)</li> </ul>	<ul style="list-style-type: none"> <li>- Something that looks different from GE textbooks and the way they were taught. (Graduate A)</li> <li>- Content should include tourism topics that students study. It should also address tourism functions performed in tourism and archaeology situations such as describing your country or a historical place to tourists. (Graduate E)</li> <li>-This content should address familiar things first because it becomes easier for students to study and follow. (Graduate I)</li> <li>- The content should be arranged from familiar topics and integrate all skills. It should offer something to practice, be motivated with, talk about, read about, write about, learn vocabulary from, and thus develop students' language to do better in study and work. (Graduate D)</li> <li>- Topics must raise students' awareness and interests, and address their actual language level and seek to develop it. (Graduate H)</li> <li>- It should reflect real-life Tourism and Archaeology and what goes into it. (Graduate. F)</li> </ul>

As regards *Format and presentation*, the students and the graduates were similar in their suggestions to recommend the same things. For example, they both wanted the syllabus to be taught by an experienced English instructor from the English Department. They described this teacher as one who would seem to teach the tourism content in a way that raises students' interests and seek to develop students' TE communicative abilities through using various teaching techniques and

supplementary materials. Furthermore, the students' and the graduates' responses indicated a preference for a topical syllabus that integrates all language skills but puts more focus on communicative and oral skills. They wanted the syllabus to give less attention to teaching grammar rules as they believed that learning these rules would be useless in developing communication skills and facilitating mutual understanding between language users in the tourism field.

They both liked the syllabus to be presented in terms Units, each of which includes a tourism topic that is a source of encouragement to students and contains a set of materials and activities that increase fluency and facilitate both reception and production in the tourism contexts. Moreover, they suggested that the syllabus should not be too much in terms of content presentation as this might prevent students' boredom and allow sufficient time for learning. Additionally, the general format of the syllabus was perceived to be closer to the presentation of pure tourism content in terms of related figures, charts, maps, pictures, tables, charts, etc. Finally, they recommended the syllabus to match students' needs and the way they need to learn and be taught. For example, both the students and graduates stressed the use of some teaching and learning strategies such as discussions, pair or group work, using audio-visual aids, seeing and observing, solving problems, making presentations, practicing with others (read, listen to, talk, describe, report, etc.), and doing assignments or projects with others. Table 4.86 gives some samples of the students' and graduates' comments.

Table 4.86: Students' and graduates' interview comments in response to Question 7: Format and presentation

<p><i>Q7. Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus which focuses on communication in local tourism? If YES, what do you suggest as regards how that syllabus would be in terms of <b>Format and presentation?</b></i></p>	
Students' Comments	Graduates' Comments
<ul style="list-style-type: none"> <li>- The presentation of the syllabus should be based on the way students want to learn and do things using language. (Student C)</li> <li>- I want to see everything in the syllabus pure tourism, including pictures, topics, maps, figures, etc. (Student G)</li> <li>- We need each unit to speak about something we know or have taken during our study. That is interesting when we use English. (Student F)</li> <li>- I do not need so much grammar and grammar teaching in the syllabus; it is boring and we do not really use English once taught this way. (Student D)</li> <li>- A good teacher may make the teaching of this syllabus better and more interesting. (Student H)</li> <li>- We need to make presentations and discussions over topics or problems, which come from activities or projects. All of us need to get interested in what we learn and do as a group through activities. (Student A)</li> <li>- Content should be something we, as students, can add to or participate in. I mean we can prepare something related; for example, a video, a picture, a travel brochure, a hotel description, etc. (Student B)</li> </ul>	<ul style="list-style-type: none"> <li>- The syllabus should include many activities and materials that teach and increase fluency in communication. These activities should not focus only on grammar. They should also allow students to receive and produce. (Graduate B)</li> <li>- To learn better, most learners need to see, observe, discuss with others a topic or prepare for it with friends as an assignment or project for example. (Graduate D)</li> <li>- Content should not too much, because students get bored with too much content to be learned in short time. No use of this (Graduate A)</li> <li>- Both content and the teacher should allow fun because with fun students can learn better. (Graduate J)</li> <li>- Units can be interesting when they include topics students like and skills they need to develop to perform Tourism both in study and at future work. (Graduate G)</li> <li>- The syllabus should be taught by an experienced teacher who knows to teach Tourism-English. He/she should be an English instructor not from the Tourism Department. (Graduate I)</li> <li>- Instructors should use a lot of technology in the class. (Graduate C)</li> </ul>

Monitoring and assessment were also commented on by the students and the graduates. Both stressed the use of technology in the teaching/learning process as they thought it could bring motivation to students and facilitate their learning and practice. They mostly agreed that with technology use in the classroom, instructors

would teach better and thus students would learn better as they watch, observe, find or search for information themselves, do projects, make presentations, etc. They also mentioned some conditions upon which the syllabus would succeed. First, they suggested that the syllabus should be taught by an experienced English instructor who would do much to make the whole teaching-learning process fruitful and interesting and seek to develop his/her students' TE proficiency through using materials and instructional practices that facilitate communication in the tourism field. Time was the second factor the students and the graduates saw necessary for the syllabus to succeed. They reported that the syllabus should allocate enough time for learning so that students could learn and then be assessed better.

The students and the graduates needed the syllabus to be different from the General-English and the specialty courses and the way they were taught. They needed the syllabus to include the most suitable teaching and assessment techniques from the two course types to better assess and check students' progress in terms of language ability and knowledge. For example, they did not want to learn from only a textbook that focuses on the teaching and learning of grammar and vocabulary just as in the GE courses or on terminology knowledge as in the specialty courses. Instead, they wanted a syllabus whose textbook is enriched with other resources and supplementary materials that serve the purpose of teaching Tourism communication.

The students and the graduates admitted using various teaching techniques and assessment tools that should be realistic to match students' interests and demonstrate their actual language level and communicative performance. As for teaching, they suggested that the teaching methods and techniques used in the syllabus should

match students' learning preferences, styles and strategies. Some of these techniques were noted by the students and the graduates such as discussions, pair and group work, problem-solving tasks, presentations, seeing and observing, and practicing through reading, listening, talking to others, writing, reporting, oral and written summaries and descriptions.

The same thing went for assessment as the students and the graduates preferred using a variety of tools that would continuously check students' performance and progress. For example, some students and graduates stressed the use of quizzes and speaking tests for better assessment, whereas others suggested using unit tests, whole semester work, and student participation. However, they mostly agreed on the use of projects, presentations, quizzes, self-assessment check, assignments, oral performance check, progress tests, all of which could aim for assessing language use within the tourism field. Moreover, all valued different issues such as giving feedback on students' learning, keeping a student record for his/her whole course work, and using different types of questions that realistically assess what a student can do as far as TE communication is concerned. They did not want the exams, quizzes, or any assessment tool used to follow only one pattern in questioning. For example, they stated that they had bad experiences with the use of some question types such as multiple-choice or true/false statements in the GE and Specialty courses. Therefore, they preferred the syllabus to give less attention to these types of questions as they might not assess skills. In other words, they wanted the syllabus to use different question types which could better assess both knowledge and skills, especially communicative and functional skills. Table 4.87 gives some samples of students' and graduates' comments related to *Monitoring and assessment*.

Table 4.87: Students' and graduates' interview comments in response to Question 7: Monitoring and assessment

<p><i>Q7. Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus which focuses on communication in local tourism? If YES, what do you suggest as regards how that syllabus would be in terms of <b>Monitoring and assessment?</b></i></p>	
Students' Comments	Graduates' Comments
<p>- Instructors should use technology in the class as students like to see, watch, observe, or present things that are useful for learning Tourism-English. (Student C)</p> <p>- With technology, I think teachers teach better and students learn better. (Student A)</p> <p>- The syllabus should be different from the GE courses and the way they were taught. It should be something for practice. (Student B)</p> <p>- The syllabus should make use of various teaching and assessment techniques. It should have new techniques that bring motivation and satisfaction. (Student D)</p> <p>- Assessment techniques should be realistic and assess what students can do with language. (Student I)</p> <p>- Students are better assessed when quizzes and speaking tests are used and when marks are fairly distributed to include many things like participation and students progress, oral and written. (Student F)</p> <p>- We need time to learn and check our progress, thus we have good marks when tested. (Student G)</p> <p>- Exams should focus on skills rather than knowledge when we deal with language. I do not want to be tested with only MCQ questions or T/F statements. They do not check my skills and how much I can speak or write. We need the syllabus to demonstrate our actual performance when we use English. For example, projects, presentations, assignments, can be part of good teaching and good assessment. (Student E)</p>	<p>- The syllabus should be taught by an experienced English instructor from the English Department, one who can make teaching more interesting and seek to develop students' TE proficiency through using activities and materials that focus on communication. (Graduate A)</p> <p>- Students do not prefer to learn only from a textbook that teaches only grammar just like what is done in the GE courses. Teachers can use other resources or let students prepare things useful. (Graduate K)</p> <p>- I believe the syllabus should include some suitable teaching and assessment techniques from both the GE and Specialty courses. (Graduate C)</p> <p>-The teaching techniques should be different and fresh and foster different learning and teaching strategies such as discussions, group or pair work, seeing and observing, problem-solving, and practice with others (read, listen to, talk, describe, report, summarize, etc.) (Graduate E)</p> <p>- Teachers should give continuous feedback on students' progress in tests, quizzes and activities or worksheets, for example. (Graduate D)</p> <p>- There should be enough time for learning before testing, and assessment should include different types of exam questions that assess skills not only knowledge through MCQ questions. (Graduate H)</p>

Question Eight inquired about the students' and the graduates' additional suggestions which could help plan for the intended syllabus. Most of these suggestions were

related to the goals, content and teaching methods to be used in the syllabus. For example, some of the students and graduates suggested that the syllabus should aim to help students with language use. They considered being equipped with TE as the shortest way for every graduate to get a job in the tourism field. Therefore, its content should describe tourism-related communicative functions so that learning could be interesting and purposeful. They both agreed that the main focus should be on communication in all syllabus aspects including goals development, content, presentation and assessment.

All the students and the graduates valued the development of this syllabus as they thought it would bridge the gap between the GE courses and the specialty courses. Such attitudes led some to suggest teaching this syllabus as a substitute to either one of the GE courses or *Communication Skills course*. Table 4.88 gives some of the students' and graduates' suggestions.

Table 4.88: Students' and Graduates' Interview Comments in response to Question 8

<i>Q8. What other suggestions can you provide about such a syllabus, which can be of help in course planning and designing?</i>	
<b>Students' Comments</b>	<b>Graduates' Comments</b>
It should describe the Tourism and Archaeology functions and make learning purposeful. (Student D)	Content, format, teaching, and assessment should all be interesting and aim to develop students' Tourism-English proficiency, not to provide them with only knowledge. (Graduate B)
It is better for the syllabus to replace one of the General-English courses given in the curriculum. (Student A)	It should be useful for students, especially in the ability to English to describe and talk in the tourism field. (Graduate C)
It should focus on communication in all aspects goals development, content and presentation, and even assessment. (Student C)	It should relate to what is taken in the Specialty courses offered as part of the curriculum. (Graduate A)
Teachers should use the best teaching and assessment techniques to learn and be assessed better. (Student F)	The syllabus should aim to help students have the English that qualifies them to get a future job. (Graduate F)
It should help us speak English better in the tourism field and its professional	It should match between the GE courses and the Specialty courses. Maybe it would be good if it



activities and functions. (Student G)	is taught instead of Communication Skills course. (Graduate G)
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#### 4.2.2.2 English Instructors' NA Interviews- Questions 4-6

The three questions of this part sought to have the English instructors' views about what should be done to improve the curriculum offered at the Tourism Department and thus help develop its students' TE proficiency. As a practical solution, the instructors were also invited to provide their suggestions as regards the idea of offering a special TE syllabus and what they recommend in relation to how that syllabus would be in terms of the syllabus design criteria: '*Goals*', '*Content and sequencing*', '*Format and presentation*', and '*Monitoring and assessment*'.

The English instructors were also asked about the language skills, functions and professional activities that they saw necessary for students to fulfill their Tourism study and future work. They all answered that these students need communication skills the most because they considered that employers would always prefer those who are linguistically prepared to perform the tourism-related jobs. Instructor E put it clearly that English is the language that the tourism field urgently needs in terms of staff development and the country's economic growth. They all indicated that the students should be trained in attracting tourists through descriptions in speaking and writing, phone or email communication, presenting and reporting events, public speaking, managing trips, and making tourist plans and reservations. These functions, as Instructor G said, reflect the graduate's ability to show and help others through using the English language in the tourism field. In addition to the productive skills, the instructors also gave importance to the receptive skills such as reading and

writing as they thought these skills could reinforce their production while communicating to perform job functions and professional activities.

As regards study, the instructors emphasized that for doing better at study, the students should learn how to make presentations, oral/written reviews, discussions, talk to peers, work with mates on projects or assignments, solve problems, or give opinions as they read texts or listen to excerpts. In other words, the instructors indicated that both communication skills and study skills would be the most important things that need to be focused on to train tourism students for the job-related functions. These skills, when focused on during the study, were said to ensure both good study and better job opportunity after graduation. Table 4.89 presents some of the three instructors' comments.

Table 4.89: English instructors' comments on the needed language skills and functions

<i>Q4. What language skills, functions, and professional activities do you think these students need the best to fulfill their Tourism study and future employment purposes? Why do you think so?</i>
<b>English Instructors' comments</b>
The skills that enable students to interact and communicate in real-life tourism-related situations. They need to be equipped with a special language to perform communicative functions mostly performed in the tourism field. As we know, Tourism is the field that urgently needs English in terms of staff training and the country's economic growth. It is mainly based on functions such as attracting tourists through many descriptions in speaking or writing, communicating through phone or other technological devices such emails, sms, etc., presenting and reporting events, managing trips, speaking in front of the public, I mean to tourists, or making tourist plans or reservations in hotels or flights, etc. (Instructor E)
I would go for the skills that could develop their reception and production in the tourism field. For example, having a topic that is of students' interests, and through which they can read, listen, speak, and work out tasks, can work better to raise students' awareness and develop knowledge and ability to practice English in the tourism field. As for study, they need to acquire the important study skills that help them with their studies. Their ability to do better in study would be enhanced through presentations, discussions and talking to peers, working with mates on project or assignments, solving problems or opinion giving as they read or listen to texts or excerpts. (Instructor F)
Students mostly need to communicate in speaking and simple writing. They need to be able to talk to tourists, give oral reviews that often include descriptions of civilizations, antiquities, inscriptions, places and even the people who work in the tourism field. Tourism jobs are based on showing and helping others using language, which is mostly English; therefore, communication skills in English are the most important thing that needs to be focused on while study. This will

help these students when they graduate to have a go in finding or doing their jobs appropriately and effectively. (Instructor J)
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The fifth interview question was related the English instructors' opinions of whether they recommend giving a special TE course that is based on a newly designed syllabus that focuses on communication in local tourism. The four instructors had positive attitudes towards such a syllabus, as it would be the starting point to the ESP teaching in the university context. They saw the development of the intended syllabus as a contribution that would seek improvements in the curriculum offered in the Tourism Department. They also considered this step innovative as it might bridge the gap between the GE courses and the specialty courses, and do something to help students with the language skills they need to do better at study and work in the field.

Based on their positive responses, the instructors were also asked to give their suggestions as regards how this syllabus would be in terms of the four above-mentioned syllabus design criteria (i.e., goals, content and sequencing, format and presentation, and monitoring and assessment). As for goals, the instructors indicated that the ultimate goal of the syllabus should be to develop students' ability to use English in the tourism field so that they could be prepared for their jobs after graduation. They also said that with linguistically prepared staff, the whole tourism sector would flourish, and consequently, the country's economy would grow.

In connection to *content and sequencing*, the instructors suggested that the syllabus content should focus more on communication and practice in real-life tourism situations and on the jargon used in the tourism field. They all stressed

communication skills that enable students to use language to fulfill a lot of functions such as describing places, reporting past events, checking in and out of a hotel, escorting tourists and talking to them in public, explaining brochures and trip schedules, replying and making phone calls when at a reception desk, etc. Moreover, the instructors believed that it would be more useful for the syllabus to be sequenced from the most familiar things, explaining that students would be more motivated to learn and use English to talk about what they already know from the specialty courses. Hence, they preferred the content of the new syllabus to match the content of other courses in the curriculum. One instructor (Instructor J) indicated that simple things might be boring; therefore, familiar things might work better despite their difficulty level. Another instructor (Instructor E) saw that it would be better for a familiar topic to integrate the skills of listening, reading, grammar and vocabulary use, and task-based writing to develop students' speaking ability as the ultimate goal. In short, the instructors wanted the syllabus to pay more attention to communication that could be fostered by speaking and task-based writing.

The instructors gave several recommendations as regards the syllabus *format and presentation*. They suggested the syllabus to be presented in the form of units rather than modules, as they believed that the students were more familiar with units, especially in the GE courses. The instructors preferred the syllabus approach to be mostly topical but integrate at the same time other syllabus types such as skills, functions, situations and tasks, depending on the students' needs and learning preferences. They said that topical syllabuses are interesting in nature and could easily get students involved in learning and using English to communicate the knowledge they have when topics are familiar to them.

Furthermore, the instructors reported that the teaching materials, methods and approaches should all address students' needs and learning preferences. One instructor claimed that as students are different in the way they want to learn, activities should have considerable focus on a wide range of students' learning preferences and styles. The instructors indicated that some students might want to learn through doing projects, making gestures, or getting logical explanations. Others, on the other hand, might prefer to learn when they discuss and solve problems, make presentations, talk to others, hear and repeat, read and summarize, see and observe, or do homework. The instructors also suggested that the syllabus should allow ample opportunity for practice as its content includes topics that integrate the needed language skills and support language production in the tourism field.

Their suggestions as regards *monitoring and assessment* were numerous and related to what they believed what would go better to teach and assess students as appropriately as possible. At first, the instructors reported that the use of technology in the class would aid the teaching-learning process. With technology, they said that instructors could use a variety of extra materials to reinforce learning, search the Internet for teaching resources and techniques that might apply to their context and class level and get students' interests and involvement. All indicated that the syllabus should address Communicative Language Teaching (CLT) as its main teaching approach where student-centeredness and cooperative learning are the sole focus of the teaching-learning process.

Moreover, they suggested different things related to assessment and its approaches. At first, they all gave importance to giving feedback on students' learning on a continuous basis, and they agreed that a variety of assessment tools should be used to enable the instructors to assess their students' actual performance, and consequently, get students' satisfaction/trust as regards their proficiency and language ability. While one of the instructors suggested using summative and formative evaluation through progress tests, quizzes, oral performance check, and students' portfolios, others suggested tools such as unit tests, multi-tasks exams, students' participation, projects and assignments and self-assessment checks. As a final remark, it was also suggested that the whole teaching and learning process could be better monitored and assessed when the teacher uses a portfolio where he/she keeps records of all things related to students' exam results, their overall progress, communicative behavior, learning strategies, as well as the teacher's observation records. However, he doubted his ability to do so, considering how this could be realistic with the big number of students.

Table 4.90 in *Appendix Y* gives some of the instructors' comments in relation to the four syllabus criteria.

The last interview question (Question 6) was about the instructors' additional suggestions and recommendations, all of which could help in planning for the suggested syllabus. At first, they stated that the syllabus should address what students want in terms of syllabus focus (i.e. goals), content, the teaching and the syllabus approach, the presentation of the syllabus and the way it assesses learning

and student' actual level. They indicated that doing so would guarantee having realistic objectives that could be both attained and measured.

The instructors also suggested the syllabus to be technology-driven, that is, to include content in terms of materials, tasks, and professional activities for students' self-study. One instructor (Instructor G) said that such electronic content would aim to reinforce students' understanding and enable them to check their own progress as they get into these materials through audio-visual aids such CDs, DVDs, or through internet websites. Another instructor (Instructor E) supported this suggestion by saying that a textbook alone would be boring and that technology would ensure students' motivation and attentiveness. The instructors also recommended that the syllabus content should represent the students' local culture, as it would become more familiar to them, and this familiarity would ensure greater opportunity for practice and involvement in the learning/teaching process. Table 4.91 presents the most important suggestions made by the English instructors.

Table 4.91: English instructors' additional suggestions

<i>Q7. What other suggestions can you provide about such a syllabus, which can be of help in course planning and designing?</i>	
<b>English Instructors' comments</b>	
	The syllabus should regard students' needs and expectations in terms of all syllabus criteria, goals, content, teaching methodologies and approaches and assessment. It should not have idealistic objectives but realistic ones that can be attained and easily measured. (Instructor E)
	The syllabus should focus on the most urgently needed functions and professional activities that mirror real-life tourism. I also believe that the content should reflect the students' local country and culture so that they would more than eager to represent their pre-existing knowledge in the English language. (Instructor F)
	I would love to see such a syllabus technology-driven. The idea of having a textbook alone has become boring to students, as they need something to surprise them and get them motivated and attentive. They focus more on the teaching practices and quickly judge the class and the teacher through what other things he/she can offer. They expected more as they start each course; therefore, I want this course to be beyond their expectations.

(Instructor G)

I recommend that the English Department and the Tourism Department should come into close contact and cooperation to decide on the planning and implementation of this syllabus, getting at the same time all stakeholders (students, graduates, instructors, and administrators) involved in this process. (Instructor J)

#### **4.2.2.3 Tourism Instructors' NA Interviews- Questions 6-8**

The six instructors who participated in the interviews were asked three structured questions under this necessity-driven interview part (i.e., Questions 6-8). Unlike the previous interview questions (i.e., evaluation-driven Questions 1-5), these questions investigated the instructors' perceptions and suggestions as regards developing a special syllabus that focuses on communication in the tourism field. They also considered the instructors' perceptions of what they thought Tourism students would need to fulfill their study and future employment. For example, Question 6 asked about the skills and language functions the instructors perceived as highly needed for Tourism students. As a way to seek improvement to the curriculum offered, Question 7 aimed to investigate the instructors' recommendations as regards the development of the intended TE syllabus in terms of Nation and Macalister's (2010) syllabus design criteria, namely *goals, content and sequencing, format and presentation, and monitoring and assessment*. The last question was left to the instructors' additional comments which could complement their responses and syllabus-based suggestions.

As for Question 6, the instructors rated communication skills as the most needed in the tourism field. They ordered the skills according to how each is urgently required, starting with speaking, reading, listening and task-based writing. The instructors emphasized communication skills in their descriptions. For example, Instructor C said: "they are the skills such as speaking, listening, and some writing, which make



students active members in study and work communities,” whereas Instructor A said: “Communication skills are the most important thing, as students will need the language to communicate and reflect what is being performed in the tourism field.”

The instructors addressed several functions and professional activities that they thought would be of benefit to students in their study and work. Using English to describe places, antiques, local culture, people, traditions, etc. was the most needed function as all the instructors mentioned it in the interviews. They thought that with description, one could easily attract and socialize with tourists. The functions captured were related to either study or field work. Those study-based functions were working on tourism projects or brochures, asking and answering questions, understanding lectures, analyzing and summarizing texts, making presentations, communicating with others, and making oral or written reports. The field functions, on the other hand, were preparing trip schedules, describing places and historical sites, replying phones, taking and leaving phone messages, describing tours, tour guiding, and business communication. Other examples involved socializing with tourists and personnel in workplaces, managing travels and hotel reservations, describing cultures and antiques to tourists, talking about local tourism and peoples’ responsibilities, replying tourists’ questions, explaining procedures and travel activities, and making brochures for places to visit. Table 4.92 gives some examples of the instructors’ comments.

Table 4.92: Tourism instructors’ comments on the most needs skills and functions

<i>Q6. What language skills, functions, and professional activities do you think these students need the best to fulfill their Tourism study and future employment purposes? Why do you think so?</i>	
<b>Tourism Instructors’ comments</b>	
	- All language skills are helpful, but students need speaking, reading and listening

Skills needed	<p>the most as tourism tasks require these skills. (T. Instructor B)</p> <ul style="list-style-type: none"> <li>- The skills that make students active members in study and work communities such as speaking, listening and some writing. (T. Instructor H)</li> <li>- All skills are fine, but in relation to the tourism industry, we should order the skills based on their urgent need. Therefore, they should be speaking, reading, listening and then writing, although writing should be for specific purposes such as reports, projects, or on-task writing. (T. Instructor D)</li> </ul>
Functions/ professional activities	<ul style="list-style-type: none"> <li>- Specific field functions such as asking and answering questions, understanding lectures, analyzing and summarizing texts, communicating with others, preparing trip schedules, describing places and historical sites, replying phones, taking and leaving phone messages, making oral or written reports, describing tours, tour guiding, etc. <ul style="list-style-type: none"> <li>(T. Instructor B)</li> </ul> </li> <li>- Business communication, socializing with tourists and personnel in workplaces, managing travels and hotel reservations, tour operating, describing cultures and antiques to tourists, talking about local tourism and peoples' responsibilities. <ul style="list-style-type: none"> <li>(T. Instructor I)</li> </ul> </li> <li>- Replying tourists' questions, explaining procedures and travel activities, describing things to attract tourists, making brochures for places to visit, working on tourism-related projects, making presentations, and others. <ul style="list-style-type: none"> <li>(T. Instructor C)</li> </ul> </li> <li>- Well, there are many functions and activates, but truly describing Jordan in terms of what it has (historical places, ancient civilizations, people, traditions, culture, hotels, local dishes) to attract tourists seems to be the most important function. This can be done through oral and written communication, for example presentations, video-sketches, reports, brochures, or projects, etc. <ul style="list-style-type: none"> <li>(T. Instructor H)</li> </ul> </li> </ul>

The instructors had positive attitudes towards developing the TE syllabus as a practical solution to the inadequate TE training offered within the curriculum. As they welcomed the idea, they suggested this syllabus to be designed and taught to Tourism students as a course that could link the GE courses with the English-taught specialty courses offered within the program. Their suggestions as regards Nation and Macalister's (2010) syllabus design criteria were various and touched some important issues.

As for the first domain, goals, all the instructors agreed that the syllabus should bridge the gap between the GE courses and Specialty courses and help students with using English in Tourism study and communication. One instructor (Instructor B) said "the syllabus should introduce students to the jargon used in the tourism field so

that they would know what to say and do in tourism particular situations and functions.” Another instructor (Instructor I) described the syllabus as “an entrance to the world of language practice in the tourism field.” To conclude, the most agreed goal was to meet students’ needs, that is, to improve their proficiency in Tourism-English and prepare them for better study and future employment opportunities.

The instructors recommended that the content of the suggested syllabus (i.e., the second domain) should address the students’ language level, needs and interests. They also stated that the teaching materials and activities should focus less on knowledge and more on language skills that could help students in their study and future work. One instructor (Instructor A) said “the syllabus content should foster communication skills, more specifically speaking through other skills such as reading and listening.” He gave a reason for this, claiming that “students at their final year of study do not need knowledge; rather, they need to communicate what they already know in the tourism field.” Another instructor (Instructor H) suggested that the syllabus content should pay attention to the language skills in order of importance which begins with speaking, followed by reading, listening, vocabulary, writing, and finally grammar and pronunciation. Instructor C addressed management skills to be included in the syllabus content as she said “doing Tourism management skills through language is the main thing that the content should address.”

The tourism-related functions the instructors addressed were similar to those previously mentioned in Table 4.83. However, the instructors valued functional descriptions and management and study-related functions the most to be accounted for in the syllabus content. As for how content should be taught and sequenced (still

domain 2), all the instructors indicated that beginning with familiar things would be more appropriate, as students would study something they might be interested in and thus would greatly get involved in the learning process. Two instructors (Instructors B and I) clearly touched this by stating that familiarity might bring interest and motivation, and thus students would have greater opportunities for practice and involvement. Instructor C wanted the syllabus to disregard traditional grammar structures and use only those that would serve the communicative function in question. He stated “grammar rules and structures just like those on commercial textbooks are boring as they must be sequenced from simple to difficult, neglecting how much they are needed to fulfill a communicative situation.”

Several issues related to the syllabus format and presentation, i.e., the third domain, were considered in the tourism instructors’ recommendations. At first, all instructors suggested that the syllabus activities should vary in the way they would be presented to address students’ learning preferences and different classroom teaching techniques. Two instructors (Instructors A and D) indicated that such variation would help avoid students’ boredom throughout the learning and teaching process. In this context, Instructor H said:

If some students prefer to learn through pair-work and discussions to talk to others, solve problems or get logical information, and these are not accounted for in the syllabus, the students would get bored quickly. They would also be detached from the whole learning process as they would feel that the syllabus presentation did not meet their needs and wants.

The instructors also noted that the materials and activities should have a topic focus and integrate the language skills, functions, situations and tasks that are mostly needed in the tourism field. For example, Instructor B said “a topic which helps

students with knowing what to say and do in a particular situation using language would be the greatest way to present the syllabus.” Moreover, the instructors mentioned that the syllabus presentation should be motivating and allow enough time for learning to happen. Three instructors addressed this issue by stating that the syllabus should be presented in a way that encourages students and gives enough time for learning and teaching to take place. Finally, all the instructors agreed that the syllabus should be presented in terms of units, as they thought that the students would be more familiar with units rather than modules.

In their comments on the last domain, monitoring and assessment, the Tourism instructors made many recommendations. They all focused on the importance of constant feedback on students’ language practice through in-class activities, tests, and projects or assignments. They also gave importance to varying the assessment techniques to demonstrate the students’ actual language performance, especially in communication skills. Instructor A said “The first thing that the syllabus should focus on in assessment is to pay great attention to a student’s ability to confidently use English in different tourism-related contexts.” Instructor C emphasized “the assessment should be skills-based and should use multiple tools to assess a student’s actual language level as accurately as possible.”

The instructors valued a number of assessment tools such as quizzes, progress tests, feedback, students’ portfolio work, projects, skill-based tests, as well as class and oral performance. For example, Instructor B noted that the syllabus should make use of tools such as skills-based tests, progress tests, and class performance, whereas

both Instructor H and I valued the use of quizzes, projects, portfolio work and oral performance.

Furthermore, the six instructors recommended the syllabus to be technology-enhanced as they confirmed that the latest audio-visual aids should be an integral part of the teaching and learning process. Instructors A and D, for example, asserted that the syllabus should integrate technology so as to avoid total dependency on a textbook. Instructor B also commented “Tourism-English would be better learned with the help of technology such as video-sketches, worksheets, online resources, listening, websites, in addition to the textbook.” One final remark that two instructors (Instructors C and H) made was that the syllabus should allow sufficient time for teaching and learning so that the assessment would assess outcomes better and reflect reality.

Table 4.93 in *Appendix Z* presents some examples of the tourism instructors’ comments (*See the Appendix*).

The Tourism instructors had suggestions as regards the intended syllabus. For example, Instructor A suggested having an electronic version of textbooks and other supplementary materials that could be used for practice and reinforcement. Moreover, Instructor H recommended that the syllabus should be motivating in its layout, whereas Instructor C advised that the syllabus should focus on tour-guiding and management-based skills. Moreover, Instructor D emphasized that the syllabus content should be in connection with the content of other courses in the curriculum and that the teaching of the syllabus should be away from spoon-feeding and

lecturing. Finally, Instructor B suggested that both the English Department and the Tourism Department should provide help and support to get this syllabus designed. Table 4.94 addressed some of the instructors' comments.

Table 4.94: Tourism instructors' additional syllabus suggestions

<i>Q8. What other suggestions can you provide about such a syllabus, which can be of help in course planning and designing?</i>	
<b>Tourism Instructors' comments</b>	
There should be an electronic version of the textbook with other supplementary materials for practice.	(Instructor A)
The total design and layout of the textbook should be motivating.	(Instructor H)
It would be more appropriate if the syllabus focused on tour-guiding and tourism-management skills.	(Instructor C)
The syllabus content should take topics and skills from other courses in the curriculum offered, especially the specialty courses that are taught in English. When being taught, I suggest that teaching should be away from lecturing and spoon-feeding formats.	(Instructor D)

#### 4.2.2.4 Employers' NA Interviews- Questions 4-8

This interview part asked the same employers five questions (i.e., Questions 4-8). These questions aimed to investigate the employers' opinions of what they thought necessary to help students with TE, based on the skills and professional activities that they perceive graduates should master to fulfill tourism-related jobs. Their recommendations as regards designing a TE syllabus were taken, as they would help plan for that syllabus later.

In response to Question 4, the Tourism employers gave a number of professional activities that a Tourism graduate should be able to do in English, but they stressed some activities such as tour guiding and tour operating as the most highly valued. Under these two, the employers mentioned other sub-activities. For example, in tour-guiding, they indicated that the graduate should use English to communicate with

tourists, manage their groups, attract tourists through a lot of descriptions, respond to visitors' enquiries, solve problems, talk about the cultural heritage and ancient civilizations, organize and lead excursions, escort new-coming visitors from the airport, offer sightseeing advice, translate and interpret, and prepare short reports. Similarly, the employers gave several examples of tour-operating activities. These included creating and operating tailor-made tours, arranging travel programs through different ways (e.g., travel agencies, advertisements, call centers, or online websites), arranging accommodation, transport and tourist activities for visitors, sales and marketing through phone and internet communication, providing services to clients, answering visitors' questions, making reports on travel schedules, and explaining trip procedures and destinations.

Moreover, the employers emphasized that although foreign language skills were essential in performing the above-mentioned activities, other general skills were needed such as communication skills with a strong focus on clients, IT skills, management and organizational skills, interpersonal and presentation skills, and team working and leadership skills. Some employers claimed that knowledge of the English language might enable a graduate to be a good communicator, a leader, a negotiator and a socializer, and consequently a proficient and skillful tour guide or tour operator. For example, Employer B said, "the graduate's ability to practice English with tourists will enable him/her to perform job functions and skills, that is, to manage, guide, arrange, socialize, operate, market, administer, lead, and offer tourist services appropriately."



Another employer (Employer F) indicated that the graduates would be unable to perform Tourism activities such as tour-guiding and tour-operating with limited knowledge of the English language. He stated: *“The professional activities of a tour guide and a tour operator dominate most careers in the tourism industry in the country, and English is the language that governs how these activities are done.”* Some of the employers’ other comments are given in Table 4.95.

Table 4.95: Employers’ comments on the professional activities the graduates should do in English

<i>Q4. What professional activities do you think Tourism graduates should be able to do in English?</i>
<b>Employers’ comments</b>
- Actually, they can do all tour-management activities such as tour-guiding and tour operation. As a tour guide, a graduate needs English to describe and attract tourists, communicate and solve visitors’ problems, and manage their groups. (Employer A)
- I think Tourism and hospitality management activities. For example, you cannot create and operate tours, arrange transport, accommodation and tourist activities, and do phone or internet communication or marketing, without language skills in addition to other IT and organizational skills. Moreover, you cannot do tour-guiding unless you are able to translate and interpret, respond to tourists’ queries and do a lot of oral descriptions to places, antiques, archaeological sites, etc. (Employer E)
- In order to find a job, a graduate should have good English to do customer service-driven communication and manage tours through making travel schedules, explaining procedures, and preparing reports on trips and trip events. (Employer J)

The fifth interview question asked the employers about the type of Tourism graduates they would seek to employ. They all valued language training and experience in Tourism communication to employ Tourism graduates. They considered proficiency in TE the only way to run and develop businesses in the tourism field. In this context, Employer C said

The graduates with good experience in the English language could help you a lot, as they can handle most of the job’s responsibilities. They do not have a problem as they are able to use and understand English as it is used in the field.

Another employer (Employer I) considered the experience in TE as a condition for a job application. He said “I do not consider all graduates for a job. This is because we need English in our business, so only English knowers can apply.” Table 4.96 gives some of the employers’ comments in response to this question.

Table 4.96: Employers comments on the graduates’ English training and their employability

<i>Q5. Do you prefer to employ any Tourism graduates or only those with special training and experiences in English for tourism? Why do you prefer so?</i>
<b>Employers’ comments</b>
- Most graduates are good when it comes to knowledge, but we need only those with high communicative ability to do our job as appropriately as possible. (Employer G)
- Any employer would not mind employing qualified graduates, but since the whole tourism industry is based on English, we require those are experienced in the language. Their experience in Tourism-English is a valuable asset. (Employer L)
- I have to employ those who are trained in Tourism-English. I will not worry much about the job by then. (Employer D)

The employers were asked about the skills they highly required Tourism graduates to master in the sixth interview question. Although they valued all language skills, they gave the highest priority to the oral communicative skills; namely, speaking and listening. They considered knowledge in English as the ability to communicate with and understand others who usually do not speak Arabic, the country’s native language. For example, Employer K described communication skills as “a gateway to good services and good job offers,” whereas Employer A emphasized the importance of oral skills (speaking and listening) in performing tourism jobs’ duties in the best way possible. He said: “It is the speaking and listening skills that make a graduate favored for any Tourism employment opportunity because, with these skills, they can manage to fulfill the requirements of the job.”

All the employers agreed to rank the skills according to how important each skill is to the tourism job. This ranking began with speaking, followed by listening, reading, and finally writing. Only one employer (Employer H) ranked reading before listening and explained his stance by saying: “Although listening is very important, I feel that an employee usually needs to understand emails and some important texts to be able to reply to them directly.” Furthermore, the employers perceived speaking and listening as the most demanded skills because of the nature of the tourism industry that is commonly based on oral communication. At the same time, they valued reading and writing as the skills that cannot be overlooked, as they might rank higher than the oral skills in some tasks and professional activities such as email-communication. Employer C made this clear when he said: “You will need speaking and listening when you serve customers either face-to-face or on phone, but when you do a search, write a trip proposal or reply emails, you will need reading and writing more than other skills.” Some other comments are presented in Table 4.97.

Table 4.97: Employers’ comments on the skills graduates need to master the most

<i>Q6. What skill (s) do you highly require a graduate to master the best, reading, listening speaking, or writing? Please order the skills based on how important you see each and give your reasons.</i>	
	<b>Employers’ comments</b>
-	There is no doubt that speaking and listening are the most needed skills in the field. Tourism is a communication-based industry. Therefore, I rank speaking first, then listening, followed by reading and writing. (Employer J)
-	The graduates need to be equipped with communication skills the most to get the tourism job done. Other skills such as reading and writing are important in simple tasks that cannot be handled through oral communication. These are like making a brochure or working on a project, for example. To order the skills, I must begin with speaking, listening, and task-oriented reading and writing. (Employer B)
-	Of course, oral skills because they will tell you how much a graduate is prepared for tourism-related employment. (Employer F)

The seventh interview question was a trajectory as it shifted the focus on how employers could participate in making improvements to the curriculum offered at the Tourism Department at Mu'tah University. This participation included their recommendations of designing a new TE syllabus, which might help to plan for such a syllabus in terms of *goals, content and sequencing, format and presentation, and monitoring and assessment.*

As regards *goals*, all the employers agreed that the syllabus's main goal should be to enable students to use TE confidently and fluently in Tourism communication as it reflects what is actually performed in the tourism industry. Some employers described the syllabus as the best language training opportunity that the graduates would have as a before-job preparation. For example, Employer A said, "*The syllabus should train students in Tourism-English so that they can get a job*, whereas Employer E said, *The syllabus should offer good English language training and prepare graduates for functional English.*"

When asked to give their recommendations as regards the syllabus content, the employers greatly valued the inclusion of local content (e.g., representing places in Jordan) that addresses students' interests, needs, language difficulties, and the skills required in the tourism field. Eight employers indicated that the most important thing in content was to present the local tourism industry and cultural heritage to others through using the English language. They considered such a thing as a good step to train staff, offer good services, and develop the tourism sector by presenting things originally from Jordan. One employer (Employer H) said, "Local tourism is described as a city or country branding process where all involved should attract and

market Jordan to global visitors. To do this, we need good language representation of our local culture and communicatively able staff.”

The employers preferred the syllabus content to give great attention to oral and communicative skills and develop them. They emphasized those skills as a key factor in considering graduates for job opportunities in the tourism field. Employer L asserted this fact by saying, “the syllabus content and materials should seek to develop the skills students need in the tourism field such as speaking and listening. These skills will enable the graduates to communicate and use the language.” Another employer (*Employer G*) recommended discarding the extensive use of grammar rules in the syllabus unless they serve specific communicative functions and particular tourism-related situations. He added: “Materials should focus on communication skills, not on grammar and language analysis. We do not need this much in our field. We need the graduates to communicate with a good vocabulary range and be intelligible.”

All employers recommended that the content should consider topics from other courses taught in the curriculum, be a source of motivation to students, and include various activities and tasks, whose focus would be to facilitate practicing language in different tourism situations and contexts. In this regard, Employer E stated, “The content should be familiar and taken from their previous courses. It must be motivating and include different activities that facilitate practice in tourism situations.” Furthermore, most employers suggested that the syllabus should move from what seems familiar and interesting to students, as put by Employer I: “The

syllabus should begin with what is familiar and what students are interested in studying.”

All recommendations made by the employers as regards the syllabus *format and presentation* stressed the importance of variety in presenting content and materials to account for different teaching methods as well as different learning styles and preferences. This variety was said to ensure students’ comfort, avoid boredom, and bring about change to how the syllabus would be taught and learned. The best example that supports this was given by Employer D:

The syllabus should not take only one form in presenting materials and activities. This is boring, as it will not consider students’ learning styles and preferences. It should take care of various teaching approaches and learning strategies to ensure students’ comfort.

In other words, the employer (Employer D) emphasized that the syllabus content should be presented in a way that directly addresses the teaching approaches and learning strategies students would be comfortable with. Moreover, all the employers overlooked grammar as a way to present the syllabus, because they thought it would not serve the communicative purpose of the whole tourism field. Instead, they preferred a skills-based syllabus that integrates the use of motivating topics and tourism situations and addresses the most urgent communicative functions and professional activities practiced in tourism workplaces. For example, Employer B recommended, “The syllabus content should be presented in terms of situational topics that encourage conversational skills needed to fulfill communicative functions in tourism.”

The allocated time and syllabus layout were considered important in the employers' recommendations. Seven employers indicated that the syllabus presentation should allow sufficient time for learning and teaching content; some suggested having a balance between the amount of content and time specified for learning. Employer K described this balance as what might make the syllabus more useful:

The syllabus would be useful if enough time was given in syllabus presentation. I believe if time is short, teachers will rush in teaching, and students will not learn much. In short, there should be a balance between the amount of content and the time specified for teaching and learning it.

As regards the syllabus layout, most employers recommended that the syllabus should be motivating in its layout by including videos, pictures, figures, schedules, and maps, all of which represent real-life local tourism and address local heritage. Employer C gave a good reason for such a layout when he stated, "Pictures or videos of local and familiar places, attached with simple language representation, would be helpful in encouraging students to communicate and describe using English."

When asked about what they recommended as regards *monitoring and assessment*, the last syllabus design criterion, all the employers valued those practical teaching methods and assessment tools that address students' learning needs and demonstrate their actual language performance, especially in Tourism communication. The best example that can be quoted here is what Employer F said, "Both teaching and assessment should be practical to use whatever helpful in addressing what students need to learn and in demonstrating their actual language performance in different tourism contexts." Most employers revealed that communication skills should be the focus of the syllabus teaching and assessment. For instance, Employer A stated, "Students' conversational ability should be monitored throughout the whole learning

process. This is the most important thing.” Employer G added, “Either teaching or assessment should greatly focus on communication skills because the nature of the whole syllabus must be communicative.”

In relation to the practical assessment tools suggested, the employers recommended using different techniques. For example, Employer F suggested assessing students based on their individual performance in projects, outdoor activities, tasks as well as skills-based tests. Nine employers emphasized the use of presentations, communication-based quizzes and tests and cooperative projects and task-based writing. Homework, progress tests and individual oral performance, all were revealed valid as they were recommended by more than five employers. Moreover, all employers valued the use of skills-based tests, projects, and presentations as the most useful assessment techniques.

In addition, there were other recommendations put forward by the employers. The integration of technology into the syllabus, for example, was suggested by all the employers, as it would vary the way content could be taught and learned. They thought without technology, the syllabus would be handicapped in its ability to facilitate practice and ensure students’ motivation and engagement in the learning and teaching process. Some emphasized the role of technology in allowing students to participate in the learning process by preparing reports or activities, or making presentations about new themes. Employer B described technology as “the right path for today’s Tourism education,” whereas Employer D said, “All teachers and students should use the available technologies. Technology can bring other ways of



teaching, learning and absorbing content.” Table 4.98 presents some of the employers’ comments on the above-mentioned syllabus design criteria.

Table 4.98: Employers comments on Tourism-English syllabus recommendations

<p><i>Q7. Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly designed syllabus that focuses on communication in local tourism? If YES, what do you suggest as regards how that syllabus would be in terms of these criteria; namely, <u>Goals</u>, <u>Content and sequencing</u>, <u>Format and presentation</u>, and <u>Monitoring and assessment</u>?</i></p>	
<p><b>Employers’ comments</b></p>	
<p>Goals</p>	<p>- It should reflect what is done through language in the tourism field. (Employer B)</p> <p>- Its main goal to develop students’ English language level and strengthen language use in different tourism contexts. (Employer D)</p>
<p>Content &amp; sequencing</p>	<p>- It should include topics that present Jordan in an attracting way. You know, the aim is to make graduates be part of local tourism and help to develop it. (Employer A)</p> <p>- Students know much in the field as part of their academic study, but they have little English to communicate this knowledge and do the tourism job. Therefore, familiar knowledge would motivate students better in the syllabus. (Employer K)</p>
<p>Format &amp; presentation</p>	<p>- The presentation stage should vary in the selection of activities. Different presentation means different ways of teaching and different ways of learning. I mean variety is good for learning. (Employer L)</p> <p>- I do not prefer the syllabus to be based on grammatical use. Both students and employers know how urgent communication is needed in the field. I will not employ a grammar knower because I need a communicator to do my job. Therefore, the syllabus should be practical to focus on topics, skill, situations, functions or tasks, or a mixture of some. Only a little grammar can represent Tourism. (Employer E)</p> <p>- We want to see many videos and pictures of local places as part of the syllabus presentation. (Employer F)</p>
<p>Monitoring &amp; assessment</p>	<p>- I believe using various teaching techniques and assessment procedures would be better. I see those teaching practices that facilitate cooperative learning would be more helpful if the syllabus could monitor them. (Employer G)</p> <p>- The assessment procedures should be realistic to check students’ progress and demonstrate their actual language use or communication ability in the tourism field. (Employer I)</p> <p>- With the use of technology, both teachers and students can enhance the syllabus as they participate in adapting its content and subsidizing it with extra activities and materials. (Employer H)</p> <p>- I recommend using the assessment tools such as skills-based tests or quizzes, cooperative projects and presentations. I think they are more practical. (Employer C)</p> <p>- Focusing on students’ conversational English is the best and most authentic way to assess a student in the tourism field. (Employer J)</p>

The last interview question inquired about the employers' additional suggestions as regards the intended syllabus in general. Although not many, the employers' recommendations were mostly related to making improvement to the curriculum offered, local syllabus content, and content interdisciplinarity with the content of other courses. As for improvement, Employer E described the syllabus as "a good start to solve an existing problem which everybody knows and talks about, but nobody dares to do something practical." Employer H welcomed his participation in addressing students' syllabus needs; he said, "It is good to let us participate in planning for the syllabus and in deciding on what to include/exclude to help students' in Tourism English as much as we can." Moreover, the best comment that indicated the importance of syllabus interdisciplinarity and local content was created by Employer I when he stated, "We have many hot topics and tourist places that need to be considered in a TE syllabus. If added, they would make the syllabus unique and useful."

### **4.3 Summary**

This chapter presented the quantitative and qualitative results in light of the research questions that underlined the two theoretical models used in the study. The results were also objectively and subjectively analyzed and presented in relation to each domain and sub-domain that was accounted for in Stufflebeam's (1971) CIPP and Nation and Macalister's (2010) models. In general, the results indicated that the English language program was perceived ineffective in addressing the students' needs and expectations. Therefore, the participants in the study suggested improving the program by offering a Tourism-English course that could align the syllabus goals, content and materials, teaching techniques and assessment with the students' needs and expectations.

## Chapter 5

### DISCUSSION OF RESULTS AND CONCLUSION

This chapter discusses the findings of the study according to the two research questions and the two stages of, namely, evaluation and needs analysis. Aligned with the models used in each stage, the effectiveness of the program was discussed in terms of the CIPP stages (i.e., context, input, process, and product); more specifically, under the four domains, ‘Course aims and objectives’, ‘Course content and materials’, ‘Course conduct Teaching/learning process’, and ‘Assessment and student performance’. On the other hand, the analysis of needs and improvement-based suggestions were discussed in accordance with Nation and Macalister’s (2010) model and its four syllabus design criteria (i.e., goals, content and sequencing, format and presentation, and monitoring and assessment).

Before discussing the findings of the study this way, it was deemed to make a preliminary conclusion from the data presented in the previous chapter by stating the most important things that came up from the analysis. These can be summed up in the following points:

- the English language program that provides TE training at Mu’tah University was ineffective in meeting students’ needs and expectations as perceived by all participants of the study.
- it appeared from the analysis that this ineffectiveness was due to the lack of alignment between the courses (in their aims and objectives, content and materials, teaching methodology and assessment) and the students’ and the graduates’ needs

and expectations. In other words, the six courses constituting the language program were neither communicative nor TE-focused in their aims and objectives, content and materials, methodology and assessment.

- Tourism English training was not the major focus of both the Language Center and the Tourism Department. The courses were taught in two separate departments (the Language Center and the Tourism Department); this led to segregate professional knowledge from language skills training and overlook TE training.

- All the participants had positive attitudes towards the English language, in general, and learning Tourism English, in particular. They all highly perceived having a TE course that would teach Tourism-English at the university, provided that such a course would reflect their needs and expectations in its goals, content and sequencing, format and presentation, and monitoring and assessment. The course should also be a great opportunity to provide professional knowledge and effective communicative interpersonal skills training to students so that it could better address employability issues.

## **5.1 Evaluating the program effectiveness**

As mentioned earlier, the English language program offered at the Archaeology and Tourism Department was perceived by all the participants as ineffective, inadequate and lacking. This section addresses the first research question and discusses the findings related to this ineffectiveness in connection with Stufflebeam's (CIPP) evaluation stages.

### **5.1.1 Context Evaluation**

The research site, departments' missions, instructors and facilities were discussed as to how they contributed to the program ineffectiveness.

At first, Mu'tah University did not seem to pay much attention to offering ESP training to students. This was indicated by the non-existence of any ESP courses offered to students in different areas of specialties; thus, they were left with little language training needed to succeed at both the academic and professional levels. Similar findings were reached as related to the little ESP training and the absence of ESP courses in other university contexts or vocational institutions in Jordan (AlBakrawi, 2013; AlDohon, 2014; AlKhatib, 2005; Bataineh & Ayasreh, 2004; Freihat & AlMakhzoomi, 2012).

The missions of both the English Department (Language Center) and the Tourism Department appeared to be focusing on two different things and had less in common. While the Tourism Department's mission seemed to focus on equipping students with theoretical and terminological knowledge, the Language Center's mission was set to raise students' proficiency in the English language in general. Furthermore, neither the English Department nor the Tourism Department seemed to give much attention to preparing students in the English language needed to fulfill academic and professional activities in the tourism field. The non-existence of any specialized course in TE was a major reason behind the less cooperation and coordination between the above-mentioned departments.

The instructors at both departments were from the same cultural backgrounds, and they appeared to be qualified in their fields. The English instructors at the MULC were qualified instructors with MA degrees and a considerable experience range in teaching the English language, and they might not have experienced teaching ESP as far as their knowledge and specialties were concerned. On the other hand, the

Tourism instructors had a wide experience in teaching Tourism and Archaeology-related topics (theoretical, terminological and field knowledge). Nonetheless, when it comes to *Communication Skills* course, the instructors might not have been as good as English instructors to teach the course. This was clearly indicated by the students' and the graduates' suggestions that the course should be taught by an English instructor for more language practice in the field.

As regards the facilities provided, especially the language labs, they were not sufficient for the students. Having only one language lab in the English Department means that other students of different specializations (i.e., those taking the GE courses) were left behind with little or no lab use. However, there were other labs in the building that included the two colleges (College of Arts, and College of Social Sciences) as well as in the University library. Those labs were used by students for research and language training. They were also used for handling the computer-based tests for the GE courses besides other general mandatory courses taught to all university students.

### **5.1.2 Input Evaluation**

In this section, the English language program offered was evaluated in terms of the available documents such as courses syllabuses, course materials, textbooks, etc. As indicated by the analysis of documents (i.e., course syllabuses and courses textbooks), the program was perceived to be ineffective in providing TE training and meeting students' and graduates' needs and expectations. This ineffectiveness was shown and discussed under the four CIPP Input-related domains; namely, 'course aims and objectives', 'course content and materials', 'course conduct and teaching/learning process', and 'assessment and student performance'.

### **5.1.2.1 Course aims and objectives**

The aims and objectives of the program courses (i.e., the GE and Specialty courses) did not appear to meet the students' needs because there was not much focus on either tourism content in the GE courses or on communication and language use in the specialty courses. The analysis of the documents, e.g., course descriptions and syllabuses, directly indicated such little focus, leaving fewer opportunities for TE training that might better mediate general content and theoretical and terminological knowledge. To sum, the mismatch between the aims and objectives of the two course types (i.e., GE and Specialty courses) led to separating language from knowledge, and consequently left needs and expectations unmet. Needless to say, any language program may be perceived as ineffective once needs are not considered (Akpur et al., 2016; AlBakrawi, 2013; AlDohon, 2014; AlFehaid, 2011; AlJaafreh, 2008; AlKhatib, 2005; Bataineh & Ayasreh, 2004; Cowling, 2007; Elisha-Primo et al., 2010; Freihat & AlMakhzoomi, 2012; Jordan, 1997; Kırkgöz, 2009; Mahasneh, 2011; Nation & Macalister, 2010; Richards, 2001; Thompson, 2011; Tunc, 2010; White, 1988; among others).

### **5.1.2.2 Course content and materials**

The language program can be judged as effective or ineffective when it provides sufficient content and materials used in its courses, and when this content addresses students' needs and expectations (Ayasreh & Bataineh, 2004; Cowling, 2007; Mahasneh, 2011). As the program was of two course types, the GE courses were discussed first.

The GE courses were evaluated as to how much tourism-related content (i.e., topics, skills, functions, activities, situations, tasks, etc.) was provided in the textbooks used

(the Total English series ranging from Pre-intermediate to Upper-intermediate). As indicated by the content analysis, the overall tourism content was approximated to only 18% of the total content given in the three textbooks used in the courses, *English Language 99*, *English Language I 101*, and *English Language II 102*, respectively. This shows that the content offered in the GE courses was too general and insufficient to develop students' TE ability, and it did not meet the students' and graduates' needs of good TE training. Similar results were reported in other contextual ESP studies where the content of GE courses was too general and insufficient to address needs and develop ESP competence and communicative ability in fields such as tourism (Aiguo, 2007; AlBakrawi, 2005; 2013; AlDohon, 2014; AlKhatib, 2005; Thompson, 2011), health (Freihat & AlMakhzoomi, 2012), business and finance (AlKahtib, 2005; Bataineh & Ayasreh, 2004; Cowling, 2007), or the ESP field in general (AlJaafreh, 2008; Bani-Khaled, 2012; Kırkgöz, 2009).

On the other hand, the specialty courses were evaluated as to how much focus was kept on communication and language use in TE through analyzing the available documents (i.e., course syllabuses and the textbooks and references used). As indicated by the document analysis, the courses appeared to be of a moderately-low communicative focus with few opportunities for language practice in the tourism field, i.e., communicating theoretical knowledge using English in speaking.

Such little focus on communication skills might be attributed to the fact that the courses (GE and Specialty courses) were not meant to focus on TE training in their aims and objectives, content and materials, the teaching-learning process and the assessment procedures and tools used. Course goals focused on applying



theoretical/terminological knowledge and language analytical skills (e.g., grammar, structures, vocabulary lists, text-based readings, etc.) and not on using the English language for purposeful tourism communication (i.e., Tourism English). The assessment techniques used in the courses were mostly exam-oriented. In fact, this might consequently be linked to the presence of the traditional teaching methods such as lecturing, grammar-translation method, and the use of L1, all of which might give very little space for English language use and communication in the tourism field.

### **5.1.2.3 Course conduct and teaching-learning process**

The teaching techniques used in the courses (i.e., GE and Specialty courses) were teacher-led, emphasizing lecturing, explanations, and text-based readings, most of which aimed to present content and spoon-feed students with knowledge of either theories and terminology or language structures and vocabulary lists. Knowledge-based approach appeared to be the predominant approach to the teaching and learning of content of the courses. The analysis of the course syllabuses clearly proved the exam-oriented nature of the courses, which left little opportunity for practice activities that facilitate communicating content through cooperation and interaction (e.g., through pair/group work, discussions, role-plays, etc.).

The teaching methodologies used in the courses were neither helpful nor effective in improving the students and the graduates' English language skills, both in General English and TE. Course instructors did not seem to use a variety of ways to teach and help students learn content, nor did they seem to use only English in the classes. Since the focus was not on TE as the ultimate goal in the two course types (GE and Specialty courses), the course instructors appeared to use those teaching techniques

that might prepare students for their exams and thus pass the courses. Therefore, one might conclude that the presentation of content was not engaging, and it did not aim to increase self-confidence in language learning. Moreover, the whole teaching and learning process was deemed fruitless as far as TE communication and needs are concerned. To sum, the course conduct can be simply described as traditional, unenthusiastic, authoritative, less interactive, teacher-led, spoon-fed, knowledge-oriented and exam-driven.

#### **5.1.2.4 Assessment and student performance**

As indicated in the course syllabuses of the two course types, the assessment techniques and tools used were heavily based on two mid-term exams and a final exam, all taking more than 90% of the total mark of each course. There was very little opportunity to assess students learning through other assessment tools such as homework, assignments, quizzes, short reports, and participation and attendance, most of which appeared with no allocated marks. What is worse, the course syllabuses did not include any assessment techniques by which language use and communication skills could be appropriately checked and assessed. For example, techniques such as skills-based tests, oral presentations, projects, or speaking tests, were all totally neglected.

The assessment tools used in the GE courses (2 mid-terms and a final exam) seemed to check students' reading comprehension and grammar and vocabulary development in a multiple-choice questioning format. This might be the reason why the exams of these courses were computerized and unified to be given to all university students in all course sections. In this way, the courses turned out to be only subjects to be passed and not as a good opportunity to facilitate language learning and improve

language skills, especially oral and communicative skills either in GE or in TE as a far-fetched goal. This might be a clear objection to what the students, graduates, instructors and employers actually needed and expected as regards TE training.

The assessment techniques used in the specialty courses were found to be checking students' theoretical and terminological knowledge through two mid-term exams and a final exam, but they had little consideration for other techniques such as homework, assignments and participation and attendance. Again, the specialty courses were just like subjects to be passed without any considerable attention to language development in a specific field like Tourism. This is noticed when a person checks how a course like *Communication Skills* given to Tourism students completely neglects communication-based assessment tools, considering that functions and activities in the tourism field are basically carried out through communication.

To conclude, the whole assessment procedures handled in the two course types were proved inadequate as they did not address students' needs, nor did they aim to assess language performance in the tourism field. Furthermore, the assessment tools were objective-based and unrealistic as they did not check students' actual language level and ability to communicate language as used in the tourism industry.

### **5.1.3 Process Evaluation**

This part addresses evaluation from the perspective of the stakeholders through the two data sources, the questionnaire and interviews. It discusses the stakeholders' perceptions of the program courses under the four above-mentioned domains: 'aims

and objectives’, ‘content and materials’, ‘conduct and teaching-learning process’ and ‘assessment and student performance’.

The results obtained from the questionnaire and interviews showed agreement on the ineffectiveness of the English language program offered at Mu’tah University. This ineffectiveness was resultant from different reasons that were indicated through the participants’ responses. These included the students and graduates’ limited proficiency in English, the course aims and objectives, content and materials, the teaching approaches and methods, as well as the assessment procedures and tools used in the courses.

#### **5.1.3.1 Students’ and graduates’ language proficiency**

All the participants (students, graduates, instructors and employers) reported the low proficiency level of students and graduates, to the extent that made them insufficiently prepared for the job market in the tourism field. The employers frankly addressed the graduates’ limited English proficiency as one main reason for their unemployability, considering that the graduates did not have a good English training opportunity through the courses they had taken.

The English language program offered was not perceived to develop the English language skills, especially the communicative ones such as speaking as an urgently demanded skill in the tourism field. The students and the graduates were found unable to use English to communicate confidently and express themselves and their cultural heritage appropriately. They had difficulty to speak, listen, write, and use appropriate vocabulary to communicate general and tourism-related content. Moreover, both the students and the graduates confirmed that the program courses

did not allow sufficient opportunity to speak, listen to natural conversations, communicate in a written form, use vocabulary in context, or even learn the language for a communicative purpose (i.e., the ultimate goal to do well in study and compete in the job market after graduation).

The study this way supports the findings of other studies, especially those of Aiguo (2007), AlBakrawi (2013), AlJaafreh (2008), Bataineh and Ayasreh (2004), and AlDohon (2014), which reported that students, graduates and employees were proved to be weak in using English for general, academic and professional purposes. What is more, the study findings replicate the findings of AlJaafreh (2008) when he evaluated the three GE courses given as mandatory courses to all of Mu'tah University students.

#### **5.1.3.2 Course aims and objectives**

The English language program at the Tourism Department did not fulfill its aims and objectives in improving or developing students' TE ability in the four skills. This was indicated by the students and the graduates' actual language performance as expressed by all the stakeholders either in the questionnaire (Students' and Graduates' Questionnaire) or in the interviews. Therefore, it can be concluded that the aims and objectives were perceived as less focused on TE training, and consequently did not match the students' and the graduates' needs and expectations of using English for study and professional purposes in the tourism field.

In brief, all the participants agreed that the aims and objectives of the two course types were not realistic enough to develop students and graduates' communicative skills or to match what was needed and what was actually performed during the

courses. The findings this way supports the contextual literature on ESP which demonstrated that it is uncommon to have syllabuses that highly prompt communication within specialized occupations and fields of study (AlBakrawi, 2013; AlJaafreh, 2008; Bani-Khaled, 2012) and which reported that content was insufficient to meet ESP needs or develop ESP competence and skills (Bataineh & Ayasreh, 2004; Freihat & AlMakhzoomi, 2012).

### **5.1.3.3 Course content and materials**

Throughout the findings, content and materials was the area that was indicated in the stakeholders' evaluation of the program courses (GE and Specialty courses) as the first major source of the program's ineffectiveness. They all had the same perceptions that content and materials, although coherently presented, were insufficient, inattentive to tourism, de-emphasizing communication, irresponsible to needs, demotivating, and aimless to improve language skills and abilities either in GE or in TE. At the same time, it was more theoretical and knowledge-based.

All the stakeholders reported that the six courses were important in equipping the students with field knowledge and language analytical skills. However, the employers perceived these analytical skills (e.g., grammar, structures, translation) as something that is unneeded and incomparable to communication skills, the sole focus of the tourism field and the main job requirement in the whole tourism industry. In a nutshell, it can be concluded that the participants' responses related to content and materials were interrelated to support the idea that content was not that much in quantity, quality, goal, and focus; therefore, it could not address needs or overcome difficulties with TE. In fact, the literature supports this idea when courses (especially GE courses) were found inadequate and insufficient in content to develop language

in ESP fields (AlBakrawi, 2013; AlDohon, 2014; AlJaafreh, 2008; AlKhatib, 2005; Bataineh & Ayasreh, 2004; Bayyurt & Karataş, 2011; Cowling, 2007; Freihat & AlMakhzoomi, 2012; Kırkgöz, 2009; Mahasneh, 2011).

#### **5.1.3.4 Course conduct and teaching-learning process**

The teaching and learning process in both course types was not effective enough to respond to needs or fulfill expectations as regards improving TE skills. Although all materials used in the courses were written in English, the teaching-learning process was conducted in both English and Arabic, the students' mother tongue. This was clearly indicated in the stakeholders' perceptions, especially those of students and graduates when they stated that they did not use English in classes all the time, and instead, classes were run in Arabic for more terminology translation and grammar explanation. What is more, the courses were perceived as lacking the instructional techniques that facilitate communication and language production either in GE or in TE. Inappropriateness of the teaching approaches and instructional techniques was also noted in the literature studies, especially those of Aiguo (2007), AlBakrawi (2013), AlJaafreh (2008), Bataineh and Ayasreh (2004) and Kırkgöz (2009).

This finding could be attributed to the exam-oriented nature of the courses, which left a greater chance for grammar-translation method, vocabulary lists, reading and text-based analysis, and other traditional approaches to teaching to dominate the conduct of the courses. This might explain why there was a total agreement in the stakeholders' perceptions that the courses were just preparing students for passing exams, and not equipping them with both language and knowledge to be prepared as communicatively-able staff. In short, the teaching approaches used in the courses were not focusing on providing adequate TE training and improving communication

skills used in the tourism field. Therefore, one might conclude that the whole teaching-learning process is a teacher-led, spoon-fed and routinely-acted activity which impedes learning and practice through student-centered approaches.

#### **5.1.3.5 Assessment and student performance**

All the participants agreed that most of the assessment techniques used in the two course types were objective-based and inadequate to demonstrate the students' actual proficiency and ability to use English either in GE or in TE. These techniques did not exceed two mid-terms and a final exam, which took most of the marks in each course. The language courses were supposed to assess all skills including speaking and listening, but in fact they did not. Furthermore, the respondents, especially the students, graduates and employers reported that they had high expectations of *Communication Skills* course, but unfortunately they were disappointed as both the course conduct and assessment did not pay much attention to interaction and communication skills as the course's main focus (i.e., practice, develop skills and assess communicative performance in TE).

Negative perceptions and complete dissatisfaction were also expressed by all the respondents as the courses totally neglected to assess interaction and students' communicative performance during the teaching-learning process. The instructors were also accounted for not using a variety of techniques and materials that enable assessing a student's actual language ability and skills. However, this could be justified by the large class-size, especially in the GE courses, which makes it difficult for instructors to assess communicative performance. It might also be attributed to the exam-oriented nature of the courses as the instructors assess what they actually had taught. What was taught was mostly related to theoretical-terminological



knowledge and language analysis (grammar and structures). In other words, exam-oriented teaching necessitates exam-oriented assessment and vice versa.

The students and the graduates were unable to use English appropriately and communicate confidently in both GE and TE. To sum, the students' and the graduates' limited English communication skills were perceived to leave them unqualified for employment in the local tourism job market, a thing which would negatively affect the level of services offered to international tourists, and consequently affect the whole local tourism industry. Difficulties with communication skills, especially speaking and listening, were highly noted in the literature addressing the urgent needs for these skills to communicate not only in Tourism (Aiguo, 2007; AlBakrawi, 2013; AlKhatib, 2005; AlDohon, 2009; Thompson, 2011), but also in other ESP fields (AlFehaid, 2011; Bataineh & Ayasreh, 2004; Freihat & AlMakhzoomi, 2012; Cowling, 2007; Kırkgöz, 2009).

#### **5.1.4 Product Evaluation**

It appeared from the findings that the effort made in the English language program offered at the Tourism Department did not succeed to develop the students' TE ability in terms of aims and objectives, content and materials, the teaching and learning process, and the assessment and student performance. In fact, most stakeholders stressed that TE did not seem to be the focus of the program as the courses (i.e., GE and Specialty courses) taught terminological-theoretical knowledge and language in isolation without any coordination between the two course groups.

Not hearing of Tourism English as expressed by one of the graduates might leave one to infer how the effort made throughout the program with its elements (planning,

implementation and evaluation) lagged behind the graduates' needs and expectations as far as their professional success was concerned. However, the program was evaluated as successful in providing knowledge about the tourism field theories and relevant terminology as well as structural patterns, but not successful in language skills and workplace communication.

As a final remark on the language program offered at the Tourism Department at Mu'tah University, all data sources indicated the ineffectiveness of the program due to a number of reasons. Needs were not met, expectations were not reached, goals were mismatched with needs and de-emphasizing TE training, content was insufficient, communication in TE was neglected, language proficiency was below expected, and most graduates were left unemployed. Moreover, the program courses were not defensible to support the development of TE skills, nor were the teaching-learning process and assessment well-implemented to address needs, improve TE proficiency, demonstrate language level and assess TE skills. All of these would make the program to be judged as indefensible, mismanaged, fruitless, and needing urgent improvement.

## **5.2 Need Analysis and the Suggested Syllabus**

It was concluded from the findings that all the participants had positive attitudes towards English as a priority in the whole tourism industry and at both academic and professional levels. Similar positive attitudes were also reported in other contextual studies related either to Tourism (AlDohon, 2014; AlKhatib, 2005; Bayyurt & Karataş, 2011; Thompson, 2011) or to other GE or ESP fields (Akpur et al., 2016; AlFehaid, 2011; Bataineh & Ayasreh, 2004; Elisha-Primo, 2010; Freihat & AlMakhzoomi, 2012; Kirkgöz, 2009; Mahasneh, 2011). The participants (especially

the students, the graduates and the instructors) showed strong desires for learning and teaching TE. Such desires were derived from their dissatisfaction with what the program had offered them as regards TE training. They noted the total mismatch between the program's focus and their needs, and consequently, they required something to be done to improve the program such as offering a special TE course that would be based on tourism content and a communication-focused syllabus.

As all the respondents were asked to give their recommendations concerning how the syllabus should look like, the findings were discussed in connection with Nation and Macalister's (2010) syllabus design criteria, 'goals', 'content and sequencing', 'format and presentation', and 'monitoring and assessment'.

### **5.2.1 Goals and content**

All the participants reported similar perceptions of the syllabus goals. For example, the syllabus should be a good opportunity for TE training and aim to improve language skills (speaking-listening, as highly needed), enable students to communicate local content and prepare graduates for better employment in the tourism field. Previous studies addressed this fact when they demonstrated that ESP courses should be developed to reflect needs and improve oral and communication skills (AlBakrawi, 2013; AlDohon, 2014; AlKhatib, 2005; Freihat & AlMakhzoomi, 2012; Thompson, 2011). Moreover, the participants agreed that the course syllabus should seek to bridge the gap between the GE courses and the specialty courses, as this might leave no space for separating professional knowledge from language skills. The syllabus goals should also match needs and wants to overcome difficulties with TE as much as possible (AlDohon, 2014; AlJaafreh, 2008; Bataineh & Ayasreh, 2004).

With respect to the participants' perceptions of the syllabus content, the data gathered from the participants were triangulated to indicate their agreement with some syllabus-related issues. Firstly, the syllabus content should match the content that the students and the graduates had already taken in the program's courses, especially the specialty courses. In other words, they wanted the content of the syllabus to be sequenced based on familiarity rather than difficulty (just like what had been used in the GE courses). Preferring familiar content might be attributed to the communicative nature of professional tourism activities.

Secondly, the syllabus content was perceived worthless unless it is a source of enjoyment and includes various activities that facilitate practice and language use in Tourism workplaces (AlBakrawi, 2013; AlKhatib, 2005). That is, the content should involve what students need to study, learn and do with TE. And, it should also be relevant to their proficiency level in English and take them to a higher level of both communication and practice in the tourism field. From an economic and cultural perspective, it was agreed that the content should address the local culture and tourism so that students as future employees could present their country and cultural heritage, offer good services to international tourists, develop the tourism sector and contribute to the country's income.

Thirdly, content should seek to provide an opportunity to practice language skills; more specifically, oral skills and effective interpersonal communicative skills (i.e., speaking, listening, and task-based writing) and to represent knowledge (what students already know) through using the English language. In other words, the content should reflect what is actually performed in the local tourism so that students

would have sufficient training in how to carry out Tourism communication and perform Tourism professional activities and functions, more specifically, those related to tour-guiding and tour-operating. Examples of these functions listed under these two areas were providing services, responding to tourists' inquiries, and attracting tourists, were good examples of these two areas. Such functions were reported as highly important in the literature reviewed on TE (Aiguo, 2007; AlDohon, 2014; AlKhatib, 2005; Thompson, 2011).

Finally, despite the students' focus on accuracy issues (e.g., grammar, structures and pronunciation, etc.), the general focus of content was perceived to give a priority to fluency over accuracy. The graduates and the employers clearly addressed this fact as they recommended disregarding grammar teaching and giving more chances for communication to happen. Their suggestions as regards grammar teaching might be a bit different from students' as they were much closer to the reality of practice and experience in the tourism field.

### **5.2.2 Format and presentation**

As linked to the local content, it was suggested that content should include activities that would allow greater opportunities for students to communicate what they know, i.e., represent the knowledge they got from other courses taken within the program (Jordan, 1997; Cowling, 2007). Materials should be selected appropriately to facilitate both reception and production through a set of activities that include more tourism-like content (i.e., figures, pictures, audio scripts, video sketches, tables, brochures, maps, charts, etc.). In this way, content would be presented in a more motivating pattern that might ensure students' engagement and practice in field functions and professional activities.

Furthermore, it was recommended that content should integrate all language skills (especially the oral and communication skills) with topics, functions, activities, situations and tasks, all of which represent what is actually performed in tourism-related professions; more specifically, tour-guiding and tour-operating. The activities and tasks in the syllabus content were preferred to be varied so as to address students' learning needs, styles and preferences. Thus, content that would allow ample opportunity for practice through cooperative and project-based learning (e.g., pair or group-work, discussions, oral practice, presentations, projects, etc.) was valued the most. And, content that would be presented to match students' favored learning strategies (e.g., talking to others, discussing and solving problems, seeing and observing, doing homework assignments and projects, etc.) was highly preferred.

All the participants, especially the students and the graduates valued the experience and expertise in teaching TE. This could be attributed to their experiences in the *Communication Skills* course which was taught by a Tourism instructor who might not have been as good as an experienced English instructor to teach the course. It looks as if the students and graduates did not want to repeat the same thing with the TE syllabus once being taught as a university course.

### **5.2.3 Monitoring and assessment**

As the content and how it is presented were suggested to focus on communication as the ultimate syllabus goal, the assessment techniques were preferred to be communication-focused, as well. Using a variety of teaching and assessment techniques was demanded by all the participants, provided that such techniques would reflect the students' actual proficiency and match their needs of what to learn and do throughout the syllabus. Examples of these assessment techniques were

skills-based tests, speaking tests, oral and communicative performance, presentations, reports, quizzes, in addition to assignments and projects.

Undoubtedly, technology appeared to be integral in the syllabus design, not only in the way it should be taught, but also in the way content should be focused, presented, learned and assessed. Therefore, the use of audio-visual aids would create a relaxing and motivating atmosphere for better engagement, practice and learning (AlBakrawi, 2013; Bayyurt & Karataş, 2011; Cowling, 2007; Freihat & AlMakhzoomi, 2012; Kırkgöz, 2009). It was also noted how all the participants valued giving continuous feedback on students' learning as well as how the syllabus should allow sufficient time and pace to absorb content (AlBakrawi, 2013; AlKhatib, 2005). It was believed that students this way would learn better and instructors would assess their learning as appropriately as possible.

## **5.3 Overall Discussion**

### **5.3.1 Evaluation Perspective**

The English language program offered at the Archaeology and Tourism Department at Mu'tah University was found ineffective in considering Tourism students' and graduates' needs and expectations of using English in the tourism field. This ineffectiveness was proved to be due to two reasons as indicated by the findings from all data sources, i.e., students, graduates, instructors and employers. The first reason was the absence of any special courses that teach TE as part of the program offered (AlBakrawi, 2013; AlDohon, 2014; Bataineh & Ayasreh, 2004), whereas the second lied in the inconsideration of both the English Department and the Tourism Department of ESP training as an integral part of the graduates' education and job preparation (AlBakrawi, 2013; AlDohon, 2014; AlKhatib, 2005). Similar findings

were reported in AlJaafreh's (2008) study which evaluated the three General-English courses offered at Mu'tah University and found that those courses were not helpful enough to develop the students' and graduates' language skills and help them in their studies and future work duties.

Moreover, the courses of the program were of two separate and mismatched types; namely GE courses and Specialty courses both of which were taught in two separate departments and put more focus on language structures and vocabulary and on theoretical and terminological knowledge, respectively. Briefly, they could barely focus on communication as a major part of academic and professional success in the tourism industry. They were also perceived to segregate professional knowledge from language skills. Therefore, efforts made throughout the program were not a real success as far as the students' and graduates' TE needs are concerned.

Additionally, the mismatch between the two course types and the absence of special TE courses resulted in leaving the TE needs unmet, the course goals and objectives unachieved, the course content and materials insufficient, the teaching/learning process ineffective, the program's design indefensible and ill-executed, and the efforts fruitless. All in all, this might have given the reason why all the participants (i.e., students, graduates, instructors and employers) were deeply responsive to evaluate the program (i.e., the above-mentioned GE and Specialty courses) as helpless in developing the students' and graduates' English language proficiency and communicative ability in Tourism communication. As there were not any special TE syllabuses, the participants reported that the program appeared to lack sufficient content and skills focus needed to fulfill academic and professional functions in



Tourism. GE courses had general content, and Specialty courses had little focus on language development as they were meant to teach theoretical and terminological knowledge.

To conclude, as reported in earlier studies, Jordanian universities were seen as lacking enough special courses that teach ESP, in general (AlJaafreh, 2008; Bataineh & Ayasreh, 2004), or TE, in particular (AlBakrawi, 2013; AlDohon, 2014). The study denoted this with TE as there were no ESP courses at Mu'tah University that focus on communication in other fields including Tourism. It also demonstrated the findings of other studies (i.e., AlBakrawi, 2013; AlDohon, 2014; AlJaafreh, 2008; AlKhatib, 2005) which revealed Tourism graduates' low proficiency and inability to use English confidently and fluently to fulfill study and work purposes. Despite all of this, all the participants had positive attitudes towards English as the language of Tourism and Archaeology and as a requirement for both academic success and opportunities in the tourism field.

### **5.3.2 Needs Analysis Perspective**

In connection with the program's ineffectiveness in terms of needs focus, design, and implementation, all the participants suggested making improvement to the program in a way that would enrich knowledge, develop language, and prepare graduates for Tourism employment. As a major suggestion, the participants recommended having a TE course with a syllabus that would focus on the skills and functions needed in Tourism workplaces. Most of the participants described the intended course syllabus as a practical solution for the problem at hand as it would seek to bridge the gap between the GE and the specialty courses and help Tourism students and graduates with the TE needed in their study and future careers. As such, the study sought to

give these participants the opportunity to give their recommendations as to how they needed the TE syllabus to be in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.

Beginning with the findings related to the participants' attitudes towards the English language, the study appeared to support the literature reviewed on the status of the English language in the tourism field and on its importance for Tourism students, graduates and employees in meeting their needs and expectations. It aligned the literature (e.g., AlBakrawi, 2013; Aldohon, 2014; AlFehaid, 2011; AlKhatib, 2005; Batianeh & Ayasreh, 2004; Elisha-Primo et al., 2010; Freihat & AlMakhzoomi, 2012; Thompson, 2011) in its focus on the oral skills (speaking and listening) as the most required skills in the tourism industry or in whole ESP. In a similar vein, the present study strongly encourages students and graduates to master these skills to communicate effectively in English and thus do well in their study and future jobs in the best way possible.

Although emphasized the importance of all language skills, the participants extremely needed oral communicative skills (speaking and listening) the most, considering them the skills that pave the way for the students and the graduates to do well at both study and future work. Being able to speak fluently and communicate confidently in different tourism contexts was perceived by all the participants as the highest requirement. In addition to the oral skills, other studies addressed the importance of all language skills, giving importance to vocabulary (Elisha-Primo, et al., 2010) and reading (AlDohon, 2014).

As regards the functions they wanted the TE syllabus to emphasize, the participants suggested those functions which were related to tour guiding and tour operating, which mostly represent providing services through a set of activities. These included talking to and attracting tourists, giving oral descriptions (e.g., of cultures, civilizations, people, food, trips, etc.), responding to visitors' inquiries, phone and email communication, making reservations, managing tours, organizing travel programs and accommodations, as well as explaining trip procedures and destinations. Such functions were also addressed in the literature (AlBakrawi, 2013; AlDohon, 2014; AlKhatib, 2005; Thompson, 2011).

Again, data showed triangulation in the participants' responses in relation to Nation and Macalister's (2010) syllabus design criteria, namely goals, content and sequencing, format and presentation, and monitoring and assessment. At first, the main goal of the syllabus was suggested to improve students' and graduates' TE proficiency to communicate confidently in different tourism contexts, and consequently, prepare them for their studies and future jobs.

As regards content and sequencing, the participants recommended that the syllabus offer sufficient content that would allow ample opportunity for language practice through various activities and tasks that could facilitate communication in Tourism. Sequencing content based on simplicity-difficulty was not quite as favored as sequencing content according to familiarity. This might be ascribed to the communicative nature of activities performed in Archaeology and Tourism. Yet, the students preferred sequencing the syllabus content based on simplicity-difficulty but with considerable attention to familiarity, as well. Their preference might be

attributed to several variables including the content-sequencing nature the students were accustomed with in the textbooks used in the courses, especially the GE courses, the less communicative focus both in content and instruction, and the exam-oriented nature of the two course types (i.e., GE and Specialty courses).

All opinions related to format and presentation were deemed to focus on topics, functions, vocabulary in context, and oral skills as the ultimate issues to be included in the syllabus. This way, the participants seemed to opt for the integrated approach as the best way to present the syllabus content. All the participants stressed that content presentation should take into account the students' learning styles and preferences, and thus meet their needs and expectations of better English language use in the tourism field. This finding appeared to demonstrate what the literature (AlBakrawi, 2013; AlKhatib, 2005; Elisha-Primo et al., 2010; Nation & Macalister, 2010; Richards, 2001; White, 1988) suggested as regards considering learners' needs, wants, lacks, and their learning styles as the cornerstone of the syllabus and curriculum design process. Communicative functions and oral skills were perceived as the major building blocks of the syllabus presentation. This finding went in line with the previous studies of AlBakrawi (2013), AlDohon (2014), AlFehaid (2011), Bataineh and Ayasreh (2004), Cowling (2007), Elisha-Primo et al. (2010), Freihat and AlMakhzoomi, (2012), and Kırkgöz (2009) as they all recommended addressing communicative functions and oral skills development when designing ESP syllabuses and courses.

When related to the last syllabus design criterion, Monitoring and assessment, all responses were similar and addressed a number of recommendations. At first, all the

participants seemed determined on cooperative learning through a set of activities such as pair-work, group work and project-based learning. They all considered cooperation as one main necessity to teach, learn and expose students to content in the suggested syllabus, referring to the fact that this was usually missed while learning in the GE and Specialty courses offered in the existing curriculum. Finally, the participants valued using a variety of techniques to continuously assess the learning of content in terms of both knowledge and communication skills. As such, they recommended assessment tools such as speaking tests, presentations, skills-based tests, cooperative projects, assignments, quizzes, self-assessment check, oral performance check, as well as individual/group performance over tasks.

#### **5.4 Major Conclusions and Implications**

There was an overall consensus on the ineffectiveness of the English language program (i.e., GE and Specialty courses) offered in the Tourism Department at Mu'tah University. It was agreed that the program neither met the students' and the graduates' TE needs, nor developed their TE competence or prepare them as communicatively-able staff. This urged all involved to suggest making improvement to the program. Such improvement-driven consensus was indicated by the stakeholders' overall positive attitudes towards the need to design a new TE syllabus as a way to improve the curriculum in the university in question, provided that this syllabus would enrich students' with both professional knowledge and English skills training.

There was great split-up of professional/theoretical knowledge and English language skills, and this split was as a result of separating GE courses from the Specialty courses, as both were taught in two different departments. In other words, the little

cooperation between the English and Tourism departments led to the segregation of courses, and consequently formed this separation. As such, all the participants stressed the need for interdisciplinarity between all courses offered (i.e., GE and Specialty courses), believing that this would make the departmental cooperation even stronger. Following this, it is suggested to review the missions of both departments as regards developing students' TE competence and their job preparation.

The study revealed five gaps, all of which are related to each other: i) gap between the students' and the graduates' TE needs and expectations and the aims/objectives of the courses offered within the program, ii) gap between the students' and the graduates' positive attitudes towards English as the language of Tourism and the course's preparedness to address Tourism English, iii) gap between what is needed and what is actually done as regards TE in the university context, iv) gap between the Tourism graduates' English proficiency and the employers' expectations, and v) gap/lack of communication between the tourism industry and education institutions. With the last gap/lack, it becomes difficult to provide practical and natural experience and practice space for graduates, regardless of the kind of teaching facilities, the environment or the course contents and supporting resources. Therefore, more direct and regular interaction with the tourism field is required to understand graduates' and employees' needs; and thus provide a practical atmosphere for future development of TE teaching in the university context and other local tourism education institutions in the country.

All the respondents were dissatisfied with what the program had offered students and graduates as regards TE, and consequently they perceived it ineffective. This

dissatisfaction was related to a number of factors: a) lacking sufficient tourism content and adequate opportunity to practice English, especially in tourism, b) materials' inappropriateness to improve their language abilities in TE, c) materials lacking correspondence to students' needs, interests, culture, field of study and future tourism work, d) the students' and graduates' limited proficiency in the English language in general, and e) the too-general-too-theoretical dichotomy which is represented in the mismatch between the GE and the Specialty courses. As a result, the stakeholders recommended that such dichotomy ought to be mediated. This mediation should be through offering a special course in TE, providing that the course would suffice students' needs and expectations and offer an interdisciplinary approach to the course goals, content and materials, format and presentation, and monitoring and assessment.

Lastly, it can be concluded that the total agreement between the stakeholders in the study rings a warning bell to a real problem that directly needs to be considered by all decision-makers involved in improving the educational process in the ESP world, in general, and in Jordan or in the addressed university, in particular. It is hoped that the study findings and suggestions would be useful for the program coordinators in making the needed improvements to the program offered in similar contexts inside and outside Jordan, assuming that improvement comes from participation and cooperation of all involved.

It is implicated from these findings that TE training should be considered by all universities in Jordan as a source of mediating theory into practice and study into work. In other words, offering ESP courses in the university's curricula might help

students with the professional and language skills training they need in their fields of study and their future careers. When related to Tourism, for example, such training in Tourism English would suffice the needs of having qualified staff, develop the level of services offered to tourists and thus add to the country's revenue.

The training in ESP should also take into account training teachers in teaching ESP courses. For example, the teachers and instructors teaching at universities, colleges or even at vocational schools usually teach general English courses and might have little knowledge in teaching ESP. Therefore, the educational and vocational bodies in both the public and the private sectors in the country (e.g., universities, Ministry of Education, Ministry of Higher Education, Ministry of Tourism and Antiquities, travel agencies, and other vocational institutions) should offer in-service training to the language teachers through workshops, seminars and other professional development activities. By so doing, it is assumed that the lack of cooperation between the universities and vocational institutions can be bridged and the ESP training Improved. The findings of the study could also be taken for granted from the perspectives of English as international language (EIL) and English as a lingua franca (ELF). This is because Tourism represents one of the major fields where the English language appears to be the first option for tourists-staff communication (i.e., communication occurring between native and non-native speakers or between non-native speakers themselves). With this perspective, both tourists and staff would turn out to be 'English-knowing bilinguals' (Pakir, 1999).

### **5.5 Limitations and Delimitations of the Study**

Although the study's major investigation might apply to all Jordanian universities and tourism departments, the study limits its focus to Mu'tah University as a case to be



thoroughly researched. The choice of this university was due to several reasons, including the researcher's personal experience at the university as being one of its graduates, and its location that is near the researcher's area of residence. Therefore, it was easier to exclude distance problems, arrange multiple visits and start investigating, evaluating, researching, and collecting information from the stakeholders (i.e., students, instructors, graduates and some employers) with ease.

Moreover, the study is limited in its student participants to include only Tourism and Archaeology fourth-year students at Mu'tah University, clearly because they are quite near to graduation and practice in the tourism-related workforce. Their motivation is expected to be higher than their counterparts (i.e., students of other levels) to express their needs, lacks, wants, worries and expectations. Besides, as they addressed the absence of TE courses in the curriculum, these students may be more interested in getting involved in the syllabus design processes (decision-making or planning, implementation and evaluation) with the aim to innovate a communicative ESP syllabus that relates to their field of study. Also, their awareness of practice may be higher as they prepare themselves to graduate and be part of the workforce. As such, these students may be in a better position to understand how important Tourism English is in increasing their chances for future employment in the tourism industry.

The study is also limited to the evaluation and needs analysis steps, both representing the first process in curriculum and syllabus design (i.e., planning the syllabus outlines in terms of goals, materials, methodology and assessment). The other processes such as implementing and evaluating the syllabus could have been included in the study; however, this was not possible due to time constraints as

developing syllabus materials, and piloting and evaluating them after being used in the classroom, would all take a longer way in both time and effort, and this would overextend the available PhD period.

Data could have also been gathered through the use of other data collection methods such as observation, focus groups, teachers' and students' logs. For example, using observation might give a clearer picture that could add to the reliability of the results. However, using questionnaires and interviews has already served the purpose and focus of perception-based research within the evaluation and needs analysis perspective.

Finally, despite being local in focus, the study presented a problem with ESP that different stakeholders anywhere, including those rarely-mentioned (i.e., Tourism graduates and employers) might be the best who could explain it and give a detailed description of what an ESP course syllabus should look like.

## **5.6 Suggestions for Further Research**

This study is limited in its focus on the stakeholders' perceptions as regards the effectiveness of the English language program offered at Mu'tah University and on their improvement-based suggestions once the program is proved ineffective in meeting TE needs. Further local studies are strongly encouraged either in TE or in ESP, in general, in the addressed university or other universities to identify ESP needs and take improvement-based actions or decisions through which needs can be met, goals achieved, expectations reached, and consequently study, work, and level of services improved. It is also suggested that further research should investigate needs and attitudes towards the English language as used in different academic and

professional contexts. This research should report language and learning-teaching problems and difficulties, evaluate curricula and syllabuses from different viewpoints and multiple data sources, and innovate practical solutions accordingly (i.e., syllabus design, curriculum development, materials selection or adaptation, etc.).

Further research might take the findings of this study with its stages (evaluation and needs analysis) as a blueprint to plan and implement the suggested syllabus in terms goals, content and sequencing, format and presentation, and monitoring and assessment. Accordingly, materials can be appropriately selected, sequenced, presented, taught/learned, and assessed once implemented in the Tourism Department at Mu'tah University or in any other local universities in the country. Perceptions of the design, implementation and evaluation of the syllabus can also be addressed through a set of research techniques which include, in addition to these used in the study, observation, checklists, focus groups, teachers and students' logs and reflections from different experts: educational, language, ESP, syllabus designers, materials writers, or evaluators.

As the findings of this study indicated that the course aims and objectives, content and materials, teaching methodologies and assessment were not aligned with students' needs and expectations, the Language Center and the Tourism Department are suggested to make decisions on revising their missions and goals to address ESP training. In fact, they might benefit from the results of the study to develop the TE syllabus based on the reported data and put this syllabus into practice. For this purpose, a report of the findings could be presented in a seminar or a workshop to the university or whoever interested in developing and improving ESP training at the

tertiary level in Jordan, including other universities, Ministry of Higher Education and Ministry of Tourism and Antiquities.

### **5.7 Contribution of the Study**

This study has contributed to the literature as it created a theo-practical approach to evaluation and syllabus design by combining the two evaluation models, namely, Stufflebeam's (1971) CIPP and Nation and Macalister's (2010). The study suggests that such a combination between the models has never been done in previous research related to evaluation and curriculum design in general English or in the ESP field.

Using Nation and Macalister's (2010) model in the study, although partially, appeared to contribute to the literature as nearly very few research studies utilized this model from an evaluation and needs analysis perspective. In other words, the study provided a reader-friendly explanation of the model which would help future research to consider such a model both in theory and in practice. In short, the study acknowledged Nation and Macalister's (2010) model as a workable model that could be used as far as needs analysis and curriculum and syllabus design case studies are concerned.

Finally, the findings of the study were of original contribution as data were triangulated through using multiple participants and multiple data collection instruments to investigate a context (i.e., Mu'tah University) that none of the previous research has addressed, more specifically, in connection with ESP training.

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## **APPENDICES**

## **Appendix A: A brief Overview of Mutah University Language Center MULC**

### **The MULC is committed to the following tasks:**

1. Preparing and overseeing placement tests in English, Arabic, and Computer skills to the incoming undergraduate students.
2. Offering and monitoring three-level program in English: pre-intermediate (English 99), intermediate (English 101), and advanced (English 102) for all university students.
3. Offering a two-level program in Modern Standard Arabic: pre-intermediate (Arabic 99) and intermediate (Arabic 101) for all university students.
4. Offering courses in Arabic for speakers of other languages.
5. Administering and supervising the National Exam and some international exams including the TOEFLiBT and IELTS for the prospective graduate students at the Master's and PhD's levels.

### **Mission**

Founded in 2008, the Mutah University Language Center (MULC) is a professionally accredited center in the Faculty of Arts at Mutah University. The MULC's mission is to promote, encourage, and support the learning of modern languages for personal, academic, and professional purposes. To meet this overarching goal, the MULC offers an expert language teaching in Arabic and English to enable university students to fully utilize these languages in their academic and professional activities through the Center's regularly scheduled multi-level language courses in a stimulating and friendly atmosphere. These goals are accomplished by a well-trained staff enthusiastically committed to the success of all learners, actively involved in meeting their needs and unquestionably focused on functioning as a team for the greater good of all concerned. The Center takes seriously the responsibility to maintain its reputation for quality education, student welfare and guidance.

### **Vision**

The MULC strives for excellence in being an outstanding pioneering center of teaching modern languages and being an internationally accredited center of English exams.

### **Objectives**

To achieve our mission, the MULC aims to:

1. Encourage and support the learning of languages on the Mutah Campus. This is our number one goal at the MULC.
2. Raise the profile of languages other than Arabic and English in close coordination with language departments.
3. Support the highest levels of academic achievement by these students whose native language is not Arabic through the Arabic courses offered for non-native speakers at the Center.
4. Foster a climate of trust, cooperation and mutual understanding that enhance the learning experience for all participants.
5. Facilitate taking some national and international exams; the National Exam, TOEFLiBT and IELTS, on the Mutah Campus in coordination with the Ministry of Higher Education and the British Council.



## **Appendix B: Archaeology and Tourism Department's Mission**

### **Vision, Mission, Goals**

#### **Mission:**

The department philosophy is distinguished by the necessity to trace the past in order to understand the present. It does so by conducting various scientific activities based on outdoor and field work in every summer semester. It is a trial to connect our past with the present. There are many ruins that witness our history. The interaction that exists between the civilized society and us regards the old and Islamic ruins as the core for studying the social, political, economic and religious life.

#### **Vision:**

We are looking forward to academic Distinction both on regional and national levels. It also struggles to improve the education quality and to cope with the latest improvements.

#### **Goals:**

- Teaching this field with its different concepts to understand the past, present and the future.
- Granting the BA and MA scientific degrees.
- Equipping students' with knowledge in archaeological digging which is the most important activity for the department students. This helps them to gain future skills that allow them to join their colleagues for work in the Department of Antiques or the other governmental organizations.

## Appendix C: List of courses and course descriptions

The list of courses constituting the English language program offered at the Tourism and Archaeology Department at Mu'tah University.

No	GE courses	Credit hr	Specialty courses	Credit hr
1	English Language (1802099)	Non-credit	Communication Skills in English (1603326)	3
2	English Language I (1802101)	3	English Terminology in Archaeology and Tourism (1603207)	3
3	English Language II (1802102)	3	Tourism Management in English (1603329)	3

### Course Descriptions

#### English Language (1802099)

This remedial course aims at helping students acquire the primary skills of English language to expand their knowledge and proficiency in the field concerned. To achieve the above-mentioned goal, the course focuses on developing the student's vocabulary and grammar which can also be activated through different communicative skills such as speaking and making dialogues related to some social situations of their daily life.

#### English Language I (1802101)

This multi-skill intermediate English course aims at enhancing and developing students' abilities in the four basic skills of English: listening, speaking, reading and writing. The Course includes activities that tackle these skills through learning basic sentence patterns, various elements of grammar, tenses, auxiliaries, Yes-No and tag questions, passive, negative, agreement, articles, conditional sentences and noun references. Moreover, the course is designed to help develop students' analytical thinking.

#### English Language II (1802102)

This intermediate English course is a continuation of the previous multi-skill English course 101. It aims at further consolidation of the four language skills through more sophisticated teaching material. In addition, the course focuses on the concentration and usage of non-complex sentences, comparison of adjectives and adverbs, clauses, wh-questions, gerunds and infinitives.

### **Communication Skills in English (1603326)**

The objective of this course is to develop the students' ability in spoken English with special focus on pronunciation and speech, words, phrases, and sentences. Suprasegmentals (stress, rhythm, and intonation) will also be emphasized. The first half of the course includes teaching the phonetic features of English sounds. The phonotactics of English, as well the major differences in stress patterns and intonation contours between Arabic and English.

The second half includes practicing actual communicative activities, including listening comprehension, asking and answering questions, inquiring, and telling direction, etc. The practical part of the course will utilize the language lab to use authentic audio-visual material and simulation of tourist guiding.

### **English Terminology in Archaeology and Tourism (1603207)**

This course introduces students in English related to Archaeology and Tourism. It focuses on the utilization and recognition of the terms through texts written in English, dictionary use, and word analysis. Students are expected to apply theoretical knowledge presented in class through the following activities: a) In-class presentations to enrich students terminology, b) Assigning English texts on Archaeology and Tourism that can be evaluated through quizzes, c) or any method the instructor might find fit to develop students terminology.

### **Tourism Management in English (1603329)**

The Objective of this course is to teach students highly standard programmers in customer service. This course is an introduction to the study of travel and tourism as a business. It examines all the key topic areas, including. Tourist motivation, geographical importance modes of travel, recreational tourism and the hospitality business, government involvement, the packaging, marketing and promoting of tourism and the impact of tourism on host countries. Class members have to exercise practical training at an appropriate travel agency.

## Appendix D: Instructors' Course Syllabuses

<b>Mutah University</b> <b>Faculty of Arts</b> <b>Course Instructor: Mrs.***</b> <b>FirstSemester2015/2016</b>	<b>English Language 99</b> <b>Course No: 1802099</b> <b>Language Center/English Branch</b> <b>3 credit hrs/ 3hrs/week</b>
<hr/>	
<b>Course Description:</b> This course introduces primary English language skills, and the students are exposed to some short reading passages of varied topics. Some writing activities demand that students write at short paragraph level. In addition, students are introduced to daily activity conversations.	
<b>Objectives:</b> * learn and use basic grammar in simple conversations. * listen, understand and take part in daily activity conversations. * read short simple passages. * write a simple paragraph.	
<b>Text Book:</b> - Acklam, Richard and Grace, Araminta, Total English, Pre-Intermediate, Student's Book and DVD. (Longman) - Total English, Pre-intermediate, Class Cassettes and DVD. - Website: <a href="http://www.longman.com">www.longman.com</a>	
<b>Support Materials</b> Homework and laboratory guide	
<b>Teaching methods</b> Tutorials, lectures, discussions, problem solving, intensive exercises, etc.	
<b>Learning outcomes:</b> <input type="checkbox"/> <i>Knowledge and understanding:</i> question formation; simple present; present continuous; simple past, so and neither, future plans (going to), relative clauses, comparatives and superlatives, opinion-giving (should/can/have to), prediction (will), present perfect (for, since), quantifiers with (un) countable nouns, first conditional, gerunds and infinitives, ability (can/could/be able to), simple present/past passives, past continuous, used to, and using articles. <input type="checkbox"/> <i>Cognitive skills (thinking and analysis):</i> - reading and understanding non-technical passages of reasonable length - writing paragraphs about familiar topics. <input type="checkbox"/> <i>Communication skills ( personal and academic)</i> - show knowledge of a reasonable bulk of vocabulary. - take part in daily activity and conversation on familiar topics (talk, discuss, explain, etc.) - write at a paragraph level (preferenes, descriptions, post cards, etc.) <input type="checkbox"/> <i>Practical and subject-specific skills (Transferable Skills)</i> - read simplified short stories in English. - follow programs on TV. - use the internet, e-mail etc. - fill in a application and write C.V or a post card.	

**Course Calendar:**

Week	Topics	Readings
1	Introduction	----
2	24-hours Daily routines	Unit 1
3	Music	Unit 2
4	Taste	Unit 3
5	Survival/ describing & comparing	Unit 4
6	Stages / habits	Unit 5
7	First Exam (25 %)	
8	Places	Unit 6
9	Body and personality	Unit 7
10	Speed	Unit 8
11	Work and abilities	Unit 9
12	Second Exam (25%)	
13	Wildlife	Unit 10
14	Travel	Unit 11
15	Money	Unit 12
16	Final Exam (50%)	

**Grading and Assessment Instruments:**

- First Exam 25% unified for all course sections
- Second Exam 25% unified for all course sections
- Final Exam 50% unified for all course sections computerized
- Shorts reports/ homework assignments.

**Expected workload:**

On average students need to spend 2 hours of study and preparation for each 50-minute lecture/tutorial.

**Attendance policy:**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have dropped the course.

**References:**

1. Murphy, Raymond (1996): English Grammar in Use.CUP
2. Doglas Biber et al, (2003) Longman Grammar of Spoken and Written English.
3. www.longman.com

Mutah University  
Faculty of Arts  
Course Instructor: Mr.\*\*\*  
First Semester 2015/2016

English Language 101  
Course No: 1802101  
Language Center/English Branch  
Prerequisite: English Language 99  
3 credit hrs/ 3hrs/ week

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**Course Description:**

This course is a continuation of Remedial English (099) and the students are exposed to short reading passages of varied topics. The writing activities demand students to write at the paragraph level. Aural Oral activities are also stressed throughout the course.

**Objectives:**

By the end of the course, students are expected to be able to:

- \* learn to listen to conversations on daily-life topics and take part in similar ones
- \* use basic grammatical structures in speaking and writing
- \* read short non-technical passages
- \* write simple paragraphs

**Text Book:**

- Clare, Antonia and Wilson J. J, *Total English, Intermediate, Student's Book* and DVD. (Longman)
- Total English, Pre-intermediate, Class Cassettes and DVD.
- Website: [www.longman.com](http://www.longman.com)

**Support Materials**

Homework and laboratory guides

**Teaching methods**

lectures, Tutorials, discussions, problem-solving, intensive exercises, etc.

**Learning outcomes:**

Knowledge and understanding:

simple present Vs. present continuous; simple past Vs. present perfect (since, for); the passive; defining relative clauses; past continuous & simple past; comparatives and superlatives; future possibility; modals (ability, obligation, prohibition, permission); tag questions; past perfect; present tense with (if, unless, as soon as, when); second and third conditionals; present perfect simple Vs. present perfect continuous; reported speech, articles and (un)countable nouns, and phrasal verbs.

Cognitive skills ( thinking and analysis):

- reading and understanding non-technical passages of reasonable length
- writing paragraphs about familiar topics.

Communication skills ( personal and academic)

- show knowledge of a reasonable bulk of vocabulary.
- take part in daily activity and familiar conversations (talk, discuss, explain, etc.)
- write paragraphs.
- write short letters, emails, and postcards.

Practical and subject-specific skills (Transferable Skills)

- Read simplified short stories in English
  - Follow programs on TV
  - Use the internet, e-mail, etc.
- Write a CV, letters and applications

**Course Calendar:**

Week	Topics	Materials covered
1	Introduction	----
2	Friends	Unit 1
3	Cont. Friends	Unit 1
4	Media	Unit 2
5	Lifestyle	Unit 3
6	Wealth	Unit 4
7	First Exam (25 %)	
8	Spare time	Unit 5
9	Holidays	Unit 6
10	Education	Unit 7
11	Change	Unit 8
12	Second Exam (25%)	
13	Jobs	Unit 9
14	Memories	Unit 10
15	Review	-----
16	Final Exam (50%)	

**Grading and Assessment Instruments:**

- First Exam 25% unified for all course sections
- Second Exam 25% unified for all course sections
- Final Exam 50% unified for all course sections computerized
- Shorts reports/ homework assignments.

**Expected workload:**

On average students need to spend 2 hours of study and preparation for each 50-minute lecture/tutorial.

**Attendance policy:**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have dropped the course.

**References:**

1. Murphy, Raymond (1996): English Grammar in Use.CUP
2. Doglas Biber et al, (2003) Longman Grammar of Spoken and Written English.
3. www.longman.com

**Mutah University**  
**Faculty of Arts**  
**Course Instructor: Mr.\*\*\***  
**First Semester 2015/2016**

**English Language 102**  
**Course No: 1802102**  
**Language Center/English Branch**  
**Prerequisite: English Language 101**  
**3 credit hrs/ 3hrs/ week**

**Course Description:**

This course is a continuation of English Language (1), and the students are exposed to reading passages which are longer, and of varied topics. The writing activities demand students to write at paragraph and text level.

**Objectives:**

By the end of the course, students are expected to be able to:

- \* listen, understand and take part in daily activity conversations
- \* read non-technical passages of reasonable length
- \* write a simple paragraph on a familiar topic

**Text Book:**

- Acklam, Richard and Grace, Araminta, *Total English, Upper-Intermediate, Student's Book and DVD*. (Longman)
- Total English, Upper-intermediate, Class Cassettes and DVD.
- Website: [www.longman.com](http://www.longman.com)

**Support Materials**

Homework and laboratory guides

**Teaching methods**

lectures, Tutorials, discussions, problem-solving, intensive exercises, etc.

**Learning outcomes:**

Knowledge and understanding:

Question tags; quantifiers; present/future modals of possibility; future perfect and future continuous; phrasal verbs; narrative tenses; if-structure; articles; adjectives and adverbs; making comparisons (although, but, however, nonetheless); after + -ing; emphasis; have/get something done; passives; reported speech; past modals of deduction (must/might/can't have done); it's time; I'd rather and I'd better, and reflexive pronouns.

Cognitive skills ( thinking and analysis):

- reading and understanding non-technical passages of reasonable length
- writing paragraphs about familiar topics.

Communication skills ( personal and academic)

- show knowledge of a reasonable bulk of vocabulary.
- take part in daily activity and familiar conversations (talk, discuss, explain, etc.)
- write on familiar topics and applications.

Practical and subject-specific skills (Transferable Skills)

- Read simplified short stories in English
- Follow programs on TV
- Use the internet, e-mail, etc.
- Fill in applications and write letters and emails.



**Course Calendar:**

Week	Topics	Materials covered
1	Introduction	----
2	Connect	Unit 1
3	Future Work	Unit 2
4	Future Work	Unit 2
5	Old or New	Unit 3
6	Risk	Unit 4
7	First Exam (25 %)	
8	The Past	Unit 5
9	Explore	Unit 6
10	Excess	Unit 7
11	Success	Unit 8
12	Second Exam (25%)	
13	Crime	Unit 9
14	Mind	Unit 10
15	Review	-----
16	Final Exam (50%)	

**Grading and Assessment Instruments:**

- First Exam 25% unified for all course sections
- Second Exam 25% unified for all course sections
- Final Exam 50% unified for all course sections computerized
- Shorts reports/ homework assignments.

**Expected workload:**

On average students need to spend 2 hours of study and preparation for each 50-minute lecture/tutorial.

**Attendance policy:**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have dropped the course.

**References:**

1. Murphy, Raymond (1996): English Grammar in Use.CUP
2. Doglas Biber et al, (2003) Longman Grammar of Spoken and Written English.
3. www.longman.com



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**Tourism Management**

**Course Objective:**

The Objective of this course is to provide student with the History of Tourism Industry, meaning and development of the Tourism Industry, classification & kind of Tourism, Tourism in national Economy, Tourism Demand & Supply, Seasonal Tourism, The Behavior of Tourist, The Management of Tourism Demand, The Policies of Hotel Management & Supervision, Tourism & Hotel Marketing, services, and the hotel. Class members will practice the above mentioned at appropriate hotel & Travel Agency.

**Course Description:**

First & Second Week:

- 1- The History of Tourism Industry
- 2- Meaning & Development of the Tourism Industry

Reading:

Dabbas, p. 5-8,77-81- Sukar, p. 9-19- Maqableh, p. 17-25

Third & Fourth Week:

The Classification & Kind of Tourism

Reading:

Kamel, p. 20-34-Dabbas, p. 90-95 – Sukar, p. 15-25

Fifth & Sixth Week:

Demand & Supply of Tourism

Reading:

Dabbas, p. 119-124-, 150-152 - Maqableh, p. 52-65

Seventh & eighth Week:

- 1- Tourism in National Economy
- 2- Seasonal Tourism

Reading:

Sukar, p. 45-60 – Maqableh, p. 52-75 – Dabbas, p. 130-138

Ninth & tenth Week:

- 1- The Behavior of Tourist
- 2- Physical Demand
- 3- Cultural Demand

Reading:

Al-taae, p. 63-75, 103-117

Eleventh & twelfth Week:

The Management of Tourism Demand

Reading:

Alalaq, p. 55-85- Al-taai, p. 119-151

Thirteenth & Fourteenth Week:

The Policies of Hotel Management & Supervision

Reading:

Dabbas, p. 35-49- Altaai, p. 73-89

Fifteenth Week:

Tourism & Hotel Marketing  
Administrative Organizations

Reading:

Dabbas, p. 200-210- Maqableh, p. 8-72- Dabbas, p. 137-150

**References:**

Altaai. H., Tourist Behavior, Amman. 2000  
Altaai, H., Human Resources, Amman, 2000  
Alalaq, B., Marketing,  
Dabbas. N., Principle of Hotel and Tourism Management, Amman, 2000  
Maqableh, K., Tourism Industry, Amman, 1998  
Maqableh, Marketing Hotel, Amman, 1998

First Exam: 25%

Second Exam: 25%

Final Exam: 50%

Prerequisite: Introduction to Tourism

Office Hour: Tues. Thursday 10-12

<b>Mutah University</b> <b>Faculty of Social Sciences</b> <b>Course Instructor: Prof. Dr.XX</b> <b>First Semester, 2015/2016</b>	<b>English Term. in Archaeology and Tourism</b> <b>Course No: 1603207</b> <b>Dept. of Archaeology and Tourism</b> <b>Time (9-10am) Sun./Tues./ Thurs.</b>
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**English Terminology in Archaeology and Tourism**

**Course Description:**

This course introduces students in English related to Archaeology and Tourism. It focuses on utilization and recognition of the terms through texts written in English, dictionary use, and word analysis. Students are expected to apply theoretical knowledge presented in class through the following activities: a) In-class presentations to enrich students terminology, b) assigning English texts on Archaeology and Tourism that can be evaluated through quizzes, c) or any method the instructor might find fit to develop students terminology.

**Course Calendar:**

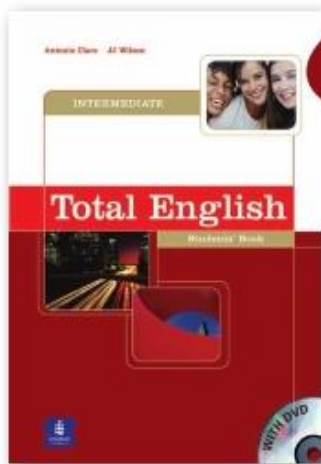
<b>Week</b>	<b>Unit</b>	<b>Topics</b>
1st	Unit One	<b>Palaeolithic and Mesolithic Terminologies</b> - Meanings - Definitions - Statement - Texts
2nd	Unit Two	<b>Neolithic Terminologies</b> - Meanings - Definitions - Statements - Texts
3rd	Unit Three	<b>Chalcolithic Terminologies</b> - Meanings - Definitions - Statements - Texts
4th	Unit Four/ Five/Six	<b>Broze Age Terminologies</b> - Meanings - Definitions - Statements - Texts
5th	Unit Seven	<b>Iron Age Terminologies</b> - Meanings - Definitions - Statements - Texts

6th	Unit Eight	<b>Roman Archaeology Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
<b>First Exam (20%)</b>		
7th	Unit Nine	<b>Nabataean Archaeology Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
8th	Unit Ten	<b>Byzantine Archaeology Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
9th	Unit Eleven	<b>Islamic Architectural Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
10th	Unit Twelve	<b>Islamic Arts Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
11th	Unit Thirteen	<b>Tourism regulation, promotion &amp; entertainment Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
<b>Second Exam (20%)</b>		
12th	Unit Fourteen	<b>Hotel management &amp; administrative Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
13th	Unit Fifteen	<b>Accommodation, transportation &amp; travel industry Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
14th	Unit Sixteen	<b>Hospitality &amp; catering Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
15th	Unit Seventeen	<b>Cargo &amp; charter flight Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
16th	Unit Eighteen	<b>Ticketing &amp; booking Terminologies</b> - Meanings      - Definitions      - Statements      - Texts
<p><b>Course Requirements:</b>  - First Exam (20%) will be held in the Seventh Week.  - Second Exam (20%) will be held in the Twelfth Week.  - Assignments and Participation (10%)  - Final Exam (50%)</p> <p><b>Bibliography:</b>  - Holloway, J. Christopher, 1992. Travel and Tourism. London: Macmillan: Education LTD.  - Mill, R. C. and Marrison, A. M. 1985. The Tourism System: An Introductory Text. New Jersey: Englewood Cliffs.</p>		

## Appendix E: Descriptions of course aims and objectives as indicated in the course syllabuses

<b>General English courses</b>		
<b>English Language 99</b>	<b>English language 101</b>	<b>English Language 102</b>
<p><b>Course Aim:</b> to help students acquire the primary English language skills.</p> <p><b>Objectives:</b>  <i>By the end of the course, students are expected to be able to:</i></p> <ul style="list-style-type: none"> <li>*learn and use basic grammar in simple conversations.</li> <li>* listen, understand and take part in daily activity conversations.</li> <li>* read short simple passages.</li> <li>* write a simple paragraph.</li> </ul>	<p><b>Course Aim:</b> to enhance and develop students' abilities in the four basic skills of English: listening, speaking, reading and writing.</p> <p><b>Objectives:</b>  <i>By the end of the course, students are expected to be able to:</i></p> <ul style="list-style-type: none"> <li>* listen, understand and take part in daily activity conversations</li> <li>* read non-technical passages of reasonable length</li> <li>* write a simple paragraph on a familiar topic</li> </ul>	<p><b>Course Aim:</b> It aims at further consolidation of the four language skills through more sophisticated teaching material</p> <p><b>Objectives:</b>  <i>By the end of the course, students are expected to be able to:</i></p> <ul style="list-style-type: none"> <li>* listen, understand and take part in daily activity conversations</li> <li>* read non-technical passages of reasonable length</li> <li>* write a simple paragraph on a familiar topic</li> </ul>
<b>Specialty courses</b>		
<b>Communication Skills</b>	<b>English Terminology in Archaeology and Tourism</b>	<b>Tourism management</b>
<p><b>Course Aim:</b> to develop students' spoken English with special focus on pronunciation, speech, words, phrases, and sentences.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>* speak English with accurate pronunciation and good vocab. range</li> <li>* learn English suprasegmentals (stress, rhythm, intonation)</li> <li>* learn major differences in stress patterns and intonation contours between Arabic and English</li> <li>* practice in communicative activities (listening comprehension, asking &amp; answering, inquiring, telling direction)</li> <li>* use authentic audio-visual materials and simulation of tourguiding through lab work.</li> </ul>	<p><b>Course Aims:</b> to introduce students to English related to Archaeology and Tourism to expand and enrich their terminology knowledge.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>*apply theoretical knowledge presented in the course.</li> <li>* utilize and recognize terms through texts written in English, dictionary use and word analysis.</li> <li>* make presentations, use dictionary and do a word analysis</li> </ul> <p>While reading texts.</p>	<p><b>Course Aims:</b> Introduce students to travel and tourism as a business and raise their awareness of customer-service related issues.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>* apply theoretical knowledge of tourism into practical training at an appropriate travel agency (customer service).</li> </ul>

## Appendix F: Descriptions of Total English Series



**Now six levels!  
New Starter  
and Advanced**

### Total English Effective, flexible and totally engaging

Based on Common European Framework (CEF) 'can do' objectives, Total English is the ideal choice for teachers who want a well-organised course with clear learning aims and a wide range of authentic supplementary material – like a free DVD in every coursebook.

Total English lessons give a new twist to familiar topics such as culture, jobs, media, taste and survival. Each book is divided into 10-12 units and contains a balanced mix of grammar, vocabulary, pronunciation and skills work including writing.

The DVD features material from a diverse range of sources – original short films, documentaries and authentic extracts from successful films and television programmes. Each item on the DVD is related to the topic of a specific unit from the course book.

The Teacher's Book contains thorough teaching notes, photocopiable activities, DVD worksheets, and a free Test Master CD-ROM with fully editable tests for all stages of the course.

The workbooks are a perfect self-study tool, with a built-in vocabulary builder section, progress and review tests. The workbook CD-ROM features:

- interactive self-study 'catch-up' material for busy students who miss lessons
- a communicative 'Can-do' game to practise functional language
- an interactive phonetic chart to aid pronunciation skills
- the workbook audio material (also playable on an audio CD player).

The Companion Website features teaching tips, photocopiable worksheets, webquests and links to other useful websites.

### Starter – Advanced



- Starter**  
Jonathan Bygrave
- Elementary**  
Mark Foley and Diane Hall
- Pre-intermediate**  
Richard Acklam and Araminta Crace
- Intermediate**  
Antonia Clare and J.J. Wilson
- Upper Intermediate**  
Richard Acklam and Araminta Crace
- Advanced**  
Antonia Clare and J.J. Wilson

**Free Teacher Testing Resources**  
The Teacher's Books include the **new Test Master CD-ROM** which contains fully editable tests. See p. 51 for more information.

Total English	Starter <b>NEW</b>	Elementary	Pre-intermediate	Intermediate	Upper Intermediate	Advanced <b>NEW</b>
Course Book (With DVD)	978 1 405 84826 2	978 1 405 81361 1	978 1 405 81362 8	978 1 405 81363 5	978 1 405 81564 2	978 1 405 84827 5
Teacher's Book	978 1 405 84830 5	978 1 405 84119 5	978 1 405 84320 1	978 1 405 84321 8	978 1 405 84522 5	978 1 405 84828 9
(With Test Master CD-ROM)						
Workbook (With Key and CD-ROM)	978 1 405 82915 1	978 1 405 82308 0	978 1 405 82309 7	978 1 405 82310 2	978 1 405 82258 9	978 1 405 82259 6
Workbook (Without Key, With CD-ROM)	978 1 405 82914 4	978 1 405 82909 7	978 1 405 82901 6	978 1 405 82902 1	978 1 405 82901 8	-
Workbook (With Key, Without CD-ROM)	978 1 405 82828 0	978 1 405 81987 9	978 1 405 81991 6	978 1 405 82345 9	978 1 405 82210 3	978 1 405 82261 1
Workbook (Without Key)	978 1 405 82829 1	978 0 582 84182 8	978 0 582 84194 9	978 0 582 84198 8	978 0 582 84617 1	978 0 582 84176 3
Class Audio Cassette	978 1 405 82822 2	978 1 405 80042 6	978 1 405 80040 8	978 1 405 80035 6	978 1 405 80063 1	978 1 405 80054 9
Class Audio CD	978 1 405 82823 9	978 1 405 80043 3	978 1 405 80049 5	978 1 405 80036 5	978 1 405 80064 8	978 1 405 80061 7
DVD (PAL/NTSC)	978 1 405 84759 9	978 1 405 80047 1	978 1 405 80052 2	978 1 405 80060 9	978 1 405 82247 3	978 1 405 84757 5
Video (PAL/VHS)	-	978 1 405 80045 7	978 1 405 80051 8	978 1 405 80058 7	978 1 405 80080 2	-
Video NTSC VHS	-	978 1 405 80048 4	978 1 405 80052 5	978 1 405 80059 4	978 1 405 80087 9	-

See inside back cover for CEF correlation chart

## Appendix G: Approximated Percentages of tourism-related content in the GE course books

### Approximated tourism-related content in Total English Pre-Intermediate (Eng. 99)

Units	Tourism-related content value in %				Unit total %
	L 1 (25)	L2 (25)	L3 (25)	L4 (25)	
Unit 1: 24-hours	3	3	5	2	13%
Unit 2: Music	4	3	1	0	8%
Unit 3: Taste	3	1	1	2	7%
Unit 4: Survival	4	3	6	2	15%
Unit 5: Stages	2	1	1	2	6%
Unit 6: Places	8	3	4	10	25%
Unit 7: Body	0	2	0	1	3%
Unit 8: Speed	3	5	1	2	11%
Unit 9: Work	4	1	0	1	6%
Unit 10: Wildlife	0	0	0	1	1%
Unit 11: Travel	15	16	12	10	53%
Unit 12: Money	0	1	1	1	3%
All units' total tourism-related percentage					12.58%

### Approximated tourism-related content in Total English Intermediate

Units	Tourism-related content value in %				Unit total %
	L 1 (25)	L2 (25)	L3 (25)	Vocab & Com. (25)	
Unit 1: Friends	3	1	2	2	8%
Unit 2: Media	1	0	3	2	6%
Unit 3: Lifestyle	11	15	7	4	37%
Unit 4: Wealth	2	4	1	1	8%
Unit 5: Spare Time	2	3	6	2	13%
Unit 6: Holidays	18	21	17	20	76%
Unit 7: Education	6	3	3	1	13%
Unit 8: Change	5	4	1	2	12%
Unit 9: Jobs	4	2	6	5	17%
Unit 10: Memories	2	2	1	3	8%
All units' total tourism-related percentage					19.8%

### Approximated tourism-related content in Total English Upper-Intermediate

Units	Tourism-related content value in %				Unit total %
	L 1 (25)	L2 (25)	L3 (25)	Vocab & Com. (25)	
Unit 1: Connect	4	1	4	0	9%
Unit 2: Work	5	7	6	9	27%
Unit 3: Old or New	17	8	13	10	48%
Unit 4: Risk	2	0	2	3	7%
Unit 5: The Past	11	6	3	2	22%
Unit 6: Explore	20	22	15	21	78%
Unit 7: Excess	3	5	1	3	12%
Unit 8: Success	4	1	3	2	10%
Unit 9: Crime	2	2	3	2	9%
Unit 10: Mind	1	3	0	2	6%
All units' total tourism-related percentage					22.3%



**Appendix H:**  
**GE course sections and Numbers of students as provided by the**  
**MULC during the First Semester of the Academic Year 2015/2016**

<i>Course</i>	<i>No. of sections</i>	<i>Total No of students</i>	<i>Sts' range per each section (Min-Max)</i>
<i>English 99</i>	11	780	40 - 90
<i>English 101</i>	15	1403	59 - 140
<i>English 102</i>	3	170	34 - 84

## Appendix I: Tourism Students' Questionnaire (English Version)

Dear Fourth-year Student,

As you might have completed studying the six English-taught courses (*English Language 99, English Language I 101, English Language II 102, Communication Skills in English, English Terminology in Archaeology and Tourism, and Tourism Management*) as part of the curriculum offered in the Department of Archaeology and Tourism at Mu'tah University, you are cordially invited to participate in this questionnaire by responsibly answering its questions.

The questionnaire is designed to investigate your perceptions of how effective or ineffective these courses are in meeting Tourism students' needs, wants and lacks as regards Tourism English. It also seeks to probe how the whole program should be improved as perceived by the students themselves. Therefore, the data gathered through your responses will be greatly valued.

Please be sure that your responses to the questionnaire will be kept confidential, and its results will be used only for research purposes.

Mohammad Qasim Al-Tarawneh  
PhD Candidate

### PART ONE: BIOGRAPHICAL DATA

- 1 Your name (optional) .....
- 2 Age group  20 and below  21 - 23  24-26  27-30  above30
- 3 Sex  Male  Female
4. This is my  last semester  the semester before the last
5. Number of General-English courses taken at the University.  
 none  one  two  three List them here:.....
6. Number of Specialty courses taken at the University.  
 None  one  two  three List them here:.....
7. How often do you use English in your study?  
 almost always  sometimes  every once in a while  rarely  never
8. How much do you like English in your field of study?  
 very much  much  somewhat  a little  not at all

9. How useful is English to your field of study?  
 very useful    useful    somewhat useful    a little useful    not useful at all

**PART TWO: PROGRAM EVALUATION**

Please tick (✓) the most suitable answer from your viewpoint.

- 5 Strongly Agree (SA)**
- 4 Agree (A)**
- 3 Not Sure NS**
- 2 Disagree (D)**
- 1 Strongly Disagree (SD)**

<b>A. Course Aims and Objectives</b>		<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	The English language program at the Archaeology and Tourism Department fulfilled its objectives in improving or developing students' Tourism-English ability in the four skills as regards the listed activities: <b>Rate your responses to (I can .....)</b> statements					
	<b>Listening --- I can .....</b>					
1	Use a variety of listening strategies to understand texts and listen for information and gist.					
2	Become familiar with the various types of listening tests including questions about pictures, dialogues, short conversations.					
3	Listen and then describe the events detailed in short dialogues, articles and stories in sequences.					
4	Identify a variety of different voices, situations and characters from short dialogues, articles and stories.					
5	Understand and note the stress, tone and intonation from a word or a sentence.					
6	Make short written comments on a text while I am listening to it.					
7	Understand and respond to simple instructions and commands.					
8	Listen extensively to the radio, TV stations, movies, songs, etc ... and understand them					
	<b>Speaking--- I can .....</b>					
9	Participate in discussions and in role-plays such as, for example, real-life tourism events and situations.					
10	Use English words correctly					
11	Ask and respond to questions appropriately.					
12	Talk appropriately for different situations and contexts.					
13	Take part in conversations and participate in discussions					
14	Speak at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.					
15	Feel confidence when I speak English to others.					
	<b>Reading and vocabulary --- I can .....</b>					
16	Interpret and think about what I read					
17	Use a variety of reading strategies to understand texts and recognize vocabulary, such as scanning, skimming, and guessing meaning from context					
18	Build up vocabulary through contexts					

19	Identify the difference between main ideas and topic sentences in a text					
20	Answer comprehension questions following the reading of a text					
	<b>Writing--- I can .....</b>					
21	Write topic sentences, supporting sentences and concluding sentences.					
22	Write a draft of a paragraph.					
23	Use adequate vocabulary in writing.					
24	Recognize and deploy basic writing skills.					
25	Produce grammatically correct sentences.					
	<b>Grammar --- I can .....</b>					
26	Produce correct sentences by using present and past tenses.					
27	Identify and correct grammatical errors.					
28	Apply what I have learned, for example, use a variety of grammatical structures correctly in writing.					
29	Use a variety of grammatical structures appropriately in verbal communication.					
	<b>B. Course Contents and Materials</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	The overall design of activities (pictures, charts, tables, lay-out) in the course books was satisfactory to learn English as used in tourism.					
2	The course materials provided me with what I needed to know and to do as regards Tourism English.					
3	The materials covered were appropriate as regards, for example, pace, interaction pattern and the sequence in acquiring English language skills used in tourism.					
4	The materials covered were appropriate as regards, for example, tourism content and mood, source of cultural information and interest.					
5	The materials corresponded to the course objectives and students' needs.					
6	The content of the course materials was presented coherently.					
7	I had no difficulty in following the course materials as they were mostly related to tourism.					
8	The courses provided sufficient tourism-related content that sought to improve my Tourism English skills and abilities.					
9	The tasks and exercises in the course materials were effective in improving my Tourism English skills and abilities.					
10	All the activities and materials used in classes contributed to the development of my Tourism English proficiency in the following areas:					
	Listening					
	Speaking					
	Reading and Vocabulary					
	Writing					
	Grammar					
11	The course content and materials served to improve my skills and abilities in the English language used in tourism					
12	The topics covered were very interesting and mostly relevant to daily tourism and were thus easier to understand, remember and use as part of my Tourism					

	study.					
13	The content and materials allowed for sufficient opportunity to practice English as used in tourism.					
	<b>C. Course Conduct/Teaching/Learning Process</b>	<b>SA 5</b>	<b>A 4</b>	<b>NS 3</b>	<b>D 2</b>	<b>SD 1</b>
1	The teacher used different ways to group students in the classroom (pair work, group work, individual work and whole-class work).					
2	The teacher used only English in class.					
3	I used only English in class					
4	The teacher set up rules, and routines were clear.					
5	The teacher checked the students' learning and made sure all the students were taking part in the activities.					
6	The teacher gave equal attention to all students in the class.					
7	The teaching methodology was helpful and effective in improving my English skills.					
8	The teacher presented tasks in an interesting and enthusiastic way which made the tasks seem achievable to the students.					
9	The teacher increased the students' self-confidence in language learning					
10	When needed, the teacher was available for guidance and advice					
11	Technological aids were used in the teaching process and they facilitated the delivery of courses.					
	<b>D. Assessment and Student Performance</b>	<b>SA 5</b>	<b>A 4</b>	<b>NS 3</b>	<b>D 2</b>	<b>SD 1</b>
1	The teacher gave feedback to me about what I had done and what I still needed to work on.					
2	The teacher gave me sufficient feedback on my performance in the assignments/quizzes/exams.					
3	The marking received was fair.					
4	The quiz/exam results demonstrated my actual proficiency and ability to use English.					
5	The teacher set out the assessment criteria before the tests.					
6	Homework /assignments were relevant to the course aims.					
7	Interaction between students was assessed.					
8	The teachers chose different materials or activities in order to assess my language ability and skills.					
9	My language skills have been correctly evaluated in the course.					
10	The following assessment tools were effective in assessing our performance on the English language throughout the courses (General-English and specialty courses)					
	quizzes					
	mid-term Exam					
	final exam					
	homework/assignments					
	class performance					
	participation and attendance					
	<b>E. General Questions/Comments</b>					
1	Question 1: In what way(s) could the curriculum offered (General-English and specialty courses) be improved?					

	----- ----- -----
2	Question 2: Were these courses what you expected them to be? Why? Why not? ----- ----- -----
3	Question 3: Do you think these courses met your needs as regards Tourism English? Why? Why not? ----- ----- -----
4	Question 4: Should these courses be designed to overlap or complement other training courses of the curriculum? ----- ----- -----
5	Question 5: Would any communicative Tourism-English course/syllabus be any help to you in your tourism study and your future work? ----- ----- -----
6	Question 6: Were you able to transfer/use the skills and/or information you have learned from the courses offered into any of the courses in the curriculum? ----- ----- -----
7	Question 7: Did the courses taken in the program really add something to your English proficiency when used in tourism? ----- ----- -----
8	Question 8: Are there any other comments you would like to make? If yes, please write them here. ----- ----- -----

**PART THREE: NEEDS ANALYSIS**

	Question Item	SA 5	A 4	NS 3	D 2	SD 1
1	English is the language of national and international tourism, and thus I prefer to learn it.					
2	I need to be proficient in the English language used in tourism so that I can manage to get a job in the tourism field easily.					
3	I feel satisfied with my English abilities in tourism.					
4	English language ability is the most important thing to get a job in the tourism field.					
5	I want to learn English to do better in my tourism study.					
6	I need to develop my English communicative ability in tourism and raise my literacy in the tourism field.					
7	It is necessary that textbooks and materials used in teaching consider Tourism English so that our language abilities as related to tourism can be developed.					
8	There should be a match between what it is taught and what I need to achieve as regards Tourism English.					
9	I am satisfied with what the General-English and specialty courses offered me as regards my English abilities in tourism.					
1	I will benefit better from a tourism-English course or					

0	textbook more than what General English courses/textbooks do.					
1	The curriculum offered should meet our needs and expectations as regards Tourism-English.					
1	Teachers were not expert enough in Tourism English.					
2						
1	Materials should thoroughly describe competencies necessary for tourism jobs.					
3						
1	Materials should raise our motivation and involvement.					
4						
1	When related to Tourism English, I need to develop my ability in:					
5	Speaking					
	Listening					
	Reading					
	Writing					
	Grammar					
	Vocabulary					
1	We need the curriculum to offer a special course that focuses on communication in tourism.					
6						
If you agree on having this course, please continue answering the questions below. Your answers will contribute to having a clear picture of how that course would be in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.						
<b>A</b>	<b>Goals (After this suggested course, I expect to:)</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	develop my English ability and be able to find a job in the tourism field after graduation.					
2	become confident in planned and spontaneous tourism-related oral/written production.					
3	be able to use English at the airport and travel agencies.					
4	be able to use English to talk about my country.					
5	be able to use English at hotels.					
6	be proficient in English to work as a tour guide.					
7	talk about people working in the tourism industry.					
8	learn English to work as a flight attendant.					
<b>B</b>	<b>Content and Sequencing</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I want the content to give attention to what I need to learn and do as regards Tourism English.					
2	I want the content to provide ample opportunity for practicing the language in different tourism contexts.					
3	I need to study something relevant to my needs and future goals.					
4	I need the content to address my proficiency level and seek to develop it when related to tourism.					
5	I want the content to focus on the skills, professional activities, functions and topics needed to fulfill my tourism study and future careers after graduation.					
6	I want the tourism content to give more attention to:					
	Speaking					
	Listening					
	Reading					
	Writing					
	Vocabulary in context					
	Grammar and pronunciation					
7	I want the content to focus more on fluency than accuracy.					

8	I want the content to include topics of interest and usefulness to the local tourism community.					
9	I want the content to be sequenced beginning from: the simplest to the most difficult. the most familiar to the least familiar					
<b>C</b>	<b>Format and Presentation</b>	<b>SA 5</b>	<b>A 4</b>	<b>NS 3</b>	<b>D 2</b>	<b>SD 1</b>
1	Content should be presented in ways that suit students' individual learning styles.					
2	Content should include materials and activities that facilitate both reception and production in tourism contexts.					
3	Content should include activities that increase fluency and allow me to use the language I already know.					
4	I want the content to be presented in terms of:					
	grammar and vocabulary lists					
	topics/themes					
	situations					
	skills					
	notions and functions					
	tasks					
	integrated (a mixture of some)					
5	I want the content to be presented in the textbook in terms of:					
	modules					
	units					
6	It is comfortable for me to work/learn content through:					
	pairwork activities					
	groupwork activities					
	classroom discussions					
	individual work					
	project-based activities					
7	I best learn when I:					
	see information written					
	hear/ repeat					
	move/make gestures					
	discuss/solve a problem/work out tasks					
	talk to others					
	get logical explanations					
	do homework/assignments/ projects					
	find information myself					
	see and observe					
8	I want the overall design of content (course book) to be tourism-like and include pictures, tables, maps, charts, figures, etc.					
9	I want the content to be a source of encouragement to students.					
10	I want the content to allow enough time and pace for learning.					
11	I want to be taught by a teacher who is an expert in teaching Tourism English.					
<b>D</b>	<b>Monitoring and Assessment</b>	<b>SA 5</b>	<b>A 4</b>	<b>NS 3</b>	<b>D 2</b>	<b>SD 1</b>
1	I need to receive feedback on my learning.					
2	The course should provide an opportunity for me to check my progress.					
3	I need to be assessed in this course in terms of:					



		mid-term exams					
		homework and assignments					
		quizzes and progress tests					
		portfolio and project work					
		participation and attendance					
		final exam					
		oral production					
		Class performance					
4		I want to be assessed on what I needed to learn and do.					
5		I want assessment to demonstrate my actual proficiency level and ability to use English in the tourism context.					
6		I want audio-visual aids to be part of the learning/teaching of content.					
7		I want the content to be selected and presented according to my needs and interests.					
8		I need sufficient time to absorb and practice content.					
9		I need to learn from a textbook and other available resources (technology, for example).					
<b>E</b>	<b>Additional Questions</b>						
<b>1</b>	<b>Which professional English topics would interest you most on this course? (Circle 1 if interested, 2 if the topic is OK, and 3 if not interested). If you would like to offer other topics, write them in the empty spaces in the table, too.</b>						
	Local people in tourism	1 2 3	History and ancient civilizations	1 2 3			
	Travel agencies	1 2 3	Tour guides and tour operators	1 2 3			
	Local tour and where to go (Petra, Jerash, Karak, Madaba, Wadi Rum)	1 2 3	Air transport	1 2 3			
	Responsible tourism	1 2 3	Local hotel industry and hotel facilities	1 2 3			
	Tours abroad	1 2 3	Careers in tourism	1 2 3			
	Holiday types	1 2 3	Effects of tourism on local community	1 2 3			
	Money	1 2 3	Food and drink	1 2 3			
	The history and development of tourism	1 2 3	Travel by sea and river-cruises and ferries	1 2 3			
	Promotion and marketing in tourism	1 2 3	Travel by road and rail	1 2 3			
	Others write them here ..... .....						
<b>2</b>	<b>What would you like to do in this course? (Circle 1 if need, 2 if OK, and 3 if no need)</b>						
	have discussion practice	1 2 3	read more	1 2 3			
	have vocabulary practice	1 2 3	practice meeting skills	1 2 3			
	have grammar practice	1 2 3	practice presentation skills	1 2 3			
	have writing practice	1 2 3	have listening practice	1 2 3			
	practice negotiating skills	1 2 3	report past events	1 2 3			
	Others :						
<b>3</b>	<b>What are your other expectations of this course? List them here, please.</b>						

Would you like to participate in a 30-minute interview where you can provide in-depth details as regards your questionnaire answers?  YES  NO If YES, please give your information below.

Name	Email Address	Phone No.	Signature

*Thank you for your patience and participation*

## Appendix J: Tourism Students' Questionnaire (Arabic Version)

### استبانة طلبية قسم الآثار والسياحة

عزيزي الطالب:

بما أنك قد تكون أكملت دراسة المقررات الدراسية الستة التالية وهي اللغة الانجليزية 99 و اللغة الانجليزية 101 واللغة الانجليزية 102 ومهارات الاتصال باللغة الانجليزية ومصطلحات سياحية وأثرية بالانجليزية وإدارة السياحة كجزء من الخطة الدراسية لمرحلة البكالوريوس في قسم الآثار والسياحة في جامعة مؤتة يرجى تعبئة هذه الاستبانة بالإجابة على جميع أسئلتها. وقد صممت هذه الاستبانة لغاية رصد آراء طلبة السنة الدراسية الرابعة في قسم الآثار والسياحة حول مدى فعالية هذه المقررات في تلبية احتياجاتهم فيما يتعلق باللغة الانجليزية لإغراض سياحية. كما وتهدف هذه الاستبانة إلى جمع آراء الطلبة حول كيفية تطوير الخطة الدراسية المطروحة حاليا في القسم.

لذا فإن البيانات التي يتم جمعها من خلال إجابتك على أسئلة الاستبانة ستكون في غاية الأهمية لانجاز هذا البحث وعليه سيتم التعامل معها لإغراض البحث فقط.

الباحث

محمد الطراونه

### الجزء الأول: البيانات الشخصية

1. الاسم : (اختياري)
2. العمر :  20 فما دون  من 21-23  من 24-26  من 27-30  فوق ال 30
3. الجنس :  ذكر  أنثى
4. أنا حاليا في الفصل الدراسي:  الأخير  قبل الأخير
5. عدد مقررات اللغة الانجليزية العامة التي اجتزتها:  لا يوجد  واحد  اثنان  ثلاثة  اذكرهم هنا .....
6. عدد مقررات التخصص المطروحة باللغة الانجليزية التي اجتزتها :  لا يوجد  واحد  اثنان  ثلاثة  اذكرهم هنا .....
7. كيف تستخدم اللغة الانجليزية في دراستك؟  دائما تقريبا  أحيانا  من حين لآخر  نادرا  أبدا
8. كم تحب اللغة الإنجليزية في مجال دراستك؟  كثيرا جدا  كثيرا  قليلا بعض الشيء  قليلا  لا أحبها أبدا
9. إلى أي مدى تعتبر اللغة الانجليزية مفيدة في مجال دراستك؟  مفيدة جدا  مفيدة  مفيدة بعض الشيء  مفيدة قليلا  غير مفيدة أبدا

### الجزء الثاني: تقييم الخطة الدراسية

- يرجى وضع علامة (√) للإجابة المناسبة التي تعبر عن رأيك.
- 5 موافق بشدة 4 موافق 3 غير متأكد 2 غير موافق 1 غير موافق بشدة

الرقم	أولاً: أهداف المقررات	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة
	حقق برنامج اللغة الإنجليزية في قسم الآثار والسياحة أهدافه في تحسين قدرات الطلبة فيما يتعلق باللغة الإنجليزية لإغراض سياحية. ضع إجابتك بخصوص المهارات اللغوية المدرجة بأسلوب الفقرات البادئة ب (أنا أستطيع أن ..... )					
	<b>مهارة الاستماع --- أستطيع .....</b>					
1	استخدام مجموعة متنوعة من استراتيجيات الاستماع لفهم جوهر النص والحصول على المعلومات الأساسية منه.					
2	التعرف على أنواع مختلفة من الاختبارات السمعية والتي تشتمل عادة على أسئلة حول صور، أو حوارات، أو محادثات قصيرة.					
3	الاستماع ومن ثم اصف تفاصيل الأحداث وتسلسلها في الحوارات والمحادثات والمقالات والقصص القصيرة وغيرها.					
4	تحديد مجموعة متنوعة من الأصوات المختلفة والمواقف والشخصيات من الحوارات القصيرة والمقالات والقصص على اختلافها.					
5	فهم وتحديد مواضع التشديد في الكلمة أو الجملة وطبيعة لفظها.					
6	التعليق بأسلوب مختصر على النص عند الاستماع له.					
7	فهم الأوامر البسيطة والتعليمات والاستجابة لها.					
8	الاستماع إلى الراديو على نطاق واسع، ومحطات التلفزيون والأفلام والأغاني وغيرها ... وفهماها.					
	<b>مهارة المحادثة : أنا أستطيع .....</b>					
9	المشاركة في المناقشات وفي لعب الأدوار خصوصاً تلك التي تحاكي أحداث ومواقف في مجال السياحة.					
10	استخدام كلمات اللغة الإنجليزية بشكل صحيح وسليم.					
11	السؤال والرد على الأسئلة بشكل مناسب.					
12	التحدث بشكل مناسب في مختلف المواقف والسياقات وخصوصاً في مجال السياحة.					
13	المشاركة بشكل فاعل في المحادثات والنقاشات.					
14	التحدث بسرعة عادية وبشكل سلس ومتصل، دون تردد أو تكرار أو تصحيح ذاتي.					
15	الشعور بالثقة عند التحدث باللغة الإنجليزية مع الآخرين.					
	<b>مهارة القراءة والمفردات: أنا أستطيع .....</b>					
16	تفسير ما أقرأ والتفكير فيه.					
17	استخدام مجموعة متنوعة من استراتيجيات القراءة لفهم النصوص والتعرف على المفردات، مثل المسح والقراءة السريعة وتخمين المعنى من السياق.					
18	بناء كم من المفردات ومعرفة من خلال النصوص.					
19	التعرف على الفرق بين الأفكار الرئيسية للنص ككل والأفكار الرئيسية لكل فقرة في النص.					
20	الإجابة على أسئلة الفهم والاستيعاب بعد قراءة النص.					
	<b>مهارة الكتابة : أنا أستطيع .....</b>					
21	كتابة جمل الموضوع وتدعيمها بجمل أخرى بالإضافة إلى كتابة الجمل الختامية.					
22	كتابة مسودة فقرة.					
23	استخدام المفردات المناسبة في الكتابة.					
24	معرفة المهارات الأساسية وتوظيفها بالشكل الصحيح في الكتابة.					
25	استخدام جمل صحيحة نحويًا وقواعديًا.					
	<b>القواعد والأسلوب النحوي</b>					
26	استخدام جمل صحيحة مستعملاً أزمنة الماضي والحاضر.					
27	تحديد وتصحيح الأخطاء النحوية واللغوية.					
28	تطبيق ما تعلمته، على سبيل المثال، استخدام مجموعة متنوعة من التراكيب النحوية بشكل صحيح في الكتابة.					
29	استخدام مجموعة متنوعة من التراكيب النحوية بشكل مناسب في التواصل اللفظي.					
الرقم	ثانياً: محتوى المقررات ومواد التدريس	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة

بشدة						
					1	كان التصميم الشامل للأنشطة (الصور والرسوم البيانية والجدول، والتنسيق) في الكتب الدراسية مرضي لتعلم اللغة الإنجليزية المستخدمة في مجال السياحة.
					2	قدمت المواد الدراسية لي ما أنا في حاجة إلى معرفته والقيام به فيما يتعلق باستخدام اللغة الإنجليزية لأغراض سياحية.
					3	كانت المواد المغطاة ضمن هذه المقررات الدراسية مناسبة من حيث سلاسة المحتوى، ونمط التفاعل والتسلسل في اكتساب مهارات اللغة الإنجليزية المستخدمة في مجال السياحة.
					4	كانت المواد الدراسية المغطاة ضمن هذه المقررات مناسبة من حيث ارتباط المحتوى بالسياحة وباهتمامات الطلبة وتنوع المعلومات الثقافية.
					5	توافقت المواد الدراسية مع أهداف المقررات واحتياجات الطلبة.
					6	تم عرض محتوى المواد الدراسية بشكل واضح ومترايط.
					7	لم يكن لدي أي صعوبة في متابعة المواد الدراسية لأنها كانت في معظمها ذات صلة بالسياحة.
					8	وفرت هذه المقررات محتوى كاف ذو صلة بالسياحة أدى بدوره إلى تحسين مهاراتي وقدراتي اللغوية في استخدام اللغة الإنجليزية في أغراض سياحية.
					9	كانت المهام والتمارين في المواد الدراسية للمقررات فعالة في تحسين مهاراتي وقدراتي في استخدام اللغة الإنجليزية في أغراض سياحية.
					10	ساهمت كافة الأنشطة والمواد الدراسية المستخدمة في تطوير مستوى إجادتي في استخدام اللغة الإنجليزية لأغراض سياحية في المجالات التالية:
						الاستيعاب السمعي
						المحادثة
						القراءة واستخدام المفردات المناسبة
						الكتابة
						الاستخدام الصحيح للقواعد والتراكيب اللغوية
					11	ساعدني محتوى المواد الدراسية لهذه المقررات كثيرا في تحسين قدراتي على استخدام اللغة الإنجليزية لأغراض سياحية.
					12	كانت الموضوعات التي تم تناولها في محتوى المقررات مثيرة جدا للاهتمام ومتعلقة في معظمها بالسياحة. وبالتالي كانت أسهل للفهم والتذكر والاستخدام كجزء من دراستي الجامعية لتخصص السياحة.
					13	وفرت لي المواد الدراسية لهذه المقررات الفرصة الكافية لممارسة اللغة الإنجليزية المستخدمة في مجال السياحة.
غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة		ثالثا: عملية التعلم والتعليم
					1	استخدم المدرسين أساليب تدريس مختلفة داخل الغرفة الصفية مثل العمل التشاركي، والعمل الجماعي، والعمل الفردي بالإضافة إلى الحوار الصفي).
					2	استخدم المدرسون اللغة الإنجليزية فقط في التدريس.
					3	قمت باستخدام اللغة الإنجليزية فقط في الغرفة الصفية.
					4	كانت تعليمات وإرشادات المدرسين واضحة.
					5	حرص المدرسون على قياس قدرات الطلبة وعلى مشاركتهم في الأنشطة الصفية.
					6	حرص المدرسون على توزيع اهتمامهم بالطلبة بشكل متساوي.
					7	كانت منهجية التدريس مفيدة وفعالة في تحسين مهاراتي في اللغة الإنجليزية.
					8	حرص المدرسون على عرض المحتوى والمهام المطلوبة بشكل مثير للاهتمام مما جعلها قابلة للتحقيق من قبل الطلبة.
					9	ساعد المدرسون على زيادة ثقتي بنفسي في تعلم واستخدام اللغة الإنجليزية لأغراض سياحية.
					10	حرص المدرسون على توجيه ونصح الطلبة بشكل مستمر عند الحاجة لذلك.
					11	استخدم المدرسون وسائل تكنولوجية متعددة بشكل ساعد على تسهيل عملية التعلم والتعليم.

غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة	رابعاً: التقييم وأداء الطلبة
					1 حرص المدرسون على تقديم التغذية الراجعة حول ما فعلت واحتجت إلى فعله بشكل مستمر أثناء دراسة هذه المقررات.
					2 حرص المدرسون على تقديم التغذية الراجعة على طبيعة أدائي في الامتحانات والواجبات والاختبارات القصيرة.
					3 اتسم أسلوب التصحيح المتبع في المقررات بالعدل.
					4 أظهرت نتائج الامتحانات والاختبارات القصيرة مستوي ومقدرتي الفعلية في استخدام اللغة الانجليزية.
					5 أعد المدرسون معايير التقييم الخاصة بالمقررات مسبقاً قبل الاختبارات.
					6 ارتبطت الواجبات المنزلية والمهام بشكل كبير بأهداف المقررات.
					7 تم تقييم التفاعل بين الطلاب.
					8 اختار المدرسون مواد وأنشطة وأساليب تقييم مختلفة من أجل تقييم قدراتي ومهاراتي في اللغة الانجليزية.
					9 تم تقييم مهاراتي اللغوية بشكل صحيح في هذه المقررات.
					10 كانت أدوات التقييم التالية فعالة في تقييم أدائي في اللغة الإنجليزية سواء في مقررات اللغة الإنجليزية العامة أو مقررات التخصص المطروحة باللغة الإنجليزية، وهي كالتالي:
					الاختبارات القصيرة
					الامتحانات الشهرية
					الامتحانات النهائية
					المهام والواجبات المنزلية
					الأداء الصفي (داخل الغرفة الصفية)
					المشاركة والحضور
					خامساً: مقترحات وأسئلة عامة
				1	ما هي الطريقة أو الطرق التي يمكن من خلالها تحسين الخطة الدراسية المطروحة في قسم السياحة فيما يخص المقررات المذكورة سابقاً (مقررات اللغة الإنجليزية العامة أو مقررات التخصص المطروحة باللغة الإنجليزية)؟ ..... .....
				2	هل كانت هذه المقررات ضمن توقعاتك وما كنت تطمح إليه؟ ..... .....
				3	هل تعتقد أن هذه المقررات لبت احتياجاتك فيما يتعلق باللغة الإنجليزية لأغراض سياحية؟ لماذا؟ لا؟ ..... .....
				4	هل ينبغي على هذه المقررات أن تتداخل مع أو تكمل مقررات أخرى ضمن الخطة الدراسية المطروحة؟ ..... .....
				5	من وجهة نظرك هل سيكون لظرح أي منهج تفاعلي تواصلية خاص باللغة الإنجليزية لأغراض سياحية أي فائدة في دراستك وعملك المستقبلي؟ ..... .....
				6	هل أصبحت قادراً على نقل أو استخدام المهارات أو المعلومات التي تعلمتها من هذه المقررات في أي من المقررات الأخرى ضمن الخطة الدراسية؟ ..... .....
				7	هل أسهمت دراسة هذه المقررات في إجادتك للغة الإنجليزية المستخدمة في مجال السياحة؟ ..... .....

8	هل تود إضافة أي اقتراحات أخرى؟ إذا كانت الإجابة بنعم، يرجى الكتابة هنا. ..... ..... .....
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الجزء الثالث: تحليل الاحتياجات

الرقم	فقرات الأسئلة	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة
1	تعتبر اللغة الإنجليزية هي لغة السياحة الوطنية والدولية، لذلك أفضل تعلمها.					
2	أنا بحاجة أن أكون بارعا في اللغة الانجليزية المستخدمة في السياحة حتى أستطيع أن يتمكن من الحصول على وظيفة في مجال السياحة بسهولة					
3	أشعر بالرضا عن قدراتي باللغة الإنجليزية في مجال السياحة.					
4	إجادة اللغة الإنجليزية هو الشيء الأكثر أهمية للحصول على وظيفة في مجال السياحة.					
5	أريد أن أتعلم اللغة الإنجليزية للتميز في دراستي لتخصص السياحة.					
6	أنا بحاجة إلى تطوير مقدرتي على التواصل باللغة الإنجليزية المستخدمة في السياحة.					
7	أرى أن من الضروري أن تأخذ الكتب والمواد المستخدمة في التدريس اللغة الانجليزية لأغراض سياحية بعين الاعتبار بشكل يعزز مقدرتي على استخدامها في المجال السياحي بأسلوب أفضل.					
8	يجب أن يكون هناك تطابق بين ما يتم تدريسه وما أحتاج إلى تحقيقه فيما يتعلق باللغة الإنجليزية المستخدمة في مجال السياحة.					
9	أشعر بالرضا عن ما أسهمت به هذه المقررات (مقررات اللغة الانجليزية العامة ومقررات التخصص المطروحة باللغة الانجليزية) فيما يتعلق بمقدرتي على استخدام اللغة الإنجليزية في مجال السياحة.					
10	ستكون الاستفادة من أي مقرر أو كتاب خاص باللغة الانجليزية لأغراض سياحية اكبر مما قد تسهم به مقررات أو كتب اللغة الانجليزية العامة.					
11	يجب أن تلبى الخطة الدراسية بمقرراتها المطروحة احتياجات وتوقعات الطلبة فيما يتعلق باللغة الإنجليزية لأغراض سياحية.					
12	نحن بحاجة إلى مدرسين ذوي خبرة في تدريس اللغة الإنجليزية لأغراض سياحية.					
13	يجب أن تصف المواد الدراسية بدقة الكفاءات اللازمة لسوق العمل السياحي.					
14	تحتاج المواد الدراسية أن تركز أكثر على تعزيز مستوى الدافعية والتشارك لدى الطلبة.					
15	عندما يتعلق الأمر باللغة الإنجليزية لأغراض سياحية، فانا بحاجة لتطوير قدراتي في: المحادثة الاستماع القراءة الكتابة القواعد والتراكيب اللغوية المفردات					
16	تحتاج الخطة الدراسية إلى بعض التطوير من خلال إضافة منهج خاص يركز على التواصل باللغة الإنجليزية في مجال السياحة.					
	إذا كنت توافق على وجود مثل هذا المنهج، الرجاء الاستمرار في الإجابة على الأسئلة التالية. وسوف تسهم إجاباتك إلى وجود صورة واضحة عن كيفية هذا المنهج وطبيعته من حيث الأهداف والمحتوى والتسلسل والشكل وأسلوب العرض، بالإضافة إلى أساليب التقييم.					
الرقم	أولاً: الأهداف : عند إنهاء دراسة هذا المنهج أتوقع.....	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة

					1	تطوير مقدرتي على استخدام اللغة الإنجليزية بشكل يسهل علي العثور على وظيفة في مجال السياحة بعد التخرج.
					2	زيادة ثقتي بنفسي عند استخدام اللغة الانجليزية تحدثا وكتابة في مجال السياحة بطلاقة.
					3	استخدام اللغة الإنجليزية في المطار ووكالات السفر باتقان.
					4	استخدام اللغة الإنجليزية للحديث عن بلدي بشكل ملائم.
					5	إتقان استخدام اللغة الإنجليزية في الفنادق.
					6	إجادة استخدام اللغة الإنجليزية للعمل كمرشد سياحي.
					7	إجادة التحدث عن الأشخاص الذين يعملون في صناعة السياحة.
					8	تعلم اللغة الإنجليزية للعمل كمضيف / مضييفة طيران.
غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة		ثانيا: المحتوى وتسلسل المنهج
					1	أرغب أن يركز محتوى هذا المنهج على ما أنا بحاجة إلى تعلمه والقيام به فيما يتعلق باللغة الإنجليزية لأغراض سياحية.
					2	أريد أن يوفر محتوى هذا المنهج فرصة كافية لممارسة اللغة الانجليزية في مختلف السياقات السياحية.
					3	أرغب في دراسة شيء مرتبط باحتياجاتي وأهدافي المستقبلية.
					4	أرغب في أن يكون محتوى هذا المنهج مرتبطا بمستوى مهارتي وان يسعى إلى تطويرها عندما يتعلق الأمر بالسياحة.
					5	أرغب بأن يركز محتوى هذا المنهج على المهارات والأنشطة المهنية والمواضيع السياحية التي احتاجها مجال دراستي وعملي المستقبلي بعد التخرج.
					6	أرى أن يعطي هذا المنهج المزيد من الاهتمام إلى:
						المحادثة
						الاستماع
						القراءة
						الكتابة
						توظيف المفردات في السياق
						قواعد اللغة والنطق
					7	أرغب بأن يركز المحتوى على الطلاقة أكثر من الدقة.
					8	أرغب بأن يشتمل هذا المنهج على موضوعات ممتعة ومفيدة لمجتمع السياحة المحلية.
					9	أرغب بأن يتسلسل محتوى المنهج من:
						من الأسهل إلى الأصعب
						من المؤلف إلى غير المؤلف
غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة		ثالثا: شكل المنهج وطريقة عرضه
					1	ينبغي أن يعرض محتوى المنهج بطريقة تتناسب مع أنماط التعلم الفردية لدى الطلبة.
					2	ينبغي أن يتضمن المنهج على مواد وأنشطة من شأنها تسهيل الاستقبال والطرح في الحوارات والسياقات السياحية.
					3	أرى أن يشتمل المنهج على أنشطة تساعد في تطوير مهارتي اللغوية وتتيح لي استخدام اللغة الإنجليزية التي أعرف مسبقا.
					4	أرغب بأن يتم عرض هذا المنهج من خلال:
						التركيز على القواعد وقوائم المفردات
						مواضيع وأفكار رئيسية
						مواقف سياحية
						مهارات
						مفاهيم ووظائف
						مهام
						متكامل (خليط من بعض)
					5	أرغب بأن يتم عرض المحتوى في الكتاب المصمم من حيث:
						أجزاء تشتمل على وحدات مترابطة
						وحدات
					6	أشعر بالراحة أكثر عندما أتعلم من المحتوى عن طريق:



					الأنشطة التشاركية (مع طالب آخر)	
					الأنشطة الجماعية (العمل ضمن مجموعة)	
					النقاشات الصفية	
					العمل الفردي	
					الأنشطة القائمة على مشاريع العمل	
					أتعلم بشكل أفضل عندما:	7
					أرى معلومات مكتوبة	
					استمع وأكرر	
					أتحرك وأقوم بالإيماءات والإشارات	
					أناقش أو أحل مشكلة أو أقوم بتنفيذ مهمة	
					أتحدث مع الآخرين	
					أحصل على المزيد من التوضيح والتفسير المنطقي	
					أقوم بحل الواجبات الصفية والمنزلية وعمل المشاريع	
					أجد المعلومات بنفسى	
					أشاهد وألاحظ	
					أرغب بأن يكون التصميم الشامل للمحتوى ذو طابع خاص بالسياحة من حيث تضمينه صور وجداول وخرائط وأرقام ورسوم بيانية ذات مدلول سياحي.	8
					أرغب بأن يكون المحتوى وطريقة عرضه مصدر تشجيع للطلبة.	9
					أرى من الضروري أن يوفر محتوى المنهج الوقت الكافي والمكان المناسب للتعلم.	10
					أرغب بأن يتم تدريس هذا المنهج من قبل مدرس ذي خبرة في تدريس اللغة الإنجليزية لأغراض سياحية.	11
غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة	الرقم	رابعاً: المتابعة وتقييم المنهج
					1	أرغب بتلقي الملاحظات التي من شأنها تقييم مستوي في التعلم.
					2	أرى من الضروري أن يوفر المنهج الفرصة الكافية للطالب لتقييم أدائه
					3	أرغب بأن يتم تقييمي في هذا المنهج من خلال:
						الامتحانات الشهرية
						المهام الصفية والواجبات المنزلية
						الاختبارات القصيرة واختبارات الأداء
						مشاريع العمل وملف الطالب وأوراق عمله طوال المنهج
						المشاركة والحضور
						الامتحان النهائي
						التواصل الشفهي
						الأداء الصفي (داخل الغرفة الصفية)
					4	أرغب بأن يتم تقييمي بشكل مرتبط مع ما أنا بحاجة لمعرفته والقيام به أثناء المنهج.
					5	أرغب بأن تحدد أساليب التقييم بدقة مستوى كفاءتي ومقدرتي على استخدام اللغة الانجليزية في مجال السياحة.
					6	أرى من الضروري أن تكون الوسائل السمعية والبصرية جزءاً من عملية التعليم والتعلم في المنهج.
					7	أرغب بأن يتم اختيار وعرض المحتوى وفقاً لاحتياجاتي واهتماماتي كدارس للسياحة.
					8	أحتاج وقتاً كافياً لممارسة واستيعاب المحتوى.
					9	أنا بحاجة إلى أن أتعلم من الكتب الدراسية وغيرها من الموارد المتاحة (التكنولوجيا، على سبيل المثال).
						خامساً: أسئلة إضافية
					1	ما هي المواضيع السياحية التي تهتمك أكثر من غيرها في هذا المنهج؟ (ضع دائرة حول الرقم الذي يمثل إجابتك.
						1 مهتم 2 الموضوع على ما يرام 3 لست مهتم إذا كنت ترغب في تقديم موضوعات أخرى، اكتبها في المساحات الفارغة في الجدول أيضاً.
3	2	1			التاريخ والحضارات القديمة	3 2 1
3	2	1			المرشدين السياحيين ومنظمي الرحلات السياحية	3 2 1
					مجتمع السياحة المحلية	
					وكالات السفر	

3	2	1	النقل الجوي	3	2	1	جولة المحلية وأين تذهب (البترء، جرش، الكرك، مادبا، وادي رم)
3	2	1	صناعة الفنادق المحلية والمرافق الفندقية	3	2	1	مسؤولية السياحة
3	2	1	الوظائف وسوق العمل السياحي	3	2	1	جولات خارجية (تجول خارجا)
3	2	1	آثار السياحة على المجتمع المحلي	3	2	1	العطلة وأشكالها
3	2	1	الطعام والشراب المحلي	3	2	1	المال والثروة
3	2	1	السفر عن طريق البحر	3	2	1	تاريخ وتطور السياحة
3	2	1	السفر عن طريق البر والسكك الحديدية	3	2	1	الترويج والتسويق السياحي
مواضيع أخرى: اكتبها هنا .....							
2 ما هي وسائل التعلم التي تحتاجها في هذا المنهج؟ (ضع دائرة حول الرقم الذي يمثل إجابتك. 1 بحاجة 2 موافق 3 لست بحاجة							
3	2	1	القراءة أكثر	3	2	1	المناقشة والحوار
3	2	1	ممارسة مهارات المقابلة والحوار التشاركي	3	2	1	توظيف المفردات والتدريب عليها
3	2	1	ممارسة مهارات تقديم وطرح الموضوعات	3	2	1	التدريب على القواعد واستخدامها بشكل صحيح
3	2	1	الاستماع والاستيعاب	3	2	1	ممارسة الكتابة
3	2	1	سرد أحداث الماضي والتحدث عنها	3	2	1	ممارسة مهارات التفاوض
3 هل لديك أية اقتراحات أخرى حول هذا المنهج؟ أدرجها هنا من فضلك.							

هل ترغب في المشاركة في مقابلة مدتها 30 دقيقة حيث يمكنك تقديم تفاصيل أكثر فيما يتعلق بإجابات الاستبيان الخاص بك؟  
نعم لا إذا كان جواب بنعم،  لا  تقديم المعلومات الخاصة بك أدناه.

الاسم	البريد الإلكتروني	رقم الهاتف	التوقيع

شاكرا لكم على حسن تعاونكم ومشاركتكم

## Appendix K: Tourism Graduates' Questionnaire (English Version)

Dear Tourism Graduate,

As you completed studying the six English-taught courses (*English 99, English 101, English 102, Communication Skills in English, English Terminology in Archaeology and Tourism, and Tourism Management*) as part of the curriculum offered in the Department of Archaeology and Tourism at Mu'tah University, you are cordially invited to participate in this questionnaire by responsively answering its questions.

The questionnaire is designed to investigate your perceptions of how effective/ineffective these courses were in meeting Tourism students' needs, wants and lacks as regards Tourism English. It also seeks to probe how the whole program should be improved as perceived by the students and graduates themselves. Therefore, the data gathered through your responses will be greatly valued.

Please be sure that your responses to the questionnaire will be kept confidential, and its results will be used only for research purposes.

Mohammad Tarawneh  
PhD Candidate

### PART ONE: BIOGRAPHICAL DATA

- 1 Your name (optional) .....
- 2 Age group  22 - 25  26-29  30-35  36-40  above 40
- 3 Sex  Male  Female
- 4 Work/Place of Work (if any) .....
- 5 How often did you use English in your study at the University?  
 almost always  sometimes  every once in a while  rarely  never
- 6 How much do you use English at work?  
 Very much  much  somewhat  a little  not at all
- 7 How much do you like English in your field of study?  
 very much  much  somewhat  a little  not at all
- 8 How useful is English to your field of study/work?  
 very useful  useful  somewhat useful  a little useful  not useful at all

## PART TWO: PROGRAM EVALUATION

Please tick (√) the most suitable answer from your viewpoint.

- 5 Strongly Agree (SA)
- 4 Agree (A)
- 3 Not Sure NS
- 2 Disagree (D)
- 1 Strongly Disagree (SD)

A. Course Aims and Objectives		SA	A	NS	D	SD
	The English language program at the Archaeology and Tourism Department fulfilled its objectives in improving or developing students' Tourism-English ability in the four skills as regards the listed activities: <b>Rate your responses to (I can .....)</b> statements	5	4	3	2	1
<b>Listening ----- I can .....</b>						
1	Use a variety of listening strategies to understand texts and listen for information and gist					
2	Become familiar with the various types of listening tests including questions about pictures, dialogues, short conversations					
3	Listen and then describe the events detailed in short dialogues, articles and stories in sequences					
4	Identify a variety of different voices, situations and characters from short dialogues, articles and stories					
5	Understand and note the stress, tone and intonation from a word or a sentence					
6	Make short written comments on a text while I am listening to it					
7	Understand and respond to simple instructions and commands					
8	Listen extensively to the radio, TV stations, movies, songs, etc ..., and understand them					
<b>Speaking ----- I can .....</b>						
9	Participate in discussions and in role-plays such as, for example, real-life tourism events and situations					
10	Use English words correctly					
11	Ask and respond to questions appropriately					
12	Talk appropriately for different situations and contexts					
13	Take part in conversations and participate in discussions					
14	Speak at a normal speed, without hesitation, repetition or self-correction, and with smooth					

	use of connected speech					
1 5	Feel confidence when I speak English to others					
	<b>Reading and vocabulary --- I can .....</b>					
1 6	Interpret and think about what I read					
1 7	Use a variety of reading strategies to understand texts and recognize vocabulary, such as scanning, skimming, and guessing meaning from context					
1 8	Build up vocabulary through contexts					
1 9	Identify the difference between main ideas and topic sentences in a text					
2 0	Answer comprehension questions following the reading of a text					
	<b>Writing ---- I can .....</b>					
2 1	Write topic sentences, supporting and concluding sentences					
2 2	Write a draft of a paragraph					
2 3	Use adequate vocabulary in writing					
2 4	Recognize and deploy basic writing skills					
2 5	Produce grammatically correct sentences					
	<b>Grammar --- I can .....</b>					
2 6	Produce correct sentences by using present and past tenses					
2 7	Identify and correct grammatical errors					
2 8	Apply what I have learned, for example, use a variety of grammatical structures correctly in writing					
2 9	Use a variety of grammatical structures appropriately in verbal communication					
	<b>B. Course contents and materials</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	The overall design of activities (pictures, charts, tables, lay-out) in the course books was satisfactory to learn English as used in tourism.					
2	The course materials provided me with what I needed to know and do as regards Tourism English.					
3	The materials covered were appropriate as regards, for example, pace, interaction pattern and the sequence in acquiring English language skills used in tourism.					
4	The materials covered were appropriate as regards, for example, tourism content and mood, source of cultural information and interest.					

5	The materials corresponded to the course objectives and students' needs.					
6	The content of the course materials was presented coherently.					
7	I had no difficulty in following the course materials as they were mostly related to tourism.					
8	The courses provided sufficient tourism-related content that sought to improve my Tourism English skills and abilities.					
9	The tasks and exercises in the course materials were effective in improving my Tourism English skills and abilities.					
10	All the activities and materials used in classes contributed to the development of my Tourism English proficiency in the following areas:					
	Listening					
	Speaking					
	Reading and Vocabulary					
	Writing					
	Grammar					
11	The course content and materials served to improve my skills and abilities in the English language used in tourism.					
12	The topics covered were very interesting and mostly relevant to daily tourism and were thus easier to understand, remember and use as part of my Tourism study.					
13	The content and materials did not allow for sufficient opportunity to practice English as used in tourism.					
	<b>C. Course Conduct/Teaching/Learning Process</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	The teacher used different ways to group students in the classroom (pair work, group work, individual work and whole-class work).					
2	The teacher used only English in class.					
3	I used only English in class.					
4	The teacher set up rules, and routines were clear					
5	The teacher checked the students' learning and made sure all the students were taking part in the activities.					
6	The teacher gave equal attention to all students in the class.					
7	The teaching methodologies were helpful and effective in improving my English skills.					
8	The teacher presented tasks in an interesting and enthusiastic way which made the tasks seem achievable to the students.					
9	The teacher increased the students' self-confidence in language learning.					
1	When needed, the teacher was available for					

0	guidance and advice					
1	Technological aids were used in the teaching process and they facilitated the delivery of courses.					
	<b>D. Assessment and Student Performance</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	The teacher gave feedback to me about what I had done and what I still needed to work on.					
2	The teacher gave me sufficient feedback on my performance in the assignments/quizzes/exams.					
3	The marking received was fair.					
4	The quiz/exam results demonstrated my actual proficiency and ability to use English.					
5	The teacher set out the assessment criteria before the tests.					
6	Homework /assignments were relevant to the course aims.					
7	Interaction between students was assessed.					
8	The teachers chose different materials or activities in order to assess my language ability and skills.					
9	My language skills have been correctly evaluated in the course.					
1	The following assessment tools were effective in assessing our performance on the English language throughout the courses (General-English and specialty courses)					
0						
	Quizzes					
	Mid-term Exam					
	Final exam					
	Homework/assignment					
	Class performance					
	Participation and attendance					
	<b>E. General Questions/Comments</b>					
1	Question 1: In what way(s) could the curriculum offered (General-English and specialty courses) be improved? ..... ..... .....					
2	Question 2: Were these courses what you expected them to be? Why? Why not? ..... ..... .....					
3	Question 3: Do you think these courses met your needs as regards Tourism English? Why? Why not? ..... ..... .....					
4	Question 4: Should these courses be designed to overlap or complement other training courses of the curriculum? ..... .....					

5	Question 5: Would any communicative Tourism-English course/syllabus be any help to students in their tourism studies and their future work? ----- ----- -----
6	Question 6: Were you able to transfer/use the skills and/or information you have learned from the courses offered into any of the courses in the curriculum? ----- -----
7	Question 7: Did the courses taken in the program really add something to your English proficiency when used in tourism? ----- -----
8	Question 8: Are there any other comments you would like to make? If yes, please write it here ----- -----

**PART THREE: NEEDS ANALYSIS**

	Question Item	SA 5	A 4	NS 3	D 2	SD 1
1	English is the language of national and international tourism, and thus Tourism students should learn it.					
2	Tourism students need to be proficient in the English language used in tourism so that they can manage to get a job in the tourism field easily.					
3	I feel satisfied with my English abilities in tourism.					
4	English language ability is the most important thing to get a job in the tourism field.					
5	Learning English ensures doing better in the tourism study.					
6	Tourism students need to develop their English communicative abilities in tourism and raise their literacy in the tourism field.					
7	It is necessary that textbooks and materials used in teaching consider Tourism English so that students' language abilities as related to tourism can be developed.					
8	There should be a match between what it is taught and what students need to achieve as regards Tourism English.					
9	I am satisfied with what the General-English and specialty courses offered me as regards my English abilities in tourism.					
10	Students will benefit better from a tourism-English course or textbook more than what General English courses/textbooks do.					
11	The curriculum offered should meet students' needs and expectations as regards Tourism-English.					



12	Teachers should be expert enough in Tourism English.					
13	Materials should thoroughly describe competencies necessary for tourism jobs.					
14	Materials should raise students' motivation and involvement.					
15	When related to Tourism English, students need to develop their ability in:					
	Speaking					
	Listening					
	Reading					
	Writing					
	Grammar					
	Vocabulary					
16	The tourism Department should offer a special course that focuses on communication in tourism in its curriculum.					
If you agree on having this course, please continue answering the questions below. Your answers will contribute to having a clear picture of how that course would be in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.						
<b>A</b>	<b>Goals (After this suggested course, students are expected to:)</b>	<b>SA 5</b>	<b>A 4</b>	<b>NS 3</b>	<b>D 2</b>	<b>SD 1</b>
1	develop their English ability and be able to find a job in the tourism field after graduation.					
2	become confident in planned and spontaneous tourism-related oral/written production.					
3	be able to use English at the airport and travel agencies.					
4	to be able to use English to talk about my country.					
5	be able to use English at hotels					
6	be proficient in English to work as a tour guide					
7	talk about people working in the tourism industry					
8	Learn English to work as a flight attendant.					
<b>B</b>	<b>Content and Sequencing</b>	<b>SA 5</b>	<b>A 4</b>	<b>NS 3</b>	<b>D 2</b>	<b>SD 1</b>
1	The content should give attention to what students need to learn and do as regards Tourism English.					
2	The content should provide ample opportunity for practicing the language in different tourism contexts.					
3	Students need to study something relevant to their needs and future goals.					
4	The content should address students' proficiency level and seek to develop it when related to tourism.					
5	The content should focus on the skills, professional activities, functions and topics needed to fulfill tourism study and future careers after graduation.					
6	The tourism content should give more attention to:					
	Speaking					

	Listening					
	Reading					
	Writing					
	Vocabulary in context					
	Grammar and pronunciation					
7	The content should focus more on fluency than accuracy.					
8	The content should include topics of interest and usefulness to the local tourism community.					
9	The content should be sequenced beginning from: the simplest to the most difficult.					
	the most familiar to the least familiar.					
<b>C</b>	<b>Format and Presentation</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Content should be presented in ways that suit students' individual learning styles.					
2	Content should include materials and activities that facilitate both reception and production in tourism contexts.					
3	Content should include activities that increase fluency and allow students to use the language they already know.					
4	The content should be presented in terms of:					
	grammar and vocabulary lists					
	topics/themes					
	situations					
	skills					
	notions and functions					
	tasks					
	integrated (a mixture)					
5	The content should be presented in the textbook in terms of:					
	modules					
	units					
6	It is comfortable for students to work/learn content through:					
	pairwork activities					
	groupwork activities					
	classroom discussions					
	individual work					
	project-based activities					
7	I believe students will best learn when they:					
	see information written					
	hear/ repeat					
	move/make gestures					
	discuss/solve a problem/work out tasks					
	talk to others					
	get logical explanations					
	do homework/assignments/ projects					
	find information themselves					
	see and observe					
8	The overall design of content (course book) should					

	be tourism-like and include pictures, tables, maps, charts, figures, etc.					
9	The content should be a source of encouragement to students.					
10	The content should allow enough time and pace for learning.					
11	Students need to be taught by a teacher who is an expert in teaching Tourism English.					
<b>D</b>	<b>Monitoring and Assessment</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	It is important for students to receive feedback on their learning.					
2	The course should provide an opportunity for students to check their progress.					
3	Students need to be assessed in this course in terms of:					
	mid-term exams					
	homework and assignments					
	quizzes					
	portfolio and project work					
	participation and attendance					
	final exam					
	oral production					
	Class performance					
4	It is better to assess students on what they needed to learn and do					
5	Assessment should demonstrate students' actual proficiency level and ability to use English in the tourism context.					
6	Audio-visual aids should be part of the learning/teaching of content.					
7	The content should be selected and presented according to students' needs and interests.					
8	Students need sufficient time to absorb and practice content.					
9	Students need to learn from a textbook and other available resources (technology, for example).					
<b>E</b>	<b>Additional Questions</b>					
<b>1</b>	<b>Which professional English topics would interest you most on this course? (Circle 1 if interested, 2 if the topic is OK, and 3 if not interested). If you would like to offer other topics, write them in the empty spaces in the table, too.</b>					
	Local people in tourism	1 2 3	History and ancient civilizations	1 2 3		
	Travel agencies	1 2 3	Tour guides and tour operators	1 2 3		
	Local tour and where to go (Petra, Jerash, Karak, Madaba, Wadi Rum)	1 2 3	Air transport	1 2 3		
	Responsible tourism	1 2 3	Local hotel industry and hotel facilities	1 2 3		
	Tours abroad	1 2 3	Careers in tourism	1 2 3		

Holiday types	1 2 3	Effects of tourism on local community	1 2 3
Money	1 2 3	Food and drink	1 2 3
The History and development of tourism	1 2 3	Travel by sea and river-cruises and ferries	1 2 3
Promotion and marketing in tourism	1 2 3	Travel by road and rail	1 2 3
Others write them here .....			
<b>2</b>	<b>What would you like students to do in this course? (Circle 1 if need, 2 if OK, and 3 if no need)</b>		
have discussion practice	1 2 3	read more	1 2 3
have vocabulary practice	1 2 3	practice meeting skills	1 2 3
have grammar practice	1 2 3	practice presentation skills	1 2 3
have writing practice	1 2 3	have listening practice	1 2 3
practice negotiating skills	1 2 3	report past events	1 2 3
Others:..... .....			
<b>3</b>	<b>What are your other expectations of this course? List them here, please.</b>		

Would you like to participate in a 30-minute interview where you can provide in-depth details as regards your questionnaire answers?  YES  NO If YES, please give your information below.

Name	Email Address	Phone No.	Signature

**Thank you for your patience and participation**

## Appendix L: Tourism Graduates' Questionnaire (Arabic Version)

### استبانة خريجي قسم الآثار والسياحة

عزيزي الخريج:

بما أنك أكملت دراسة المقررات الدراسية الستة التالية وهي اللغة الانجليزية 99 و اللغة الانجليزية 101 واللغة الانجليزية 102 ومهارات الاتصال باللغة الانجليزية ومصطلحات سياحية وأثرية بالانجليزية وإدارة السياحة كجزء من الخطة الدراسية لمرحلة البكالوريوس في قسم الآثار والسياحة في جامعة مؤتة, يرجى تعبئة هذه الاستبانة بالإجابة على جميع أسئلتها.

وقد صممت هذه الاستبانة لغاية رصد آراء طلاب وخريجي قسم الآثار والسياحة في جامعة مؤتة حول مدى فعالية هذه المقررات في تلبية احتياجاتهم فيما يتعلق باللغة الانجليزية لإغراض سياحية. كما وتهدف هذه الاستبانة إلى جمع آراء الطلبة والخريجين حول كيفية تطوير الخطة الدراسية المطروحة حاليا في القسم.

لذا فان البيانات التي يتم جمعها من خلال إجابتك على أسئلة الاستبانة ستكون في غاية الأهمية لانجاز هذا البحث وعليه سيتم التعامل معها لإغراض البحث فقط.

الباحث

محمد الطراونه

### الجزء الأول: البيانات الشخصية

1. الاسم : (اختياري)

2. العمر :  من 20-25  من 26-30  من 31-35  من 36-40  فوق ال 40

3. الجنس :  ذكر  أنثى

4. العمل /مكان العمل (ان وجد) .....

5. ما كان مدى استخدامك للغة الانجليزية في دراستك في الجامعة لتخصص السياحة؟

دائما  احيانا  مرة كل حين  نادرا  ابدا

6. ما مدى استخدامك للغة الانجليزية في مجال عملك؟

بشكل كبير جدا  كثيرا  قليلا بعض الشيء  قليلا  لا استخدمها ابدا

7. كم تحب اللغة الإنجليزية في مجال دراستك؟

كثيرا جدا  كثيرا  قليلا بعض الشيء  قليلا  لا أحبها أبدا

8. إلى أي مدى تعتبر اللغة الانجليزية مفيدة في مجال دراستك/عملك؟

مفيدة جدا  مفيدة  مفيدة بعض الشيء  مفيدة قليلا  غير مفيدة أبدا

### الجزء الثاني: تقييم الخطة الدراسية

يرجى وضع علامة (√) للإجابة المناسبة التي تعبر عن رأيك.

5 موافق بشدة 4 موافق 3 غير متأكد 2 غير موافق 1 غير موافق بشدة

الرقم	أولاً. أهداف المقررات	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة
	حقق برنامج اللغة الإنجليزية في قسم الآثار والسياحة أهدافه في تحسين قدرات الطلبة فيما يتعلق باللغة الإنجليزية لإغراض سياحية. ضع إجابتك بخصوص المهارات اللغوية المدرجة بأسلوب الفقرات البادئة ب (أنا أستطيع أن ..... ) مهارة الاستماع --- أستطيع .....					
1	استخدام مجموعة متنوعة من استراتيجيات الاستماع لفهم جوهر النص والحصول على المعلومات الأساسية منه.					
2	التعرف على أنواع مختلفة من الاختبارات السمعية والتي تشتمل عادة على أسئلة حول صور، أو حوارات، أو محادثات قصيرة.					
3	الاستماع ومن ثم اصف تفاصيل الأحداث وتسلسلها في الحوارات والمحادثات والمقالات والقصص القصيرة وغيرها.					
4	تحديد مجموعة متنوعة من الأصوات المختلفة والمواقف والشخصيات من الحوارات القصيرة والمقالات والقصص على اختلافها.					
5	فهم وتحديد مواضع التشديد في الكلمة أو الجملة وطبيعتها لفظها.					
6	التعليق بأسلوب مختصر على النص عند الاستماع له.					
7	فهم الأوامر البسيطة والتعليمات والاستجابة لها.					
8	الاستماع إلى الراديو على نطاق واسع، ومحطات التلفزيون والأفلام والأغاني وغيرها ... وفهمها. مهارة المحادثة : أنا أستطيع .....					
9	المشاركة في المناقشات وفي لعب الأدوار خصوصاً تلك التي تحاكي أحداث ومواقف في مجال السياحة.					
10	استخدام كلمات اللغة الإنجليزية بشكل صحيح وسليم.					
11	السؤال والرد على الأسئلة بشكل مناسب.					
12	التحدث بشكل مناسب في مختلف المواقف والسياقات وخصوصاً في مجال السياحة.					
13	المشاركة بشكل فاعل في المحادثات والنقاشات.					
14	التحدث بسرعة عادية وبشكل سلس ومتصل، دون تردد أو تكرار أو تصحيح ذاتي.					
15	الشعور بالثقة عند التحدث باللغة الإنجليزية مع الآخرين. مهارة القراءة والمفردات: أنا أستطيع .....					
16	تفسير ما أقرأ والتفكير فيه.					
17	استخدام مجموعة متنوعة من استراتيجيات القراءة لفهم النصوص والتعرف على المفردات، مثل المسح والقراءة السريعة وتخمين المعنى من السياق.					
18	بناء كم من المفردات ومعرفتها من خلال النصوص.					
19	التعرف على الفرق بين الأفكار الرئيسية للنص ككل والأفكار الرئيسية لكل فقرة في النص.					
20	الإجابة على أسئلة الفهم والاستيعاب بعد قراءة النص. مهارة الكتابة : أنا أستطيع .....					
21	كتابة جمل الموضوع وتدعيمها بجمل أخرى بالإضافة إلى كتابة الجمل الختامية.					
22	كتابة مسودة فقرة.					
23	استخدام المفردات المناسبة في الكتابة.					
24	معرفة المهارات الأساسية وتوظيفها بالشكل الصحيح في الكتابة.					
25	استخدام جمل صحيحة نحويًا وقواعديًا.					

					القواعد والأسلوب النحوي: أنا أستطيع .....	
					استخدام جمل صحيحة مستعملا أزمنة الماضي والحاضر.	26
					تحديد وتصحيح الأخطاء النحوية واللغوية.	27
					تطبيق ما تعلمته، على سبيل المثال، استخدام مجموعة متنوعة من التراكيب النحوية بشكل صحيح في الكتابة.	28
					استخدام مجموعة متنوعة من التراكيب النحوية بشكل مناسب في التواصل اللفظي.	29
غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة	ثانياً: محتوى المقررات ومواد التدريس	الر قم
					كان التصميم الشامل للأنشطة (الصور والرسوم البيانية والجداول، والتنسيق) في الكتب الدراسية مرضي لتعلم اللغة الإنجليزية المستخدمة في مجال السياحة.	1
					قدمت المواد الدراسية لي ما أنا في حاجة إلى معرفته والقيام به فيما يتعلق باستخدام اللغة الإنجليزية لإغراض سياحية.	2
					كانت المواد المغطاة ضمن هذه المقررات الدراسية مناسبة من حيث سلاسة المحتوى، ونمط التفاعل والتسلسل في اكتساب مهارات اللغة الإنجليزية المستخدمة في مجال السياحة.	3
					كانت المواد الدراسية المغطاة ضمن هذه المقررات مناسبة من حيث ارتباط المحتوى بالسياحة وباهتمامات الطلبة وتنوع المعلومات الثقافية.	4
					توافقت المواد الدراسية مع أهداف المقررات واحتياجات الطلبة.	5
					تم عرض محتوى المواد الدراسية بشكل واضح ومترابط.	6
					لم يكن لدي أي صعوبة في متابعة المواد الدراسية لأنها كانت في معظمها ذات صلة بالسياحة.	7
					وفرت هذه المقررات محتوى كاف ذو صلة بالسياحة أدى بدوره إلى تحسين مهاراتي وقدراتي اللغوية في استخدام اللغة الإنجليزية في أغراض سياحية.	8
					كانت المهام والتمارين في المواد الدراسية للمقررات فعالة في تحسين مهاراتي وقدراتي في استخدام اللغة الإنجليزية في أغراض سياحية.	9
					ساهمت كافة الأنشطة والمواد الدراسية المستخدمة في تطوير مستوى إجادتي في استخدام اللغة الإنجليزية لأغراض سياحية في المجالات التالية:	10
					الاستيعاب السمعي	
					المحادثة	
					القراءة واستخدام المفردات المناسبة	
					الكتابة	
					الاستخدام الصحيح للقواعد والتراكيب اللغوية	
					ساعدني محتوى المواد الدراسية لهذه المقررات كثيراً في تحسين قدراتي على استخدام اللغة الإنجليزية لأغراض سياحية.	11
					كانت الموضوعات التي تم تناولها في محتوى المقررات مثيرة جداً للاهتمام ومتعلقة في معظمها بالسياحة وبالتالي كانت أسهل للفهم والتذكر والاستخدام كجزء من دراستي الجامعية لتخصص السياحة.	12
					وفرت لي المواد الدراسية لهذه المقررات الفرصة الكافية لممارسة اللغة الإنجليزية المستخدمة في مجال السياحة.	13
غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة	ثالثاً: عملية التعلم والتعليم	
					استخدم المدرسين أساليب تدريس مختلفة داخل الغرفة الصفية مثل العمل التشاركي، والعمل الجماعي، والعمل الفردي بالإضافة إلى الحوار الصفي).	1
					استخدم المدرسون اللغة الإنجليزية فقط في التدريس.	2

					3	قمت باستخدام اللغة الانجليزية فقط في الغرفة الصفية.
					4	كانت تعليمات وإرشادات المدرسين واضحة.
					5	حرص المدرسون على قياس قدرات الطلبة وعلى مشاركتهم في الأنشطة الصفية.
					6	حرص المدرسون على توزيع اهتمامهم بالطلبة بشكل متساوي.
					7	كانت منهجية التدريس مفيدة وفعالة في تحسين مهاراتي في اللغة الإنجليزية.
					8	حرص المدرسون على عرض المحتوى والمهام المطلوبة بشكل مثير للاهتمام مما جعلها قابلة للتحقيق من قبل الطلبة.
					9	ساعد المدرسون على زيادة ثقتي بنفسي في تعلم واستخدام اللغة الانجليزية لأغراض سياحية.
					10	حرص المدرسون على توجيه ونصح الطلبة بشكل مستمر عند الحاجة لذلك.
					11	استخدم المدرسون وسائل تكنولوجية متعددة بشكل ساعد على تسهيل عملية التعليم والتعلم.
غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة		رابعا: التقييم وأداء الطلبة
					1	حرص المدرسون على تقديم التغذية الراجعة حول ما فعلت واحتجت إلى فعله بشكل مستمر أثناء دراسة هذه المقررات.
					2	حرص المدرسون على تقديم التغذية الراجعة على طبيعة أدائي في الامتحانات والواجبات والاختبارات القصيرة.
					3	اتسم أسلوب التصحيح المتبع في المقررات بالعدل.
					4	أظهرت نتائج الامتحانات والاختبارات القصيرة مستوى ومقدرتي الفعلية في استخدام اللغة الإنجليزية.
					5	أعد المدرسون معايير التقييم الخاصة بالمقررات مسبقا قبل الاختبارات.
					6	ارتبطت الواجبات المنزلية والمهام بشكل كبير بأهداف المقررات.
					7	تم تقييم التفاعل بين الطلاب.
					8	اختار المدرسون مواد وأنشطة وأساليب تقييم مختلفة من أجل تقييم قدراتي ومهاراتي في اللغة الإنجليزية.
					9	تم تقييم مهاراتي اللغوية بشكل صحيح في هذه المقررات.
					10	كانت أدوات التقييم التالية فعالة في تقييم أدائي في اللغة الإنجليزية سواء في مقررات اللغة الإنجليزية العامة أو مقررات التخصص المطروحة باللغة الإنجليزية، وهي كالتالي:
						الاختبارات القصيرة
						الامتحانات الشهرية
						الامتحانات النهائية
						المهام والواجبات المنزلية
						الأداء الصفّي (داخل الغرفة الصفية)
						المشاركة والحضور
						خامسا: مقترحات وأسئلة عامة
					1	ما هي الطريقة أو الطرق التي يمكن من خلالها تحسين الخطة الدراسية المطروحة في قسم السياحة فيما يخص المقررات المذكورة سابقا (مقررات اللغة الإنجليزية العامة أو مقررات التخصص المطروحة باللغة الإنجليزية)؟
					2	هل كانت هذه المقررات ضمن توقعاتك وما كنت تطمح إليه؟
					3	هل تعتقد أن هذه المقررات لبت احتياجاتك فيما يتعلق باللغة الإنجليزية لأغراض سياحية؟ لماذا؟ لما لا؟



4	هل ينبغي على هذه المقررات أن تتداخل مع أو تكمل مقررات أخرى ضمن الخطة الدراسية المطروحة؟ ..... .....
5	من وجهة نظرك هل سيكون لطرح أي منهج تفاعلي تواصلية خاص باللغة الانجليزية لأغراض سياحية أي فائدة للطلبة في دراستهم وعملهم المستقبلي؟ ..... .....
6	هل كنت قادرا على نقل أو استخدام المهارات أو المعلومات التي تعلمتها من هذه المقررات في أي من المقررات الأخرى ضمن الخطة الدراسية؟ ..... .....
7	هل أسهمت دراسة هذه المقررات في إجادتك للغة الانجليزية المستخدمة في مجال السياحة؟ ..... .....
8	هل تود إضافة أي اقتراحات أخرى؟ إذا كانت الإجابة بنعم، يرجى الكتابة هنا. ..... .....

#### الجزء الثالث: تحليل الاحتياجات

الرقم	فقرات الأسئلة	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة
1	تعتبر اللغة الإنجليزية هي لغة السياحة الوطنية والدولية، لذلك يجب تعلمها.					
2	يحتاج طلبة السياحة اتقان اللغة الانجليزية المستخدمة في السياحة حتى يتمكنوا من الحصول على وظيفة في مجال السياحة بسهولة					
3	أشعر بالرضا عن قدراتي باللغة الإنجليزية في مجال السياحة.					
4	إجادة اللغة الإنجليزية هو الشيء الأكثر أهمية للحصول على وظيفة في مجال السياحة.					
5	أريد أن أتعلم اللغة الإنجليزية للتمييز في دراستي لتخصص السياحة.					
6	طلبة السياحة بحاجة إلى تطوير مقدرتهم على التواصل باللغة الإنجليزية المستخدمة في السياحة.					
7	أرى أن من الضروري أن تأخذ الكتب والمواد المستخدمة في التدريس اللغة الانجليزية لأغراض سياحية بعين الاعتبار بشكل يعزز مقدرة الطلبة على استخدامها في المجال السياحي بأسلوب أفضل.					
8	يجب أن يكون هناك تطابق بين ما يتم تدريسه وما يحتاج الطلبة إلى تحقيقه فيما يتعلق باللغة الإنجليزية المستخدمة في مجال السياحة.					
9	أشعر بالرضا عن ما أسهمت به هذه المقررات (مقررات اللغة الانجليزية العامة ومقررات التخصص المطروحة باللغة الانجليزية) فيما يتعلق بمقدرتي على استخدام اللغة الإنجليزية في مجال السياحة.					
10	ستكون الاستفادة من أي مقرر أو كتاب خاص باللغة الانجليزية لأغراض سياحية أكبر مما قد تسهم به مقررات أو كتب اللغة الانجليزية العامة.					
11	يجب أن تلي الخطة الدراسية بمقرراتها المطروحة احتياجات وتوقعات الطلبة فيما يتعلق باللغة الإنجليزية لأغراض سياحية.					
12	نحن بحاجة إلى مدرسين ذوي خبرة في تدريس اللغة					

						الانجليزية لأغراض سياحية.
					13	يجب أن تصف المواد الدراسية بدقة الكفاءات اللازمة لسوق العمل السياحي.
					14	تحتاج المواد الدراسية أن تركز أكثر على تعزيز مستوى الدافعية والتشارك لدى الطلبة.
					15	عندما يتعلق الأمر باللغة الإنجليزية لأغراض سياحية، فالطلبة بحاجة لتطوير قدراتهم في:
						المحادثة
						الاستماع
						القراءة
						الكتابة
						القواعد والتراكيب اللغوية
						المفردات
					16	تحتاج الخطة الدراسية إلى بعض التطوير من خلال إضافة منهج خاص يركز على التواصل باللغة الإنجليزية في مجال السياحة.
						إذا كنت توافق على وجود مثل هذا المنهج، الرجاء الاستمرار في الإجابة على الأسئلة التالية. وسوف تسهم إجاباتك إلى وجود صورة واضحة عن كيفية هذا المنهج وطبيعته من حيث الأهداف والمحتوى والتسلسل والشكل وأسلوب العرض، بالإضافة إلى أساليب التقييم.
					الر	أولاً: الأهداف : عند إنهاء دراسة هذا المنهج أتوقع ان يكون الطالب قادراً على .....
					قم	تطوير قدرته على استخدام اللغة الإنجليزية بشكل يسهل عليه العثور على وظيفة في مجال السياحة بعد التخرج.
					1	زيادة ثقة بنفسه عند استخدام اللغة الإنجليزية تحدثاً وكتابة في مجال السياحة بطلاقة.
					2	استخدام اللغة الإنجليزية في المطار ووكالات السفر بابتقان.
					3	استخدام اللغة الإنجليزية للحديث عن بلده بشكل ملائم.
					4	إتقان استخدام اللغة الإنجليزية في الفنادق.
					5	إجادة استخدام اللغة الإنجليزية للعمل كمرشد سياحي.
					6	إجادة التحدث عن الأشخاص الذين يعملون في صناعة السياحة.
					7	تعلم اللغة الإنجليزية للعمل كمضيف / مضييفة طيران.
					الر	ثانياً: المحتوى وتسلسل المنهج
					قم	يجب أن يركز محتوى هذا المنهج على ما يحتاج الطلبة إلى تعلمه والقيام به فيما يتعلق باللغة الإنجليزية لأغراض سياحية.
					1	يجب أن يوفر محتوى هذا المنهج فرصة كافية لممارسة اللغة الإنجليزية في مختلف السياقات السياحية.
					2	يحتاج الطلبة إلى دراسة شيء مرتبط باحتياجاتهم وأهدافهم المستقبلية.
					3	أفضل أن يكون محتوى هذا المنهج مرتبطاً بمستوى مهارات الطلبة وان يسعى إلى تطويرها عندما يتعلق الأمر بالسياحة.
					4	أرى أن يركز محتوى هذا المنهج على المهارات والأنشطة المهنية والمواضيع السياحية التي يحتاجها الطلبة في مجال دراستهم وعملهم المستقبلي بعد التخرج.
					5	أرى أن يعطي هذا المنهج المزيد من الاهتمام إلى:
						المحادثة
						الاستماع
						القراءة
						الكتابة
						توظيف المفردات في السياق

قواعد اللغة والنطق					
					7 أفضل ان يركز المحتوى على الطلاقة أكثر من الدقة.
					8 أرغب بان يشتمل هذا المنهج على موضوعات ممتعة ومفيدة لمجتمع السياحة المحلية.
					9 أرى ان يتسلسل محتوى المنهج من: من الأسهل إلى الأصعب من المؤلف إلى غير المؤلف
غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة	الرقم ثالثا: شكل المنهج وطريقة عرضه
					1 ينبغي أن يعرض محتوى المنهج بطريقة تتناسب مع أنماط التعلم الفردية لدى الطلبة.
					2 ينبغي أن يتضمن المنهج على مواد وأنشطة من شأنها تسهيل الاستقبال والطرح في الحوارات والسياقات السياحية.
					3 أرى أن يشتمل المنهج على أنشطة تساعد في تطوير مهارات الطلبة اللغوية وتتيح لهم استخدام اللغة الانجليزية التي يعرفونها مسبقا.
					4 أرى ان يتم عرض هذا المنهج من خلال: التركيز على القواعد وقوائم المفردات مواضيع وأفكار رئيسية موافق سياحية مهارات مفاهيم ووظائف مهام متكامل (خليط من بعض)
					5 أفضل ان يتم عرض المحتوى في الكتاب المصمم من حيث: أجزاء تشتمل على وحدات مترابطة وحدات
					6 أرى انه من الافضل أن يتعلم الطلبة من المحتوى عن طريق: الأنشطة التشاركية (مع طالب آخر) الأنشطة الجماعية (العمل ضمن مجموعة) النقاشات الصفية العمل الفردي الأنشطة القائمة على مشاريع العمل
					7 أعتقد بأن الطالب سيتعلم بشكل أفضل عندما: يرى معلومات مكتوبة يستمع ويكرر يتحرك ويقوم بالإيماءات والإشارات يناقش أو يحل مشكلة أو يقوم بتنفيذ مهمة يتحدث مع الآخرين يحصل على المزيد من التوضيح والتفسير المنطقي
					يقوم بحل الواجبات الصفية والمنزلية وعمل المشاريع يجد المعلومات بنفسه يشاهد ويلاحظ
					8 أفضل ان يكون التصميم الشامل للمحتوى ذو طابع خاص بالسياحة من حيث تضمنه صور وجداول وخرائط وأرقام ورسوم بيانية ذات مدلول سياحي.
					9 يجب ان يكون المحتوى وطريقة عرضه مصدر تشجيع للطلبة.
					10 يجب أن يوفر محتوى المنهج الوقت الكافي والمكان المناسب للتعلم.
					11 أفضل ان يتم تدريس هذا المنهج من قبل مدرس ذي خبرة في تدريس اللغة الإنجليزية لأغراض سياحية.

الرقم	رابعاً: المتابعة وتقييم المنهج	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة
1	من الضروري ان يتلقى الطالب الملاحظات التي من شأنها تقييم مستواه في التعلم.					
2	أرى أن يوفر المنهج الفرصة الكافية للطلاب لتقييم أدائه					
3	أفضل ان يتم تقييم الطالب في هذا المنهج من خلال: الامتحانات الشهرية المهام الصفية والواجبات المنزلية الاختبارات القصيرة واختبارات الأداء مشاريع العمل وملف الطالب وأوراق عمله المشاركة والحضور الامتحان النهائي التواصل الشفهي الأداء الصفي (داخل الغرفة الصفية)					
4	أرغب بأن يتم تقييمي بشكل مرتبط مع ما أنا بحاجة لمعرفته والقيام به أثناء المنهج.					
5	أرغب بأن تحدد أساليب التقييم بدقة مستوى كفاءة ومقدرة الطالب على استخدام اللغة الانجليزية في مجال السياحة.					
6	أرى من الضروري أن تكون الوسائل السمعية والبصرية جزءاً من عملية التعليم والتعلم في المنهج.					
7	يجب ان يتم اختيار وعرض المحتوى وفقاً لاحتياجات واهتمامات الطلبة كدارسين للسياحة.					
8	يحتاج الطلبة وقتاً كافياً لممارسة واستيعاب المحتوى.					
9	يحتاج الطلبة الى التعلم من الكتب الدراسية وغيرها من الموارد المتاحة (التكنولوجيا، على سبيل المثال).					
	خامساً: أسئلة إضافية					
1	ما هي المواضيع السياحية التي تهتمك أكثر من غيرها في هذا المنهج؟ (ضع دائرة حول الرقم الذي يمثل إجابتك). 1 مهتم 2 الموضوع على ما يرام 3 لست مهتم إذا كنت ترغب في تقديم موضوعات أخرى، اكتبها في المساحات الفارغة في الجدول أيضاً.					
	مجتمع السياحة المحلية	3	2	1		
	وكالات السفر	3	2	1		
	جولة المحلية وأين تذهب (البتراء، جرش، الكرك، مادبا، وادي رم)	3	2	1		
	مسؤولية السياحة	3	2	1		
	جولات خارجية (تجول خارجاً)	3	2	1		
	العطلة وأشكالها	3	2	1		
	المال والثروة	3	2	1		
	تاريخ وتطور السياحة	3	2	1		
	الترويج والتسويق السياحي	3	2	1		
	مواضيع أخرى: اكتبها هنا .....					
2	من وجهة نظرك ما هي وسائل التعلم التي يحتاجها الطلبة في هذا المنهج؟ (ضع دائرة حول الرقم الذي يمثل إجابتك) 1 بحاجة 2 موافق 3 ليس بحاجة					
	المناقشة والحوار	3	2	1		
	توظيف المفردات والتدريب عليها	3	2	1		
	التدريب على القواعد واستخدامها بشكل صحيح	3	2	1		
	ممارسة الكتابة	3	2	1		
	ممارسة مهارات التفاوض	3	2	1		
	القراءة أكثر	3	2	1		
	ممارسة مهارات المقابلة والحوار التشاركي	3	2	1		
	ممارسة مهارات تقديم وطرح الموضوعات	3	2	1		
	الاستماع والاستيعاب	3	2	1		
	سرد أحداث الماضي والتحدث عنها	3	2	1		

هل لديك أية اقتراحات أخرى حول هذا المنهج؟ أدرجها هنا من فضلك.	3

هل ترغب في المشاركة في مقابلة مدتها 30 دقيقة حيث يمكنك تقديم تفاصيل أكثر فيما يتعلق بإجابات الاستبيان الخاص بك؟  نعم  لا إذا كان الجواب بنعم، يرجى تقديم المعلومات الخاصة بك أدناه.

الاسم	البريد الإلكتروني	رقم الهاتف	التوقيع

شاكرًا لكم على حسن تعاونكم ومشارككم

## Appendix M: Tourism Students' Interview Guide (English Version)

<p><b>Introduction:</b>  <b>Key components</b>          - Thank you          - Interviewer's name          - Purpose          - Confidentiality          - Duration          - How interview will be conducted          - opportunity for questions          - Consent and signature</p>	<p>I would really like to thank you for taking the time to meet with me and be part of this interview.</p> <p>My name is Mohammad AlTarawneh, and I would like to talk to you about your experiences as a fourth-year student who might have completed the six courses that constitute the English language program offered at the Tourism Department; namely, English Language 099, English Language I 101, English Language II 102, Communication Skills, Terminology in Archaeology and Tourism, and Tourism management.</p> <p>As a major component of the overall evaluation of this program, I am taking your views of how you see the program as effective or ineffective in providing you with adequate TE training and thus meeting your needs and expectations. Your views of the program effectiveness will be guided by four domains, including 'course aims and objectives', 'course content and materials', 'course conduct-teaching/learning process', and 'assessment and student performance'.</p> <p>I am also investigating your suggestions of what you think should be done to improve this program to fulfill your needs, including for example a course syllabus in TE. Your perceptions and recommendations as regards this syllabus would also help in planning it in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.</p> <p>The interview should take less than an hour. If you do not mind, I will be recording the session because I don't want to miss any comments you provide. I might miss important information when writing fast to take notes during the interview. We are on tape, so please speak up so that I do not miss any of your comments.</p> <p>I can assure you that your responses will be kept confidential and will not be shared with anybody. The information included in the findings of this study will not in any means identify you as the respondent.</p> <p>Remember, you are not obliged to talk about anything you don't want to, and you are free to end the interview at any time.</p> <p>Do you have any questions about what I have already explained?          Are you willing to take part in this interview?</p> <p>Interviewee _____ Date: _____</p>
<p><b>Eight interview questions</b>          - Prog. Eval. Qs 1-4          - Needs Analysis Qs 5-8</p> <p><b>Clarifications and probes are used when needed</b></p>	<p><b>Research step 1: Program evaluation (effectiveness)</b></p> <p><b><u>QUESTION ONE:</u></b> How can you describe your English proficiency level in terms of the four language skills? Are you satisfied with it in relation to your field of study?</p> <p><b><u>QUESTION TWO:</u></b> How important do you think English is to your study and future employment after graduation?</p> <p><b><u>QUESTION THREE:</u></b> Do you think that the curriculum offered at the Tourism Department is effective in meeting its students' needs as regards Tourism English, and thus prepare them for their study and future employments? Why do you think so?</p> <p><b><u>QUESTION FOUR:</u></b> How many English-taught courses (i.e. General-English and specialty courses) have you already taken in the University as part of the Tourism Department's curriculum? How do you perceive these courses as related to the development of your Tourism English ability in consideration to these issues?</p>

	<table border="1"> <tr> <td data-bbox="544 248 967 342">1. Course aims and objectives as related to your needs and expectations</td> <td data-bbox="967 248 1391 342">2. Sufficient tourism-related content (i.e. materials, activities, tasks, skills, functions, etc.)</td> </tr> <tr> <td data-bbox="544 342 967 499">3. Teachers' experience and skills in teaching, methods and instructional practices used to facilitate learning, opportunity for practice Tourism English</td> <td data-bbox="967 342 1391 499">4. Assessment tools used to assess learning (i.e. feedback, quizzes, etc.)</td> </tr> </table> <p><b>Research Step 2: Needs Analysis and Syllabus Design</b></p> <p><b>QUESTION FIVE:</b> If these courses did not meet your needs and expectations as regards Tourism English and employment opportunity, what more do you think could/should be done in any other way which would assist in making improvements to the curriculum offered?</p> <p><b>QUESTION SIX:</b> What language skills, functions, and professional activities do you think you need the best to fulfill their Tourism study and future employment purposes? Why do you think so?</p> <p><b>QUESTION SEVEN:</b> Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus which focuses on communication in local tourism?  YES <input type="checkbox"/> NO <input type="checkbox"/> Please, elaborate on your answer  If YES, what do you suggest as regards how that newly-designed syllabus would be in terms of the following?</p> <table border="1"> <tr> <td data-bbox="555 1077 603 1111">A</td> <td data-bbox="603 1077 778 1111">Goals</td> <td data-bbox="778 1077 1385 1111">What should students expect?</td> </tr> <tr> <td data-bbox="555 1111 603 1205">B</td> <td data-bbox="603 1111 778 1205">Content and sequencing</td> <td data-bbox="778 1111 1385 1205">What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.</td> </tr> <tr> <td data-bbox="555 1205 603 1328">C</td> <td data-bbox="603 1205 778 1328">Format and presentation</td> <td data-bbox="778 1205 1385 1328">How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?</td> </tr> <tr> <td data-bbox="555 1328 603 1451">D</td> <td data-bbox="603 1328 778 1451">Monitoring and assessment</td> <td data-bbox="778 1328 1385 1451">What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?</td> </tr> </table> <p><b>QUESTION EIGHT:</b> What other suggestions can you provide about such a syllabus, which can be of help in course planning and designing?</p>	1. Course aims and objectives as related to your needs and expectations	2. Sufficient tourism-related content (i.e. materials, activities, tasks, skills, functions, etc.)	3. Teachers' experience and skills in teaching, methods and instructional practices used to facilitate learning, opportunity for practice Tourism English	4. Assessment tools used to assess learning (i.e. feedback, quizzes, etc.)	A	Goals	What should students expect?	B	Content and sequencing	What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.	C	Format and presentation	How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?	D	Monitoring and assessment	What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?
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A	Goals	What should students expect?															
B	Content and sequencing	What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.															
C	Format and presentation	How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?															
D	Monitoring and assessment	What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?															
Closing: - Further information added - Next step - Thank you	Is there anything else you want to add?  The next step will be analyzing the information you and others provided me and reporting the findings as part of my doctoral dissertation. If you are interested in the results of the study, I will be glad to let you know via one of the contact means you previously provided. Thank you very much for your cooperation and time																

## Appendix N: Tourism Students' Interview Guide (Arabic Version)

<p>بداية أود حقاً أن أشكرك على وقتك في إجراء هذه المقابلة.</p> <p>أنا الباحث محمد الطراونة ، وأود أن أتحدث معك عن خبراتك كطالب في السنة الرابعة والتي قد تكون فيها أتمت المقررات الستة التي تشكل برنامج اللغة الإنجليزية المطروح ضمن المنهج في قسم السياحة والآثار، وهي اللغة الإنجليزية المستوى التأسيسي 99، واللغة الإنجليزية المستوى الأول 101، واللغة الإنجليزية المستوى الثاني 102، ومهارات الاتصال في اللغة الإنجليزية، والمصطلحات في علم الآثار والسياحة، وإدارة السياحة.</p> <p>كمكون رئيسي في التقييم الشامل لهذا البرنامج ، فإنني سأقوم في هذه المقابلة بأخذ وجهة نظرك حول كيفية رؤيتك للبرنامج على أنه فعال أو غير فعال في تزويدك بالتدريب المناسب في اللغة الإنجليزية المستخدمة لأغراض السياحة وبالتالي تلبية احتياجاتك وتوقعاتك. يمكنك توجيه أرائك حول فعالية هذا البرنامج من خلال أربعة مجالات ، بما في ذلك "أهداف المقررات" و "محتوى المقررات ومواد التدريس" و "عملية التعلم والتعليم" و "التقييم وأداء الطلبة".</p> <p>كما ويهمني أيضاً أخذ اقتراحاتك المتعلقة بما ينبغي القيام به لتحسين هذا البرنامج لتلبية احتياجاتك ، بما في ذلك على سبيل المثال طرح مقرر خاص بتعليم اللغة الإنجليزية لأغراض سياحية. وستفيد تصوراتك وتوصياتك فيما يخص هذا المقرر في عمل مخطط واضح لهذا المقرر من حيث الأهداف والمحتوى وتسلسل المواد التعليمية، والشكل وطريقة عرض هذه المواد، والمتابعة واساليب التقييم.</p> <p>قد تستغرق هذه المقابلة أقل من ساعة. فإذا كنت لا تمانع ، سأقوم بتسجيل الجلسة لأنني لا أريد تفويت أي معلومة قد تقدمها، وأخشى أن أفقد معلومات مهمة عند الكتابة بسرعة لتدوين الملاحظات أثناء المقابلة. نحن على التسجيل الصوتي الآن ، لذا يرجى التحدث بصوت مرتفع قليلاً حتى لا يفوتني أي من تعليقاتك. وأؤكد لك أن جميع اجاباتك على اسئلة المقابلة ستبقى سرية ولن يتم مشاركتها مع أي شخص كان. ولن تحدد المعلومات الواردة في نتائج هذه الدراسة صفتك كشخص مشارك في البحث بأي حال من الأحوال.</p>	<p><b>المقدمة- أهم المضامين:</b></p> <ul style="list-style-type: none"> <li>- الشكر</li> <li>- اسم الباحث</li> <li>- غرض المقابلة</li> <li>او البحث</li> <li>- السرية</li> <li>- مدة المقابلة</li> <li>- كيفية اجراء المقابلة</li> <li>- امكانية طرح الاسئلة</li> <li>- الموافقة والتوقيع</li> </ul>				
<p><b>خطوة البحث الاولى: تقييم البرنامج والخطة الدراسية ( الاسئلة 1- 4 )</b></p> <p><b>السؤال الاول:</b> كيف يمكنك وصف مستوى إجادةك للغة الإنجليزية من حيث المهارات اللغوية الأربع؟ هل أنت راض عن ذلك في مجال دراستك؟</p> <p><b>السؤال الثاني:</b> ما مدى أهمية اللغة الإنجليزية في دراستك والتوظيف في المستقبل بعد التخرج؟</p> <p><b>السؤال الثالث:</b> هل تعتقد أن المناهج المطروحة في قسم السياحة فعالة في تلبية احتياجات طلابها فيما يتعلق باللغة الإنجليزية لأغراض سياحية، وبالتالي إعدادهم للدراسة والتوظيف في المستقبل؟ لماذا تظن ذلك؟</p> <p><b>السؤال الرابع:</b> كم عدد المقررات التي تدرس باللغة الإنجليزية (أي مقررات اللغة الإنجليزية العامة ومقررات التخصص) والتي سبق لك أن أخذتها كجزء من منهج قسم السياحة والآثار في جامعة مؤتة؟ كيف تنتظر إلى هذه المقررات من حيث فعاليتها في تطوير قدراتك في اللغة الإنجليزية لأغراض سياحية خصوصاً فيما يتعلق بالنقاط التالية:</p> <table border="1" data-bbox="327 1388 1204 1601"> <tr> <td data-bbox="327 1388 758 1489">2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)</td> <td data-bbox="758 1388 1204 1489">1. أهداف هذه المقررات ومدى ارتباطها باحتياجاتك وتوقعاتك</td> </tr> <tr> <td data-bbox="327 1489 758 1601">4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)</td> <td data-bbox="758 1489 1204 1601">3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية</td> </tr> </table>	2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)	1. أهداف هذه المقررات ومدى ارتباطها باحتياجاتك وتوقعاتك	4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)	3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية	<p><b>اسئلة المقابلة وعددها 8</b></p> <ul style="list-style-type: none"> <li>- تقييم البرنامج (الاسئلة 1- 4)</li> <li>- تحليل الاحتياجات (الاسئلة 5- 8)</li> <li>المزيد من التوضيحات عند الحاجة</li> </ul>
2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)	1. أهداف هذه المقررات ومدى ارتباطها باحتياجاتك وتوقعاتك				
4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)	3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية				
<p><b>خطوة البحث الثانية: تحليل الاحتياجات ومخطط المقرر ( الاسئلة 5- 8 )</b></p> <p><b>السؤال الخامس:</b> إذا كانت هذه المقررات لا تلي احتياجاتك وتوقعاتك فيما يتعلق باللغة الإنجليزية لأغراض سياحية وفرص العمل، فما هو أكثر ما تعتقد أنه يمكن / ينبغي القيام به بأي طريقة أخرى من شأنها أن تساعد في تحسين المناهج الدراسية المطروحة ضمن الخطة الدراسية لقسم السياحة والآثار في الجامعة؟</p> <p><b>السؤال السادس:</b> ما هي المهارات اللغوية والوظائف والأنشطة المهنية التي تعتقد أنك بحاجة إليها أكثر في مجال دراستك للسياحة ولأغراض التوظيف في المستقبل؟ لماذا تظن ذلك؟</p> <p><b>السؤال السابع:</b> هل توصي بإجراء بعض التطوير على المناهج الدراسية المطروحة في قسم السياحة</p>					



<p>والآثار، على سبيل المثال، إعطاء مقرر خاص باللغة الإنجليزية لاغراض سياحية والذي يركز على منهج مطور حديثاً يركز على التواصل في السياحة المحلية؟  نعم <input type="checkbox"/> لا <input type="checkbox"/> يرجى التوضيح عن إجابتك  إذا كان الجواب بنعم، فما الذي تقترحه فيما يتعلق بكيفية تصميم هذا المنهج الجديد من حيث ما يلي؟</p>	
أ	الاهداف
ب	المحتوى والتسلسل
ج	الشكل وطريقة العرض
د	المتابعة وتقييم المنهج
<p>ماذا ينبغي أن يتوقع الطلاب؟  ما يجب تضمينه في المحتوى (أي الموضوعات، والمهارات، والوظائف، والأنشطة المهنية)، وفي أي ترتيب ينبغي تدريسها وتعلمها.  كيف ينبغي تقديم المحتوى بطريقة تساعد الطلاب على التعلم بشكل أفضل وأكثر راحة (على سبيل المثال المهارات التي يجب التركيز عليها، وسبل التعلم من خلالها)؟  ما الذي يجب القيام به لتيسير وتقييم التعلم، وبالتالي إظهار مستوى الكفاءة الفعلية للطلاب والقدرة على استخدام اللغة الإنجليزية في سياق السياحة؟</p>	
<p><b>السؤال الثامن:</b> هل لديك أية اقتراحات أخرى حول هذا المنهج، والتي يمكن أن تكون ذات فائدة في تخطيط المنهج وتصميمه؟</p>	
<p>هل هناك أي شيء آخر تريد إضافته؟  ستكون الخطوة التالية هي تحليل المعلومات التي قدمتها أنت والأخرين وعمل تقرير عن النتائج كجزء من رسالة الدكتوراه الخاصة بي. إذا كنت مهتمًا بنتائج الدراسة في أي وقت، فسوف يسعدني إطلاعك عليها عن طريق إحدى جهات الاتصال الخاصة بك والمسجلة لدي.  شكرا جزيلًا لتعاونك ووقتك  الشخص المشارك في المقابلة: _____ التاريخ: _____</p>	
<p><b>الخاتمة:</b>  - معلومات إضافية  - نبذة عن الخطوة القادمة  - الشكر</p>	

## Appendix O: Tourism Graduates' Interview Guide (English Version)

<p><b>Introduction:</b>  <b>Key components</b>  - Thank you  - Interviewer's name  - Purpose  - Confidentiality  - Duration  - How interview will be conducted  - opportunity for questions  - Consent and signature</p>	<p>I would really like to thank you for taking the time to meet with me and be part of this interview.</p> <p>My name is Mohammad AlTarawneh, and I would like to talk to you about your experiences as a graduate of the Tourism Department who completed the curriculum offered which included the six courses that constitute the English language program; namely, English Language 099, English Language I 101, English Language II 102, Communication Skills, Terminology in Archaeology and Tourism, and Tourism management.</p> <p>As a major component of the overall evaluation of this program, I am taking your views of how you evaluate the program as effective or ineffective in providing you and the current Tourism students with adequate TE training and thus meeting needs and expectations. Your views of the program effectiveness will be guided by four domains, including 'course aims and objectives', 'course content and materials', 'course conduct-teaching/learning process', and 'assessment and student performance'.</p> <p>I am also investigating your suggestions of what you think should be done to improve this program to fulfill students' needs, including for example a course syllabus in TE. Your perceptions and recommendations as regards this syllabus will also help in planning it in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.</p> <p>The interview should take less than an hour. If you do not mind, I will be recording the session because I don't want to miss any comments you provide. I might miss important information when writing fast to take notes during the interview. We are on tape, so please speak up so that I do not miss any of your comments.</p> <p>I can assure you that your responses will be kept confidential and will not be shared with anybody. The information included in the findings of this study will not in any means identify you as the respondent.</p> <p>Remember, you are not obliged to talk about anything you don't want to, and you are free to end the interview at any time.</p> <p>Do you have any questions about what I have already explained?  Are you willing to take part in this interview?</p> <p>Interviewee _____ Date: _____</p>
<p><b>Eight interview questions</b>  - Prog. Eval. Qs 1-4  - Needs Analysis Qs 5-8</p> <p><b>Clarifications and probes are used when needed</b></p>	<p><b>Research step 1: Program evaluation (effectiveness)</b></p> <p><b>QUESTION ONE:</b> How can you describe your English proficiency level in terms of the four language skills? Are you satisfied with it in relation to your field of study and work (if any)?</p> <p><b>QUESTION TWO:</b> How important do you think English is to your work in the tourism field?</p> <p><b>QUESTION THREE:</b> Do you think that the curriculum offered at the Tourism Department met your needs and expectations as regards Tourism English and prepared you to get the job of your choice? Why do you think so?</p> <p><b>QUESTION FOUR:</b> How many English-taught courses (i.e., General-English and Specialty courses) did you take in the University as part of the Tourism Department's curriculum? How do you perceive these courses as related to the development of your Tourism English ability in consideration to these issues?</p>

	1. Course aims and objectives as related to your needs and expectations	2. Sufficient tourism-related content (i.e. materials, activities, tasks, skills, functions, etc.)												
	3. Teachers' experience and skills in teaching, methods and instructional practices used to facilitate learning, opportunity for practice Tourism English	4. Assessment tools used to assess learning (i.e. feedback, quizzes, etc.)												
Closing: - <b>Further information added</b> - <b>Next step</b> - <b>Thank you</b>	<p><b>Research Step 2: Needs Analysis and Syllabus Design</b></p> <p><b>QUESTION FIVE:</b> If these courses did not meet your needs and expectations as regards Tourism English and employment opportunity, what more do you think could/should be done in any other way which would assist in making improvements to the curriculum offered?</p> <p><b>QUESTION SIX:</b> What language skills, functions, and professional activities do you think you need the best to fulfill both Tourism study and future employment purposes? Why do you think so?</p> <p><b>QUESTION SEVEN:</b> Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus focusing on communication in local tourism?  YES <input type="checkbox"/> NO <input type="checkbox"/> Please, elaborate on your answer  If YES, what do you suggest as regards how that newly-designed syllabus should look like in terms of the following?</p> <table border="1" data-bbox="512 1025 1374 1339"> <tr> <td data-bbox="512 1025 552 1059">A</td> <td data-bbox="552 1025 711 1059">Goals</td> <td data-bbox="711 1025 1374 1059">What should students expect?</td> </tr> <tr> <td data-bbox="512 1059 552 1149">B</td> <td data-bbox="552 1059 711 1149">Content and sequencing</td> <td data-bbox="711 1059 1374 1149">What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.</td> </tr> <tr> <td data-bbox="512 1149 552 1238">C</td> <td data-bbox="552 1149 711 1238">Format and presentation</td> <td data-bbox="711 1149 1374 1238">How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?</td> </tr> <tr> <td data-bbox="512 1238 552 1339">D</td> <td data-bbox="552 1238 711 1339">Monitoring and assessment</td> <td data-bbox="711 1238 1374 1339">What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?</td> </tr> </table> <p><b>QUESTION EIGHT:</b> What other suggestions can you provide about such a syllabus, which can be of help in course planning and designing?</p> <p>Is there anything else you want to add?  The next step will be analyzing the information you and others provided me and reporting the findings as part of my doctoral dissertation. If you are interested in the results of the study, I will be glad to let you know via one of the contact means you previously provided.  Thank you very much for your cooperation and time</p>		A	Goals	What should students expect?	B	Content and sequencing	What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.	C	Format and presentation	How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?	D	Monitoring and assessment	What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?
A	Goals	What should students expect?												
B	Content and sequencing	What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.												
C	Format and presentation	How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?												
D	Monitoring and assessment	What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?												

## Appendix P: Tourism Graduates' Interview Guide (Arabic Version)

<p>بداية أود حقًا أن أشكرك على وقتك في إجراء هذه المقابلة. أنا الباحث محمد الطراونة ، وأود أن أتحدث معك عن خبراتك كخريج من قسم السياحة والآثار في جامعة مؤتة والتي خلال فترة دراستك فيها أتممت الخطة الدراسية المطروحة بما فيها المقررات الستة التي تشكل برنامج اللغة الإنجليزية وهي اللغة الإنجليزية المستوى التأسيسي 99، واللغة الإنجليزية المستوى الأول 101، واللغة الإنجليزية المستوى الثاني 102، ومهارات الاتصال في اللغة الإنجليزية، والمصطلحات في علم الآثار والسياحة، وإدارة السياحة. كمكون رئيسي في التقييم الشامل لهذا البرنامج ، فإنني سأقوم في هذه المقابلة بأخذ وجهة نظرك حول كيفية رؤيتك للبرنامج على أنه فعال أو غير فعال في تزويدكم انتم وطلبة القسم الحاليين بالتدريب المناسب في اللغة الإنجليزية المستخدمة لأغراض السياحة وبالتالي تلبية احتياجاتك وتوقعاتك. يمكنك توجيه آرائك حول فعالية هذا البرنامج من خلال أربعة مجالات ، بما في ذلك "أهداف المقررات" و "محتوى المقررات ومواد التدريس" و "عملية التعلم والتعليم" و "التقييم وأداء الطلبة". كما ويهمني أيضًا أخذ اقتراحاتك المتعلقة بما ينبغي القيام به لتحسين هذا البرنامج لتلبية احتياجاتك ، بما في ذلك على سبيل المثال طرح مقرر خاص بتعليم اللغة الإنجليزية لأغراض سياحية. وستفيد تصوراتك وتوصياتك فيما يخص هذا المقرر في عمل مخطط واضح لهذا المقرر من حيث الأهداف والمحتوى وتسلسل المواد التعليمية، والشكل وطريقة عرض هذه المواد، والمتابعة واساليب التقييم.</p> <p>قد تستغرق هذه المقابلة أقل من ساعة. فإذا كنت لا تمانع ، سأقوم بتسجيل الجلسة لأنني لا أريد تفويت أي معلومة قد تقدمها، وأخشى ان أفقد معلومات مهمة عند الكتابة بسرعة لتدوين الملاحظات أثناء المقابلة. نحن على التسجيل الصوتي الآن ، لذا يرجى التحدث بصوت مرتفع قليلا حتى لا يفوتني أي من تعليقاتك. وأؤكد لك أن جميع اجاباتك على اسئلة المقابلة ستبقى سرية ولن يتم مشاركتها مع أي شخص كان. ولن تحدد المعلومات الواردة في نتائج هذه الدراسة صفتك كشخص مشارك في البحث بأي حال من الأحوال.</p>	<p><b>المقدمة- أهم المضامين:</b></p> <p>- الشكر - اسم الباحث - غرض المقابلة أو البحث - السرية - مدة المقابلة - كيفية إجراء المقابلة - امكانية طرح الاسئلة - الموافقة والتوقيع</p>				
<p><b>خطوة البحث الاولى: تقييم البرنامج والخطة الدراسية ( الاسئلة 1- 4 )</b></p> <p><b>السؤال الاول:</b> كيف يمكنك وصف مستوى إجادتك للغة الإنجليزية من حيث المهارات اللغوية الأربع؟ هل أنت راض عن ذلك في مجال دراستك؟</p> <p><b>السؤال الثاني:</b> ما مدى أهمية اللغة الإنجليزية في دراستك والتوظيف في المستقبل بعد التخرج؟</p> <p><b>السؤال الثالث:</b> هل تعتقد أن المناهج المطروحة في قسم السياحة فعالة في تلبية احتياجات طلابها فيما يتعلق باللغة الإنجليزية لأغراض سياحية، وبالتالي إعدادهم للدراسة والتوظيف في المستقبل؟ لماذا تظن ذلك؟</p> <p><b>السؤال الرابع:</b> كم عدد المقررات التي تدرس باللغة الإنجليزية (أي مقررات اللغة الإنجليزية العامة ومقررات التخصص) والتي سبق لك أن أخذتها كجزء من منهج قسم السياحة والآثار في جامعة مؤتة؟ كيف تنظر إلى هذه المقررات من حيث فعاليتها في تطوير قدراتك في اللغة الإنجليزية لأغراض سياحية خصوصا فيما يتعلق بالنقاط التالية:</p>	<p><b>اسئلة المقابلة وعددها 8</b></p> <p>- تقييم البرنامج (الاسئلة 1- 4)</p> <p>- تحليل الاحتياجات (الاسئلة 5- 8)</p>				
<table border="1"> <tr> <td data-bbox="304 1368 762 1464"> <p>2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)</p> </td> <td data-bbox="762 1368 1241 1464"> <p>1. أهداف هذه المقررات ومدى ارتباطها باحتياجاتك وتوقعاتك</p> </td> </tr> <tr> <td data-bbox="304 1464 762 1592"> <p>4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)</p> </td> <td data-bbox="762 1464 1241 1592"> <p>3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية</p> </td> </tr> </table>	<p>2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)</p>	<p>1. أهداف هذه المقررات ومدى ارتباطها باحتياجاتك وتوقعاتك</p>	<p>4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)</p>	<p>3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية</p>	<p>المزيد من التوضيحات عند الحاجة</p>
<p>2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)</p>	<p>1. أهداف هذه المقررات ومدى ارتباطها باحتياجاتك وتوقعاتك</p>				
<p>4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)</p>	<p>3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية</p>				
<p><b>خطوة البحث الثانية: تحليل الاحتياجات ومخطط المقرر ( الاسئلة 5- 8 )</b></p> <p><b>السؤال الخامس:</b> إذا كانت هذه المقررات لا تلبى احتياجاتك وتوقعاتك فيما يتعلق باللغة الإنجليزية لأغراض سياحية وفرص العمل، فما هو أكثر ما تعتقد أنه يمكن / ينبغي القيام به بأي طريقة أخرى من شأنها أن تساعد في تحسين المناهج الدراسية المطروحة ضمن الخطة الدراسية لقسم السياحة والآثار في الجامعة؟</p> <p><b>السؤال السادس:</b> ما هي المهارات اللغوية والوظائف والأنشطة المهنية التي تعتقد أنك بحاجة إليها أكثر في مجال دراستك للسياحة أو لأغراض التوظيف في المستقبل؟ لماذا تظن ذلك؟</p> <p><b>السؤال السابع:</b> هل توصي بإجراء بعض التطوير على المناهج الدراسية المطروحة في قسم السياحة والآثار، على سبيل المثال، إعطاء مقرر خاص باللغة الإنجليزية لأغراض سياحية والذي يركز على منهج مطور حديثا يركز على التواصل في السياحة المحلية؟</p>					

نعم  لا  يرجى التوضيح عن إجابتك  
إذا كان الجواب بنعم، فما الذي تقترحه فيما يتعلق بكيفية تصميم هذا المنهج الجديد من حيث ما يلي؟

أ	الاهداف	ماذا ينبغي أن يتوقع الطلاب؟
ب	المحتوى والتسلسل	ما يجب تضمينه في المحتوى (أي الموضوعات، والمهارات، والوظائف، والأنشطة المهنية)، وفي أي ترتيب ينبغي تدريسها وتعلمها.
ج	الشكل وطريقة العرض	كيف ينبغي تقديم المحتوى بطريقة تساعد الطلاب على التعلم بشكل أفضل وأكثر راحة (على سبيل المثال المهارات التي يجب التركيز عليها، وسبل التعلم من خلالها)؟
د	المتابعة وتقييم المنهج	ما الذي يجب القيام به لتيسير وتقييم التعلم، وبالتالي إظهار مستوى الكفاءة الفعلية للطلاب والقدرة على استخدام اللغة الإنجليزية في سياق السياحة؟

**السؤال الثامن:** هل لديك أية اقتراحات أخرى حول هذا المنهج، والتي يمكن أن تكون ذات فائدة في تخطيط المنهج وتصميمه؟

هل هناك أي شيء آخر تريد إضافته؟

ستكون الخطوة التالية هي تحليل المعلومات التي قدمتها أنت والآخرين وعمل تقرير عن النتائج كجزء من رسالة الدكتوراه الخاصة بي. إذا كنت مهتمًا بنتائج الدراسة في أي وقت، فسوف يسعدني إطلاعك عليها عن طريق إحدى جهات الاتصال الخاصة بك والمسجلة لدي.

شكرا جزيلا لتعاونك ووقتك

الشخص المشارك في المقابلة: \_\_\_\_\_ التاريخ: \_\_\_\_\_

**الخاتمة:**  
- معلومات  
- اضافية  
- نبذة عن  
الخطوة  
القادمة  
- الشكر

## Appendix Q: Tourism Instructors' Interview Guide (English Version)

<p><b>Introduction : Key components</b></p> <ul style="list-style-type: none"> <li>- Thank you</li> <li>- Interviewer's name</li> <li>- Purpose</li> <li>- Confidentiality</li> <li>- Duration</li> <li>- How to conduct the interview</li> <li>- opportunity for questions</li> <li>- Consent and signature</li> </ul>	<p>I would really like to thank you for taking the time to meet with me and be part of this interview.</p> <p>My name is Mohammad AlTarawneh, and I would like to talk to you about your experiences as an instructor at the Tourism Department who could add more insights about the department's curriculum, especially the six courses that constitute the English language program; namely, English Language 099, English Language I 101, English Language II 102, Communication Skills, Terminology in Archaeology and Tourism, and Tourism management.</p> <p>As a major component of the overall evaluation of this program, I am taking your views of how you evaluate the program as effective or ineffective in providing Tourism students with adequate TE training and thus meeting their needs and expectations. Your views of the program effectiveness will be guided by four domains, including 'course aims and objectives', 'course content and materials', 'course conduct-teaching/learning process', and 'assessment and student performance'.</p> <p>I am also investigating your suggestions of what you think should be done to improve this program to fulfill students' needs, including for example a course syllabus in TE. Your perceptions and recommendations as regards this syllabus will also help in planning it in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.</p> <p>The interview should take less than an hour. If you do not mind, I will be recording the session because I don't want to miss any comments you provide. I might miss important information when writing fast to take notes during the interview. We are on tape, so please speak up so that I do not miss any of your comments.</p> <p>I can assure you that your responses will be kept confidential and will not be shared with anybody. The information included in the findings of this study will not in any means identify you as the respondent.</p> <p>Remember, you are not obliged to talk about anything you don't want to, and you are free to end the interview at any time.</p> <p>Do you have any questions about what I have already explained? Are you willing to take part in this interview?</p> <p>Interviewee _____ Date: _____</p>
<p><b>Eight interview questions</b></p> <ul style="list-style-type: none"> <li>- Prog. Eval. Qs 1-5</li> <li>- Needs Analysis Qs 6-8</li> </ul> <p>Clarifications and probes are used</p>	<p><b>Research step 1: Program evaluation (effectiveness)</b></p> <p><u>QUESTION ONE</u>: What's the Department's mission regarding its graduates and their English language abilities?</p> <p><u>QUESTION TWO</u>: How can you describe your students' English proficiency levels, especially those who are in their final year of study at the Tourism Department?</p> <p><u>QUESTION THREE</u>: Do you think that the curriculum offered at the Tourism Department is effective in meeting its students' needs as regards Tourism English, and thus prepare them for future employments? Please, explain your answer.</p> <p><u>QUESTION FOUR</u>: How many courses are offered in English in the Department's curriculum? How effective do you perceive these courses in terms of these issues?</p>

when needed	1. Course aims and objectives as related to your needs and expectations	2. Sufficient tourism-related content (i.e. materials, activities, tasks, skills, functions, etc.)												
	3. Teachers' experience and skills in teaching, methods and instructional practices used to facilitate learning, opportunity for practice Tourism English	4. Assessment tools used to assess learning (i.e. feedback, quizzes, etc.)												
<p><b>QUESTION FIVE:</b> What do you teach in these courses, and what type of language and language skills do you mostly use in the classroom?</p> <p><b>Research Step 2: Needs Analysis and Syllabus Design</b></p> <p><b>QUESTION SIX:</b> What language skills, functions, and professional activities do you think these students need the best to fulfill their Tourism study and future employment purposes? Why do you think so?</p> <p><b>QUESTION SEVEN:</b> Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus focusing on communication in local tourism?  YES <input type="checkbox"/> NO <input type="checkbox"/> Please, elaborate on your answer  If YES, what do you suggest as regards how that newly-designed syllabus should look like in terms of the following?</p> <table border="1"> <tr> <td>A</td> <td>Goals</td> <td>What should students expect?</td> </tr> <tr> <td>B</td> <td>Content and sequencing</td> <td>What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.</td> </tr> <tr> <td>C</td> <td>Format and presentation</td> <td>How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?</td> </tr> <tr> <td>D</td> <td>Monitoring and assessment</td> <td>What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?</td> </tr> </table> <p><b>QUESTION EIGHT:</b> What other suggestions can you provide about such a syllabus, which can be of help in course planning and designing?</p>			A	Goals	What should students expect?	B	Content and sequencing	What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.	C	Format and presentation	How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?	D	Monitoring and assessment	What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?
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Closing: - Further information added - Next step - Thank you	Is there anything else you want to add?  The next step will be analyzing the information you and others provided me and reporting the findings as part of my doctoral dissertation. If you are interested in the results of the study, I will be glad to let you know via one of the contact means you previously provided. Thank you very much for your cooperation and time													

## Appendix R: Tourism Instructors' Interview Guide (Arabic Version)

<p>بداية أود حقًا أن أشكرك على وقتك في إجراء هذه المقابلة. أنا الباحث محمد الطراونة ، وأود أن أتحدث معك عن خبراتك كعضو هيئة تدريس في قسم السياحة والآثار في جامعة مؤتة والذي يمكنه تزويدنا بمعلومات مهمة عن الخطة الدراسية المطروحة في القسم بما فيها المقررات الستة التي تشكل برنامج اللغة الإنجليزية وهي اللغة الإنجليزية المستوى التأسيسي 99، واللغة الإنجليزية المستوى الأول 101، واللغة الإنجليزية المستوى الثاني 102، ومهارات الاتصال في اللغة الإنجليزية، والمصطلحات في علم الآثار والسياحة، وإدارة السياحة.</p> <p>كمكون رئيسي في التقييم الشامل لهذا البرنامج ، فإنني سأقوم في هذه المقابلة بأخذ وجهة نظرك حول كيفية رؤيتك للبرنامج على أنه فعال أو غير فعال في تزويد طلاب قسم السياحة بالتدريب المناسب في اللغة الإنجليزية المستخدمة لأغراض السياحة وبالتالي تلبية احتياجاتهم وتوقعاتهم. يمكنك توجيه أرائك حول فعالية هذا البرنامج من خلال أربعة مجالات ، وهي "أهداف المقررات" و "محتوى المقررات ومواد التدريس" و "عملية التعلم والتعليم" و "التقييم وأداء الطلبة".</p> <p>كما ويهمني أيضًا أخذ اقتراحاتك المتعلقة بما ينبغي القيام به لتحسين هذا البرنامج لتلبية احتياجات الطلبة ، بما في ذلك على سبيل المثال طرح مقرر خاص بتعليم اللغة الإنجليزية لأغراض سياحية. وستفيد تصوراتك وتوصياتك فيما يخص هذا المقرر في عمل مخطط واضح لهذا المقرر من حيث الأهداف والمحتوى وتسلسل المواد التعليمية، والشكل وطريقة عرض هذه المواد، والمتابعة وأساليب التقييم.</p> <p>قد تستغرق هذه المقابلة أقل من ساعة. فإذا كنت لا تمانع ، سأقوم بتسجيل الجلسة لأنني لا أريد تفويت أي معلومة قد تقدمها، وأخشى ان أفقد معلومات مهمة عند الكتابة بسرعة لتدوين الملاحظات أثناء المقابلة. نحن على التسجيل الصوتي الآن ، لذا يرجى التحدث بصوت مرتفع قليلا حتى لا يفوتني أي من تعليقاتك. وأكد لك أن جميع اجاباتك على اسئلة المقابلة ستبقى سرية ولن يتم مشاركتها مع أي شخص كان. ولن تحدد المعلومات الواردة في نتائج هذه الدراسة صفتك كشخص مشارك في البحث بأي حال من الأحوال.</p>	<p><b>المقدمة- أهم المضامين:</b></p> <p>- الشكر - اسم الباحث - غرض المقابلة أو البحث - السرية - مدة المقابلة - كيفية إجراء المقابلة - إمكانية طرح الاسئلة - الموافقة والتوقيع</p>				
<p><b>خطوة البحث الأولى: تقييم البرنامج والخطة الدراسية ( الاسئلة 1- 5)</b></p> <p><b>السؤال الأول:</b> ما هي رؤية قسم السياحة والآثار فيما يتعلق بالخريجين وقدراتهم في اللغة الإنجليزية؟</p> <p><b>السؤال الثاني:</b> كيف يمكنك وصف مستوى إتقان اللغة الإنجليزية لدى الطلاب في قسم السياحة والآثار، وخاصة أولئك الذين هم في السنة النهائية من الدراسة؟</p> <p><b>السؤال الثالث:</b> هل تعتقد أن المناهج والمقررات المطروحة في قسم السياحة والآثار فعالة في تلبية احتياجات طلابها فيما يتعلق باللغة الإنجليزية لأغراض سياحية، وبالتالي إعدادهم للوظائف في المستقبل؟ الرجاء توضيح إجابتك.</p> <p><b>السؤال الرابع:</b> كم عدد المقررات التي تدرس باللغة الإنجليزية ضمن الخطة الدراسية لقسم السياحة والآثار؟ من وجهة نظرك ما مدى فعالية هذه المقررات من حيث الامور التالية:</p> <table border="1" data-bbox="316 1346 1230 1568"> <tr> <td data-bbox="316 1346 767 1442">2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)</td> <td data-bbox="767 1346 1230 1442">1. أهداف هذه المقررات ومدى ارتباطها باحتياجات وتوقعات الطلاب</td> </tr> <tr> <td data-bbox="316 1442 767 1568">4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)</td> <td data-bbox="767 1442 1230 1568">3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية</td> </tr> </table>	2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)	1. أهداف هذه المقررات ومدى ارتباطها باحتياجات وتوقعات الطلاب	4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)	3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية	<p><b>اسئلة المقابلة وعددها 8</b></p> <p>- تقييم البرنامج (الاسئلة 1- 5)</p> <p>- تحليل الاحتياجات (الاسئلة 6- 8)</p> <p>المزيد من التوضيحات عند الحاجة</p>
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<p><b>السؤال الخامس:</b> ما الذي تقومون بتدريسه في هذه المقررات، وما نوع المهارات اللغوية واللغوية التي تستخدمونها في الغالب في الغرفة الصفية؟</p> <p><b>خطوة البحث الثانية: تحليل الاحتياجات ومخطط المقرر ( الاسئلة 6- 8)</b></p> <p><b>السؤال السادس:</b> ما هي المهارات اللغوية والوظائف والأنشطة المهنية التي تعتقد أن الطلبة بحاجة إليها أكثر في مجال دراستهم وفي مجال التوظيف في المستقبل؟ لماذا تظن ذلك؟</p> <p><b>السؤال السابع:</b> هل توصي بإجراء بعض التطوير على المناهج الدراسية المطروحة في قسم السياحة والآثار، على سبيل المثال، إعطاء مقرر خاص باللغة الإنجليزية لأغراض سياحية والذي يركز على منهج مطور حديثًا يركز على التواصل في السياحة المحلية؟ <input type="checkbox"/> نعم <input type="checkbox"/> لا يرجى التوضيح عن إجابتك إذا كان الجواب بنعم، فما الذي تقترحه فيما يتعلق بكيفية تصميم هذا المنهج الجديد من حيث ما يلي؟</p>					



أ	الاهداف	ماذا ينبغي أن يتوقع الطلاب؟
ب	المحتوى والتسلسل	ما يجب تضمينه في المحتوى (أي الموضوعات، والمهارات، والوظائف، والأنشطة المهنية)، وفي أي ترتيب ينبغي تدريسها وتعلمها.
ج	الشكل وطريقة العرض	كيف ينبغي تقديم المحتوى بطريقة تساعد الطلاب على التعلم بشكل أفضل وأكثر راحة (على سبيل المثال المهارات التي يجب التركيز عليها، وسبل التعلم من خلالها)؟
د	المتابعة وتقييم المنهج	ما الذي يجب القيام به لتيسير وتقييم التعلم، وبالتالي إظهار مستوى الكفاءة الفعلية للطلاب والقدرة على استخدام اللغة الإنجليزية في سياق السياحة؟
<p><b>السؤال الثامن:</b> هل لديك أية اقتراحات أخرى حول هذا المنهج، والتي يمكن أن تكون ذات فائدة في تخطيط المنهج وتصميمه؟</p>		
<p>هل هناك أي شيء آخر تريد إضافته؟</p> <p>ستكون الخطوة التالية هي تحليل المعلومات التي قدمتها أنت والأخرين وعمل تقرير عن النتائج كجزء من رسالة الدكتوراه الخاصة بي. إذا كنت مهتمًا بنتائج الدراسة في أي وقت ، فسوف يسعدني إطلاعك عليها عن طريق إحدى جهات الاتصال الخاصة بك والمسجلة لدي.</p> <p>شكرا جزيلًا لتعاونك ووقتك</p> <p>الشخص المشارك في المقابلة: _____ التاريخ: _____</p>		<p><b>الخاتمة:</b></p> <p>- معلومات إضافية</p> <p>- نبذة عن الخطوة القادمة</p> <p>- الشكر</p>

## Appendix S: English Instructors' Interview Guide (English Version)

<p><b>Introduction: Key components</b></p> <ul style="list-style-type: none"> <li>- Thank you</li> <li>- Interviewer's name</li> <li>- Purpose</li> <li>- Confidentiality</li> <li>- Duration</li> <li>- How to conduct the interview</li> <li>- opportunity for questions</li> <li>- Consent and signature</li> </ul>	<p>I would really like to thank you for taking the time to meet with me and be part of this interview.</p> <p>My name is Mohammad AlTarawneh, and I would like to talk to you about your experiences as an instructor at the Language Center at Mu'tah University and as one who could add more insights about the English language program offered to all university students and the ability of this program to provide ESP training, more specifically TE training through the six courses that constitute the program; namely, English Language 099, English Language I 101, English Language II 102, Communication Skills, Terminology in Archaeology and Tourism, and Tourism management.</p> <p>As a major component of the overall evaluation of this program, I am taking your views of how you evaluate the program as effective or ineffective in providing Tourism students with adequate TE training and thus meeting their needs and expectations. Your views of the program effectiveness will be guided by four domains, including 'course aims and objectives', 'course content and materials', 'course conduct-teaching/learning process', and 'assessment and student performance'.</p> <p>I am also investigating your suggestions of what you think should be done to improve this program to fulfill students' needs, including for example a course syllabus in TE. Your perceptions and recommendations as regards this syllabus will also help in planning it in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.</p> <p>The interview should take less than an hour. If you do not mind, I will be recording the session because I don't want to miss any comments you provide. I might miss important information when writing fast to take notes during the interview. We are on tape, so please speak up so that I do not miss any of your comments.</p> <p>I can assure you that your responses will be kept confidential and will not be shared with anybody. The information included in the findings of this study will not in any means identify you as the respondent.</p> <p>Remember, you are not obliged to talk about anything you don't want to, and you are free to end the interview at any time.</p> <p>Do you have any questions about what I have already explained? Are you willing to take part in this interview?</p> <p>Interviewee _____ Date: _____</p>		
<p><b>Six interview questions</b></p> <ul style="list-style-type: none"> <li>- Prog. Eval. Qs 1-3</li> <li>- Needs Analysis Qs 4-6</li> </ul>	<p><b>Research step 1: Program evaluation (effectiveness)</b></p> <p><u>QUESTION ONE:</u> What's the Language Center's mission as regards developing the English language abilities of students of university specializations other than English; for example Tourism?</p> <p><u>QUESTION TWO:</u> How many courses (i.e., General-English or ESP courses) are offered for these students? How effective do you perceive these courses as regards students' Tourism English ability in consideration to these issues?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;">1. Course aims and objectives as related to your needs and expectations</td> <td style="width: 50%; padding: 5px;">2. Sufficient tourism-related content (i.e. materials, activities, tasks, skills, functions, etc.)</td> </tr> </table>	1. Course aims and objectives as related to your needs and expectations	2. Sufficient tourism-related content (i.e. materials, activities, tasks, skills, functions, etc.)
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<p>Clarifications and probes are used when needed</p>	<table border="1" data-bbox="488 188 1361 309"> <tr> <td data-bbox="488 188 967 309">3. Teachers' experience and skills in teaching, methods and instructional practices used to facilitate learning, opportunity for practice Tourism English</td> <td data-bbox="967 188 1361 309">4. Assessment tools used to assess learning (i.e. feedback, quizzes, etc.)</td> </tr> </table> <p><b>QUESTION THREE:</b> Do you think that such courses, in addition to other specialty courses taught in English at the Tourism Department, are effective in meeting Tourism students' needs as regards Tourism English, and thus prepare them for future employments? Please, explain your answer.</p> <p><b>Research Step 2: Needs Analysis and Syllabus Design</b></p> <p><b>QUESTION FOUR:</b> What language skills, functions, and professional activities do you think these students need the best to fulfill their Tourism study and future employment purposes? Why do you think so?</p> <p><b>QUESTION FIVE:</b> Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus focusing on communication in local tourism?  YES <input type="checkbox"/> NO <input type="checkbox"/> Please, elaborate on your answer  If YES, what do you suggest as regards how that newly-designed syllabus should look like in terms of the following?</p> <table border="1" data-bbox="488 891 1361 1205"> <tr> <td data-bbox="488 891 528 925">A</td> <td data-bbox="528 891 683 925">Goals</td> <td data-bbox="683 891 1361 925">What should students expect?</td> </tr> <tr> <td data-bbox="488 925 528 1014">B</td> <td data-bbox="528 925 683 1014">Content and sequencing</td> <td data-bbox="683 925 1361 1014">What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.</td> </tr> <tr> <td data-bbox="488 1014 528 1104">C</td> <td data-bbox="528 1014 683 1104">Format and presentation</td> <td data-bbox="683 1014 1361 1104">How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?</td> </tr> <tr> <td data-bbox="488 1104 528 1193">D</td> <td data-bbox="528 1104 683 1193">Monitoring and assessment</td> <td data-bbox="683 1104 1361 1193">What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?</td> </tr> </table> <p><b>QUESTION SIX:</b> What other suggestions can you provide about such a syllabus, which can be of help in course planning and designing?</p>	3. Teachers' experience and skills in teaching, methods and instructional practices used to facilitate learning, opportunity for practice Tourism English	4. Assessment tools used to assess learning (i.e. feedback, quizzes, etc.)	A	Goals	What should students expect?	B	Content and sequencing	What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.	C	Format and presentation	How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?	D	Monitoring and assessment	What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?
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D	Monitoring and assessment	What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?													
<p>Closing:  - Further information added  - Next step  - Thank you</p>	<p>Is there anything else you want to add?</p> <p>The next step will be analyzing the information you and others provided me and reporting the findings as part of my doctoral dissertation. If you are interested in the results of the study, I will be glad to let you know via one of the contact means you previously provided.</p> <p>Thank you very much for your cooperation and time</p>														

## Appendix T: English Instructors' Interview Guide (Arabic Version)

<p>بداية أود حقاً أن أشكرك على وقتك في إجراء هذه المقابلة.</p> <p>أنا الباحث محمد الطراونة ، وأود أن أتحدث معك عن خبراتك كعضو هيئة تدريس في مركز اللغة الإنجليزية التابع لقسم اللغة الإنجليزية في جامعة مؤتة والذي يمكنه تزويدنا بمعلومات مهمة عن برنامج اللغة الإنجليزية المطروح لجميع الطلاب في الجامعة وقدرة هذا البرنامج في توفير التدريب المناسب في اللغة الإنجليزية لأغراض خاصة وخصوصاً اللغة الإنجليزية لأغراض السياحة من خلال المقررات الستة التي تمثل هذا البرنامج وهي اللغة الإنجليزية المستوى التأسيسي 99، واللغة الإنجليزية المستوى الأول 101، واللغة الإنجليزية المستوى الثاني 102، ومهارات الاتصال في اللغة الإنجليزية، والمصطلحات في علم الآثار والسياحة، وإدارة السياحة.</p> <p>كمكون رئيسي في التقييم الشامل لهذا البرنامج ، فإنني سأقوم في هذه المقابلة بأخذ وجهة نظرك حول كيفية رؤيتك للبرنامج على أنه فعال أو غير فعال في تزويد طلاب قسم السياحة بالتدريب المناسب في اللغة الإنجليزية المستخدمة لأغراض السياحة .وبالتالي تلبية احتياجاتهم وتوقعاتهم. يمكنك توجيه أرائك حول فعالية هذا البرنامج من خلال أربعة مجالات ، وهي "أهداف المقررات" و "محتوى المقررات ومواد التدريس" و "عملية التعلم والتعليم" و "التقييم وأداء الطلبة".</p> <p>كما ويهمني أيضاً أخذ اقتراحاتك المتعلقة بما ينبغي القيام به لتحسين هذا البرنامج لتلبية احتياجات الطلبة ، بما في ذلك على سبيل المثال طرح مقرر خاص بتعليم اللغة الإنجليزية لأغراض سياحية. وسنقيد تصوراتك وتوصياتك فيما يخص هذا المقرر في عمل مخطط واضح لهذا المقرر من حيث الأهداف والمحتوى وتسلسل المواد التعليمية، والشكل وطريقة عرض هذه المواد، والمتابعة واساليب التقييم.</p> <p>قد تستغرق هذه المقابلة أقل من ساعة فإذا كنت لا تمانع ، سأقوم بتسجيل الجلسة لأنني لا أريد تفويت أي معلومة قد تقدمها، وأخشى ان أفقد معلومات مهمة عند الكتابة بسرعة لتدوين الملاحظات أثناء المقابلة. نحن على التسجيل الصوتي الآن ، لذا يرجى التحدث بصوت مرتفع قليلاً حتى لا يفوتني أي من تعليقاتك. وأؤكد لك أن جميع اجاباتك على اسئلة المقابلة ستبقى سرية ولن يتم مشاركتها مع أي شخص كان. ولن تحدد المعلومات الواردة في نتائج هذه الدراسة صفتك كشخص مشارك في البحث بأي حال من الأحوال.</p>	<p><b>المقدمة- أهم المضامين:</b></p> <ul style="list-style-type: none"> <li>- الشكر</li> <li>- اسم الباحث</li> <li>- غرض المقابلة او البحث</li> <li>- السرية</li> <li>- مدة المقابلة</li> <li>- كيفية اجراء المقابلة</li> <li>- امكانية طرح الاسئلة</li> <li>- الموافقة والتوقيع</li> </ul>				
<p><b>خطوة البحث الاولى: تقييم البرنامج والخطة الدراسية ( الاسئلة 1- 3 )</b></p> <p><b>السؤال الاول:</b> ما هي رؤية مركز اللغات في الجامعة فيما يتعلق بتطوير قدرات اللغة الإنجليزية لدى طلاب الجامعة نوو التخصصات الاخرى غير تخصص اللغة الإنجليزية؛ على سبيل المثال تخصص السياحة؟</p> <p><b>السؤال الثاني:</b> كم عدد المقررات المطروحة (سواء مقررات لغة انجليزية عامة أو مقررات لغة انجليزية لأغراض خاصة) لهؤلاء الطلاب؟ كيف تنتظر إلى هذه المقررات من حيث فعاليتها في تطوير قدرات الطلبة في اللغة الإنجليزية لأغراض سياحية خصوصاً فيما يتعلق بالنقاط التالية:</p> <table border="1" data-bbox="336 1310 1209 1527"> <tr> <td data-bbox="336 1310 762 1406">2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)</td> <td data-bbox="767 1310 1209 1406">1. أهداف هذه المقررات ومدى ارتباطها باحتياجات وتوقعات الطلاب</td> </tr> <tr> <td data-bbox="336 1413 762 1527">4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)</td> <td data-bbox="767 1413 1209 1527">3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية</td> </tr> </table>	2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)	1. أهداف هذه المقررات ومدى ارتباطها باحتياجات وتوقعات الطلاب	4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)	3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية	<p><b>اسئلة المقابلة وعددها 6</b></p> <ul style="list-style-type: none"> <li>- تقييم البرنامج (الاسئلة 1- 3)</li> <li>- تحليل الاحتياجات (الاسئلة 4- 6)</li> <li>المزيد من التوضيحات عند الحاجة</li> </ul>
2. محتوى كل من هذه المقررات وارتباطها بالسياحة (أي المواد والأنشطة والمهام والمهارات والوظائف وما إلى ذلك)	1. أهداف هذه المقررات ومدى ارتباطها باحتياجات وتوقعات الطلاب				
4. أدوات التقييم المستخدمة لتقييم التعلم (ملاحظات، اختبارات قصيرة، وما إلى ذلك)	3. خبرة ومهارات المدرسين في التدريس والأساليب والممارسات التعليمية المستخدمة لتسهيل التعلم، وحجم الفرصة المتاحة لممارسة اللغة الإنجليزية لأغراض سياحية				
<p><b>السؤال الثالث:</b> هل تعتقد أن مثل هذه المقررات، بالإضافة إلى مقررات التخصص الأخرى التي تدرس باللغة الإنجليزية في قسم السياحة والآثار، فعالة في تلبية احتياجات الطلاب فيما يتعلق باللغة الإنجليزية لأغراض سياحية، وبالتالي إعدادهم للوظائف في المستقبل؟ الرجاء توضيح إجابتك.</p> <p><b>خطوة البحث الثانية: تحليل الاحتياجات ومخطط المقرر ( الاسئلة 6- 8 )</b></p> <p><b>السؤال الرابع:</b> ما هي المهارات اللغوية والوظائف والأنشطة المهنية التي تعتقد أن الطلبة بحاجة إليها أكثر في مجال دراستهم وفي مجال التوظيف في المستقبل؟ لماذا تظن ذلك؟</p> <p><b>السؤال الخامس:</b> هل توصي بإجراء بعض التطوير على المناهج الدراسية المطروحة في قسم السياحة والآثار، على سبيل المثال، إعطاء مقرر خاص باللغة الإنجليزية لأغراض سياحية والذي يركز على منهج مطور حديثاً يركز على التواصل في السياحة المحلية؟ <input type="checkbox"/> نعم <input type="checkbox"/> لا يرجى التوضيح عن إجابتك</p> <p>إذا كان الجواب بنعم، فما الذي تقترحه فيما يتعلق بكيفية تصميم هذا المنهج الجديد من حيث ما يلي؟</p>					

أ	الاهداف	ماذا ينبغي أن يتوقع الطلاب؟
ب	المحتوى والتسلسل	ما يجب تضمينه في المحتوى (أي الموضوعات، والمهارات، والوظائف، والأنشطة المهنية)، وفي أي ترتيب ينبغي تدريسها وتعلمها.
ج	الشكل وطريقة العرض	كيف ينبغي تقديم المحتوى بطريقة تساعد الطلاب على التعلم بشكل أفضل وأكثر راحة (على سبيل المثال المهارات التي يجب التركيز عليها، وسبل التعلم من خلالها)؟
د	المتابعة وتقييم المنهج	ما الذي يجب القيام به لتيسير وتقييم التعلم، وبالتالي إظهار مستوى الكفاءة الفعلية للطلاب والقدرة على استخدام اللغة الإنجليزية في سياق السياحة؟
<p><b>السؤال السادس:</b> هل لديك أية اقتراحات أخرى حول هذا المنهج، والتي يمكن أن تكون ذات فائدة في تخطيط المنهج وتصميمه؟</p>		
<p><b>الخاتمة:</b></p> <ul style="list-style-type: none"> <li>- معلومات</li> <li>- إضافية</li> <li>- نبذة عن</li> <li>الخطوة القادمة</li> <li>- الشكر</li> </ul> <p>شكرا جزيلا لتعاونك ووقتك</p> <p>الشخص المشارك في المقابلة: _____ التاريخ: _____</p>		<p>هل هناك أي شيء آخر تريد إضافته؟</p> <p>ستكون الخطوة التالية هي تحليل المعلومات التي قدمتها أنت والآخرين وعمل تقرير عن النتائج كجزء من رسالة الدكتوراه الخاصة بي. إذا كنت مهتمًا بنتائج الدراسة في أي وقت ، فسوف يسعدني إطلاعك عليها عن طريق إحدى جهات الاتصال الخاصة بك والمسجلة لدي.</p>

## Appendix U: Employers' Interview Guide (English Version)

<p><b>Introduction:</b>  <b>Key components</b>  - Thank you  - Interviewer's name  - Purpose  - Confidentiality  - Duration  - How to conduct the interview  - opportunity for questions  - Consent and signature</p>	<p>I would really like to thank you for taking the time to meet with me and be part of this interview.</p> <p>My name is Mohammad AlTarawneh, and I would like to talk to you about your experiences as an employer in the local tourism industry who could add more insights about how well Tourism university graduates in Jordan are prepared in TE that allows them to do the tourism jobs. As a member of Mu'tah University's Job Search Gate and based on your knowledge of the curriculum offered at the Tourism Department, I also want to hear more from you about the ability of the English language program offered within the curriculum to provide adequate TE training through the six courses constituting the program; namely, English Language 099, English Language I 101, English Language II 102, Communication Skills, English Terminology in Archaeology and Tourism, and Tourism management.</p> <p>As a major component of the overall evaluation of this program, I am taking your views of how you evaluate the program as effective or ineffective in providing Tourism students with adequate TE training and thus meeting their needs and expectations. Your views of the program effectiveness will be guided by four domains, including 'course aims and objectives', 'course content and materials', 'course conduct-teaching/learning process', and 'assessment and student performance'.</p> <p>I am also investigating your suggestions of what you think should be done to improve this program to fulfill students' needs, including for example a course syllabus in TE. Your perceptions and recommendations as regards this syllabus will also help in planning it in terms of goals, content and sequencing, format and presentation, and monitoring and assessment.</p> <p>The interview should take less than an hour. If you do not mind, I will be recording the session because I don't want to miss any comments you provide. I might miss important information when writing fast to take notes during the interview. We are on tape, so please speak up so that I do not miss any of your comments.</p> <p>I can assure you that your responses will be kept confidential and will not be shared with anybody. The information included in the findings of this study will not in any means identify you as the respondent.</p> <p>Remember, you are not obliged to talk about anything you don't want to, and you are free to end the interview at any time.</p> <p>Do you have any questions about what I have already explained?  Are you willing to take part in this interview?</p> <p>Interviewee _____ Date: _____</p>
<p><b>Eight interview questions</b></p> <p>- Prog. Eval. Qs 1-3</p> <p>- Needs Analysis Qs 4-8</p>	<p><b>Research step 1: Program evaluation (effectiveness)</b></p> <p><b>QUESTION ONE:</b> What sort of Tourism university graduates do you consider for employment the most in your field?</p> <p><b>QUESTION TWO:</b> Do you think the curriculum offered at the Tourism Department is effective in meeting its students' needs as regards Tourism English, and thus prepare them for future employments? Please, explain your answer.</p> <p><b>QUESTION THREE:</b> Do you think that Tourism graduates are proficient enough in Tourism English to the extent they can communicate effectively in any tourism context? Why do you think so?</p>

<p>Clarifications and probes are used when needed</p>	<p><b>Research Step 2: Needs Analysis and Syllabus Design</b></p> <p><b>QUESTION FOUR:</b> What professional activities do you think Tourism graduates should be able to do in English?</p> <p><b>QUESTION FIVE:</b> Do you prefer to employ any Tourism graduates or only those with special training and experiences in English for tourism? Why do you prefer so?</p> <p><b>QUESTION SIX:</b> What skill (s) do you highly require a graduate to master the best, reading, listening speaking, or writing? Please order the skills based on how important you see each and give your reasons.</p> <p><b>QUESTION SEVEN:</b> Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly-designed syllabus focusing on communication in local tourism?  YES <input type="checkbox"/> NO <input type="checkbox"/> Please, elaborate on your answer  If YES, what do you suggest as regards how that newly-designed syllabus should look like in terms of the following?</p> <table border="1" data-bbox="523 801 1353 1173"> <tr> <td>A</td> <td>Goals</td> <td>What should students expect?</td> </tr> <tr> <td>B</td> <td>Content and sequencing</td> <td>What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.</td> </tr> <tr> <td>C</td> <td>Format and presentation</td> <td>How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?</td> </tr> <tr> <td>D</td> <td>Monitoring and assessment</td> <td>What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?</td> </tr> </table> <p><b>QUESTION EIGHT:</b> What other suggestions can you provide about such a syllabus, which can be of help in course planning and designing?</p>	A	Goals	What should students expect?	B	Content and sequencing	What to include (i.e. topics, skills, functions, professional activities) and in what order these should be taught and learned.	C	Format and presentation	How should content be presented in a way that helps students learn in the best and most comfortable way possible (e.g. skills to focus on, ways to learn through)?	D	Monitoring and assessment	What should be done to facilitate and assess learning, and thus demonstrate the students' actual proficiency level and ability to use English in the tourism context?
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<p>Closing:  - Further information added  - Next step  - Thank you</p>	<p>Is there anything else you want to add?</p> <p>The next step will be analyzing the information you and others provided me and reporting the findings as part of my doctoral dissertation. If you are interested in the results of the study, I will be glad to let you know via one of the contact means you previously provided.  Thank you very much for your cooperation and time</p>												

## Appendix V: Employers' Interview Guide (Arabic Version)

<p>بداية أود حقاً أن أشكرك على وقتك في إجراء هذه المقابلة. أنا الباحث محمد الطراونة ، وأود أن أتحدث معك عن خبراتك كصاحب عمل في مجال السياحة في الاردن والذي يمكنه اضافة المزيد من المعلومات المهمة عن مستوى اعداد خريجي تخصص السياحة في الجامعات الاردنية في اللغة الانجليزية لاغراض سياحية بشكل يؤهلهم للعمل في المجال السياحي.</p> <p>وبصفتك عضواً في بوابة البحث عن الوظائف في جامعة مؤتة واستناداً إلى معرفتك بالخطة الدراسية لقسم السياحة والآثار في الجامعة، أود أيضاً أن أسمع المزيد منك حول قدرة برنامج اللغة الإنجليزية المطروح ضمن هذه الخطة على توفير التدريب كافٍ في مجال اللغة الإنجليزية لأغراض السياحة من خلال المقررات الستة التي تمثل هذا البرنامج وهي اللغة الإنجليزية المستوى التأسيسي 99، واللغة الإنجليزية المستوى الأول 101، واللغة الإنجليزية المستوى الثاني 102، ومهارات الاتصال في اللغة الإنجليزية، والمصطلحات في علم الآثار والسياحة، وإدارة السياحة.</p> <p>كمكون رئيسي في التقييم الشامل لهذا البرنامج ، فإنني سأقوم في هذه المقابلة بأخذ وجهة نظرك حول كيفية رؤيتك للبرنامج على أنه فعال أو غير فعال في تزويد طلاب قسم السياحة بالتدريب المناسب في اللغة الإنجليزية المستخدمة لأغراض السياحة وبالتالي تلبية احتياجاتهم وتوقعاتهم. يمكنك توجيه آرائك حول فعالية هذا البرنامج من خلال أربعة مجالات ، وهي "أهداف المقررات" و "محتوى المقررات ومواد التدريس" و "عملية التعلم والتعليم" و "التقييم وأداء الطلبة".</p> <p>كما ويهمني أيضاً أخذ اقتراحاتك المتعلقة بما ينبغي القيام به لتحسين هذا البرنامج لتلبية احتياجات الطلبة ، بما في ذلك على سبيل المثال طرح مقرر خاص بتعليم اللغة الإنجليزية لأغراض سياحية. وستفيد تصوراتك وتوصياتك فيما يخص هذا المقرر في عمل مخطط واضح لهذا المقرر من حيث الأهداف والمحتوى وتسلسل المواد التعليمية، والشكل وطريقة عرض هذه المواد، والمتابعة واساليب التقييم.</p> <p>قد تستغرق هذه المقابلة أقل من ساعة فإذا كنت لا تمنع ، سأقوم بتسجيل الجلسة لأنني لا أريد تفويت أي معلومة قد تقدمها، وأخشى ان أفقد معلومات مهمة عند الكتابة بسرعة لتدوين الملاحظات أثناء المقابلة. نحن على التسجيل الصوتي الان ، لذا يرجى التحدث بصوت مرتفع قليلا حتى لا يفوتني أي من تعليقاتك. وأؤكد لك أن جميع اجاباتك على اسئلة المقابلة ستبقى سرية ولن يتم مشاركتها مع أي شخص كان. ولن تحدد المعلومات الواردة في نتائج هذه الدراسة صفتك كشخص مشارك في البحث بأي حال من الأحوال.</p>	<p><b>المقدمة- أهم المضامين:</b></p> <ul style="list-style-type: none"> <li>- الشكر</li> <li>- اسم الباحث</li> <li>- غرض المقابلة او البحث</li> <li>- السرية</li> <li>- مدة المقابلة</li> <li>- كيفية اجراء المقابلة</li> <li>- امكانية طرح الاسئلة</li> <li>- الموافقة والتوقيع</li> </ul>
<p><b>خطوة البحث الاولى: تقييم البرنامج والخطة الدراسية ( الاسئلة 1- 3)</b></p> <p><b>السؤال الاول:</b> أي من خريجي الجامعات في تخصصات السياحة تعتبرهم مؤهلين أكثر للعمل في المجال السياحي؟</p> <p><b>السؤال الثاني:</b> هل تعتقد أن الخطة الدراسية والمناهج المطروحة في قسم السياحة والآثار في جامعة مؤتة فعالة في تلبية احتياجات الطلاب فيما يتعلق باللغة الإنجليزية لأغراض سياحية، وبالتالي إعدادهم للتوظيف في المستقبل؟ يرجى توضيح إجابتك.</p> <p><b>السؤال الثالث:</b> هل تعتقد أن خريجي السياحة يتقنون اللغة الإنجليزية المستخدمة لأغراض سياحية إلى الحد الذي يمكن التواصل بشكل فعال في أي سياق في السياحة؟ لماذا تعتقد ذلك؟</p> <p><b>خطوة البحث الثانية: تحليل الاحتياجات ومخطط المقرر ( الاسئلة 4- 8)</b></p> <p><b>السؤال الرابع:</b> ما هي الأنشطة المهنية التي تعتقد أن على خريجي السياحة أن يكونوا قادرين على القيام بها باللغة الإنجليزية؟</p> <p><b>السؤال الخامس:</b> هل تفضل توظيف أي من خريجي السياحة أو فقط أولئك الذين لديهم تدريب خاص وخبرات في اللغة الإنجليزية لأغراض سياحية؟ لماذا تفضل ذلك؟</p> <p><b>السؤال السادس:</b> ما هي المهارة او المهارات التي تفضل ان يتقنها خريج السياحة بشدة، القراءة، الاستماع، المحادثة أو الكتابة؟ يرجى ترتيب المهارات على أساس مدى أهميتها في المجال السياحي مع اعطاء الأسباب الخاصة بك لهذا الترتيب ان أمكن.</p> <p><b>السؤال السابع:</b> هل توصي بإجراء بعض التطوير على المناهج الدراسية المطروحة في قسم السياحة والآثار، على سبيل المثال، إعطاء مقرر خاص باللغة الإنجليزية لأغراض سياحية والذي يركز على منهج مطور حديثا يركز على التواصل في السياحة المحلية؟ <input type="checkbox"/> نعم <input type="checkbox"/> لا يرجى التوضيح عن إجابتك</p> <p>إذا كان الجواب بنعم، فما الذي تقترحه فيما يتعلق بكيفية تصميم هذا المنهج الجديد من حيث ما يلي؟</p>	<p><b>اسئلة المقابلة وعددها 6</b></p> <ul style="list-style-type: none"> <li>- تقييم البرنامج (الاسئلة 1- 3)</li> <li>- تحليل الاحتياجات (الاسئلة 4- 8)</li> <li>- المزيد من التوضيحات عند الحاجة</li> </ul>



أ	الأهداف	ماذا ينبغي أن يتوقع الطلاب؟
ب	المحتوى والتسلسل	ما يجب تضمينه في المحتوى (أي الموضوعات، والمهارات، والوظائف، والأنشطة المهنية)، وفي أي ترتيب ينبغي تدريسها وتعلمها.
ج	الشكل وطريقة العرض	كيف ينبغي تقديم المحتوى بطريقة تساعد الطلاب على التعلم بشكل أفضل وأكثر راحة (على سبيل المثال المهارات التي يجب التركيز عليها، وسبل التعلم من خلالها)؟
د	المتابعة وتقييم المنهج	ما الذي يجب القيام به لتيسير وتقييم التعلم، وبالتالي إظهار مستوى الكفاءة الفعلية للطلاب والقدرة على استخدام اللغة الإنجليزية في سياق السياحة؟
<p><b>السؤال الثامن:</b> هل لديك أية اقتراحات أخرى حول هذا المنهج، والتي يمكن أن تكون ذات فائدة في تخطيط المنهج وتصميمه؟</p>		
<p><b>الخاتمة:</b></p> <p>- معلومات إضافية عن نبذة عن الخطوة القادمة - الشكر</p> <p>هل هناك أي شيء آخر تريد إضافته؟</p> <p>ستكون الخطوة التالية هي تحليل المعلومات التي قدمتها أنت والأخريين وعمل تقرير عن النتائج كجزء من رسالة الدكتوراه الخاصة بي. إذا كنت مهتمًا بنتائج الدراسة في أي وقت، فسوف يسعدني إطلاعك عليها عن طريق إحدى جهات الاتصال الخاصة بك والمسجلة لدي.</p> <p>شكرا جزيلًا لتعاونك ووقتك</p> <p>الشخص المشارك في المقابلة: _____ التاريخ: _____</p>		

**Appendix W: Table 4.44: Samples of Students' and Graduates' comments on the interview Question Number 4**

Q4. How do you perceive these courses (i.e. General-English and specialty courses) as related to the development of your Tourism English ability in consideration to these issues: <u>aims and objectives</u> , <u>Tourism content</u> , <u>teaching methodologies</u> and <u>assessment tools</u> ?		
	Students' Comments	Graduates' Comments
1	<p>Course aims and objectives seemed to be usually hypothetical for some courses. As what is written is not applied. For example, a General-English course aims to enable students to speak fluently and accurately in different situations, <b>but in fact communication is not facilitated through activities and discussions or games.</b></p> <p><u>It is often taught by teacher's explanations and questions to those who raise their hands as there are many students in a big hall. Grammar was the main focus to do well in the exam.</u></p> <p><b><u>Moreover, we were assessed by having two exams, 25% for each and 50% for final. This did not say anything about my level.</u></b></p> <p style="text-align: center;">Student F</p>	<p>As I used to be unsatisfied with my English at the end of each course, I considered the aims of courses, which were written in the papers distributed at course beginnings, just like ink in paper. They are not linked to reality and to our expectations.</p> <p><b>GE courses did not focus a lot on English used in Tourism, and very few topics were there in the textbooks,</b></p> <p><b>In Specialty courses, content is tourism but it was tough and cannot be used in communication unless communication is fostered by instructors in classes.</b></p> <p><u>Some Specialty instructors were not at that level to focus on language communication, especially in Communication Skills course. Instructors in most courses were not using technology in classes; we rarely made presentations or worked out tasks together.</u></p> <p><u>Mostly grammar rules and terms were taught and assessed.</u></p> <p><b><u>We did not see marks put for speaking or oral presentations. Few gave some marks for individual projects and assignments. I do not really know how much I can speak.</u></b></p> <p>Graduate J</p>
2	<p><i>Not directly matched to our needs. We need to know and use this knowledge in communication. We have good knowledge and less communicative abilities.</i></p> <p><b>GE courses were taken as subjects to be examined, and I do not remember that there were many things related to our field such as topics, skills, or functions that seem important for the future job.</b></p> <p><b>You know, I feel not all courses translate what is actually done in the tourism work.</b></p> <p><u>Instructors seemed expert and knowledgeable in the courses, but some were using Arabic most of the time while teaching. Therefore, we used Arabic as well in learning.</u></p> <p><u>In classes, we used to read and analyze texts, learn grammar and identify and correct errors in sentences, know and use terminologies with their definitions.</u></p> <p><u>We spoke and wrote a little as part of</u></p>	<p><i>I believe the courses achieved their aims and objectives in terms of providing students with knowledge rather than language skills, those skills needed in Tourism and Archaeology.</i></p> <p><b>If there had been many things that teach and give practice to what is done in Tourism situations through using English, our Tourism-English would have been quite fine.</b></p> <p><u>The teaching methodologies in most courses were the same, and they were not interesting. Therefore, we were not following what was taught... Short pause... We used to get bored and skip classes with some classmates.</u></p> <p><b><u>In each course, the passing grade was 50%. I used to study hard for exams. I translated, learned terms, and got some help with English grammar in order to get the mark I wanted to pass the course. Therefore, if exams captured something, they captured my examination abilities and study skills only.</u></b></p> <p style="text-align: right;">Graduate C</p>

<p>the courses. And ... and we had fewer chances to present something, observe and see others' presentations</p> <p><b><u>Feedback as regards exam results was given by instructors after the exam that was mostly in Multiple-choice question format for easier and quicker feedback, I guess.</u></b></p> <p>Student E</p>	
<p><b>Writing style Indicators</b></p> <p><i>Italics</i> = course aims and objectives comments issues</p> <p><b>Bold</b> = sufficient tourism content Assessment-related issues</p> <p><u>Underlined</u> = teaching-related</p> <p><b><u>Bold &amp; Underlined</u></b> =</p>	

**Appendix X: Table 4.46: English Instructors' comments on the interview Question 2 'Effectiveness of the GE courses'**

<p><i>Q2. How many courses (i.e. General-English or ESP courses) are offered for students? How effective do you perceive these courses as regards students' Tourism English ability in consideration to these issues: <u>aims and objectives</u>, <u>Tourism content</u>, <u>teaching methodologies</u> and <u>assessment tools</u>?</i></p>	
<p><b>English Instructors' comments</b></p>	
1	<p><i>Students take 3 GE courses during their university study, but unfortunately, there are no ESP courses taught to give students more help in their studies in different university departments. The General English courses aim to improve students' general English proficiency, but frankly, they are not set for a particular setting such as Tourism. <b>However, the courses may help to expose students to some tourism content that can found in the textbooks as one or two units, but this help is in a very limited way.</b> Students from all university departments take these courses, including Tourism students, and they graduate with limited English even if when they do better in exams. Perhaps, the objectives of these courses were set to help students in communication, but some instructors here do not focus much on this aspect while teaching.</i></p> <p><i>When classes commence, you find too many students in your class. It becomes very difficult to have communication as the sole purpose and focus of your teaching. Opportunity for students to practice becomes less, and it becomes difficult for the instructor to prepare or use supplementary materials or activities in the classroom.</i></p> <p><i>Besides, GE courses are often taught in very big theatre-like halls due to the large number of students. In this situation, all instructors, not only me, cannot only focus on communication, but also they cannot use materials and activities that facilitate communicative practice. Limited facilities in these halls again prevent you from teaching appropriately or using technology for example. We sometimes neglect listening and speaking activities, as there is no time for doing things, and as exams mostly include grammar and vocabulary, we do put much focus on these aspects to prepare students for their exams. Of course, such focus takes so much time from other activities.</i></p> <p><i>In brief, we select what fits the situation we are in and help students with language as much as we can to do better in their exams.</i></p> <p><b><u>When you have such a situation, assessment will lack focus on assessing students' communicative performance through speaking tests or quizzes for example. Even, there is no time for that. Instructors find themselves obliged to cope with the rules and select those assessment tools that match the exam-oriented nature of the courses. We usually use two mid-term exams, a computerized final exam that is unified to all university students taking each course, few quizzes, and assignments, depending on the instructor, as well as students' attendance and participation.</u></b></p> <p style="text-align: right;">(Instructor E)</p>
2	<p><i>The aims and objectives of these courses may not completely match students' needs and expectations, especially in relation to communication, but I am sure that these aims and objectives were not set to aim to develop students' communicative abilities in ESP just like Tourism here.</i></p> <p><b>The textbooks used in the courses rarely have sufficient tourism-related content as they teach general topics that relate to different life matters. You cannot find a lot of topics, functions, or activities that foster communication in the tourism field. The courses teach English for no purposes, but these students should learn English for specific purposes. Therefore, a special course in Tourism-English will serve better and seek to develop students' English language abilities in such a restricted context. Students need to get familiar with the jargon used in Tourism, and unfortunately, this jargon cannot be found in the textbooks and materials we currently use in the GE courses.</b></p> <p><i>You cannot use technology with large classes, and you cannot help students much through communicative activities and tasks because students are many. The course content is too much to be taught in a short period, we are talking about only 3 hours a week. Sometimes, we are obliged to skip some important activities and focus only on the most important things in the</i></p>

	<p>unit such as <u>grammar points, vocabulary use (synonyms, antonyms, definitions, words usage in context, etc.)</u>. They are not helped much in communication, either in general or tourism-related contexts.</p> <p><b>We usually assess by using exams and some assignments. Truly, the exams mostly focus on grammar and vocabulary usage, and they take the MCQ format.</b></p> <p style="text-align: right;">(Instructor F)</p>
3	<p><i>The courses often aim to help all university students with the English language, so that they can cope with their studies. However, I admit that the courses are far from students' expectations and needs; they are exam-oriented and do not focus on ESP teaching.</i></p> <p><u>My students and I are using a textbook that should be covered in a 14-week semester, 3 hours a week. There is no opportunity for practice due to time limits, students' low proficiency levels, classroom physical environment, as well as the large number of students in each class. It looks as if we prepare students for their exams, not to be equipped with the language they need in their studies.</u></p> <p><b>There are some topics that can be related to tourism activities, but they are not enough. You are talking about communication, and communication is not that easy in ESP fields like Tourism or any other fields.</b></p> <p><b><u>As for assessment, we do not have many options to assess students in these courses due to the reasons I have just said. Therefore, we often set assessment tools such as two mid-term exams, First and Second, a final computerized exam that is unified to all students of the same course level, taking most of the marks, and the rest is left for attendance and participation and sometimes for assignments, if any.</u></b></p> <p style="text-align: right;">(Instructor G)</p>
Writing Style Indicator	<p><i>Italics</i> = course aims and objectives comments  <b>Bold</b> = sufficient tourism content  <u>Underlined</u> = teaching-related issues  <b><u>Bold &amp; Underlined</u></b> = Assessment-related issues</p>

**Appendix Y: Table 4.90: English Instructors' comments on syllabus recommendations (Syllabus four criteria)**

<p><i>Q5. Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly designed syllabus which focuses on communication in local tourism? If YES, what do you suggest as regards how that syllabus would be in terms of these criteria; namely, <u>Goals</u>, <u>Content and sequencing</u>, <u>Format and presentation</u>, and <u>Monitoring and assessment</u>?</i></p>	
	<p><b>English Instructors' comments</b></p>
Goals	<ul style="list-style-type: none"> <li>- It should ultimately seek to develop students' English language skills that help them do better in study and work once they graduate. (Instructor E)</li> <li>- The course should aim to develop and help students with the English language needed to accomplish tourism professional activities. (Instructor J)</li> <li>- The syllabus should prepare students for their future jobs, as they need to use English in the tourism field. (Instructor G)</li> </ul>
Content and sequencing	<p>The content should reflect real-life tourism situations and the jargon used in these situations. For example, it should present what is said in situations like checking into a hotel, describing a historical place to tourists, reporting past events and narrating ancient stories to attract tourists, etc. I believe all language skills should be integrated into this syllabus, but communication should be thoroughly focused. It is better for an integrated topic to integrate the skills of listening, reading, analysis and vocabulary use, and task-based writing to develop students' speaking ability. As they participate in discussions or tasks, make presentations, do homework or projects around a particular tourism-related topic, their communicative performance would develop.</p> <p style="text-align: right;">(Instructor E)</p> <ul style="list-style-type: none"> <li>- Topics and themes should be interdisciplinary and match the content Tourism students has taken in the Specialty courses. Students need to study something familiar despite their difficulty level as the goal would be to help students use language to talk about what they already know. They might have taken many things that added to their knowledge in the field, but they need the language skills to communicate this knowledge, especially when they work. Therefore, the syllabus may start with familiar content that is operated through receptive and productive skills. The simplest things could be boring and of students' interests and needs.</li> </ul> <p style="text-align: right;">(Instructor F)</p> <p>Tourism functions and activities are many; there are things related to travel such hotel check-in/out, where and how to go, what to visit and eat, etc. There are also functions that a tour guide performs such as reporting events to tourists, describing places, tracking ancient civilizations or antiquities, escorting tourists, communicating and translating things, and explaining brochures and trip schedules. Other functions could include offering foods or describing local dishes and others.</p> <p style="text-align: right;">(Instructor G)</p>
Format and presentation	<p>I encourage presenting the syllabus in the form of a series of connected units or modules that present topics that seem familiar, interesting and motivating to students. I think Units are better as students are more familiar to units more than modules. As for the syllabus approach, I suggest that the content should be presented in terms of topics because language should address the topics they are familiar with throughout the curriculum. Topical syllabuses are usually more interesting, especially when students participate in choosing the topics they need to study, and they mostly integrate other syllabuses such as functions, tasks, situations, or even structures, that serve the learning purpose.</p> <p style="text-align: right;">(Instructor E)</p> <p>All teaching materials, approaches and methods should address students' needs and learning preferences. They should vary in using activities that keep students motivated to see and observe, talk to others, find information themselves, move and</p>

	<p>make gestures, see and write or summarize, solve a problem, give opinions, get help through explanations, etc. As students are different in the way they want to learn, activities should have considerable focus on a wide range of students' learning preferences and styles.</p> <p style="text-align: right;">(Instructor F)</p> <p>I really support the suggestion of having a syllabus that integrates topics, skills, functions and situations that mostly relate to tourism and reflect real-life tourism practice both at study and work. This integration within the textbook and other teaching materials could ensure the use of activities that facilitate communication in Tourism and closely match students' needs and learning styles as much as they can.</p> <p style="text-align: right;">(Instructor J)</p>
<p><b>Monitoring and assessment</b></p>	<ul style="list-style-type: none"> <li>- Variety is the spice of life. When we vary our teaching and assessment methods, we will be closer to what is realistic and quality. The teaching materials should not be only a textbook to be explained and spoon-fed through teacher-centered approach. It should be based on a student-centered approach which allows ample opportunity for practice and gives priority to students' cooperative learning.</li> </ul> <p style="text-align: right;">(Instructor F)</p> <p>The textbook and teaching materials should address students' needs and focus on the language skills, topics, functions and professional activities students need to learn and be proficient with to fulfill tourism study and work.</p> <p style="text-align: right;">(Instructor E)</p> <ul style="list-style-type: none"> <li>- Finding out other techniques to assess students on a continuous basis to check their progress and give appropriate feedback. Tools such as unit tests, self-assessment check, multi-tasks exams, and students' participation, and projects and assignments, could work better.</li> </ul> <p style="text-align: right;">(Instructor F)</p> <ul style="list-style-type: none"> <li>- I recommend using both summative and formative evaluation techniques through progress tests, quizzes, oral performance check, students' accumulative learning effort, in addition to students' portfolios that include whatever they do throughout the whole semester coursework. (Instructor G)</li> <li>- Teacher's portfolio can be useful to keep records of all things related to exam results, overall progress, communicative behavior, learning strategies, observation records, etc. (Instructor E)</li> <li>- Instructors and students should use technology the most because it helps in improving the teaching and learning process and keeps both of them motivated as content is being taught, presented and learned. (Instructor J)</li> </ul>

**Appendix Z: Table 4.93: Tourism Instructors' comments on syllabus recommendations (Syllabus four criteria).**

<p><i>Q7. Do you recommend making improvements to the curriculum offered at the Tourism Department, for example, giving a special Tourism-English course that is based on a newly designed syllabus which focuses on communication in local tourism? If YES, what do you suggest as regards how that syllabus would be in terms of these criteria; namely, <u>Goals</u>, <u>Content and sequencing</u>, <u>Format and presentation</u>, and <u>Monitoring and assessment</u>?</i></p>	
<p><b>Tourism Instructors' comments</b></p>	
<p><b>Goals</b></p>	<ul style="list-style-type: none"> <li>- The syllabus should focus on the most needed Tourism communication skills and seek to develop students' language to communicate theoretical knowledge. It should also bridge the gap between the curriculum courses. (Instructor A)</li> <li>- The syllabus should balance all courses given in English and aim to improve students' proficiency in English so that students become confident in using English in the tourism field; thus, they do better at study and have good job chances. (Instructor C)</li> <li>- It (<i>the syllabus</i>) should improve students' language and prepare them for better study and future employment. (Instructor D)</li> </ul>
<p><b>Content and sequencing</b></p>	<p><b><u>Skills-related comments</u></b></p> <ul style="list-style-type: none"> <li>- Students' level and interests must be captured in the content which must also reflect the skills and functions needed to do better at study and future job. (Instructor C)</li> <li>- The content should facilitate skills-based practice and put little focus on knowledge as students at this stage know a lot in the field. They need language to represent this knowledge and thus do better at study and have greater chances for employment. (Instructor H)</li> <li>- I recommend the content to match students' needs and language proficiency. I also recommend the content to pay attention to the language skills in importance order. That is, to begin with speaking first, followed by reading, listening, vocabulary, writing, and finally grammar and pronunciation. (Instructor I)</li> </ul> <p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>- I listed many functions in the earlier question, but I can say that tourism-management and descriptive functions are the most needed for the type of study and work. (Instructor A)</li> <li>- I can list some here such as describing what Jordan is to attract tourists, tour guiding, tour operating, study skills (e.g. making brochures, presentations, or projects), and business communication which is represented through replying phones, making reservations, serving and socializing with tourists, etc. (Instructor I)</li> <li>- I would highly recommend those functions that urge students to use different study skills to describe and manage local tourism in our country. (Instructor D)</li> <li>- I suggest functions like workplace communication, describing workplace and duties, describing people and antiques, attracting tourists and managing travel plans, for example. (Instructor B)</li> </ul> <p><b><u>Sequencing</u></b></p> <ul style="list-style-type: none"> <li>- No, familiarity is better than simplicity. When the topic is familiar to students, it becomes a source of enjoyment. Grammar rules and structures just like those on commercial textbooks are boring as they must be sequenced from simple to difficult, neglecting how much they are needed to fulfill a communicative situation.</li> </ul>



	<p>(Instructor A)</p> <ul style="list-style-type: none"> <li>- I suggest the syllabus should be based on what is familiar and motivating to students. With familiarity, students will involve in learning and be ready for practice. I cannot assure the simple things would be of students' interests, as they might be boring.</li> </ul> <p>(Instructor B)</p>
Format and presentation	<ul style="list-style-type: none"> <li>- The presentation of the content should take care of students' needs, interests, language level, learning preferences, and multiple teaching methodologies. This helps avoid boredom while learning, as differences are accounted for. (Instructor D)</li> <li>- The syllabus should have familiar topics and integrate all needed language skills including oral and communicative skills. (Instructor A)</li> <li>- I suggest the syllabus should have receptive and productive skills. They will help students discuss, read and write about a familiar topic. (Instructor H)</li> <li>- Units are better to present the syllabus content. It is more practical for students as they are familiar with their style. (Instructor C)</li> <li>- I do not think modules would suit our context. I feel units are better, and most students are accustomed to them. (Instructor I)</li> </ul>
Monitoring and assessment	<ul style="list-style-type: none"> <li>- When we use multiple assessment tools, we become more careful to demonstrate students' actual performance. (Instructor H)</li> <li>- Instructors should give feedback on whatever students do and perform in exams and classroom activities and homework. (Instructor B)</li> <li>- Feedback should be given on a regular basis to keep students always informative about their level and performance. This feedback should be on students' progress not only in exams, but also in activities, projects, and assignments. (Instructor D)</li> <li>- In brief, the assessment tools you use should reflect what has been actually taught and learned. (Instructor I)</li> <li>- I recommend tools such as skills-based tests, progress tests, and class performance, to name a few. (Instructor B)</li> <li>- It would be better if the syllabus used quizzes, projects, portfolio work, and oral performance for assessing students. (Instructor D)</li> <li>- I suggest using portfolios, quizzes, oral performance check, in addition to projects. (Instructor C)</li> <li>- The syllabus should make use of technology and online resources for extra materials. It helps makes us less dependent on a textbook, which is boring. (Instructor A)</li> <li>- Technology brings life to the syllabus and makes it easier to teach and learn. (Instructor I)</li> <li>- Audio-visual techniques play an important role to avoid total textbook dependency. Having only a textbook seems to be demotivating as it becomes routinized. (Instructor D)</li> <li>- The time assigned for learning the syllabus content should be sufficient. Having this time may ensure better learning and assessment. (Instructor H)</li> <li>- The syllabus should reflect reality in teaching, learning, and assessment; therefore, it would not be so unless enough time is ensured. (Instructor B)</li> </ul>