

A NEEDS ANALYSIS OF BUSINESS ENGLISH PROGRAMME
FOR TOUR GUIDE DIPLOMA STUDENTS IN KENYA.

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

This thesis is dedicated to my dear parents Ibrahim Orang'i and Jenes Moraa, my wife Josephine Nyambeki and my sons Kelvin and Allan.

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OPERATIONAL DEFINITION OF TERMS

- English for Specific Purposes:** an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.
- Learning needs:** what the learner needs to do in order to learn.
- Needs analysis:** the process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities.
- Perceptions:** One's understanding, beliefs, feelings about persons, situations and events as his/her learning experience which will be the major determiner of the stimuli to response.
- Target needs:** what the learner needs to do in the target situation.
- Tour Guide:** a professional whose job is to lead or direct visitors in a country while pointing out and explaining to the travellers and tourists different places of interest.

LIST OF ABBREVIATIONS

- CNP - Communication Needs Processor
- EAP - English for Academic Purposes
- EFL - English for Foreign Learners
- ELT - English Language Teaching
- EOP - English for Occupational Purposes
- ESL - English for Second Learners
- ESP - English for Specific Purposes
- EST - English for Science and Technology
- KCSE - Kenya Certificate of Secondary Education
- LCA - Learning Centred Approach
- PSA - Present Situation Analysis
- SD - Standard Deviation
- SPSS - Statistical Package for the Social Sciences
- TESP - Teaching English for Specific Purposes
- TSA - Target Situation Analysis

ABSTRACT

As employees enter the job market, they are expected to exhibit a high level of communicative competence that is commensurate with the demands of a particular job. More often than not, this is not possible due to lack of alignment between the ESP course offered to the learners and the target work domain. This study sheds light on one of the fundamental principles of ESP: needs analysis. The purpose of the present study was to find out the target and language learning needs of learners pursuing a Tour Guide ESP course as perceived by the students, establish the perceptions of ESP instructors on the target and language learning needs of Tour Guide students and to find out the perceptions of Tour Guide firms' Managers on the ESP course offered to Tour Guide students. The theoretical framework was based on the Munbian (1978) Approach (Target Situation Analysis and Present Situation Analysis) and Learning Centred Approach by Hutchinson and Waters (1987). Stratified purposive sampling technique was used in the study. Data was collected from ESP instructors, students and employers in the tour and travel firms. Questionnaires and interview were used to elicit data that was analysed using descriptive statistics. The study revealed that learners are able to articulate their needs as regards to what they wish to be incorporated in an ESP syllabus. It has also been proved by this study that ESP teachers have perceptions on the learning and target needs of their students pursuing Tour Guide Course. The managers of tour guiding firms equally gave suggestions on what ought to be done to make the ESP course more effective. The needs analysis discussed in this study represents a crucial addition to the literature of needs analysis. We recommend that institutions should always conduct needs analysis before the design of any ESP course. Research should also be ongoing on needs analysis and the results of this study can be used to select the content of ESP materials for tour guides. It is hoped that the study has provided a framework for analysing learner needs which can be regularly updated in respect to the ever changing curriculum and societal needs. Moreover, it is hoped the study will raise the awareness on the importance of learner's needs in designing any language course.

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents information on the background to the study, statement of the problem, research questions, research objectives and research assumptions, rationale of the study and finally scope and limitations.

1.1 Background to the Study

The end of the Second World War brought with it an "... age of enormous and unprecedented expansion in scientific and economic activity on international scale for various reasons; most notably the economic power of the United States of America in post – war world, the role of international language fell to English" (Hutchinson & Waters, 1987, p.6). The oil crisis of the early 1970s resulted in western money and knowledge flowing into the oil-rich countries and the language of this knowledge became English.

"As English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language," (Hutchinson & Waters, 1987, p. 6). Rodgers (1969 as cited in Hutchinson & Waters, 1987) argues that developments in Educational Psychology also contributed to the rise of ESP by emphasizing on the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which had an important influence on their motivation to learn and therefore on the effectiveness of their learning.

Revolution in linguistics also had a tremendous impact on the emergence of ESP in that whereas traditional linguists set to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary and if language in various situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible.

Kenya was a British colony from 1920 and it gained independence in 1963. The English language, however, had reached the country in the mid 19th century when British missionaries came to East Africa and introduced the formal teaching of English (Schmied, 1991). The Kenyan constitution that was promulgated on 27th August, 2010 clearly states that English is one of the official languages in Kenya and it is used in schools and other institutions as a medium of teaching and learning. Kembo (1991) admits that in terms of numbers, English appears to be a minority language but its functions provide it with a unique status, which in other contexts can only be acquired by a (numerically) majority language. It is used for both international and intranational functions thereby falling neatly into the category of English as a Second Language (ESL) as described by Gorlach (1991). It is used in such domains as parliament, in the courts, in the civil service, in the educational system, in the media and as a means of communication among educated Kenyans who do not have a common mother tongue. For many Kenyans,

English is acquired mainly through formal education being a compulsory subject in primary and secondary schools as well as the main language of instruction. English is now being taught in institutions of higher learning in order to equip the learners with the necessary skills that will enable them communicate effectively in their places of work.

Tertiary colleges and even universities in Kenya offer a course in tour guiding at certificate, diploma and degree level depending on the qualification of the learner. The diploma course is offered to students who attained a mean grade of C plain and above even though some colleges admit students with a mean grade of C- (minus) in KCSE. The tourism sector in Kenya relies on these institutions to equip the prospective tour guides with the language proficiency that will enable them function effectively in the work place. Consequently, prospective tour guides are taken through an English language course that is customized to suit the work environment by language teachers. However, customizing ESP programmes to suit Kenyan work environment falls short in defining the ESP objectives since, to the best of my knowledge, there has never been a study conducted to define English language needs of tour guides. Such study might serve as a basis for an ESP curriculum. At present, instructors introduce the ESP programme for the English language courses simply by selecting materials from available commercial texts for teaching ESP along with materials designed for teaching English for general use.

The aim of ESP courses is to equip the learners with a certain English proficiency level for a situation where language is to be used, that is, target needs (Sujana 2005). It is agreed that any decision made in designing language teaching programmes in ESP contexts should hinge on learners' needs for learning English (Robinson, 1991, Strevens, 1998, Dudley- Evans & St. John, 1998 & Sujana, 2005). Needs analysis which refers to the process of determining the needs for which a learner or group of learners require(s) a language and arranging the needs according to priorities (Richards, Platt J. & Platt H. 1992, pp. 242-243) is an inevitable stage in designing a course.

According to Hutchinson and Waters (1987), needs analysis started mainly in the field of ESP. It is, however, yet to receive sufficient attention from researchers and language teaching professionals since learners' needs are rarely, if ever, analyzed; they are rather intuited for them (Johns, 1991). ESP has not received the attention it ought to in the Kenyan context though Maroko (1999) conducted a study on ESP that was based on a genre analysis approach to EAP while Ochieng (2003) carried out an evaluative study on Business English. For an ESP syllabus to be designed there are stages that have to be undergone and ESP itself as an approach to language teaching has branches. This is proof enough that ESP is wide and scholars need to conduct studies so as to test their applicability in the learning of language in the Kenyan context. Needs analysis is one of the key stages in the design of an ESP syllabus and it seeks to establish why particular learners need to learn a language.

Of particular interest are the needs of learners pursuing the Tour Guide course bearing in mind that tourism is one of the biggest income generating sectors of the Kenyan economy. Tourism related jobs have become popular among young people and thus it is of great importance to equip them with the necessary skills and duties. Leung (1994) found out that students' involvement in syllabus negotiation based on the experience in the industry (Hotel management) helps in the design of a need-based course. He also gave suggestions as to what has to be learnt to cope with the vocational needs for tourism management that could inform both the immediate learning environment and subsequent course planning activities. This clearly indicates that a study on ESP needs analysis was long overdue in our country.

1.2 Statement of the Problem

For Kenyan tourism industry to realize its fullest potential in attracting and providing high quality service to tourists, it must have a well trained and highly qualified work force in terms of communicative competence. Yet, to achieve this goal, full alignment must be in place in terms of taking into consideration needs as articulated by all stakeholders in the design of an ESP syllabus. Studies on ESP needs analysis as indicated in the background have not been done sufficiently on tourism related courses and yet tourism is one of the backbones of the Kenyan economy. This lack of empirical studies on needs analysis has compromised the quality of ESP course offered in tertiary level colleges. This is detrimental in a country where there is continued poor performance in the English subject in secondary school. For instance, in the

year 2011 KCSE results, English recorded a drop in its mean from 38.90 in 2010 to 36.42 in 2011. This in itself is an indicator that these learners may not be proficient in language skills hence the need for needs analysis to establish the areas that they may need training on. Any attempt to intuit the learners' needs may be misleading and the course may turn out to be a replica of what they already know.

On the other hand, the objectives of the ESP course to the students are clearly outlined but they are nevertheless not achieved due to the virtual non-existence of needs analysis. It is worth noting that Tour Guide students should be offered an ESP course that equips them with a certain English proficiency level to enable them communicate in the target situation. Teachers should not decide how and what students need to learn relying on their past experiences since this leads to a mismatch between the objectives set out by the teachers and the level of the students when they finish their studies. This problem originates from the lack of specification and analysis of the students' needs. Needs analysis is a means to an end in designing a course and cannot be ignored. This can be done if the needs analysis takes into account of stakeholders affected by the course in question. In the present study, the researcher sought perceptions of three groups (students, teachers and tour guide firms' managers) and this contrary to other studies that base their study on only one group.

1.3 Research Questions

1. What are the target and language learning needs of students pursuing the Tour Guide ESP course as perceived by the students?
2. What are the perceptions of ESP teachers on the target and language learning needs of the Tour Guide students?
3. What are the perceptions of Tour Guide firms' managers on the ESP course offered to Tour Guide students?

1.4 Research Objectives

1. To find out the target and language learning needs of students pursuing the Tour Guide ESP course as perceived by students.
2. To establish the perceptions of ESP instructors on the target and language learning needs of the Tour Guide students.
3. To find out the perceptions of the Tour Guide firms' managers on the ESP course offered to the Tour Guide students.

1.5 Research Assumptions

1. There are target and language learning needs of students pursuing the Tour Guide ESP course as perceived by the students.
2. The ESP instructors have perceptions on the target and language learning needs of the Tour Guide students.
3. There are perceptions by the Tour Guide firms' managers on the ESP course offered to the Tour Guide students.

1.6 Rationale of the Study

There is justification for carrying out a needs analysis on the ESP for learners in the Tour Guide course so as to establish what they need to enable them communicate effectively in the job market. This is because Babu (2011) observed that many Human Resource Managers complained that a large number of fresh recruits in the tourism sector considerably lacked in critical communication skills. In addition, Kenya is one of the leading destinations of tourists globally as indicated in the ‘The World Economic Forum’s Travel and Tourism Competitiveness Report 2009’ where the sector recorded the highest number of tourists totalling to 1.5 million up from 1.2 million in 2008 compared to Tanzania and Uganda which recorded a decline in tourist arrivals of 7.0% and 4.4% respectively. As Carson (2000) notes, carefully identified needs and appropriate teaching materials for tourism students will provide satisfied customers as well as plenty of professional fulfilments for those committed to doing a good job.

English is also widely used for inbound and outbound travel as well as in client contact (Leung, 1994) and it has also become widely accepted as the primary language of International Business. International in scope and specific in purpose, ESP has encouraged some linguists to conduct needs analysis to exploit the ethnographic principles of “thick description” in an attempt to identify the various elements of students’ target situation where they will be using English (Johns & Dudley- Evans, 1998). According to Csilla (2009), English is without a shadow of doubt the lingua franca of the 20th Century for

the ever increasing number of non-native speakers all over the world, which evokes the need for a common code. It is the preferred linguistic mode of certain academic and professional domains as well. In this light, tour guides will also benefit immensely from the English language especially that which prepares them to enter the job market.

On-going needs analysis allows the revision of objectives and modification of teaching techniques and materials which in turn lead to the design of a more comprehensive and inclusive course. This is done bearing in mind that initially obtained data on needs analysis allows researchers to set out course objectives and determine scientific approach to teaching. Equally, Brown (1995) pointed out that needs are not absolute and once they are identified, they continually need to be examined for validity to ensure that they remain real needs for the students involved. It can be seen that English language programmers need to conduct needs analysis as part of routine review of their curriculum. The curriculum initially developed for a program may not be adequately addressing the changes that have occurred over time and hence the need for review of any syllabus that is in use.

ESP classes are highly motivating for learners as well as for the teachers. On the one hand, teachers feel that they are teaching what students will need in future, and it is also rewarding to teach according to perceived needs of one's students. On the other hand, it is motivating for students because they feel that their needs are being fulfilled since the content is designed to fit their needs,

improve their abilities and develop their competences in order for them to work properly in their prospective work stations. When the ESP learners take some responsibility for their own learning and are invited to negotiate some aspects of course design, the subject matter and course content have relevance for them. They also feel motivated to become more involved in their learning and often seem to participate more actively in class. In contrast, McDonough (1984) noted that it was the experience of many teachers that their target specifications seemed to break down with a group of learners who wanted to learn a variety of English or a particular skill that was not originally envisaged in their programme. As a result, they demanded that the programme be set up in a particular way because they had certain expectations of the whole teaching- learning process that they brought with them and estimated their own strengths and weaknesses according to a certain criteria. This means that we may be in for a rude shock if there may be attempts to design a course that does not uphold to the democratic philosophy as will be discussed hereafter. Students may stage a 'coup de'tat' and take the responsibility of a learning a course, thanks to the neglect by the teachers in the design of a course.

Needs analysis plays an important role in developing materials that meet the learners' needs. Richards (2001) strongly stated that an important concern in ESP is needs analysis. Richard further said that rather than developing a course around analysis of a language, ESP started instead with an analysis of the learners' needs. He goes further to state that needs analysis is the most notable characteristic of ESP. Without needs analysis, an ESP programme would only

offer general English with the indeterminate flag of ESP. It is relatively easy to adapt materials for a programme that was defined in terms of needs analysis. Indeed, materials are integral to any given course and failure to carry out needs analysis means the selection of materials that may not fully meet the learners' expectations.

This study was necessitated by the importance of the tourism sector and hence the need to have competent staff that can communicate effectively. Similarly, the desire to use the results to recommend changes to the existing ESP knowledge with an aim of improving the quality of the Tour guide ESP course offered in the Kenyan context and the competence of those who work in the hotel industry also motivated this study.

1.7 Scope and Limitations

Needs analysis is a complex process which is usually followed by syllabus design, selection of course materials, learning a course and evaluation, but this study confined itself to needs analysis because all the aforementioned processes subsequent to needs analysis were beyond the scope of this study. This is because the aim of the study was just to carry out a needs analysis that can be used to do the other processes.

We limited our study to the Tour Guide course in the tertiary level in spite of the knowledge that other courses in the tourism industry also make use of ESP. This is due to the fact that target needs of those others may not correspond wholesomely to Tour Guide needs.

The researchers only collected data from learners pursuing the Tour Guide course, ESP instructors and employers of the tour guides and this is because Robinson (1991) believes that needs analysts should be cautious in collecting information from various sources due to the multiplicity and diversity of the views on prerequisites for an ESP course.

The study was based in Nairobi County because it is a cosmopolitan town that has learners from all over the country (Ochieng, 2003), has the tertiary level colleges that offer the course in question and the firms that have businesses in the Hotel industry that provided the required data.

In conclusion, this chapter has presented information on: background to the study, statement of the problem, the research objectives, research questions, and research assumptions, rationale of the study and the scope and limitations of the study. The succeeding chapter will present the literature review and theoretical framework of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter will put the present study into perspective in relation to other works. Our literature review will discuss briefly the development of ESP, characteristics of ESP, types of ESP and needs analysis. Lastly, the theoretical framework of the study is discussed.

2.2 The Development of ESP Course

Hutchinson and Waters (1987) have provided a five stage synopsis of the development of ESP. It comes out clearly that each of these stages has one area of activity that appears to be fundamental. The stages are the concept of special language: register analysis, rhetorical or discourse analysis, target situation analysis, skills and strategies and learning- centred approach.

Hutchinson and Waters (1987) state that register analysis stemmed from the basic principle that the English of, say, Electrical Engineering constituted a specific register different from that of, say, Biology or General English. It requires the identification of grammatical and lexical features of those registers. Register analysis revealed that there was very little that was distinctive in the sentence of scientific English beyond a tendency to favour particular forms such as the present simple tense, the passive voice and nominal compounds. It did not, for example, reveal any forms that were not

found in general English. So, the syllabus supporting register analysis includes teaching materials that consist of those linguistic features.

Rhetorical or discourse analysis, which is the second stage, emerged as a result of the developments of linguistics in the world. Attention was paid to how sentences were combined to produce meaning. Identifying the organisational patterns in texts and specifying the linguistic means by which these patterns were signalled was the main concern (Hutchinson & Waters, 1987). The basic hypothesis of this stage is succinctly expressed by Allen and Widdowson (1974) who took the view that the difficulties which the students encountered arose not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs could not be met by a course which simply provided further practice in the composition of sentences, but only by one which developed a knowledge of how sentences are used in the performance of different communicative acts.

The third stage, the target situation analysis, aims at establishing procedures for relating language analysis more closely to learners' reasons for learning. In order to enable learners function adequately in a target situation, the situation in which the learners will use the language they are learning and the target should be identified, an analysis of the specialised language forms needed in that situation which is known as the procedures of needs analysis should be carried out (Hutchinson & Waters, 1987). The scope of this study falls under this stage because we established Tour Guide learners' reasons for learning

ESP, that is, the needs that make tour guides competent in the target situation (work domain).

Skills and strategies, which is the fourth stage, considers not the language itself but the thinking processes that underlie language use (Hutchinson & Waters, 1987, p.13). The principal idea behind the skill-centred, is that underlying all language use there are common reasoning and interpreting processes, which regardless of surface forms, enable us to extract meaning from discourse. Therefore, the focus should be on the underlying interpretative strategies, surface forms such as guessing the meaning of words from context.

All the above discussed stages are all based on the description of language use. The fifth stage nonetheless, engages with language learning. It holds the assumption that a truly valid approach to ESP must be based on an understanding of the processes of language learning (Hutchinson & Waters, 1987). According to them, ESP is not a matter of teaching ‘specialised varieties’ of English. The fact that English is used for a specific purpose does not imply that it is a special form of the language, different in kind to other forms. Though there are some features that can be identified as ‘typical’ of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use. They further argue that in terms of teaching, information gained from the target situation is of secondary importance to the general

development of competence in the learner. From this approach, one can conclude that Hutchinson and Waters were advocating for a course design that is a negotiated process between students and teachers and, therefore, a dynamic process where students are constantly consulted on the content and structure of the course: an approach with the avowed aim of maximising the potential of the language situation.

2.2.1 Characteristics of ESP

Hutchinson and Waters (1987, p.19) theorize that, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learners’ reasons for learning”. Anthony (1997) notes that, it is not clear where ESP courses end and general English begin: numerous non specialist ESL instructors use an ESP approach in that their syllabi are based on an analysis of learner needs and their own personal specialist knowledge of using English for real communication. Strevens (1988) observed that in order to define ESP, there is need to distinguish between four absolute and two variable characteristics.

Absolute characteristics of ESP according to Strevens (1988), consist of English language teaching which is:

1. designed to meet specific needs of the learner;
2. related in content (that is, in its themes and topics) to particular disciplines, occupations and activities;
3. centred on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of this discourse;

4. in contrast with general English.

Dudley-Evans and St. John (1998) offered a modified definition of absolute characteristics as follows:

1. ESP is designed to meet specific needs of the learner;
2. ESP makes use of the underlying methodology and activities of the discipline it serves;
3. ESP is centred on language (grammar, lexis and register), skills, discourse and genres appropriate to these activities.

Based on these absolute characteristics, the researcher is of the opinion that even if there have been modifications on the characteristics of ESP, all of them are focused on the learner's needs and are very relevant. Any modification made is geared towards having a positive pedagogical implication on the learner. To put the present study in perspective, the needs that were identified in this study are designed to meet the specific needs of tour guides and the content of the prospective course will be centred on the language skills and genres appropriate to the target work domain. This is what according to Fiarito (2005) makes ESP motivating to students because it allows learners to apply the subject matter and language they learn in their English classes to their main field of study (tour guiding in the present study). This is in tandem with the characteristics discussed above.

Variable characteristics from Strevens (1988) point of view, state that ESP may be but is not necessarily:

1. restricted to the language skills to be learned e.g. reading only;

2. taught according to any pre-ordained methodology (p.12).

Equally, Dudley-Evans and St. John (1997) modified these characteristics.

They postulate as follows:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of general English;
3. ESP is likely to be designed for adult learners, either at tertiary level institutions or in a professional work station. It could, however, be designed for learners at a secondary school level;
4. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5)

On the variable characteristics, the researcher can conclude that indeed it is true that ESP may be designed for specific disciplines just like the present study did, may use a different methodology from that of general English because of its aim to attain some competence required either in the learning or target situation. Equally, the assertion that ESP can be designed for adult learners at tertiary level, institutions or in a professional work station can be attested by the present study that is analysing needs for learners in the tertiary level. ESP can also be said to be geared towards successfully imparting knowledge about the learning and target situation albeit in a more cost effective way as opposed to general English.

2.2.2 Features of ESP Courses

There are features that distinguish ESP courses from the other courses and these help an ESP practitioner to judge whether a course is tailored to meet

learners' specific needs or it is just a duplication of a general English course.

They include the following:

1. authentic materials: use actual text from the discipline or occupation in modified or unmodified form (books, forms, charts, graphs etc)
2. purpose related orientation: simulating real tasks required of the target setting such as reading of papers written by others, practise note-taking etc.
3. self direction: learners must have a certain amount of freedom to decide what to study and how they will approach the topic. Facilitating this freedom might include teaching specific learning strategies related to the discipline or occupation (Carver, 1983; Gatehouse, 2001).

From these features, one can conclude that the use of authentic materials is entirely feasible in that authentic texts and teaching materials that are entirely comprehensible are introduced into the language situation. Also, purpose related orientation of tasks aims at creating a real purpose for language use and provide a natural context for language study. On self direction, learners are turned into language users and this is done by giving them a certain degree of freedom to decide when, what and how they will study. They become language users by learning to communicate through interaction, utilizing the target language and making use of their own linguistic resources, knowledge and experience.

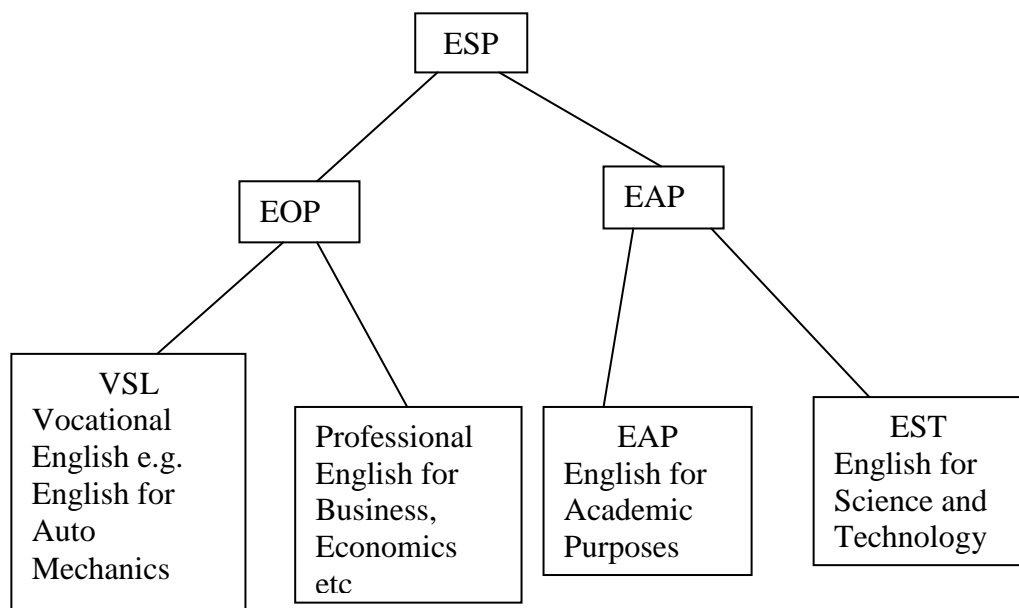
2.2.3 Types of ESP

There have been a number of attempts to draw up a classification for the different branches of ESP. Consequently, Stevrens (1977) identifies two main types of ESP:

1. English for Academic Purposes
2. English for Occupational Purposes.

The figure below shows the branches of ESP and thereafter follows the explanation.

Figure 1: Branches of ESP



2.2.4 English for Occupational Purposes (EOP)

Anthony (1997) defines EOP as the portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skilled to sophisticated jobs in technical fields. According to him, most EOP classes will

consistently expose students to sufficient training in reading, writing, speaking and listening. From the trainings, the students explore their specific job functions that are required and necessary in their field of work.

In EOP, instructors are more interested in exposing learners to work place skills which are needed to enter, maintain and advance in the world of work (Bukhart, 1996). This is because the learners are more interested in preparing themselves for better and more opportunities for success in the work place.

Dominguez and Rokowski (2002) pointed out that EOP emerged due to the fact that English has become a necessary tool in order to obtain a job, get promoted, and perform effectively in the job market. Similarly, Swales (1990) noted that EOP is where English is used for finding or keeping a job, or more generally any activity that is related to work.

In many EOP studies and modules, needs analysis leads to a well structured and organised programme. The Tour Guide ESP course falls under EOP since its aim is to equip learners with the necessary communicative skills to enable them function competently in the work place (target situation). This can be reinforced by Dudley-Evans and St. John (1997) who argued that the teaching process of any kind of language for occupational purposes should take as a starting point the analysis of the four language skills within an appropriate context. Generally, one can argue that EOP is more general than ESP because it does not focus on the specific job disciplines but more general on basic skills required by students in order to prepare them for the work place.

2.2.5 English for Academic Purposes (EAP)

EAP involves teaching students to use language appropriately for a study. Swales (1990) acknowledges that EAP is aimed at achieving a certain level of proficiency in academic reading and writing and therefore concentrated especially on graduate theses and dissertation writing. Swales also says that EAP can be used as a ‘conspicuous learning tool’ in both reading and writing. It is an educational approach and set of beliefs that is often contrasted with general English courses: the starting point of EAP is the learner and their situation rather than the language; secondly, many EAP courses focus more on reading and writing, whereas many general English language courses concentrate on speaking and listening; EAP courses tend to teach formal, academic genres rather than the conversational and social genres taught in general English courses. EST which is a branch of EAP covers that area of written English that extends from the ‘peer’ writing of scientists and technically oriented professionals to the writing aimed at skilled technician (Trimble, 1985).

According to Gillet and Wray (2006), EAP is a practical branch of ELT in which the role of the EAP lecturer is to find out what they have to do in their academic courses, and help them to do this well in the time available. Needs analysis is the starting point of EAP course design and teaching. On the basis of this, the EAP lecturer or course designer can specify course objectives, which lead to an assessment of the resources available and use of the

appropriate syllabus and methodology. Implementation of the syllabus then leads to an evaluation of the course in terms of its effectiveness. It is evident that EAP as a branch of ESP makes use of needs analysis that is geared towards establishing learners' needs in the learning of the course or what is popularly known as learning needs by Hutchinson and Waters (1987). This study also falls partly under EAP since the learning needs of the students were established.

Hutchinson and Waters (1987) argue that there is not a clear-cut distinction between EAP and EOP. People can work and study simultaneously since it is likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job. This to some extent explains Carver (1983)'s reason for categorising both EAP and EOP under ESP. It appears that Carver is implying that the end purpose of both EAP and EOP are one in the same: employment. Both EAP and EOP are built around the principle of identifying the needs of a learner and then seeking to develop a course that incorporates both the purpose and the functions for which a language may be required.

2.3 Needs Analysis

According to West (1994), needs analysis was generally very informal until 1970s and little research was done as language teachers based their teaching on some kind of intuitive or informal analysis of students' needs. He was the first to introduce needs analysis in his work. After that, many scholars came forward and realised the importance of needs analysis.

Richards, Platt J. and Platt H. (1992, pp. 242-243) stated that needs analysis is the process of determining the needs for which a learner or group of learners require(s) a language and arranging the needs according to priorities. On the other hand, Nunan (1988 p.13) focused more on the information gathering process; he states that “techniques or procedures for collecting information to be used in syllabus design are referred to as needs analysis.” It is worth mentioning at this stage that the terms ‘needs analysis’ and ‘needs assessment’ are used interchangeably, nonetheless, ‘needs analysis’ is the term we will use throughout this study and this is due to the fact that it is the most commonly used term by a number of scholars.

Ritcheritch and Chancerell (1987) argue that the aim of needs analysis is not only to identify elements which will lend themselves to training but to establish relative importance, to find out what is indispensable, necessary or merely desirable.

West (1994) stated that needs analysis is essentially a pragmatic activity focused on specific situations, although grounded on general theories, such as the nature of language and curriculum.

According to Hutchinson and Waters (1987), needs analysis started mainly in the field of ESP and they say that as far as needs analysis is concerned, there should not be any differences between ESP and general English. Similarly, Richards (1990 as cited in West, 1994 p.13) believes that most of the literature

in needs analysis originally came from the realm of TESP (Teaching English for Specific Purposes) but needs analysis procedures have come to be seen as fundamental to the planning of general language courses.

Iwai et al (1999) state that the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

All these definitions according to the researcher are all learner oriented, in that, the ultimate goal of carrying out a needs analysis is to design a course that will make the learner have an edge in the prospective work domain

2.3.1 Philosophies of Needs Analysis

Stufflebeam (1977) states that there are four divergent philosophies that can arise in needs analysis: the democratic, analytic, diagnostic and discrepancy. They greatly affect the type of information that will be gathered.

The democratic philosophy is one in which a need is desired by a majority of the group involved. Whether this group consisted of the students themselves, the teachers, programme administrators or owners of the private school, the democratic philosophy would lead to a needs analysis that would gather information about the learning most desired by the chosen groups (Brown, 1995). In this philosophy, the majority will have their way whereas the minority will have their say. This means that what is articulated more by

stakeholders will be included in the prospective syllabus and what is articulated by few stakeholders may not be included in the prospective syllabus though they may inform the ultimate design of a syllabus.

In the analytic philosophy, a need is whatever the students will naturally learn next based on what is known about them and the learning processes involved. This involves conducting an analysis to establish the competence of the learners in the English language so that areas that they are conversant with can be left out of the prospective syllabus. Analytic philosophy thrives on the principle that before learners enrol for a course, they must have had an opportunity to learn English either formally or informally. Munby (1978)'s present situation analysis provides a good framework through which learners' present competence can be established. For instance, if particular learners know what a noun is, then the course designers may include the noun phrase and the noun clause thereafter in the prospective syllabus.

A diagnostic philosophy proposes that a need is anything that would prove harmful if it was missing (Brown, 1995). The aim of an ESP course is to make learners competent in the use of language in the target situation and hence it will be very harmful if certain content is left out. This is because learners will not discharge their duties effectively and in the long run it will affect the company that employs the tour guides. As a result, a needs analysis should be conducted to ensure that the learners are fully equipped with the necessary skills that will be beneficial to them in the long run rather than harmful. Failure

to which it will be very harmful to both prospective tour guides since they may lose their employment if they are not up to the task.

Finally, the discrepancy philosophy is one in which needs are viewed as differences or discrepancies between a desired performance from the students and what they are actually doing. The discrepancy or gap model is the most straight forward and widely used especially in education (Mckillip, 1987).

“The model emphasizes normative expectations and involves three phases:

1. goal setting, identifying what ought to be;
2. performance measurement, determining what is;
3. discrepancy identification, ordering differences between what ought to be and what is” (Mckillip, 1987 p.20). This model is appropriate for the present study because we have to set goals for this needs analysis, determine what is to be included in the prospective syllabus in a given order.

This study made use of democratic, diagnostic, analytic and discrepancy philosophies by considering the perceptions of students, ESP instructors and employers in the Tourism sector so as to elicit data as to Tour guide learner needs (democratic). The development of English for tour guides course stresses environments which enhance learning motivation and learner autonomy (Long 1996; Willis 1996). This learning motivation and learner autonomy can only be achieved by being democratic when conducting needs analysis. By revealing the incongruity between the students’ needs and their

self rating with respect to their competence, discrepancy philosophy was held whereby the researcher set goals in order to identify the needs that Tour guide ESP students will require in the target situation, determine which needs should be given priority and which ones are not very necessary based on what the students are during the time of conducting needs analysis as far as their linguistic competence is concerned. This was in conjunction with the diagnostic philosophy to ensure all needs that will prove harmful if they were missing are part of the prospective syllabus. Equally, the analytic philosophy was made use of in that what will be entailed in the course will ignore what the learners already know. This is in correspondence with PSA by Munby (1978). What learners know can only be known after conducting a needs analysis.

2.3.2 Necessity for Needs Analysis

Needs analysis in language teaching can be used for a number of different purposes, for instance;

1. “to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or banker
2. to help determine if an existing course adequately addresses the needs of potential students
3. to determine which students from a group are most in need of training in particular language skills
4. to identify a change of direction that people in reference group feel is important

5. to identify a gap between what students are able to do and what they need to be able to do
6. to collect information about a particular problem learners are experiencing” (Richards, 2001, p.52). The present study has been stimulated by all but one of the aforesaid reasons which is about the determination of which students from a group of learners are in most need of training in particular language skills. This is so because this study was not focusing on a group of learners but rather all learners pursuing the Tour Guide course.

From the aforementioned purposes of needs analysis, it is indisputable that needs analysis assures a flexible, responsive curriculum rather than fixed, linear curriculum determined ahead of time by instructors and it provides information to the instructor and learner about what the learner brings to the course, what has been accomplished and what the learner wants and needs to know next (Richards 2001). To sum up, needs analysis aims to know: learners as people, language users and language learners; how language learning and skills can be maximised for a given learner group; the target situations and learning environments so that data can be appropriately interpreted. All these are done with the interest of the learner at heart.

2.3.3 Needs Analysis Studies

An examination of needs analysis studies reveals that there are virtually no studies in Kenya on this subject despite the importance of needs analysis in

any course design. Nevertheless, a number of studies have been carried out in other countries as will be highlighted in the successive paragraphs. These studies are related to the present study which is a needs analysis on ESP students but apparently different on their sub fields.

Ekici (2003) conducted a needs assessment to determine the English language needs of Tour Guidance students of Faculty of Applied Sciences at Baskent University. Students, English instructors and curriculum coordinators were the respondents in this study. The data collection instruments used were the attitude scale, students' needs assessment questionnaire and ESP identification form. The results indicated that speaking, listening and specialist vocabulary be emphasised more to fulfil the ESP needs of Tour Guidance students.

Boonyawattana (1999) studied needs analysis of English in tourism. The results found that listening and speaking skills were greatly important in tourism business careers more than reading and writing skills. Speaking was needed most followed by listening, reading and writing. People who worked in tourism business also encountered the most problems in using English in listening skills followed by speaking, writing and reading. The fact that this study was on tourism informed the present study particularly on the language skills because this study also at some point identified the language skills. This was done in the order of the skills' importance to tour guides.

Enginarlar (1982) conducted a needs analysis study at the Middle East Technical University in Turkey in order to identify the academic needs and lacks of freshman students studying at social science based departments. Their needs in writing were revealed and the effectiveness of the programme at the preparatory school was evaluated and an important degree of discrepancy between the students' needs when writing as well as the writing instructions provided in the preparatory school was identified. We find a correlation between this study and the present study in that the researcher identified the academic needs and lacks of the learners just as the present study did except that our scope was quite wide in that it included all the language skills.

Eikilic (1994) carried out a needs analysis in order to determine the English language needs of the students in the faculty of Veterinary Medicine at Selcuk University. The results revealed that students considered reading skill as the most important and listening came up to be the second most important skill for students of veterinary medicine. The students' subject specialists and English language instructors stated that reading was important in order to be able to understand scholarly journals, magazines and reports as well as to translate materials from English to Turkish. Recommendations were put forward by the researcher aimed at improving the existing English language curriculum at Selcuk University. We borrowed much from this study since it was about language skills that we also established in their order of importance

albeit in the hospitality industry. This study by Eikilic also sought the perception of English language instructors just as we did.

Alagozlu (1984), in his study, revealed the English language needs of fourth year Medical students at the Faculty of Medicine in Cumhuriyet University. Students, teachers and administrators were data collection sources. Reading and translation according to the study came up to be the most required language skill due to the fact that they needed to deal with a great number of medicine-related readings which were available only in English. Consequently, recommendations were made for the improvement of the curriculum. It is worth mentioning that Alagozlu's study revealed language needs of fourth year medical students and our study also worked towards revealing needs of tour guides. His study came up with the language skills that were needed in the medicine related operations and the present study also came up with the language skills needed in tour guiding operations.

Basturkmen (1998) carried out a needs analysis study in the College of Petroleum Engineering at Kuwait University to assess the communicative language needs of the students. She collected data from instructors and students through structured questionnaires. Classroom observations and examination of student materials and samples were other tools of data collection. Students considered listening as more difficult than speaking, reading and writing. However, the instructors considered the four skills to be of the same level of difficulty. Basturkmen collected data from instructors and students just like the

present study and he also used questionnaires. This study greatly informed the present study due to the correspondence in the respondents and data collection tools.

Isik (2002) conducted a needs analysis at Baskent University with International Relations and Political Science students in order to find out their needs with respect to the writing skill. Students, English instructors, departmental instructors, professionals and administrators took part in the study. Syllabus development and methodology in order to fulfil the needs of the students with respect to their writing skill were some of the recommendations that were put forward. Isik's recommendations were very informative to the researcher in that the present study is about learning and target needs and we had to come up with the methodology of learning the course (language learning needs) that can be used to develop a syllabus later based on the established needs. The only difference between Isik's study and the current study is that we looked at all the four language skills unlike Isik who concentrated only on the writing skill.

Edwards (2000) carried out a needs analysis study to identify the language skills of German bankers in order to design an ESP course for the bank personnel. Four skills were explored. Writing and specialist vocabulary in banking came up to be specific needs. An ESP course was designed and guidelines for teaching method were set. From this study, an ESP course was designed and the present study also established the needs of the learners that will lead to the design of an ESP course for tour guides.

Chan (2001) conducted a research on language needs of students at Hong Kong Polytechnic University. Students' perceptions with respect to their needs and wants, their self ratings of their competence in academic and professional domain were revealed. Their opinions were compared with those of their English instructors. There was consistency regarding the responses of teachers and students. The consistency was interpreted as the students being able to state their opinions on various skills and being conscious in terms of their competence. The present study got the perceptions of learners and their self ratings through a questionnaire and their perceptions were compared with those of the ESP instructors. We sought to establish whether there was consistency regarding the responses of ESP instructors and students and indeed found out that the responses were to some extent the similar.

Keyoonwong (1998) conducted a survey of needs and wants of English in the tourism career. The results showed that the tourism personnel in Chiang Mai considered speaking and listening skills the most important and necessary, followed by reading, writing and translation. The employers were not satisfied with the English language proficiency of their tourism staff. They needed to practise the skills of listening, reading, speaking, writing and translation. This study is in agreement with the present study in that the researcher found out that listening and speaking were the most important skills for a tour guide. In addition, just like the present study found out that employers were not satisfied with the English proficiency of their tourism staff, the same reservations were expressed in the present study.

All these studies were aimed at identifying the needs of students pursuing particular courses in order to either improve an existing curriculum or come up with a course that takes into consideration perceptions of all stakeholders who were the respondents in the studies carried out. In addition, these studies are anchored on the language skills; have collected data from students, English instructors, departmental instructors, professionals and employers; recommended the methodology to be used in the teaching and learning of the respective courses; compared the needs as articulated by the students with the perceptions of the stakeholders who were part of the respondents with an aim of designing an all inclusive and comprehensive course. It is worth noting from the literature that needs analysis can be done on one or on all the language skills depending on the scope of a particular study.

In conclusion, given the discussions of relevant needs analysis studies, it is found out that the Tour Guide course in Kenya would benefit from a needs analysis study. This lack in literature, besides the urgent need to design a syllabus, motivated the researcher to conduct a needs analysis to identify the needs of learners pursuing Tour Guide ESP course. Just like the reviewed studies, this study is about needs analysis on an ESP course with an aim of designing a course that is based on learners' needs; the respondents were students, ESP instructors and employers in the hotel industry; questionnaires and semi structured interviews were used to collect data. This shows a big correlation between the present study and the studies discussed above and it

emerges that needs analysis is not confined to a particular course but can be applied across the board.

2.4 Theoretical Framework

Dudley –Evans and St John (1998) propose a modern and comprehensive concept of needs analysis which encompasses an eclectic approach to analysing learner’s needs. Needs analysis is indisputable to course design and there is awareness that different types of needs analysis are not exclusive but complementary to complete the jigsaw of analysis. This study made use of Munby (1978) Approach and Hutchinson and Waters (1987) Learning Centred Approach.

2.4.1 Munby (1978) Approach

It is also referred to as a sociolinguistic model for defining the content of purpose specific language programmes. In Munby (1978)’s communicative syllabus design, situations and functions were set within the framework of needs analysis. Munby introduced ‘Communications Needs Processor’ (CNP) which is the basis of the approach to needs analysis. Based on Munby’s work, Chambers (1980) introduced the term Target Situation Analysis and Ritchie and Chancerel (1980) introduced Present Situation Analysis. Similarly, functionalism can also be entwined in this study under this approach and its contribution to needs analysis will be discussed hereunder. The Munby (1978) approach has been criticised widely but with the introduction of Chambers (1980)’s Target Situation Analysis and Ritchie and Chancerel

(1980)'s Present Situation Analysis, the approach is ideal in identifying students' needs. Functionalism was also found appropriate since it talks of communicative functions that the students pursuing a Tour Guide course will engage in. These provided a framework that sought to achieve the objectives set out in this study as will be highlighted hereafter.

2.4.1.1 Target Situation Analysis (TSA)

The publication of Munby's communicative syllabus design (1978) on needs analysis moved towards placing the learner's purpose in the central position within the framework of needs analysis. The term Target Situation Analysis was introduced by Chambers (1980) in his article where he had to clarify the confusion of terminology. Target Situation Analysis is a form of needs analysis which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for (West, 1994). With the development of CNP, it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it (Hutchinson & Waters, 1987, p.54).

In Munby's CNP, the target needs and target level performance are established by investigating the target situation, and its overall model clearly establishes the place needs analysis has as central to ESP and indeed the necessary starting point in materials or course design.

The approach to needs analysis is the predominant model in CNP and it establishes the profile of needs through the processing of eight parameters which give us a detailed description of particular communication needs (Munby, 1978). The parameters are:

1. **Purposive domain:** this category establishes the types of ESP, and then the purpose which the target language will be used for at the end of the course.
2. **Setting:** the physical setting specifying the spatial and temporal aspects of the situation where English will be used and the psychological setting specifying the different environments in which English will be used.
3. **Interaction:** identifies the learner's interlocutors and predicts relationship between them.
4. **Instrumentality:** specifies the medium, that is, whether the language needs are to be used in written, spoken or both; mode, that is, whether the language to be used is in the form of monologue, dialogue or any other; and channel of communication, that is, whether it is face to face or any other.
5. **Dialect:** dialects learners will have to understand or produce in terms of their spatial, temporal or social aspect.
6. **Communicative event:** states what the participants will have to do productively or receptively.
7. **Communicative key:** the manner in which the participants will have to do the activities comprising an event e.g. politely or impolitely.

8. **Target level:** level of linguistic proficiency at the end of the ESP course which might be different for different skills.

The present study used these parameters in the design of the questionnaires and interview guides that elicited data from the respondents and the researcher found out that all the above parameters informed this study as will be explained subsequently. First, on the purposive domain, the researcher established that the target language will be used in the tourism sector and that ESP for tour guides is more of occupational (EOP). Second, the setting (where English will be used) includes in the class situation, in the office, tour operations etc. Third, the interaction will be with customers, colleagues, native speakers etc. Fourth, the instrumentality will be written, spoken, face to face, use of e-mails, fax etc. Fifth, Standard English is the dialect that will be used. Sixth, the communicative events will comprise of listening and reading as receptive tasks and speaking and writing as productive tasks. Seventh, tour guiding being in the hospitality industry, the participants will have to do the tasks politely (communicative key). Finally, the target of linguistic proficiency at the end of the ESP course is expected to be unrivalled for the different skills.

The aim of Munby's CNP is to find as thoroughly as possible the linguistic form a prospective ESP learner is likely to use in various situations in his target working environment. TSA refers to the identification of tasks and activities learners are/will be using English for in the target situation. TSA generally uses questionnaires as the instrument (Dudley-Evans & St. John 1998, p. 125). TSA includes objectives, perceived and product-oriented needs and there is an

explanation that the objective and perceived needs are derived by outsiders from facts, what is known and can be verified (p. 124). The target situation cannot be ignored because language acquisition substantially depends on the target language use by learners to convey messages meaningfully for a particular real purpose (Willis 1996; Ellis 2003; Skehan 1996).

2.4.1.2 Present Situation Analysis (PSA)

Present Situation Analysis was proposed by Ritcherich and Chancerel (1980) and it is posited as a complement to TSA (Robinson, 1991; Jordan, 1997). PSA attempts to identify what learners are like at the beginning of a language course. Dudley-Evans and St. John (1998, p.124) state that PSA estimates strengths and weaknesses in language skills and learning experiences. If the destination point to which the students need to get is to be established then the starting point has to be defined and this is provided by PSA.

Jordan (1980) stated that the sources of information in the approach are the students themselves, the teaching establishment and the user institution e.g. place of work. The background information such as years of learning English, level of education etc about the learners can provide us with enough information about their present abilities which can thus be predicted to some extent.

PSA represents constraints on the TSA and according to McDonough (1984), PSA involves 'fundamental variables', which must be clearly considered

before TSA. In practice, one is likely to seek and find information relating to both TSA and PSA simultaneously. Thus needs analysis may be seen as a combination of TSA and PSA.

2.4.1.3 Functionalism

Saussure (1916) divided language into two: language as a system or structure (*langue*) and the use of that language in utterances (*parole*). With this view, linguistics recognised varieties within languages such as social and regional dialects, styles and so on. As *langue* includes the concepts of system, code, language, competence and form; *parole* includes the concepts of use, message, verbal behaviour, performance and function. Chomsky (1965) also introduced the competence-performance distinction and it was recognised that since language cannot function without meaning, linguistics must pay attention to the problem of meaning. This was done by Wilkins (1976) notional syllabus that organised second language on semantic rather than grammatical principles. His scheme included notions of time, space and so on, as well as, the communicative functions, such as enquiring, informing, requesting and so forth.

In the 1970s, the study of language variation gave way to the development of special purpose language teaching (ESP). The view of functional relationship between linguistic systems and their communicative value gained importance. In functionalism, the meaning of an utterance is a function of the cultural and situational context in which it occurs. The aim of learning is always to enable the learner to do something which he/she could not do at the beginning of the

learning process. Language is neither a set of structure habits, nor a collection of situationally sensitive phrases. It is a vehicle for the comprehension and expression of meanings or notions. Language is for communication. Linguistic competence, the knowledge of forms and meanings, is just one part of communicative competence. Another aspect of communicative competence is knowledge of functions language is used for. It is imperative to state that designers of a course need to include items which they imagine will help learners to carry out communicative purposes for which they need the language and in order to determine these purposes, it is necessary to carry out needs analysis. As Stern(1983) stated, the starting point of functionalist teaching was the identification of the needs of learners and their purposes in learning English, both reflected the philosophy of community education in which much of ESL is located. In ESP, needs analysis techniques can identify the needs which the teacher can try to meet; functionalist approach provides a coherent educational model. To sum up, functionalism cannot be ignored in needs analysis since it restructures the presentation of the target language to coincide with the communicative functions or use to which the language will be put. It can be used together with Munbian (1978) approach in order to establish the needs of students pursuing tour guide course that will lead to a design of a course that builds language competence – the ability to use this knowledge for effective communication in the work domain.

In conclusion, the Munbian (1978) model remains important to needs analysis and we found it appropriate for the present study since it identified what the

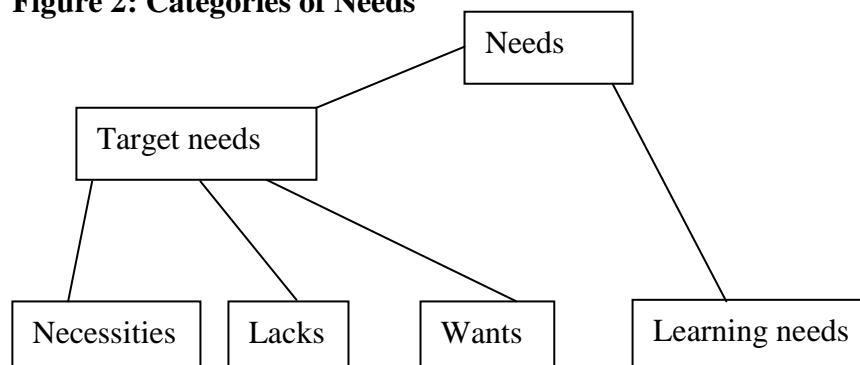
learners were like before the start of the course (PSA) and then the needs that were required for one to work competently in the target situation as a tour guide (TSA) and identifying the functions that learners were to use the language communicatively for (Functionalism).

2.4.2 A Learning Centred Approach

Hutchinson and Waters (1987) are the proponents of this approach that is opposed to other approaches that give too much attention to language needs. They propose that more attention should be given to how learners learn. The approach tells us “what the learners need to do in order to learn”. They advocate for a process oriented approach not a product or goal-oriented one. For them ESP is not a product but an approach to language teaching which is directed by specific and apparent reason for learning (p.16).

Learners’ needs are approached from two directions; target needs and learning needs. Target needs are defined as ‘what the learner needs to do in the target situation’ (Hutchinson & Waters, 1987, p.54). They are broken into three categories: necessities, lacks and wants. The figure below shows the categories of needs.

Figure 2: Categories of Needs



- (a) Necessities: considered to be what the learner has to know in order to function effectively in the target situation
- (b) Lacks : gaps between what the learner knows and necessities
- (c) Wants: described as what learners think they need, that is, learners' views about the reasons why they need language.

Learning needs explain how students will be able to move from the starting point (lacks) to the destination (necessities). Jordan (1997, p.26) quotes Bower (1980) who has noted the importance of learning needs:

If we accept... that a student will learn best if he wants to learn, less well what he only needs to learn, less well still what he either wants or needs to learn, it is clearly important to leave room in a learning programme for the learners' own wishes regarding both goals and process.

Hutchinson and Waters (1987) definition of wants (perceived or subjective needs of learners) corresponds to learning needs which consist of several questions, each divided into more detailed questions. The framework is as follows:

1. **Why** are the learners taking the course?
 - Compulsory or optional;
 - Apparent need or not;
 - Is status, money, promotion involved?
 - What do learners think they will achieve?

- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have spent on it?
2. **How** do the learners learn?
- What is their learning background?
 - What is their concept of teaching and learning?
 - Which methodology will appeal to them?
 - What sort of technique bore/ alienate them?
3. **What** sources are available?
- Number and professional competence of teachers;
 - Attitude of teachers to ESP;
 - Teachers' knowledge of and attitude to subject content;
 - Materials;
 - Aids;
 - Opportunity for out-of-class activities.
4. **Who** are the learners?
- Age/ sex/ nationality
 - What do they know already about English?
 - What teaching styles are they used to?
 - What is their attitude to English or to the cultures of the English speaking world?

Allwright (1982, quoted in West, 1994) says that the investigation of learners' preferred learning styles and strategies give us a picture of the learners'

conception of learning. The Learning Centred Approach is appropriate and applicable to the present study for it will help us to consider learners' background knowledge from the outset (Nation, 2000 & West, 1994).

In conclusion, the researcher used the Munby model to analyse the present and target needs of the learners pursuing Tour guide course and established the language learning needs using the Learning-Centred Approach. These two approaches are complementary in that Munby (1978) based his work on the target situation needs only and neglected learners wants and wishes. On the other hand, Hutchinson and Waters (1987) Learning Centred Approach takes into consideration the wishes and wants of learners since it provides a framework on how learners will learn in order to attain desired levels in the target situation. This is so because a course has to be learnt and a needs analyst should collect data on how learners could wish to learn (methodology). Though LCA takes care of both target and learning needs, the researcher complemented it with the Munby model that is quite comprehensive in the identification of learners' target needs through the CNP. The Munby model can be said to be about language use in the target situation whereas Hutchinson and Waters (1987) model is about language learning. In other words, if the researcher can use the analogy of a journey, Munby (1978) clearly illustrates the stage or the starting point of a journey (PSA) and the destination (target needs) through TSA but does not provide the means of getting to the destination. Hutchinson and Waters (1987) model provides the means by elaborating on learning needs

(how the learners will learn in order to attain the required competence in the target situation).

This chapter has discussed the literature related to ESP and needs analysis. The framework that guided the study has also been discussed. The subsequent chapter is a discourse of the research methodology that was adopted for the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter will present information on the research design, study area, target population, sampling and sample size, data collection, data analysis and presentation.

3.2 Research Design

A research design refers to the plan of carrying out a research. It should have internal validity (if with the design the treatment can bring about the changes in the dependent variable) and external validity (generalisability of the result to the other groups/settings and population).

A research design ensures that the evidence obtained enables us to answer the initial question as unambiguously as possible and the design relies upon the objectives of the study which are in turn encapsulated within the research questions. This study used a descriptive research design that described the needs of students pursuing Tour guide ESP course. A descriptive research design helps in providing answers to the questions who, where, what, when and how. It is in fact used to obtain information concerning the current status of the phenomena and to describe what exists. According to Glass and Hopkins (1984), descriptive research design involves gathering data that describe events and then organises, tabulates, depicts and describes the data collection. Applied to the present study, the design helped in describing the needs of students pursuing a Tour Guide course which was the research problem of the study.

Descriptive research design can be either qualitative or quantitative and the present study adopted both quantitative and qualitative approaches. The two approaches supplement each other in that the qualitative approach provides the in-depth explanations while quantitative approach provides the hard data needed to meet the objectives and test hypotheses (Mugenda & Mugenda, 2003, p.156).

3.3 Study Area

The area of study was Nairobi County and though there are forty seven counties in the country, the researcher found the county most suitable for the study because it is cosmopolitan (Ochieng, 2003), had the biggest number of registered colleges offering Tourism courses as per the Ministry of Higher Education Science and Technology. The county also had firms that provided tour guiding services.

3.4 Population

Jordan (1997) proposes that the sources of information in needs analysis are: the students themselves, the academic institution and the prospective employer. Three groups were involved in this study and through this triangulation (a technique that facilitates validation of data through cross verification from more than two sources) was achieved. The target population was students pursuing a Diploma in Tour guide course in their first level, ESP teachers of these students and employers in the tour guiding firms in Kenya while the

accessible population was students pursuing Tour guide course, ESP teachers of these students and employers in the tour guiding firms in Nairobi County.

The students were selected to provide data since they seem as an obvious choice of informants in needs analysis and they are often the primary, sometimes the only respondents (Long, 2005). This means that any needs analysis that does not collect data from students will not be comprehensive and hence cannot be relied upon in the design of any ESP course. The ESP teachers were suited for the study for they gave data based on their valuable experience on the teaching of ESP. The employers in tour guide firms were selected to give data as regards to the communicative competence of the tour guides that they had as their staff and their use of the English language in general. They also gave propositions on what ought to be done to make the tour guides more competent as far as communication in the work place is concerned.

3.5 Sampling and Sample Size

Sampling is the act, process or technique of selecting a suitable sample or a representative part of a population for the purpose of determining parameters or characteristics of the whole population while a sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985).

Colleges were selected for the study using stratified purposive sampling technique which illustrates characteristics of particular sub-groups of interest and facilitates comparisons between the different groups. The technique

allowed the researcher to select colleges that had the information for in-depth study as per the objectives and also guaranteed the desired distribution among the sub-groups. These colleges were stratified into Government, institutional and private. This categorisation was based on the facilities within the colleges, the management of the various colleges and the nature of programmes offered by the colleges (Ochieng, 2003). The facilities for instance found in a government college cannot be compared with those in private colleges. The facilities in this case refer to teaching aids and the personnel. In addition, admission to private colleges is often lenient in that the minimum grade they set is lower compared to government and institutional colleges. One college from the registered colleges was selected from each stratum. The whole student population in these colleges formed part of the study and teachers in the selected colleges formed part of the study. The total number of students was 72 and this number was considered appropriate since similar studies such as Ekici (2003) had used almost the same number. The table below shows the number of students and teachers selected for the study.

Table 3.1 Number of Students and Teachers Selected for the Study

Institution	No. of Students	No. of Teachers
Utalii College	36	02
Railway Training Institute	25	02
Dima College	11	01
Total	72	05

Three tour guide firms' managers were selected using purposive sampling technique. The table below shows the firms and number of managers selected for the study.

Table 3.2 Number of Managers Selected for the Study

Firm	No. of Managers
Micato Safaris	01
Travel Care LTD.	01
Debonair Travel LTD.	01
Total	03

3.6 Data Collection

West (1994) asserts that methods used in needs analysis are varied but the most widely used are case studies, interview and questionnaires. This study employed interview and questionnaires to elicit data from the respondents.

3.6.1 Questionnaire

A questionnaire is one of the most popular ways of gathering primary data on questions about attitude, opinion and motivations (McNabb, 2004). Respondents are more often than not willing to share information because they can remain anonymous, they can be designed for different groups and respondents' answers are relatively easy to code and tabulate (Nthiga, 2010). On the other hand, questionnaires can be misleading to the respondents particularly when the questions are ambiguous. Nonetheless, we used the instrument in the present study.

Self-administered questionnaires for the students (see appendix A) and ESP instructors (see appendix B) were administered as a quantitative technique for

data collection to seek information based on the theoretical framework of the study which covers TSA, PSA and LCA and other aspects of the study. The questionnaires sought to find out perceptions on learners' learning needs, target needs and the importance of the skills of listening, speaking, reading and writing to students pursuing Tour Guide course. The questionnaires for both teachers and students were divided into parts that had language tasks and this was consistent with Orr (2001) who stated that among the variables ESP needs analysis will identify is a list of relevant skills that learners must master in order to successfully accomplish specific academic or work place purposes for which they seek specialised training. This instrument collected data that helped in achieving the first and second objectives of the study.

3.6.2 Interview

Mackay (1978) advocated for the use of interview when investigating learners' needs and this was also emphasized by Dundley-Evans and St. John (1998) as one of the main data collection instruments of language needs analysis. The use of interview was suited for this study because more detailed information was obtained through probing questions. A skilled interviewer can easily overcome respondents' resistance and go on to gather very useful information. They are also flexible and hence one can restructure the questions or language to adapt to the respondents.

Semi structured interviews for the Tour Guide firms' employers (see appendix C) was constructed on the basis of the theoretical framework of the study and administered to the three managers. The interviews were tape recorded and the

researcher also took some notes at the same time. This instrument helped in achieving the third objective of the study in that the researcher was able to get the perceptions of tour guide firms' managers on the ESP course offered to tour guides.

3.7 Data Analysis and Presentation

Qualitative and quantitative data was obtained through the instruments of data collection adopted in the study.

The statistical analysis of questionnaires was carried out using SPSS version 17.0 and then the percentages and frequencies of the target and language learning needs with the goal of comparing the perceptions of students, teachers and employers. First, data obtained from students through a questionnaire was analysed by getting the means and percentages of the importance attached to various tasks as outlined in the questionnaire (see appendix A). The analysis was based on the various tasks that fall under the four language skills just as Zhu and Flaitz (2005) stated that studies focussing on target needs by the approach of task analysis have provided useful information about the academic tasks students are expected to perform and the materials they must work with. This helped in achieving the first objective of the study. Second, data obtained from teachers through the use of a questionnaire (see appendix B) was also analysed by getting the means, standard deviation scores and percentages attached to the various tasks and hence the second objective of the study was realised. Third, data obtained from tour guiding firms' managers was transcribed and then interpreted. Descriptive analysis which included

segmentation of data to establish the needs of Tour Guide students with regard to their perceptions, and those of teachers and prospective employers was also done. Data was presented using tables.

3.8 Ethical Considerations

It is generally agreed that research involving human participants must meet basic ethical standards. In view of this, research ethics is crucial in any research. Ethics can be defined as the norms of conduct that distinguish between acceptable and unacceptable behaviour. Therefore, a researcher should strive to uphold acceptable behaviour in the course of research. According to McNabb (2004 as cited in Nthiga, 2010), research ethics should apply at four stages of research, that is, the planning stage, data gathering stage, the processing and interpretation of data stage and the dissemination of the research results stage.

Only participants who know why they are volunteering to participate in the research should be selected. This should be based on the principle of voluntary participation which requires that people should not be coerced into participating in research but should instead do so through informed consent. The requirement of informed consent requires that the prospective research participants must be fully informed about the procedures and risks involved in a particular research. Equally, honesty should be maintained when observing behaviour and conducting interviews. In addition, ethical standards require

honesty in the interpretations made from the data and any conclusions made should emanate from the data.

Finally, the researcher must minimize harms and risks and maximize benefits; respect human dignity, privacy and autonomy of the participants. This indicates that the researcher must ensure that respondents are fully informed of the intention of the study and they be assured that any information provided is not used against them.

The researcher in the present study upheld all the aforementioned ethical considerations by ensuring that the respondents gave their oral consent as acceptance to take part in the study; maintained high standards of honesty in the stages of planning, data gathering, processing, interpretation and dissemination of research results; respected human dignity, privacy and autonomy of the respondents.

To sum up, this chapter has presented the methodology adopted in the study and the subsequent chapter will give the analysis of data, presentation and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This research sought to establish the language learning and target needs of learners pursuing a Tour Guide Diploma course in Kenya. This was done in order to find out what the learners need to learn for them to function effectively in their prospective work domains. This chapter presents data in order to meet the objectives in section 1.4 of the study.

4.2 Learning and Target Needs by Students

Based on the theoretical framework of the study, the researcher investigated the needs of the students from the students' point of view by use of a questionnaire (see appendix A). The questionnaire was divided into three parts: part one, part two and part three that sought to establish background information, learning needs and target needs respectively.

The study found out that all the students who were respondents in this study had studied English in Kenya and done the subject in KCSE examination. This is an answer to Hutchinson and Waters (1987) framework which asks the question: **Who** are the learners? 6.9% of the respondents scored grade B, 16.7% scored C+, 31.9% scored C, 26.4% scored C- and 18.1% scored D+. The table below shows the KCSE performance of the students that were selected for the study.

Table 4.1 KCSE Performance

Grade Scored in KCSE	Frequency
B-	5
C+	12
C	23
C-	19
D+	13
	N=72

All the respondents were in agreement that it was necessary to learn the English language at that level though their reasons for doing so were varied. A total of 56 out of 72 students felt that they were learning English to work as tour guides and 49 students selected the reason of being able to speak with English speaking colleagues. The reason that most/some/all of the written/printed materials connected to the job were in English was selected by 41 students and 38 students stated that they were learning English to be able to pursue their course successfully since all materials were in English.

The students were asked to say whether they would choose the English course if it was optional and 89% of them felt that they would choose the course regardless of whether it was optional or not. They were required to give a reason as to why they were for either of the options. The students gave the reasons that they stood a better chance of enhancing their language skills and the importance of the English language globally. A paltry 11% of the students felt that they would not choose the English course because according to them the language skills that they learnt in secondary had empowered them quite well to do any job that required the use of English. This also conforms to

Hutchinson and Waters (1987) framework which asks: **Why** are the learners taking the course? Is it compulsory or optional? This framework expects any needs analyst to establish as unambiguously as possible the reasons that motivated learners to take an ESP course.

The students had the perception that it was useful to learn English so that they could become well qualified professionals in the tourism sector. 61.1% of the total number of students who were respondents believed that it was necessary to learn English, 30.6% felt that it was convenient for them whereas a paltry 6.9% considered the usefulness of the English language unnecessary. The table below shows the percentages of usefulness of English as put forth by the students.

Table 4.2 Usefulness of English

Scale	Frequency	Percentage
Necessary	44	61.1%
Convenient	22	30.6%
Unnecessary	5	6.9%
Not filled	1	1.4%
Total	72	100%

The data presented above clearly outlines the background information that answers the question: **Who** are the learners? This question is asked in Hutchinson and Waters (1987) approach and corresponds with Ritcherich and Chancerel (1980)'s Present Situation Analysis (PSA). Background information helps us to know what learners are like at the beginning of the language course

in order to make an informed choice of content that is to be included in the prospective syllabus.

From the results, almost half of the students scored grades that were below average in KCSE and this is an indicator that an ESP course at the tertiary level is required. The fact that most students felt that they were learning English to work as tour guides indicates the importance they attach to the English language and hence the need to design the syllabus in such a way that whatever they are taught prepares them to be competent tour guides as far as the use of English is concerned. It is worth noting that the learners at this level understand the fundamental place of English as an international language and its importance in their field. This is clearly shown by their response to the question whether they would choose the English course if it was optional whereby 89% of the respondents responded in the affirmative. This is further confirmed by their response on the usefulness of English in their prospective profession whereby 61.1% felt that it was necessary. Similarly, Crystal (1997) stated that for people whose international travel brings them into the world of package holidays, business meetings, academic conferences, international conventions, community rallies, sporting occasions and other gatherings, the domain of transportation and accommodation are mediated through the use of English as an auxiliary language. This shows clearly the place of English as an international language and its role in mediating people from different countries.

Part two of the questionnaire sought to know the perceptions of the students regarding their learning needs. The learners were expected to rate the

importance of learning the tasks of language and then rate themselves in each task under the four skills of language: speaking, listening, writing and reading. They were to use a Likert-type scale in each column. The results of the importance of the tasks as perceived by the students and then their self ratings are presented in the same table for each language skill.

The sub question on the learning needs was: how do you rate the importance of learning each of the following tasks of language skills? The questionnaire had a Likert-type scale providing five choices (unimportant, of little importance, moderately important, important and very important).

4.2.1 Speaking Tasks as Learning Needs

The means of the tasks ranges between 4.12 – 2.92 and the tasks with the highest importance were asking questions 76.4%, expressing yourself 76.2%, answering questions 70.8% and making presentations 69.4%. The tasks with the lowest importance were solving problems 34.7%, comparing and contrasting 33.4% and describing 29.2%. The students rated themselves as average and above average in most tasks except making presentations which was rated as below average. The table below shows the means of importance given to speaking tasks as learning needs by the students.

Table 4.3 Means and Standard Deviation Scores of Speaking Tasks as Learning Needs

SPEAKING TASK	IMPORTANCE MEAN	SD	SELF RATING MEAN	SD
Asking questions	4.12	1.05	3.13	.93
Answering questions	4.03	1.03	3.08	.78
Expressing yourself	4.10	.97	3.19	.97
Summarizing	3.36	1.08	3.86	.92
Describing	3.01	1.11	3.75	1.04
Comparing and contrasting	3.04	1.18	3.90	.87
Solving problems	2.94	1.17	3.78	1.02
Reasoning	3.25	1.01	3.79	1.01
Making presentations	3.87	1.15	2.97	.93
Criticizing	3.28	1.18	3.69	.988
Reacting to speech and lecture	3.61	1.16	3.39	1.10
Providing correct pronunciation	3.13	1.17	3.63	.879
Wording quickly	2.92	1.20	3.86	1.01
Using appropriate intonation and stress	2.99	1.27	3.94	.82

The results in the table above show the importance attached by the students to the tasks of speaking and their self ratings. The students showed need for the tasks of asking questions, answering questions, expressing yourself and reacting to speech and lecture. On the contrary, the respondents did not show any need for all the other tasks because the mean of the importance attached to the tasks was low compared to their self rating. Speaking is an important skill

to tour guides because they will need to speak English in order to communicate with foreign clients in their routine jobs. This clearly demonstrates why students' learning needs should be unambiguously identified so that the attainment of the target needs is not compromised. This is closely related to McDonough and Shaw (1993) who stated that speaking skills materials should start from the premise that a communicative purpose can be established in the classroom by means of the information gap. The information gap in this case was established by comparing the importance attached to the learning tasks and the learners' self ratings.

4.2.2 Listening Tasks as Learning Needs

The means of the tasks categorized as listening learning needs ranges between the mean of 4.12 – 2.92 and the tasks with the highest importance were listening for taking notes 79.4%, obtaining gist 72.2% and obtaining specific information 51.3%. The tasks with the lowest importance were recognizing the speaker's attitude 18.1%, listening for discriminating intonation and stress patterns 16.7% and listening for translating 15.3%. The students rated themselves as average in all the tasks of listening though their ratings were low in some tasks compared to the importance they attached to them. The table below shows the means of importance given to listening tasks as learning needs by the students.

Table 4.4 Means and Standard Deviation Scores of Listening Tasks as Learning Needs

LISTENING TASKS	N	IMPORTANCE MEAN	SD	SELF RATING MEAN	SD
Obtaining gist	72	4.07	1.06	3.47	.95
Obtaining specific information	72	3.50	1.07	3.85	.93
Listening for summarizing	72	3.10	1.04	3.83	.80
Listening for taking notes	72	4.01	1.10	3.61	.89
Listening for translating	72	2.24	1.16	3.65	.87
Recognizing language structure	72	3.11	1.12	3.38	1.04
Understanding complex sentences	72	2.97	1.13	3.69	1.01
Deducing the meaning of unfamiliar words	72	2.77	1.17	3.74	.97
Evaluating the importance of information	72	3.22	1.10	3.64	.89
Extracting information not explicitly stated	72	2.96	1.08	3.86	.83
Recognizing the speaker's attitude	72	2.39	1.10	3.38	1.06
Listening for discriminating intonation and stress patterns	72	2.42	1.12	3.79	.99
Recognizing speech organization patterns	72	2.57	1.14	3.76	.85

The learners exhibited need for the listening tasks of obtaining gist, listening for taking notes and recognizing the speaker's attitude. This is based on the importance attached to the tasks of listening and self ratings on the same. The

other tasks did not reveal any need as the learners rated themselves highly as opposed to the importance attached to the tasks. Students felt that listening to obtain gist and take notes were important tasks that had to be internalized if at all they were to attain the target needs that needed this skill. Listening is an important language skill and the listening tasks should be internalized well by the students because failure to listen and grasp what is being said can lead to communication breakdown. Any communication that may not be clear between the teacher and the student may affect the internalization of the target needs because learning needs are the means through which learners get to the target situation.

4.2.3 Reading Tasks as Learning Needs

The means of the reading tasks categorized as learning needs range between 4.29 – 2.99 and the tasks with the highest importance were reading intensively 80.5%, reading for note taking 75% and skimming 65.3%. The tasks with the lowest importance were referencing 34.8%, guessing the meaning of unknown words from context 33.4% and synthesizing 30.5%. The table below shows the importance given to reading tasks as learning needs by students.

Table 4.5 Means and Standard Deviation Scores of Reading Tasks as Learning Needs

READING TASKS	N	IMPORTANCE MEAN	SD	SELF RATING MEAN	SD
Predicting	72	3.50	.99	3.47	.90
Scanning	72	3.72	.90	3.33	.96
Skimming	72	3.75	.98	3.14	.82
Reading intensively	72	4.29	1.06	3.40	1.03
Guessing the meaning of unknown words	72	3.01	1.01	3.82	.81
Referencing	72	3.00	1.04	3.86	.75
Analyzing	72	3.60	.98	3.54	.79
Synthesizing	72	2.99	1.04	3.58	.76
Making inferences	72	3.14	1.13	3.94	.80
Reading for note taking	72	4.00	.93	3.65	.92
Identifying main ideas	72	3.76	.89	3.68	.96
Finding supporting ideas	72	3.47	1.12	3.72	.85
Paraphrasing	72	3.60	.95	3.72	.82
Summarizing	72	3.57	1.05	3.54	.83
Transferring information	72	3.33	1.06	3.71	.89
Responding critically	72	3.42	1.13	3.86	.82
Speed reading	72	3.32	1.08	3.81	.76

The tasks of: predicting, scanning, skimming, reading intensively, analyzing, synthesizing, identifying main ideas and summarizing revealed needs. The other tasks did not reveal any needs since the mean difference between the importance attached to the tasks and their self rating did not indicate need for those tasks.

With regard to reading, the students need to read and understand the course materials to a considerable degree if at all they want to emerge successful. Tasks such as reading intensively and reading for note taking have been considered very important and the students have rated themselves lowly because they play a critical role in the overall course. The students cannot succeed in the course if their reading culture is poor.

4.2.4 Writing Tasks as Learning Needs

The means of the writing tasks categorized as learning needs ranged between 4.11 – 3.49 and the tasks with the highest importance were structuring sentences 79.2%, using appropriate vocabulary 76.3% and developing ideas 69.4%. The tasks with the lowest importance were spelling correctly 49.3% and using correct punctuation 48.6%. The table below shows the importance given to writing tasks as learning needs by students.

Table 4.6 Means and Standard Deviation Scores of Writing Tasks as Learning Needs

WRITING TASKS	N	IMPORTANCE MEAN	SD	SELF RATING MEAN	SD
Structuring sentences	72	4.11	.86	3.37	.79
Developing ideas	72	3.97	.93	3.35	.77
Grouping ideas	72	3.60	.94	3.25	.76
Linking ideas	72	3.82	.86	3.14	.67
Using appropriate vocabulary	72	4.04	.83	3.28	.85
Using correct punctuation	72	3.49	.99	3.31	.73
Spelling correctly	72	3.54	1.08	3.28	.74
Adapting appropriate tone and style	72	3.75	.90	2.94	.75

All the writing tasks categorized as learning needs can be interpreted as a need or necessity in those tasks for the students because the mean difference between the importance and the students' self rating is significant. There are basic tasks of writing that will enable the student achieve high level of competence in writing with regard to their prospective career as shown in the table above. This is an indicator that they should not be ignored if the importance they attached to them is anything to go by. Writing is productive and how it is done as students pursue their course determines to a great extent the ultimate success.

Part three of the students' questionnaire (see appendix A) sought to know the perceptions of the students regarding the importance they accorded the target needs and their self rating on the competence that they had when needs analysis was being carried out. The learners were first asked to rank reading, writing, listening, speaking, translation and specialist vocabulary according to their order of importance using numbers 1 to 6 whereby 1 referred to the most important and 6 the least important. The table below shows the importance attached to the six language skills by the students.

Table 4.7 Importance of Language Skills

RANKING	SKILL	FREQUENCY
1	Speaking	27
2	Listening	15
3	Reading	12
4	Writing	08
5	Translation	05
6	Specialist vocabulary	04
Total		72

Of the total number of students who took part in the study, 79% felt that the skill of translation was ignored in the ESP courses they had taken but were unanimous that all the other skills were part of the syllabus though a paltry 11% felt that specialist vocabulary though covered was not fully incorporated in the syllabus.

The results show that the students felt that speaking was the most important skill in the tour guiding field followed by listening. The results support Keyoonwong (1998) who found that the tourism personnel in Chiang Mai considered speaking the most important skill. This can be interpreted to mean

that as tour guides, they will be speaking more to the tourists as they familiarize them with the tourist attraction sites. Equally, the tour guides will be listening to the tourists as they take them round hence the importance attached to listening. In fact, the tour guides will be regularly speaking to the tourists as much they will be regularly listening to them. These two skills can be said to be the backbone of communication in the hospitality industry and if one cannot speak clearly then there will be no communication distortion of the intended message. These findings are not unique from Boonyawattana (1999) who found out that listening and speaking skills were greatly important in tourism business careers. On the other hand, if one cannot listen actively in order to get the information being passed then the tour guiding firms may lose some business and this can be very costly because these firms are profit oriented.

Part 4 of the questionnaire (see appendix A) sought to establish the learners' perceptions regarding the importance of their target needs and their competence on the perceived needs at the time of the study as rated by them. The learners were expected to fill the questionnaire using a Likert-type scale (unimportant, of little importance, moderately important, important and very important) in column 1 and (extremely important, below average, average, above average and extremely important) for column 2 to establish their competence.

4.2.5 Speaking Tasks as Target Needs

The means of the target needs categorized as speaking tasks ranged between 4.68-1.75 and the tasks with the highest importance were speaking with customers 95.8%, speaking in tour operations 91.7%, speaking in hotels 84.7%, speaking abroad 77.8% and speaking in travel agencies 76.4%. The tasks with the lowest importance were speaking in social settings 30.6%, speaking in the office 30.5%, speaking with colleagues 12.7%, speaking in banks for money matters 9.7% and speaking in my own country 8.3%.

The learners rated their competence on ‘speaking in banks for money matters’, ‘speaking in transportation contexts’ and ‘speaking with colleagues’ as average whereas all the other tasks were rated as below average. The table below presents the means of importance given to speaking tasks as target needs by students.

Table 4.8 Means and Standard Deviation Scores of Speaking Tasks as Target Needs

SPEAKING TASK	N	IMPORTANCE MEAN	SD	SELF RATING MEAN	SD
With native speakers	72	3.69	.78	2.69	.79
With non native speakers	72	2.67	.79	2.56	.72
With colleagues	72	2.61	.80	3.10	.79
With customers	72	4.68	.67	2.65	.79
In the office	72	3.18	.67	2.67	.69
In hotels	72	4.10	.75	2.74	.67
At the airport	72	3.63	.55	2.78	.69
In banks for money matters	72	1.75	.66	3.48	.75
In travel agencies	72	4.06	.76	2.49	.58
In tour operations	72	4.44	.64	2.51	.60
In transportation contexts	72	3.58	.70	3.28	.84
In social settings	72	3.15	.82	2.90	.69
In my own country	72	3.54	.81	2.94	.85
Abroad	72	4.18	.77	2.44	.62

The speaking tasks categorized as target needs revealed needs for all except ‘speaking with colleagues’ and ‘in banks for money matters’. The students revealed needs for the speaking tasks since most of their work will involve speaking with tourists and also engaging other parties as they carry out their duties.

As was indicated above, speaking was considered to be the most important skill in tour guiding. In the present case, the tour guides will be required to speak English with tourists on a daily basis. They will be speaking English with both native and non native speakers of English. The speaking tasks cannot be ignored in the tourism sector because they play a vital role in enhancing business just as Sucompa (1998) found out that the owners of travel agencies, managers and the administrators needed their staff to use speaking skills most. From this study, the most frequent situations in which the tour guides use speaking skills include speaking: with customers, in hotels, at the airport, in travel agencies and in tour operations. It is interesting to note that all these tasks revolve around the customers and hence the need to tailor an ESP course to fit in the expectations of the prospective work domain or purposive domain as put forward by Munby (1978).

4.2.6 Listening Tasks as Target Needs

The means of the listening tasks categorized as target needs ranged between 4.46-3.04 and the tasks with the highest importance included understanding face to face conversations 93.1%, understanding native speakers 90.3% and conversations on phone 86.1%. Those with the lowest importance included understanding: TV programmes 32%, films 33.4%, the radio 33.6% and seminars at 45.9%.

The learners rated their competence on 'listening to the radio' as above average whereas most of the tasks were rated as average except 'listening to the native

speakers’, ‘listening to presentations’, ‘listening to conferences’ and ‘listening to seminars’ which were ranked to be slightly below average. The table below shows the means of importance given to listening tasks as target needs by students.

Table 4.9 Means and Standard Deviation Scores of Listening Tasks as Target Needs

LISTENING TASK	N	IMPORTANCE MEAN	SD	SELF RATING MEAN	SD
Understanding native speakers	72	4.36	.69	2.99	.79
Non native speakers	72	3.47	.85	3.17	.76
The radio	72	3.21	.90	3.71	.86
TV programmes	72	3.19	.68	4.06	.80
Announcements at different places	72	3.63	.61	3.31	.70
Films	72	3.04	.92	3.83	.80
Presentations	72	3.60	.78	2.99	.68
Meetings	72	3.68	.72	3.07	.73
Conferences	72	3.92	.72	2.94	.57
Seminars	72	3.43	.68	2.90	.63
Discussions	72	3.57	.76	3.21	.74
Conversations on phone	72	4.21	.67	3.42	.78
Face to face conversations	72	4.46	.62	3.54	.74

All the listening tasks categorized as target needs revealed needs save for listening to radio and TV programmes. This can be interpreted to mean that the other listening tasks were considered important by the students to their target situation. The respondents felt that the listening tasks were vital to them because they will be expected to understand spoken discourse. Understanding

is only possible if close attention is paid to what is being said and that is why it is very important for the students to be taken through the above tasks. It is worth noting that the listening tasks that involve the client and the tour guides have been attached higher importance and the students have rated themselves poorly on them. Tasks such as understanding face to face conversations, conversations on phone and understanding native speakers were considered to be inevitable in the target situation. This is because more often than not the tour guides will be engaging the tourists using the tasks as they visit the tourist attractions sites.

4.2.7 Reading Tasks as Target Needs

The means of the tasks of reading regarded as target needs ranged between 4.36-2.90. The tasks with the highest importance were tickets 84.7%, business letters 81.6%, e-mail messages 79.2%, fax messages 62.5% and itineraries 61.1%. Those with the lowest importance were manuals 27.8%, magazines 27.2%, reports 25%, academic texts 23.6% and legal documents 20.8%.

The learners rated their competence on 'reading dictionary entries' as above average. The tasks of reading 'business letters, fax messages, maps, e-mail messages, brochures, legal documents and itineraries' were rated as slightly below average. All the other tasks were rated as average by the learners. The table below shows the means of importance given to reading tasks as target needs students.

Table 4.10 Means and Standard Deviation Scores of Reading Tasks as Target Needs

READING TASK	N	IMPORTANCE MEAN	SD	SELF-RATING MEAN	SD
Academic texts	72	3.07	.76	3.17	.73
Manuals	72	2.99	.94	3.28	.77
Newspapers	72	3.46	.71	3.44	.69
Business letters	72	4.36	.63	2.51	.62
Fax messages	72	3.72	.84	2.46	.91
Magazines	72	3.17	.75	3.47	.76
Reports	72	3.04	.72	3.10	.67
Maps	72	3.32	.57	2.88	.67
e-mail messages	72	4.07	.77	2.83	.60
Brochures	72	3.40	.78	2.90	.80
Dictionary entries	72	2.90	.73	4.29	.74
Memos	72	3.17	.62	3.18	.65
Instruction booklets	72	3.38	.68	3.32	.70
Legal documents	72	2.83	.80	2.72	.77
The agenda of a meeting	72	3.24	.77	3.22	.73
The minute of a meeting	72	3.39	.84	3.18	.69
Newsletters	72	3.24	.88	3.38	.63
Catalogues	72	3.06	.57	3.36	.79
Tickets	72	4.24	.70	3.46	.80
Itineraries	72	3.79	.80	2.74	.69
Vouchers	72	3.14	.71	3.10	.71
Invoices	72	3.39	.61	3.31	.68

The tasks regarding reading of manuals, magazines, dictionary entries, newsletters and catalogues did not reveal any need unlike all the other tasks that revealed needs.

The prospective tour guides will be expected to be knowledgeable in the reading skill

since most materials that they will be encountering in the field will be written. The more they read, the more they get updated on the changes that are taking place in the tourism industry and adjust accordingly. This is partly the reason why materials or documents that are related to tourism have been considered important by the respondents for the target situation. The students need to be efficiently prepared in order to understand detailed information of tourist documents such as tickets, e-mail messages, itineraries, fax messages and business letters and many more that point directly to the target situation.

4.2.8 Writing Tasks as Target Needs

The means of the tasks of writing regarded as target needs ranged between 4.69-3.33. The tasks with the highest importance were tour commentaries 96.3%, business letters 86.4%, legal documents 84.7%, itineraries 80.5% and e-mail messages 80.5%. Those with the lowest importance were agendas 55.6%, user manuals 55.6%, fax messages 52.8% and notes 48.7%.

The learners rated themselves as average in the following tasks of writing: minutes, agendas, notes, reports, user manuals, complaint letters, complimentary letters and filling reservation forms. The other tasks were rated as slightly below average. The table below shows the means of importance given to writing tasks as target needs

Table 4.11 Means and Standard Deviation Scores of Writing Tasks as Target Needs

WRITING TASK	N	IMPORTANCE MEAN	SD	SELF-RATING MEAN	SD
Business letters	72	4.39	.68	2.75	.76
Memos	72	3.81	.76	2.83	.78
Minutes	72	3.78	.63	3.22	.67
Agendas	72	3.71	.79	3.11	.70
Notices	72	3.65	.65	2.96	.83
e-mail messages	72	4.14	.71	2.69	.64
Fax messages	72	3.56	.64	2.92	.72
Notes	72	3.67	.76	3.78	.80
Reports	72	3.67	.76	3.14	.69
Itineraries	72	4.13	.71	2.86	.79
Tour commentaries	72	4.69	.46	2.82	.75
Legal documents	72	3.33	.73	2.97	.83
User manuals	72	3.58	.64	3.43	.64
Brochures	72	3.94	.69	2.96	.72
Complaint letter	72	3.74	.67	3.19	.78
Complimentary letters	72	3.76	.68	3.14	.81
Fill reservation forms	72	3.79	.71	3.28	.82

All the needs except writing notes revealed needs for the students. This means that the students valued the writing tasks that were under the writing skill and this is partly because most of the tasks are very vital in the tourism industry.

The writing tasks in the above table are very crucial in the tourism sector and the tour guides who are in training should be taught their format as well as where and when they are used. This is in convergence with Sucompa (1998) findings that tourism workers had high needs in writing programmes because for them to operate outbound and inbound tours, tourism workers needed to

write correspondence or e-mail to contact travel agencies. In conclusion, the researcher can say that writing business letters, tour commentaries, itineraries, brochures, e-mail messages and filling reservation forms are a must know for a tour guide.

4.3 Learning and Target Needs by Teachers

The teachers' questionnaire (see appendix B) was aimed at achieving objective two of the study. The questionnaire was divided into three parts whereby the first part which had 54 tasks of four language skills that sought to know the teachers' perceptions regarding the learners' learning needs. The second part of the questionnaire had 68 tasks of the language skills and it sought to establish the target needs of the learners from the teachers' perspective.

The teachers were expected to rate the importance of the learning skills using a Likert-type scale (unimportant, of little importance, moderately important and very important). Based on the given scale, an importance mean that showed the importance attached to each task by the teacher was calculated.

4.3.1 Speaking Tasks as Learning Needs

The tasks with the highest importance were making presentations 100% and producing correct pronunciation, reacting to speech and lecture, summarizing and

answering questions at 80%. The tasks with the lowest importance were comparing and contrasting and using appropriate intonation both at 40%.

The means ranged between 4.60-2.60. The table below shows the means of importance given to speaking tasks as learning needs by ESP teachers.

Table 4.12 Means of Speaking Tasks as Learning Needs

SPEAKING TASK	N	IMPORTANCE MEAN
Asking questions	05	4.60
Answering questions	05	4.00
Expressing themselves	05	3.80
Summarizing	05	3.80
Describing	05	3.60
Comparing/Contrasting	05	3.00
Solving problems	05	2.80
Reasoning	05	4.00
Making presentations	05	4.20
Criticizing	05	2.60
Reacting to speech and lecture	05	3.00
Producing correct pronunciation	05	4.20
Using appropriate intonation and stress	05	2.60

The speaking tasks of asking questions, answering questions, expressing themselves, summarizing, reasoning, making presentations and producing correct pronunciation were considered by the teachers to be fundamental for the students as they pursue their ESP course. The tasks of using appropriate intonation, criticizing and solving problems were not considered vital for the learners as they strove to be competent in the work domain.

The teachers considered the basic speaking tasks such as producing correct pronunciation, making presentations, asking questions and answering questions to be very important to the learners as they learnt the speaking tasks used in the target situation. As they pursue the course, the students are expected to speak fluently with their colleagues and teachers just as it will be expected of them when they join the profession.

4.3.2 Listening Tasks as Learning Needs

The listening tasks regarded as learning needs had 13 tasks. The tasks with the highest importance were obtaining gist 100%, obtaining specific information, listening for taking notes and evaluating the importance of information all at 80%. The tasks with the lowest importance were listening for translating, understanding complex sentences, deducing the meaning of unfamiliar words, listening for discriminating intonation and stress patterns and recognizing speech organization patterns at 20%.

The mean ranged between 4.60-3.00. The table below shows the means of importance given to listening tasks as learning needs by ESP teachers.

Table 4.13 Means of Listening Tasks as Learning Needs

LISTENING TASK	N	IMPORTANCE MEAN
Obtaining gist	05	4.60
Obtaining specific information	05	4.20
Listening for summarizing	05	3.40
Listening for taking notes	05	4.20
Listening for translating	05	3.20
Recognizing language structure	05	3.60
Understanding complex sentences	05	3.00
Deducing the meaning of unfamiliar words/word groups	05	3.00
Evaluating the importance of information	05	4.00
Extracting the information not explicitly stated	05	3.40
Recognizing the speakers' attitude	05	3.60
Discriminating intonation and stress patterns	05	3.00
Recognizing speech organization patterns	05	3.20

The tasks with the highest importance were seen by the ESP teachers to be very handy for the students in their endeavor to be tour guides. Listening is an important skill since it enables learners to follow what they are being taught. For instance, obtaining gist, obtaining specific information, listening for taking notes and evaluating the importance of information have been rated highly because they indicate to some extent what the learners need to do in order to be competent in the target situation as far as listening is concerned. This is in line

with Hutchinson and Waters (1987) approach in that learning needs are viewed as a means through which target needs are achieved.

4.3.3 Reading Tasks as Learning Needs

The reading tasks regarded as learning needs had 17 tasks. The tasks with the highest importance were summarizing 100%, scanning, guessing the meaning of unknown words from context, identifying main ideas and finding supporting ideas at 80%.

The means ranged between 4.60-2.40. The table below shows the means of importance given to reading tasks as learning needs by ESP teachers.

Table 4.14 Means of Reading Tasks as Learning Needs

READING TASK	N	IMPORTANCE MEAN
Predicting	05	2.40
Scanning	05	4.00
Skimming	05	3.80
Reading intensively	05	4.00
Guessing the meaning of unknown words from context	05	3.00
Referencing	05	2.60
Analyzing	05	2.80
Synthesizing	05	2.80
Making inferences	05	3.40
Reading for note taking	05	4.60
Identifying main ideas	05	4.00
Finding supporting ideas	05	3.80
Paraphrasing	05	2.80
Summarizing	05	4.40
Transferring information	05	2.60
Responding critically	05	3.60
Speed reading	05	3.00

For the students to be competent tour guides, they have to be good at reading for it is the means through which they can get to the destination (target needs). Reading tasks shown in the table above are extremely important for the students because the materials that they use in the course are in English. This is why the ESP teachers considered the reading tasks of scanning, skimming, reading intensively, reading for note taking, finding supporting ideas, identifying main ideas and summarising as the core tasks that should be given priority in the design of an ESP syllabus. The learners will be expected to read information in both written and electronic forms and hence the need for more practice.

4.3.4 Writing Tasks as Learning Needs

The reading tasks regarded as learning needs had 11 tasks. The tasks with the highest importance were developing ideas 100%, addressing the topic, grouping ideas and linking ideas at 80%. The means ranged between 4.80-2.20. The table below shows the means of importance given to writing tasks as learning needs by ESP teachers.

Table 4.15 Means of Writing Tasks as Learning Needs

WRITING TASK	N	IMPORTANCE MEAN
Structuring sentences	05	3.60
Addressing topic	05	4.00
Developing ideas	05	4.80
Grouping ideas	05	4.20
Linking ideas	05	4.40
Organising the product	05	3.40
Using appropriate vocabulary	05	3.00
Expressing clearly	05	3.80
Using correct punctuation	05	2.80
Spelling correctly	05	3.80
Adopting appropriate tone and style	05	2.20

The ESP teachers considered the basic writing tasks of addressing topic, developing ideas, grouping ideas, linking ideas, spelling correctly and structuring sentences as crucial to the students. These tasks can be said to be the foundation whenever one is learning other tasks of writing. This will indeed help the students to move from their present situation to the target situation.

Part 2 of the questionnaire (see appendix B) sought the perceptions of the English teachers as regards to the target needs of the learners. The teachers were expected to use a Likert – type scale to rate the importance of the learners getting involved in the given language skills for their target needs. The Likert – type scale had the options of unimportant, of little importance, moderately important, important and very important.

4.3.5 Speaking Tasks as Target Needs

There were 19 speaking tasks regarded as target needs. Five tasks had 100% importance rating by the teachers. They include speaking: with native speakers, with customers, in travel agencies, in tour operations and in describing tourist attractions. The tasks with the lowest importance were speaking: with colleagues, in banks for money matters and in social settings. The table below shows the means of importance attached to speaking tasks as target needs by ESP teachers.

Table 4.16 Means of Speaking Tasks as Target Needs

SPEAKING TASK	N	IMPORTANCE MEAN
With native speakers	05	4.80
With non native speakers	05	3.20
With colleagues	05	2.60
In the office	05	3.20
In hotels	05	3.80
In restaurants	05	3.80
At the airports	05	4.40
In banks for money matters	05	2.40
In travel agencies	05	4.80
In tour operations	05	5.00
In transportation contexts	05	3.40
In social settings	05	2.20
In their own country	05	3.00
Abroad	05	4.00
In giving directions	05	3.60
In explaining procedures	05	3.20
In describing tourist attractions	05	4.80
To paraphrase	05	3.00
With customers	05	4.40

The teachers considered the tasks of speaking with: native speakers, customers, describing tourist attractions, abroad, tour operations, travel agencies and

airports to be of higher importance to the students. This can be interpreted to mean that these tasks will be carried out more often by the students when they graduate as tour guides and subsequently employed as tour guides. The results show that the setting and interaction parameters as established by Munby (1978) approach in that the learner's interlocutors are identified and the physical setting specifying the situation where English will be used.

4.3.6 Listening Tasks as Target Needs

There were 14 listening tasks regarded as target needs by English teachers. The tasks with the highest importance rating included understanding: native speakers 100%, discussions 80%, conversations on phone 80% and face to face conversations. The tasks with the lowest importance rating included understanding: the radio, TV programmes, films and varying accents. The table below shows the means of importance given to listening tasks as target needs by ESP teachers.

Table 4.17 Means of Listening Tasks as Target Needs

LISTENING TASK	N	IMPORTANCE MEAN
Native speakers	05	4.60
Non native speakers	05	3.40
The radio	05	2.80
TV programmes	05	2.80
Announcements at different places	05	3.40
Films	05	2.20
Presentations	05	3.60
Meetings	05	3.60
Conferences	05	3.80
Seminars	05	3.60
Discussions	05	4.00
Conversations on phone	05	4.40
Face to face conversations	05	4.20
Varying accents	05	2.80

The listening tasks above indicate what the students will do receptively in their target situation and this conforms to TSA's communicative event as proposed by Chambers (1980).

4.3.7 Reading Tasks as Target Needs

There were 21 reading tasks regarded as target needs by English teachers. The tasks with the highest importance included business letters 80%, e-mail messages 80% and tickets 80%. Those with the lowest rating were dictionary entries, newsletters and magazines/periodicals. The table below shows the means of importance given to reading tasks as target needs by ESP teachers.

Table 4.18 Means of Reading Tasks as Target Needs

READING TASK	N	IMPORTANCE MEAN
Academic texts	05	3.20
Manuals	05	2.80
Newspapers	05	3.00
Business letters	05	4.60
Fax messages	05	3.80
Magazines/periodicals	05	3.00
Reports	05	3.60
Maps	05	3.40
e-mail messages	05	4.80
Brochures	05	4.20
Dictionary entries	05	2.20
Memos	05	3.20
Instruction booklets	05	3.60
Legal documents	05	3.20
The agenda of a meeting	05	3.20
The minutes of a meeting	05	3.80
Newsletters	05	3.00
Catalogues	05	3.20
Tickets	05	4.40
Itineraries	05	4.60
Invoices	05	3.60

The teachers considered the reading tasks that are closely associated with the tour guiding profession more important. The importance attached to these tasks is due to the specificity of an ESP course whereby the content is dictated by the learners' reasons for learning. Reading is such an important skill as it enables the tour guides to be up-to-date by reading newsletters, magazines and even newspapers.

4.3.8 Writing Tasks as Target Needs

There were 14 tasks regarded as writing tasks by English teachers and most of them were regarded as important as it will be shown hereafter. Those with the lowest rating included writing user manuals and leaflets. The table below

shows the means of importance given to writing tasks as target needs by ESP teachers.

Table 4.19 Means of Writing Tasks as Target Needs.

WRITING TASKS	N	IMPORTANCE MEAN
Business letters	05	4.80
Memos	05	3.40
Agenda	05	3.40
Notices	05	3.20
e-mail messages	05	4.80
Fax messages	05	3.80
Notes	05	4.00
Reports	05	3.60
Itineraries	05	4.80
Tour commentaries	05	5.00
Legal documents	05	3.60
User manuals	05	3.00
Brochures	05	4.00
Leaflets	05	3.00

Writing tasks will be very important for the prospective tour guides in that they will be required to write some documents in the course of their duty. The students should be taught the format of the documents that are commonly used by tour guides such as business letters, memos, e-mail messages, itineraries, tour commentaries and many more and this corresponds with the writing needs as articulated by students in the results above.

4.4 Perceptions of Tour Guiding Firms' Managers on the ESP Course.

The managers in tour guiding firms were interviewed with the help of an interview guide (see appendix C). The researcher managed to probe the

respondents further with an aim of getting clarifications on the answers given.

The information from the semi structured interviews is presented hereunder.

All the three managers interviewed indicated that they employed only trained tour guides in their firms but one of the managers admitted that they had there before employed experienced but untrained guides. The manager said that they gradually phased out untrained guides because their firm was drastically losing customers and they partly attributed this to the incompetence of tour guides.

On the competence of the tour guides in their use of the English language, the managers had varied answers. Two of the managers felt that their use of the English language was wanting. One of them apportioned the blame to the foundation that the tour guides had in the primary and secondary schools while the other felt that the tertiary colleges offering the tour guide course were responsible for their inefficiency. This is in concord with Keyoonwong (1998) who found out in his study that employers in the tourism in the tourism sector were not satisfied with the English proficiency of their staff. The other manager was of the idea that the tour guides were competent in their use of the language but had reservations that there were some areas which were important to the profession that were either neglected or poorly taught.

The managers were unanimous that tour guides should learn English in college for it goes a long way in empowering them on how to communicate in the work domain. They were specific that the English taught in colleges should be tailored to suit the requirements of a given profession. They also felt that the

ESP course offered in colleges should be improved and if possible harmonised because the competence of tour guides from different colleges was not the same as far as the use of the English language is concerned. According to the managers, a central body should be charged with the mandate of designing an all inclusive syllabus for the course as opposed to the current arrangement where some colleges just designed their courses without following the due process.

The important place of English in the tour guiding field was indisputable according to the managers. One manager went further to argue that English has, is and shall remain the most often used language in the profession. This was due to the fact that most tourists who come from other countries are able to communicate in the language. The other managers did not downplay other languages but admitted that the usage of English was higher compared to others.

The managers indicated that they do not take their employees for ESP in-service courses but added that the ESP offered in colleges should be upheld. The ESP course, according to the managers, should be designed in such a way that all the tasks that are to be carried out by the tour guides are given priority in the ESP syllabus.

In conclusion, managers just like any other stakeholders also had their input on what should be done to design a course that adequately prepares the students to enter the job market. The dissatisfaction they expressed during the interview

indicate that if a comprehensive needs analysis is to be conducted, then all stakeholders should be brought on board and their opinions considered carefully before the content of the course is selected.

This chapter has presented the analysis of data, presentation and discussion.

The next chapter will entail summary of findings, conclusions and discussions.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to investigate the language learning and target needs of tour guiding students in Kenya as perceived by the students, teachers and managers in tour guiding firms. This has been done under the Munbian (1978) approach and Learning Centred Approach. This chapter summarises the findings of the present study, conclusions and recommendations.

5.2 Summary of Findings

This section will present the summary of the findings in chapter four by revisiting the research objectives in section 1.4.

5.2.1 Target and Language Learning Needs by Students

On the background information, the results obtained show that all the respondents in this study had studied English in Kenya and their performance could generally be described as average. There was unanimity on the necessity of learning English at the college level in that the majority of the students felt that it was very necessary. The students chose more than one reason on why they were learning English but majority of them settled on being able to work as tour guides and speak with English speaking colleagues as the main reasons. The students had no problem whatsoever with learning the English course at that level since they were willing to choose it even if it was optional. The usefulness of the English course for graduating as a well qualified professional could not be overemphasised because the respondents described it as necessary.

The speaking tasks categorised as learning needs which were regarded as most important and exhibited a need through self rating were asking questions, answering questions, expressing yourself and reacting to speech and lecture. These tasks exhibited a need possibly because of the role that they play towards helping the learner to internalise the target needs. Those that were considered to be the least important included solving problems, comparing and contrasting and describing.

The listening tasks categorised as learning needs that were regarded as important and exhibited a need through the self rating include obtaining gist and listening for taking notes. These tasks play an integral role in learning particularly in understanding the content as put forth by the teachers. The learners have to understand the content and take notes. On the other hand, the tasks considered less important and did not reveal any need included: recognizing the speaker's attitude, listening for discriminating intonation and stress patterns and listening for translating.

The reading tasks categorised as learning needs that were regarded as important and exhibited a need through self rating were predicting, scanning, skimming, reading for note taking, identifying main ideas and summarising. On the contrary, the tasks of referencing, guessing the meaning of unknown words from context and synthesizing were not considered important and did not reveal any need.

The writing tasks categorised as learning needs that were regarded as important and exhibited a need through self rating were structuring sentences, developing ideas, grouping ideas, linking ideas, using appropriate vocabulary, using correct punctuation, spelling correctly and adapting appropriate style and tone. The tasks of spelling correctly and using correct pronunciation were not considered important and did not exhibit any need.

On the importance accorded to the language skills of writing, speaking, listening, reading, writing, translation and specialist vocabulary, the students considered speaking as the most important skill. Other skills were listening, reading, writing, translation and specialist vocabulary respectively. The students also indicated that translation is ignored in the ESP courses and only a small fraction felt that specialist vocabulary though covered was not fully incorporated in the syllabus.

The speaking tasks categorised as target needs regarded as important and exhibited a need through self rating included speaking: with native speakers, with customers, in the office, in hotels, at the airport, in travel agencies, in tour operations, in transportation contexts, in social settings, in my own country and abroad. The other tasks of speaking with colleagues and in banks for money matters were not regarded as important and did not reveal any need.

The listening tasks categorised as target needs that were regarded as important and exhibited a need through self rating included understanding: native

speakers, non native speakers, announcements at different places, presentations, meetings, conferences, seminars, discussions, conversation on phone and face to face conversations. Listening to radio and television were not considered important.

The reading tasks categorised as target needs that were regarded as most important and exhibited a need through self rating included: business letters, fax messages, maps, e-mail messages, brochures, instruction booklets, minutes of a meeting, tickets, vouchers and invoices. On the contrary, reading manuals, magazines, dictionary entries, newsletters and catalogues were not regarded important by the students.

The writing tasks categorised as target needs that were regarded as most important and exhibited a need included: business letters, memos, agendas, notices, e-mail messages, fax messages, reports, itineraries, tour commentaries, legal documents, user manuals, brochures, complaint letter, complimentary letter and filling reservation forms. The writing of notes task was not considered important.

5.2.2 Learning and Target Needs by Teachers

The speaking tasks categorised as learning needs which were considered important included: asking questions, answering questions, expressing themselves, summarising, describing, reasoning, making presentations and producing correct pronunciation. The teachers also considered the following

tasks to be less important: using appropriate intonation, criticizing and solving problems.

The listening tasks categorised as learning needs which were considered important included: obtaining gist, obtaining specific information, taking notes, evaluating importance of information and recognising speaker's attitude. The tasks of: listening for translating, understanding complex sentences, deducing the meaning of unfamiliar words, listening for discriminating intonation and stress patterns and recognizing speech organization patterns were considered less important.

The reading tasks categorised as learning needs which were considered important included: scanning, skimming, reading intensively, reading for note taking, identifying main ideas, finding supporting ideas, summarising and responding critically. The tasks of predicting, referencing, paraphrasing, transferring information and synthesizing were considered less important.

The writing tasks categorised as learning needs which were considered important included: structuring sentences, addressing topic, developing ideas, grouping ideas, linking ideas, expressing clearly and spelling correctly. The tasks of using correct punctuation, adopting appropriate tone and style and using appropriate vocabulary were less important as far as teachers were concerned.

The speaking tasks categorised as target needs which were considered important included speaking: with native speakers, in hotels, in restaurants, at the airport, in travel agencies, in tour operations, abroad, in giving directions, in describing tourist attractions and with customers. On the contrary, the tasks of speaking: with colleagues, in banks for money matters and social settings did not emerge as important to the teachers.

The listening tasks categorised as target needs which were considered important included understanding: native speakers, presentations, meetings, conferences, seminars, discussions, conversations and face to face conversations. The teachers also considered the tasks of understanding: television, radio programmes, films and varying accents to be of less importance.

The reading tasks categorised as target needs which were considered important included reading: business letters, fax messages, reports, maps, e-mail messages, brochures, instruction booklets, minute of a meeting, tickets, itineraries and invoices. The reading tasks of: dictionary entries, newsletters and magazines/periodicals were regarded less important by the teachers.

The writing tasks categorised as target needs which were considered important included writing; business letters, e-mail messages, fax messages, notes, reports, itineraries, tour commentaries, legal documents and brochures. The teachers considered writing user manual and leaflets as less important.

The table below shows the tasks that revealed needs for both students and teachers who were respondents in this study.

5.1 Tasks that Revealed Needs to Teachers and Students

Type of Need	Language skill	Need
Learning needs	Speaking tasks	<ul style="list-style-type: none"> • asking questions • answering questions • expressing themselves
	Listening tasks	<ul style="list-style-type: none"> • obtaining gist • listening for notes
	Reading tasks	<ul style="list-style-type: none"> • scanning • skimming • reading for note taking • identifying main ideas • summarising
	Writing tasks	<ul style="list-style-type: none"> • developing ideas • grouping ideas • spelling correctly
Target needs	Speaking tasks	<ul style="list-style-type: none"> • with native speakers • in hotels • at the airport • in travel agencies • in tour operations • with customers
	Listening tasks	<ul style="list-style-type: none"> • native speakers • presentations • meetings • conferences • seminar • conversations on phone • face to face conversations
	Reading tasks	<ul style="list-style-type: none"> • business letters • e-mail messages • fax messages • instruction booklets • minutes of a meeting • tickets • invoices
	Writing tasks	<ul style="list-style-type: none"> • business letters • e-mail messages • fax messages • reports • itineraries • tour commentaries • legal documents • brochures

5.2.3 Perceptions of Tour Guiding Firms' Managers on ESP Courses

The tour guiding firms managers were in agreement that ESP was necessary for prospective tour guides. They stressed the importance of acquiring proficiency in the language skills that will enable them to competently carry out their duties at their prospective work stations. They also insisted that the ESP courses offered to the students should be tailored to suit the requirements of the target situation and of course this can only be possible if needs analysis is carried out.

The managers suggested that the ESP courses offered in colleges should be designed by a central body so as to harmonise what is taught. The place of the English language in the tourism industry was also emphasised by the managers whereby they stated that it is the most commonly used language. English acted as a bridge between the tour guides and the tourists.

The central importance of needs analysis in ESP came to the fore in the interviews with the managers in that the tour guiding companies do not take their employees for in-service courses. Consequently, the ESP courses offered to students in colleges should adequately prepare the students to enter the job market.

5.3 Conclusions

In conclusion, it can be stated that the findings of this study, first prove that students pursuing tour guide course have perceptions on their learning and target needs. The fact that the students rated themselves in various tasks gave

an insight to the researcher that the current crop of students know exactly where they are coming from and how to get to the destination. It can also be observed from this study that learners are pretty aware of the crucial role English plays in both personality and career building. This means that any needs analysis conducted should carefully consider the articulations of the students.

Second, the ESP teachers teaching tour guide students have perceptions on the learning and target needs. Based on their experience, the teachers are privy to what the students need in order to learn the course and be competent in the target situation. This is done by trying to minimize the negative effects of the learner's emotional reactions to learning and boosting the positive emotions. Teachers usually do these by structuring tasks that enable learners to show what they do know and what they do not know. Teachers cannot be ignored in needs analysis since they more often than not conduct their own needs analysis with each group of learners that they teach in order to be able to provide for the group's specific needs. The fundamental place of the teacher in needs analysis can best be explained by Robinson (1980) who argues that the chief value of needs analysis is its ability to demonstrate the teacher's interest in the students and to lead to some useful discussion.

Thirdly, managers who are the prospective employers of the tour guides under training also have their perceptions regarding the ESP course offered to the students. It emerged that employers are concerned about the value that new

employees add to their companies and one cannot expect addition of value if learners were not prepared well for the target situation. The managers appreciated the role played by the course and gave insights on the harmonisation of the course across all colleges.

Lastly, it has emerged from this study that needs analysis is a fundamental stage in syllabus design particularly in the tourism related courses. Needs analysis is not just a cliché. ESP practitioners should believe in it, in both form and substance. Needs analysis is the means that justify the end and if it is not conducted then the end product (syllabus) cannot be justified from the current researcher's perspective. The tourism industry demands competencies, attitudes and knowledge. Consequently, ESP practitioners in tourism have to face the challenges from the rapidly developing and changing society. This can only be done successfully by envisioning the change, engaging the changing process, updating their knowledge and having an open mind to the challenges that may emerge thereof.

5.4 Recommendations

Based on the findings that emerge in this study, the following recommendations can be made. We recommend that institutions offering ESP always conduct a needs analysis before the design of any ESP course. Needs analysis ensures the design of a syllabus that is inclusive hence providing the learners with all the skills that will make them competent in the target situation.

Such needs analysis should take into consideration all the opinions as may be articulated by all the stakeholders.

On the other hand, all the institutions offering ESP courses may they be private or public should consider to centrally conduct needs analysis for each course and desist from teaching the same ESP content to all students pursuing different courses. This is so because the needs of students pursuing different courses may not correspond in terms of the target situation.

Based on the results, the learners are not competent in listening and speaking skills which are very central in the hospitality. As such, these skills should be given precedence and emphasis in designing an ESP program for tour guides. The time allocated to these skills should not be the same as those given to other skills. The learners should be exposed more to practical lessons of the said skills. This can be done bearing in mind that it is impractical to allocate the same time to all the skills and more precisely, time allocation to the skills should be determined by the course in question in terms of the target work domain.

The minimum grade scored in English by a student wishing to pursue a tour guide course should be above average. This is to ensure that as they take an ESP course in college, they have the pre-requisite language skills since those with poor grades may not be in a position to internalise all they are taught. On the other hand, since ESP courses are tailored towards a particular domain, the

course cannot bridge all the language gaps that may be inherent in some learners.

It was noted, particularly in private colleges, that teachers handling ESP classes are not trained and qualified to handle the subject. This affects adversely the knowledge disseminated to the learners and in the long run hampers the way the way they execute their duties in the target work domain. It is therefore recommended that only qualified teachers handle ESP classes.

5.5 Suggestions for Further Research

First, we suggest that an intensive study be conducted on a larger scale having the alumni and tourists as respondents in order to determine the learning and target needs of tour guides. Equally, the data in this study was collected using questionnaire and interview. Future research could also consider using other data collection tools such as observation, case studies, ESP program identification form and attitude scale for students. This will help in understanding the needs of the learners in depth.

Secondly, as Ritcherich and Chancerell (1987) pointed out, needs significantly vary from person to person and hence the system should have to be continually adapted. They pointed out that an ongoing needs analysis should be a pre-requisite for any programme or course design in order to achieve effective instructional outcomes. We equally reiterate that the findings of this study should not be wholesomely applied to all students pursuing tour guide course

but should rather be checked regularly. This will help in tailoring them to meet the needs of a given cadre of students. The suggestion therefore is that other needs analysis studies can be carried out on the same topic but using different respondents.

Thirdly, needs analysis precedes syllabus design, materials development, implementation and evaluation of the courses in a programme. This is in line with Jackson (2005) who argued that needs analysis is the cornerstone of ESP course design, materials preparation, programme implementation and assessment. The researcher therefore suggests that the findings of this study can be used to carry out other processes that are subsequent to needs analysis.

Fourthly, the present study was on ESP needs analysis of tour guide students in Nairobi County. We suggest that there is need for further research focusing on other counties in order to compare the results and then determine the extent of generalizability of the findings of the present study.

Finally, there is need for conducting a needs analysis on other students pursuing different courses such as Military Science, Journalism, Nursing, Banking, Hotel Management and many more with an aim of establishing their learning and target needs.

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APPENDIX A

STUDENTS' QUESTIONNAIRE

BACKGROUND INFORMATION

PART 1

Where applicable please put a tick and write answers in the spaces provided.

1. Initials
2. Age
3. Sex
4. Did you study English in Kenya?
 Yes No

If yes, which grade did you score?

5. Do you think it is necessary to learn English at this level?
 Yes No

If yes, why do you need to learn English? Please put a tick next to the statement that you feel provides the best reason for you to learn English. (You can select more than one)

- to work as a tour guide
- to be able to work with English speaking colleagues
- some/ most/ all of the written/ printed materials connected with the job are in English
- to be able to pursue my course successfully since all materials are in English
- others (please specify)

6. Would you choose the English course if it was optional at this level?
 Yes No

Why or why not? Please specify.

7. How would you describe the usefulness of English for graduating as a well qualified professional in this field?
 Necessary
 Convenient
 Unnecessary

PART 2

Use the following scale for column 1 to rate the importance of the tasks given.

- 1- unimportant
- 2- of little importance
- 3- moderately important
- 4- important
- 5- very important

Use the following scale for column 2 to rate yourself in each of the tasks given.

- 1- Extremely poor
- 2- Below average
- 3- Average
- 4- Above average
- 5- Excellent

LEARNING NEEDS

Modes of learning
 Column 1
 Column 2

SPEAKING

	1	2	3	4	5		1	2	3	4	5
1. asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. answering questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. expressing yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Summarising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. comparing and contrasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. criticising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. reacting to speech and lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. providing correct pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. wording quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. using appropriate intonation and stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WRITING

	1	2	3	4	5		1	2	3	4	5
31. structuring sentences	—	—	—	—	—		—	—	—	—	—
32. developing ideas	—	—	—	—	—		—	—	—	—	—
33. grouping ideas	—	—	—	—	—		—	—	—	—	—
34. linking ideas	—	—	—	—	—		—	—	—	—	—
35. using appropriate vocabulary	—	—	—	—	—		—	—	—	—	—
36. using correct punctuation	—	—	—	—	—		—	—	—	—	—
37. spelling correctly	—	—	—	—	—		—	—	—	—	—
38. adapting appropriate tone and style	—	—	—	—	—		—	—	—	—	—

PART 3

Please answer the following questions.

1. Considering your target situation (work domain), rank the following skills and areas of knowledge from 1 to 6 according to their importance. 1 refers to the most important and 6 the least important.

- Reading ()
- Writing ()
- Listening ()
- Speaking ()
- Translation ()
- Specialist vocabulary ()

Do you think any of the skills and areas of knowledge above have been ignored in the ESP courses you have taken in this college?

- () Yes
- () No

If yes, which ones?

PART 4

Use the following scale for column 1 to rate the importance of the following for your target needs.

1. Unimportant
2. Of little importance
3. Moderately important
4. Important
5. Very important

Use the following scale for column 2 to rate your present competence in the following.

1. Extremely poor
2. Below average
3. Average
4. Above average
5. Excellent

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

SPEAKING

- | | | |
|--------------------------------|-------|-------|
| 1. with native speakers | _____ | _____ |
| 2. with non native speakers | _____ | _____ |
| 3. with colleagues | _____ | _____ |
| 4. with customers | _____ | _____ |
| 5. in the office | _____ | _____ |
| 6. in hotels | _____ | _____ |
| 7. at the airport | _____ | _____ |
| 8. in banks for money matters | _____ | _____ |
| 9. in travel agencies | _____ | _____ |
| 10. in tour operations | _____ | _____ |
| 11. in transportation contexts | _____ | _____ |
| 12. in social settings | _____ | _____ |
| 13. in my own country | _____ | _____ |
| 14. abroad | _____ | _____ |

LISTENING

- | | | |
|---------------------------------------|-------|-------|
| Understanding | _____ | _____ |
| 15. native speakers | _____ | _____ |
| 16. non native speakers | _____ | _____ |
| 17. the radio | _____ | _____ |
| 18. TV programmes | _____ | _____ |
| 19. announcements at different places | _____ | _____ |
| 20. films | _____ | _____ |
| 21. presentations | _____ | _____ |
| 22. meetings | _____ | _____ |
| 23. conferences | _____ | _____ |
| 24. seminars | _____ | _____ |
| 25. discussions | _____ | _____ |
| 26. conversations on phone | _____ | _____ |
| 27. face to face conversation | _____ | _____ |

APPENDIX B

ENGLISH INSTRUCTOR QUESTIONNAIRE

PART 1

LEARNING NEEDS

Please mark each item by using the following scale

- 1- Unimportant
- 2- Of little importance
- 3- Moderately important
- 4- Important
- 5- Very important

LANGUAGE SKILLS

following skills

How would you rate the importance of the

for your students?

SPEAKING

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. asking questions | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 2. answering questions | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 3. expressing themselves | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 4. summarising | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 5. describing | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 6. comparing/ contrasting | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 7. solving problems | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 8. reasoning | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 9. making presentations | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 10. criticising | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 11. reacting to speech and lecture | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 12. producing correct pronunciation | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 13. using appropriate intonation and stress | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> |

LISTENING

	1	2	3	4	5
14. obtaining gist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. obtaining specific information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. listening for summarising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. listening for taking notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. listening for translating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. recognising language structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. understanding complex sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. deducing the meaning of unfamiliar words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. evaluating the importance of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. extracting the information not explicitly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. recognising the speakers' attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. listening for discriminating intonation and stress patten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING

	1	2	3	4	5
26. predicting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Scanning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. skimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. reading intensively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. guessing the meaning of words from context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. referencing(focusing on pronouns and numbers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. synthesising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. making inferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. reading for note taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. identifying main ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. finding supporting ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. paraphrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. summarising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. transferring information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. responding critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. speed reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WRITING

43. structuring sentences	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
44. addressing topic	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
45. developing ideas	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
46. grouping ideas	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
47. linking ideas	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
48. organising the product	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
49. using appropriate vocabulary	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
50. expressing clearly	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
51. using correct punctuation	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
52. spelling correctly	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
53. adopting appropriate tone and style	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>

PART 2

Please mark each item by using the following scale

- 1- Unimportant
- 2- Of little importance
- 3- Moderately important
- 4- Important
- 5- Very important

SPEAKING

How would you rate the importance of your students being Involved in each of the following for their target needs?

Students will use the Language:

1. with native speakers	1	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
2. with non native speakers	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
3. with colleagues	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
4. with customers	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
5. in the office	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
6. in hotels	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
7. in restaurants	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
8. at the airports	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
9. in banks for money matters	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
10. in travel agencies	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
11. in tour operations	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
12. in transportation contexts	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
13. in social settings	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
14. in their own country	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
15. abroad	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
16. in giving directions	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
17. in explaining procedures	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
18. in describing tourist attractions	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
19. to paraphrase	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>

LISTENING

Understanding

- | | | | | | | | | | | |
|---------------------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 20. native speakers | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 21. non native speakers | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 22. the radio | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 23. TV programmes | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 24. announcements at different places | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 25. films | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 26. presentations | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 27. meetings | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 28. conferences | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> |
| 29. seminars | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 30. discussions | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 31. conversations on phone | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 32. face to face conversations | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 33. varying accents | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |

READING

- | | | | | | | | | | | |
|------------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 34. academic texts | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 35. Manuals | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 36. Newspapers | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 37. business letters | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 38. fax messages | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 39. magazines/ periodicals | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 40. reports | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 41. maps | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 42. e-mail messages | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 43. brochures | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> |
| 44. dictionary entries | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 45. memos | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 46. instruction booklets | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 47. legal documents | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 48. the agenda of a meeting | | | | | | | | | | |
| 49. the minutes of a meeting | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 50. Newsletters | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 51. Catalogues | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 52. Tickets | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 53. Itineraries | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 54. Invoices | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |

WRITING

55. business letters	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
56. Memos	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
57. Agenda	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
58. Notices	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
59. e-mail messages	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
60. fax messages	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
61. notes	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
62. reports	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
63. itineraries	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
64. tour commentaries	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
65. legal documents	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
66. user manuals	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
67. brochures	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
68. leaflets	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>

PART 3

Please answer the following question

1. Considering the target situation (work domain) of your students, rank the following skill areas of knowledge from 1 to 6 according to their importance. 1 refers to the most important and 6 the least important

Reading	()
Writing	()
Listening	()
Speaking	()
Translation	()
Specialist vocabulary	()

APPENDIX C
INTERVIEW GUIDE FOR TOUR GUIDE FIRMS EMPLOYER

This interview is being recorded on a tape recorder in order to enable the researcher analyse the data later. The responses you will give will be used for purposes of this research only.

1. Are the tour guides you employ in your firm professionals?
2. In your view, do you think the tour guides are competent in their use of the English language when communicating?
3. In your opinion, is it necessary for tour guides to undertake a course in ESP?
4. Who do the tour guides usually use the language with?
5. How would you describe the usefulness of English for tour guides as well qualified professionals in this field?
6. Among all the foreign languages, which language is most commonly used by tour guides in their places of work?
8. How do you think the ESP course offered to tour guides could be improved?
9. Do you usually take your employees (tour guides) for in service courses to improve their communicative competence?
10. In your view, should the ESP courses offered to tour guides be designed by a central body for all colleges or should they be run within institutions?
11. In your opinion, how would you rate the tour guides in your firm who have graduated from different colleges? Do they have the same communicative competence?
12. Should the ESP course offered to tour guides be abolished or upheld?