

**ESP COURSE IN RETROSPECT: A COMPARATIVE STUDY OF NEEDS  
BETWEEN PRE AND POST-INTERNSHIP EXPERIENCE STUDENTS IN THE  
SCHOOL OF TOURISM**

**GERİYE DÖNÜK ÖZEL AMAÇLI İNGİLİZCE DERSİ: TURİZM BÖLÜMÜNDE STAJ  
DENEYİMİ OLAN VE OLMAYAN ÖĞRENCİLERİN İHTİYAÇLARININ  
KARŞILAŞTIRMALI İNCELEMESİ**

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**ÇALIŞMA TÜRÜ: ARAŞTIRMA MAKALESİ**

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**Abstract:** This study investigated two groups of students' attitudes and motivation towards ESP and ESP course-related needs in the field of tourism. The groups comprised the first-year students taking the General English (GE) course and the second-year ones who had completed their summer internships and started taking the ESP course. The instructor of the courses was also involved to find out the extent to which the existing ESP course meets the communication needs of the students. The results indicated both groups of students' high and positive attitudes and motivation, but also revealed students' unpreparedness for and uncertainty about it. More than half of needed communication skills were found to be almost fully covered in the current ESP course. Speaking and listening were found to be the most needed skills. Internship period was found to be a significant factor differentiating students' needs. Some implications were drawn for the GE and ESP courses.

**Özet:** Bu çalışma, turizm alanında okuyan iki grup öğrencinin özel amaçlı İngilizce dersi ile ilgili ihtiyaçlarına yönelik tutumlarını ve motivasyonlarını araştırmıştır. Gruplar, genel İngilizce dersini alan birinci sınıf öğrencileri ile yaz stajlarını tamamlayıp özel amaçlı İngilizce dersine başlayan ikinci sınıf öğrencilerinden oluşmaktadır. Derslerin eğitmeni de mevcut özel amaçlı İngilizce dersinin öğrencilerin iletişim ihtiyaçlarını ne ölçüde karşıladığını öğrenmek için çalışmanın katılımcısı olarak dahil olmuştur. Sonuçlar, her iki öğrenci grubunun da yüksek ve olumlu tutum ve motivasyonunu göstermiş, ancak aynı zamanda öğrencilerin buna hazırlıksız olduğunu ve bu konudaki belirsizliğini de ortaya çıkarmıştır. Mevcut özel amaçlı İngilizce dersinde ihtiyaç duyulan iletişim becerilerinin yarısından fazlasının neredeyse tamamen içerildiği görülmüştür. Konuşma ve dinleme, en çok ihtiyaç duyulan beceriler olarak bulunmuştur. Staj süresinin öğrencilerin ihtiyaçlarını farklılaştıran önemli bir faktör olduğu görülmüştür. Genel İngilizce ve özel amaçlı İngilizce dersleri için bazı çıkarımlar yapılmıştır.

**Keywords:** *attitude; English for specific purposes; motivation; needs analysis; summer internship*

**Anahtar sözcükler:** *ihtiyaç analizi; motivasyon; özel amaçlı İngilizce; tutum; yaz stajı*

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## Introduction

Global tourism industry is developing rapidly providing host countries with foreign currencies, creating new job opportunities and helping increase government revenues, such as hotels and other types of taxes (Aldohon, 2014). Turkey, as one of the well-known tourist destinations, has increased its active foreign touristic income significantly since the 1980s, reaching over 34 billion USD with 45 million tourists in 2019 (Association of Turkish Travel Agencies [TURSAB], 2019). In this context, where tourism has become a valuable source contributing to the Turkish economy, it has inevitably created new possibilities of employment (Çımat & Bahar, 2003) requiring the use of English as a Lingua Franca for employees to communicate with international tourists. This development, on the other hand, has shifted the attention to teaching English for Specific Purposes (ESP) in tourism faculties and vocational schools, where qualified employees for the tourism sector are trained.

In its simplest form, ESP can be described as “an approach to language teaching in which all decisions as to content and methods are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p. 19) ranging from their specific job related needs and wants as well as individual preferences for instructional strategies to be employed to classroom activities to be used and materials to be selected. Thus, it requires careful research on these various factors that leads up to designing “pedagogical materials and activities for an identifiable group of ... learners within a specific learning context” (Johns & Dudley-Evans, 1991, p. 298).

Despite its importance in training employees who can pursue employment opportunities in the highly competitive tourism sector and being a subject of curricula in vocational and technical education at university level in Turkey, teaching ESP has somewhat been regarded as a question of choosing the right materials and methodologies for a particular group of students in a top-down manner without being engaged in rigorous research (Dinçay, 2011; Gündüz, 2016). While this approach to course design can be an option in GE courses, where the goal is attaining “proficiency in language use across a wide range of daily situations” or “communicative ability in the four language skills” (Richards, 2013, p. 9), for those students who need specific skills and language in their professional career, a different path to course design should be followed, which primarily

requires to undertake needs analysis (NA) investigating the necessities, lacks, and wants of these students (Lee, 2016).

A literature review on the subject reveals that some research has been conducted on the needs of tourism students in the world, while fewer studies have been done in Turkey (Boran, 1994; Coşkun, 2009; Uysal et al., 2018; Uysal & Seçilmiş, 2019), indicating that it is an under-researched field in tourism education and English language teaching. Available literature in the world shows that while some studies focused on the immediate needs of students in relation to ESP courses given at different schools (e.g. Kostic & Grzanic, 2011; Moattarian & Tahririan, 2014; Oktarin et al., 2019; Trang, 2015), some others explored the needs of tourism employees (e.g. Prachanant, 2012; Yotimart & Wongchai, 2014). In Turkey, on the other hand, there are four studies exclusively focusing on the needs of tourism students at university level. While Coşkun (2009) investigated the topic for the purpose of designing an ESP course, in an earlier study Boran (1994) conducted a master's thesis study on the communication needs of tourism students. Additionally, more recent studies compared the perspectives of different stakeholders concerning English communication needs of tourism faculty undergraduates (Uysal & Seçilmiş, 2019) and tried to find out the needs of higher education tourism students' needs for English (Uysal et al., 2018).

When these NA studies in the world and in Turkey are closely analyzed, it can be seen that except the study conducted by Boran (1994) in Turkey which specifically investigated the tourism students' communication needs that had completed their summer internships, to the knowledge of the authors, there is not a single study focusing on the likely impact of the internship period on the perceived language needs of these students. Without a doubt, the findings of such an investigation can be significant in revising the existing language curricula in schools, making instructional decisions and thus helping tourism students develop necessary English language competencies that the sector requires.

Thus, bearing this gap in mind, this study aims at investigating and comparing the perceived ESP-related language learning needs of the pre-internship experience (PRIE) and post-internship experience (POIE) Tourism students alongside their motivation and attitudes towards ESP and the ESP course at a 2-year vocational school of a state university in Turkey. In addition to this primary purpose, this study explores to what extent these needs are met by the current ESP course. The

study seeks to make potential improvements in the language courses the students receive as well. Thus, the following research questions inform this study:

- (1) Do the PRIE and POIE students' attitudes and motivation towards the ESP course differ?
- (2) Do the PRIE and POIE students' perceived language needs differ?
- (3) Does the existing ESP course meet the perceived target communication needs of the learners?
- (4) How can the GE course be arranged so that the students will be more prepared to take the ESP course?

### **ESP in Tourism and Needs Analysis**

Literature on the language needs of employees in the field of tourism defines a set of special language abilities required to effectively communicate, negotiate, and execute transactions with people (Prachanant, 2012). Because of the frequency of use of the oral medium, it is usually assumed that listening and speaking skills are the most crucial ones in tourism industry. However, writing skills, understanding cultural differences, the ability to work with the documents and mails, and being confident in communication are all essential skills in this specific field as well (Leong & Li, 2012) and need to be integrated into the language teaching courses at tourism faculties and schools since students have the possibility of working in several departments in a tourism establishment. Therefore, they need to have all language skills when they are to work in an international context. In accordance with these needs, Morrow (2013) suggests that tourism-related vocabulary, tourism situational role-play practice, extensive reading on related topics, such as ecology, culture, and human behavior, English language fluency training, effective interpersonal, and intercultural communication skill training and integrated skill building are the core elements of an effective ESP course in tourism.

What is more, recent technology dominance with the increased digitalization of the tourism market has modified tourism industries' needs and requirements from the students (Lee & Wicks, 2010). Hospitality software, property management systems, and hotel simulations are commonly used in tourism classes these days to better equip tourism students with the changing needs of the tourism companies (Goh & Sigala, 2020). Generally, these courses are taught both in English and in the

mother tongue, as it is the case in Turkey, which requires and allows students to adopt necessary terminology in both languages as it is likely to be in the real sector (Ajanovic, 2014).

Despite this rich background about what needs to be included in a language course in tourism, the complexity of needs and different demands of workplaces call for an ESP approach, which is based on investigating learner needs (Hutchinson & Waters, 1987). Robinson emphasizes the primacy of NA in ESP course design stating that “ESP is goal-oriented, and ESP courses develop from NA which aims to specify as close as possible what exactly it is that students have to do through the medium of English” (1991, p. 3).

A number of NA studies on tourism have been reported in the ESP literature. Some of these studies included several stakeholders including graduate tourism students and employees (Kostic & Grzinic, 2011; Prachanant, 2012; Trang, 2015; Yotimart & Wongchai, 2014), English instructors, subject specific instructors, experts in tourism management (Moattarian & Tahririan, 2014; Oktarin et al., 2019), and hotel receptionists (Masoumpanah & Tahririan, 2013). Kostic and Grzinic (2011) reported some similarities between the needs of the graduate students and employees. While idiomatic phrases and slang, and correct use of tenses were defined as problematic, communicating with business partners and friends from abroad was reported to be the best way to improve speaking skills. The results of several studies (Prachanant, 2012; Moattarian & Tahririan, 2014; Yotimart & Wongchai, 2014) indicated speaking as the most important skill followed by listening. Interestingly, the participants in Trang’s study (2015) ordered the language skills they needed in descending order as speaking, listening, writing, and reading; whereas when reporting the problematic skills, they put them in reverse order. Giving information, providing services, offering help were listed as the important language functions while inability to understand foreigners’ accent, inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge were listed as the major problems faced in Prachanant’s study (2012). Hotel receptionists emphasized the significance of writing skill and talking on the phone (Masoumpanah & Tahririan, 2013). Similarly, Oktarin et al. (2019) reported that phone conversations, comprehending tourism-related terms, such as booking fee, mark up, or overbooking, and writing the information provided by tourists were the skills that should be developed.

In an earlier study on communication needs of university level tourism students in Turkey, Boran (1994) collected data from students, ESP lecturers, and tourism subject lecturers and found that although these three groups agreed on the importance of listening and speaking skills, the students and ESP lecturers reported that there was not enough practice with regard to these skills in the ESP classes. The study also revealed a discrepancy between the perceptions of the groups in that while translation was considered to be the least important skill by the students and subject teachers, the ESP lecturers regarded it a priority as a job-related skill. Another study conducted in Turkish context by Coşkun (2009), on the other hand, had the aim of developing an ESP course at a state university based on tourism students' needs and proficiency levels. The study showed that listening was the most needed skill for the students and doing pair-work was found useful as an instructional strategy. The study also revealed that the students expected to be employed as waiters or waitresses, and chefs and thus restaurants were the most likely settings where they would use English to communicate with international guests. In a recent study conducted in the context of Turkey, Uysal et al. (2018) researched language learning needs of 393 university students studying in tourism-related departments. Although no information regarding internship was provided, majority of the students claimed to have experience in tourism before this study. The results indicated that speaking was the most important skill for the learners, which was followed by grammar. The activities preferred by the students were pair-work and group-work. Another recent study conducted in Turkey (Uysal & Seçilmiş, 2019) investigated the views of different stakeholders of tourism, such as lecturers, graduates, undergraduates, and executive representatives. The results indicated differences among these participant groups regarding different language skills. Especially tourism lecturers were found to be different from other stakeholders in many respects. Despite the differences across past research reported above, the findings consistently underscore the importance of effective communication manifesting itself primarily as a perceived need in speaking followed by listening. Obviously contextual differences, the services provided, and employment settings do have an impact on the perceived language needs of the participants, which points to the context-bound nature of needs.

All the studies summarized above shed light on the language learning needs of different stakeholders in the tourism sector. Yet, they do not portray how needs change overtime although they are dynamic in nature and thus subject to change. Therefore, it is important to be engaged in

on-going NA. Specifically, in formal education ESP courses can be tailored based on NA to better respond to the changing needs of the students. Such changes are likely to occur during internship experiences. Situated in real contexts, these courses allow students to apply the knowledge and skills they gain at schools and provide the means for them to realize their own job-related strengths and weaknesses (Chang & Chu, 2009; Zopiatis & Constanti, 2007). Similarly, students also become aware of their language-related needs and lacks which may have a determining impact on their expectations from ESP courses. Therefore, it is quite expectable that there is a shift in the perceived needs of the students before and after the internship experience. However, a review of the available literature on this topic reveals no published research investigating the possible shifts in the perceptions of PRIE and POIE tourism students regarding their specific English language needs and this gap in research forms the premise that this study is based on.

### **Methodology**

Following the quantitative approach, this study was designed as a descriptive study utilizing survey methodology. The reason for choosing this methodology was to gather data from as many students as possible in the department since an expected impact of this study was to obtain information that could lead to revisions in the current ESP and GE course design. Moreover, in order to determine the extent to which the current ESP course could meet students' perceived needs, the ESP instructor's evaluations were sought through the creation of an evaluation questionnaire based on the elicited needs of the participant students.

### **Setting**

The present study was conducted in the department of Tourism and Hospitality Services of a 2-year vocational school at a state university in Turkey. Admission to this short-cycle, associate degree program is based on the scores of the students obtained at centralized nationwide university entrance examinations. At the end of the first year of their education students need to complete a 30-day internship in summer at a tourism and hospitality company which can be a tourism agency, a hotel, or a restaurant.

Students admitted to the program have very diverse backgrounds in terms of English language education due to the differences in their high school education. The program at the vocational



school offers a compulsory four-hour GE course for two semesters -28 weeks in total- in the first year followed by a four-hour ESP course for another two semesters in the second. The aim of the GE course is to help learners develop four language skills for general communication purposes at elementary level. Although the same aim is pursued in the second year ESP course developing job-related language knowledge and skills and awareness of how to implement them effectively and appropriately in their future workplaces are also among its immediate goals.

An ESP coursebook which is written specifically for tourism students at lower proficiency levels by the lecturers of a Turkish state university is used, which covers those topics, such as welcoming guests, checking-in and out, the hotel and its staff, holiday activities, restaurant and its staff, and dealing with guest problems. The GE and ESP courses implemented in the department are summarized in Table 1 below.

**Table 1**  
*Program Descriptions for GE and ESP Courses*

| Courses                       | Year/ Hours                             | Learning outcomes   | Materials                                      | Assessment                            | NA                |
|-------------------------------|---|---|--|---------------------------------------|-------------------|
| General English               | 1 <sup>st</sup> year<br>4 hours a week  | Learners demonstrate elementary level language skills                 | “Network-Get connected”<br>(elementary level)  | Mid-term exam: 40%<br>Final exam: 60% | Never done before |
| English for Specific Purposes | 2 <sup>nd</sup> year/<br>4 hours a week | Learners master communicative target tasks regarding their profession | “English for Tourism and Hospitality Services” | Mid-term exam: 40%<br>Final exam: 60% | Never done before |

As Table 1 shows, the assessment is done with two pen and paper exams in one semester. The examination system in both GE and ESP courses can be criticized due to the inconsistency between the expected learning outcomes and the nature of the exams conducted. Limited number of English instructors, high number of students, inflexible exam regulations, and the strict exam period do not allow to use an assessment approach that is more convenient to the nature of the course to assess all the language skills of the students.



## Participants

The data were collected from 43 first and 43 second year students and the instructor of both the GE and ESP courses who had a master's degree in ELT with a three-year of experience of teaching GE and ESP in the department of Tourism at the time of the data collection.

The data were collected at the beginning of the fall semester when the first-year students just started attending the GE course and the second-year ones had completed their summer internships and started taking the ESP course. The two groups were named as 'PRIE' and 'POIE' learners. All the students were the graduates of tourism high schools and 36 of them reported to have had summer internships during their high school education prior to their university experience. They were further asked to report their use of English during the high school internship experiences. Table 2 below gives the details.

**Table 2**

*Participant History related to English during High School Internship (n=36)*

| Category                                |                 | <i>f</i> | %    |
|---|-----------------|----------|------|
| Need for English in internship          | Yes             | 24       | 66.7 |
|   | No              | 12       | 33.3 |
| Active use of English ( <i>n</i> = 24)  | Not used at all | 2        | 8.3  |
|   | Not so frequent | 16       | 66.6 |
|   | Frequent        | 5        | 20.8 |
|   | Very frequent   | 1        | 4.1  |
| Perceived performance of use of English | Very bad-Bad    | 12       | 50   |
|   | OK              | 11       | 45.8 |
|   | Good            | 1        | 4.2  |

Of the 36 participants who had summer internship in the high school years, 12 of them (33.3 %) reported that they did not need to use English during this experience. While 24 students reported that active use of English was necessary, surprisingly 18 of them (74.9 %) stated that they either did not use English at all or not frequently used it. This finding may indicate that despite the required necessity, these students may have avoided using English in their experience, which may be related to their perceived inadequacy regarding the English language skills. As their perceived performance of use of English revealed, 12 (50 %) students evaluated their English during their high school internship as very bad or bad.

The second year, the POIE students were also asked to report on their use of English and perceived performance of use during their university internship experience. 42 (one missing data was omitted) students answered the questions and Table 3 below shows the details of their answers.

**Table 3**

*POIE Students' University Internship Experience and their Perceived Performance for English Use (n = 42)*

| Category                                |                 | f  | %    |
|---|-----------------|----|------|
| Active use of English                   | Not used at all | 4  | 9.5  |
|   | Not so frequent | 26 | 61.9 |
|   | Frequent        | 9  | 21.4 |
|   | Very frequent   | 3  | 7.1  |
| Perceived performance of use of English | Very bad-Bad    | 29 | 69   |
|   | OK              | 12 | 28.6 |
|   | Good            | 1  | 2.4  |

As Table 3 shows, only about one-fourth of the students reported having used English frequently or very frequently. Majority of them (69 %) evaluated their performance as bad or very bad.

## Instruments

To answer the research questions, the data from the student participants were gathered by means of a questionnaire designed by the authors by adapting some parts from questionnaires used in different studies. The instrument included five sections. The first section was designed to elicit personal information. The second one included four items regarding students' evaluations of the needed English language skills by the sector, which were taken from the study of Ayas and Kırkgöz (2013). While the third section questioned 14 potential problems students might face in ESP classes, the fourth one was on attitudes and motivation towards ESP and the ESP course including 12 items, which was adapted from the study of Baştürkmen (1998). The last section, which was adapted from Boshier and Smalkoski (2002), included 16 items questioning perceived needs for common target communication skills for the participants. All the sections in this questionnaire were translated into Turkish and applied in Turkish considering low English proficiency of the participants.

After designing the first version of the instrument, the content validity was obtained based on expert opinions. Two experts were asked to review the content of the questionnaire and according to their suggestions, necessary amendments were done. For instance, the expression 'patient' used in the study of Boshier and Smalkoski (2002) in the context of health-care, was transformed to 'guest' instead of 'client' in the context of tourism in the present study with the advice of a professor in the field of tourism. Similarly, Baştürkmen's use of 'English' in her study (1998) was changed into 'ESP' in the present study. For the reliability of the questionnaire, the Cronbach's alpha coefficients for Sections 3, 4, and 5 were calculated and a high level of reliability was found (see Table 4).

**Table 4**

*Reliability of the Instrument*

| Questionnaire parts   | Cronbach's Alpha | N of Items |
|---|------------------|------------|
| Part 3 (possible problems in ESP)                               | .89              | 13         |
| Part 4 (attitudes and motivation related to ESP and ESP course) | .77              | 10         |
| Part 5 (perceived needs for common target communication skills) | .92              | 16         |

The instrument used for the third research question was a 4-point grading scale developed by converting the students' perceived needs for common target communication skills (Part 5 of the

questionnaire) to items to elicit the course instructor's evaluations regarding whether the current ESP course can address these needs. The instructor was asked to consider his syllabus and the course outcomes while rating 16-item scale. In addition, he was asked to provide information explaining his responses as to why he rated an item as he did. In this way, a more in-depth understanding of the course design was tried to achieve.

### Data analysis

Descriptive statistics including percentages, mean scores, and standard deviations were conducted to summarize the quantitative data. Additionally, Mann-Whitney U test was run to reveal potential differences between PRIE and POIE students regarding their attitudes toward ESP course since the data was found to be non-normally distributed, with skewness of -1.451 ( $SE = .260$ ) and kurtosis of 2.326 ( $SE = .514$ ). Finally, the ESP instructor's verbatim explanations were directly reported without subjecting them to content analysis to better depict what the ESP course sets to achieve and how it functions as perceived by the instructor.

### Findings

*R.Q.1 Do the PRIE and POIE students' attitudes and motivation towards the ESP course differ?*

In order to fully understand the possible effect of the internship on the students' language needs, firstly their attitudes and motivation towards the ESP course were determined (see Table 5).

**Table 5**

*PRIE and POIE Students' Attitudes and Motivation towards the ESP Course*

|  | PRIE |      | POIE |      | Total |      |
|--|------|------|------|------|-------|------|
|  | Mean | SD   | Mean | SD   | Mean  | SD   |
| <b>Attitudes and motivation towards the ESP course</b>                 |      |      |      |      |       |      |
| 1. More time should be given to ESP instruction                        | 4.28 | .98  | 4.41 | .73  | 4.35  | .86  |
| 2. I think the content of my ESP course will be interesting.           | 3.51 | 1.12 | 3.79 | 1.14 | 3.65  | 1.13 |
| 3. Instruction should focus on ESP rather than GE.                     | 2.93 | 1.40 | 3.05 | 1.17 | 2.99  | 1.28 |
| 4. Instruction should focus on the English needed for tourism studies. | 4.21 | .91  | 4.14 | .96  | 4.17  | .93  |
| 5. More should be done to help students with speaking.                 | 4.28 | .76  | 4.56 | .58  | 4.42  | .69  |
| 6. I think I will enjoy my ESP class.                                  | 4.02 | 1.12 | 4.28 | .85  | 4.15  | 1.00 |

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|  |      |      |      |      |      |      |
|--|------|------|------|------|------|------|
| 7. Having good English is important in my future job.                                    | 4.74 | .58  | 4.72 | .50  | 4.73 | .54  |
| 8. Some instruction should focus on the English needs of tourism employees after college | 4.12 | 1.00 | 4.23 | .94  | 4.17 | .97  |
| 9. ESP will be my least important course.  | 1.81 | 1.31 | 1.79 | 1.16 | 1.80 | 1.23 |
| 10. My ESP course will be easy.  | 3.28 | .98  | 3.44 | .88  | 3.37 | .93  |
| 11. I believe my ESP teacher here will do a good job.                                    | 4.19 | .90  | 4.25 | .75  | 4.22 | .83  |
| 12. My ESP course will help me in my related tourism studies.                            | 4.23 | .99  | 4.07 | .88  | 4.15 | .93  |
| Total  | 4.09 | .61  | 4.19 | .39  | 4.14 | .51  |

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Both groups reported high and positive attitudes and motivation towards the ESP course (PRIE;  $M = 4.09$ ; POIE;  $M = 4.19$ ). However, the standard deviation (.39) for the POIE group showed that the participants in this group had a higher level of agreement. As for the students' perspectives, it is clear that both the PRIE and POIE students recognize the significance of English for their future jobs (item 7) and also agree on the need to put more effort in developing speaking skills (item 5) and increasing the time allocated for ESP instruction (item 1).

When both groups' responses are compared, it can be seen that the POIE group students reported higher, more positive attitude and motivation towards ESP and the ESP course in general ( $M = 4.19$ ,  $SD = .39$ ). This result might be regarded as the impact of the internship experience. In order to find whether this difference between the groups is statistically significant, Mann Whitney U test was run. According to the results, no statistically significant difference was found between the PRIE students ( $Mdn = 4$ ,  $r = .38$ ) and POIE ones ( $Mdn = 4.2$ ,  $U = 850.5$ ).

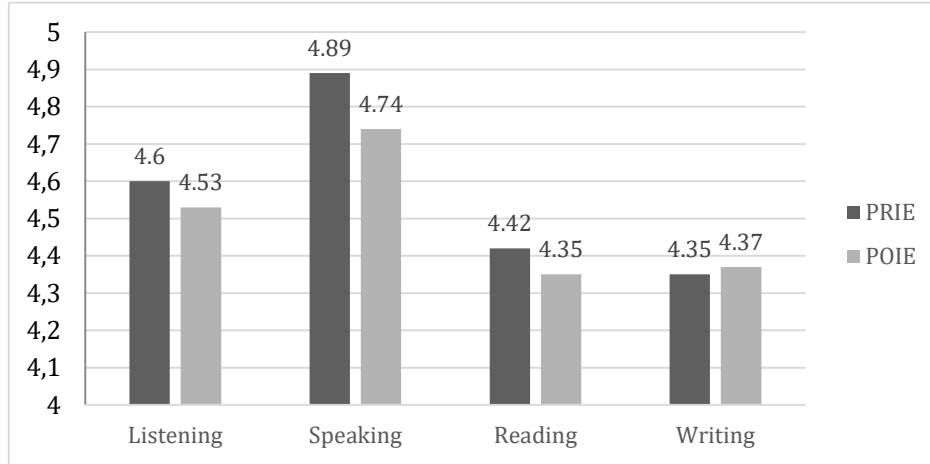
Despite the positive findings, the relatively lower perceptions manifested in items 2, 3, and 10 provide valuable information as the likely indicators of the students' perceived unpreparedness for and uncertainty about the ESP course. The reported doubt about the content of the course (item 2), their desire for more GE instead of ESP (item 3), and their overall perception about the difficulty of the course (item 10) when compared to their attitudes and motivation towards ESP in general may be interpreted as the need for potential revisions for both the GE and ESP courses.

*R.Q.2. Do the PRIE and POIE students' perceived language needs differ?*

As for the second research question, both groups of students were first asked to report the possible skills demanded by the sector. The findings are illustrated below in Figure 1.

**Figure 1**

*Needed Skills in the Sector as Perceived by the PRIE and POIE Students*



Overall, both groups indicated speaking (PRIE:  $M = 4.89$ ; POIE:  $M = 4.74$ ) and listening (PRIE:  $M = 4.6$ ; POIE:  $M = 4.53$ ) as the most needed skills in the sector. The PRIE students' perceptions were higher than those of the POIE ones except writing (PRIE:  $M = 4.35$ ; POIE:  $M = 4.37$ ). Secondly, both groups of students were asked to report their perceptions about the common target communication skills that they need most in the sector. Some similarities were detected between the groups (see Table 6).

**Table 6**

*Perceived Needs for Common Target Communication Skills of the PRIE and POIE Students*

| PRIE students                         |          |           | POIE students                         |          |           |
|---------------------------------------|----------|-----------|---------------------------------------|----------|-----------|
| Communication skills                  | <i>M</i> | <i>SD</i> | Communication skills                  | <i>M</i> | <i>SD</i> |
| Being confident in talking to a guest | 4.51     | .59       | Being confident in talking to a guest | 4.46     | .83       |
| Presenting your idea                  | 4.44     | .70       | Understanding the guest's English     | 4.44     | .62       |
| Pronunciation                         | 4.41     | .66       | Pronunciation                         | 4.41     | .79       |
| Calming the guest down                | 4.41     | .66       | Introducing yourself                  | 4.39     | .82       |
| Introducing yourself                  | 4.34     | .69       | Talking in front of a crowd           | 4.30     | .80       |
| Understanding the guest's English     | 4.30     | 1.08      | Presenting your idea                  | 4.27     | .87       |

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|  |      |      |  |      |      |
|--|------|------|--|------|------|
| Clarifying information provided by the guest       | 4.27 | .85  | Calming the guest down                             | 4.25 | .85  |
| Asking question                                    | 4.23 | .68  | Summarizing the information presented by the guest | 4.23 | .86  |
| Talking in front of a crowd                        | 4.20 | .94  | Asking question                                    | 4.18 | .75  |
| Understanding the body language of the guest       | 4.16 | .78  | Clarifying information provided by the guest       | 4.16 | 1.00 |
| Requesting help from a foreign colleague           | 4.04 | .99  | Requesting help from a foreign colleague           | 4.04 | .89  |
| Summarizing the information presented by the guest | 4.00 | .92  | Refusing an unreasonable request                   | 4.00 | 1.19 |
| Refusing an unreasonable request                   | 3.79 | .83  | Understanding the body language of the guest       | 3.97 | .92  |
| Answering an angry guest                           | 3.72 | 1.16 | Repeating what the guest said                      | 3.90 | .77  |
| Repeating what the guest said                      | 3.44 | 1.18 | Answering an angry guest                           | 3.65 | 1.00 |
| Making jokes                                       | 3.16 | 1.23 | Making joke  | 3.25 | 1.16 |

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Overall, the perceptions of both groups regarding the target communication skills were surprisingly similar despite some slight differences. In terms of the most needed target communication skills, *feeling confident during communication with foreign guests* was the most needed communication skill for both groups of students. *Intelligible pronunciation* and *presenting their ideas* were also reported as top needs by both groups. Additionally, if *being confident in communication with the guests* is put aside, the PRIE students seemed to perceive *calming down a guest* and *presenting their ideas* as more prominent skills needed, whereas the POIE students reported a higher need for *understanding guests' English* and *introducing themselves*.

Although it may seem that the relatively least needed six common target communication skills were the same for both groups except for the ordering, there are some slight differences between the groups. For instance, the need for *repeating what the guest said* and *refusing an unreasonable request* is much higher for the POIE group compared to the PRIE group. On the other hand, *answering an angry guest* and *understanding the body language of the guest* are the two target communication skills that were surprisingly found more important by the PRIE group.

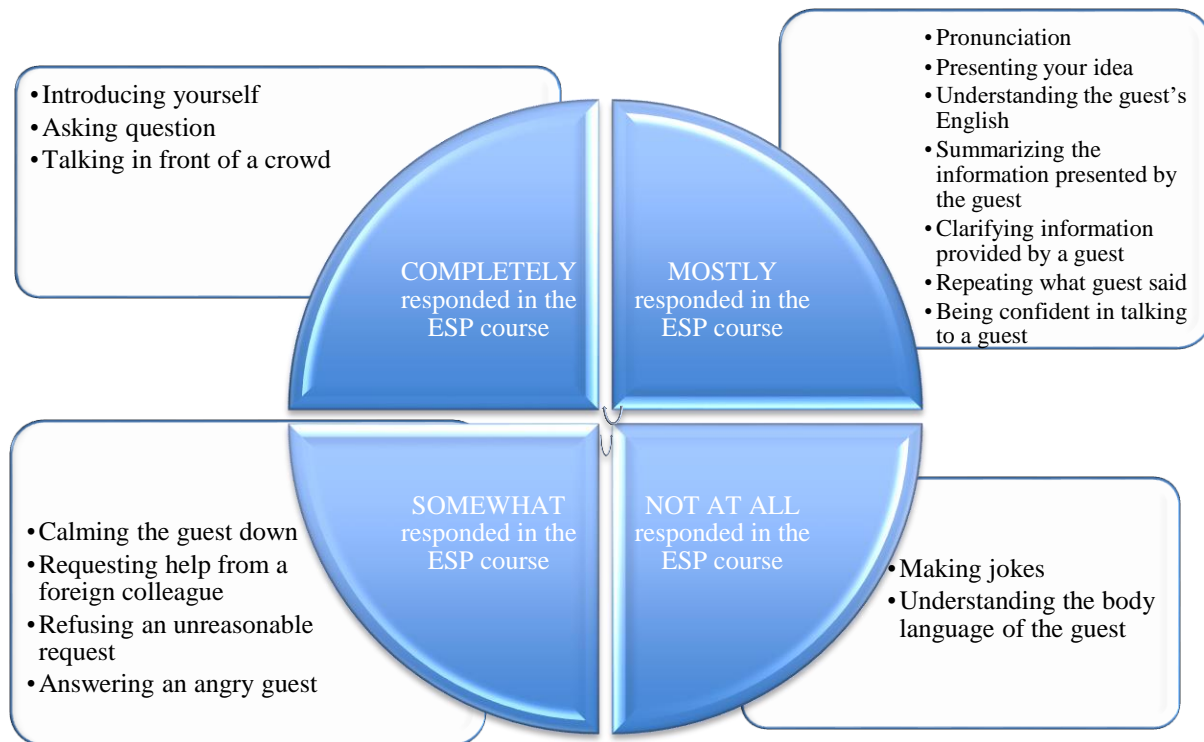


*R.Q.3. Does the existing ESP course meet the perceived target communication needs of the learners?*

Since the major aim of this study was to inform the second year ESP course design, the third research question was concerned with the evaluation of the ESP course instructor regarding the extent to which the existing ESP course could meet the perceived common target communication needs of the learners. The instructor rated the 16 target communication needs by marking each one of them as ‘completely responded’, ‘mostly responded’, ‘somewhat responded’, and ‘not at all responded’ considering the syllabus of the ESP course, the outcomes, and its relevant components. Figure 2 illustrates the instructor’s evaluation.

**Figure 2**

*ESP Instructor’s Evaluation regarding the extent to which the Common Target Communication Skills are responded in ESP Course*



The results indicate that students’ perceived common target communication needs are met in varying degrees in the ESP course except a few of them. Among these, *introducing yourself*, *asking questions*, and *talking in front of a crowd* are the ones that are completely responded as they are among the main topics and activities of the ESP course. The instructor stated that:

Each student is required to give a presentation in the beginning of the semester including personal information, career choices, hobbies, and their goals in life which would make them more self-confident in talking in front of a crowd and introducing themselves.

A number of needs were evaluated as mostly responded. As the instructor explained, although the videos of the book provide the students with the opportunity to *understand different accents* and develop *pronunciation*, limited class time (4 hours a week) for the ESP course is an obstacle in this respect. Furthermore, the number of students in classes is another major issue that creates a further problem in role play, drama activities, and dialogue narration and building that would help learners practice *requesting clarification from the guests* in case of misunderstandings and several other cases. However, some strategies in communication are taught to look more *confident in dialogues with the guests*. Hence, despite some drawbacks, the instructor claimed that the skills mentioned above are mostly covered in the course.

Some common target communication skills were evaluated to be somewhat responded in the ESP course due to some limitations. For instance, although *answering an angry guest* is specifically practiced and some strategies, such as listening carefully, not interrupting, having eye contact or starting with an apology are taught, limited time and crowded groups of learners made it impossible for all students to practice it individually. Considering this, the instructor stated that: “having around 40-45 students in class and organizing communicative activities to teach specific skills, such as refusing or requesting is tough, especially when the students in ESP classes are not proficient enough in English.” Therefore, these skills have been reported to be somewhat responded.

The skills *making jokes* and *understanding the body language of the guest* were reported not to be included in the ESP course by the instructor. These skills may be effective ways of calming down an angry guest or a way of having closer relationship with the guests. Although the instructor stated that “some skills may be essential in human communication like making jokes”, he also believed that “making jokes is a gift. It is even harder to develop them with limited GE proficiency and must be practiced a lot.”

*R.Q.4. How can the GE course be revised so that the students will be more prepared to take the ESP course?*

The last research question was aimed to reveal information to be used to improve the first year GE course so that students could be more prepared to take the second year ESP course. In order to do this, the perceptions of the learners in terms of the potential problems they might face in the second year ESP course were elicited with the idea that these perceived problems would indicate their skill deficits. The results are presented in Table 7.

**Table 7**

*The Potential Problems related to the ESP Course Perceived by PRIE and POIE Students*

| PRIE students   |      |      | POIE students   |      |      |
|---|------|------|---|------|------|
| Problems with..   | M    | SD   | Problems with..   | M    | SD   |
| Feeling inadequate in knowing how to write a CV, petition or letter, etc. | 3.95 | 1.02 | Feeling inadequate in knowing how to write a CV, petition or letter, etc. | 4.00 | 1.09 |
| Understanding foreign accents   | 3.62 | 1.04 | Understanding foreign accents   | 3.79 | .94  |
| Pronouncing the words or phrases correctly                                | 3.60 | .98  | Knowing the meanings of the words   | 3.74 | .87  |
| Feeling inadequate in vocabulary knowledge in writing                     | 3.58 | 1.05 | Pronouncing the words or phrases correctly                                | 3.72 | .89  |
| Knowing the meanings of the words   | 3.55 | 1.00 | Lacking vocabulary knowledge in order to read                             | 3.69 | 1.14 |
| Using the correct grammatical structures in speaking                      | 3.41 | 1.09 | Feeling inadequate in vocabulary knowledge in writing                     | 3.69 | 1.03 |
| Lacking vocabulary knowledge in order to read                             | 3.41 | 1.05 | Using the correct grammatical structures in speaking                      | 3.67 | .97  |
| Using the correct grammar in writing                                      | 3.41 | .96  | Using the correct grammar in writing                                      | 3.67 | 1.14 |
| Using the correct and suitable expressions in speaking                    | 3.39 | .88  | Feeling not confident in speaking   | 3.65 | .99  |
| Feeling not confident in speaking   | 3.37 | 1.17 | Reading long texts  | 3.62 | 1.04 |
| Reading long texts  | 3.20 | 1.20 | Using the correct and suitable expressions in speaking                    | 3.48 | 1.07 |
| Reading texts which are not related to tourism                            | 3.13 | 1.12 | Answering questions in listening activities                               | 3.46 | 1.00 |
| Answering questions in listening activities                               | 3.11 | 1.07 | Reading texts which are not related to tourism                            | 3.44 | 1.20 |

Both groups had a moderate level of perception related to the problems they might face in the ESP course, the POIE group's perceptions being higher than the PRIE one ( $M = 3.67$ ,  $SD = .70$ ;  $M = 3.45$ ,  $SD = .66$  respectively). When the students' perceptions were closely examined, some similarities were observed especially in terms of the highest and lowest rated concerns. Both groups reported inadequacy in *writing documents, such as a CV, a petition or a letter* as the primary problematic area which is then followed by *understanding foreign accents*. Other primary concerns of the groups were *lack of vocabulary knowledge*, being higher in POIE group specifically, and the *pronunciation* of the phrases and words. Surprisingly, both groups reported lower concerns for the same language areas as well, the lowest perceptions being related to the problems about general *listening activities* and *reading non-tourism texts*.

### Discussion

This study examined the ESP-related needs, views, motivations, and attitudes of two groups of students who did and did not do their summer internships in the field of tourism and the potential differences between them. The researchers also aimed to find out whether the needs of the students were met by the current ESP course and the potential revisions and improvement to be made in the two courses running in the context of the study, i.e. the first year GE and the second year ESP courses.

The findings revealed high, positive motivation and attitudes towards ESP and the ESP course, which indicates the significance of English for their future jobs as perceived by the students. Similarly, both groups of students also reported to have used English in their internship experiences at varying degrees with few exceptions stating having not used it at all (see Table 2 and 3). Therefore, it is certainly not surprising for tourism students to prioritize English language skills considering the significance of the ability to communicate in hospitality industry in which English is the default language of communication (British Council & Tepav, 2013). Despite its significance in tourism, lack of necessary skills in a foreign language is one of the top problems among tourism employees in Turkey (Uysal et al., 2018). In a broader and national context, lack of necessary English skills may even be one of the reasons of low average touristic income in Turkey since the more proficient levels of English attract the higher-income tourists (British Council & Tepav, 2013). This fact may further indicate a motivation or target for the students studying in tourism

departments to improve their English proficiency as it could increase the likelihood of finding a better job.

Despite students' high attitudes and motivation toward ESP in general, the findings indicated students' perceived unpreparedness and uncertainty regarding the ESP course showing students' feelings of incompetency for this course. The findings comparing two groups of learners showed that the POIE students indicated a higher demand for the ESP course and speaking activities. Considering the decrease in participants' expectations towards the contribution of internship for foreign language improvement after the internship in the study of Emir et al. (2010) investigating the views of undergraduate tourism students before and after internship, the POIE students' relatively higher demand for the ESP course does not seem surprising. The POIE students' unsatisfactory English language performance during their summer internship may be effective in the emergence of this demand. They also reported higher level of potential enjoyment in the ESP courses than the PRIE students. Although majority of the POIE students reported not to have used English in their summer internships, it may still be an important factor in developing higher awareness of need for the ESP course. Moreover, from a general perspective, the students in both groups indicated a need for GE rather than an ESP course. Despite the emphasis the students seem to prioritize developing GE skills first, Dudley-Evans and St John (1998) indicate that prior GE education is a variable characteristic of ESP courses. In other words, students may start ESP training as early as elementary levels. In the current context of this study, such an approach definitely calls for changing the course content and materials of the course. This revision may include increased class hours (Boran, 1994), context, and a combination of GE and ESP courses' contexts. At the same time, an emphasis on language education with a job-related ESP education may stimulate even more motivation and interest in the courses.

Moreover, even though it is not within the scope of this study, the findings indicated the low quality of English language education students were offered in their high school education considering their perceived performance of use of English. Since all the students were the graduates of tourism high schools, English language education should be emphasized more in these vocation-oriented high schools. Although their main goal is to prepare students for non-managerial skills, such as receptionists and waiters (Yeşiltaş et al., 2010), graduates of these high schools should be at least

A2 level so that they can perform more efficiently in their high school internships, and GE as well as ESP courses when they start studying at university.

The findings also showed that the most needed skills for both groups were the same, speaking and listening respectively, which is also well-reported in the majority of the studies in the existing literature (Boran, 1994; Masoumpanah & Tahririan, 2013; Moattarian & Tahririan, 2014; Prachanant, 2012; Trang, 2015; Uysal et al., 2018; Yotimart & Wongchai, 2014). In all studies, the need for speaking and listening surpassed the need for reading and writing as in the present study except one conducted in a similar context by Coşkun (2009) in which listening was the most needed skill followed by speaking. It is quite obvious that the significance of speaking and listening skills for these students is related to the job-related tasks, such as taking orders, guiding, checking-in, and many other duties that require direct, face to face communication with the foreign tourists (Prachanant, 2012). Therefore, developing students' speaking and listening skills should be the primary purpose of GE and ESP courses considering students' perceived most needed language skills.

It is interesting that writing was more highly needed by the POIE students. It may be attributed to the need for effective writing in business, including tourism industry (O'halloran & Deale, 2004), which the POIE students may have had to use during their internship. This indicates a need for further research which may look into the various target writing tasks the student interns are engaged with in the sector. This can also shed light on the language functions and skills to be offered in the ESP courses leading to tailoring them to better meet their needs. All in all, this specific finding points at the context-specific nature of ESP and highlights the importance of NA. Another fact is that writing has become one of the most popular communication forms thanks to the boom of communication technology (Klimova, 2014). Despite its laborious nature to learn, tourism students are required to be aware of several types of writing ranging from effective business e-mails to writing reports and memos (O'halloran & Deale, 2004). Therefore, tentatively it may be claimed that the difference between the groups regarding the significance of writing skill may be due to the internship the students in the POIE group experienced that seem to have transformed their needs. Yet, it requires further investigation employing qualitative approaches, such as interviews to exactly find out about the shifts in needs.

Despite significance of some specific skills in a job market where employment opportunities are available, but it is difficult to find quality jobs on a permanent basis, mastering English as the Lingua Franca of the world as a whole is an asset. It is also significant for the companies since well-developed English language skills not only has an impact on successful tourist-employee conversation but also allows for high quality customer service that makes return visits more likely (British Council & Tepav, 2013). Moreover, graduates cannot well present their tourism-related knowledge and skills without sufficient English skills (Chen et al., 2011; Hsu, 2010). Additionally, many positions in tourism sector require intercultural competence (Grobelna, 2015) and interpersonal skills, and English language education provides excellent opportunities to hone these skills of the students.

Taking their own experiences, perceptions, potential positive impact of ESP course in polishing their intercultural and interpersonal skills, and the required skills for several positions in hospitality sector into consideration, students in both groups emphasized *self-confidence in talking to foreign guests* as the much needed common target communication skill. This finding is in contrast with that of Prachanant (2012) in which *lacking confidence in speaking* was the least indicated speaking problem among tourism employees with 4-to-20-year experience in tourism. The contradictory findings are not surprising considering the work experience difference between the participants of the two studies. Moreover, students in both groups in current study rated their English use in both high school and university internships as very bad or bad. As they do not consider themselves highly competent in communication in English, they do not feel confident enough during communication with the foreign tourists.

On the other hand, there are also discrepancies between the perceptions of the two groups regarding communication skills. For instance, *calming down a guest* and *presenting their ideas* were found more important in the PRIE group, whereas *understanding guests' English* and *introducing themselves* were reported as more needed skills by the POIE students. The difference can also be observed in the least needed skills. The POIE students placed more emphasis on *repeating guests' expressions* and *refusing some unreasonable requests* while the PRIE group was more concerned with *answering angry guests* and *understanding body language of the guests*. The differences in their perceptions may be related to the internship experience that helps the second-year students determine what exactly is needed in the real sector (Busby & Gibson, 2010). Responses of the



PRIE students indicated that they expected to learn communication skills that would help them deal with anxiety-provoking situations like *dealing with angry guests*. However, the most important factor for the POIE students was to understand the guest and present themselves. As previously put forward in the studies (Emir et al., 2010; Kuşluyan et al., 2003) conducted on undergraduate tourism students' internship experiences, internship has a huge impact on students and it significantly changes their perspectives. Therefore, it would not be an overstatement to claim that the discrepancies between the groups' perspectives may underpin the impact of internships on students' target communication skills in tourism.

In addition to differences between the groups regarding their language needs, attitudes and motivation, the instructor's views concerning to what extent the ESP course met the target communication needs of the learners was also investigated. Although majority of the needs were evaluated as completely or mostly responded in the ESP course, the instructor's evaluation indicated three main problems that appeared as the reasons of not completely responding to the students' needs. These are the number of students, limited English proficiency of the learners, and inadequate time for ESP courses. The differences between the students and the ESP lecturers' views concerning evaluation of the language skills in ESP courses can be seen in Boran's (1994) study as well. High number of students was considered as one of the major problems hindering especially speaking and listening activities in his study (Boran, 1994) as it is the case for the present study, which requires reorganization of the classes for ESP courses.

One of the purposes of the study was to gather information so that the first year GE and second year ESP course could be revised and improved. The findings revealed useful information regarding language functions the students feel more concerned about. Despite the agreement on the concerns for writing different types of document and understanding foreign accents, the POIE students reported slightly higher levels of concern for the language functions in the ESP course, specifically for the lack of vocabulary, self-confidence in speaking, listening, reading long texts, and using correct grammar. Lack of vocabulary, listening and reading-related problems were also observed in Turkish tourism students in the study of Boran (1994) who investigated the students that had completed their internships. It is worth noting and interesting that internship in tourism has mostly been associated with negative thoughts by tourism students in Turkey (Emir et al., 2010; Kuşluyan, et al., 2003). Internship sometimes becomes a reason for tourism students to feel

demotivated to learn a foreign language (Emir et al., 2010). Considering these facts, the POIE students' slightly higher concerns for some language functions may be attributable to their internship experience as well. Furthermore, despite slight differences between the views of the POIE and PRIE students, the fact that these two groups of learners were concerned about almost the same language functions, the similarity among the mean scores indicate the problems in GE course and creates implications for this course.

The overall findings of the study and specifically the findings of the last research question provide valuable insight to revise and improve the GE and ESP courses within the training program in the department which are reported as implications below.

## **Implications**

### **Implications for the GE course**

The results of the study indicate necessary improvements in 3 major components of the course, i.e. its language skills and functions, materials, and administrative procedures. Some tentative implications are provided for the GE course in the light of the findings, especially the ones gathered for RQ 4.

- Number of GE classes should be increased. In addition, these classes can be divided into some sub-skills, such as speaking, listening, and writing considering the need of the students in following year ESP course.
- In order to increase students' self-confidence in speaking and to let them feel readier for the ESP program, some elective courses can be integrated into the first-year curriculum like English through drama. Considering students' self-confidence, some extracurricular activities, such as conversation clubs, international organizations, or joining some student exchange programs can be helpful.
- Using more technology-based activities can also be beneficial for the first-year students to be more integrated into the GE course considering the young generation's involvement in technology.
- Professional field trips to hotels or any tourism-related company can help learners understand the need for English.

- Number of students in each class should be lowered so that all students can have the opportunity to practice each skill individually in the class
- GE class should include the elements of the ESP course so that students can feel readier for the ESP course. In this respect, tourism context-related vocabulary activities should be integrated into the GE course content considering students' lacks in vocabulary knowledge.
- Listening materials featuring different accents must be provided. The global tourism industry brings together different people together speaking English with their national accents. Therefore, tourism students need to be trained to comprehend different accents in English. They also need to be taught listening strategies to cope with comprehension problems.
- Pronunciation aspects of the coursebook should not be ignored. Stress, voiced or voiceless consonants, and some silent letters should be taught. Moreover, extracurricular activities can be designed with the aim of developing students' pronunciation which would eventually increase their self-confidence in speaking.
- Writing activities need to be integrated into the course. There seems to be a need for such activities as the students remarked writing CV, petition, or letter as the potential problem related to ESP course.
- Finally, students should be taught some aspects of pragmatics since the students indicated concern for correct and suitable expressions in speaking. Therefore, some forms of common speech acts can be taught through video classes that can be accompanied with individual or group practice.

### **Implications for the ESP Course**

Some implications are provided for the ESP course considering the findings of the study for the first, second, and third research questions.

- More time should be allocated for speaking activities which would increase their confidence talking to a guest, introducing themselves, and presenting their ideas as the most desired communication skills.
- More listening activities should take part in the ESP course since listening activities can also help learners understand English spoken by the guest and develop their pronunciation skills.
- Skill-based teaching may be appropriate since the ESP course covers topics that would provide students with skills required in the specialized area of employment. Therefore, a broad range of

topics may be arranged, such as check-in and out, renting a car, flight reservation so that the students would be equipped with the skills when the need arises.

- Some anxiety-provoking scenarios, such as calming down a guest and responding an angry guest can be designed in order to decrease students' anxiety when they face them in real life.
- Considering the changing nature of communication with the development of technology, writing activities should be arranged in a way that would allow students to develop their effective professional writing in a range of forms in this sector, such as reports or e-mails.
- The number of ESP classes should also be increased so that more speaking and listening activities can take place.
- The number of students in ESP classes should be lowered that would ease the process of teaching specific communication skills.
- As a final remark, considering the difference in the views of two groups of learners, an ongoing NA should be conducted in this department so that students' needs and lacks can be fully covered in the ESP course.

### **Conclusion**

As the findings of this study demonstrate, summer internship in various tourism companies had an impact on the perceived needs, attitudes, and motivation of the students regarding the ESP course. In general, the results indicate the importance of field experience offered to tourism student interns in raising their awareness regarding language learning needs.

Primarily, the findings of this study show positive attitudes and high motivation of the students toward ESP. However, the results also indicate their unpreparedness and incompetency toward ESP and the ESP course. POIE students' higher demand for ESP course may also be concluded as the impact of summer internship in tourism and hospitality indicating the profound impact of practice on students in the sector.

Next, the study concludes that the most needed language skills for both groups are the same, i.e. speaking and listening respectively. However, POIE students indicated a higher need for writing showing the changing nature of perceived language needs of the tourism students as they went

through summer internship and experienced the need for various target writing tasks in the sector like writing e-mails.

Another major conclusion of this study is students' agreement on the need to improve their self-confidence in talking to foreign guests as a target communication skill in the field of tourism. Despite discrepancies between the groups on perceived needs of students for various target communication skills, the students also reached a consensus on the least needed communication skills.

The findings from the perspective of the ESP course instructor showed that majority of the students' needs are completely or mostly covered in the current ESP program. However, some problems, such as limited English proficiency of the students, inadequate time allocated for both ESP and GE courses, and high number of students inhibit the efficacy of the courses.

Final conclusion of the present study is related to the need for revision of the GE course. The students in both groups were concerned about the same language functions, such as writing different types of document and understanding different accents in English. The similarity may be considered as the indicator of the problems which requires revision in this course. This study also concludes that ongoing NA should be a part of course development by basing this view on the differences between PRIE and POIE students which would provide valuable insights for the instructors and program designers.

Lastly, the findings of this study are limited to the responses of a specific group of tourism students who did and did not complete their summer internships and the perspectives of their ESP course instructor. The data were gathered through a questionnaire and a grading scale that stands as a major limitation of the study. Since interviews may provide deeper insights into students' needs, further researchers may employ in-depth interviews to gather detailed information regarding various needs and attitudes of students and instructors.

Finally, any NA needs to include as many related stakeholders as possible in order to fully grasp the perceived needs of the people involved. Therefore, different stakeholders' perspectives may be examined, such as tourism lecturers, tourism company staff, and graduates of this program in

further studies to provide well-informed results which may make the learning experience of tourism learners better.

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## GENİŞLETİLMİŞ ÖZET

Küresel turizm endüstrisi, ev sahibi ülkelere yabancı para birimleri sağlayarak, yeni iş fırsatları yaratarak ve çeşitli devlet gelirlerini artırarak hızla gelişmektedir. Turizmde dünyada önemli ülkeler arasında olan Türkiye’de de turizm, hem ekonomiye katkı sağlayarak hem de kaçınılmaz olarak yeni istihdam olanakları yaratarak büyümektedir. Öte yandan bu gelişme, dikkatleri turizm sektörüne yönelik kalifiye elemanların yetiştirildiği turizm fakülteleri ve meslek yüksekokullarında özel amaçlı İngilizce öğretime kaydırmıştır.

Konuyla ilgili literatür taraması, dünyada turizm öğrencilerinin ihtiyaçlarına yönelik bazı araştırmalar yapılırken, Türkiye’de daha az çalışma yapıldığını ortaya koymaktadır. Turizm eğitimi sırasında önemli bir yere sahip olan staj döneminin öğrencilerin özellikle dil gelişimleri ve ihtiyaçları üzerindeki etkisi de araştırmaların nadir olduğu hususlardan birisidir. Kuşkusuz böyle bir araştırmanın bulgularının, okullardaki mevcut dil öğretimi müfredatının revize edilmesinde, yönetsel ile öğretimsel kararların alınmasında ve böylece turizm öğrencilerinin sektörün gerektirdiği gerekli İngilizce dil yeterliliklerini geliştirmelerine yardımcı olmada önemli olması beklenebilir.

Bu nedenle, bu boşluğu göz önünde bulundurarak, bu çalışma, Turizm bölümünde okuyan üniversite öğrencilerinin özel amaçlı İngilizce öğretime yönelik motivasyon ve tutumlarının yanı sıra staj öncesi deneyim ve staj sonrası deneyim öğrencilerinin özel amaçlı İngilizce öğretimi ile ilgili algılanan dil öğrenme ihtiyaçlarını araştırmayı ve karşılaştırmayı amaçlamaktadır. Bu birincil amaca ek olarak, bu çalışma bu ihtiyaçların mevcut özel amaçlı İngilizce öğretimi dersi tarafından ne ölçüde karşılandığını araştırmaktadır.

Nicel yaklaşımı benimseyen bu çalışma anket metodolojisi kullanılarak betimsel bir çalışma olarak tasarlanmıştır. Bu çalışma Türkiye’de bir devlet üniversitesinde iki yıllık bir meslek yüksekokulunun Turizm ve Otelcilik Hizmetleri bölümünde yürütülmüştür. Veriler, 43 birinci (staj

öncesi deneyim grubu) ve 43 ikinci (staj sonrası deneyim grubu) sınıf öğrencisinden ve aynı zamanda Turizm bölümünde genel İngilizce ve özel amaçlı İngilizce öğretimi konusunda deneyime sahip olan bu derslerin öğretim elemanından toplanmıştır.

Araştırma sorularını cevaplamak için, farklı çalışmalarda kullanılan anketlerden bazı bölümler uyarlanarak yazarlar tarafından tasarlanan anket aracılığıyla öğrencilerden veriler toplanmıştır. Nicel verilerin analizinde yüzdeler, ortalama puanlar ve standart sapmaları içeren tanımlayıcı istatistikler kullanılmıştır. Ek olarak, staj öncesi deneyim ve staj sonrası deneyim öğrencileri arasındaki olası farklılıkları ortaya çıkarmak için Mann-Whitney U testi yapılmıştır.

Bulgular her iki grubun da özel amaçlı İngilizce öğretimi dersine karşı yüksek ve olumlu tutum ve motivasyon sahibi olduğunu ortaya koymuştur. Her iki grubun cevapları karşılaştırıldığında, staj sonrası deneyim öğrencileri grubunun genel olarak özel amaçlı İngilizce öğretimi ve özel amaçlı İngilizce öğretimi dersine yönelik daha yüksek, daha olumlu tutum ve motivasyon bildirdikleri görülmektedir. Sonuçlar ayrıca her iki grubun da konuşma ve dinleme yeteneklerini, yazma ve okuma yeteneklerinden daha önemli bulduklarını göstermiştir. Genel olarak, her iki grubun hedef iletişim becerilerine ilişkin algıları, bazı küçük farklılıklara rağmen şaşırtıcı derecede benzer bulunmuştur. En çok ihtiyaç duyulan hedef iletişim becerileri açısından, yabancı misafirlerle iletişim sırasında kendine güvenmek, her iki öğrenci grubu için de en çok ihtiyaç duyulan iletişim becerisi olarak ortaya çıkmaktadır. Her iki grup da özel amaçlı İngilizce öğretimi dersinde karşılaşabilecekleri sorunlarla ilgili orta düzeyde bir algıya sahipken, staj sonrası deneyim öğrencileri grubunun algıları staj öncesi deneyim öğrencileri grubundan daha yüksek bulunmuştur.

Öğrencilerin algıları yakından incelendiğinde özellikle en yüksek ve en düşük puan alan kaygılar açısından bazı benzerlikler görülmüştür. Her iki grup da özgeçmiş, dilekçe veya mektup gibi belgelerin yazılmasının ve yabancı aksanların anlaşılmasının önde gelen problemler arasında olduğunu bildirmiştir.

Çalışmanın sonuçları, özel amaçlı İngilizce öğretimi dersinin üç ana bileşeninde, yani dil becerileri ve işlevleri, materyalleri ve idari prosedürlerde gerekli iyileştirmelerin yapılması gerektiğini ortaya koymuştur. Ders saatlerinin artırılması, birinci sınıf müfredatına öğrencilerin kendilerine olan güvenlerini arttırıcı seçmeli yabancı dil derslerinin eklenmesi, öğrencilerin yabancı dile olan

ihtiyaçlarını hissettirebilmek için alan gezileri vb. etkinliklerin düzenlenmesi, dinleme aktivitelerinde farklı aksanların da içerilmesi, özgeçmiş, dilekçe yazma gibi etkinliklerin yazma aktivitelerine dahil edilmesi, bazı edim bilim öğelerinin genel İngilizce derslerine dahil edilmesi ve genel İngilizce dersinin turizm öğelerini içermesi gibi öneriler “genel İngilizce dersi için çıkarımlar” alt başlığı altında sunulmuştur. Bununla birlikte, konuşma aktivitelerine daha fazla zaman ayrılması, dinleme ve telaffuz konularına özen gösterilmesi, araba kiralama, uçak rezervasyonu gibi özel alan yeteneklerini geliştirici yetenek temelli özel amaçlı İngilizce öğretim tekniklerinin kullanılması, gerçek çalışma ortamında karşılaşılabilecek muhtemel kaygı uyandırıcı senaryoların sınıf içinde çalışılması, rapor ve e-posta yazma gibi etkinliklerin artırılması, sınıflardaki mevcut öğrenci sayılarının azaltılması ya da farklı şubelere bölünmesi, özel amaçlı İngilizce öğretimi ders sayısının artırılması ve devamlı ihtiyaç analizinin yapılması gibi öneriler de “özel amaçlı İngilizce öğretimi dersi için çıkarımlar” alt başlığı altında sunulmuştur.

Son olarak, çeşitli turizm şirketlerinde yapılan yaz stajının, öğrencilerin özel amaçlı İngilizce öğretimi dersine ilişkin algılanan ihtiyaçları, tutumları ve motivasyonları üzerinde etkili olduğu görülmüştür. Genel olarak sonuçlar, turizm öğrencisi stajyerlere sunulan alan deneyiminin, dil öğrenme ihtiyaçlarına ilişkin farkındalıklarını artırmadaki önemini göstermektedir.

Çalışmanın sınırlılıkları düşünüldüğünde, mülakatın öğrencilerin ihtiyaçlarına daha derin içgörüler sağlayabileceğinden, sonraki araştırmacılar için mülakat bir veri toplama aracı olarak önerilmiştir. Ayrıca, ihtiyaç analizinin, dahil olan kişilerin algılanan ihtiyaçlarını tam olarak kavrayabilmek için mümkün olduğunca çok sayıda ilgili paydaşı içermesi gerektiği gerçeğine dayanarak, turizm öğrenenlerinin öğrenme deneyimini daha iyi hale getirebilecek iyi sonuçlar sağlamak için daha sonraki çalışmalarda turizm eğitmenleri, turizm şirketi personeli ve bu programın mezunları gibi farklı paydaşların bakış açılarının incelenmesi de öneriler arasındadır.