

UNIVERSITY OF EDUCATION, WINNEBA

MEETING THE ENGLISH COMMUNICATION NEEDS OF HOSPITALITY

STUDENTS: AN ANALYSIS OF TAKORADI TECHNICAL

UNIVERSITY STUDENTS



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MASTER OF PHILOSOPHY

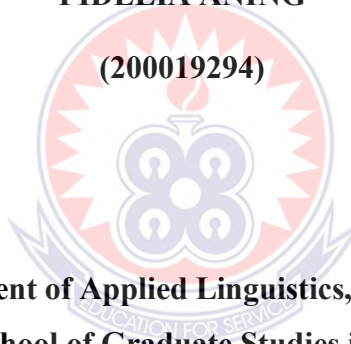
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UNIVERSITY OF EDUCATION WINNEBA

**MEETING THE ENGLISH COMMUNICATION NEEDS OF HOSPITALITY
STUDENTS: AN ANALYSIS OF TAKORADI TECHNICAL UNIVERSITY
STUDENTS**

FIDELIA ANING

(200019294)



**A dissertation in the Department of Applied Linguistics, Faculty of Foreign Languages,
submitted to the School of Graduate Studies in partial fulfillment**

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Master of Philosophy

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JULY, 2020

DECLARATION

Student's Declaration

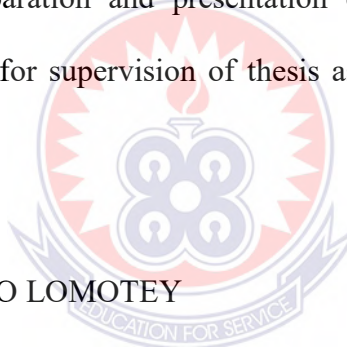
I, Fidelia Aning, declare that this dissertation, aside the quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted either in part or in whole for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.



Name: DR. CHARLOTTE FOFO LOMOTY

Signature:

Date:

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DEDICATION

To my beloved mom, Janet Akua Afrakomah, an elegant woman and a gentle teacher.

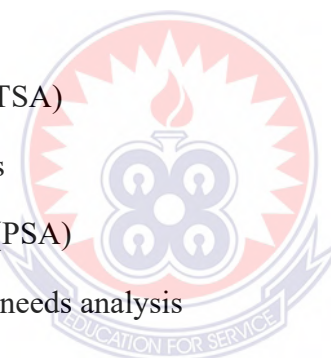


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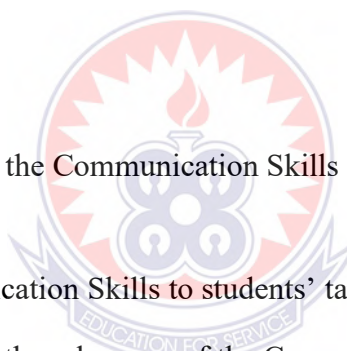


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ABSTRACT

English language plays an instrumental role in the Hospitality industry; however, many graduates who get employed end up not having the communication skills required for their work. This often results in mismatches between the skills demands of a job and the training provided. This study examined the English communication needs of Hospitality students of Takoradi Technical University through an evaluation of the Communication Skills course offered to First year students. To achieve the objectives, Hutchinson and Waters' (1987) Needs Analysis framework was adopted to collect data by means of questionnaire and interview from 253 sampled students, lecturers, and industry personnel, using a convergent parallel mixed method design and analyzed statistically and thematically. The analysis revealed that all four language skills are relevant to both students' academic needs and target careers, and that the Communication Skills course is helpful to some extent. However, factors such as the nature of the curriculum, content of the syllabus, teaching methodologies and learning materials used were identified as limitations. In this light, the study proposes a new Communication Skills curriculum based on stakeholders' needs. Based on the results, the study also recommends that an extension in the duration of the course and the incorporation of English for specific purposes (ESP) are steps necessary to achieve the proposed improvement. It also proposes that there is the need to factor in the needs of industry in the curriculum planning process in order to produce the human resource capable of meeting the English communication demands of the Hospitality industry.



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Researchers have indicated that English is the dominant language in certain scientific fields (Graddol, 1997; Crystal, 2003). Sparks (1994) sees the hospitality industry as a communicative encounter, where customers evaluate the quality of service on the manner in which information is communicated. English has become the dominant language for communication in the hotel industry and it is the major tool of communication for tourists worldwide (Van, 2015). This implies that English plays an instrumental role in the hospitality industry. Hence, training and developing top-notch graduates with a high proficiency in the English language is a major priority for the hospitality industry. However, thousands of graduates who possess tertiary certificates do not have the skills their courses prepare them for (Van, 2015). This often results in mismatches between the skills demands of a job and the training provided. Hence, graduates of tertiary institutions end up occupying positions they are over-qualified for or their training is irrelevant to (World Bank, 2008).

Hence, it is important to recognize that the needs of language learners in such specialized fields go beyond the regular English for General Purposes (EGP) instruction. It rather requires more rigorous adjustments in orientation, methods and materials to satisfy these needs (Mackay & Palmer, 1981). The Communication Skills course taught at Takoradi Technical University (TTU) employs the regular EGP instruction and methodology and this has watered down the relevance of the course to students' needs. Basturkmen (2010) explains that ESP courses set out to teach the language of communication skills that specific groups of learners will need to function in their disciplines of study and professions. Reddy (2012) contends that many graduates are not 'job ready', because they lack the requisite skills to perform proficiently in the work place. As a result, such graduates often require special

training or retraining to meet the needs and requirements of industry. According to Hayden and Lam (2007) these glaring limitations are the product of ineffective educational objectives and the persistent use of traditional teaching methods along with the constant utilization of outdated or ineffective curricular.

1.2 Statement of the problem

Teaching English across the globe has the principal objective of empowering learners to get access to technical, educational or professional opportunities (Canagarajah, 2006). English is learned either for general purposes or specific purposes, and hospitality students for example must learn English for Specific Purposes. The Communication Skills course taught at Takoradi Technical university has been tailored to equip students with effective listening, speaking, reading and writing skills which form the crux of effective communication (Sekyi-Baidoo, 2003). According to Hsu (2014) and Shieh (2012), English is the language of the hospitality field. Other researchers equally emphasize that English is the dominant language of certain scientific fields (Crystal, 2003; Graddol, 1997). This suggests that English plays an instrumental role in the careers of successful professionals, and the needs of such language learners in specialized fields like hospitality go beyond the usual EGP instruction. They must learn English for Specific Purposes, which demands major adjustments in orientation, methods and materials to satisfy these needs adequately (Mackay & Palmer, 1981).

As a lecturer, the researcher knows the value of ESP and the instrumental role it plays in preparing students significantly for industrial training and ultimately their target careers in the hospitality field. However, after students have received tuition in Communication Skills which is taught as an EGP course for two semesters in their first year, a considerable number of them still have difficulties in communicating effectively in the English language and they equally find it difficult to comprehend its use in standard communication, both in the verbal

and written modes (Alfehaid, 2011). The institution has equally received scores of complaints from companies about students' ineffective communication skills during their industrial attachment sessions. This problem occurs when learning is not in sync with target career demands. Ideally, learning should be situated within a specific context to allow learners ample practice of the language within the specific domain. If these conditions are relegated to the background, learners may be disappointed with their language proficiency and may find themselves inefficient in their communicative abilities despite the efforts they have invested in language training (Alfehaid, 2011). Students' weak communication skills coupled with their low academic achievements may be due to a possible mismatch between the needs, interests and aims of students and the current Communication Skills course.

In order to enhance learners' motivation to improve their communicative competencies and skills, the content of the syllabus should be structured to meet their specific needs. Teaching techniques and activities in the classroom setting should be in sync with the English they will encounter in their studies in the university as well as their target careers. Mparutsa et al. (1991) and Baird (2000) have confirmed that the use of related and specific content (ESP) motivates learners. The study delves into these mismatches by identifying the **necessities**, **lacks** and **wants** of students with regard to the Communication skills course in order to salvage the situation. Hence, the researcher sees the need to carry out the study with the encouragement of various stakeholders, especially industry, to improve the communicative abilities of students who will man key positions in industry to upgrade the human resource suitable for national development.

1.3 Research objectives

To achieve its purpose, the study is guided by the following objectives:

1. To determine the expectations of students regarding the Communication Skills course;

2. To investigate TTU hospitality students' perceptions of the Communication Skills course;
3. To examine the communication needs of TTU hospitality students for their target careers.

1.4 Research questions

This study attempts to answer the following questions:

1. What are the expectations of TTU hospitality students of the Communication Skills course for their academic studies?
2. What are TTU Hospitality students' perceptions regarding the usefulness of the Communication Skills course to careers?
3. What are the necessities required from the Communication Skills course by TTU Hospitality students for their careers?

1.5 Significance of the study

The main focus of the study is to investigate whether the Communication Skills course offered at Takoradi Technical University is effectively preparing students for their academic studies and target careers in terms of students' needs, whether its content and methodology are appropriate to its objectives and whether stake holders are satisfied with the output. The underlying assumption is that course objectives are always set according to an analysis of students' target goals. The Communication Skills course will be deemed appropriate only if it serves these needs. The significance of the study lies in the paradigm shift it brings in its wake in the field of language teaching. It emphasizes a shift in focus in the language classroom by placing the learner at the centre of learning. It hopes to do so by analyzing the learning and target needs of learners. The understanding of these needs can be used as a basis to define effective objectives, goals, syllabus and teaching methodologies which constitute the major part of the curriculum. This can be used as a benchmark to solve

problems of students' relating to their English communication needs in their respective fields. It will also furnish course designers with information that will inform them to adapt, adopt and develop materials depending on the gap between the students' present situation analysis and their target needs. It would equally draw curriculum developers' attention to the requirement that their goals should extend beyond the creation of new courses to include the revamping of existing ones (Swales, 1984).

Rea-Dickens and Germaine (1992) argue that evaluation is designed to provide information that may be used as the basis for future planning and actions. It is also expected that the results of this study will be a wake-up call to other technical universities offering Communication Skills to diagnose the problem areas and revise these courses. There is usually a high degree of similarities among the Communication Skills courses offered at the different Technical universities in terms of content and difficulties. The results of this mixed-methods research are expected to be transferrable to these similar courses being run at the different Technical universities. The study also entails policy recommendations in the language teaching classroom by projecting an approach of teaching English which meets students' specific needs. The study can also be a good reference point in determining the central role of English for Specific Purposes (ESP) for discipline-specific studies across the country.

1.6 Delimitation of the study

The study was carried out within the boundaries of the Sekondi -Takoradi metropolis. Students across all three levels in the hospitality department, Communication Skills lecturers of Takoradi Technical University as well as industrial personnel from Akroma, Atlantic, Ahenfie, and Okatakyie hotels were specifically used in the study.

1.7 Limitations of the study

This research was carried out in only one Technical university out of the ten Technical universities in Ghana. The selected Technical University was Takoradi Technical University. It focused on Higher National Diploma Hospitality students across all three levels. Only four industrial personnel were interviewed due to the COVID-19 outbreak and its associated hindrances. The interview sessions themselves were time consuming and they also required formal arrangements with the respective personnel. In addition, some hotels as a matter of requirement expected a written formal request with a six-week prior notice before granting interview sessions. These conditions were difficult to comply with, considering the limited time available to the researcher.

1.8 Organisation of the study

The rest of the thesis is organized as follows: Chapter 2 reviews the literature pertaining to communication and ESP. It examines the relationship of ESP to language teaching and curriculum development. There is a discussion of needs analysis and a review of some related studies on needs analysis. Chapter 3 presents the methodological approach adopted to achieve the study objectives. In order to enrich data from different perspectives, a mixed method approach was adopted. It also expresses the research paradigm and design. It also describes the procedures and methods of collecting and analyzing data. Chapter 4 presents the findings of the analyses of the research data with regards to the students' language needs and to ESP course evaluation respectively. Results from the data collected indicated that the majority of students and lecturers recognized the instrumental role of the Communication Skills course in students' academic studies. Also, an overwhelming majority of stakeholders-students and lecturers perceived the Communication Skills course relevant to students' target careers. In addition, majority of stakeholders disagreed that the course prepares students satisfactorily for their target careers. Broadly speaking, data indicated the

dire need to incorporate ESP into the current Communication Skills curriculum. Chapter 5 concludes the thesis by summarizing the study and its overall findings. It also captures the pedagogical and research implications of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study. It focuses on communication in the world of work, the development of English for specific purposes, and English for hospitality students. It also expounds on the definition and characteristics of needs as well as classification of needs and discusses Hutchinson and Waters (1987) Needs Analysis framework on which the work is pinned. It also explores needs analysis, types of needs analyses, as well as the role of needs analyses in the ESP world. It also discusses materials development in ESP, and frames workplace literacy and English language needs in ESP contexts. The review also captures works of authors related to the topic and their relevance to the world of research.

2.1 Communication in the world of work

There is no known human institution or organization without any form of language. Language is a distinct characteristic of a group of people, usually, those of one origin, which helps them to communicate with one another. It therefore follows that no formal communication can take place in the world of work without language, whether verbal or non-verbal. English is the prime means of communication between people from different cultures who do not share a common first language. English has been cited to be the major language of international business, diplomacy, science and the professions (Kitao, 1996). For these reasons, English language maintains a strong relevance now and, in the future,, particularly as a second language, to facilitate cross-cultural communication. Effective communication in the world of work is an integral element of a business' success.

It promotes healthy relationships both within and outside the company, boosts employee engagements as well as the overall effectiveness of a team. Hence, to navigate

successfully on the sea of global competition, it is mandatory for individuals in various fields to possess effective communication skills. Research has equally indicated that employers expect their employees to demonstrate substantial English knowledge and advanced English skills. Specifically, employers expect employees to follow instruction and provide feedback. Isarji and Zainab (2013) provide empirical evidence that prove that the value of communication skills such as the ability to welcome visitors, be persuasive, make business arrangements, respond to questions, and inform others, are key to employees' success. Kaur and Lee (2006) also conducted semi-structured interviews in which employers stated that effective oral presentations, listening, interviewing and conversational skills in English were vital for employees.

The above are indicative of the fact that careers today require an understanding of more complex language, effective communication skills, higher reading levels and more critical thinking skills. This is because careers demand that professionals are able to solve problems, understand and produce complex written communications, and apply learnt concepts to new situations and contexts (Casner-Lotto & Barrington, 2006; Trilling & Fadel, 2009). It is equally imperative for employees to read charts, forms and instructions pertaining to their jobs, and this requires effective reading skills. Also, good teamwork, which is the hallmark of every successful organization, is unachievable without good communication. Besides, workers who accomplish tasks as individuals on behalf of their organizations would have to communicate their accomplishments to their superiors and sponsors. A professional may be technically brilliant and creative but these qualities are likely to go unnoticed, woefully under-utilized, and even unappreciated, if they do not convince co-workers, clients and supervisors of their worth through effective communication skills.

Also, effective communication culminates into remarkable innovations in the world of work. Organizations which create enabling environments for employees to openly

communicate their ideas without fear of ridicule or retribution are more likely to encourage them to table their ideas and discoveries for remarkable successes in the business world. Innovations also rely heavily on effective communication structures. Therefore, one can safely conclude that an organization which keeps and encourages effective communication lines is more likely to be an innovative one. Again, for most professionals, the ultimate seal of their tasks is a written document. If the document is poorly written, it casts a slur on their personality as individuals and this may even dent the image of the organization. Armed with this knowledge, organizations hire and even promote workers who are endowed with effective speaking and writing skills. Zedeck and Goldstein (2000) posit that communication skills constitute the first priority among other skills in hiring employees.

From the above, it is evident that effective communication is the backbone of organizations that have consistently thrived on the turbulent sea of the global job market. However, if employees lack the requisite knowledge in the English language, which is the communicative tool, then they are likely to experience stagnation in their careers and this will also cripple the organizations they are tied to. To clear this hurdle, there is the need to equip learners with the required language training/skills they need to communicate and function effectively in their various fields. Hence, it is imperative that institutions understand the expectations of industry and equip learners with the language needed to function effectively in their specific domains.

2.2 The Development of English for Specific Purposes

English for Specific Purposes (ESP) has become an important part of English language teaching, as general English courses frequently do not meet learners' and employers' needs. English dominates as a lingua franca of business, media, technology, medicine, education and research and this has culminated into a sharp growth of ESP, especially in countries where English is mainly used for instrumental purposes. ESP equips

learners with more specific features of English, either for their professional or vocational demands. According to Basturkmen (2010), ESP views learners in terms of their work or study roles. This makes the focus of ESP narrower and more specific.

Smoak (2013) defines ESP as the English instruction based on actual and immediate needs of learners who have to successfully perform real life tasks. However, this definition is not specific on the real-life tasks; it is unclear whether they refer to social or professional tasks. Orr (2001) gives a more detailed definition of ESP as:

English language instruction designed to meet the specific learning needs of a specific learner or a group of learners within a specific time frame for which general English will not suffice. Most often, this instruction involves orientation to specific spoken and written English, usually unfamiliar to the average speaker which is required to carry out specific academic or work place tasks. (p. 27)

This definition specifies that the content of ESP courses is specifically tailored to meet the basic academic or professional communication needs of learners within a specified time frame.

According to Hutchinson and Waters (1987), English for specific purposes (ESP) was an unplanned movement borne out of a number of converging trends that operated in a variety of ways across the world. English for specific purposes has been thoroughly discussed over the years by well-known scholars like Tom Hutchinson, Alan Waters, Pauline C. Robinson, Tony Dudley-Evans and Maggie Jo St Johns, among several others. The unbridled demands of a Brave New World in English Language learning saw the birth of ESP (Hutchinson & Waters, 1987). The emergence of English as an international Language brought in its wake a breed of learners who knew specifically why they were learning a language like businessmen and women who needed to sell their products, mechanics who needed to read and understand instructional manuals to aid their work, doctors who needed to

keep up with knowledge in their fields, among others. Prior to this era, the need for learning English or any other language was not well defined.

People saw the need to learn English not for the prestige or pleasure associated with learning the new language, but to possess the code that will open the black box of technology and commerce for them. English for specific purposes is an approach to English learning in which the route to learning matters as much as its destination. Hence, ESP is not a product of some teaching methodology; rather it is an approach to language teaching which focuses on learner's needs (Hutchinson & Waters, 1987). Teaching ESP then means facilitating the students to learn specific English in which the course is specifically designed. Since the 1960s, ESP has become an integral part of teaching English due to the status of English as a contemporary lingua franca. The growing demand for English as a medium of communication and the sharp increase in government mass educational programmes have also contributed to the expansion of ESP. The awareness and for that matter the importance of ESP came into reality in the 1960s (Widdowson, 1983).

ESP requires that materials are tailored specifically to meet the explicit needs of learners in specific contexts. What distinguishes ESP from general English is not the need but rather an awareness of the needs of students (Hutchinson & Walters, 1987). According to Hutchinson and Waters (1987) the term "need" in relation to language teaching refers to the ability to comprehend and produce the linguistic features of the target situation. Therefore, ESP is assumed to be more focused, practical and more objective oriented (Dudley-Evans & St John, 1998). English for specific purposes entails investigating the needs of learners, preparing teaching materials, and devising appropriate teaching methodologies to meet the needs of a target population of learners in a specific context. From the discourse, one can conclude that ESP is more focused, practical and more objective oriented. Hence, it plays an

important role in English Language learning and teaching, since it addresses the specific needs of learners.

According to Hutchinson and Waters (1987), three main reasons account for the emergence of ESP. First was the great expansion in scientific, technical and economic activity on an international scale. The end of World War II brought in its wake a generation of learners who needed to learn English to accomplish specific tasks such as technocrats who needed to read and comprehend instructional manuals to aid their work as well as enterprising businessmen and women who needed to cope with the trends of the booming economic activities of the time. The second reason was the revolution in linguistics which shifted attention from the traditional way of teaching English which focused on grammar, to establish that language varies considerably and in a number of different ways, from one context to the other. This naturally called for the development of English courses for specific groups of learners. Third was the fact that learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and the effectiveness of their learning. Hence, all decisions pertaining to ESP content and methodology are based on learners' reason to learn.

The principal focus of ESP then is to meet the learners' needs. It focuses on work or study related needs and not personal needs or general interests (Basturkmen, 2010). This implies that it is important to design language teaching to address the specific needs of certain learners within a specific context in order to make them obtain maximum benefit in the teaching and learning process. Hence, the English course designed for Engineering students for instance, may differ from that of Hospitality students because they have different needs for learning English.

English for Specific Purposes and needs are completely inseparable. This is because the ESP approach stems from the need to teach the language and the communication skills

that learners in a specific language context need or will need to function effectively in their disciplines of study, professions or work place. It creates an opportunity to acquire the desired knowledge in an intensive and sped-up context (Wright, 1992). It determines automatically that there are needs exclusive to particular students in respect to the specific business environment they find themselves (Jeczelewski, 2016). Learning needs vary with what learners want to be or become through the target situation. Hence, learners invest or refuse to invest their time, energy and other resources in language learning depending on the social identities they desire for themselves (Pierce, 1995). In general terms, the focus of ESP is narrower as compared to that of the general English courses because it focuses on the analyses of learners' needs.

2.2.1 English for Hospitality students

English is a vital tool in the Hospitality sector. It makes the provision of service to foreign clients possible through the vehicle of English language. Therefore, according to Pupo-Ferrás et al. (2012), professionals in the Hospitality and Tourism sectors are expected to speak English to foreigners to make their visits more enjoyable. The requirement to provide excellent services embodies the need to communicate effectively in English with customers. This makes the development of the language skills essential for good communication (Kostić-Bobanović & Gržinić, 2011). For this reason, Zahedpisheh and Bakar (2017) posit that people who are required to use English at work for Hospitality purposes need to improve their communicative abilities, language fluency and accuracy.

English is taught as a second language at various levels of educational institutions to establish communication bonds with others world-wide (Seidlhofer, 2005). It is literally becoming the language of every field, as such, it has become mandatory for every professional to attain professional competence in the English language in this era of globalization. According to Wilson (2005), English is accelerating as the lingua franca of the

modern world particularly in areas as “the new technologies, business, tourism and entertainment and its global dominance encourages many speakers of other languages to gain at least a working use of the language in many fields” (p. 334). A study conducted at the tourist labour market in Ecuador to investigate the English proficiency of employees of the Tourism sector, surveyed a population which constituted five hotel companies and three tourism agencies. The results indicated that people have gained keen awareness on the need to optimize and master English in the sector as it allows them to improve their performance in work activities (Anzules et al., 2017).

For this reason, English for students in Technical universities should be taught based on what learners need for effective communication in their domains. Communication is the backbone of the Hospitality industry, and language as a tool for communication can never be relegated to the background. English is the common means of communication among tourists and travelers worldwide. Hsu (2014) states that communication skills and competence in using English to communicate sufficiently with foreign guests are essential factors in facilitating the financial success of the Tourism and Hospitality sectors. Hence, the requirement of effective communication skills and the ability to speak and write effectively in English is given an enviable prominence in the sector. Sparks (1994) equally observes that the Hospitality industry is a communicative encounter. This is undoubtedly so, because to make pleasant impressions on the minds of your guests, the value of communication and for that matter English language which is the lingua franca of many countries cannot, be downplayed. Hence, comprehensible communication in English is pivotal to effective hotel business.

The hotel staff communicates daily with guests from diverse linguacultural backgrounds. Thus, there is a high demand for the competent use of English in the Hospitality industry. Torres and Kline (2013) state that the role of foreign languages in the

delivery of quality service is significant in that they are an important tool to make a guest feel at home, draw more brand loyalty and more cash inflows. This suggests that professionals who wish to remain relevant in the competitive job arena, especially in the Hospitality industry, must strive to be proficient in the English language. Blue and Harun (2003) reiterate the indispensable role of English in the hospitality industry by referring to it as the “Hospitality language” (p. 77). This is because English is not only seen as a means of communication, but it is also viewed as a professional skill which facilitates hotel routines and transactional activities performed by staff within the specified target situation.

Globalization has had a major toll on service industries. With the influx of hotel management companies, increased competitions among others have heightened the awareness, expectations, and preferences of guests; as such, sensitivity to the services rendered by these institutions is equally at its peak. Hence, the traveler or guest expects an exceptional experience and employees in the industry play an important role in meeting this expectation. For this reason, employers recruit people who have the competence to successfully provide the level of services which will attract and retain guests. The competencies required include personality, effective communication skills, attitude, and technical knowhow, among others. Also, one’s ability to communicate in the English language is a crucial requirement. Kaur and Lee (2006) state that effective communication, listening, interviewing, and conversational skills in English are vital to employees’ success.

Considering the rippling effect of globalization on the human resource of the Hospitality sector, having a sound footing in the English language becomes an asset for these professionals. English creates a smooth path for Hospitality professionals to meet up with the linguistic requirements expected of them to improve the quality of service they render to their clients. Hence, one’s proficiency in the English language within the Hospitality industry is critical for survival in the world of work and the need to sharpen communication skills as

well as the proficiency of students in the English language is equally critical for sustainable development.

2.2.2 Summary

From the discussion, one can confidently say that employers prefer recruiting people who can communicate efficiently in the English language. This suggests that effective communication is imperative for professionals who wish to be relevant in the competitive Hospitality job arena. This development also buttresses the role of Technical universities in preparing and shaping students adequately for their future careers. Braced with this assumption, English will be more meaningful to learners if they are taught one that focuses on their domains. Hence, the teaching of English is expected to expose learners to diverse opportunities which will enable them to learn and accrue knowledge in the language pertaining to the fields they have chosen. Martin (1992) states that the essence of ESP is that, it is a planned ecological approach to language teaching and learning which is sensitive to learners' occupational purposes. Language teachers can therefore build foundations through the teaching of *foundational English* by factoring the real-life purposes of their learners into the content of the teaching process. Hence, grammar, pronunciation, and spelling will be the same as those taught in General English lessons. However, the difference will be on the content and the vocabulary which would be fine-tuned to the interests of learners.

2.3 Definition and characteristics of needs

According to Richards (2001), the term “needs” is not as straightforward as it might appear. Martins (2017) states that the term may refer to an obligation, demand or necessity. Brindley (1989) states that needs may equal to learners' wants or desires which refers to what the learners themselves would like to learn in addition to their programme requirement. Chambers (1980) also views the term as an ambiguous and imprecise one. Scores of researchers have conceptualized the term differently. According to them, the term has a

plethora of meanings in the ESP context such as learners' goals, demands, desires, preferences, interests, necessities, wants, expectations, lacks, requirements and motivations, their awareness of their rights, their language proficiency, their reasons for taking a course, their teaching and learning constraints, gaps in their knowledge and even their fantasies (Hyland, 2006).

Widdowson (1983) points out that the lack of distinction between aims and objectives leads to an ambiguity inherent in the definition of the term learner needs. He further explains that aims can refer to what the learner will have to do with the language once it has been learnt. This goal-oriented definition of needs looks at the ends of learning the language, such as aims, goals, etc. Ends are different from pedagogic objectives which refer to what the learner has to do in order to learn a language which embodies the process-oriented definition of needs which is related to the means of learning a language. From the discussion, it can be understood from the two complementary definitions that needs are often closely related either to the aims or the objectives of learning the language. Hence, Holec (1980) explains that defining objectives is very important to the identification of needs. He further explains that the definition of objectives as either content-centered or learner-centered is based on three factors.

The first is that there is core knowledge that is essential for all learners and has been predefined by linguistic analysis. This may differ in some aspects from the specific knowledge of the language that a particular group of learners may wish to acquire. The second is that the level of competence is defined by some criteria that are independent of the learner. The third factor is the purpose of defining needs, which is to set up a teaching system and to develop teaching materials which are efficient and effective. Widdowson (1983) explains that the ambiguity related to needs stems from the failure to distinguish between aims and objectives. West (1994) contends that the ambiguity lies in the needs themselves

because they embrace various contradictory concepts such as necessities or demands which also refer to objective, product-oriented or perceived needs. Chambers (1980) also posits that there is a terminological inexactitude. This stems from the fact that although researchers may be interested in essentially the same phenomenon, no two researchers use the same terminology for them.

To leap over this challenge, he recommends that researchers spread their definitions by taking into account the whole range of meanings which the term 'needs' may cover or limit themselves to a narrow definition of the term. Robinson (1991) also describes 'needs' as a matter of agreement and judgment not discovery. This suggests that 'needs' exist with learners and they only have to be brought to light. Brindley (1984) on the other hand, opposes this view by stating that 'needs' are not encountered ready-made on the street, they are rather constructed. This suggests that 'Needs' do not exist prior to a programme, rather they appear to be the product of previous educational experiences negotiated by stakeholders, such as language teachers, learners, and employers.

The term 'needs' may also imply that there is a gap to be bridged between a present state and a desired future one. It may also refer to some progression towards a desired goal or a change to be made (Beatty, 1981; Graves, 2000). It then follows that ESP courses aim to bridge this gap or at least to some reasonable extent to enable learners make progress in order to effect the preferred change. Although different authors have given diverse definitions of needs based on their perspective most of them (Brown, 1995; Cooke & Simpson, 2008; Harding, 2007; Reguzzoni, 2008; Trim, 1980), all agree on some characteristics of needs. They all concur that needs are multiform or multifaceted - this means needs can manifest in a plethora of forms; they are amenable to change - this means needs are not static, rather they change with the demands of the target situation. Hence, they are subject to change; they are not constant or fixed facts - this means all needs are not permanent; they change with the

demands of prevailing circumstances in the target situation, and, they vary from one person to the other depending on the interaction between individuals and their environment and on the activities pertaining in that particular environment.

This means a need does not exist independent of a person. It is people who build images of their needs on the basis of data relating to themselves and their environment (Richardson, 1984). He opines that needs are not entirely independent - they are actually associated with individuals who find themselves in specific contexts and situations- they are always constructed - they are the products of some demands of a specific target situation, and, they can be identified or analysed - this means needs are definite and concrete and are subject to analysis.

2.3.1 Classifications of needs

Authors have not attained absolute agreement regarding the types of needs (Chambers, 1980). This does not necessarily mean that it is impossible to identify or know what needs are, it rather establishes that the nature of needs may vary according to the perceptions or views of authors. The following are some of the categories of needs as put forward by various authors in the field.

2.3.1.1 Real and ideal needs

According to De Escorcia (1985), two *needs* in ESP contexts are *real* needs and *ideal* needs. Harding (2007) also identifies *immediate* needs and explains them as those that are realized towards the end of learners' career when they are faced with the task of handling more specialized up-to-date reading material. This brings to light three implications which are: learners may not see or even realize the immediate need for a specialized English course however, it is important for educators to raise their awareness of the target situation and its associated real needs. Furthermore, they should not often be expected to make sound judgments of their real needs because as put forward by Scrivener (2005), students genuinely

do not know what they need or want. Richterich and Chancerel (1987) also point out that experience has indicated generally that, learners are little aware of their needs and in particular, they are unable to express them in clear terms. This suggests that teachers have the onerous task of investigating learners' needs, raising their awareness of these needs while explaining their needs and the various areas of difficulty to them. Again, real needs are usually perceived as closely related to what occurs in the target situation. Ideal needs on the other hand refer to the ideal situation or state which learners are expected to be. However, ideal needs may vary according to one's peculiar circumstances and point of view. The real or primary need on the other hand, according to De Escoria, is the minimum knowledge learners may require to accomplish their studies successfully.

2.3.1.2 Objective and subjective needs

Brindley (1989) also identifies objective and subjective needs. According to scholars such as Brown (1995), Tudor (1996), and Van Avermaet and Gysen (2006), two types of needs that are equally contrastive are objective and subjective needs. Brindley (1989) explains objective needs as the needs that are obtained by outsiders from the facts that are known and can be verified. For example, if learners learn English in order to pass some prescribed exams to graduate, we say they have an objective need to study English. Van Avermaet and Gysen (2006) also describe objective needs as those needs which can be derived from factual information about learners, their use of language in real-life communicative situations, current language proficiency, and language difficulties. Brown (1995) points out that objective needs are the needs gathered from objectively observable data. This suggests that objective needs focus mainly on concrete linguistic factors.

On the other hand, subjective needs embody the needs of learners in their learning situation, derived from both cognitive and affective factors such as their self-knowledge, awareness of target situations, attitudes towards English, wants, as well as their instructional

expectations (Belcher, 2006). According to Brindley (1989), subjective needs refer to those needs obtained from insiders and correspond to cognitive and affective aspects such as to be confident or to help one to be more capable in their studies or work place. Subjective needs emphasize how learners learn a language and this includes encouraging their participation and their investment as well. Graves (2000) recommends that the assessment of subjective needs should include some information about the learners such as their attitudes towards learning, the targeted culture, their expectations for themselves and for the language course, and their underlying purposes for taking the course. Conclusively, objective needs are seen as those derived by outsiders such as teachers and sponsors and subjective needs are those which represent the insider's perspective and correspond to cognitive and affective factors. Thus, the ability to follow instructions accurately or to participate in negotiations with foreign partners are regarded as objective needs whereas feeling confident or being better at speaking and grammar are considered subjective needs (Frendo, 2005).

2.3.1.3 Target needs and learning needs

According to Hutchinson and Waters (1987), the needs of learners fall under two types. These are **target** needs and **learning** needs. They argue that target needs are of three distinct types: First is **necessities** which are the demands of the target situation. It also refers to what learners need to know to enable them function effectively in the target situation which may fall under linguistic features such as discoursal, functional, structural, and lexical. Second is **lacks**. This is captured when the target proficiency is matched against the existing proficiency of learners. The gap between them is what the learner lacks. Lacks are seen as the starting point of a journey toward the final destination (necessities). Third is **wants** which represents the learners' view of what their own needs are. In other words, it refers to what they feel they need, which might be different from the views of others. In fact, it may even

conflict with the views of stakeholders such as course designers, teachers, and sponsors. It actually refers to the learners' personal aims for studying the language.

Learning needs on the other hand, according to Hutchinson and Waters (1983), focus on the learners' motivation and attitudes, interest, personal reasons for learning, learning styles, as well as resources and time available. From the discussion, it could be argued that all the subtypes of target needs are concerned mainly with language use, particularly in the target situation. Also, language needs appear to be seen as a matter of negotiation between learners and society. It also appears that both necessities and lacks represent objective needs. However, the perception of needs as objective or subjective may vary from one person to another. This raises the possibility of conflicting needs and wants among the stakeholders involved.

This however, does not mean that the needs of a particular project are inherently contradictory. Harris and Bell (2003) state that different individuals as well as groups will have different needs. Kennedy and Bolitho (1984) however, express optimism regarding the possibility of some level of agreement on needs between the teacher and student, probably by negotiating to factor their wants into the teaching plan. Chambers (1980) suggests that we allot some system of priority among the different levels of needs expressed. Bloom equally recommends that both *target-centered* and *learner-centered* needs should be operated in order to achieve an adequately balanced syllabus.

In conclusion, it could be stressed that the numerous models are not independent of each other but they are rather complimentary. Hence, both target needs and learning needs should be factored into needs analyses. Also, ESP instructors must know how people learn to do what they do with the language they learn. The syllabus should be based on the learners' needs and it should be motivating for them so that they will be able to recognize the relevance of what they are studying and combine it with their professional career. Hutchinson and Waters (1987) suggest several means of gathering information on learner's needs. They

recommend the use of questionnaires, interviews, observations, data collection such as gathering texts and informal consultations with sponsors, learners and other stakeholders. Furthermore, the researchers explain that the analysis of target needs can be conducted by asking questions about the target situation and the attitude of learners in the learning process. The next section delves into the needs analysis framework, which is the conceptual framework of the study.

2.4 Conceptual framework: Hutchinson and Waters (1987) Needs Analysis

Framework

Globally, needs analysis has played an instrumental role in developing ESP programmes (Al-Tamimi & Shuib, 2010; Dudley-Evans & St Johns, 1998; Hutchinson & Waters, 1987; Robinson, 1991). The prime purpose for developing teaching and learning should be to satisfy learners' needs. If lecturers have no idea of the needs of their learners then they would not have a clear idea of how to help learners to attain optimal results in their studies. Conceptually, needs analysis has different foci. First is Munby's, (1981) approach to needs analysis which focused on identifying the specific functions of language in the social contexts of the target situation. Munby's concept of needs analyses cover aspects of communicative events, purpose, medium, mode, channel, setting, communicators, dialect, attitudinal tone, subject content, and level of ability required for effective communication. Thus, the needs of learners were actually defined by the users of the language in specific contexts such as practitioners in the work place or specific disciplines.

Second, Richterich and Chancerel (1987) also propose an approach which focuses heavily on the perception of learners. With this approach, information is obtained from learners before and during the course, probably, to inform practitioners what learners are bringing on board and to help furnish them with information on how learners are progressing so they can effect changes when the need arises in order to ensure the success of the

programme. Third, (Long, 2005, p. 3) projects a task-based approach which focuses on the tasks and “samples of the discourse” which are usually performed by language users on the job arena and in their specific disciplines. Fourth, Hutchinson and Waters (1987) propose an approach on the learning of learners in ESP. This approach places emphasis on the importance of the learning process and not just the results. Their needs analysis aspects comprise target needs - wants, necessities, and lacks and learning needs - learning styles, learning model, attitudes towards the learning environment, and culture.

Researchers have proven the needs analysis implementation under various contexts across the globe. Chan (2001) investigated the English language training needs of front desk assistants of hotels in Kuala Lumpur (Malaysia) and identified that both listening and speaking skills were the most relevant skills for the job. Reading and writing were not ranked as relevant skills for front desk assistants in her study. Thus the study recommended that listening and speaking skills must be emphasized in the English language for communication programme for hotel front office assistants. Also, Dechabun (2008) investigated the functional language skills used by Thai students during their internship sessions in the hospitality industry, and identified giving information about rooms and services, requesting and responding to guests' requests, offering help and responding to guests' complaints as the most commonly used.

Also, a needs analysis was conducted by Kaewpet (2009) to specify the Communication needs of a group of civil engineering students in Thailand. The study identified diverse English language skills required under various segments in the civil Engineering discipline. The study suggested the incorporation of English skills into the English for Academic Purposes Course to help meet the communication needs of learners. Sattar et al. (2011) also conducted a study in Pakistan to identify the communication needs of garment manufacturing students. The findings indicated the different perceptions of the

students and lecturers regarding the content and teaching approaches of the subject. The study provided useful information on learners' needs and teachers preferences to inform syllabus designers and practitioners in ESP in the development of appropriate language courses and materials for students of Garment manufacturing and yarn manufacturing. In Ghana, not much is known about the English Communication needs of students in Technical universities. Hence, the study investigates the effectiveness of the current Communication Skills course in meeting the English communication needs of Hospitality students in Takoradi Technical University.

The conceptual framework of the study is Hutchinson and Waters' (1987) Needs Analysis framework. Hutchinson and Waters (1983) proposed a framework that compares target situation needs with learning needs. The learning needs framework as proposed by the researchers was developed to fulfil a task previous needs analysis approaches evaded. It bridged the gap in previous needs analysis practices by providing information on how the language learner learns the language. The basic assumption underlying this was that there is the need to know how language learners learn a language in the learning context. The proponents explain that in looking at the target situation, the ESP course designer is asking the question about what the expert needs to know in order to function effectively in the target situation. Information may be recorded in terms of language items, skills, strategies, or subject knowledge. Smith (1984) argues that the analysis fails to point out how the expert communicator learnt the language items, skills and strategies that he or she needs.

According to Hutchinson and Waters (1987, p. 60), analyzing what people do tells you little, if anything, about how they learnt to do it. However, it is worth stressing that the whole ESP process is not concerned with knowing or doing but with learning in order to function effectively in the target situation. It is crystal clear that the authors emphasize the role of learning needs analysis in ESP context. This however does not necessarily mean that

needs analysis as proposed by the authors is not applicable in other language learning situations, such as EGP contexts. They stress that the difference between the two contexts is not the absence of needs per se but the awareness of needs. The model focuses on ESP because the entire book in which it is captured is on ESP. Also, the authors' idea of analyzing needs has become relevant in the literature of course design and needs analysis pertaining to general education as found in (Graves, 2000).

It could be concluded that the driving force behind this approach is simply humanistic. The authors perceive the language learner as a human being with limited abilities and specific interests and attitudes. They strongly believe that these characteristics of the learner should be factored into the learning process to make it effective. They conclude that "...ESP learners are people. They may be learning about machines, but they are not the word crunching machines which too many approaches to ESP seem to imply (Hutchinson & Waters, 1987, p. 61).

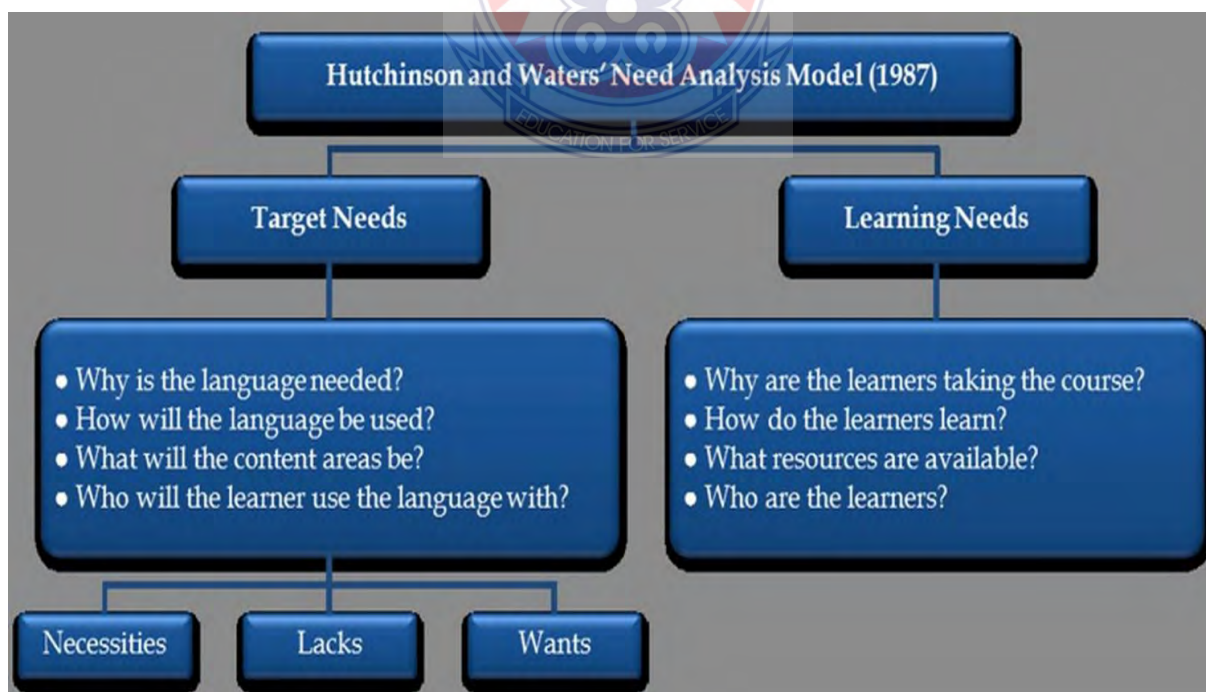


Figure 2.1. Hutchinson & Waters' (1987) model of Needs Analysis

According to Hutchinson and Waters (1987), the needs of learners comprise two aspects. These are **target** needs and **learning** needs. Figure 2.1 is a diagrammatical representation of the framework.

2.4.1 Target needs

Hutchinson and Waters (1987) make a clear distinction between target needs and learning needs. According to them, target needs are generally what learners require to function effectively in the target situation such as the knowledge and abilities they must possess in order to function at a required level of competence and proficiency in the target situation. It embodies the learners' **necessities**, **lacks** and **wants** for functioning effectively in the target situation, whereas the learning needs focuses on the learners' motivation and attitudes, interests, personal reasons for learning, learning styles, resources and time available. Hutchinson and Waters (1987) explain that the analyses of the target situation can be conducted by asking the following questions:

A. Why is the language needed?

This question is posed to gather information on learners' purposes in learning the language. Learners may learn it for studies, work, for training or a combination of these as well as other purposes such as status, examination or promotion.

B. How will the language be used?

This question elicits information on the medium, channel and types of texts or discourse in using the language. The medium means that the language will be used for speaking writing etc. The channel refers to the use of the language for communication on telephone, face to face interaction. The types of texts refer to academic texts, lectures, informal conversations etc.

C. What will the content areas be?

This question is asked to ascertain the level of students and the subjects which will require the utilization of the language. The subjects may be situated in the hospitality, Tourism or Engineering domains etc. The levels could be secondary, tertiary or post graduate.

D. Who will the learner use the language with?

This question is posed to gather information on who the learner will use the language to interact with. It can be native speakers or non- native speakers. It also gives information on the level of knowledge of receivers; they can be experts, laymen and students. The relationship between the interlocutors will also be established such as a superior and a subordinate, teacher and student or host and guest among others.

E. Where will the language be used?

This question is asked to ascertain the specific place where the language will be used. It includes the physical setting (office, lecture hall, hotel, workshop or library). Human contexts may include alone, meetings, demonstrations or on telephone. The linguistic context may refer to home country or abroad.

F. When will the language be used?

This question is asked to gather information on the time, and the frequency of language use.

According to Hutchinson and Waters (1987), all the above information can be used as a basis for gathering further information about students' learning needs. Questions about the target situation and the attitudes of learners in the learning process are asked to gather data on learners' **necessities**, **lacks** and **wants**. As already indicated, Hutchinson and Waters classify target needs into three types. These are **necessities**, **lacks** and **wants**.

2.4.1.1 Necessities

Necessities are basically the types of needs determined by the demands of a target situation. It refers to what the learner has to know in order to function effectively in the target situation. For instance, a Hospitality professional would have to understand business letters, communicate effectively with superiors, colleagues and guests, and obtain the necessary information on guests' preferences among several others. Besides these, he or she should also be familiar with the discursal, functional and structural linguistic structures which are commonly used in the identified situations. This information can easily be gathered by observing situations the learner will need to function in and its various constituents. In this study the necessities refer to the skills and competence Hospitality students will need from the Communication Skills course to help them function effectively and efficiently in their target situations such as the front office of a hotel, restaurant, or resort. Blue and Harun (2003) describe three elements that contribute to the quality of hospitality service delivered by front office staff. First is their capacity to master the skills of being attentive, courteous, and polite. Second is their knowledge of the hotel and local area, and Third is their ability to communicate appropriately and to appreciate cross cultural communication needs.

Although some of these necessities are beyond what a language programme can offer, the last one falls within the range of ESP. This then suggests that English courses meant for people in that discipline should be tailored to shape and sharpen these necessities to help them to perform proficiently on the job. A student who will function in such a target situation must possess effective English communication skills to keep the face of the institution attractive and inviting to visitors. As such, efficiency in using all four language skills is a necessity, because the front office assistant must communicate daily with guests from different lingua cultural backgrounds. As put forward by Blue and Harun (2003), English is also viewed as a professional skill through which hotel routines and transactional activities

are performed by staff. Consequently, comprehensible communication in English is a *necessity* for the hotel staff and vital to the success of the industry. This then suggests that the Communication Skills course should adequately cater for these necessities to enable learners function effectively in the target situation.

2.4.1.2 Lacks

According to Hutchinson and Waters (1987) identifying the necessities of the learners is not enough. It is equally important to know what the learner already knows. This will help decide which of the necessities the learner lacks. For example, one's target situation might be receiving guests at the front office of a hotel. Whether learners will need instruction to do this will actually depend on how well learners already know how to receive guests. This means that target proficiency needs to be matched against existing proficiency of learners. The gap existing between the two is what is referred to as the learners' **lacks** (Hutchinson et al., 1979). In this study, the lacks refer to the deficiencies in the current Communication Skills course which bar learners from obtaining the desired competence required to function effectively in their target situations. Lacks in this sense may also be viewed as a gap that needs to be bridged to get to the desired destination (*necessities*).

Lacks in a course normally suffice when materials for the teaching and learning of the course are not in alignment with the needs of learners and expectations of the target situation (industry). This is particularly true in the context of Takoradi Technical University, as the materials of the Communication Skills course focus on general English and it is used across all disciplines. To mitigate this problem, there is always the need for materials evaluation. Materials or textbook evaluation is "basically a matching process: matching needs to available solutions" (Hutchinson & Waters, 1987, p. 97) or to particular purposes. Dudley Evans and St Johns (1998, p. 125) recommend examining teaching materials on the basis of "how language and skills are used in the target situation".

Tomlinson (2013) posits that materials evaluation involves making judgments about the effect of materials on the users. Generally, materials evaluation entails making judgments on how materials match the course objectives or needs of stakeholders such as teachers who implement the course and syllabus, learners who study for future employment, and industry which represents learners' employers.

Littlejohn (2011) proposes a model which involves three levels of analyses. Level 1 captures the structure, the physical aspects and components of the teaching materials. It addresses the question: what is there in the teaching materials? Level 2 deals with the question what is required of the learners? It explores the tasks students are expected to perform, by what means, with whom and with what content. Level 3 focuses on findings from levels 1 and 2 to arrive at conclusions about the underlying principles of the materials - whether they facilitate language learning and teaching, and whether they are appropriate for language teaching. Using the principle of materials evaluation as outlined, Cheng (2004) investigated the checking out discourse at a hotel reception and compared it with the language of prescribed ESP books on hotel and tourism. The real-life data indicated that checking out is a key discourse in the central mission of a hotel which makes guests feel at home and this must be displayed by the reception staff. However, Cheng observed that many of the discourses in his study clearly did not communicate customer care concerns. Only one out of the six was on checking out discourse, while the rest were on payment which often captured utterances in the form of questions, marked by incorrect grammar and lack of the politeness marker 'please' (pp. 146-147). Based on his findings, Cheng recommended the need to factor real-life concerns in the teaching of prospective Hospitality employees, by improving the prescribed learning materials.

A study conducted by Habtoor (2012) and Bouzidi (2009) also evaluated the extent to which prescribed textbooks met the needs of industry. Both findings indicated that the

textbooks did not completely meet the communicative needs of the Hotel industry due to inadequate opportunities for presentations and practice of the specific language functions.

From the above, it is imperative to factor the real-life elements in the target situation in the teaching of English language for learners to help filter out the gaps (lacks) that may impede their proficiency on the job. It is equally important for materials to be built on a professional and accurate needs analysis and materials evaluation to help attain the necessities required for effective functioning in the target situations of learners.

2.4.1.3 Wants

These embody the learners' views on what their needs are. Richardson (1984) notes that a need does not exist independent of a person; it is people who build images of their needs on the basis of data relating to themselves and their environment. It is worth noting that it is the awareness of needs that characterizes the ESP situation. Awareness is a matter of perception and perceptions depend on one's viewpoint. Learners may have a vivid idea of their necessities with regards to the target situation. They will equally have clear views on what their lacks are. However, it is possible that the learner's views will conflict with those of other interested parties such as course designers, sponsors teachers among others. Hence, it is of great essence to make ample room for learners to table their personal needs for redress. Hutchinson and Waters (1987) give the following scenario to exemplify the want of a learner against those of other parties:

Karl Jasen, a German engineer has a frequent and important need to read texts in English. He also needs to talk to colleagues overseas occasionally. The company he works with is a multi-national one and the medium of communication outside national boundaries is English, although the majority of workers are non-natives. By any quantitative analysis of the situation, one would conclude that his need is reading

because it is the most frequent activity he engages in per the dictates of his job. On the contrary he sees improving his oral competence as a far stronger need. why?

The answer is not far-fetched, it lies with him and the way he identifies his own personality with the use of a foreign language. He reads in private and he can do so at his own pace, he can consult the dictionary when he is in doubt or some form of difficulty. However, when he speaks, his pride is at stake, his linguistic incompetence with regards to the English language is exposed for all to see. Besides, he is under intense pressure to participate at the speed determined by the discourse. Therefore, Karl Jasen sees his deep-seated need as being the improvement of his oral proficiency. It is clear then that Karl Jasen's **want**, which is his dire need to attain an appreciable level of oral competence in the target language, may be in conflict with that of other stakeholders because from their view point, they will perceive his **need** as reading. Conclusively, **wants** are the learners' subjective needs which may not have a direct relationship with the objective needs of stakeholders like sponsors, teachers and course designers.

2.4.2 Learning needs

Hutchinson and Waters (1987) explain the term learning needs as an umbrella term which hides a number of crucial characteristics. According to them, learning needs comprise the learners' motivation in learning a language. They entail the way they prefer to learn, the available resources, the time and place the course will take place, and the learner's personal information. Hutchinson and Waters liken the process to a journey. The starting point of the journey is the **LACKS** and the destination is the **NECESSITIES**. The route to the destination is the **LEARNING NEEDS**. However, the researchers emphasize that it is woefully inadequate to plan a journey solely in terms of the starting point and the destination, rather, the needs, potentials and constraints (learning situation) of the route should also be factored into the journey. Therefore, learning needs focus on the route between the starting

point (lacks) and the destination (necessities). For example, a group of Hospitality students may be greatly motivated in the Communication Skills language programme but may completely lose interest along the line because of the long dull old teaching materials which have no correlation with their domain and target career.

According to the researchers, the learning process must be enjoyable, fulfilling, manageable and generative. Hence, learning needs do not focus on the knowing but on the learning. The concept of learning needs as proposed by Hutchinson and Waters (1987) and their succinct analyses of learning needs have proved useful in practice (Li, 2014). Therefore, it is very important that learners' needs are taken into consideration in the process of learning. It is imperative for course designers to analyze the learners' needs critically on the basis of their motivation, the conditions of the learning situation, as well as their existing knowledge and skills.

2.4.3 Summary

The definition of needs have been studied by a number of researchers, as already indicated. Conclusively, **necessities** are dictated by the needs of the target situation. They are the necessary needs that enable the learner to utilize the target situation effectively. **Lacks** refer to the gap between necessities and what the learner already knows, thus the existing proficiency of the learner. **Wants** are the learners' subjective needs which may not have a direct relationship with the objective needs of other parties. Learning needs on the other hand refer to the process where learners journey from the starting point/onset (Lacks) to the destination (necessities). This journey is illustrated in Figure 2.2.

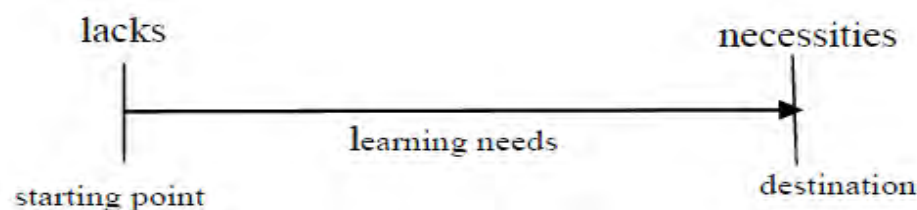


Figure 2.2. Adapted from Wang (2007)

2.5 Needs analysis

Needs analysis is the backbone of ESP course design and instruction. It plays a pivotal role in the process of designing and conducting any language course. Belcher (2009) states that the aim of needs analysis is to collect and examine information about the present situation such as what skills and knowledge learners have before the course begins, and the target situation which is where they would want to be at the end of the course. The understanding of this gap in the existing knowledge and skills of the learners lays the foundation which informs the course design. Needs analysis can be carried out at the beginning of a course to equip the instructor with what the learners are bringing on board. When it is carried out during the course it gives the instructor an overview of what has been accomplished and what the learner wants and needs to know in the future.

Generally, needs analysis or needs assessment can be described as a diagnostic instrument used to find the deficits of students in order to adopt appropriate materials for the development of better teaching and learning to maximize outcomes. Long (2005) compares needs analysis to the diagnosis before the doctor's prescription in foreign language learning. Gatehouse (2001) and Richards (2001) emphasize that needs analysis makes a course more oriented to the needs of learners. These suggest that needs analysis is pivotal in the process of designing a language course. This pivotal role is highly recognized by several authors and scholars in the field who have presented a plethora of definitions based on their foci and perspectives. Iwai et al (1999) for instance, explain the term needs analysis generally as the activities involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. Basturkmen (1998) also explains needs analysis as the process of finding difficulties and standard frameworks through observations, interviews and questionnaires. Nunan (1988) also explains needs

analysis as the techniques and procedures for collecting information to be used in syllabus design.

Pratt (1980) gives a more practical definition of needs analysis as an array of procedures that can identify, validate and prioritize needs. The important elements in this definition that distinguish it from the others are *an array of procedures* and “*to validate needs*”. The expression *an array of procedures* establish that during the process of needs analysis, a variety of information gathering tools are employed and *validates* suggests that needs are not absolute once identified, neither are they static because target situations are dynamic. Hence, needs should be continually reviewed for validity to ensure that the real needs of the group of learners involved are met. Dudley Evans and St Johns (1998, p. 121) summarize needs analysis as “the what and how of a course.” “What” in this context refers to the content of the language programme and “how” also refers to the methodologies employed to attain the goals of the language programme

2.5.1 Types of needs analyses

2.5.1.1 Target situation analysis (TSA)

Target situation refers to the situation language learners will be using the language they are learning. Target situation analysis is a type of needs analysis which focuses on students’ needs at the end of a language course (Robinson, 1991). Target needs are the product of target situation analysis. The identification of target needs is a prerequisite for course design, which entails an analysis of the designated situation. The identified features then form the syllabus of the course. Target situation analysis however, has its own limitations and one of them is that, it does not make room to consider the learner’s present language proficiency.

2.5.1.2 Learning situation analysis

Learning situation analysis (LSA) focuses on answering the question ‘who the learners are, why they have enrolled for the course, what are their learning preferences or learning styles are, or their strategies and techniques’. Apart from LSA, it is also recommended that a means analysis is conducted. A means analysis looks at the environment in which the language programme will be run. What will be available to support the programme in terms of time, material, equipment, facilities and what is not (Frendo, 2005).

Dudley-Evans and St Johns also provide an even more comprehensive and modern concept of needs analysis which embraces the aforementioned concepts. According to the researchers, needs analysis in ESP should include the following aspects:

- a) The professional information about learners, the tasks and activities learners are/will be using the English language for this covers target situation analysis and objective needs.
- b) Personal information about learners: This captures factors that influence the way they learn such as their previous learning experiences, cultural information, reasons for attending the language programme as well as their expectations of it – their attitudes to English (Wants, means and subjective needs)
- c) English language information about learners such as what their current language use and skills are (Present Situation Analysis)
- d) Learners’ lacks which refers to the gap between the learners’ current situation and the target.
- e) Language learning information which captures the effective ways of learning, the skills and language that constitutes their lacks (learning needs).

- f) Professional communication information which embodies knowledge of how language skills are used in the target situation which encompasses linguistic analysis, discourse analysis, genre analysis,
- g) What is wanted from the course such as course expectations and requirements
- h) Information about the environment in which the course will be run also referred to as the means analysis.

West (1994) also proposes pedagogic needs analysis to compensate for the shortcomings of target needs analysis by collecting data on the learner and the learning environment. According to West (1994), the term pedagogic needs analysis covers deficiency analysis, strategy analysis or learning needs analysis or means analysis.

2.5.1.3 Present situation analysis (PSA)

TSA is fundamental because it deals with the analyses of learners' targets and without it, it will be difficult to design a syllabus to achieve the identified target. However, Present situation analysis captures learners' situation and shows the gap between the present and the target. According to Jordan (1997) the approach focuses on the sources of possible data on the learners themselves, teachers and the user institution. The TSA for instance, may project what the learners must be upon completion of the course. The PSA on the other hand, captures what they were before taking the course. Dudley-Evans and St Johns (1998) state that a PSA measures strengths and weaknesses in language abilities, existing skills and learning experiences.

Bloom (1984) also observes that needs analysis may be 'target-centered' or 'learner-centered'. 'Target-centered' needs analysis focuses on the learner's future role in the target situation. It also seeks to specify the language skill and the linguistic knowledge the learner needs to acquire. A learner-centered needs analysis identifies what the learner can do at the beginning of the course and the problems the learner may encounter in the learning process.

The ‘target-centered’ and ‘learner-centered’ needs identified by Bloom are the counterparts of the TSA and PSA.

Figure 2.3. Needs analysis (Adopted from Dudley-Evans & St Johns, 1998)

<p style="text-align: center;">TSA Target Situation Analysis</p>	<p>objective, perceived and product-oriented needs, e.g.:</p> <ul style="list-style-type: none"> • I have occasional meetings with British colleagues. • Student X needs to read more widely. • I have to write reports.
<p style="text-align: center;">LSA Learning Situation Analysis</p>	<p>subjective, felt and process-oriented needs, e.g.:</p> <ul style="list-style-type: none"> • I need to see vocabulary written down. • I pick things up by listening. • I like problem solving. • I hate group work.
<p style="text-align: center;">PSA Present Situation Analysis</p>	<p>strengths and weaknesses in language, skills, learning experiences, e.g.:</p> <ul style="list-style-type: none"> • I find it difficult to write persuasively. • I get my tenses mixed up. • My problem is finding the right word

2.5.1.4 Target needs and learning needs analysis

Hutchinson and Waters (1987) also suggested two taxonomies for needs analysis which are target needs and learning needs. As indicated earlier, learning needs, according to them, is an umbrella term which hides a number of crucial characteristics. They explain target needs in three terms which are necessities, wants and lacks. They explain necessities as the type of needs dictated by the requirements of the target circumstances, which is what the learner should know in order to work successfully and efficiently in the target situation. They indicate that “the type of need is determined by the target situation that is what the learner has to know in order to function effectively in the target situation” (p. 58).

Hutchinson and Waters also stress that merely identifying the necessities of learners is woefully inadequate because it is equally important to understand the learners' existing knowledge. This will then make it easy to match the target competency with the existing competency. The gap between the two represents the learner's lacks (Hutchinson et al., 1979). This suggests that when curriculum developers are equipped with a clear knowledge of the learners' necessities in the target circumstances, they will definitely have an antidote to cope with their lacks.

In preparing a more comprehensive and precise syllabus for learners, learners' **wants** and views about the rationale on why they need the language should be factored into the process. This will help sustain learner's interest and motivation in the learning process. Subject specialists, teachers and industry players must also check and test the practicality of the syllabus by providing authentic and functional class activities and assessment in order to cater for the needs of most learners. Target situation analysis (TSA) should be carried out to ascertain learners' target language needs in the target learning/working situation. Target situation analysis must be the fundamental step in materials and syllabus design. Present Situation Analysis (PSA) should also be conducted to check the exact lacks of learners by administering placement tests before the first instruction of the course takes off. This will furnish practitioners with ample data on learners' current aptitudes and understanding to help inform a well-crafted instruction suitable for their level and needs. As Richardson (1981, p. 29) opines, "... a need does not exist independent of a person. It is people who build the images of their needs on the basis of data relating to themselves and their environment".

Therefore, curriculum developers of Technical Universities should factor the *wants* and *lacks* of students into the process of planning in order to meet the needs of learners. They should also identify the specific linguistic characteristics of the target circumstances when changing or revamping the current syllabus. Students must have a clear view of the

necessities of the target objectives, for example, working as a receptionist, a fair idea about their lacks such as note-taking skills necessary for booking guests' reservations on phone, will give a clearer picture of what learners' necessities are.

2.5.2 Summary

Scholars have provided diverse models for needs analysis. Each model identifies needs from a different perspective. Two of the few that have been popular are Target situation analysis (TSA) and Present situation analysis (PSA). Research into NA reveals that none of the concepts is independent, but they are complementary. This is because none of the approaches can be a reliable indicator of what needs to be improved. One can only get a better picture of learners' needs by combining several of them. The more detailed the needs analysis is the brighter the chances of making accurate decisions. From the discussion, it is obvious that merging the analyses of two or more situations would provide the best insight to curriculum developers and linguists to craft an ideal curriculum or syllabus which will adequately serve the needs of most learners. Although the process of collecting and analyzing learners' data and situations can be hectic and time consuming, it always proves a fruitful enterprise.

2.6 The role of needs analysis in the ESP world

Needs analysis (NA) or needs assessment has attracted the attention of scores of scholars since its appearance in the 1970s. Munby (1981), Hutchinson and Waters (1987), Robinson (1980), and West (1994) among several others, dedicated their efforts on determining the role and relevance of NA in both English for General Purposes (EGP) and English for Specific Purposes (ESP). The term needs analysis was brought into the limelight in the 1920s when Michael West introduced the concept to embrace two important factors to be considered in foreign language programme design. These factors are:

- i) What learners would be required to do with the foreign language in a target situation
- ii) How learners might best master the target language during the period of training.

The force behind NA was Munby's work on Communicative Syllabus Design, in which he presented a highly detailed set of procedures for discovering Target Situation Needs which was referred to as Communicative Needs Processor (CNP). This concept captured a range of questions about key communication variables which include topic, participants, and medium which can be used to identify the target language needs of any group of learners. In view of this development, ESP researchers delved into Munby's work and introduced a plethora of terms to refer to Needs Analysis. These include Target Situation Analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis, Means Analysis, Register Analysis, Discourse Analysis and Genre Analysis.

Li (2014) states that needs analysis has occupied an integral part of the world of language education for two or three decades. Richterich and Chancerel (1987) also see it as a prerequisite for every course design. In fact, Nunan (1988) posits that it is the starting point of the design of a language curriculum or syllabus. From this, it is evident that needs analysis plays an essential role in effective language curriculum or syllabus design. According to Li (2014), Needs Analysis refers to the series of activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of learners. Nunan (1988) also describes it as a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, selection and sequencing of course content, methodology course length, intensity and duration. Needs analysis then is the method of categorizing and characterizing applicable curriculum and instructional management objectives to facilitate

learning in a conducive atmosphere that is closely related to the circumstances of the learner. Brown (2001) also sees Needs Analysis as an indivisible part of systemic curriculum design.

Needs analysis is of principal importance to a language course design. In fact, Nunan (1988) posits that it is the starting point of the design of a language syllabus/curriculum. Crafting a language course which addresses the needs of various stakeholders, such as learners, language teaching institutions and employers, is of prime importance and this makes the role of needs analysis paramount. Furthermore, an accurate needs analysis ensures efficient language teaching and facilitates the achievement of set goals. Also, the data obtained from needs analysis can be used as instrumental benchmarks to review and reevaluate the efficiency of an existing language curriculum.

The role of needs analysis in the ESP world is invaluable because it is common knowledge that NA is and will always be an important and fundamental part of ESP. It serves as the basis for designing tests, compiling materials, designing teaching activities and evaluating strategies. It also serves as a tool for re-evaluating the precision and accuracy of an existing Needs Analysis. Dudley-Evans and St Johns observe that NA is “the cornerstone of ESP and leads to a very focused course” (p. 122). Graves (2000) and Gatehouse (2001) among several others concur to this fact. They equally emphasize that NA makes the course more oriented to the learners’ real needs. A professional and precise needs analysis lays the foundation for the efficiency of language teaching and facilitates the achievement of set goals

Li (2014) also explains that an accurate needs analysis ensures that a language course satisfies the needs of learners of different countries, with different language levels and targets. It also provides constructive references which aid policy making in ESP curriculum design. The researcher further explains that the use of needs analysis makes the ESP course more target-oriented and effective. Nunan (1988) also observes that needs analysis is done to design better syllabus which will meet the subjective and objective needs of learners. Smoak

(2013) suggests that needs analysis should include observations of the language in context. She argues that ESP entails English instruction based on the actual and immediate needs of learners who have to perform some real-life tasks successfully. This means needs analysis is needs-based and task-oriented in nature. Hence, needs analysis has the task of assessing language programmes with the aim of making the necessary adjustment in materials and methodologies in order to meet the needs of learners.

From the above, it is evident that a professional and precise needs analysis is indispensable in effective language curriculum or syllabus design because it lays the foundation for effective and efficient language teaching and learning in ESP contexts.

2.7 Materials development in ESP

Materials development in ESP plays a crucial role in the language programme. It depicts the effort and creativity of language course designers as well as the teachers involved in the language programme. Ideally, authentic materials that are used in the real world are the best materials to be used in ESP programmes. Abu-Zahra and Shayeb (2011) opine that materials needed by students are supposed to be suitable in the target situation. This is because it helps the learner to simulate the real world of work. It also gives the learners a taste of the real world of work which will absorb them once they have graduated. Furthermore, it will attract and sustain the interest of learners in learning English because the content of the programme is built on their specified domains. Again, such materials help reduce the problems of second language learners' lack of interest in the second language because of their low vocabulary levels and lack of confidence among several others as it utilizes their background knowledge.

Tomlison (2008) defines materials as anything or any source that can be used to assist the students in the process of language learning. They include textbooks, work books, videos, photocopied handouts, paper cutting or anything that informs the language being learned. The

researcher further explains that materials are also instructional, experiential and exploratory in form. Mountford (1988) argues that ESP materials are both subject specific and skill specific. Robinson (1980) also reports that the obvious differences between ESP and general ELT is that ESP teachers do not use general course books organized around human interest topics, situations and functions, but they are expected to use books that relate to students' areas of specialization. The scholars suggest that Materials designed for ESP programmes need to develop the students' language use based on the existing context of learning which match the levels of students.

Laborda (2011) also suggests M-learning or mobile learning as a viable and instrumental material in this current gadget centric age. Researchers are aware of the fact that many ESP participants are always on the move and the time to remain glued to one place reading an old school material in order to get input or do assignments is practically non achievable. For this reason, ESP materials designers and practitioners are working around the clock to develop materials that can conveniently replace paper-based materials like mobile phones to enable learners have their reading time while they are on the move. Technology is on a rapid ascendancy and what appealed to learners a decade ago may not fascinate learners today. Hence, it is important for ESP practitioners to catch up with the trends of the new age in trying to fulfill the needs of learners in a way that will be appealing to them.

Sysoyev (2000) explains that ESP materials specifically tailored to meet the needs and interests of a specific group of learners must take into account the centrality of learners' needs analysis. It is equally worth mentioning that to fulfill learners' needs in materials design, it is important for authors to consider the language knowledge that learners require to attain the desired level of proficiency, the language and content knowledge that needs to be added to reincorporate the learners' knowledge as well as the learners' desire of the language and content. All these elements are crucial, because they can either make or mar any ESP

programme. In designing materials for teaching ESP courses, it is imperative for course designers as well as material designers to aim at different target audience. This is because having different target audience can facilitate the development of a variety of materials to cater for the needs of different learners. For example, English materials for hospitality students may be different from those developed for Marketing or Engineering students.

Harding (2007) suggests three recommendations for materials development. First is the need to use context texts and situations that are discipline specific. It is believed that whether they are real or simulated, they will naturally involve the language the student needs in that specific discipline. Also, those with low English backgrounds will be able to comprehend texts by relating them to their background knowledge. Second, is the need to exploit authentic materials learners use in their field of specialization or vocation. The goal is to arouse their interest and to get them involved in the language lesson. It must be emphasized that it is important not to wave off their contributions because they do not sound like “normal English”, once their interest and confidence are arrested, learning will be smooth. Third is the need to make the lesson authentic as well as the tasks. There is the need to create an enabling environment that will encourage students to do things with the materials they actually use to do their work. In the context of Communication Skills for Hospitality students, the materials used should be discipline-specific. For example, descriptive essays could dwell on continental or local dishes, process narratives can look at how to prepare smoothies, ice cream and several others. The aim is to have the learning process reflect their real-life goals while utilizing learners’ background knowledge.

Material designers should be aware of the fact that the goal is not to teach content subjects in the Hospitality field in English, but to help use English proficiently in their field of study, so that they can communicate efficiently in the chosen field. Swales (1984) suggests that when materials are not readily available, adaptation and simplification by eliminating

dense contents may be desirable to render texts more semi-authentic. These changes can be accomplished by modifying the style, register and vocabulary slightly. Materials development in ESP plays an instrumental role in the language programme. Materials should focus on satisfying the needs of both learners and sponsors. For this reason, it is equally important for material designers and authors to link and integrate the language elements required for the specialized field for which the materials are being developed. This can be achieved if material designers and authors begin the process of developing materials on the foundation of accurate needs analysis which will unveil the real needs of learners and sponsors for appropriate material development.

2.8 Framing work place literacy and English language needs in the ESP context

The term workplace literacy, according to Kaur and Clarke (2009), encompasses a set of written, oral, cognitive and behavioural skills, which are considered significant in today's competitive job market. English has become an indispensable aspect of workplace literacy because of its global appeal and its position as the medium of communication in many multinational job settings. Potocar (2002) posits that ESP can be viewed as a special and specific edition of EGP because it embraces practical linguistic skills to enable students perform professional tasks related to their careers successfully. EGP equips learners with basic knowledge and skills of English language at the levels of education where the occupational and professional orientations of students are not properly defined and have no clear recognizable reasons to learn the language. English for General Purposes generally refers to the English language education where students are allowed to have an appreciable level of familiarity with structural/ grammatical elements of English language to enable them pass their examinations (Hutchinson & Waters, 1987). English for Specific Purposes on the other hand, becomes more relevant at higher educational levels and is introduced in various non-native/international settings. This is because of its ability to equip learners with the requisite

English language skills they need to face their practical situation communication challenges in their future careers.

There have been consistent efforts to factor ESP into the sphere of Language teaching to promote work place literacy because an ESP course is meant to enable a group of target learners to function effectively in their target situations - the place where learners will utilize the specific English for specific purposes (Kaur & Clarke, 2009). According to Alfehiad (2011), when career needs and learning needs are not identified, learners may be disappointed at their language proficiency, once they begin their careers. This essentially means that when learners do not receive language instruction tailored to suit their specific domains, they will still have difficulties communicating effectively, especially in their chosen fields. Holmes (1996 cited in Potocar, 2002) argues that ESP helps learners to acquire the necessary language skills to help them utilize their knowledge by combining work-related skills with personality development and socio-cultural knowledge.

Hutchinson and Waters (1987) explain ESP as an approach to language teaching in which all decisions pertaining to methodology and content are based on the learners' reason to learn. In this regard, ESP is indispensable in the sense that it automatically determines that there are needs exclusive to particular learners in respect to their specific business environments. English for specific purposes is characterized by three distinct features which are efficiency, effectiveness, and a reasonable accelerated rate of learning. Adapting ESP programmes ensures faster attainment of linguistic skills which eventually leads to the acquisition of the desired state of knowledge. English for Specific Purposes is exclusively tailored to help the speaker to learn English which will suit their personal needs based on peculiar target situations. The benefits of ESP are even enormous when it is compared with General English (GE) model features. English for Specific Purposes courses are painstakingly crafted to meet the linguistic needs of a specified community of learners. General English

courses do not meet such specific requirements; they rather tackle daily life activities. English for Specific Purposes is exclusively designed to be professional-oriented and attempts to focus on terminology used in particular contexts and this makes it the preferred choice when one thinks of meeting the English language needs pertaining to work place literacy.

Furthermore, per the nature of EGP courses, they offer a plethora of courses which do not give students the opportunity to master specific linguistic skills. (Reddy, 2012) argues that many graduates are not job-ready because they lack the requisite skills to perform proficiently in the workplace. This is particularly true because learners have peculiar learning needs which are not always satisfied in such general language courses. Probably due to time constraints and the lack of thorough discussions on linguistic items related to workplace contexts. Hence, after completing the EGP course, students are not fully qualified to meet the demands of future employers because they lack the requisite knowledge in their chosen fields to perform their communicative tasks efficiently. These inadequacies of EGP courses have left a yawning gap between professionals and the linguistic demands of their various fields. This gap can be adequately bridged, if educators and other stakeholders change or revamp the existing Communication Skills syllabi for Technical Universities in Ghana to embrace ESP contexts to help meet the English language communication needs of learners, for effective workplace literacy.

2.9 Related studies

A number of studies have employed Needs Analysis on meeting the communication (English language) needs of learners in ESL and EFL classrooms and on workers already operating in their target situations. This research rather employs Needs Analysis as a diagnostic tool to unearth the deficiencies of the current Communication Skills course offered at Takoradi Technical University in order to advocate the incorporation of ESP into the existing Communication Skills course.

Gborsong et al. (2015) conducted a needs analysis study of undergraduate students of Communication Skills in some tertiary institutions in Ghana. Two sets of questionnaire were administered: the first and second sought to sample the views of Communication Skills students and lecturers respectively on the relevance, course components of the programme, and whether Communication Skills should be taught based on students programmes of study. The results indicated that students have a positive attitude towards Communication Skills. However, their lecturers did not see the relevance of components like paragraph development and essay writing. Finally, students rarely agreed to the view that teaching of Communication Skills should be discipline-specific.

Paramudia and Habil (2015) also used Needs Analysis to investigate the initial Oral English Communication (OEC) needs of learners in the business English classroom. The aim of the study was to investigate the level of effectiveness and initial oral communication needs of Indonesian learners using oral English communication to perform learning activities in the Business Administration Department of a university in Makassar. They administered questionnaire to a group of fourth semester students who had studied English for Business during the 2010/2011 and 2011/2012 academic years. The findings revealed that the level of learners' effectiveness was moderate. The findings also indicated that the initial needs of learners relating to specific OEC skills form the aspects of lack, necessity, and wants in both academic and business contexts. Finally, the study suggested investigating further both the target needs and learning needs of students in the Business English classroom.

Ramakrishnan (2011) also investigated the communication needs of investigating officers in a police department in Malaysia. She conducted interviews with two senior investigating officers and administered questionnaire to investigating officers. Her findings confirmed that the use of English among officers was adequate for their routine and work environment. However, it was observed that the officers had problems with accuracy and

fluency when communicating in the English language. The officers who were interviewed also confirmed that their subordinates need to improve their English, their report writing skills, as well as their oral communicative abilities, which would prove useful, especially when dealing with INTERPOL and ASEANPOL.

The respondents also affirmed that ESP courses would be of immense help during officers' training to adequately prepare them for their work requirements. They stated that the English course offered during training only focused on issues pertaining to communication in general. Ramakrishnan's work emphasized the fact that certain job scopes and situations called for the use of different language skills. Therefore, it would be of great essence for English courses to tackle all the language skills and not some specific ones as certain situations may require the tactful use of a combination of two or more skills concurrently. Her work equally confirms research findings which established that learners need not concentrate on one language skill but should maintain adequate balance to enable them to apply different language skills simultaneously when a particular situation places such demands on them. For example, a professional in the Hospitality industry who is saddled with the problem of handling a complaint from a guest in a hotel would need a combination of speaking, listening and probably writing skills in order to handle the matter tactfully.

Ephrem (2004) conducted a needs analysis study on Menelik II and Asella government nursing schools. He found that the students prefer English for Nurses (ENP) to EGP. He noted that the oral skills showed precedence over the need for written skills. Based on the results from his research, he recommended the preparation of English courses which satisfy the needs of students.

Fatihi (2003) conducted a survey on the linguistic needs of Science and Technology students. He used questionnaire to gather data which evaluated eight different foci. These included significance of English for academic and professional purposes, proficiency, relative

importance of English, and students' motivation to enhance their English, which special skills should be included and focused on, students' preferences for an English evaluation of the current offered programme, and students' attitude to self-study materials. Findings of the survey indicated that 90% of students considered English as very important to academic purposes, 84% found proficiency in English as most essential, 78% indicated that research, technical and higher studies demanded English language, and 78% revealed that English was essential for their future career. More than 80% believed that employers preferred fluent speakers. Learners also indicated that they preferred English programmes that will boost their speaking skills and improve their communicative proficiencies in their chosen fields. His findings suggested that students should have some autonomy in deciding their tasks based on their needs.

Chan (2001) carried out a needs analysis study to identify the English language needs of students of the Polytechnic University in Hong Kong. The objectives of the study were to determine students' perceptions of their needs and wants, to measure the ratings of their own competence in the academic and professional domains, and to compare the extent to which their opinions matched those of their English language teachers. Using a questionnaire, Chan sampled 701 tertiary learners and 47 English language teachers. The results revealed some consistencies between the responses of teachers and students. Respondents perceived reading magazines and periodicals and speaking at seminars and meetings as the most important skills for academic studies, while they saw listening and speaking at conferences and listening on the telephone as the most important skills for their future career. The study also indicated that improving the ability to communicate orally for academic and professional purposes was a major concern for both teachers and students.

Morell (1999) also conducted a study on the linguistic needs of EFL students at the university level in Spain. Her study pointed out that competence level and selection of

language content should be the prime focus of ESP courses to enable learners to surmount their language deficiencies. She adopted the Oxford Placement Test (OPT) as an instrument to test the linguistic proficiency of students, their existing language knowledge, potential linguistic needs, and progress in linguistic aptitudes. Her findings confirmed that OPT was an effective instrument for establishing a needs analysis for beginners as well as intermediate or advanced learners.

Also, Gan (1996) conducted a research on language needs of staff in the banking and financial services in Singapore. The study aimed at investigating the linguistic and Communicative needs of workers. English is the medium of communication in Singapore; therefore, the bank tellers are required to have good command of the English language, especially when communicating with clients. The researcher's aim was to provide practical input for course design with regards to effective communication within the banking and financial institutions in Singapore. Gan adapted interviews, questionnaires, surveys and examination of corpus of authentic written communication. The analyses revealed that clerks did not have problems in writing grammatically impeccable sentences and communicative discourse. The findings confirmed the researcher's view that bank clerks needed an ESP course equivalent to EGP which will focus more on grammar rules and discourse per the dictates of their job.

Huang (1984) conducted a survey in some selected private organizations to identify the use of English according to the job related tasks of staff. The results of the survey proved that all four language skills were required in the discharge of their duties despite their ethnicity or social backgrounds. Some skills were found to be more crucial than others. The researcher recommended that the findings of the research could be adapted in training hospitality students to help meet their communication needs for the job world. Since most jobs require the use of at least two language skills simultaneously, it is essential to

incorporate all the language skills to help learners overcome their communicative deficiencies.

Barbara (1982) conducted a study on the English language communication needs of university students in Addis Ababa, Ethiopia. The results indicated that both teachers and students ranked the receptive skills higher than the productive ones. However, students from the Law and Medicine faculties had a sharp disparity: students from the faculty of Law ranked the speaking skills first, and respondents from the faculty of Science, Pharmacy, Technology, and Medicine selected the macro skill “lab reports” most frequently. Respondents from the Faculty of Pharmacy had ranked listening and writing as the two most important skills. This shows that the needs of students in different domains differ depending on their specific fields.

Conclusively, the reviewed works have been found substantial and informative to the current study, because they give valuable indications of the language needs of non-native students and workers in their target situations. However, some used only the questionnaire as a data collection instrument. Also, the participants of most of the studies can be captured in two groups: students and teachers. Scholars (e.g. Brown, 1995; Kim, 2006; Long; 2005) have recommended the use of multiple methods and sources of information when investigating learners’ needs in order to overcome the problem of identifying irrelevant needs. It is equally worthy of note that none of the reviewed works aimed at investigating the English communication needs of Hospitality students in Technical universities in Ghana. Hence, the prime aim of these studies such as the participants, the area and time reference of the current study differ from these ones.

2.10 Conclusion

This chapter has reviewed literature related to the study. It explored communication in the world of work, the development of English for specific purposes and English for

hospitality students. It also expounded on the definition and characteristics of needs as well as classification of needs. It thoroughly discussed Hutchinson and Waters (1987) *Needs Analysis* framework on which the entire work is pinned. It also looked at needs analysis, types of needs analysis, as well as the role of needs analysis in the ESP world. It also explored materials development in ESP and framed work place literacy and English language needs in ESP contexts. Generally, the review indicates that the needs of learners are not absolute once identified, neither are they static. Rather, they are dynamic and therefore there is the need to constantly review the needs of learners and their target situations from time to time to ensure that language programmes are tailored to equip them with the requisite skills needed to function effectively in their target situations.

Unfortunately, the past decades have seen no remarkable changes in the instruction of the Communication Skills course in Takoradi Technical University. Therefore, instructors and lecturers in this arena are encouraged to adjust their teaching methodologies and tasks in order to capture learners' needs. Lecturers must have a clear idea of the language needs of their students. In the given circumstances, curriculum developers and syllabus designers should conduct an effective analysis of the needs of learners and stakeholders to equip them with real information on the ground. As has been revealed from the results of this study, curriculum reviewers should also factor ESP into the Communication Skills syllabus when they find it desirable to change or revamp the existing one. English for Specific Purposes, in this sense, will be the panacea for Technical Universities in this dispensation of globalization and industrialization. English for specific purposes will help equip learners with the required linguistic training they need to function effectively in their various fields of pursue, as put forward by Wright (1992), ESP aims at creating an opportunity for students to acquire the desired knowledge in an intensive and sped-up context.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methods employed by the researcher. This research aims at meeting the English communication needs of hospitality students in Takoradi Technical University. The research intends to capture the needs and expectations of a cross section of learners across all three levels (100-300). It also aims at investigating whether industry needs are similar to learners' needs. Hence, a **Needs** analysis was conducted to recognize the needs of learners and the expectations of industry personnel who represent the future employers of students.

3.1 Research approach

The study adopted the mixed methods because it utilized both the qualitative and quantitative approaches. The data required for the study were the English communication needs of learners in the area of the four language skills - listening, speaking, reading and writing. These needed skills (necessities) were matched against students' current English communication skills to know the gap that needed to be bridged to help learners function effectively in the target situation as they enter the world of work. The study critically looked at **lacks** which projected the disparity of students' schemata and the demands of the current situation, as well as the needs which refer to the communicative abilities expected by industry. Also, the desired language skills of students or subjective needs (**wants**) needed to improve their **lacks** were equally studied.

3.2 Research design

The convergent parallel design was adopted for the work. This is because both quantitative and qualitative elements were conducted concurrently in the same phase of the research process. Both methods were weighed equally and analysed independently and the

results from both components were interpreted together. The research focused on meeting the English communication needs of learners to prepare them adequately for their various careers. This is necessary because of the scores of complaints poured out by industries on the deficiencies in employees' communication abilities/skills when dealing with colleagues and clients.

3.3 Population

The population for this study comprised students of Takoradi Technical University, specifically, from the faculty of Applied Sciences. Also, teachers of Communication Skills formed part of the study. Additionally, industry personnel also constituted part of the population of the study. The study was conducted with a total of 240 hospitality students across all three levels of the hospitality department, Takoradi Technical University. These students have taken the Communication Skills course for at least one semester and the second and third year students among them are done with at least their first industrial attachment. This cohort group was selected because the researcher has interacted with them for four consecutive years and is aware of their communication deficiencies. Again, the department accepts and trains a magnificent number of hospitality students to feed the industry. Also, this group was selected because they are expected to have adequate knowledge about their communication needs. Information gathered from all these students was fundamental because they have all been studying the Communication Skills course. Regarding their language experience, they all share similar backgrounds, having studied Communication Skills as a subject at school. The bio-data for the student population is presented in Table 3.1.

It can be observed from Table 3.1 that the respondents involved in the study were mostly females. This is due to the fact that 94.2% of them were females with only 5.8% of them were males. Of these respondents, nine out of every 10 of them indicated that they are

between the ages of 17 and 26 years while only 0.4% reported that they were more than 36 years old.

Table 3.1. Bio-data of students

	Frequency	Percent
Gender		
Male	14	5.8
Female	226	94.2
Total	240	100.0
Age (in years)		
17 – 26	222	92.5
27 – 36	17	7.1
37 – 46	1	0.4
Total	240	100.0
Academic Level		
100	64	26.7
200	114	47.5
300	62	25.8
Total	240	100.0

Also, a few of the respondents (7.1%) indicated that they were between the ages of 27 and 36 years old, indicating that the participants were very youthful. Furthermore, it can be observed from Table 3.1 that close to half of the respondents (47.5%) were in the Level 200 of their tertiary education while a little over half of them were either in Level 100 (26.7%) or Level 300 (25.8%).

3.3.1 Lecturers' profile

Lecturers refer to teachers who teach Communication Skills. These lecturers are of prime importance because they have taught the course for more than ten years and the researcher believes they have enough experience to diagnose learners' needs and help chart a way forward aimed at improving their teaching approaches to help meet students' English

communication needs. Five lecturers were selected; their ages ranged from 40-55. Two of them are in their early forties and three of them are in their fifties. They all testified that they have no special training in ESP as well as the various domains the students are studying.

3.3.2 Profile of key industrial personnel

Industrial personnel refer to managers and personnel of hotels\resorts. These personnel are experienced officers with at least three years managerial experience who have worked with various international/local hospitality firms. These key industrial personnel have supervised these students directly during their attachment sessions and are braced with enough experience to diagnose their problems and suggest suitable remedies to mold them into the efficient and effective human resource required to man industry.

3.4 Sample and sampling techniques

Purposive sampling technique was used to select the faculty of Applied Sciences, specifically, students from the Hospitality Department. Also, quota sampling technique was used to apportion the number of respondents from the selected academic levels, because of the differences in their numbers. The convenience sampling technique was used to select the actual sample members involved in the study. That is the technique was used to select the students, lecturers and the industrial personnel.

3.5 Data collection instruments

The data required for the study were elicited through questionnaires and interviews. Two different questionnaires were crafted – one for students and one for Communication Skills lecturers who teach the students. Most of the items for students and lecturers were of the close-ended type which targeted eliciting specific information from participants. Semi-structured interviews were also employed in the study. It was administered to five randomly selected students; two from levels 200 and 300 and one from level 100. The questions were structured to elicit the required information. The interviews for the second and third groups

on the other hand, targeted key players in the industry and lecturers who teach Communication Skills. This helped elicit information which helped unearth the deficiencies of students and projected ways of improving their achievement levels. The students, lecturers, and key industrial personnel were informed of the objectives and significance of conducting the research. They were also synthesized on the need to provide valid and sincere responses. They were also permitted to ask for further clarifications to make the exercise a successful one.

3.6 Data collection procedure

Two sets of questionnaires were used to collect data for the study. One of the questionnaires solicited information from student respondents. The other set was used to access information from lecturers who teach communication skills. The researcher adopted Hutchinson and Waters' (1987) Needs Analysis framework model to set items for the questionnaire. The questionnaire comprised both open and closed ended items. The closed ended items required listing and ranking of information. The first part of the questionnaire for students required information on their gender, the second part elicited information on their views regarding the Communication skills course as well as their subjective needs (**wants**) for taking the course. The first part of the questionnaire for lecturers solicited their views on the importance of communication skills and instructional practice, the second part also comprised open ended items which required them to express their personal views on the Communication Skills course and how it could be situated within specific domains to address the needs of students in the specified fields. They were designed to ascertain the value of the Communication Skills course with regard to Hospitality students' English communication Needs. It was also designed to capture information on the perceptions of lecturers on the aptness of the current Communication skills course.

Also, a set of semi-structured interview instruments were developed to solicit information from respondents. A period of six weeks was used for data collection. The researcher employed the help of research assistants in the data collection processes. This research involved a series of data collection. Most of the information was obtained through questionnaires and interviews. Groups from all three levels of Higher National Diploma students of the hospitality department were given questionnaires to determine their **needs**, **lacks** and **wants**. Also, lecturers were provided with questionnaires for the same purpose. The questionnaires were administered before the interview sessions. Semi-structured interviews were also conducted. The semi-structured interviews were conducted with five randomly selected students from the department of hospitality. The instrument was also used for industry personnel and lecturers who teach Communication skills. Lecturers were interviewed on the approaches they adopt as well as their roles in the Communication skills classroom. The interview questions for industrial personnel collected background information regarding their organizations, their working experiences and what students or trainees lack during their industrial attachment sessions.

3.7 Data analysis

The research entails both qualitative and quantitative data. The collected responses from questionnaires and interviews were analysed using the Statistical Package for Social Sciences (SPSS) version 18, interviews were transcribed, data from questionnaires were analysed thematically based on the research questions and interview responses were coded according to themes. An analysis of data was done using percentages and descriptions. Most of the items on the questionnaires for lecturers and students were in the form of a six-point Likert scale. However, the interview for the key industrial personnel, lecturers and students consisted of semi-structured questions and only qualitative descriptions of their responses were used. The results of the study are presented in Chapter 4.

3.8 Conclusion

This chapter has discussed the methodological perspectives that informed the design of the study. It has also outlined the research design and captured vivid explanations of the research procedures. A mixed methods research design was adopted through the use of questionnaires and interviews from students, teachers and key industrial personnel to allow a broad-spectrum analysis of research questions and to obtain an appreciable level of reliability and validity. The ensuing chapter presents the qualitative and quantitative findings of the study with regard to the English communication needs of hospitality students in Takoradi Technical University.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents a discussion of the results of analysis of the data collected for the study. The results of the SPSS as well as interview responses of lecturers, students and key industrial personnel are presented. The analyses of data were linked with the framework of the study; Hutchinson and Waters (1987) Needs Analysis framework. Findings of related studies were juxtaposed with the findings of the current study. This chapter is divided into three sections: The first section presents results on the expectations of TTU Hospitality students with regard to the Communication Skills course. Results indicated that the students generally agreed that their purpose of learning Communication Skills is to enable them learn other subjects, interact with people, and use the skills acquired in their target careers. The results showed that the teaching methods employed by Communication Skills lecturers do not help students to achieve the required proficiency levels in the four skills. Students also indicated their preference for learning topics that will boost their communicative competence, commented that the lecturers motivated them to know the need to be communicatively competent in their jobs, and also asserted with their lecturers that all four language skills were highly essential for their academic studies

The second section discusses results from the analyses on the perceptions of TTU hospitality students with regard to the usefulness of the Communication Skills course for their target careers. The analyses showed that students and lecturers firmly agreed that all four language skills are crucial to the target careers of students. Also, students agreed that instruction should focus on Hospitality English as the course would prove more useful, if the topics were related to content subjects like Food Technology or Nutrition. Lastly, while students generally indicated that the Communication Skills course exhibited some level of

inadequacies, because it was not situated in the hospitality domain and with irrelevant textbooks, industry personnel agreed that the course partially prepares students for their careers.

The final section presents results on the necessities students require from the Communication Skills course by TTU hospitality students for their careers. Here, the analyses showed that the teaching of Communication Skills should focus on students' specific disciplines. It was also revealed that the Communication Skills course is important in preparing students to become more qualified in their discipline, although the objective of helping students to appreciate the value of communication and its relevance to their target careers has not been fully achieved. The analyses also suggest that the resources available for teaching the Communication Skills course were insufficient, while it was agreed that syllabus designers should incorporate ESP in the Communication Skills course in order to prepare students adequately for their careers. Based on the results, it can be concluded that the Communication Skills course has been effective only to a certain extent. However, it is worth emphasizing that this claim of effectiveness does not entail absolute appropriateness of all areas of the course. The analysis generally indicated that the lack of ESP aspects, inadequate time allocation to the course, and lack of teaching and learning materials, have greatly undermined the success of the course. Accordingly, there is the need to address these issues in order to place the course on a sound footing to help train the qualified human resource that industry requires.

4.1 Expectations of TTU Hospitality students of the Communication Skills course for their academic studies

This section addresses the first research question which was posed to gather data on the expectations of TTU students with regard to the Communication Skills course for their academic studies. Data were gathered under the following specific themes: purpose of

learning Communication skills, ways of learning Communication Skills, language preference items, motivation for learning Communication Skills, and perceptions on the language skills for students' academic studies. This section provides a discussion of the results as well as detailed and relevant literature on the obtained results.

4.1.1 Purpose of learning Communication Skills

The items were mainly oriented towards investigating students' purpose for taking the Communication Skills course. Participants were asked to express their views on a six-point Likert scale. Results indicated that the students, irrespective of their academic levels, generally agreed that their purpose of learning Communication Skills is to enable them learn other subjects, interact with people, and use the skills acquired in their target careers. Table 4.1.1.1 presents details of the findings.

Table 4.1.1. Purpose of learning Communication Skills

	Academic Levels								
	Level 100			Level 200			Level 300		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Study other subjects	5.09	1.488	64	4.49	1.549	97	3.87	1.633	52
Interact with people	5.30	1.230	64	5.09	1.100	97	4.94	1.110	52
Read articles related to hospitality	4.66	1.606	64	4.84	1.247	97	4.12	1.504	52
Perform activities in my study	4.94	1.457	64	4.95	1.286	97	4.60	1.257	52
Write reports	4.70	1.659	64	5.39	0.995	97	4.85	1.258	52
Use in my future career	5.39	1.203	64	5.19	1.402	97	4.71	1.730	52

With overall means of 5.01, 4.99 and 4.51 for Levels 100, 200 and 300 respectively, it can be observed that students, irrespective of their academic level, generally agreed that the purpose of learning Communication Skills at school was to enable them study other subjects, interact with people, read articles related to hospitality, perform activities in their study and write

reports as well as use the skills in their future careers. Furthermore, the extent of Level 100 students' perception on the various purposes of learning Communication Skills was quite high (with means between 4.5 and 5.49), the perception of the Level 200 and 300 students on Communication Skills being learnt to enable them study other subjects was only fairly positive, in extent (respective means of 4.49 and 3.37). Similarly, the perception of the Level 300 students on learning Communication Skills to enable them read articles related to hospitality was, in extent, only fair. The mean values indicate that the Level 100 students are new in the system and have high expectations for the course. However, their senior counterparts have been in the system for long and have realized those expectations are only being met partially in the Communication Skills course.

This may probably account for their low mean values. These results are in sync with Kennedy and Bolitho (1984) who indicate that the older a learner is, the more they are likely to have definite ideas on why they are learning English. However, it is worth noting that the efficiency of a language course will be dictated by the modes and expectations of the learners by the requirements of the syllabus. Hence, it is imperative to satisfy the expectations of these learners in order to attain the required satisfaction they seek from the course. To this end, teachers are encouraged to fine-tune their methodologies as well as content to ensure that the expectations of learners are adequately met. Richards (2001) states that it is teachers themselves who ultimately determine the success of a programme. This then suggests that Communication Skills lecturers are endowed with the potential to help meet the expectations of learners regarding the course.

4.1.2 Ways of learning Communication Skills

Students were asked to express their preferred ways of learning the Communication Skills course on a six-point Likert scale. The enlisted items sought to elicit from students, the teaching methodology to be adopted by Communication Skills lecturers, their language

preference items, as well as the factors that will motivate them to learn the course better. Results show that an overwhelming number of students across all three levels indicated that the teaching methods employed by their lecturers do not help them to achieve the required proficiency levels in listening, speaking, reading and writing, although they admitted that they are given the opportunity to work in pairs. Tables 4.1.2.1 and 4.1.2.2 present the findings of the statistical analysis.

4.1.2.1 Teaching methods

Here, an overwhelming number of students across all three levels indicated that the teaching methods employed by Communication Skills lecturers do not help them to achieve the required proficiency levels in listening, speaking, reading and writing, although they admitted that they are given the opportunity to work in pairs.

Table 4.1.2.1. Teaching methods

Methods	Academic Levels									
	Level 100			Level 200			Level 300			
	Mean	SD	N	n	SD	N	Mean	SD	N	
The teaching methods which the teachers employ do not help me to acquire the necessary level of listening skill	3.05	1.809	63	3.74	1.759	94	3.57	1.78	51	1
The teaching methods which the teachers employ do not help me to acquire the required speaking proficiency level	2.98	1.746	63	3.90	1.729	94	3.33	1.76	51	3
The teaching methods which the teachers employ do not help me to acquire the necessary level of reading skill	3.05	1.708	63	3.78	1.717	94	3.51	1.79	51	3
The teaching methods which the teachers employ do not help me to acquire the required writing skill	3.05	1.818	63	3.84	1.655	94	3.47	1.88	51	0

Teachers of Communication Skills are helpful in their teaching.	4.57	1.583 63	4.79	1.217 94	4.43	1.62	51
I am given the opportunity to work in groups or pairs in English classes	4.48	1.605 63	4.62	1.210 94	4.39	1.56	51
The teaching methodologies used by the teachers are appropriate and useful	4.67	1.555 63	4.81	1.157 94	4.57	1.36	51
Our teachers should adopt a modern method of Communication Skills teaching	4.46	1.635 63	4.64	1.319 94	5.02	1.36	51
I can learn Communication Skills better if taught through a different and new method by my teacher	4.37	1.753 63	4.29	1.500 94	4.69	1.54	51
Overall	3.85	0.612 9	4.27	0.206 9	4.11	0.40	9
							2

It can be observed from Table 4.1.2.1 that with respective means of 3.85, 4.27 and 4.11, the students fairly agreed that they would want to learn Communication Skills in a way which is suitable to them. In view of this, the Level 100 students indicated that the teaching methods the teachers employ somehow do not help them to acquire the necessary level of listening (3.05) and reading skills (3.05) while the Level 200 (respective means = 3.74 and 3.78) and 300 (respective means = 3.57 and 3.51) students were certain of their assertions. Again, as the Level 200 students firmly indicated that the teaching methods do not help them to acquire the required speaking proficiency level (3.90) and writing skill (3.84), the Level 100 (2.98 and 3.05) and 300 (3.33 and 3.47) students only fairly agreed. Kumarawadivelu (2006, p. 84) defines teaching methodologies as “what practicing teachers actually do in the classroom in order to achieve their stated and unstated objectives”. From the views of students, it is evident that the methodologies employed have not attained the expected success. This is consistent with the view of Nunan (1988) who explains that teachers may not

teach what has been planned due to inappropriate textbooks used, teaching styles and methodologies.

With means between 4.39 and 4.81, the students, at least, somehow admitted that the Communication Skills teachers are helpful in their teaching (4.57, 4.79 and 4.43) because they are given the opportunity to work in groups or pairs in English classes (4.48, 4.62 and 4.39) and that the teachers' teaching methodologies are appropriate and useful (4.67, 4.81 and 4.57). Similarly, with means between 4.29 and 5.02, the students, at least, somewhat indicated that their lecturers should adopt a modern method of teaching the course (4.46, 4.64 and 5.02). This is because they can learn the course better if they are taught through a different and new method (4.37, 4.29 and 4.69). This view is in sync with Mackay and Palmer (1981) who posit that the needs of language learners in specialized fields go beyond the regular EGP instruction; it requires major adjustment in orientation, methods and materials to satisfy these needs.

4.1.2.2 Language preference items

On these items, students across all three levels indicated that they preferred learning topics that will boost their communicative competence, although the extent of these preferences differed from one level to the other.

Table 4.1.2.2. Language preference items

Preference Items	Academic Levels								
	Level 100			Level 200			Level 300		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Concord	4.89	1.492	64	4.49	1.457	94	3.70	1.612	53
Documentation	4.56	1.572	64	4.60	1.331	94	4.30	1.353	53
Note taking	4.94	1.194	64	4.73	1.337	94	4.53	1.353	53
Communicative activities	5.36	1.289	64	5.38	1.028	94	4.87	1.520	53

It can be observed that, with overall respective means of 4.94, 4.80 and 4.35, the students indicated that they preferred to learn concord, documentation, note-taking and other communicative activities to build up their communication skills. However, the extent to which the third year students preferred to learn these language preference items to enable them enhance their communication skills were not as high as those of the second and first year. Table 4.1.2.2 shows that the Level 100 students indicated that they preferred learning concord, those in the higher levels (i.e. Levels 100 and 200) did not firmly agree (with respective means of 4.49 and 3.70).

Furthermore, the preference of the Level 300 students on learning the documentation skill was found not to be as strong as those of the lower academic levels. These results are in agreement with the findings of Cunningsworth (1983) who states that learners in a group may not be identical, and in many cases may differ one from another. Although all the learners are on the hospitality programme, their learning preferences sharply differ. These differences can be adequately catered for if the syllabus design is based on an accurate analysis of students' needs. Sari (2003) explains that needs and goals in syllabus design need to match the objectives for specific language learning.

4.1.2.3 Motivation for learning Communication Skills

For this theme, learners generally indicated that the lecturers motivated them and they are highly aware of the communicative competence required of them in their jobs, Levels 200 and 300 students indicated that they were bored during lessons because the topics were not situated in their domain. Table 4.1.2.3 contains the results of the analysis.

Table 4.1.2.3. Motivation for learning Communication Skills

	Academic Levels							
	Level 100		Level 200		Level 300			
	Mean	SD	Mean	SD	n	SD	N	N
Motivation								

Teachers of Communication Skills motivate me in class	5.16	1.428	64	4.77	1.392	93	4.69	1.518	48
The Communication Skills teacher was efficient in teaching.	5.17	1.176	64	4.84	1.378	93	5.15	1.203	48
I was informed beforehand about the purpose of the Communication Skills course.	4.81	1.602	64	4.65	1.357	93	4.50	1.544	48
I was bored during lessons, since the topics were not related to my domain	2.92	1.828	64	4.12	1.647	93	3.83	1.602	48
I find the Communication Skills course interesting	5.02	1.339	64	4.89	1.281	93	5.00	1.429	48
My job would require good use of my skills and experience from the Communication Skills course	5.30	1.094	64	4.96	1.188	93	4.92	1.499	48
I have a clear understanding of the communication needs expected of me in my job	4.94	1.296	64	4.74	1.197	93	4.65	1.523	48
The Communication Skills course would equip me in Written communication for the world of work	5.05	1.147	64	4.78	1.187	93	4.88	1.438	48
The Communication Skills course enables me to use the appropriate professional terms while writing papers in the hospitality domain	5.13	1.215	64	4.90	1.294	93	5.10	1.276	48
Overall	4.832	0.533	9	4.740	0.063	9	4.74	0.163	9

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It can be observed from Table 4.1.2.3 that with means between 4.69 and 5.17, the students firmly indicated that Communication Skills lecturers motivate them in class (respective means = 5.16, 4.77 and 4.69) and were efficient in their teaching (5.17, 4.84 and 5.15). This view is consistent with Dörnyei (2001), who argues that teachers' skill in motivating learners should be seen as central to effective teaching. The students also firmly indicated that they

were informed beforehand about the purpose of the Communication Skills course (4.81, 4.65 and 4.50) and found the course interesting (5.02, 4.89 and 5.00). The students further added that they had a clear understanding of the communication needs expected of them in their jobs (4.94, 4.74 and 4.65) as their job responsibilities would require a good use of their communication skills and experience (5.30, 4.96 and 4.92). This is in line with the findings of Casner-Lotto and Barrington (2006) who report that careers today require an understanding of more complex language, effective communication skills, higher reading levels and more critical thinking skills.

On the other hand, the Level 200 and 300 students fairly indicated that they were bored during their lessons because the topics were not related to their domain, even though the Level 100 students fairly disagreed (2.92, 4.12 and 3.83). The view of the Level 100 students may probably be the result of their non-exposure to the real demands of their chosen field as they have only been in the institution for a semester. For their senior counterparts, they have had exposure to the real demands of the field as they have been in the institution for a longer period and have had a taste of the real world of work through their attachment sessions. Their view confirms the findings of researchers such as Mparatsu et al (1991) and Baird (2000) who note that the use of specific and related content motivates learners to learn better.

4.1.3 Perceptions on the language skills for students' academic studies

The items under this section were mainly oriented towards investigating the relative importance of the four language skills for the academic studies of hospitality students. Data to answer this question came from two different sources: students and Communication Skills lecturers. This section begins by considering data provided by students and teachers. Detailed discussions as well as literature on the results are adequately captured.

4.1.3.1 Students' perceptions on the language skills for their academic studies

Here, an overwhelming number of student respondents across all three academic levels indicated that all four language skills were highly essential for their academic studies. On the same theme all lecturers equally indicated that all four language skills are important to students' academic studies. Table 4.1.3.1 presents results of analysis of the perceptions while Table 4.1.3.2 presents the statistical results of the differences in the perceptions.

Table 4.1.3.1.1. Students' perceptions on the language skills for their academic studies

Reading

Skill	Academic Levels								
	Level 100		Level 200		Level 300				
Reading	Mean	SD	N	Mean	SD	N	Mean	SD	N
Reading manuals in my study	4.84	1.461	64	4.75	1.158	93	4.76	1.333	50
Reading course handouts in my field	5.19	1.246	64	4.90	1.054	93	4.84	1.346	50
Reading instructions of assignments and projects	5.05	1.240	64	4.73	1.384	93	4.11	1.150	50
Reading instructions	4.03	1.543	64	4.55	1.229	93	3.84	1.833	50
Reading study notes of the courses	4.94	1.308	64	4.78	1.241	93	4.32	1.609	50

Writing

Writing reports	3.80	1.756	64	4.68	1.289	98	4.10	1.552	51
Writing projects	4.52	1.643	64	5.08	1.321	98	4.25	1.695	51
Note taking from lecture and other spoken sources	5.22	1.161	64	4.97	1.135	98	4.75	1.412	51
Note making from written sources	4.97	1.425	64	4.87	1.181	98	4.59	1.403	51
Writing assignments	5.30	1.256	64	4.97	1.247	98	4.82	1.322	51
Answering comprehension questions	5.17	1.363	64	5.04	1.175	98	4.88	1.423	51

Listening

Listening to lectures and other spoken sources	5.23	1.178	64	5.01	1.252	105	4.59	1.568	58
Listening to oral presentations	4.91	1.354	64	4.82	1.392	105	4.57	1.557	58
Overall	5.07	0.054	2	4.91	0.018	2	4.58	0.000	2
Speaking									
Asking questions in the class	5.19	1.320	64	4.88	1.437	101	4.98	1.236	54
Giving oral presentations	5.13	1.431	64	4.93	1.306	101	4.93	1.195	54
Talking with a friend	4.38	1.695	64	4.70	1.453	101	4.61	1.535	54
Sharing ideas with classmates	5.16	1.144	64	5.07	1.107	101	5.24	1.008	54

It can be observed from Table 4.1.3.1, with respective means of 4.81 and 4.74, that as the Level 100 and 200 students generally believed reading to be a major language skill for their academic studies, the Level 300 students only somehow saw it so (mean = 4.37). Specifically, it can be observed from Table 4.1.3.1 that all the students firmly indicated that reading as a major language skill enables them to read manuals in their study (4.84, 4.75 and 4.76) and as well read the course handouts in their field (5.19, 4.90 and 4.84). This affirms the view of Brown (2004) who explains that reading is the most essential skill for success in all study contexts.

The Level 100 and 200 students firmly indicated that reading enables them to read instructions of assignments and projects (5.05 and 4.73) and study notes in their courses (4.94 and 4.78). This view is highly consistent with that of Harmer (2003) who equally observes that reading is an essential skill for learners to master, not only English but any content subject that requires reading. The Level 300 students on the other hand, with respective means of 4.11 and 4.32, only somehow saw it so. With respective overall means of 4.83, 4.94 and 4.57, it can be observed that the students firmly agreed that writing is a major language skill for their academic studies. This is because they are able to write reports, projects,

assignments; take and make notes from written sources, lectures and other spoken sources and to answer comprehension questions through that.

Furthermore, with a mean of 4.57, Table 4.1.3.1 shows that quite a good number of the Level 300 students had different perceptions other than either agree or disagree on writing being a major language skill for their academic studies. It can be observed from Table 4.1.3.1 that with respective means of 5.07, 4.91 and 4.58, the students firmly agreed that listening is a major language skill for their academic studies. This is due to the fact that it enables them to listen to oral presentations, lectures and other spoken sources. Additionally, although all the students saw listening as a major skill for them to be successful in their academic studies, the differences in the means indicate that the Level 300 students' agreement (mean = 4.58) was not as strong as the others.

With respective means of 4.96, 4.90 and 4.94, it can be observed from Table 4.1.3.1 that the students agreed that speaking is a major language skill for their academic studies. This is due to the fact that the speaking skill enables them to ask questions in class, give oral presentations, talk with their friends, and share ideas with their classmates. The Level 200 and 300 students firmly saw speaking as a major skill for them to be successful in their academic studies (with respective means of 4.70 and 4.61) because it allowed them to talk to their friends. This view is in support of that of Richard and Lockhart (1996) who observe that such interaction plays an instrumental role in promoting linguistic and communicative competence. However, the Level 100 students only fairly agreed (mean = 4.38), probably because they are only done with the first semester of the course and are not too familiar with the content to make such firm judgments.

4.1.3.1.2 Differences in students' perceptions on the major language skills for their academic studies

The Analysis of Variances (ANOVA) test was conducted on students' perceptions on the major language skills for their academic studies to ascertain if the differences or otherwise that were observed in the students' perceptions based on their academic levels were significant. The result of the analysis is presented in Table 4.1.3.1.2. It can be observed that with respective *p*-values of 0.869, 0.096, 0.082 and 0.593, the differences regarding the extent to which the students at the various academic levels perceived reading, writing, listening and speaking as major language skills for their academic studies were quite low and statistically insignificant. Thus, the perceptions of the students on reading, writing, listening and speaking being major language skills for their academic studies were, essentially, the same.

Table 4.1.3.1.2. Analysis of variances (ANOVA) on students' perceptions on the major language skills for their academic studies

			Sum of Squares	Df	Mean Square	F	Sig.
Reading as a Language Skills Studies	Major	Between Groups	0.371	2	0.185	0.141	0.869
	for	Within Groups	269.002	204	1.319		
	Total		269.373	206			
Writing as a Language Skills Studies	Major	Between Groups	5.303	2	2.652	2.370	0.096
	for	Within Groups	234.903	210	1.119		
	Total		240.207	212			
Listening as a Language Skills Studies	Major	Between Groups	7.458	2	3.729	2.528	0.082
	for	Within Groups	330.384	224	1.475		
	Total		337.841	226			
Speaking as a Language Skills Studies	Major	Between Groups	1.066	2	0.533	0.524	0.593
	for	Within Groups	219.820	216	1.018		
	Total		220.886	218			

It can be observed from Table 4.1.3.1.2 that, with respective p -values of 0.869, 0.096, 0.082 and 0.593, the differences observed regarding the extent to which the students at the various academic levels perceived reading, writing, listening and speaking as major language skills for their academic studies were quite low and statistically insignificant. Thus, the perceptions of the students on reading, writing, listening and speaking being major language skills for their academic studies were, essentially, the same. Data gathered from interviewees equally indicated that students see the language skills as vital tools to their academic studies. On whether the language skills are important to their academic studies, some students said:

Very important because listening enables you to understand what you're being taught during lectures and speaking makes you answer questions in class easily, and through writing you are able to write lecture notes. (Student 3)

Very relevant because if you do not know how to write notes, listen well and remember what your lecturer said, you cannot read, speak very well and write well in examinations. (Student 5)

The views of both students indicate that they find the language skills very relevant to their academic studies and view it as an indispensable component to the success of their academic studies. Their views are reminiscent of Dzameshie's (1997) claim that communication skills are indispensable to university education.

4.1.3.2 Lecturers' perceptions on the importance of language skills in students' studies

The items in this section were geared towards investigating the perceptions of lecturers regarding the importance of the language skills to students' academic studies. The ensuing part of this section captures details of the results as well as discussions and relevant literature. Table 4.1.3.2 contains results of the statistical analysis.

It can be observed from Table 4.1.3.2 that all of the lecturers (100%) reported that their students' speaking, listening, writing and reading skills are very important for their academic studies in the university. This implies that the Communication Skills lecturers of

TTU see speaking, listening, writing and reading as very important language skills for students' successful academic studies in the university.

Table 4.1.3.2. Importance of language skills in students' studies

Skills	Importance	
	Very Important	
	Frequency	Percent
Speaking	5	100
Listening	5	100
Writing	5	100
Reading	5	100

Lecturers' interview responses also indicated that the language skills are vital to students' academic studies. On the extent to which the language skills are important to students' studies, lecturer said:

Yes, it is important. To start with, since our students are tertiary students, they should be able to read and understand what they have read perfectly well to be able to respond to examination questions. Also, the candidate should be able to write clearly... when it comes to speaking, we teach our students public speaking because it is assumed that in the future they will become managers, supervisors etc .(Lecturer1)

This view suggests that the language skills are vital to students' academic success. This is highly consistent with Dzameshie's (1997) view that communication skills are indispensable to university education.

4.1.4 Summary

This section has presented, discussed and analysed the findings on the expectations of TTU Hospitality students with regard to the Communication Skills course. Students indicated that their purpose of learning Communication skills was to study other subjects, interact with others and utilize the imbibed skills in their target careers. However, students indicated that the methodologies employed by lecturers do not give them the anticipated proficiency they

require in the four language skills. Also, students indicated that they prefer learning topics that will boost their communicative competence. This highly supports the findings of Fatihi (2003) who reports that learners preferred English programmes that boost their speaking skills and communicative proficiency.

Learners also indicated that teachers motivated them and that they are highly aware of the communicative competence required of them on the job arena. However, they reported that they were bored because the topics are not situated in their domains. This confirms the findings of Ephrem (2004) who reports that learners of Menelik II and Ansella Nursing schools preferred Nursing English to EGP (i.e. English for General Purposes). This confirms the observation that learners should have some level of autonomy in deciding the content of language programmes based on their needs. Also, students and lecturers alike indicated that all four language skills are essential to students' academic studies. From these assertions, it is evident that the Communication Skills course would only meet the expectations of students of TTU, if the content is situated in the domains of students and learning tasks are modified to boost the communicative competence of students, by placing emphasis on all four language skills. From these results, Communication Skills lecturers are encouraged to modify their teaching methodologies to embrace a variety of activities targeted at boosting the communicative competence of learners while sustaining their interest in the language learning classroom.

4.2 Students' perceptions regarding the usefulness of the Communication Skills course to their careers

This section focuses on answering the second research question by discussing results of analysis on the three themes: perceptions on the language skills for students' target careers, the **wants** of students with regard to the Communication Skills course and the **lacks** of the course. In order to get a broader perspective on the items, data were gathered from three

stakeholder groups- students, language teachers, and industrial personnel. This section details out the gathered data by providing thorough discussions and relevant literature on the analysed data.

4.2.1 Perceptions on the language skills for students' target career

These items were oriented towards investigating the relative importance of the four language skills for the target careers of hospitality students. Data on this item came from three sources: students, language teachers and key industrial personnel. This section begins by considering data provided by students, teachers and industrial personnel. It also captures discussions on the obtained data and relevant literature.

4.2.1.1 Students' perceptions on the major language skills for students' target career

Regarding this theme, the analysis showed that all students, irrespective of their academic levels, firmly agreed that all four language skills are crucial to their target careers. All Communication Skills lecturers equally indicated that all four language skills are essential to students' careers. Table 4.2.1.1.1 presents results on students' perceptions, while Table 4.2.1.1.2 contains information on the ANOVA test.

Table 4.2.1.1.1. Major language skill for the students' careers

	Academic Levels								
	Level 100			Level 200			Level 300		
	Mea			Mea			Mea		
Reading	Mean	SD	N	n	SD	N	Mean	SD	N
Reading articles in the hospitality field	4.97	1.368	64	4.77	1.209	104	4.57	1.375	51
Reading hospitality books	5.05	1.214	64	4.73	1.279	104	4.55	1.701	51
Reading general books	5.11	1.393	64	4.98	1.254	104	4.43	1.879	51
Writing									
Planning menus	4.80	1.605	64	5.21	1.160	103	4.60	1.628	55
Writing apprenticeships reports	4.34	1.683	64	4.68	1.308	103	4.56	1.437	55
Listening									

Listening to instructions for assignments	4.97	1.297	64	4.85	1.313	104	4.49	1.514	55
Listening to audio video sources	4.66	1.625	64	4.77	1.443	104	4.45	1.751	55

Speaking

Speaking to the public on issues related to hospitality	5.25	1.247	64	4.98	1.299	97	5.19	1.257	53
Learning conversational English, such as telephoning, greeting, departing, invitation, etc.	5.23	1.354	64	5.05	1.211	97	4.87	1.520	53
Having a fluent command of written and oral English is an integral part to be successful in the hospitality field	5.17	1.279	64	5.06	1.206	97	4.94	1.420	53

Table 4.2.1.1.1 shows that with means of more than 4.50, all the students, irrespective of their academic level, firmly agreed that reading is a major language skill for their careers. This is because they indicated that reading as a language skill allows them to read articles and books in the hospitality field as well as read general books. This is highly consistent with the view of Brown (2004) who explains that reading is an essential skill for studies in all contexts. However, it can be observed from Table 4.2.1.1.1 that the extent of the Level 300 students' agreement was not as firm as that of the Level 100 students, though it was quite close to that of the Level 200 students.

With respective overall means of 4.57, 4.95 and 4.58, it can be observed that the students firmly agreed that writing is a major language skill for their careers. This is because the writing skill enables them to plan their menus and write apprenticeship reports. Furthermore, with respective means of 4.57 and 4.58, the table shows that the extent of the perceptions of quite a good number of the Level 100 and 300 students on writing being a

major language skill for their target careers were not as firm as that of the Level 200 students (mean = 4.95).

It can also be observed from the table that with respective means of 4.81, 4.81 and 4.47, the students, at least, fairly agreed that listening is a major language skill for their career because it enables them to listen to instructions for assignments and audio video sources. However, with means of 4.81, the Level 100 and 200 students firmly saw listening as a major skill for them to be successful in their career life. This view is in line with Kline (1996) who observes that listening is crucial in the work place. The Level 300 students on the other hand, only fairly acknowledged so (mean = 4.81). This supports the view of Kline (1996) who affirms that listening is crucial on the job.

With respective means of 5.22, 5.03 and 5.00, it can be observed from Table 4.2.1.1.1 that all the three groups of students firmly agreed that speaking is a major language skill for their career lives. This is as a result of the fact that the speaking skill enables them to speak to the public on issues related to hospitality and learn conversational English such as telephoning, greeting, departing, and invitation. They equally indicated that it is important for them to have fluent command of written and oral English which is an integral part to employees' success in the hospitality field. This confirms the findings of Kaur and Lee (2006) which emphasize that effective oral communication, listening, interviewing and conversational skills in English are vital to employees' success. Polack-Wahl (2000) also argues that effective communication skills are considered to be a valuable career enhancer.

4.2.1.1.2 Differences in students' perceptions on the major language skills for their careers

The Analysis of Variances (ANOVA) test was conducted on students' perceptions on the major language skills for their target careers to ascertain if the differences or otherwise

that were observed in the students' perceptions based on their academic levels were significant. The result of the analysis is presented in Table 4.2.1.1.1.

Table 4.2.1.1.1. Analysis of variance (ANOVA) on students' perceptions on the major language skills for their career lives

	Sum of Squares	Df	Mean Square	F	Sig.
Reading as a Major Language Skills for Career	8.546	2	4.273	3.350	0.037
Within Groups	275.536	216	1.276		
Total	284.082	218			
Writing as a Major Language Skills for Career	8.197	2	4.098	3.166	0.044
Within Groups	283.515	219	1.295		
Total	291.712	221			
Listening as a Major Language Skills for Career	4.469	2	2.235	1.316	0.270
Within Groups	373.495	220	1.698		
Total	377.964	222			
Speaking as a Major Language Skills for Career	1.384	2	0.692	0.562	0.571
Within Groups	259.925	211	1.232		
Total	261.308	213			

With F values of 3.350 and 3.166 with associated respective p -values of 0.037 and 0.044 for reading and writing respectively as major language skills for students' target career, it can be observed from Table 4.2.1.1.1 that, the students of the various academic levels perceived reading and writing as major language skills for their careers differently. However, their perceptions on listening and speaking as part of the major language skills for their careers were virtually the same, as the observed differences were statistically insignificant ($F = 1.316, p = 0.270$ for listening; $F = 0.562, p = 0.571$ for speaking).

Table 4.2.1.1.2. Tukey's Multiple Comparisons

Dependent Variable	(I)	(J)	Mean	Std. Error	Sig.	95% CI	
	Academic Level	Academic Level	Difference (I-J)			Lower Bound	Upper Bound
Reading as a Major Language Skill for Students' Career	100	200	0.242	0.179	0.371	-0.18	0.67
		300	0.549*	0.212	0.028	0.05	1.05
	200	100	-0.242	0.179	0.371	-0.67	0.18
		300	0.307	0.193	0.252	-0.15	0.76
	300	100	-0.549*	0.212	0.028	-1.05	-0.05
		200	-0.307	0.193	0.252	-0.76	0.15
Writing as a Major Language Skill for Students' Career	100	200	-0.431*	0.181	0.048	-0.86	0.00
		300	-0.120	0.209	0.834	-0.61	0.37
	200	100	0.431*	0.181	0.048	0.00	0.86
		300	0.311	0.190	0.234	-0.14	0.76
	300	100	0.120	0.209	0.834	-0.37	0.61
		200	-0.311	0.190	0.234	-0.76	0.14

*. The mean difference is significant at the 0.05 level.

Table 4.2.1.1.2 on the Tukey multiple comparisons above shows that the difference observed in Table 4.2.1.1.1 regarding the perceptions of students on reading as a major language skill for their careers was between the views of the Level 100 and 300 students. With a mean difference of 0.549, it can be observed that the extent of the Level 100 students' perception on reading as a major language skill for their career was significantly higher than that of the Level 300 students. On the other hand, though there were differences in the perceptions of the Level 100 students as against the Level 200 students and those of the Level 200 students as against the Level 300 students, the observed differences were statistically insignificant.

Regarding the students' perceptions on writing as a major language skill for their career, it can be observed from the Tukey multiple comparisons above that, with a mean

difference of 0.431, the Level 200 students' perception was significantly higher, in extent, than that of the Level 100 students. Conversely, it can be observed that though there were observed differences in the perceptions of the Level 300 and 100 students as well as those Level 300 and 200 students, the differences were statistically insignificant.

Students interviewed equally indicated the essence of the language skills to their target careers. Some of their comments are as follows:

Very important because listening enables you to understand what a guest is saying speaking makes communication easy. Also, writing enables you to write down a guest's request. (Student 2)

Very important because if I am not able to read very well, write very well and listen very attentively to plan a menu and interact with customers well, it will limit my progress in my career. (Student 5)

The views of the interviewees buttress the fact that all four language skills are relevant to their career. This view is in tandem with Sparks (1994) claim that the hospitality service is very much a communicative encounter and the quality of service rendered is evaluated at least in part, based on the manner in which information is communicated.

4.2.1.2 Lecturers' perceptions on the major language skills for students' target career

The items in this section focused on investigating the perceptions of lecturers regarding the major language skills for students' target careers. The ensuing section discusses the results along with relevant literature. Table 4.2.1.2 captures the statistical analysis. It can be observed from Table 4.2.1.2 that one out of every 5 of the lecturers (20%) reported that speaking, listening and writing skills are quite important for their students' target careers. This is seen in 80% of them reporting that the skills are very important for the students' careers. Furthermore, all of the lecturers (100%) reported that reading skills are very important for their students' target careers. These indicate that the Communication Skills

lecturers of Takoradi Technical University see all of the four main language skills as very important for their students' target careers. This supports the view of Sekyi-Baidoo (2003) who sees these skills form the crux of effective communication.

Table 4.2.1.2. Importance of language skills for students' target career

Skills	Importance					
	Very				Total	
	Quite Important		Important		Freq.	Percent
Freq.	Percent	Freq.	Percent			
Speaking	1	20.0	4	80.0	5	100
Listening	1	20.0	4	80.0	5	100
Writing	1	20.0	4	80.0	5	100
Reading	0	0.0	5	100.0	5	100
Equipping students with the necessary listening, speaking, reading and writing skills to enhance effective communication	2	40.0	3	60.0	5	100
Helping students to appreciate the value of communication and its importance to their work	2	40.0	3	60.0	5	100

Data from interviewees equally indicated that the four major language skills are highly relevant to the target careers of students. On the relevance of the four language skills to students' target careers, a lecturer said:

Yes, because they go as supervisors and managers. As a manager your instruction should be clear cut so that people do not do the opposite. Supervisors and managers are used to report writing, depending on the kind of company, it can go as far as the jubilee house, and if they read and they are not getting the head and tail of it, have you been successful?

In line with this comment, Zedeck and Goldstein (2000) argue that Communication Skills is the first priority among other skills in hiring employees. Sparks (1994) also observes that the Hospitality industry is a communicative encounter. These assertions suggest that for learners

to function effectively in the Hospitality field, they need to sharpen all four language skills to enhance effective communication.

4.2.1.3 Perceptions of industrial personnel on the language skills for students' target careers

The items focused on investigating the perceptions of industrial personnel regarding the importance of the language skills for students' target careers. The rest of the section captures the discussions on the results obtained along with relevant literature. Table 4.2.1.3 presents results of the statistical analysis.

Table 4.2.1.3. Major language skills for students' target career

	Frequency	Percent
Yes, it assists one to pronounce menus that sometimes have Spanish and French words in them	1	25.0
Yes, it enables one to explain well the various products and services to guests	3	75.0
Total	4	100.0
Importance of English		
Communication with clients and their satisfaction is based on one's proficiency	2	50.0
Every aspect of communication and notification is through English	2	50.0
Total	4	100.0

It can be observed from Table 4.2.1.3 that three-quarters of the industrial personnel (75%) interviewed indicated that it is important to have fluent command over both oral and written English in order to be successful in their line of business. This is because it enables one to explain well, the various products and services to guests. Similarly, a quarter of them (25%) indicated that it is important to have fluent command over both oral and written English. This would enable them to be successful in their line of business as it assists them to prepare

menus that sometimes have foreign words in them. This implies that English language plays a very critical role in satisfying hospitality guests. This view is in sync with that of Torres and Kline (2013) who state that the role of foreign language (English) in the delivery of quality service is significant as it makes a guest feel at home, draw more brand loyalty, and draw more cash inflows.

It can also be observed from Table 4.2.1.3 that half of the industrial personnel (50%) reported that proficiency in the English language is very important to their career. This is because one's communication with clients and the clients' satisfaction are based on one's proficiency level. This buttresses the view of Hsu (2014) who explains that communication skills and competence in using English to communicate sufficiently with foreign guests is an essential factor in facilitating the financial success of the Tourism and Hospitality sectors. Furthermore, half of them (50%) reported that being proficient in English language is important to their career due to the fact that every aspect of communication and notification at the workplace is done through the English language. This supports the view of Van (2015) who observes that English has become the dominant language of communication in the Hotel industry and it is the major tool of communication for tourists worldwide.

4.2.2 Wants from the Communication Skills course

These items aimed at eliciting data on how learners preferred to learn the Communication Skills course in order to get maximum benefit of the course. The analysis suggests that although all students agreed that the Communication Skills course is relevant to their studies, Levels 200 and 300 students firmly agreed that instruction should focus on Hospitality English as the course would prove more useful, if the topics were related to content subjects like Food Technology and Nutrition. The results of the statistical analysis are presented in Table 4.2.2.

Table 4.2.2. *Wants from Communication Skills course*

	Academic Levels								
	Level 100			Level 200			Level 300		
	Mea			Mea			Mea		
Wants	n	SD	N	Mean	SD	N	n	SD	N
Instruction should focus on Hospitality English	3.80	1.961	64	4.63	1.480	92	4.52	1.595	56
Instruction should focus on General English	5.16	1.439	64	5.12	1.088	92	4.75	1.676	56
The Communication skills course has met my language needs to function satisfactorily in my academic studies.	5.25	1.168	64	5.05	1.083	92	4.75	1.540	56
The Communication Skills course has met my language needs to function satisfactorily in my target career.	5.00	1.260	64	5.10	0.995	92	4.70	1.572	56
Communication classes are relevant to my needs	4.95	1.374	64	4.99	1.053	92	4.68	1.550	56
I believe that students' opinions should be also taken into account in the curriculum	5.11	1.274	64	5.02	1.099	92	4.84	1.385	56
I believe that departmental instructors' opinions should also be taken into account in the curriculum development of the Communication Skills course.	4.67	1.459	64	4.83	1.115	92	4.79	1.317	56
The Communication Skills course is not relevant to the hospitality programme.	2.69	1.825	64	4.01	1.896	92	3.45	1.963	56
I would like Communication Skills to be taken away from the curriculum because I do not find the present syllabus and classroom teaching helpful in fulfilling my English communication needs	2.70	1.900	64	3.89	1.936	92	3.02	1.940	56

I will find my communication skills course more interesting if it has lessons with topics from the areas related to subjects in my field

I think students in my class can perform better in their hospitality courses if the Communication Skills course is relevant to content subjects like food technology, Nutrition etc

It can be observed from Table 4.2.2 that all the students agreed that Communication Skills classes are relevant to their needs (with respective means of 4.95, 4.99, and 4.79) and has met their language needs to function satisfactorily in their academic studies (5.25, 5.05 and 4.68). They also indicated that it is relevant in their target career (5.00, 5.10 and 4.84). This view is consistent with that of Riemer (2002) who explains that Communication Skills are an essential component to facilitate students' education and future careers. However, Level 100 students with a respective means of 5.16, 5.12 and 4.70, wanted instruction to focus on General English, probably because they are less knowledgeable about its pedagogical significance. Furthermore, the Level 200 and 300 students firmly agreed that instruction should focus on Hospitality English (4.63 and 4.75) and that they would find the Communication Skills course more interesting if it had lessons with topics from the areas related to subjects in their field of study (4.52 and 4.85). They also indicated that they could perform better in their Hospitality courses if the Communication Skills course was related to content subjects (4.75 and 4.82).

The results confirm the findings of Mparutsa et al (1991) and Baird (2000) who assert that the use of specific and related content motivates learners to learn better. Leki (2003) equally emphasizes this view by stating that English language courses are more beneficial if

the goals extend towards the real and future needs of learners. However, with respective means of 3.80, 4.20 and 4.42, the Level 100 students' views on these statements were not as strong as those of the higher academic levels. The views of the level 200 and 300 students confirm the fact that they have been in the institution for a longer period and their exposure to the real work world has given them a definite idea of their wants with regards to the Communication Skills course. This view conflicts with that of Scrivener (2005) who indicates that learners do not know what they need or want.

On the other hand, as the Level 100 and 200 students believed that students' opinions (with respective means of 5.11 and 5.02) as well as those of departmental instructors (with respective means of 4.67 and 4.83) should be considered in designing the Communication Skills curriculum, the Level 300 students fairly disagreed (with means of 3.45 and 3.02 respectively). This is consistent with the view of Sharp (1991) who recommends that practitioners should consider course effectiveness from a broad standpoint. Similarly, the students' perceptions on the Communication Skills course not being relevant to the Hospitality programme, and so wanting it to be taken away from the curriculum, because they do not find the present syllabus and classroom teaching helpful in fulfilling their English communication needs were quite varied. As the Level 200 and 300 students fairly agreed (with means of 4.01 and 3.89) and firmly agreed (with means = 4.91 and 4.96) respectively, the Level 100 students fairly disagreed (with means of 2.69 and 2.70). The findings grossly emphasize students' lack of interest in the course, especially Level 300. This view buttresses that of Pierce (1995) who notes that language learners invest or refuse to invest their time, energy, and resources in language learning, depending on the social identities they desire for themselves. However, their views are in tandem with Afful (2007) conviction that communication skills students still believe that some components of the course are no more useful.

4.2.3 Lacks in the Communication Skills course

The items on this theme were directed at investigating stakeholders' perceptions on the lapses that undermine the effectiveness of the Communication skills course. Data were gathered from three sources: students, course lecturers and industrial personnel. The analyses showed that students see the Communication Skills course as having some level of inadequacies. Students, irrespective of their academic levels, indicated that their English language proficiency was woefully low. They also indicated that the course was not situated in the Hospitality domain, and materials in the recommended textbooks are irrelevant to their profession. Respondents equally indicated that more time should be assigned to the course. Here, a number of industry personnel (75%) equally indicated that the Communication Skills course prepares students partially for their careers.

4.2.3.1 Students' perception of lacks in Communication Skills course

The items in this section were oriented towards investigating the perceptions of students regarding the lacks of the Communication skills course. The ensuing section captures details of the results along with relevant literature. Table 4.2.3.1 presents results of the statistical analyses.

Table 4.2.3.1. Students' perception of lacks in Communication Skills course

Lacks	Academic Levels								
	Level 100		Level 200		Level 300				
	Mean	SD	Mean	SD	Mean	SD	N	N	
The content of the recommended books is above my English language level.	3.08	1.912	63	4.08	1.724	90	4.93	7.829	45
The present time assigned for the course is insufficient, and more time should be given to Communication Skills instruction in the university	4.21	1.902	63	4.17	1.704	90	5.02	1.357	45

I have difficulties in comprehending 3.17 1.854 63 3.83 1.717 90 3.78 1.857 45
reading texts because the level of
Communication Skills is higher than my
current English competence

Communication Skills lecturers do not 2.89 1.893 63 3.77 1.830 90 3.42 1.751 45
encourage us to apply the use of
technical terms from our engineering
courses during discussions.

The Communication Skills course does 3.08 1.860 63 3.67 1.761 90 3.67 1.977 45
not offer us adequate information related
to the language of the hospitality domain

I think my English proficiency is 4.06 1.575 63 3.93 1.599 90 4.02 1.764 45
elementary.

I have a weakness in using speaking 3.68 1.674 63 3.78 1.714 90 3.51 1.996 45
skills correctly

The materials in the recommended 2.86 1.703 63 3.72 1.768 90 3.11 1.910 45
Communication Skills textbooks are not
relevant to my profession

I possess insufficient vocabulary in the 3.32 1.721 63 3.84 1.662 90 3.93 1.851 45
hospitality domain due to the non-use of
terms in the Communication Skills
course.

With respective means of 3.87 and 3.93, it can be observed from Table 4.2.3.1 that the Level 200 and 300 students firmly agreed that the current Communication Skills course exhibits some form of inadequacies as the Level 100 students only fairly agreed so (mean = 3.37). This is probably because the Level 100 students are done with just a semester of the course and are not armed with enough details to make firm judgments. Their senior counterparts on the other hand, are done with the full duration of the course and have further been exposed to the world of work and are therefore equipped with enough information to make accurate judgments on the deficits of the Communication skills course.

According to Hashimoto (1994), the content of the syllabus of each specific purpose of English should meet the actual needs of those taking the course. In the light of this, it is highly critical to reconsider the Communication Skills course to ensure that the contents are tailored to suit the actual needs of hospitality students taking the course. Table 4.2.3.1 specifically shows that with means between 3.51 and 4.06, the students, irrespective of their academic level, indicated that their English proficiency was elementary (respective means = 4.06, 3.93 and 4.02) and so had a weakness in using speaking skills correctly (respective means = 3.68, 3.78 and 3.51). As the Level 100 students indicated that the Communication Skills course does not offer them adequate information related to the language of the Hospitality domain (3.08) and sufficient vocabulary in the Hospitality domain due to the non-use of such terminologies in the course (3.32), the Level 200 (means = 3.67 and 3.67 respectively) and Level 300 students (means = 3.84 and 3.93 respectively) firmly agreed so. Students interviewed also expressed the need for the Communication Skills course to be discipline specific:

It should be limited to the hospitality field but not as broad as it is being taught (Student 2)

The syllabus should be structured based on each and everyone's specific Programme being pursued. (Student 4)

Xenodohidis (2002) explains that students will be demotivated if the goals and objectives of a language curriculum are unrealistic. Hence, it is imperative to make the goals of the Communication Skills course realistic to learners by situating the content in the Hospitality domain. Leki (2003) explains that English language courses are beneficial when goals extend towards the real and future needs of learners. It can be observed that irrespective of the levels of students, they were able to express in clear terms what they perceive as the shortfalls of the Communication Skills course. This finding is highly indicative of the fact that the learners are in dire need of the incorporation of ESP into the Communication Skills

course that is currently offered in the institution. According to Basturkmen (2010), ESP focuses on work- or study-related needs and personal needs, and not general interests.

The Level 100 students fairly agreed that they had difficulties in comprehending reading texts. According to them, this is due to the fact that the level of the Communication Skills course (mean = 3.17) as well as the content of the recommended books (mean = 3.08) were higher than their current English competence as the Level 200 (means = 3.83 and 3.78 respectively) and Level 300 students (means = 4.08 and 4.93 respectively) firmly did so. The results affirm that of Dudley-Evans and St Johns (1998) who observe that it is difficult to find appropriate textbooks that respond to most of the linguistic and communicative needs of students in a certain context. McGrath (2002) also cautions that because the choice of a coursebook can have important impact on learners and teachers, it is essential to make the decision-making process a systematic and meticulous one. However, teachers still have the onerous task of ensuring that these gaps are bridged to ensure optimum success of the language programme, because as reported by Richards (2001), good teachers can compensate for any deficiencies in the curriculum or materials they use in teaching.

Furthermore, as the Level 100 and 200 students fairly agreed that more time should be assigned to Communication Skills instruction in the university (mean = 4.21 and 4.17 respectively), the Level 300 students firmly agreed (mean = 5.02). This is probably because the Level 300 students have had a taste of their target careers through attachment sessions and have been exposed to their gross linguistic incompetence in their chosen fields. Hence, they feel that a longer duration in instruction will better their prospects. This view is highly consistent with McDonough (1984) who explains that the relatively small amount of time spent in the language classroom may bring about a decrease in efficiency. Basturkmen (2010) equally observes that students often have limited time to learn English. Jureckov (1998, p. 44) also explains the essence of a considerable duration for language learning by explaining

that “learners do not only require *a substantial meal* but also an appropriate time for its consumption, otherwise they cannot *digest it*”. It is therefore recommended that language courses are allotted considerable duration for the teaching, learning and internalization of the content to obtain optimum outcomes.

On the other hand, the Level 200 students were in fair agreement that the Communication Skills lecturers do not encourage them to apply the use of technical terms from their courses during discussions (mean = 3.77). Dörnyei (2001) observes that teachers’ skills in motivating learners should be seen as central to effective teaching. Respondents also indicated that the materials in the recommended textbooks were irrelevant to their profession (mean = 3.72). This is in agreement with Abu-Zahra and Shayeb (2011) who explain that materials effective for students’ learning are supposed to be suitable in the target situation. Dudley-Evans and St Johns (1998) also state that it is very hard to find appropriate textbooks that respond to most of the linguistic and communicative needs of students. However, the Level 100 and 300 students on the other hand, fairly disagreed (with means between 2.86 and 3.11). The discussion indicates that there is a yawning gap between the learning needs of learners and what they are actually taught in the Communication Skills course. English for Specific Purposes (ESP) can be the panacea to bridge this gap. As clearly spelt out by Mackay and Palmer (1981), the needs of language learners in specialized fields go beyond the regular EGP instruction; it rather requires major adjustment in orientation, methods and materials to satisfy these needs.

4.2.3.2 Perception of industrial personnel about the lacks in the Communication Skills course

The items in this section focused on investigating the perceptions of industry on the deficiencies of the Communication skills course. The rest of the section discusses the

obtained results along with relevant literature. Table 4.2.3.2 presents results on the statistical analyses.

Table 4.2.3.2. Perception of industrial personnel about lacks in Communication Skills course

	Frequency	Percent
They are able to speak English but do not write well often	2	50.0
They are able to write and speak well	2	50.0
Total	4	100.0
It does prepare them but partially	3	75.0
It does prepare them well for the job	1	25.0
Total	4	100.0

It can be observed from Table 4.2.3.2 that half of the industrial personnel (50%) reported that the students are able to write and speak well in the English language. On the other hand, half of them reported that the students from TTU are able to speak the English language but unable to write in it very well. Also, it can be observed that three quarters of industrial personnel (75%) reported that though the Communication Skills course prepares TTU students for their careers, it only does so partially. On the other hand, a quarter of them (25%) reported that the course prepares the students well for their jobs in the industry. These imply that industry players perceive that the Communication Skills course taught at TTU only prepares students partially for their target careers. This suggests that the course has not been able to holistically satisfy the needs of students. The results are in sync with Reddy (2012) who contends that many graduates are not job-ready because they lack the requisite skills to perform proficiently in the work place. Wu (2010) also observes that communicating effectively in different situations is one of the job demands of efficient professionals. This means that the ability to use all the four language skills as and when situations call for them adds to the efficiency of a professional on the job arena.

4.2.4 Summary

This section has thoroughly analysed and discussed findings on the perceptions of the usefulness of the Communication Skills course with regard to students' target careers. Generally, the analysis indicated that students, irrespective of their academic levels, as well as lecturers, firmly agreed that all four language skills are essential to students' target careers. This is highly consistent with the findings of Huang (1984) who identified from his study that all four language skills are essential in the execution of a professional's duty. Ramakrishnan (2011) also reports that certain job scopes and situations call for the use of different language skills and not specific ones. Hence, it is essential for learners to place premium on all four language skills and maintain adequate balance between them in order to apply the different language skills appropriately as and when a situation demands for them. On the other hand, the findings are in diametric opposition to that of Barbara (1982) where both lecturers and students of Addis Ababa University ranked the receptive skills higher than the productive skills.

Although all students indicated that the Communication Skills course is relevant to their target careers, they firmly agreed that instruction should focus on aspects of English language specifically related to the hospitality industry to boost effective learning of content subjects and their communicative competence on the job arena. This result is in sync with the findings of Ramakrishnan (2011) who reported that ESP courses will be of immense help to police officers during their training. However, the results undermine the findings of Gborsong et al (2015) who reported that students hardly agreed that the Communication Skills course should be discipline-specific.

An overwhelming number of industrial personnel equally reported that the Communication Skills course only prepared students partially for their careers, probably because of the inadequacies students identified and/or the low proficiency they exhibited

during attachment sessions. This result is in sync with Morell's (1999) study which pointed out that competence level and selection of language content should be the prime focus of language courses to enable learners overcome the hurdle of their language deficiencies. From the findings, it is clear that the efficiency of the Communication Skills course in preparing students for their target careers has greatly been watered down as a result of the aforementioned inadequacies. Hence, it would be of immense benefit to revamp the current Communication Skills course to embrace aspects of ESP to help students study content subjects successfully and prepare them better for the career world.

4.3 Necessities required from the Communication Skills course by TTU Hospitality students for their careers

This section sought to tackle the third research objective under the following themes: the relevance of the Communication Skills course, available resources for the teaching and learning of Communication Skills, and improving the Communication Skills course. Data were gathered from three stakeholder groups; students, teachers, and industrial personnel. Students across all three levels generally indicated that the study of the communication skills course at school is relevant to their target careers. The students indicated that the teaching of Communication Skills should focus on students' specific disciplines to enable them communicate effectively in their fields. They also rated the Communication Skills course most important in their quest to become more qualified in their discipline. The analyses revealed that all lecturers (100%) reported that the course's objective of equipping students with the requisite language skills to enhance their communication is only minimally achieved. A number of them also indicated that the course objective of helping students to appreciate the value of communication and its relevance to their target careers has not been fully achieved, while some believed that the objective has not been achieved at all. Key industrial personnel also indicated that English, and for that matter Communication Skills,

plays an instrumental role in their careers and that English/communication plays a key role in the service satisfaction guests expect from the hospitality industry.

The second theme focused on perceptions on available resources for learning the Communication Skills course. The analyses showed that students consider the language in the recommended textbooks appropriate for their level. The lecturers also admitted that the resources available for teaching the Communication Skills course were insufficient, and further disagreed that supplementary materials were used during Communication Skills lectures. On the third theme; improving the Communication Skills course to meet the needs of students' target careers, some lecturers suggested that syllabus designers should incorporate ESP into the current Communication Skills course, while other lecturers and some industry personnel suggested that the course duration should be increased to prepare students adequately for their careers. Finally, industry personnel indicated that it is necessary to incorporate ESP in the course to equip students with adequate knowledge in the field.

4.3.1 Relevance of Communication Skills to students' target careers

The items under this section mainly focused on eliciting data on the importance of the Communication Skills course to students' target careers. In order to get data from a broad perspective on the instrumental role of the course in preparing students for the Hospitality world of work, respondents were selected from three different stakeholder groups; students, Communication skills lecturers, and key industrial players.

4.3.1.1 Students' perception of the relevance of the Communication Skills course to students' target careers

The items in this section were oriented towards investigating students' perceptions on the relevance of the Communication Skills course to their target careers. The ensuing section captures discussions of the results along with relevant literature. Table 4.3.1.1 presents results of the statistical analysis.

Table 4.3.1.1. Students' perception of the relevance of the Communication Skills course

	Academic Levels								
	Level 100			Level 200			Level 300		
	Mea			Mea			Mea		
Relevance	n	SD	N	Mean	SD	N	n	SD	N
The topics treated in the Communication Skills course can help develop my communication needs in the hospitality programme.	5.36	1.060	64	5.08	1.247	97	4.88	1.547	50
The topics, examples and texts in the Communication Skills course are related to hospitality	4.52	1.563	64	4.86	1.242	97	4.10	1.887	50
The Communication Skills course has raised my level of competence in writing in the hospitality domain	5.00	1.222	64	4.93	1.166	97	4.80	1.485	50
A fluent command of oral and written English is highly necessary for a successful professional	5.13	1.303	64	5.13	1.160	97	4.88	1.423	50
The teaching of Communication Skills should focus on students' programmes of study.	4.73	1.596	64	5.03	1.141	97	4.96	1.399	50
The teaching of Communication Skills should be based on specific disciplines of students to enable them to communicate effectively in their specific disciplines	4.59	1.611	64	4.75	1.347	97	4.64	1.575	50
The teaching of Communication Skills based on specific disciplines of student will make teaching and learning more efficient and productive.	4.77	1.520	64	4.80	1.151	97	4.68	1.269	50
To be well qualified in the discipline that I am studying, I would consider Communication Skills as most important.	5.02	1.266	64	4.93	1.184	97	4.92	1.441	50

To be well qualified in the discipline I am pursuing, Communication Skills is very important	5.06	1.320 64	5.05	1.064 97	4.80	1.702 50
To be well qualified in the discipline that I am studying, I would consider Communication Skills as important	5.16	1.288 64	4.93	1.227 97	4.86	1.512 50
To be well qualified in the discipline that I am studying, I would consider Communication Skills as least important	3.38	2.043 64	4.36	1.697 97	3.92	1.850 50
Overall	4.79	0.286 11	4.90	0.045 11	4.68	0.119 11

It can be observed that with overall respective means of 4.79, 4.90 and 4.68, the students indicated that the study of Communication Skills at school is relevant to their studies and future careers. This indicates that the students (first, second and third years) found the learning of the Communication Skills course relevant to their target careers because the topics treated in the course can help develop their communication needs (respective means of 5.36, 5.08 and 4.88) as well as raise their level of competence in writing in the Hospitality domain (respective means of 5.00, 4.93 and 4.80). This is in sync with the assertion of Trilling and Fadel (2009) who explain that careers today require effective communication skills, higher reading skills and more critical thinking skills. Similarly, with respective means of 5.13, 5.13 and 4.88, the students believed that the course is relevant to their field of study as a fluent command of oral and written English is highly necessary for a successful professional.

This supports the view of Blue and Harun (2003) who emphasize the instrumental role of English in the Hospitality industry by referring to it as the *hospitality language*. However, as the Level 100 and 200 students firmly believed that the topics, examples, and texts in the Communication Skills course are related to their Hospitality course (respective means of 4.52 and 4.86), the Level 300 students, with mean of 4.10, did not really believe so.

This is probably because the Level 300 students have had the opportunity of being exposed to the real world of work and are therefore aware that the topics do not adequately prepare them for their communication needs in their target careers. This view is highly consistent with Richardson (1984) who states that a need does not exist independent of a person; it is people who build images of their needs on the basis of data relating to themselves and their environment.

Furthermore, the students indicated that the teaching of Communication Skills should focus on students' programmes of study (with respective means of 4.73, 5.03 and 4.96); be based on specific disciplines of students to enable them to communicate effectively in their specific disciplines (with respective means of 4.59, 4.75 and 4.64), and to make teaching and learning more efficient and productive (with respective means of 4.77, 4.80 and 4.68). This view confirms that of Wright (1992) who states that ESP creates an opportunity to acquire the desired knowledge in an intensive or sped-up context. The students also indicated that to be well qualified in their line of discipline, they would consider Communication Skills as the most important course. With respective means of 5.02, 4.93 and 4.92, the students indicated that learning Communication Skills is relevant to their studies because they believed that to be well qualified in the discipline they are studying, they would have to consider it as most important. The results indicate that students are highly aware of the relevance of the Communication Skills course and this view is in agreement with that of Zedeck and Goldstein (2000) who explain that communication skills is the first priority among other skills in hiring employees.

4.3.1.2 Lecturers' perception on the relevance of Comm. Skills to students' target careers

The items in this section focused on investigating the perceptions of lecturers on the relevance of the Communication skills course to students target careers. The rest of the

section captures the findings and discusses them along with relevant literature. Table 4.3.1.2 presents results of the statistical analysis.

Table 4.3.1.2. Lecturers' perception on relevance of Communication Skills

Objective	Extent		Total			
	Minimally Achieved	Not Achieved at All	Freq.	Percent		
	Freq.	Percent	Freq.	Percent		
Equipping students with the necessary listening, speaking, reading and writing skills to enhance effective communication	5	100.0	0	0.0	5	100
Helping students appreciate the value of communication and its importance to their studies	5	100.0	0	0.0	5	100
Helping students appreciate the value of communication and its importance to their work	4	80.0	1	20.0	5	100
Communication skills classes are relevant to their needs	3	60.0	2	40.0	5	100.0
Having a fluent command of written and oral English is a hallmark of a successful professional	1	20.0	4	80.0	5	100.0

It can be observed from Table 4.3.1.2 that all of the lecturers (100%) reported that the Communication Skills courses' objectives of equipping students with the necessary skills to enhance their communication effectively and helping students appreciate the value of communication and its importance to their studies were minimally achieved. Furthermore, 80% of the lecturers reported that the Communication Skills course's objective of helping students appreciate the value of communication and its importance to their work was minimally achieved, whereas 20% of them reported that the objective had not been achieved

at all. These responses imply that the Communication Skills lecturers of TTU see the set objectives of the course they are teaching as not really being achieved. This is probably because they do not see the required standard of success in the products they have been training. This is in line with the view of Alfehaid (2011) who explains that when language learning is not in sync with target career demands, learners may be disappointed with their language proficiency and may find themselves insufficient in their communicative abilities, despite the efforts they have invested in language training. Sari (2003) equally explains that to achieve optimum results for set objectives for a language programme, it is highly necessary to ensure that needs and goals match with objectives for specific language learning.

Also, the non-attainment of goals may be the result of the nature of the goals themselves being unrealistic, over ambitious or invalid, probably because they are not generated from an accurate analysis of students' needs. Nunan (1988) explains that non-attainment of teaching goals may be the result of teachers teaching what has not been planned due to inappropriate textbooks used, teaching styles and methodologies employed, insufficient time devoted to achieving objectives and large classes. This then suggests that there is the need to assess the link between the Communication Skills course and its effect on students' target career demands. This is done in order to adopt materials and repackage content to meet students' needs to the best possible extent.

4.3.1.3 Perceptions of industry personnel on the relevance of the Communication Skills course

The items in this section sought to investigate the views of industrial personnel with regards to the relevance of the Communication skills course. The rest of the section captures data on this theme as well as discussions on the findings and some relevant literature. Table 4.3.1.3 presents statistical analysis of the results.

Table 4.3.1.3. Importance of English (Communication Skills) in the Hospitality industry

	Frequency	Percent
Yes, because we have different types of people who patronise our services	2	50.0
Yes, without it you cannot communicate with guests and co-workers	2	50.0
Yes it does, because if one is able to communicate well with guests it helps them to make informed decisions	3	75.0
Yes, most of the staff are employed with English as a prerequisite	1	25.0

It can be observed from Table 4.3.1.3 that half of the industrial personnel (50%) interviewed reported that communicating in the English language is very important in their field as they have different types of people who patronize their services. Furthermore, half of them (50%) reported that communicating in English is very essential in their field of work because without that, one cannot communicate with either their guests or co-workers. This is in support of the view of Blue and Harun (2003) who emphasize the instrumental role of English in the Hospitality industry by referring to it as the *Hospitality language*. Sparks (1994) also emphasizes this view by stating that the hospitality industry is a communicative encounter.

Table 4.3.1.3 shows that three-quarters of the industrial personnel (75%) interviewed reported that English language plays a role in the service satisfaction that guests expect from them. This is because one's ability to communicate well with his or her guests helps them to make informed decisions. This point is in agreement with that of Torres and Kline (2013) who observe that the role of foreign language in the delivery of quality service is significant as it makes a guest feel at home, draw more brand loyalty and more cash flows. Similarly, a

quarter of them (25%) reported that English language plays a role in the service satisfaction that guests expect from them, owing to the fact that their institutions have a policy of employing staff using English as a prerequisite. This supports the view of Zedeck and Goldstein (2000) who argue that effective communication skills in English is the first priority among other skills in hiring employees. This implies that English language plays an instrumental role in satisfying Hospitality guests.

4.3.2 Available resources for learning Communication Skills

The items in this section were oriented towards investigating the perceptions of two stakeholder groups: students and lecturers, on the available resources for the teaching and learning of the Communication Skills course. The findings along with detailed discussion as well as relevant literature have been adequately captured in this section.

4.3.2.1 Students' perception of available resources for learning the Communication

Skills course

The items in this section focused on investigating the perceptions of students regarding the available resources for teaching the Communication Skills course. The ensuing section discusses data from students along with relevant literature. Table 4.3.2.1 presents results of statistical analysis of data.

Table 4.3.2.1. Students' perception of available resources for learning the Communication

Skills course

Resources	Academic Levels								
	Level 100			Level 200			Level 300		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
The level of the language in the recommended course books is appropriate to students' level.	4.51	1.424	63	5.26	5.482	89	4.43	1.696	49
Course books are well suited to the students' needs and wants.	4.56	1.543	63	4.79	1.229	89	4.24	1.774	49

Activities in the recommended books are interesting and varied.	4.63	1.462	63	4.75	1.190	89	4.47	1.660	49
Exercises are relevant to the institutional goals	4.75	1.481	63	4.67	1.268	89	4.73	1.538	49
Subjects in the books are appealing to students	4.70	1.477	63	4.85	1.192	89	4.37	1.667	49
Distribution of emphasis on different skills is relevant to students' needs	4.21	1.677	63	4.52	1.315	89	4.41	1.580	49
Course books are not accessible and need supplementation.	3.78	1.621	63	4.11	1.449	89	4.41	1.632	49
Supplementary materials (e.g. audio-video tapes, overhead transparencies and computers) are used in CS classes.	3.17	1.792	63	3.97	1.627	89	3.84	1.864	49
Technology was used in Communication Skills teaching.	3.54	1.848	63	4.37	1.283	89	3.78	1.817	49
The materials used in listening skills course were enough in number.	3.27	1.771	63	4.21	1.496	89	3.63	1.799	49
The level of the language in the recommended course books is appropriate to students' level.	4.38	1.580	63	4.66	1.305	89	4.31	1.610	49
Overall	4.14	0.348	11	4.56	0.140	11	4.24	0.116	11

It can be observed from Table 4.3.2.1 that with a minimum mean value of 4.63, it can be observed that all the students found the Communication Skills exercises as relevant to the institutional goals (respective means 4.75, 4.67, and 4.73). Moreover, the Level 100 and 200 students firmly agreed that the level of the language in the recommended course books is appropriate to students' level (means = 4.51 and 5.26) and so the course books are well suited to the students' needs and wants (means = 4.56 and 4.79) while the Level 300 students only fairly agreed (respective means = 4.43 and 4.24). Similarly, as the Level 100 and 200 students firmly agreed that the subjects in the Communication Skills books are appealing to

them (means = 4.70 and 4.85) with the activities in the recommended books being interesting and varied (means = 4.63 and 4.75), the Level 300 students only fairly agreed (means = 4.37 and 4.47).

Furthermore, the students fairly agreed that the distribution of emphasis on different skills is relevant to their needs (means of 4.21, 4.52 and 4.41); course books are inaccessible and need to be supplemented (3.78, 4.11 and 4.41) and technology being used in the teaching of the course (3.54, 4.37 and 3.78). Finally, the Level 100 students only fairly agreed that supplementary materials (e.g. audio-video tapes, overhead transparencies and computers) are used in classes (mean = 3.17) and the materials used in listening skills course were enough in number (means = 3.27) while the Level 200 and 300 students firmly agreed (means = 3.63 – 4.21). This means that the resources available for learning the Communication Skills course are not optimum. The results contradict the views of Dudley-Evans and St Johns (1998) who emphasize that the use of supplementary materials such as audio/video tapes, overhead transparencies and computers are important in the language classroom.

4.3.2.2 Lecturers' perceptions on available resources for the teaching and learning of the Communication Skills course

The items in this section were oriented towards investigating lecturer's perceptions regarding the available resources for the teaching and learning of the Communication Skills course. The ensuing part of this section captures the discussion of the results along with relevant literature. Table 4.3.2.2 presents results of the statistical analysis. It can be observed from Table 4.3.2.2 that most of the lecturers (80%) admitted that the resources available for teaching the Communication Skills course were insufficient as one-fifth of them (20%) strongly agreed. Also, three-fifth of the lecturers (60%) disagreed that supplementary materials such as audio-video tapes, overhead transparencies and computers are used during Communication Skills classes and 20% of them strongly did. On the other hand, one-fifth of

them (20%) agreed that the supplementary materials are used during Communication Skills lessons. These indicate that the Communication Skills department of Takoradi Technical University does not have the needed resources for teaching the course.

Table 4.3.2.2. Available resources for teaching the Communication Skills course

Variable	Extent									
	Strongly Disagree					Strongly Agree				
	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Total Freq. %
Resources available for communication skills instruction are insufficient	0	0.0	0	0.0	4	80.0	1	20.0	5	100.0
Supplementary materials e.g. audio-video tapes, overhead transparence and computers are used in communication skills classes	1	20.0	3	60.0	1	20.0	0	0.0	5	100.0

This strongly contradicts the view of Dudley-Evans and St Johns (1998) who emphasize that the use of materials such as audio/video tapes, overhead transparencies and computers are important in teaching and learning in the language classroom. Mackay and Palmer (1981) explain that meeting the language needs of learners in specialized domains require major adjustments in orientation, methods, and materials to satisfy these needs. It is therefore expected that the language teacher crafts methodologies and approaches that will make up for these lapses. As put forward by Richards (2001), good teachers can compensate for any deficiencies in the curriculum or the materials they use in their teaching.

4.3.3 Improving the Communication Skills course to meet the needs of students' target career

This theme sought to solicit views on improving the Communication skills course to meet the needs of students' target careers. An overwhelming number of lecturers (80%) suggested that syllabus designers should incorporate ESP in the Communication Skills course, 60% of them further indicated among others that the duration of the course should be increased. On the same theme, a good number of industry players (75%) suggested that authorities of the institution should increase the duration of the course to prepare students adequately for their careers. Also, all industry personnel (100%) indicated that it is necessary to incorporate ESP in the Communication Skills course to equip students with adequate knowledge in their field.

4.3.3.1 Views on improving the Communication Skills course

The items focused on exploring stakeholders' views on improving the Communication skills course to meet the needs of students' target careers. Data on this theme came from three main sources: students, course lecturers, and industrial personnel. The ensuing part of this section discusses the data obtained along with relevant literature. Table 4.3.3.1 presents results of the statistical analysis.

Table 4.3.3.1. Lecturers' suggestions on improving the Communication Skills course

Suggestion	Responses		Percent of Respondents
	N	Percent	
Incorporate aspect of English for Specific Purposes	4	33.3	80.0
The duration for the course should be extended to two or three years	3	25.0	60.0
Encourage students' participation in class	2	16.7	40.0
Others	3	25.0	60.0
Total	10	100.0	240.0

Table 4.3.3.1 shows that four out of the five lecturers (80%) suggested that the authorities involved in designing the syllabus for the Communication Skills course should incorporate aspects of English for Specific Purposes (ESP) into it. On improving the communication skills course lecturers said:

We need a lot of the ESP areas to empower the students to be more effective in their prowess and communicative abilities. (Lecturer 1)

..it should be tailored to suit their field of study. (Lecturer 2)

This strongly supports the view of Leki (2003) who explains that language courses are more beneficial when goals extend towards the real and future needs of learners and stakeholders. Furthermore, three-fifth of the lecturers (60%) suggested, among others, that the duration for the Communication Skills course should be extended to either two or more years. This is consistent with (Basturkmen, 2006) who explains that students often have limited time to learn English. Finally, 40% of the lecturers suggested that the institution's authorities should encourage students to participate in class. Lee and Ng (2010) explain that factors which discourage students from participating in the language classroom include teacher's interaction strategy, lesson objectives and activities, and the proficiency level of students. It is highly recommended that teachers help filter these factors to ensure maximum participation from learners. The findings thus indicate that the Communication Skills lecturers of TTU believe that the course could be made effective if aspects of ESP are incorporated, and its duration is extended as students are encouraged to participate in class.

4.3.3.2 Views from industry personnel on improving the Communication Skills course

The items in this section focused on eliciting data from industrial personnel regarding their views on improving the Communication Skills course in order to prepare students better for their target careers. The rest of the section discusses the results along with relevant literature. Table 4.3.3.2 presents results of the statistical analysis.

Table 4.3.3.2. Suggestions by industry personnel on improving the Communication Skills course

Suggestion	Responses		Percent of Respondents
	N	Percent	
The course's duration should be increased	3	60.0	75.0
Have a well-equipped library with hospitality industry (ESP) materials	1	20.0	25.0
Students have to be assertive to learn and be abreast of industry trends	1	20.0	25.0
ESP should be added to their course to give them field knowledge	4	75	100.0

Rea-Dickins (2005) explains that the experience of course stakeholders is the *key* to unlocking the *black box* of course quality. As such, it is recommended that practitioners consider course effectiveness from a broad stand point (Sharp, 1991). Details of submissions by industry to make the Communication Skills course effective in meeting the communication needs of Hospitality students are captured. Table 4.3.3.2 shows that three-quarters of the industrial personnel (75%) suggested that the authorities of Takoradi Technical University could increase the duration for teaching the Communication Skills course to prepare them better for their careers. This view is strongly consistent with McDonough (1984) who explains that the relatively small amount of time spent in the language classroom may bring about a decrease in efficiency. A quarter of them suggested that the students could be better prepared for their career if the university gets a well-equipped library with Hospitality materials (25%) and students become assertive to learn and be abreast of industry trends (25%).

Also, all of the industrial personnel (100%) reported that it is necessary to inculcate ESP in the Communication Skills course for TTU students so that it equips them with

knowledge in the field. Some key industry personnel made strong submissions for the incorporation of ESP into the current programme

...go back and tailor the Communication skills course on every programme because everybody will be working in a specified area. (Industrial personnel 1)

...terminologies specific to industry should be added to their course to give them field knowledge. (Industrial personnel 2)

These views are strongly supported by Jeczelewski (2016) who explains that ESP determines automatically that there are needs exclusive to particular learners in respect to the specific business environment they find themselves. Wright (1992) equally maintains that ESP creates an opportunity to acquire the desired knowledge in an intensive and sped-up context.

4.3.4 Summary

This section has presented, analysed and discussed thoroughly, the findings regarding the necessities required from the Communication Skills course by TTU Hospitality students for their target careers. Generally, data across all three levels indicate that the Communication Skills course should focus on students' specific disciplines to enable them communicate effectively in their domains. This view contradicts the findings of Gborsong et al (2015), where students were found not to be in favour of the course being discipline-specific. Students also rated the Communication Skills course most important in their quest to become effective and efficient in their line of discipline. The findings are however in tandem with that of Gborsong et al (2015), where respondents indicated the importance of the Communication Skills course to their studies. Key industry players also noted that English (Communication Skills) plays an important role in the industry. This is in support of Fatihi's (2013) findings in which more than 80% of students believed employers preferred fluent speakers of English and 78% indicated that English was essential for their target careers.

However, students only fairly agreed that supplementary materials are used in class. An overwhelming number of lecturers (80%) also reported that the resources available for

teaching the Communication Skills course were insufficient. To this, 60% of them further disagreed that supplementary materials were used during Communication Skills lectures. On improving the current Communication Skills course, an overwhelming percentage of lecturers (80%) and all industry players (100%) indicated that it would be highly necessary to incorporate ESP into the current Communication Skills course. This, they believed, would equip students with adequate knowledge in the field in order to boost their communicative abilities and prowess on the job arena. These findings are in support of the findings of Gan (1996) and Ramakrishnan (2011) who report that their participants will need an ESP course equivalent to EGP during their language training sessions. From the results, it is evident that all students are aware of the indispensable role of English in their target careers. Also, lecturers and stakeholders have overwhelmingly indicated the need to incorporate ESP into the current Communication Skills curriculum to make it more efficient and effective in meeting the English Communication needs of Hospitality students of TTU.

4.4 Conclusion

This chapter has addressed the appropriateness and effectiveness of the Communication Skills course offered at TTU. Specifically, it analyzed the qualitative and quantitative data gathered from stakeholders on specific aspects of the course based on the research objectives and delved into discussions while drawing on relevant literature. The basic assumption inherent in the analysis of data from interviews and questionnaires has been that the general organization of the Communication Skills course was not structured according to an accurate assessment of the specific needs and contexts of students and industry. Hence, its existing duration, focus, components, resources, as well as teaching methodologies, are in dire need of improvement in order to satisfy the needs of stakeholders.

As indicated in the previous sections, the first objective sought to investigate the expectations of TTU Hospitality students with regards to the Communication Skills course.

Data generally indicated that students' purpose for learning the Communication Skills course was to study other subjects, interact with others and utilize the skills learnt in their target careers. However, students indicated that the methodologies lecturers adopted did not help them to attain the anticipated proficiency they require in the language skills. Also, students registered that they prefer learning topics that will improve their communicative competence. This is highly consistent with the findings of Fatihi (2003) who reported that learners preferred English programmes that boost their speaking skills and communicative proficiency.

Also, learners indicated that teachers motivated them and that they are highly aware of the communicative competence required of them on the job market. However, they indicated that they were bored because the content of the course was not situated in the Hospitality domain. This is congruent to the findings of Ephrem (2004) who report that learners in Manelik II and Ansella Nursing schools preferred Nursing English to EGP. This view suggests that learners should be allowed some degree of autonomy when it comes to deciding on the content of language programmes based on their needs. This is highly relevant because a need does not exist independent of a person. It is people who build images of their needs on the basis of data relating to themselves and their environment (Richardson, 1984). Again, the findings buttress those of Strafield (1994) as cited in Dudley-Evans and St Johns (1998) which confirms that more specific- and domain-related language courses have been more successful in motivating learners by meeting their needs.

These scholars have emphasized that language courses and syllabi vary according to disciplines. Subsequently, the specific language needs of learners should be used as a basis for designing the curriculum of the Communication Skills course for Hospitality students. Also, students and lecturers alike indicated that all four language skills are indispensable to students' academic studies. It is evident from the results that the Communication Skills

course will meet the expectations of TTU Hospitality students, if the content of the course is situated within the Hospitality domain, learning tasks are tilted towards improving the communicative competence of learners, and teaching methodologies are modified to embrace a variety of activities. These activities should be geared towards developing the communicative competence of learners as well as sustaining their interest in the Communication skills classroom.

Data on the second objective as captured in the previous section, focused on the perceptions of the usefulness of the Communication Skills course with regard to students' target careers. The analysis generally indicated that students, irrespective of their academic levels, as well as lecturers, firmly agreed that all the four language skills are vital to students' target careers. This is highly consistent with the findings of Huang (1984) who reports that all the language skills are essential to the effective performance of a professional on the job arena. Ramakrishnan (2011) also reports that certain job scopes and situations call for different language skills and not specific ones. This then suggests that, it is imperative for learners to place a high premium on all four language skills and maintain adequate balance between them so that they can apply them accurately in different contexts and situations.

On the other hand, the findings are in diametric opposition to that of Barbara (1982), where both lecturers and students of Addis Ababa University ranked the receptive skills higher than the productive skills. It is highly imperative for both language learners and teachers to give equal attention to all language skills and must never emphasize some specific ones. This is because communication is dynamic and may call for more than one skill in any particular context. Ramakrishnan's (2011) findings emphasize that certain job scopes call for the utilization of different language skills and not specific ones, whereas certain job contexts may require the tactful combination of two or more skills concurrently. Such situations may put learners who have downplayed the essence of certain skills over others in a disadvantaged

position. For example, a professional in the Hospitality industry who is faced with the task of handling a complaint from a guest about the services of the institution he/she is affiliated to, will need a combination of listening, speaking and probably, writing skills to handle the issue tactfully. Wu (2010) emphasizes this by explaining that communicating effectively in different job situations is one of the job demands for business professionals.

Although all students indicated that the current Communication Skills course is relevant to their target careers, they firmly agreed that instruction should focus on Hospitality English to facilitate the effective learning of content subjects and communication on the job arena. This in sync with the findings of Ramakrishnan (2011) who reports that ESP courses will be of immense benefit to police officers during their training. Also, students reported that the course is not situated in the Hospitality domain while the materials in the recommended textbooks are irrelevant to their profession. Zayrah and Shayed (2011) suggest that materials needed by students should to be suitable in the target situation. In the light of this, it is important to develop materials that are highly relevant for both language learning and target careers to enable students master the language skills and proficiency required to navigate effectively on the turbulent seas of the competitive job market.

An overwhelming number of industrial personnel equally reported that the Communication Skills course only prepared students partially for their careers, probably as a result of the gross inadequacies they exhibited during their attachment sessions. This is in direct support of Morell's (1999) study which points out that competence level and selection of language content should be the principal focus of language courses to enable learners overcome their language deficiencies. These findings are indicative of the fact that the effectiveness of the Communication Skills course in preparing learners for effective career life has greatly been watered down. To attain this desirable feat, it would be imperative to

revamp the current Communication Skills course to embrace ESP to facilitate the learning of content subjects as well as prepare learners adequately for the world of work.

Finally, the last research objective focused on collecting data on the necessities required from the Communication Skills course by TTU Hospitality students for their target careers. Data across all three levels generally indicated that the Communication Skills course should focus on the discipline students are pursuing to enable them communicate effectively in their domains. Students also rated the Communication Skills course most important in shaping them into effective and efficient professionals in their field. However, an overwhelming number of lecturers revealed that the course's objective of helping students to appreciate the value of communication has not been fully realized. Key industrial players also indicated that English (Communication) plays an important role in industry. These findings directly support Fatihi (2003) findings where 80% of students believed that employers preferred fluent speakers of English and 78% indicated that English was vital to their careers. Students however, fairly agreed that supplementary materials are used in class. An overwhelming number of lecturers also reported that the resources available for teaching the Communication Skills course were insufficient. Some further disagreed that supplementary materials were used during Communication Skills lectures.

On improving the current Communication Skills course, an overwhelming number of lecturers as well as all industrial personnel indicated that it will be highly necessary to incorporate ESP into the Communication Skills course. This would help equip students with knowledge in the discipline they are pursuing to boost their communicative abilities and prowess on the job. These findings buttress those of Gan (1996) and Ephrem (2004) who report that the participants in their study indicated that they needed an ESP course equivalent to EGP during their language training sessions. It is worth noting that to be able to communicate effectively in an occupational setting, students must be able to use the register

peculiar to their chosen professions and this can possibly be achieved when ESP is incorporated into the Communication Skills course.

English for Specific Purposes has become an indispensable component of language courses today, and it is becoming fundamental in meeting students' interests and expectations. This is as a result of the fact that it has the ability to give learners intensive language training in specified fields in a sped-up context (Wright, 1992). From these, it will not be out of place to conclude that the role of the Communication Skills course in meeting the English communication needs of Hospitality students has not been entirely successful. Hence, the existing duration, focus, components, content, resources, as well as teaching methodologies, need to be improved in order to satisfy the needs of these students.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study focused on meeting the English communication needs of undergraduates of the Higher National Diploma (HND) hospitality programme in Takoradi Technical University. Specifically, it sought to look at the necessities students require to operate efficiently in their academic studies and target careers. This chapter presents a summary of the study and its key findings along with related studies. It is followed by a consideration of the pedagogical implications of the study aimed at improving the current Communication skills course. It also makes constructive suggestions for future research. The chapter concludes with a summary of the researchers' reflections and lessons imbibed from the study.

5.1 Summary of findings

The primary objective of the study was to assess the effectiveness of the Communication Skills course in meeting the English communication needs of hospitality students for both studies and target careers through needs analysis and course evaluation. To achieve this, specific objectives were formulated to capture a broader view of the problem in focus. To obtain data that has an appreciable level of validity and reliability to satisfy the afore-mentioned objectives, two qualitative and quantitative instruments were adopted: questionnaires and interviews. The research methodology was built on the statement of the problem and research questions while drawing from theoretical discussion of needs analysis and course evaluation. Three stakeholder groups comprising students across all three academic levels of the HND hospitality programme, Communication Skills lecturers and key industrial personnel were sampled. The data collected was analyzed qualitatively and quantitatively. The study has attained an appreciable level of success by reaching a number of findings thereby producing a profile of needs and providing constructive suggestions which

will help answer the research questions and achieve the principal objectives of the study. The findings are discussed under three major objectives – The expectations of TTU hospitality students with regard to the Communication Skills course, the perceptions of TTU hospitality students regarding the usefulness of the Communication Skills course to their target careers and the necessities required from the Communication Skills by TTU hospitality students for their target careers. The findings are summarized below under the stated objectives in the order above.

5.1.1 The expectations of TTU Hospitality students with regards to the Communication Skills course

The first research objective was intended to determine the expectations of TTU students with regard to the Communication Skills course. Data collected from students across all three levels indicated that their purpose for learning Communication Skills was to study other subjects, interact with others and utilize the skills in their target careers. However, students reported that the methodologies employed by lecturers do not give them the anticipated proficiency they require in the language skills. Also, students indicated that they prefer learning topics that will boost their communicative competence. These findings are highly consistent with that of Fatihi (2003) who reported that students in his study preferred English programmes that will boost speaking skills and communicative proficiency. Also, learners indicated that teachers motivated them and they are highly aware of the communicative competence required on the job arena. However, respondents reported that they were bored because the topics were not related to their domains. These findings are in congruence with that of Ephrem (2004) who reported that learners of Menelik II and Ansella government nursing schools preferred nursing English to the regular EGP course they were offering.

5.1.2 The perceptions of TTU hospitality students regarding the usefulness of the Communication Skills course by TTU hospitality students for their target careers

The second research objective focused on investigating the perceptions of TTU Hospitality students regarding the usefulness of the Communication Skills course for their target careers. Data generally indicated that students across all three academic levels as well as Communication Skills lecturers firmly agreed that all four language skills are vital to students' academic careers. This is highly consistent with the findings of Huang (1984) which registered that all the four language skills were essential in a professional's line of duty. Ramakrishnan (2011) also reports that all four language skills are relevant to police officers in Malaysia as their job scope may demand more than one skill at a given time.

However, these findings conflict with that of Barbara (1982) where both lecturers and students of Addis Abbaba University ranked the receptive skills higher than productive skills. Although all students indicated that the Communication Skills course is relevant to their future careers, they firmly registered that instruction should focus on hospitality English to whip -up the learning of content subjects and communicative competence on the job market. This directly supports the findings of Ramakrishnan (2011) who equally reported that ESP courses would be of immense help to trainee-police officers.

An overwhelming number of key industrial players equally reported that the Communication Skills course only prepared students partially for their target careers, probably as a result of the gross inadequacies and low proficiencies identified with students on attachment sessions. This is highly consistent with the findings of Morell (1999) who pointed out that competence level and selection of language content should be the principal focus of language courses to curb the problem of language deficiencies.

5.1.3 Necessities required from the Communication Skills course by TTU Hospitality students for their target careers

The third research objective sought to discover the necessities required from the Communication Skills course by TTU hospitality students for their careers. Generally, data across all three academic levels indicated that the Communication Skills course should be based on specific disciplines to enable students communicate effectively in their domains. Student also rated the Communication Skills course most important in their pursuit to become effective and efficient in their line of discipline. Key players in industry also indicated that English (Communication Skills) plays a vital role in industry. This is in direct support of the findings of Fatihi (2003) who reported that more than 80% of students believed employers preferred fluent speakers of English and 78% registered that English was important to their target careers.

On the other hand, students fairly agreed that supplementary materials were used in class whereas an overwhelming number of lecturers (80%) reported that the resources available for teaching the course was insufficient. 60% further disagreed that supplementary materials were used during Communication Skills lecturers. On improving the current Communication Skills course, an overwhelming percentage of lecturers (80%) and all industry players (100%) indicated that it would be highly necessary to incorporate ESP into the current Communication Skills course to equip students with adequate knowledge in the field in order to boost their communicative competence and prowess on the job arena. These findings are in direct support of the findings of Gan (1996) and Ramakrishnan (2011) who reported that their subjects will need an ESP course equivalent to EGP during their language training sessions.

5.2 The role of the Communication Skills course in meeting the English communication needs of Hospitality students

All freshmen including students of the hospitality department are taught Communication Skills for two semesters. The Communication Skills course has been structured to help learners acquire the basic skills relevant in effective communication. It is designed to equip students with the ability to listen, speak, read and write effectively. These language skills form the crux of effective communication (Sekyi-Baidoo, 2003). These language skills are used as the main communication tools in both studies and the job arena. Hence, it is believed that when students are equipped with these skills, they will be able to sail through their communicative tasks almost effortlessly. Also, areas such as concord, ambiguity and punctuation which often bar students from effective communication are equally given an appreciable level of attention to enable students appreciate the value effective communication and its relevance to their studies and work.

This instrumental role could be effectively played when topics to be treated are situated within the domains of students. Research confirms that the use of related and specific content (ESP) motivates learners to learn better (Baird, 2000; Mparutsa et al, 1991). However, there has been no systematic analysis of students' needs and as such, no tailored efforts have been made to the curriculum design or in classroom instruction to address the needs of students in specific domains. Hence, there is the urgent need for the Communication Skills course to be relevant to the needs of students in specific domains in order for it to reach its maximum relevance. As suggested by Leki (2003), English courses are more beneficial if the goals go beyond class assessment and extend towards the real and future needs of learners and other stake holders. Zedeck and Goldstein (2000) also state that communication skills constitute the first priority among other skills in hiring employees. To this end, the important

role of the Communication Skills course in meeting the English communication needs of students for both studies and target careers cannot be overemphasized.

5.4 Pedagogical implications

Although the study has a context specific focus, some broader implications could be drawn from it. One such implication is the status of English as an international language. This suggests that a fluent command over both written and oral English is an integral part of a successful professional. As such, it is imperative to make English teaching and learning an interesting enterprise to prepare learners for effective communication in the world of work. Another implication is that work place experience can facilitate the acquisition of oral and aural communication skills of English learners. This experience could also be of immense help to curriculum developers and reviewers. By spending some time with industry, curriculum developers and reviewers can see how content, skills and tasks on which they want to base the course are actually utilized by workers in industry. Hence, collecting data from varied sources is vital in gaining deeper understanding of the learning and target needs of students (Alfehaid, 2011).

Specifically, the study revealed that the classroom approaches adopted by some Communication Skills lecturers are generally inappropriate. This may be partly attributed to the fact that the teacher is constrained by limited time and large class size. This compels the teacher to concentrate on content delivery at the expense of course objectives. Teachers are thus advised to employ dynamic classroom activities and techniques effectively and appropriately. They must play the role of co-creators of knowledge rather than information transmitters. They should also promote interactions between pairs and groups of students. In this sense, Richards and Lockhart (1996) explain that such interactions play an instrumental role in promoting the linguistic and communicative competence of learners, as it increases the

level of students' participation in class and enables the teacher to execute the task of a facilitator and a consultant.

Therefore, raising the awareness of teachers regarding the advantages of such activities in the classroom interaction and encouraging learners to utilize them is very essential. Hyland (2006, p. 293) states that "a teacher's self-awareness, knowing why we teach the way we do - is central to our effectiveness as teachers, our job satisfaction and our professional development". Also, to successfully communicate in an occupational setting, students must be able to use the register peculiar to their own professions. It is therefore imperative to incorporate aspects of ESP into the current Communication Skills course to make it more relevant to students' communicative needs. To this end, language teachers can be helped to teach more effectively by establishing close cooperation and direct contact with the subject teachers in the form of 'team teaching', where a subject teacher and a language teacher work together in the classroom to achieve a common objective (Dudley-Evans & St. Johns, 1998).

According to Jordan (1997), an advantage of team teaching is that the students see their subject tutors take the ESP course seriously and this injects some sense of seriousness in them as well. Also, it equally helps to compensate for the language teacher's scant knowledge of the subject field (Belcher, 2006). However, to attain a successful enterprise requires willingness and flexibility from students and teachers alike. Hence, it is critical to employ teachers having positive attitudes towards the ESP course to take up the task, particularly at its early stages (Hutchinson & Waters, 1987).

5.5 Suggestions for future research

The findings of this research suggest that there is the need for further research in other technical universities in Ghana, such as Kumasi Technical University, Koforidua Technical University, Accra Technical University and a couple of others. This is because these

institutions also offer Communication Skills courses similar to that of Takoradi Technical University. Further studies may explore the communication needs of students in other domains such as Engineering, Tourism, Marketing, among others. In conclusion, this study was carried out to provide insights into the English communication needs of Hospitality students in Takoradi Technical University. It is hoped that it will provide a framework for obtaining a wide range of input from students, instructors, and industry in the curriculum planning process and its further alignment with industry needs. It is anticipated that the findings of the present study might be useful to curriculum planners/reviewers, educational institutions and other related organizations.

5.6 Conclusion

English language programmes across the globe have constantly projected the need for curriculum evaluation to cater for the needs of both learners and industry. Hence, it has become imperative to modify English language courses in order to make the required changes to obtain sustainable outcomes for that particular programme or course. Nunan (1988, p. 176) opines that “the efficiency of a language course will be dictated as much by the modes and expectations of the learners by the requirements of the official syllabus”. This means that suggestions and recommendations proposed by industry are equally relevant in molding the human resource needed to man industries. As a lecturer, the researcher’s own experience has also indicated that learning strategies, as well as appropriate teaching methodologies, were able to sustain learners’ interest and this makes the teaching and learning process a more fruitful enterprise. This way, the language learning engagement becomes an interesting session when it is situated in the domain of learners. Students exhibit high interest in participating in planned activities, and equally obtain higher marks when they have interest in the topics learnt. The researcher, based on experience, concludes that utilizing the preferred

learning styles of learners, as well as adopting the appropriate teaching methodology, play an important role in fulfilling learners' learning needs and learning success.



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APPENDICES**APPENDIX A****RELIABILITY STATISTICS****Purpose of learning Com. Skills**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.760	.766	6

Language preference items**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.741	.745	4

Ways of testing**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.753	.754	5

Major Language Skills - Reading**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.726	.844	8

Major Language Skills - Writing**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.867	.871	8

Major Language Skills - Listening**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.858	.860	4

Major Language Skills - Speaking**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.848	7

Relevance of Communication Skills**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.847	11

Wants from Communication Skills**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.801	.816	11

Lacks in Communication Skills**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.794	.849	9

Ways of learning Com Skills**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.794	.783	9

Available Resources for learning Com Skills**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.744	.805	11

Motivation for learning Com Skills**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.867	.883	9



APPENDIX B**STUDENTS' QUESTIONNAIRE ON THE COMMUNICATION SKILLS COURSE**

Dear student,

The purpose of this questionnaire is to gather information about your communication needs in relation to your hospitality programme. Please, the information gathered would be useful in determining your target needs as well as your learning needs. The results obtained from this exercise would be used in making recommendations for a possible course in English for Hospitality Purposes. There are no right or wrong answers to these questions so feel free to select the option that best describes your view.

PART A**Biographical information**

Gender: **Male ()** **Female ()** **Age**

Level:

PART B

Please, check the box that best expresses your view about each item.

1 = Strongly disagree, 2 = Fairly disagree, 3 = Disagree, 4 = Agree, 5 = Fairly agree, 6 = Strongly Agree

Purposes of Learning	1	2	3	4	5	6
I learn Communication Skills to:						
Study other subjects						
Interact with people						
Read articles related to hospitality						
Perform activities in my study						
Write reports						
Use in my future career						
Language item preferences						
I refer to learn:						
Concord						
Documentation						

Note taking						
Communicative activities						
Ways of Testing						
I want to be tested through:						
Group and class performance						
Pair works						
Individual achievements						
A series of tests, quizzes, assignments, class works, homework etc.						
Mid and final semester examinations.						
Major language skills						
Reading						
Reading articles in the hospitality field						
Reading manuals in my study						
Reading Course outline in my field						
Reading instructions of assignment and projects						
Reading laboratory instructions						
Reading study notes of my courses						
Reading hospitality books						
Reading general books						
Writing						
Planning menus						
Writing lab report						
Writing projects						
Note taking from lecturer and other spoken sources						

Note making from written sources						
Writing apprenticeship reports						
Writing assignments						
Answering comprehension questions						
Listening						
Listening to lectures and other spoken sources						
Listening to oral presentations						
Listening to instructions for assignments						
Listening to audio video sources						
Speaking						
Asking questions in the class						
Giving oral presentations						
Talking with a friend						
Sharing ideas with classmates						
Speaking to the public on issues related to hospitality						
Learning conversational English, such as telephoning, greeting, departing, invitation, etc.						
Having a fluent command of written and oral English is an integrated part to be successful in the hospitality field						
Relevance of communication skills						
The topics treated in the Communication Skills course can help develop my communication needs in the hospitality programme.						
The topics, examples and texts in the Communication Skills course are related to						

hospitality						
The communication skills course has raised my level of competence in writing in the hospitality domain.						
A fluent command of oral and written English is highly necessary for a successful professional						
The teaching of Communication Skills should focus on students' programmes of study.						
The teaching of Communicative Skills should be based on specific disciplines of students to enable them to communicate effectively in their specific disciplines						
The teaching of Communication Skills based on specific disciplines of student will make teaching and learning more efficient and productive.						
To be well qualified in the discipline that I am studying, I would consider Communication Skills as most important.						
To be well qualified in the discipline I am pursuing, Communication Skills is very important						
To be well qualified in the discipline that I am studying, I would consider Communication Skills as important						

To be well qualified in the discipline that I am studying, I would consider Communication Skills as least important						
Wants						
Instruction should focus on Hospitality English						
Instruction should focus on General English						
The Communication skills course has met my language needs to function satisfactorily in my academic studies.						
The Communication Skills course has met my language needs to function satisfactorily in my target career.						
Communication Skills classes are relevant to my needs						
I believe that students' opinions should be also taken into account in the curriculum						
I believe that departmental instructors' opinions should also be taken into account in the curriculum development of the Communication Skills course.						
The Communication Skills course is not relevant to the hospitality programme.						
I would like Communication Skills to be taken away from the curriculum because I do not find the present syllabus and						

classroom teaching helpful in fulfilling						
I will find my Communication Skills course more interesting if it has lessons with topics from the areas related to subjects in my field						
I think students in my class can perform better in their hospitality courses if the Communication Skills course is relevant to content subjects like food technology, nutrition etc						
Lacks						
The content of the recommended books is above my English language level.						
The present time assigned for the course is insufficient, and more time should be given to Communication Skills instruction in the university						
I have difficulties in comprehending reading texts because the level of Communication Skills is higher than my current English competence						
Communication Skills lecturers do not encourage us to apply the use of technical terms from our engineering courses during discussions.						
The Communication Skills course does not offer us adequate information related to the language of the hospitality domain						
I think my English proficiency is elementary.						

I have a weakness in using speaking skills correctly						
The materials in the recommended Communication Skills textbooks are not relevant to my profession						
I possess insufficient vocabulary in the hospitality domain due to the non-use of terms in the Communication Skills course.						
How learners want to learn						
The teaching methods which the teachers employ do not help me to acquire the necessary level of listening skill						
The teaching methods which the teachers employ do not help me to acquire the required speaking proficiency level						
The teaching methods which the teachers employ do not help me to acquire the necessary level of reading Skill						
The teaching methods which the teachers employ do not help me to acquire the required writing skill						
Teachers of Communication Skills are helpful in their teaching						
I am given the opportunity to work in groups or pairs in English classes						
The teaching methodologies used by the teachers are appropriate and useful						
Our teachers should adopt a modern						

method of Communication Skills teaching						
I can learn Communication Skills better if taught through a different and new method by my teacher						
Resources available						
The level of the language in the recommended course books is appropriate to students' level.						
Course books are well suited to the students' needs and wants.						
Activities in the recommended books are interesting and varied						
Exercises are relevant to the institutional goals.						
Subjects in the books are appealing to students						
Distribution of emphasis on different skills is relevant to students' needs						
Course books are not accessible and need Supplementation						
Supplementary materials (e.g. audio-video tapes, overhead transparencies and computers) are used in CS classes.						
Technology was used in Communication Skills Teaching						

The materials used in listening skills course were enough in number.						
The level of the language in the recommended course books is appropriate to students' level.						
Motivation						
Teachers of Communication Skills motivate me in class						
The Communication Skills teacher was efficient in Teaching						
I was informed beforehand about the purpose of the Communication Skills course						
I was bored during lessons, since the topics were not related to my domain						
I find the Communication Skills course interesting						
my job would require good use of my skills and experience from the Communication Skills course						
I have a clear understanding of the communication needs expected of me in my job						
The Communication Skills course would equip me in written communication for the world of work						
The Communication Skills course enables me to use the appropriate professional terms while writing papers in the hospitality domain						

APPENDIX C

QUESTIONNAIRE FOR COMMUNICATION SKILLS LECTURERS

Dear Lecturer,

The purpose of this questionnaire is to gather information about the communication needs of Hospitality students. The information gathered would be useful in determining their target needs as well as their learning needs. The results obtained from this exercise would be used in making recommendations for a possible course in ESP for Hospitality students. Please feel free to express your candid opinion.

1. How many years have you been teaching Communication Skills.....
2. How much do you enjoy teaching Communication Skills in Takoradi Technical University. Please put a **tick** [✓] in the box that best expresses your opinion.

Very Enjoyable	Quite Enjoyable	Not Very Enjoyable	Not Enjoyable at all
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3. How important is the Communication Skills course for students' studies? Please put a **tick** [✓] in the box that very best expresses your opinion.

Very Important	Quite Important	Not Very Important	Not Important at all
----------------	-----------------	--------------------	----------------------

4. How relevant is the Communication Skills course to your students target careers?

Very Relevant	Quite Relevant	Not Very Relevant	Not Relevant t at all
---------------	----------------	-------------------	-----------------------

5. Please rate each **Skill** below **Two Times**. **First**, indicate how important you think these skills are in your students' academic studies, and then indicate how important you think these skills are in your students' target careers. Please put a **tick** [✓] in the box that best expresses your opinion.

For my students' studies in the university this skill is (Please tick [√] one)				SKILLS	For my students' target career this skill is (Please tick [√] one)			
Very Important	Quite Important	Not Very Important	Not Important at all		Very Important	Quite Important	Not Very Important	Not Important at all
				Speaking				
				Listening				
				Writing				
				Reading				

6. Please rate each skill / area below **Two Times**. First, rate your students' current ability in each skill/area and then indicate to what extent the Communication Skills course has helped them in improving the skill/area.

Please put a **tick [√]** in the box that best expresses your opinion.

Students' current ability in this skill/area is					SKILLS/ AREA	The help of the Communication Skills Course in improving this skill/area was			
Excellent	Very Good	Good	Satisfactory	Poor	Very Poor	Very Helpful	Somewhat Helpful	Not Very Helpful	Not Helpful at all

						domains				
						General				
						English				

7. What language skill do you think the communication skills course in the university improved most? Please **tick** [✓] one

Speaking	Writing	Listening	Reading
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8. To what extent are the resources available for the communication skills course appropriate/relevant to your students' needs?

Very Appropriate	Quite Appropriate	Not Very Appropriate	Not Appropriate at all
------------------	-------------------	----------------------	------------------------

9. How would you evaluate the Communication Skills Course? Please put a **tick** [✓] in the box that best express your opinion.

Very Successful & Effective	Successful & Effective in most of its aspects	Successful & Effective only in few of its aspects	Not Successful & Effective at all

10. Please rate each course objective **below three times**. First, indicate to what extent the objective has been achieved. Second, indicate how important the objective is for your students' academic studies in the university. Third, indicate how important the objective is for your students' target careers. Please put a **tick [√]** in the box that best expresses your opinion.

This objective was (tick [√] one				Course Objective	For students' academic studies this objective is: tick [√] one				For students' target careers this objective is tick [√] one			
Fully Achieved	Partially	Minimally Achieved	Not Achieved at all		Very Important	Quite Important	Not Very Important	Not Important at all	Very Important	Quite Important	Not Very Important	Not Important at all
				To equip students with the necessary listening, speaking, reading and writing skills to enhance effective communication								
				Help students to appreciate the value of communication and its importance to their studies								
				Appreciate the value of communication and its importance to their work								

11. Please indicate to what extent you agree or disagree with the following statements.

STATEMENTS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a. The Communication Skills course met my students' language needs to function satisfactorily in their academic studies				
b. The Communication Skills course met my students' communication needs to function satisfactorily in their target careers				
c. Communication Skills classes are relevant to their needs				
d. Instruction should focus on specific domains e.g. engineering, hospitality etc.				
e. Instruction should focus on general English				
f. The time assigned for Communication Skills instruction is insufficient and more time should be allowed to communication skills				
g. Resources available for Communication Skills instruction are insufficient				
h. The teaching methodologies used by teachers are appropriate and useful				
i. Supplementary materials e.g. audio –video tapes, overhead transparencies and computers are used in Communication Skills classes				
j. Student are given the opportunity to work in pairs / groups in communication skills classes				
k. Communication skills lecturers motivate students in communication skills classes				

l. Lecturers are helpful in their teaching				
m. The assessment procedures used in the course are appropriate				
n. Having a fluent command of written and oral English is a hallmark of a successful professional				

12. Please write below any problems or difficulties you think your students encounter while learning the Communication Skills Course.

.....

.....

.....

.....

13. Please write below any problems or difficulties you encounter in the teaching of the Communication Skills Course.

.....

.....

.....

14. Please add your comments and suggestions to make the Communication Skills course more effective and relevant to students' communication needs.

.....

.....

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Thank you very much for your kind participation.

APPENDIX D

SAMPLE OF STUDENTS' INTERVIEW GUIDE

- 1) Do you think English is important in your academic studies and target career?
- 2) To what extent do you think the four language skills are important to your target career?
- 3) To what extent do you think the four language skills are important to your studies in this University?
- 4) Do you think it is necessary to have a fluent command of oral and written English to be a successful professional in your field?
- 5) How well do you think the current Communication Skills course is improving the following:
 - i) Your level of English?
 - ii) Your language skills (reading, listening, writing, speaking) grammar, vocabulary in your field generally?
- 6) Have you encountered any problems or difficulties while learning Communication Skills at Takoradi Technical University? If yes could you tell me about them?
- 7) What suggestions would you like to make for the improvement of the Communication Skills course in order to make it more effective and relevant to student's needs?
- 8) Would you like to add anything?

Thank you very much for your time and participation.

APPENDIX E

SAMPLE OF COMMUNICATION SKILLS LECTURERS' INTERVIEW

GUIDE

- 1) How many years have you been a lecturer in Takoradi Technical University?
- 2) Have you ever attended a course or seminar on either Communication Skills or English for Specific Purposes?
- 3) Do you think Communication Skills is important to your students' studies and target careers?
- 4) What do you want your students to do with English?
- 5) What do you perceive as the needs of your students with regards to academics (studies) or career?
- 6) What do you need to satisfy your students' needs?
- 7) How helpful is the current Communication Skills course in improving their language skills, grammar and vocabulary relating to their fields of specialization?
- 8) Does the Communication Skills course include topics on ESP?
If **Yes** mention some of the topics, If **No**, do you think there is the need to incorporate aspects of ESP?
- 9) To what extent are the four main skills, important to students' academic studies?
- 10) Do you think it is important to have a fluent command of oral and written English to be a successful professional?
- 11) To what extent do you think the four language skills are important in your students' target careers?
- 12) Do you encounter any problems while teaching Communication Skills in the University?
- 13) What suggestions would you like to make for the improvement of the Communication Skills course in order to make it more effective and relevant to students' needs?

14) If you would like to comment or add anything, you are very welcome.
Thank you very much for your time and participation.



APPENDIX F
INTERVIEW GUIDE FOR INDUSTRIAL
PERSONNEL

- 1) Do you think Communication/English is important in your work?
- 2) How often do you use it and with whom?
- 3) Do you think English plays a role in the quality customer service clients expect from you? If so give examples.
- 4) Do you think it is necessary to have a fluent command of oral and written English to be a successful professional in your field?
- 5) How satisfied are you with the communicative abilities of Takoradi Technical University undergraduates who come for attachment in your institution?
- 6) How will you rate their language skills (reading, listening, writing, speaking) their grammar and vocabulary as far as hospitality field is concerned?
- 7) What exactly are Takoradi Technical University undergraduates able and unable to do in terms of communication?
- 8) Do foreign clients who speak English express dissatisfaction because of their limited English proficiency?
- 9) Do you think, it is difficult communicating with them in English?
- 10) To what extent do you think the language skills/reading, listening, writing, speaking is Important to their career?
- 11) Do you think the communication skills course they took prepared them for their work requirements?
- 12) What can the University do to prepare undergraduates better for the kind of English required for their work?
- 13) Would you like to pass some few comments or add anything?

Thank you very much for your time and participation.