

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**MOHAMMED KHIDER UNIVERSITY OF BISKRA**  
**FACULTY OF LETTERS AND FOREIGN LANGUAGES**  
**SECTION OF ENGLISH**



Exploring Students Needs, Wants, and Lacks in learning English for Tourism and Hospitality

The Case of Tourism students at Fadhila Saadane Institute Biskra

**Dissertation submitted to the Departement of English in partial fulfilment of the requirements for Master Degree in Sciences of Languages**

**Presented by:**

**Chennoufi Soumaya**

**Supervised by:**

**Dr.Laala Youcef**

**Board of Examiners :**

<b>Dr Slimani Said</b>	Chairman	University of Biskra
<b>Dr Messaibi Samira</b>	Examiner	University of Biskra
<b>Dr Laala Youcef</b>	Supervisor	University of Biskra

**Academic Year: 2018/2019**

## **Declaration**

I, \_\_\_\_\_Soumaya chennoufi \_\_\_\_\_, do hereby declare that the material contained in my thesis entitled:

“ Exploring students needs, wants, lacks in learning english for tourism and hospitality : the case of students of tourism and hospitality at Fadhila saadane Biskra”

Is original work performed by me under the guidance and advice of my faculty advisor, Dr Youcef Laala. I have read and do understand mohamed khaidher University-Biskra Policy on Technical Writing and Plagiarism. By signing this statement, I assert that the above-mentioned thesis conforms to both content and format regulations. The work contained in this thesis had not been previously submitted for a degree or diploma at any other higher education institution. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except when thereferences are made.

Printed Name: \_\_\_\_\_Soumaya Chennoufi

## **Acknowledgements**

First, I would like to express my most sincere gratitude to my supervisor Dr Youcef Laala for his valuable advice, and for his ongoing, honest and genuine support throughout developing this research.

Genuine and sincere gratitude goes for the respectable members of the jury who have accepted to give time to read and evaluate this work; namely: Dr slimani, Dr Messaibi Samira.

I am definitely indebted to Dr Mostafa Meddour for his insightful advice and interesting lectures on ESP.

I would also like to thank all the staff at Fadhila saadane for opening their doors for me and the great amount of support they provided.

I would like to extend my gratitude to my husband Okba for his amazing support during this period.

I would like to show my appreciation to my classmates and my colleagues for their help. Marwa, Riane, Inas, Radhia and Fouzia.

Special thanks to my parents , my mother in law, my sisters especialy Amina, my sisters and brothers, my sisters and brothers in law, my nieces and nephews , for their constant support and help; for thier continual encouragement and contributions during this period.

## **Dedication**

---

### **Dedication**

*To my parents Zineb & belkacem*

*To my dearest husband and partner of life 'Okba'*

*To my mother in law 'Aicha'*

*To my sisters and brothers*

*Amina, Fatiha , Yahia, Mounira, Nabil, Meriem*

*to my sisters and brothers in law ,*

*'Razika, Amel, Hafidha, Walid, Tarek, Thamer,*

*Khawla, Ahlem, Ghalia, Sameh, Selma , Khouloud, and*

*'Malak*

*To my nieces and nephews*

*To my best friends Radhia, Inas , Riane, Marwa*

*To my colleagues at Med khaidher university of  
biskra*

*To my both families Chennoufi & Chala*

*And in memory of my father in law*

*'Chala Mohammed'*

# Table of contents

---

## Table of Contents

Declaration .....	I
Acknowledgements .....	II
Dedication .....	III
Table of Contents .....	IV
List of Tables .....	VII
Key to Abbreviations and Acronyms .....	VIII
Abstract .....	IX
General introduction.....	01
Statement of the Problem.....	02
ResearchQuestions.....	03
ResearchHypotheses.....	03
ResearchAims.....	03
The Research Methodology for this Study.....	04
Significance of the Study.....	04
PART ONE: Theoretical part	
1. Introduction.....	06
The status of English in Algeria:.....	07
1.1The 1970's: the structural approach.....	07
1.2 The 1980s: the Notional/Functional Approach.....	08
1.3 The reform period: from the Communicative Approach to The Competency Based Approach.....	09
2. Introduction to ESP.....	11
3. Definitions of ESP.....	12
4. ESP vs GE.....	12
5. Characteristics of ESP.....	14
6. The role of the ESP teacher.....	14
7. English for tourism and hospitality.....	07
Section two:	
1.Introduction to tourism and hospitality.....	16
1.2Definition of the World Tourism Organization ( W.T.O).....	18
1.3 The definition of the International Academy of Tourism (I.A.T.....	18

# Table of contents

---

1.4 Definition of (Honecker et Krav) .....	18
1.5 World Tourism Organization:	
Organisation Mondiale du Tourisme‘OMT11.....	19
1.6Definitionof Tourist.....	19
2.Definitions of hospitality.....	19
2.1 According to Cambridge dictionary.....	19
2.2 According toWikipedia.....	20
2.3 According to Merriam Webster dictionary.....	20
2.4According to Wikipedia.....	20
3.The Algerian ministry definition to Tourism.....	22
4.The status of tourism and hospitality in Algeria.....	22
5. The history and development of tourism in Algeria.....	25
Conclusion.....	27

## PART TWO: PRACTICAL PART

Introduction.....	29
Section one :	
The English language at Fadhila Saadane institute Biskra.....	29
Objectives of the Study.....	29
The target students.....	29
The ESP teacher.....	30
Section two :	
The research Methodology.....	30
1.The Questionnaire .....	30
1.1The Questionnaire : Analysis.....	31
1.2The Questionnaire : Summary of the results.....	45
2.The interview : Analysis.....	46
2.1 The interview : Summary of the results.....	50
Conclusion.....	51
General Conclusion.....	52

# Table of contents

---

List of references.....	54
Appendices.....	57
ملخص.....	67

# List of tables

---

## List of Tables

Table 1. : The Structure of the Hospitality Industry (Dresdner Kleinwort Wasserstein, 2001)

Table 2.1 : Students' age

Table 2.2: Students' Gender

Table 2.3: Students' Perspective on Their Language Level

## Key to Abbreviations and Acronyms

<b>CBA</b>	Competency based approach
<b>CBLT</b>	Competency based language teaching
<b>EFL</b>	English foreign language
<b>ESP</b>	English for specific purposes
<b>ETP</b>	English for tourism purposes
<b>FL</b>	Foreign language
<b>IAT</b>	International academy of tourism
<b>ITS</b>	International tourism services
<b>GE</b>	General English
<b>LT</b>	Language teaching
<b>OMT</b>	Organisation Mondiale du tourisme
<b>TEFL</b>	Teaching English as a foreign language
<b>UK</b>	United Kingdom
<b>WTO</b>	World tourism organisation

# Abstract

---

## Abstract

Since teaching and learning foreign languages in general is important, teaching and learning English language has a special importance. The English language has been the main language for one of the most flourishing businesses, which is tourism and hospitality. In Algeria, the language is considered as a secondary subject in this field. In this study, the researcher opts for discussing tourism and hospitality English, This focus comes because of the sharp evolution of the tourism and hospitality industry which influence the English language which is the common internationally used language in international tourism in the twenty-first century. Thus, the researcher discusses theoretically English for specific purposes , then conducts a case study investigation at Fadhila Saadane institute biskra .He takes advantage of the nature of the case study approach to use a variety of research instruments namely questionnaire, and interview,to elicit the learning needs ,lacks, and wants. For this, the researcher conducts a needs analysis process to determine learners' target and learning needs to help them avoid any breakdown of communication and ensure they use the language well in the future. The research results indicate a need for conversation competence especially on routine situations where they really need the english language, for instance in hotels and restaurants. The researcher recommends focusing on the practice of the oral language by listening to native speakers and to watch films in addition to audio visual practice, for reaching fluency and communicative competence, and to fulfil the language requirements of oral expression.

**Key words:** foreign language, tourism and hospitality, case study, ESP, approach, needs, lacks, and wants, needs analysis, communication, conversation competence.

## **General introduction**

Since teaching foreign languages , in general, is important and necessary, Teaching and learning English has a special importance, it became the language most widely used in various international organizations. English language importance lies on large use in the course of science and research technology. Many of research studies are published today in English; this required a huge attention on this language to provide the necessary means to learn it. The teaching of foreign languages in Algeria has received particular attention since its independence. The demand to learn English was more than the demand to learn other languages; even pupils who were directed to other languages, such as German, wished to learn English because it was funny and easy to learn than other languages.

The sharp evolution of the tourism and hospitality industry can straightly influence the English language which is the common internationally used language in international tourism in the twenty-first century. In this digital age, greater consideration has been given to the advancement of tourism and this has been promoted by most Countries in the world, which in turn has encouraged the necessary evolution of the tourism sector. Since tourism includes the greatest people movement and is one of the greatest economic projects in the world. It has become a popular focus of research.

---

## **STATEMENT OF THE PROBLEM**

Greater consideration has been given to the advancement of tourism and this has been promoted by most Countries in the world, which in turn has encouraged the necessary evolution of the tourism sector. Since tourism includes the greatest people movement and is one of the greatest economic projects in the world. It has become a popular focus of research.

A potential tourist to England should not have to take the same course as an air traffic controller in Singapore or a Colombian engineer planning for graduate study in United States. This insight led to the emergence of English for specific purposes (ESP) as an important subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research. “English for specific purposes is a term that relates to teaching or studying English for a particular career (e.g. law, medicine) or for business in general.

Non-native speakers of English who aspire to work in the international tourism and service industry and those who wish to master English for Tourism Purposes (ETP) need to fully recognize the language they use and the context of the specific situation.

---

## **RESEARCH QUESTIONS**

1. How is the status of tourism in Algeria nowadays?
2. What is the teaching methodology applied to teach English in the Algerian institutes?
3. Do the Algerian institutes take ETP as a basis of teaching English for the students of tourism, hospitality and hotel management?
4. Is ETP the most suitable way to teach English to the students of Tourism and Hotel management?

## **RESEARCH HYPOTHESE**

We hypothesize that the students of tourism need to enrich their vocabulary. Consequently they want more interaction with natives, besides they want develop their oral skills

## **AIMS OF THE STUDY**

This study aims to investigate the way English is being taught in Algerian institutes.

Another aim is to find out the status of tourism in Algeria. In addition To find Out the teaching methodology used to Teach English in Algerian institutes to the students of tourism and hotel management.

The purpose of this study is find out how the use of ETP for students of tourism, and hospitality entails in terms of specific English. Investigating students' needs, wants, and lacks when learning ETP.

---

## **THE RESEARCH METHODOLOGY FOR THIS STUDY**

This research will take the form of an exploratory study. It will focus on a synthesis of the jobs description to best understand the main professional skills, knowledge and competencies required for working in the tourism industry. A questionnaire will be administered to the students of tourism, to examine their needs, lacks and wants in terms of specific English.

An interview will be held to the teachers of tourism and hotel management at Fadhila Saadane institute Biskra.

## **SIGNIFICANCE OF THE STUDY**

The results of the study will be of great benefit to the society, researchers who seek to work in the field of ESP, and in addition to that it will contribute to the field of social sciences.

Consequently, this research will be of great importance to the dissertation's writer himself. It investigates the possible needs, lacks, and wants in terms of studying English for Tourism. It also gives the justification for the study in terms of its contribution to the field of ESP. This study will also be beneficial to the students and instructors in vocational schools. Moreover, it will also serve as a future reference for researchers on the subject of Tourism and Hospitality. Lastly, it touches on the significance of the study to the researcher himself, what it does to his Career and the difference it makes to his professional growth.

**PART ONE:**

**THEORETICAL PART**

## PART ONE : THEORETICAL PART

---

### **Introduction**

Nowadays, the necessity to know languages is increasingly recognized, as the world joins together in a 'global village'. Taking into account that the role of English in this ever shrinking global community is becoming increasingly important. English is primary the language of New Media (e.g. Satellite TV, and Internet). It is spoken by about 1,5 billion people and is the language of international communication in business, diplomacy, technology, sports, travel and entertainment. (Tiersky and Tiersky 2001).

Therefore needless to say, the emphasis on teaching English is becoming a vital part of education all over the world.

In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed.

While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform. Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school. This as part of a whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents. in the following lines, we will be discussing in details, the three approaches the Algerian education system has seen so far.

# PART ONE : THEORETICAL PART

---

## Section one

### 1. The status of English in Algeria

#### 1.1 The 1970's: the structural approach

TEFL in Algeria has gone through various approaches, in addition to evolution in terms of research, i.e. from a scientific point of view, a method or an approach. In Algeria, the educational system saw plenty of changes throughout many reforms and policies, notably the reform of 2003 (we will discuss this subject in details later.). The aim here is, to shed light on the different approaches that have been applied hitherto including the structural approach, the functional approach, and finally , from the communicative approach to the competency-based approach. Let's first highlight some features of the structural/grammatical approach through the Algerian educational system.

Teaching a foreign language implies taking into consideration several issues, which will impact considerably the learning process. These issues involve the approach to be adopted, the syllabus to be followed, the topics to be dealt with, the texts to be used and the classroom activities to be proposed. As the discussion unfolds, it seems to be suitable to explain this part with some definitions in order to clarify some basic concepts. Let us first define the term 'approach' in the first place. In LT (language teaching), the term 'approach' is usually used to refer to a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn, e.g. 'the structural approach' implies that stress should be put on the structure of language (form and function). The second concept to be defined is that of 'syllabus'. According to Widdowson (1984:26), a syllabus is:

"Simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded with absolute rules for

## PART ONE : THEORETICAL PART

---

determining what is to be learned rather points of reference  
from which bearings can be taken"

From a theoretical a point of view, the structural approach is based on the assumption that language teaching can best be done through systematic selection and grading of structures or sentence patterns. It was widely implemented in the United States in the 1950s. The basic principle underlying the approach is: Language is speech, not writing.

The following list provides the underlying assumptions underlying a structural syllabus:

- Language is a system consisting of a set of grammatical rules.
- Learning a language is learning the grammatical rules.
- Application of grammatical rules to practical language use.
- The linguistic input is selected and graded according to grammatical simplicity or complexity.
- Introduction of grammar structure at a time.
- Mastery of the structure before moving to the next. (Hutchinson and Waters , 1987:80)

### **1.2 The 1980s: the Notional/Functional Approach**

After many years of application of the structural approach to language teaching, ELT practitioners found that the structural approach presented negative aspects. In this context, many linguists came up with the idea that language works at two levels: Formally and functionally. Saying that language works 'functionally' means dealing primarily with 'form' versus 'function'.

By 'form' we refer to the internal grammatical structure of a word: 'women' as the Plural form of 'woman', 'be', 'been', 'being', as the forms of the verb 'to be'. 'Function', however, is the rule underlying the use of language in specific situations. Nevertheless, our objective is to focus on 'functional- notional approach', we have to define what is meant by notional (steaming from 'notion'). A 'notion' stands for the context in which people communicate (at

## PART ONE : THEORETICAL PART

---

the bank, at the supermarket, at a café Etc.). In this atmosphere 'function' is precisely the speaker's social behavior and his specific goal to communicate in the context (warning, threatening, advising etc.).

Therefore, the purpose is no longer to create sentences but utterances. The functional approach focuses on structuring a syllabus around "notions, "real-life situations in which people communicate, which are further broken down into "functions," specific aims of communication.

### **1.3 The Reform Period: From the Communicative Approach to the Competency-Based Approach (The approach used in Algerian schools)**

It has been seen that in recent years in Algeria, a remarkable development in several sectors, the Political, economic, and the education sector have been reduced, as we see that Algeria has given a huge attention to the teaching of the English language and its application in many fields, since English has become a universal language and a language of science, development and prosperity. This is why the English language has undergone a lot of reforms and amendments in the last decade. This is what Martin Roper pointed out in his interview with Al-Shorouk online newspaper, where the demand for English in Algeria has become so high that English has become a rival to the French language in Algeria; the latter, which is the first foreign language in Algeria and the most used by the Algerian people even in the streets. the social and economic, that the Algerian society witnessed obliged the Algerian people to be in the same line with the other countries , since the world joins together in a global village, taking into consideration the role of English language in the globalization made Algeria set goals towards new reforms and policies. The recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed. In 2001, the ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. This shift shape through the CBA

## PART ONE : THEORETICAL PART

---

(Competency-based Approach) and the CBLT (Competency-based language teaching) which are plans to prepare future generations to be good performers citizens. The introduction of the communicative approach and notably in Algeria after the reform of 2003 led regularly and slowly towards the application of the competency-based approach; it is an approach to education that focuses on the student's demonstration of desired learning outcomes as central to the learning process. It is concerned mainly with a student's progression through the curriculum at their own speed, depth, etc. As competencies are proven, students continue to progress. It is similar to mastery-based learning, with the primary difference being that competency-based learning often focuses noticeable skills or 'Competencies,' while mastery learning may be academic—as likely to focus on concepts as skills. Let us highlight some of its characteristics:

- The role of the teacher changes from one of being an information-giver to that of a facilitator (Organization of American States, 2006; Sturgis & Patrick, 2010)
- Specific rubrics assessing each competency must be developed and made public to the students from the beginning of the lesson (Auerbach, 1986; Richards & Rogers, 2001 : 411–415)
- Teachers will have to devote large amounts of time to creating activities related to the specific skills necessary to fulfill the competency requirements. Significant time will also be required to assess students and provide specific, directed, and personalized feedback (Richards & Rogers, 2001).
- Students must be willing to challenge, to question, and to initiate in the CBLT classroom (Marcellino, 2005 :33-44).

## PART ONE : THEORETICAL PART

---

### 2. Introduction to ESP

The prevalent use of the English language as an international means of communication is in constant expansion. This fact is reflected in different fields and in various domains where English is considered as a working tool. In order to reach specific objectives, world countries, including Algeria, introduced English courses at all the levels of the educational system especially at the university through ESP. The latter is the common and well-established teaching methodology that the language teachers actually use to achieve the specific learners' needs, and meet the social requirement. (Dr Chams Eddine Lamri, Online lectures, 2016).

Since the 1960's ESP has become one of the most active branches of Applied Linguistics in general, and of Teaching English as a Foreign Language (TEFL) in particular. Among the factors that could explain its vitality and its expansion is, as previously mentioned, the emergence of English as a world language, for this reason the necessity to cope with the different teaching situations and needs that such a position brings about. Such necessity implies an understanding of its development, types and the different teaching concepts of ESP

The origin of ESP and its development is closely linked with learners' interest in various specific disciplines e.g. 'Law English', 'English for Hotel Industry' or 'English for Tourist Management'; as I present in my work. Students learn English for a specific purpose, represented by studying subject matter, to gain and develop appropriate knowledge and skills through English. That is why English language is not seen as the main goal in the process of learning, but rather a vehicle for its acquirement. "Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies."(Robinson, Pauline C., ed. Hywel Coleman, 1989, p 396).

## PART ONE : THEORETICAL PART

---

### 3. Definitions of ESP

“English for specific purposes is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general. “ (International Teacher Training Organization, 2005). There is a specific reason for which English is learned. Pauline C. Robinson (1989) describes ESP as a type of ELT (English Language Teaching) and defines it as: “Goal-oriented language learning. “ (Robinson, Pauline C., Ed. Hywel Coleman, 1989, p 398) that means student has a specific goal that is going to be attained.

According to Evans (1977) ESP is delineating to encounter the distinct needs of the learners. ESP emphasis is on the language appropriateness and its semantic and Morphological meaning not on the lexical or syntactic meaning of the language. Hutchinson stated (1987) ESP is an approach of teaching a language having proper command on syllabus, Methods and the activities used for learning a language on the basis of the needs of the learners and for the antecedent of their learning. According to Dudley- Evans & John (1998, p.1): Nowadays, ESP has been shifted from models to general ELT still it has reserved its focus on the practicalities of the results. ESP is always been concerned with the needs analysis so with the help of knowing the needs we can see and also enhance the ability of the learners so that they can communicate effectively in their work and study with the help of defined task.

### 4. ESP vs GE

Hutchinson and Waters (1987:6) stated that there is no difference between the two in theory; however, there is a great deal of difference in practice. ESP, like any other language teaching activity, stands on facts about language nature, learning, and teaching; it is, however, often contrasted with General English. ESP teaching approach is known to be learner-centered where learners’ needs and goals are of supreme value, whereas General English approach is language-centered, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community.

## PART ONE : THEORETICAL PART

---

Robinson (1980:6) stated that “the general with whom we are contrasting the specific is that of General education for life, culture and literature-oriented language course in which the language itself is the subject matter and the purpose of the course”. However, In ESP after the identification and the analysis of specific learning needs, students learn “English acquisition of some quite different body of knowledge and set of skills” (ibid 1980: 6). Further distinction between General English courses and ESP is that, learners of the latter are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters 1987).

Whereas, General English courses are provided to pupils as compulsory module at schools, their unique purpose is to succeed in the examinations. Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one, whereas ESP aims to speed learners and direct them through to a known destination in order to reach specific objectives. “The emphasis in ESP on going from A to B in the mosttime- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavour” (Basturkmen, 2006: 9) It is observed from the above distinctions that ESP and General English are different in the aims and objectives of the courses, the nature of the learners and the themes. The latter is also a point of disagreement between the linguists concerning ESP branches or the categorization of its subjects of practice.

### **5. Characteristics of ESP**

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. Johns” tried (1998) to apply a series of characteristics, some absolute and some variable, to outline the major features of ESP. Absolute Characteristics: 1. ESP is defined to meet specific needs of the learners; 2. ESP makes use of underlying methodology and activities of the discipline it serves; 3. ESP is centered on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities. (Dudley-Evans & St. John, 1998:4) Variable Characteristics: 1. ESP may be related to or

## **PART ONE : THEORETICAL PART**

---

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 a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; 4. ESP is generally designed for intermediate or advanced students. Most of ESP courses assume some basic knowledge of the language systems, but it can be used with beginners. (Dudley-Evans & St. John, 1998:4)

### **5. The role of the ESP teacher**

The ESP teacher in the classroom has many roles to play; sometimes he can be a syllabus designer, in addition to that he can be a material writer, and thus, the teacher can be a needs analyzer. However the teacher should be a motivator as he should be a negotiator. Consequently he can play all these roles at a same time.

### **6. English for Tourism and Hospitality (ETP)**

The necessity of teaching English for professional purposes and specifically in the area of Tourism is irrefutable. Language proficiency is very important and essential in all professional fields specifically in the tourism and hospitality industry due to its specific nature and concepts. Thus, it is required that the educators understand the practical applications of this approach. (English Language Teaching; Vol. 10, No. 9; 2017)

Most of the time we hear the terms like English for civil engineering, English for computing, English for music, English for medicine, English for business and so forth. English for Tourism and hospitality is used for international tourism and service industry which is considered under the category of English for specific purposes and its practical application needs to be understood (Cravotta, 1990). English for tourism is knowing enough English to successfully navigate in an English speaking society. Many times people travel and want to experience a country's culture and points of interest. Without knowing the basics of the language it would be very difficult to enjoy the trip. Being able to ask basic questions and

## PART ONE : THEORETICAL PART

---

respond to others in a socially appropriate manner is needed for trip enjoyment. Some examples of basic language that is needed for tourists are: "thank you", "please", "where is the ...?", "how much is ....?", and "how do I ...? » English has been dominated in many different fields such as education, business, technology, media, research, tourism, and medicine.

According to Leslie & Russell (2006), being skillful in foreign language skills is necessary for people working in the tourism and hospitality sector. For those who are seeking employment in the tourism, hospitality and service industry, it is essential to stay highly motivated in order to be accurately fluent in a high level of professional service language. In fact, they are required to become proficient in English for Tourism Purposes (Cravotta, 1990). Moreover, Cho (2005) believes that English for tourism is viewed as an area of business English and incorporate business English and English for academic purposes by bridging workplace communication and classroom use. This can help to increase the job opportunities in the international industry.

According to Buhler (1990), English for tourism is comparable to other languages and can be examined by principal properties such as functions, structures, and tenses. In fact, English for tourism is a structured language and follows definite grammar rules. Dann (2001) states that the vocabulary used in the English for tourism is special and conveys messages through a conventional system of symbols and codes. For instance, the language used for checking into a hotel, giving information about hotel facilities, meal times, giving directions, requesting and giving tourist information, and other communicative activities that can take place in any hospitality setting.

# PART ONE : THEORETICAL PART

---

## Section two

### 1. Introduction to Tourism and Hospitality

The tourism and hospitality sector is flourishing day after day. For this reason English is highly requested in this field as it represents a means of communication with foreign tourists and understanding cultural differences. In fact, for those who are seeking employment in the tourism, hospitality and service industry, it is essential to stay highly motivated in order to be accurately fluent in a high level of professional service language. In fact, they are required to become proficient in English for Tourism Purposes (Cravotta, 1990). Moreover, Cho (2005) believes that English for tourism is viewed as an area of business English and incorporate business English and English for academic purposes by bridging workplace communication and classroom use. This can help to increase the job opportunities in the international industry.

English for tourism is known as one of the attractive subjects since many of the people will be a tourist at least once in their lifetime. Moreover, learning English for tourism purposes is crucial for those who are working in guest-host relation section such as hotels, travel agencies, restaurants, information centers and tourist attractions.

In industrial sectors, English has recently become a core subject, and hospitality training programs help the employees achieve English proficiency to fulfill the job responsibilities (Hsu, 2010; Chen, Chiu, & Lin, 2011; Kuppan, 2008).

According to Buhler (1990), English for tourism is comparable to other languages and can be examined by principal properties such as functions, structures, and tenses. In fact, English for tourism is a structured language and follows definite grammar rules. Dann (2001) states that the vocabulary used in the English for tourism is special and conveys messages through a conventional system of symbols and codes. For instance, the language used for checking into a hotel, giving information about hotel facilities, meal times, giving directions, requesting and giving tourist information, and other communicative activities that can take place in any

## PART ONE : THEORETICAL PART

---

hospitality setting. Strutt (2003) in his introduction describes his textbook (English for International Tourism) as needing no specialized knowledge 'it is not technical or over-specialized in nature.' In fact, ESP textbooks are significantly similar to any general English textbook. For instance, grammar in these books is used as a means of structure.

However, all the examples are used within the tourism, medicine, or business context make a distinction from an ELT textbook. (Brieger & Sweeney, 1994).

### **1.1 Definitions of tourism and hospitality**

Tourism development has become one of the main sources of participation in the economic development movement, especially in Developing countries, so that they represent an important alternative for other sectors where these countries do not have very competitive capabilities. They are currently the world's first industry. The definitions of tourism vary from one researcher to another.

The first attempt to define the phenomenon of tourism began in the 1880s. The first definition of Tourism goes back to the German scientist (Freuler Guyer ,1905) he defined it as: " a phenomenon unique to modern time which is dependent on the people's increasing need for a change and relaxation, the wish of recognizing the beauties of nature and art and the belief that nature gives happiness to human beings and which helps nations and communities approach each other thanks to the developments in commerce and industry and the communication and transportation tools' becoming excellent ".

And what is wrong with the previous definition is neglecting the economic aspects of tourism activity, which is what the Austrian scientist V. H. Schullard tried to explain in 1910, where he pointed to tourism as" a term called on the overlapping processes, especially the economic processes relating to the entry and temporary residence of foreigners and their spread within the boundaries of a particular region or country This definition focused on the economic aspect but neglected the other sides; psychological and cultural tourism.

## **PART ONE : THEORETICAL PART**

---

After these definitions, many different definitions of modern tourism have been followed by the writings of many researchers, the most important are:

### **1.2 Definition of the World Tourism Organization (W.T.O)**

Tourism is the activities of the traveler to a place outside his familiar environment for a period of time.

### **1.3 The definition of the International Academy of Tourism (I.A.T)**

« A term for leisure trips and all related activities and satisfaction of the needs of the tourist ». (Maher Abd El Aziz Toufik, 2013 :23)

### **1.4 Definition of (Honecker et Krav)**

In 1924 Swiss scientist Hunsker and his colleague, defined it as "Group of Relations and activities arising from travel or through the movement and residence of persons outside their habitual residence, As long as the residence is temporary, and as long as this mobility is not associated with an activity that makes a profit for this difference.

The United Nations Conference on Tourism and International Travel, held in Rome in 1963, settled that tourism is "a social and humanitarian phenomenon based on the movement of the individual from his or her permanent place of residence to another place for a period not less than 24 hours and not more than twelve (12) Months for the purpose of recreational tourism, therapeutic or historical and tourism. "

The Ottawa Conference, held in Canada in 1991, defined tourism as: » The activities that are carried out by a person traveling to a place outside their normal environment for less than a certain period of time and not his purpose of travel is to engage in an activity in which he earns income in the place where he travels. » (Statistics Canada, Ottawa: June1991)

### **1.5 "World Tourism Organization: Organisation Mondiale du Tourisme "OMT"**

With a view to unifying the bases of tourism statistics, the World Tourism Organization has defined a definition of this phenomenon Which is as follows: "Tourism includes the

## **PART ONE : THEORETICAL PART**

---

activities of persons who travel to places outside their normal environment, and reside therein for a period not exceeding one year without interruption, for rest or for other purposes, and shall consist of the usual environment for a person from a specific area close to his or her place of residence plus all the places he visits on an ongoing and frequent basis".(UN/WTO/Recommendations on tourism statistics,1993)

### **1.6 Definition of Tourist**

Building on the definition of tourism, a commonly accepted description of a tourist is “someone who travels at least 80 km from his or her home for at least 24 hours, for business or leisure or other reasons” (LinkBC, 2008, p.8). The United Nations World Tourism Organization (1995) helps us break down this definition further by stating tourists can be: Domestic (residents of a given country traveling only within that country).Inbound (non residents traveling in a given country) Outbound (residents of one country traveling in another country).

## **2. Definitions of hospitality**

### **2.1 According to Cambridge dictionary**

Hospitality is the act of being friendly and welcoming to guests and visitors: e.g.: The local people showed me great hospitality.

Food, drink, entertainment, etc. that an organization provides for guests or business partners: e.g.: The company's guests are entertained in the corporate hospitality area. (Cambridge University Press).

### **2.2 According to Wikipedia**

Hospitality refers to the relationship between a guest and a host, wherein the host receives the guest with goodwill, including the reception and entertainment of guests, visitors, or strangers. Louis, Chevalier de Jaucourt describes hospitality in the Encyclopédie as the virtue of a great soul that cares for the whole universe through the ties of Humanity.

## PART ONE : THEORETICAL PART

---

Derives from the Latin *hospes*, meaning "host", "guest", or "stranger". *Hospes* is formed from *hosts*, which means "stranger" or "enemy" (the latter being where terms like "hostile" derive). By metonymy the Latin word 'Hospital' means a guest-chamber, guest's lodging, an inn. *Hospes/hosts* is thus the root for the English words host, hospitality, hospice, hostel and hotel. (Wikipedia, 2018).

### **2.3 According to Merriam Webster dictionary**

Hospitality is ": the activity or business of providing Services to guests in hotels, restaurants, and bars... ect. "

**Collins dictionary** asserts "Hospitality is friendly, welcoming behavior towards guests or people you have just met. Hospitality is the food, drink, and other privileges, which some companies provide for their visitors or clients at major sporting or other public events.

According to the Collins dictionary, the hospitality industry is "The food and hospitality industry is about providing food, drink and accommodation. It also involves entertainment, fitness and leisure workers in the hospitality industry.

### **2.4 According to Wikipedia**

Hospitality industry is " The hospitality industry is a broad category of fields within the service industry that includes lodging, event planning, theme parks, transportation, cruise line, traveling and additional fields within the tourism industry.

The hospitality industry is a multibillion-dollar industry that depends on the availability of leisure time and disposable income. A hospitality unit such as a restaurant, hotel, or an amusement park consists of multiple groups such as facility maintenance and direct operations (servers, housekeepers, porters, kitchen workers, bartenders, management, marketing, and human resources etc."

# PART ONE : THEORETICAL PART

The basic function of hospitality is to establish a relationship or to promote an exchange of goods and services, both material and symbolic between those who give hospitality (hosts) and those who receive it (guests)... One of the principal functions of any act of hospitality... to consolidate the recognition that hosts and guests share the same moral universe or...to enable the construction of a moral universe to which both host and guest agree to belong”.(Lashley and Morrison (eds.), 2000:12)

The hospitality industry is represented in every country in the world and is diverse and complex. It encompasses a range of free-standing hospitality businesses and is also a component of a wide range of venues whose primary function is not hospitality. At DrKW we find it effective to depict the structure of the hospitality industry as shown in table 1:

<b>Free-Standing</b>	<b>Hospitality in</b>	<b>Hospitality in</b>	<b>Subsidised</b>
<b>Hospitality</b>	<b>Leisure</b>	<b>Travel</b>	<b>Hospitality</b>
<b>Businesses</b>	<b>Venues</b>	<b>Venues</b>	
Hotels	Casinos	Airports	Workplaces
Holiday centres	Bingo clubs	Rail stations	Health care
Quasi hotels	Night clubs	Bus stations	Education
Cruise ships	Cinemas	Ferry terminals	Military
Time-share	Theatres	Aeroplanes	Custodial
Bars	Sports stadia	Trains	Retailers
Restaurants	Theme parks	Ferries	
	Attractions		
	Health clubs		

Table 1: The Structure of the Hospitality Industry (Dresdner Kleinwort Wasserstein, 2001)

## PART ONE : THEORETICAL PART

---

### **3. The Algerian ministry definition to Tourism**

It adopted the definitions of the World Tourism Organization; the concepts defined by the Ministry of Tourism and, related to the entrance of tourists and hotel establishments. (Tourism Development in Algeria, 2018)

### **4. The status of tourism and hospitality in Algeria**

The People's Democratic Republic of Algeria is a country in the Maghreb (Northwest Africa) on the Mediterranean coast. The capital and most populous city is Algiers, located in the far north of the country. With an area of 2,381,741 square kilometers (919,595 sq mi), Algeria is the tenth-largest country in the world and the largest in Africa. Algeria is bordered to the northeast by Tunisia, to the east by Libya, to the west by Morocco, to the southwest by the Western Saharan territory, Mauritania, and Mali, to the southeast by Niger, and to the north by the Mediterranean Sea. The country is a semi-presidential republic consisting of 48 Provinces and 1,541 communes (counties)

Algeria, like the rest of the Arab Maghreb, has spectacular views, charming beaches, and chains of mountain desert which is enough to bring in a large number of tourists, but unlike the expected, the country of one million martyrs is not a tourist boom. 10 thousand foreign tourists visited the Algerian Sahara during the current year, an increase of 2500 tourists compared to the previous year. According to the Ministry of Tourism. However, this figure remains weak compared with neighboring Tunisia, which attracts alone, more than 6 million tourists in 2017, According to those interested in tourism , Algerian governments, since the end of the French colonial period, have had little interest in promoting the tourism sector, although it is a lucrative sector at all levels and is pumping important sums of foreign currency in the treasury of the state, and it revives economy through the increase in the number of overnight stay in hotels and the increasing demand in restaurants, means of

## PART ONE : THEORETICAL PART

---

transport and all the vital sectors of the country. (Saidi Tawfiq, Laouigi Mabrouk ("The reality of tourism marketing in Algeria", 2017: p 73)

The ministry concerned with the tourism sector in Algeria does not adopt the policy of advertising and showing the beautiful tourist areas available in the country, whether the desert or the beaches and mountains and everything that the foreign tourist wants to see and enjoy or to make reductions in flights to Algeria from foreign countries to motivate the population to visit the country of one million martyrs and learn about its distinct tourist area.

The unstable security situation of the country in the 1990s also left a very negative picture on the country which currently enjoys security stability. The competent authorities did not fight this negative image and left it firmly entrenched in the foreign tourist who is frequent in neighboring countries such as Morocco and Tunisia, The Algerian citizen is characterized by his kindness and his welcome to foreigners. Algeria has no access to tourist services available in neighbouring countries, such as the widespread classification of hotels and in most cities, which provide restaurants specializing in popular cuisine to suit all tastes. Organized tours by specialized offices Tourism in the countryside, making reductions during the tourist seasons to attract the largest number of tourists, allocating tour guides to introduce foreigners to the country's historical areas.

The components of tourism services are a range of services offered by service organizations Tourist and travel agencies services: Such tourism organizations and travel organize various travel and roaming operations around the world.

According to the statistics of the International Organization for Tourism and Travel, the proportion of tourists who resort to travel services to travel agencies ranges from 10% to 40% of total global tourism flows Which reached in 2004 more than 800 million tourists, including Algeria, with one million and half million; which Is a number submitted by the Minister of Tourism on various occasions. (World tourism organization, 2018)

## PART ONE : THEORETICAL PART

---

-The number of tourist agencies is more than 200 thousand agencies at the global level, and there are 315 agencies distributed throughout the Algerian national territory and the most important travel agencies in Algeria are :National Tourist Office ONAT, Algerian Tourist Club TCA, International Tourism Services ITS, Tourism and Travel Algeria TVA, ATS Tourism Services, ATLAS-TOUR, DAM-TOUR.

-The road transport network is estimated at 107,000 km in addition to the highway completion project East-West, which is supervised by the Japanese complex Kogal, and several parking lots (hangar) Which can accommodate more than 3 million cars.

-The railway network is estimated at 4000 km with 200 stations of Shipping: 10 multi-service ports and 35 ports for fishing and entertainment, the most important ports of transport are the port of Algiers, Oran, Annaba and in terms of ports that export fuel, we find: Port of Algeria, Arzio Oran, Skikda, Bejaia and Annaba. (Investing Algeria ,guide, 2007).

-Maritime transport of persons is constantly evolving, with 30% of people traveling across the country's ports between Europe (France and Spain) and Algeria, where the National Maritime Transport Organization (ENTMV) organizes flights between Europe and 05 International ports for maritime transport to passengers in Algeria: Algiers, Oran, Bejaia, Skikda and Annaba.

-Air transport: 33 airports, of which around 13 are international airports such as Algiers International Airport Houari Boumediene, Annaba Airport, Constantine, Tlemcen and Oran , and more than 30 cities (state) of Algeria have national airlines (internal), 20 of which have direct lines with Algiers International Airport.Air Algérie is considered one of the most important institutions active in this field in Algeria, and we find other companies such as .. Alitalia, Aigle Azur, Air France.( COUNTRY PROFILE: ALGERIA, 2008)

-Algeria has 1060 hotels distributed throughout the national territory of urban and desert, including several international hotels such as Sofitel, El Aurassi, Sheraton, Algiers (ex-EL

## PART ONE : THEORETICAL PART

---

Djazair Saint-Georges), Algiers International Hotel (l'hôtel international) (ex Hilton) in Algiers, the Mercier.

### **5. The history and development of tourism in Algeria**

Algeria has been a member of the World Tourism Organization since 1976. According to a report of the World Tourism Organization published in 2014, Algeria is the 4th tourist destination in Africa in 2013 with 2.7 million foreign tourists and ranks 111th on the international tourism scene, according to the London-based World Tourism and Travel Council (WTTC). The tourism sector in Algeria accounts for 3.9% of the volume of exports, 9.5% of the productive investment rate, and 8.1% of the Gross Domestic Product. The main competitors are other Mediterranean countries, the majority of which have developed a strong tourism-based economy. The tourism sector is still underdeveloped in Algeria concerning accommodation and other services. For this reason, the government launched a strategic plan to boost this sector by 2025. According to Gallup's Law and Order Index, this measures personal safety as well as personal experiences of crime and law enforcement,

Algeria ranked 7th in the world's safest countries for 2017. According to the U.S. News & World Report; Algeria is ranked among the top 80 countries in the world in 2018. In its Best Countries Ranking published each year, the weekly draws up a ranking based on several criteria such as business, citizenship, cultural influence, heritage, quality of life or the possibility of adventures. The US national newspaper USA Today has ranked Constantine among the eleven cities to visit the in world in 2018. The newspaper was based on the experience of Sal Lavallo, one of the youngest people to have visited all 193 member states of the United Nations

## PART ONE : THEORETICAL PART

---

### Conclusion

This part introduces informations on both ESP as the area of research ETP as the main interest of the research. As a theoretical part the researcher focuses more on the quality of the data provided and the updated resources relied on.

The first section introduces the status of English in Algeria. Additionally ,the researcher presents an introduction to ESP , moreover ,the researcher provides some defintions of ESP by different scholars, in addition to that the researcher presents ESP VS GE. Consequently the researcher provides some characteristics of ESP and finishes with a definition of ETP.

The second section follows the last part of the first section discussing tourism and hospitality starting with an introduction to tourism and hospitality. However, it discusses the state of tourism in Algeria. The researcher in this section tries to shed light on the definition of tourism and hospitality. Furthermore it tries to discuss the history and development of tourism in Algeria.

**PART TWO:**

**PRACTICAL PART**

## PART TWO : PRACTICAL PART

---

### **Introduction**

This part deals mainly with an overview of the methodology followed in this research. The part consists of two parts. The first includes a full review of the state of the English language within the institute. This helps the researcher to understand the impact of English on the tourism field. Furthermore it presents the objectives of the study. In addition to that it presents the target students and the ESP teacher in the institution.

The second part is devoted to the research methods used in conducting needs analysis, including the students' questionnaire, and the teacher interview.

### **Section one**

#### **The English language at Fadhila Saadane institute Biskra**

The English language is considered as secondary for the other fields but for the tourism and hospitality, it's obligatory to study and teach English for the choice of tourism. They offer 2 sessions per week.

#### **Objectives of the Study**

English for tourism purposes has become the centre of attention for many researchers. In the field of ESP, only few studies took place. For this reason, we aim to uncover this subject and its relation to ESP. Consequently we aim to explore what are the lacks, needs, and wants in learning English for Tourism purposes.

#### **The target students**

To be a part of the institution, students should have at least 2<sup>nd</sup> year in high school. The institute opens in September, it opens the sessions of tourism (18 months) and move to (6 months) for practice in another institution. The researcher opted for 15 students for the validity and feasibility of the study. Their age was between 20 and 30.

## PART TWO: PRACTICAL PART

---

### **The ESP teacher**

The institution has one ESP teacher who has been working at the school for nine months so far. This is the first time for ESP teacher to teach, she has a master 2 degree in applied linguistics LMD system.

### **Section two**

#### **The research Methodology**

The following part is devoted to the discussing the data collected through our data collection instruments which are the questionnaire and the interview.

#### **1. The Questionnaire**

The first research instrument is the questionnaire. The researcher designs it for students of Fadhila Saadane institute Biskra.

The questionnaire is designed for our target students consists of 15 items divided into three categories: (A) General questions, (B) Students' attitudes towards ESP session and the importance of English, and (C) Students' target needs (See Appendix 01).

The 15 items designed for the questionnaire are as follows:

*Questions from 1 to 3:* are labelled as "general questions" about target students' gender and age.

*Questions from 4 to 6:* are devoted to get data concerning: the importance of English language in general and ESP course in particular.

*Questions from 7 to 15 :* seek to gather data on learners' target needs, lacks, and wants.

## PART TWO: PRACTICAL PART

---

### Analysis

The data gathered from the students' questionnaire were advantageous for the research. The information permitted the researcher to establish accurately their needs, lacks, and wants.

### Sequence1 : General Information

#### *Question 1 : Participants' Gender*

Age	20	21	22	23	24	25	26	30
Frequency	02	01	01	03	04	01	01	01

**Table 2.1 : Students' age**

As we may notice in the table above, our respondents' ages differ, because they do not belong to the same educational level. Their age is between (20 and 30 years old).

#### *Question 2: Students' Gender*

Gender	Male	Female
Frequency	09	06

**Table 2.2: Students' Gender**

As we may notice above, the group contains only 06 females and the rest are males. Actually the domain of tourism is more suitable for males than females specifically in our society ; as we know the domain is a bit hard for females, especially because when it comes to working in restaurants ,bars, and hotels.

#### **Question 3: English Language Proficiency (Level)**

Level	Beginners	Intermediates	Advanced
Frequency	05	08	02

**Table 2.3: Students' Perspective on Their Language Level**

## PART TWO: PRACTICAL PART

---

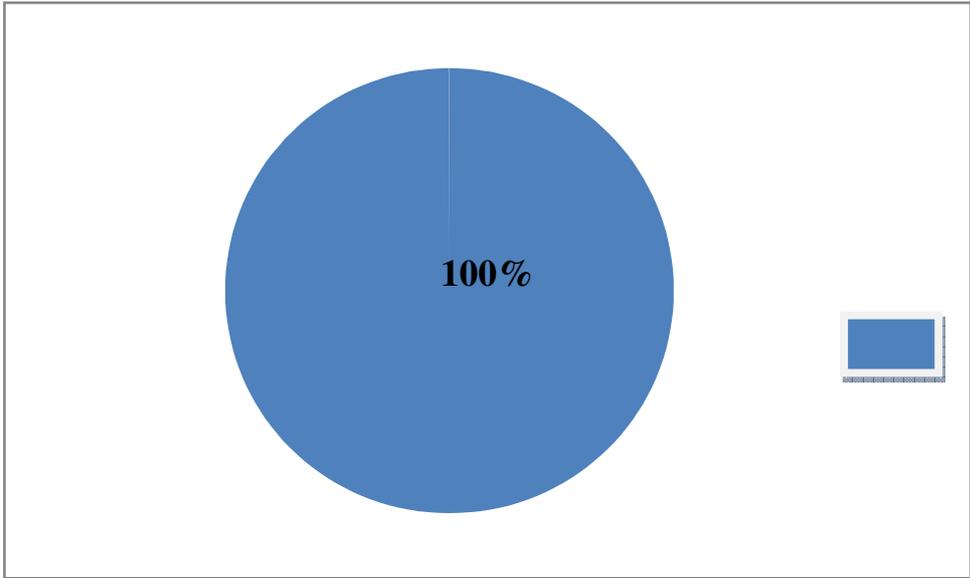
Most of students believe they have an intermediate level of language (08 students), The other five, consider themselves beginners. Just two who believe they have an advanced level in the English language.

# PART TWO: PRACTICAL PART

---

## Sequence 2: Students English Background

*Question 1 : Do you think that the English courses that you are taking in the institute are necessary ? :*

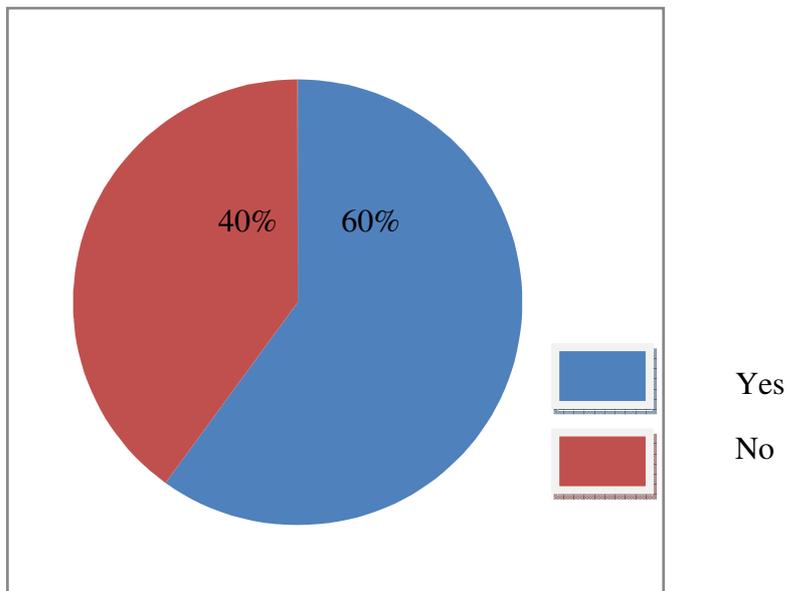


The answers of this question seems obvious regarding the status of English as an international language, the purpose of asking this question was to know if the students are 'aware' of the need for learning English. Our students answers were 100 % 'yes' , this is justifying that the English language is really needed to communicate with tourists and it's the key to their career.

## PART TWO: PRACTICAL PART

---

*Question 2: Do you think that the English taught at school is different from the one taught at the institute?*

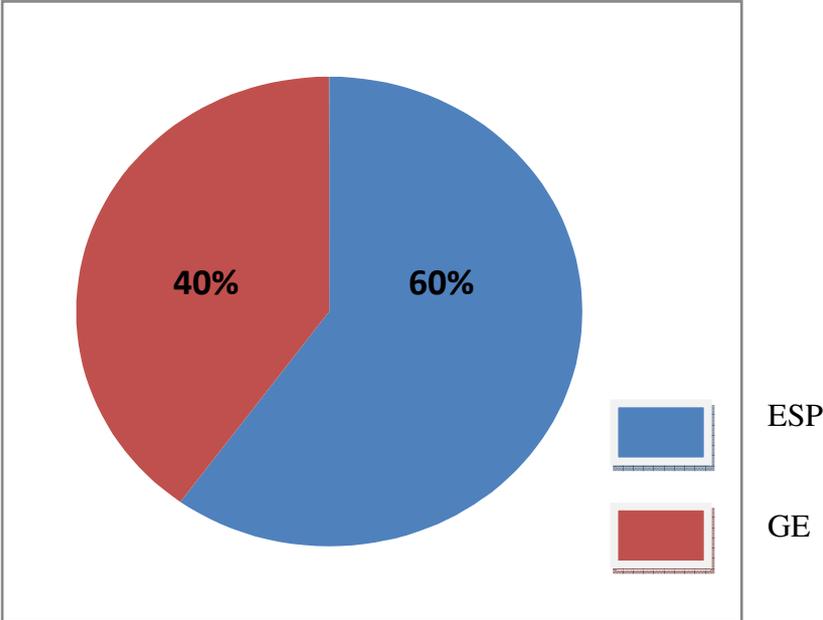


As we already know that there is a difference between general English taught at school and English for vocational purposes. However our aim of this question was to know whether or not the students can make this difference and what they think about the English courses that are given at the institution. ESP concentrates more on language in context than on teaching grammar and language structures. Hence 60% answered that English taught at the institute is different from the one taught in the hotel. Consequently the 40%, of the students see that there is no difference between the two.

**PART TWO: PRACTICAL PART**

---

*Question3 : Do you think you should study general English or English for specific purposes? (English for tourism and hospitality)?*

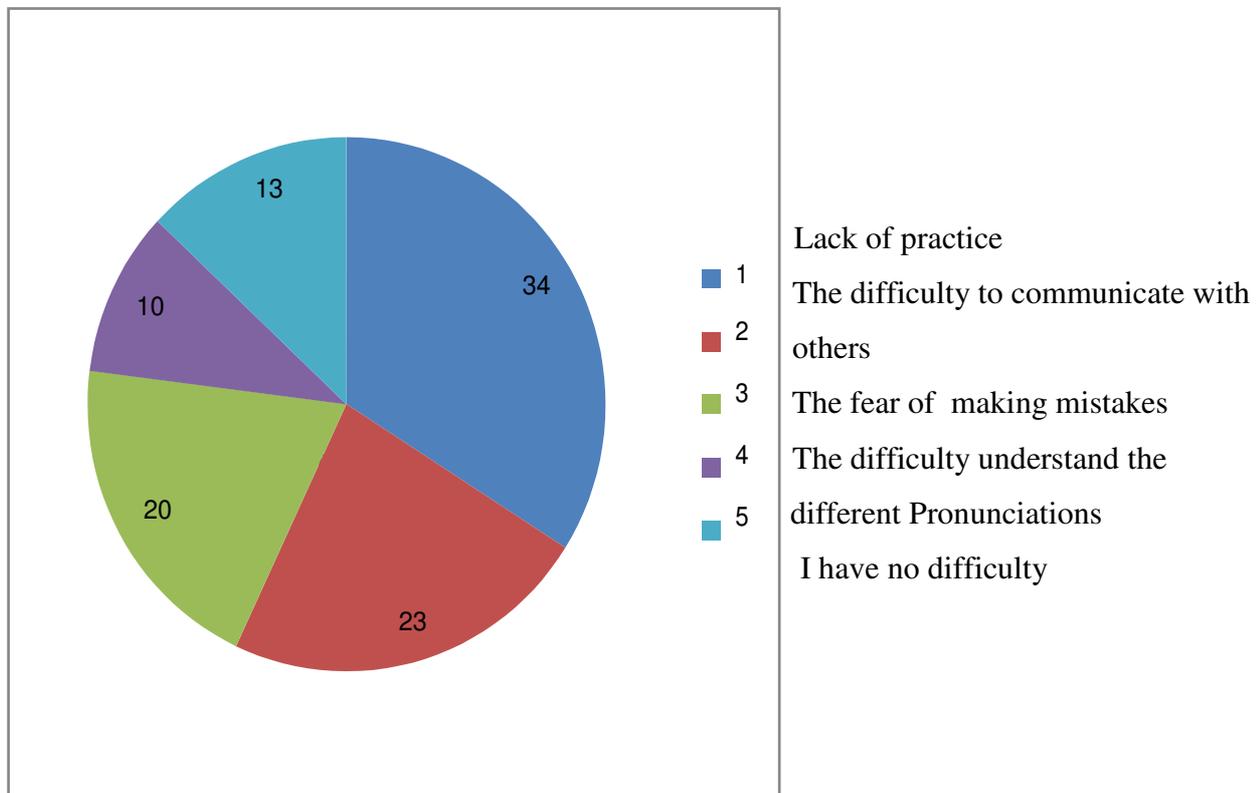


The purpose of this question was to know what the students really want to learn at the institute, especially because we knew that they know the difference between the two. Furthermore, 60% want to learn ESP or ETP as they think that ESP is concerned language in context than on teaching grammar and language structures, and it deals with the vocational purposes. However the 40%, of the students see that it makes no difference to them what really matters to them is learn English and to be able to use properly in the future with guests and tourists.

## PART TWO: PRACTICAL PART

### Sequence 3 : Students' target needs

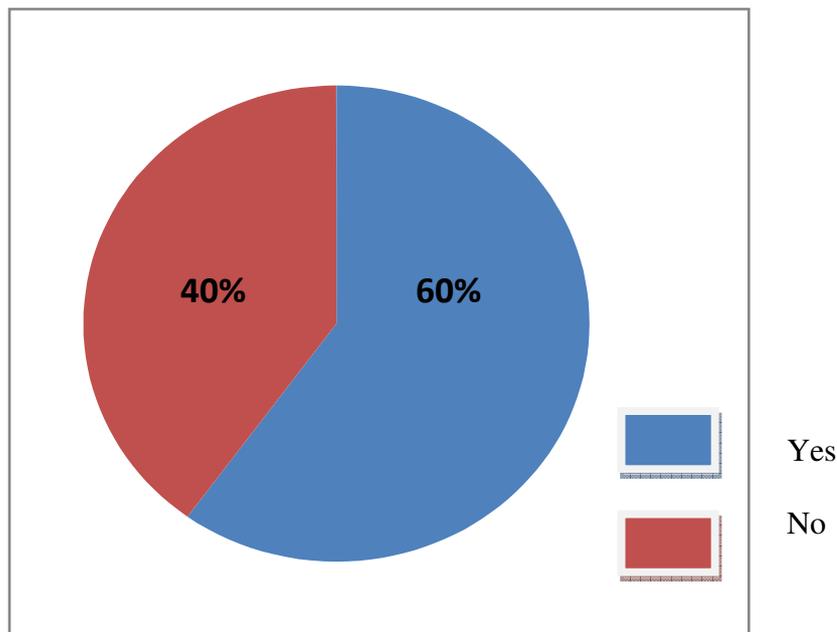
*Question 1: What are the difficulties that you have when talking to English Speakers?*



The aim of this question is to back up this assumption through the different research hypotheses we have raised so far. Indeed the different issues regarding communicative competence are still an in- going debate. 34 % answered that they lack practice of the language. The difficulty to communicate with others is for 23 % of them. However, 20 % think that they are shy and afraid of making mistakes and to be laughed at. Hence 10 % say they don't have any difficulty to communicate, while 13 % have difficulties to understand the different pronunciations.

## PART TWO: PRACTICAL PART

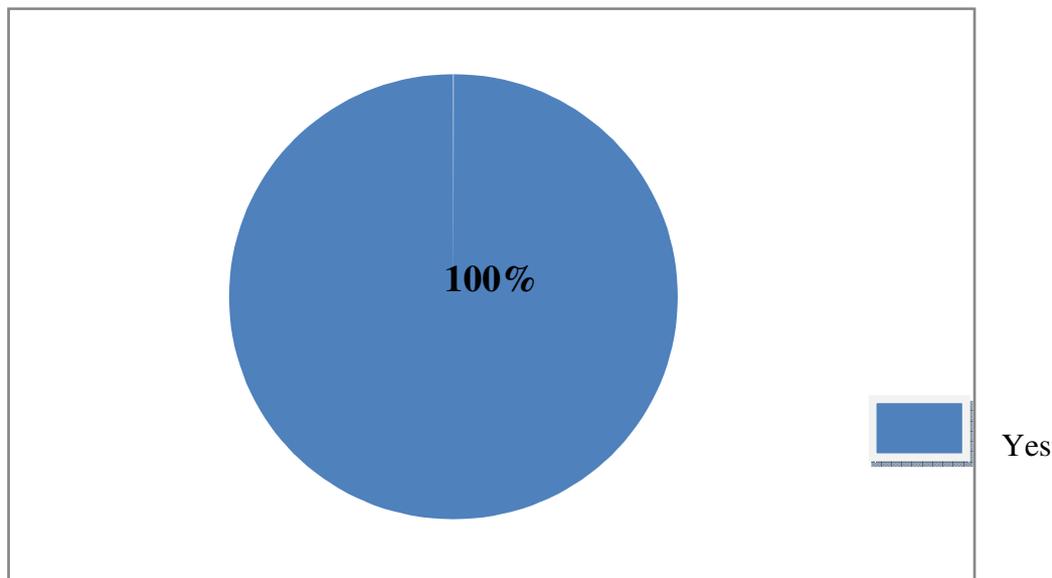
*Question2 : Do you think that the English courses provided at the institute help you to understand and talk to English guests in the future ?*



The idea is precisely to see whether or not the English courses given at the institute meet with the learners needs develop communicative competence. 60% of the employees answered 'yes' saying that attending the English courses gives them the necessary language tools and help them to improve their level. 60% of the employees answered 'yes', they believe that the English courses that they are taking are useful for them. However 40% of our students answers were 'no', they assume that these courses are useless and not beneficial for their occupations. As they believe that the program taught does not correspond with their future jobs in tourism industry.

## PART TWO: PRACTICAL PART

*Question3 : Does the fact of talking to the English speakers help you improve your level of English ?*

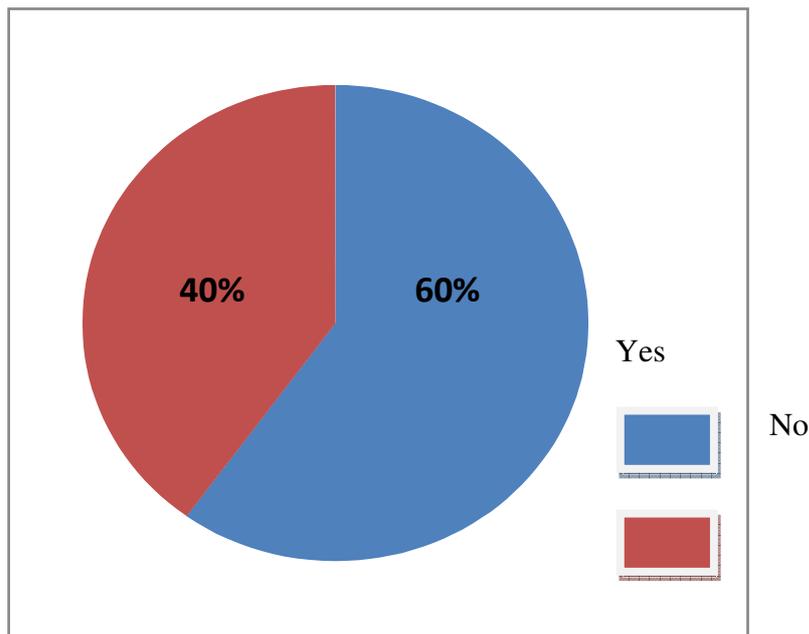


The aim of asking if interacting with the guest allow them to improve their level is to know if the English courses are efficient. Hence, our goal was to prove that it is the fact of practicing in a situational context and with English speakers will help in improving their communicative competence. All of our students answers were 'yes' to this question, they believe that the fact of interacting daily in English is the best way to improve their oral expression.

## PART TWO: PRACTICAL PART

---

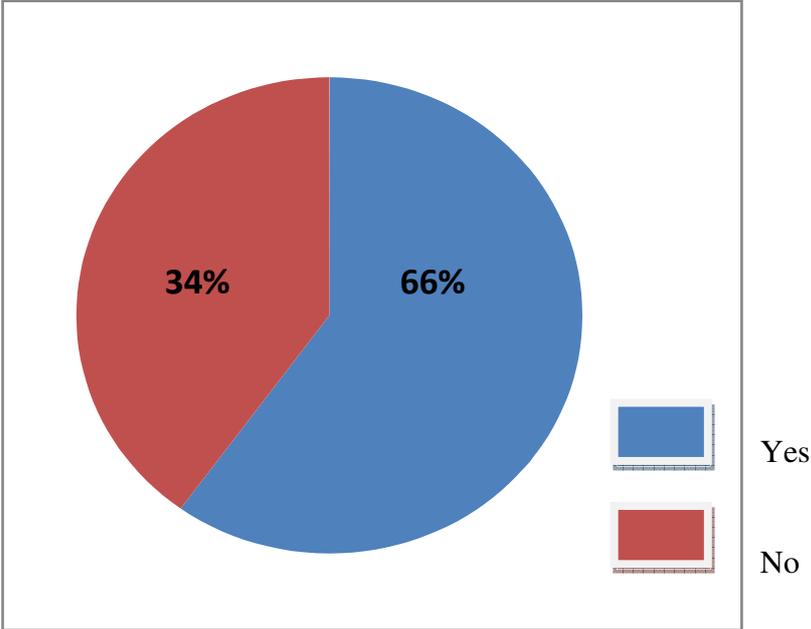
*Question4 : Are you sometimes asked to read documents in English at home?*



Our aim when asking this question was identifying the skills that should be stressed on in the academic year, we wanted to know if the teacher asks them to read at home in order to enhance vocabulary. 60% of our students answered 'no', they assume that they haven't been asked to read before. Moreover, 40% said 'yes' they say that they read at home many things but in Arabic concerning their field of study.

**PART TWO: PRACTICAL PART**

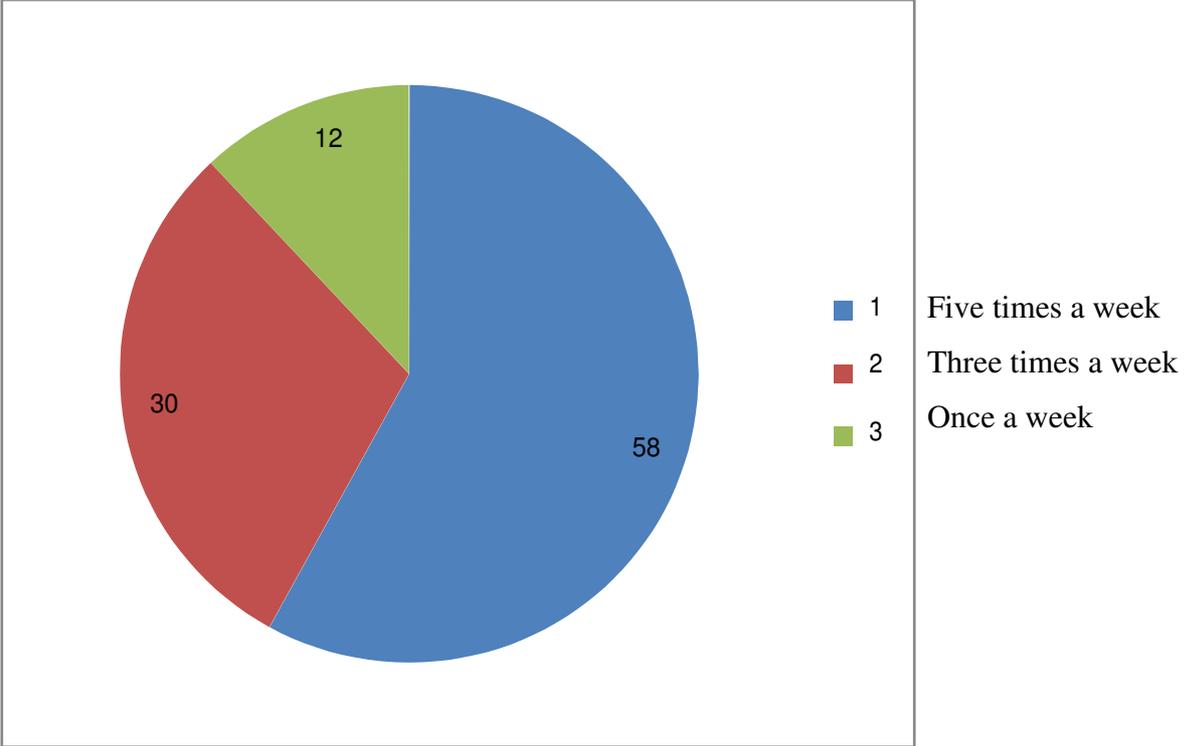
***Question 5 : Are you sometimes asked to write in English at home?***



Here again, the purpose is to see if the employees use the writing skill and in which circumstances. 34% answered that they were never asked to write. 66% answered 'yes'.

**PART TWO: PRACTICAL PART**

**Question 6 : Do you think that you should study English:**

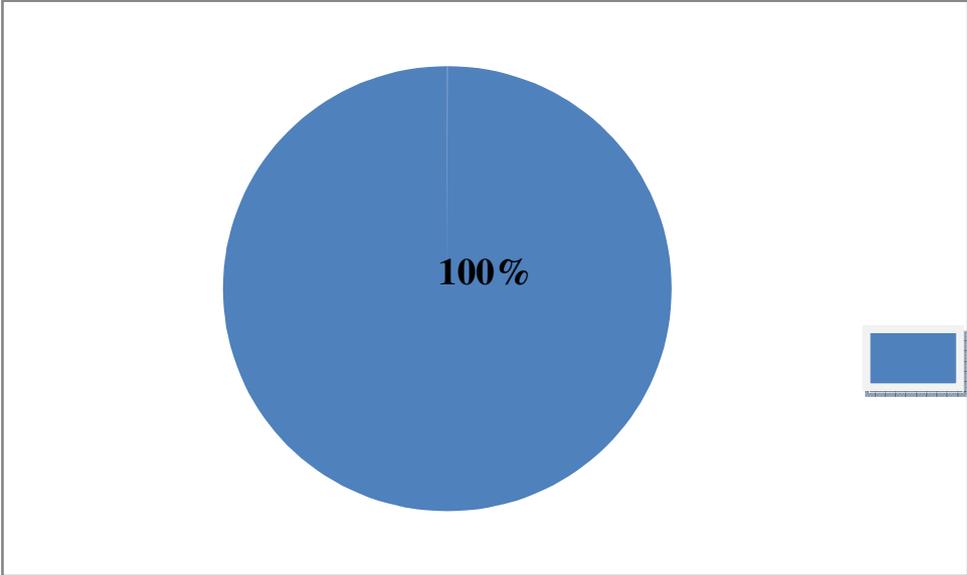


Our aim of this question was to know to which extend our students like the English language and want to learn it. Our students answers show that they are highly motivated to learn more and more English. As we see 58% of them choosed to study English five times a week. The 30% of them choosed to study 3 times a week and rest 12% wanted to study English only once a week.

PART TWO: PRACTICAL PART

---

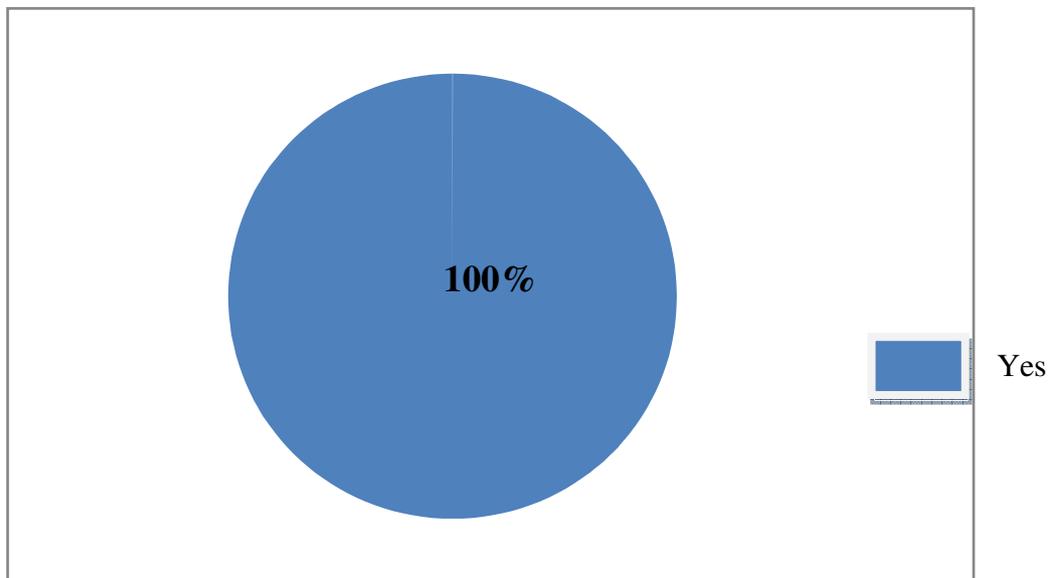
*Question 7 : Do you think the time offered by institute to study English is sufficient?*



The purpose of this question was to know if our students are convinced with amount of time the institute offers or not. As we notice 100% of our students agree that the amount of time given to the English sessions is not sufficient.

## PART TWO: PRACTICAL PART

*Question 8 : Do you think that the English language will help you in your career in the future?*

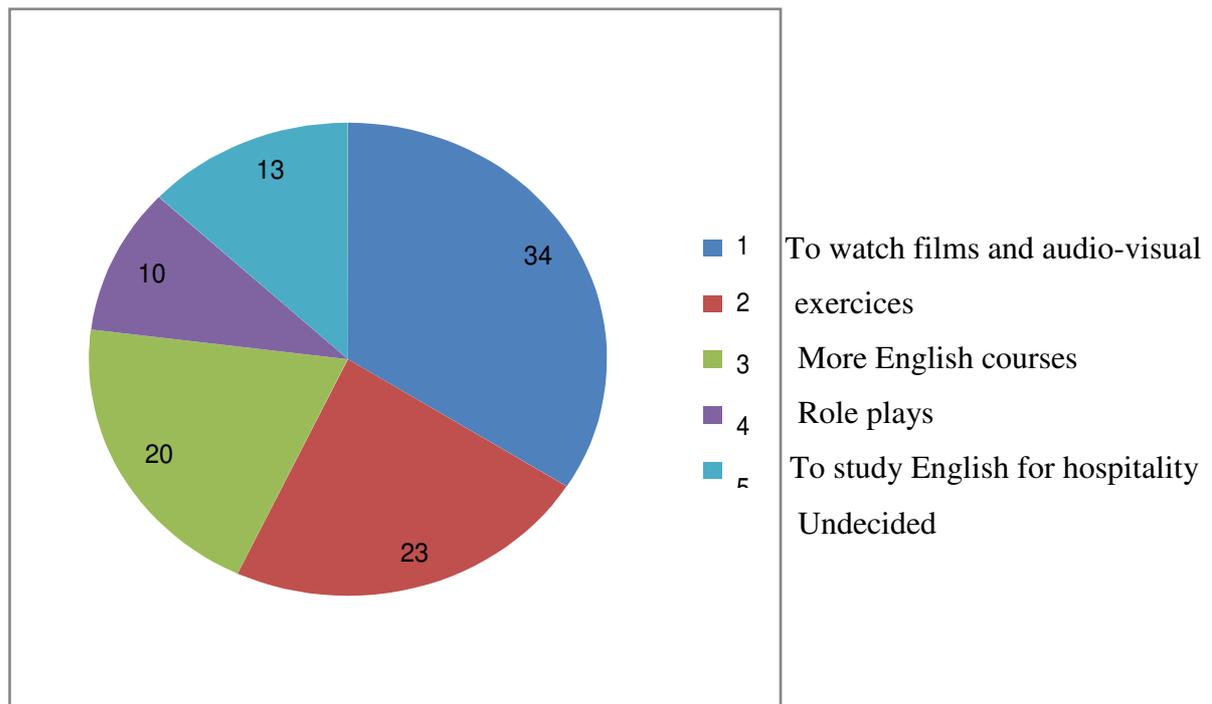


This question was the key to know if our students really know the importance of the English language in their professions and future jobs, especially in the tourism domain as English became the first international used language in all domains weather it is bussiness , education, or tourism.

As we notice below all of our students believe in the significance of the language. They 100% agree that English will help them in their future career.

## PART TWO: PRACTICAL PART

*Question 9 : What could be the topics or activities you would like your teacher to teach it to you in order to improve your level in English?*



The idea of this question is to ask the students what are the different topics or activities they would like to deal with in the learning context. Thus, the ESP courses are really to help the learners and the teacher to create a collaborative atmosphere in which both participate. 34% of our students suggested to watch films and audio-visual exercises. Thus 23% suggested to have more English courses. However 20% would like to have role plays. The 10% represent the ones that didn't decide what they want to be taught.

## PART TWO: PRACTICAL PART

---

### **Summary of the Results**

The analysis of the gathered data in this section shows the awareness of the participants of the great importance of English in their field of study and future career. Most of students are motivated to learn English because of its significant.

The majority of students acknowledge the importance of the session and its positive effect on their studies. Even though our participants are not satisfied with the time allocated to ESP course, students like to have more speaking, and more oral interaction and pronunciation in the course content. Our students believe that English has a huge effect on their studies especially because tourism is becoming a flourishing domain. Most of them, have difficulties with the communication with foreigners and they lack of practice.

In conclusion, students needs are as follow ; they want to know how to use English fluently with guests, the students want to learn how make conversations with foreigners and tourists. The students want how to know the silent letters.

## PART TWO: PRACTICAL PART

---

### 2. The Interview Analysis

The following analysis of the interview is designed for the English teacher at the institute.

This interview presents an important and a beneficial source of information for the researcher. It helps the researcher to identify the English language learnt through ESP course they took. We will be able to discover the target/ learning needs.

#### Informative Questions

##### *Question 1: Our teacher educational and professional background*

The teacher said she is an English teacher and, this is her first time in teaching. The teacher has a master degree in applied linguistics.

##### *Question 2 : ESP trainig*

The teacher said that she didn't have any ESP trainig, she only studied ESP in college.

#### GE & ESP Course at Fadhila Saadane institute biskra :

##### *Question1 : A brief introduction on how English is taught in here*

First semester we had grammar lessons, (part of speech) including pronouns, nouns, articles, verbs, adverbs, adjectives, and prepositions.

The 2<sup>nd</sup> semester was about conversations, how to ask questions, how to introduce them selves. Role-plays about the reception and how to talk with guests in English (costum and receptionist)

##### *Question2 : The status of English at the institution*

The status of English t the institution for the other fields is secondary but for the tourism and hospitality it's obligatory to study and teach English for the choice of tourism they offer 2 sessions per week. The teacher suggest to offer more sessions of English because they realy need English in this domain .She insists that it's necessary especially because of the status of tourism in the world and to offer more sessions , that will help them to gain more fluent language students , and this will help our country to develop its level in tourism.

#### ESP Course Information

## PART TWO: PRACTICAL PART

---

### ***Question1 : Teaching materials***

The teacher said that they did not offer any kind of teaching materials all the materials i have were offered by the university library.

### ***Question2 : The selection of the syllabus***

The syllabus i'm working with was not provided by the institution, i choosed it according to a needs analysis that i conducted before in the beginning of the year. I realised that they need activities on communication.

### ***Question3 : The time table***

There is a special time table for the tourism section, we have two sessions per week. The syllabus is divided into two semesters .The first one was from september to february. It was finished by a first term exam. The second semester started in february to june and was finished with a second term exam. The teacher believes that the time offered for the English sessions is not sufficient for them ; in order to enhance a good level of English, they should at least have five(05) sessions pair week. English needs practice.

### ***Question 4 : The teaching method and techniques***

I'm focusing on the communicative competence, at first i focused on the grammar lessons and how to make a sentence. In the 2<sup>nd</sup> semester i focused on the oral expression more than the written. I wanted them to know how to make conversations that's why i tended to do some role-plays to teach them how to interact with the people in the tourism industry.

### ***Question5 : The objectives of the session***

I want my students to enhance a huge amount of vocabulary. As i want them to be communicatively competents. Furthermore, i want them to make conversations with others.

### ***Question6 : The activities***

The activities the teacher relies on more are the grammar lessons and conversations.

### ***Question7 : The students' attitude***

The students' attitude towards the English language, they love the English language and

## PART TWO: PRACTICAL PART

---

want more English sessions. Consequently, they aspire to have a good level of English.

They want to enhance a huge amount of vocabulary. They are highly motivated to learn.

### *Question8 : The students' level*

The teacher believes that some of her students will reach the language fluency and Communicative competence, they are highly motivated to learn. My students love the English Language and aspire to go abroad.

### **Students' Necessities, Lacks and Wants**

#### *Question1 : needs, lacks, and wants*

- Needs : After collecting the information from our students' questionnaire we found that our students needs were categorized as both terminology and grammar lessons, as they needed to enhance their oral expression, in addition to that we believe that the students need to develop their communicative competencies and conversational competencies as well ; that's what the teacher confirmed when we did the interview.

- Lacks : the different issues regarding communicative competence are still an in-going debate. We found that our students lack practice of the language. Others lack the ability of communicating with others. However, others said that they are afraid of making mistakes. Thus most of them lack the ability to understand the different pronunciations.

- Wants : after dealing with this research we came up with idea of that our students want to use English fluently with guests, especially because being communicatively competent is highly requested and one of the main qualities in the domain of tourism , we concluded that the students want to learn how make conversations with foreigners and tourists. The students want to know the silent letters. Consequently, our students believe that they want more sessions of English as they believe that one session per is not sufficient. The teacher also confirmed that the amount of time given to the students of tourism is insufficient as she believes that the English language needs more practice. However our students want to interact more and more with natives.

## PART TWO: PRACTICAL PART

---

### **Summary of the Results**

The results obtained from the interview revealed that the English language is primary in the institute, although the time allocated for the English sessions is not sufficient but it still very important especially when it comes to the field of tourism and hospitality.

The ESP teacher gave us brief informations about how English is taught at the institute by saying that First semester we had grammar lessons, ( part of speech) including pronouns, nouns , articles,verbs, adverbs,adjectifs, and prepositions...

The 2<sup>nd</sup> semester was about conversations, how to ask questions, how to introduce them selves, the teacher offered some role-plays about the reception and how to talk with guests in English (costum and receptionist).

The teacher beleives in offering more sessions of English because they realy need English in this domain, she insists that it's necessary especially because of the statuts of tourism in the world and to offer more sessions will help our country to develop its level in tourism.

The teacher asserts that they did not offer any kind of teaching materials all the mterials she has were offered by the university library.

The language problems faced by students were generalised within the scope of conversational competence. Both grammar and terminology represent an obstacle for our students to achieve their communicational professional needs.

Including the ESP as a means of teaching will increase the amount of language use and practice for the tourism students.

## PART TWO: PRACTICAL PART

---

### **Conclusion**

This part dealt mainly with the analysis of the data gathered from different participants using several data collection methods. Through this part, we attempted to gather and analyse the respondents' answers for identifying the students' target needs throughout their point of views (questionnaire), and the ESP teacher (interview).

The results show a huge interest in using English as a means of instruction for tourism domain. The students are well aware of the importance of English in the world and in Algeria lately. The students believe in the idea of using ESP instead of GE, as they believe it would be for the students' and the Algerian tourism benefit.

The results uncovered that the English language is fundamental in the institute. The language issues faced by the students were gathered as conversation competence scope. However, it was found that students need to master basic grammatical structures without forgetting about complex structures as they are recommended as well. Finally crucial to the success of communication with tourists.

## GENERAL CONCLUSION

---

### General Conclusion :

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human.

English language essential to communication in our current time. First of all, it is the most common foreign language. English is still regarded as both the first international language spoken in the world and the core of globalization. Such a linguistic evolution and infatuation towards English prompts every day millions of people from all over the world to learn or teach it. Businessmen, engineers, doctors, tourist guides, etc. are adults who, more than ever, do require English attuned to their professional needs. A fact that pushes educationalists and teachers to examine this issue to best work out those 'new' learners' accurate professional needs. Regarding the current situation in Algeria, one may say that our language policy aims at promoting the English language and how to teach English as a foreign language is still at the core of the debates.

We saw in the first part which is the theoretical part of this research, the status of English in Algeria. After that we saw various approaches such as the notional / functional approach and, the CBLT or the CBA, which rests on the communicative competence. These approaches are taught in departments of English in Applied linguistics module. However, we agree with the idea that there is a tremendous gap between English taught in an academic environment and English practiced in professional framework, which ESP. Moreover, we dealt with definitions of ESP and its characteristics; in addition to that we saw the status of tourism and hospitality in Algeria which was in section two. Our aim was to demonstrate that the English taught in the Algerian schools, universities and institutes does not correspond to the English required for the professional world. Therefore, this empirical study rests on several hypotheses. The first one is that the students have the lack of confidence, and they are afraid of making errors when addressing visitors and tourists. In addition to that they have difficulties to interact and socialize with the English-speaking guest. The second hypothesis lies in the fact that they are not communicatively competent. Eventually, the third one is that they want more interaction with natives, besides they want to develop their oral skills.

## GENERAL CONCLUSION

---

Regarding methodology, the purpose was to discover the students' needs, wants, and lacks. Thus to analyse the skills needed to work in this field. The first step to deliver a questionnaire to the students. The last step was to have an interview with ESP teacher. Our hypotheses were confirmed, our students needed to their communicative competence in order to best prepare for their future occupations.

## LIST OF REFERENCES

---

### List of references

- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London, England: Routledge
- Brieger, N., & Sweeney, S. (1994). *Grammar & Functions*. Prentice Hall
- Bühler, K. (1990). *Theory of Language: the Representational Function of Language*  
Translated by D. F. Goodwin. Amsterdam: John Benjamins Publishing Company  
<https://doi.org/10.1075/fos.25>
- Cho, B. (2005). Usefulness and enjoyment of simulation activities for tourism major students  
*Modern English Education*, 6(1), 3-17
- Cravotta, J. S. (1990). *English for Tourism Purposes. A new approach in the field of English for Specific Purposes*. Retrieved from  
<http://www.esportourism.blogspot.my/2012/05/english-for-tourism-purposes.html>
- Dann, G. (2001). *The Language of Tourism: a Sociolinguistic Perspective* (2nd ed.)  
Wallingford, UK: CAB International cop. [https://doi.org/10.1016/S0160-7383\(00\)00007-4](https://doi.org/10.1016/S0160-7383(00)00007-4)
- Dresdner Kleinwort Wasserstein, (2001), *Finding the Hospitality Industry*, London, Vol. 1, No. 1. ISSN: 1473-8376 [www.hlst.ltsn.ac.uk/johlste](http://www.hlst.ltsn.ac.uk/johlste)
- Dudley-Evans, T., & John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge, England: Cambridge University Press
- Dudley-Evans, T., & St. John, M.J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge, Cambridge University Press
- H. (2003). Strutt, William. *Oxford Art*  
*Online*.doi:10.1093/gao/9781884446054.article.t081891

## LIST OF REFERENCES

---

- Halliday, M.A.K., and Hassan, R., *Cohesion in English*, London: Longman, (1976)
- Halliday, M.A.K. & Hasan, R., *Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective.*, Victoria: Deakin University Press, (1985)
- Hsu, L. (2011). The perceptual learning styles of hospitality students in a virtual learning environment: The case of Taiwan. *Journal of Hospitality, Leisure, Sport, and Tourism Education*, 10(1), 114-127. <https://doi.org/10.3794/johlste.101.325>
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes*. Cambridge, England: Cambridge University Press
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: a learner-centred approach*. England: Cambridge University Press
- Lashley, C., & Morrison, A. (2000). Preface. *Franchising Hospitality Services*, xiii-xviii. doi:10.1016/b978-0-7506-4772-4.50004-9
- Leslie, D., & Russell, H. (2006). The importance of foreign language skills in the tourism sector: A comparative study of student perceptions in the UK and continental Europe. *Tourism Management*, 27(6), 1397-1407. doi:10.1016/j.tourman.2005.12.016
- M. marcellino. (2005). Competency-based language instruction in speaking classes: Its theory and implementation in Indonesian contexts
- Maher Abd El Aziz Tawfik, *Tourism industry*, (2013), p23
- Nunan, D. (1988). *Syllabus Design*. New York, NY: Oxford University Press
- Paul A Peters, (Statistics Canada, Ottawa :June 1991)
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (Second Edition)*. Cambridge: CUP
- Sturgis, C., & Patrick, S. (2010). When Success is the only Option: Designing Competency-Based Pathways for Next Generation Learning. International Association for K-12 Online

## LIST OF REFERENCES

---

Learning. Retrieved 19 August 2014 from [http://www.inacol.org/cms/wp-content/uploads/2012/09/iNACOL\\_SuccessOnlyOptn.pdf](http://www.inacol.org/cms/wp-content/uploads/2012/09/iNACOL_SuccessOnlyOptn.pdf)

Tiersky, E., & Tiersky, M. (2001). *The U.S.A.: Customs and Institutions*. Boston, MA: Allyn & Bacon

"UN/WTO/Recommendations on tourism statistics,(1993),Series M No. 83/Rev.1

Yu, G. (2017). Reviewer Acknowledgements for English Language Teaching, Vol. 10, No. 9. *English Language Teaching*, 10(9), 257. doi:10.5539/elt.v10n9p25

# APPENDICES

## List of Appendices

Appendix1 : Studetns' questionnaire

Appendix2 : The ESP teacher interview

Appendix3 : Algeria tourist arrivals (2019)

Appendix4 : The ELT tree

## APPENDIX 1

### QUESTIONNAIRE

Thank you for agreeing to take a part in this important questionnaire measuring students' needs, lacks, and wants in learning English for tourism and hospitality. My name is Soumaya Chenoufi I study in Mohamed Khaidher university of Biskra , faculty of arts and languages , division of English. My work is on ESP (English for specific purposes) and ETP (English for tourism). Today we will be gaining your thoughts and opinions about in order to understand what you really need to learn English for tourism and hospitality. This questionnaire should only take 10 minutes to complete. Be assured that the answers you provide will be kept in the strictest confidentiality.

شكراً لك على موافقتك على المشاركة في هذا الاستبيان المهم الذي يقيس احتياجات الطلاب ويفتقرون إليه ويريدون تعلمه عند دراسة السياحة والضيافة باللغة الانجليزية . اسمي سمية شنوفي أنا أدرس في جامعة محمد خضر بسكرة ، كلية الآداب واللغات ، قسم اللغة الإنجليزية. عملي هو على (اللغة الانجليزية لاغراض محددة) و (اللغة الانجليزية للسياحة). سنحتاج اليوم لأفكارك وآرائك من أجل فهم ما تحتاجه فعلاً لتعلم اللغة الإنجليزية للسياحة والضيافة. قد يستغرق هذا الاستبيان 10 دقائق فقط لإكماله. تأكد من أن الإجابات التي تقدمها ستظل في سرية تامة

#### General Questions :

1- Sex: الجنس

€ Male ذكر

€ Female انثى

2- Age السن: .....

3- What is your English language proficiency? ما هو مستواك في اللغة الانجليزية?

€ -Beginner مبتدئ

€ -intermediate متوسط

€ -Advanced ممتاز

## APPENDICES

---

### Students' attitudes towards ESP session and the importance of English :

1-Do you think that the English courses that you are taking in the institute is necessary?

2-هل تعتقد أن دورات اللغة الإنجليزية التي تدرسها في المعهد ضرورية؟

€ Yes نعم

€ No لا

2-Do you think that the English taught at the institute is different from the one taught in school?

3-هل تعتقد أن اللغة الإنجليزية التي يتم تدريسها في المعهد تختلف عن تلك التي يتم تدريسها في المدرسة

€ Yes نعم

€ No لا

3-Do you think you should study general English or English for specific purposes? (English for tourism and hospitality )

3-هل تعتقد أنه يجب عليك دراسة اللغة الإنجليزية العامة أو الإنجليزية لأغراض محددة؟ (اللغة الإنجليزية للسياحة والضيافة)

€ ETP( English for tourism and hospitality )

€ GE ( General English )

### Students' target needs :

1-What are the difficulties that you face when talking to English speakers?

4-ما الصعوبات التي تواجهها عند التحدث إلى متحدثي اللغة الإنجليزية؟

€ Difficulties to understand the different pronunciations

صعوبات في فهم الكلمات المنطوقة المختلفة

€ Lack of practice

عدم ممارسة اللغة

€ The fear of making mistakes

الخوف من ارتكاب الأخطاء

## APPENDICES

---

€ The difficulty to communicate with foreigners

صعوبة التواصل مع الأجانب

€ I have no difficulty

ليس لدي صعوبة

2- Do you think that the English courses provided at the institute help you to understand and talk to English guests in the future ?

5- هل تعتقد أن دورات اللغة الإنجليزية المقدمة في المعهد تساعدك على فهم والتحدث مع الضيوف الاجانب في المستقبل؟

€ Yes نعم

€ No لا

3- Does the fact of talking to the English speakers help you improve your level of English ?

7- هل حقيقة التحدث إلى متحدثي اللغة الإنجليزية تساعدك على تحسين مستواك في اللغة الإنجليزية؟

€ Yes نعم

€ No لا

4- Are you sometimes asked to read documents in English at home?

8- هل يُطلب منك أحياناً قراءة المستندات باللغة الإنجليزية في المنزل؟

€ Yes نعم

€ No لا

5- Are you sometimes asked to write in English at home?

9- هل يُطلب منك أحياناً الكتابة باللغة الإنجليزية في المنزل؟

€ Yes نعم

€ No لا

6- Do you think that you should study English:

10- هل تعتقد أنه يجب عليك دراسة اللغة الإنجليزية

## APPENDICES

---

€ Once a week

مرة في الاسبوع

€ Three times a week

ثلاث مرات في الاسبوع

€ Five times a week

خمسة مرات في الاسبوع

7- Do you think the time offered by institute to study English is sufficient?

11- هل تعتقد أن الوقت الذي يقدمه المعهد لدراسة اللغة الإنجليزية كافي؟

€ Yes نعم

€ No لا

8-Do you think that the English language will help you in your career in the future?

12- هل تعتقد أن اللغة الإنجليزية سوف تساعدك في حياتك المهنية في المستقبل؟

€ Yes نعم

€ No لا

9- What could be the topics or activities you would like your teacher to teach it to you in order to improve your level in English?

? ماهي الدروس التي تود اقتراحها على استاذك ليدرسها لك من اجل تحسين مستواك في اللغة الانجليزية

€ Role-plays

تمثيل مسرحيات

€ More English courses

المزيد من دورات اللغة الإنجليزية

€ To watch films+ audio-visual exercises

مشاهدة أفلام + تمارين سمعية وبصرية

## APPENDICES

---

€ To study English for hospitality

دراسة اللغة الإنجليزية للضيافة

€ Undecided

لم أقرر بعد

*Thank you for your collaboration*

### Appendix 2

#### Interview :

Thank you for agreeing to take a part in this important interview measuring students' needs, lacks, and wants in learning English for tourism and hospitality. My name is Soumaya Chenoufi I study in Mohamed Kheidher university of Biskra , faculty of arts and languages , division of English. My work is on ESP (English for specific purposes) and ETP (English for tourism).

#### Informative Questions :

- 1- Would you please state your qualifications and teaching experience?
- 2- Have you had any kind of ESP training ?

#### GE & ESP Course at Fadhila Saadane institute biskra :

- 1- Can you give us a brief introduction on how English is taught in here?
- 2- What is the status of English at your institution? (primary or secondary)

#### ESP Course Information

- 1- Are you provided with any teaching materials by the school? Frequency of use, and satisfaction.
- 2- When you joined Aures Fadhila Saadane institute , was the syllabus provided by the institution or you have created/chose it according to your past experience/ or you conducted a needs analysis and realised that this programme is suitable for these students?
- 3- First I want to know if there is a special time table you follow during the whole year. Of course as far as the English language session is concerned, do you think the different planning of the session is satisfactory for you and for your students?
- 4- What kind of teaching method and techniques are most suitable for teaching ?
- 5- What are the objectives of your sessions for the students ?
- 6- what are the activities you rely on mostly ?
- 7- what is your students' attitude towards English language ?
- 8- In your opinion, does your students' current level allow them to reach fluency and communicative competence?

## APPENDICES

---

### **Students' Necessities, Lacks and Wants**

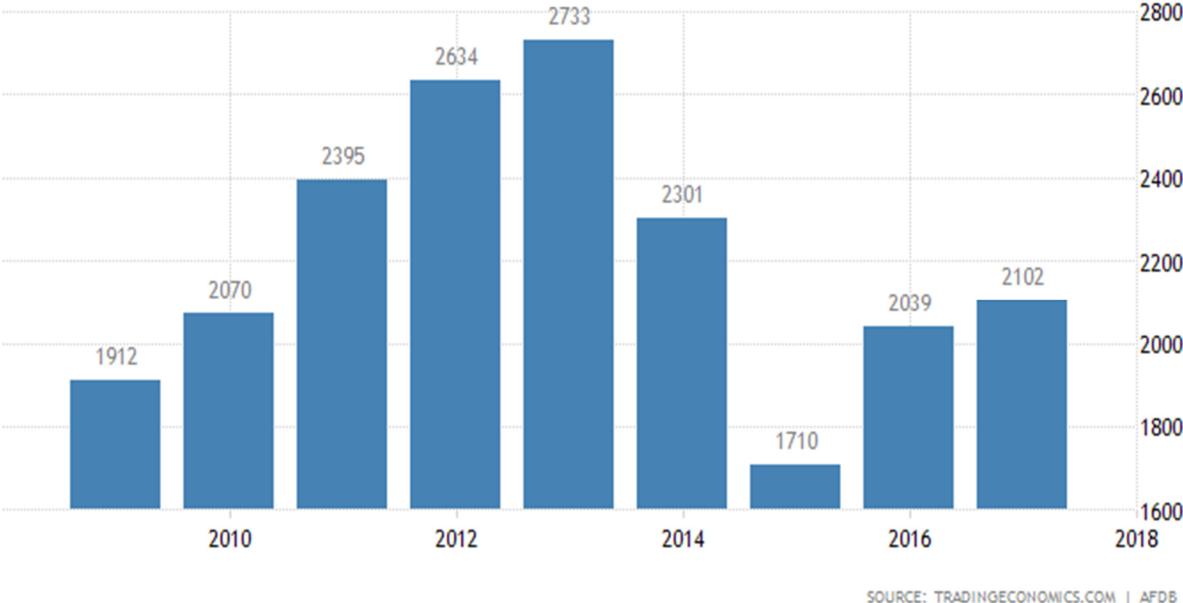
1- What do you think your students' needs, lacks, and wants are? (from your session and English in general)

- Needs.....

- Lacks.....

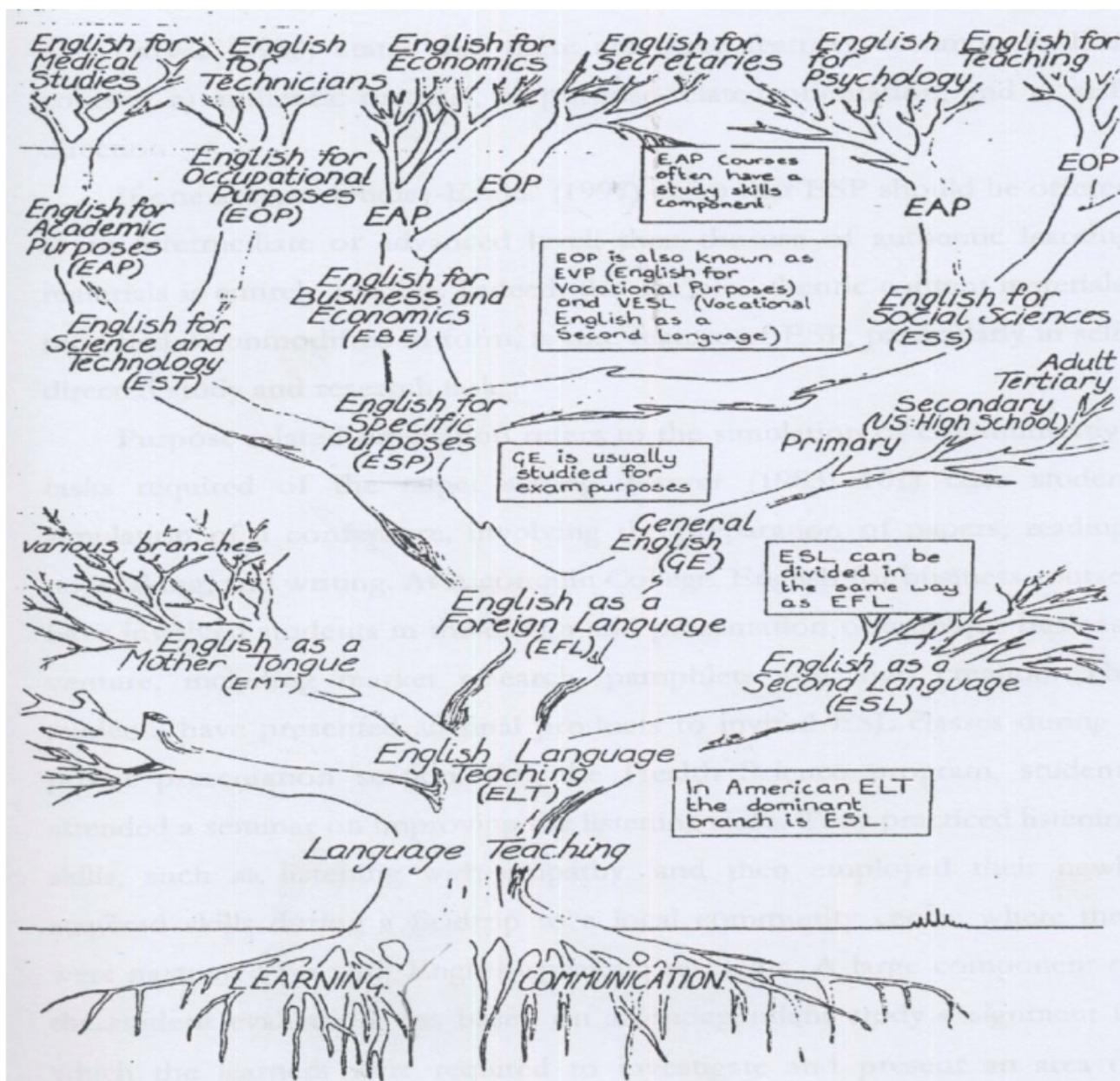
- Wants.....

### Appendix 3



Algeria tourist arrivals, 2019

Appendix 4



ELT Tree (Hutchinson and Waters 1987, p.

### ملخص :

نظرًا لأن تدريس وتعلم اللغات الأجنبية بشكل عام أمر مهم، فإن تدريس وتعلم اللغة الإنجليزية له أهمية خاصة، تعتبر اللغة الإنجليزية اللغة الرئيسية لإحدى أكثر الأعمال ازدهارًا، وهي السياحة والضيافة. في الجزائر، تعتبر اللغة مادة ثانوية في هذا المجال. في هذه الدراسة، يختار الباحث مناقشة السياحة والضيافة بالإنجليزية، ويأتي التركيز على هذا الموضوع بسبب التطور الحاد في صناعة السياحة والضيافة هذا الأخير يؤثر على اللغة الإنجليزية والتي تعد اللغة المستخدمة دوليًا في السياحة الدولية في القرن الحادي والعشرين. ومنه، يناقش الباحث اللغة الإنجليزية من الناحية النظرية لأغراض محددة، ثم يقوم بإجراء تحقيق في دراسة الحالة في معهد فضيلة سعدان بسكرة، ويستفيد من طبيعة منهج دراسة الحالة لاستخدام مجموعة متنوعة من أدوات البحث، وهي الاستبيان والمقابلة، لاستنباط احتياجات الطلبة، وما يفتقرون إليه، وما يريدون تعلمه من اللغة الإنجليزية. ولهذا الغرض، يجري الباحث عملية تحليل للاحتياجات لمساعدتهم في تعلم التواصل والتأكد من استخدام اللغة الإنجليزية بشكل صحيح وسليم.

**الكلمات المفتاحية:** اللغة الأجنبية، السياحة والضيافة، دراسة الحالة، اللغة الإنجليزية لأغراض محددة، النهج،