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ESP Course Design and Employability: A Small-Scale Exploratory Study at the Tourism Faculties in Turkey

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Abstract

English for Specific Purposes is designed to meet students' career-related needs. This study examined the ESP courses across tourism faculties in Turkey by focusing on Hotel Management, Travel Management, and Tour Guidance Programmes to discover the association between employment needs across these programmes and English for Specific Purposes classes. Data was collected through qualitative surveys and syllabi. Qualitative surveys were conducted on undergraduates and graduates of the mentioned programmes. Additionally, available course syllabi across the selected programmes were analysed through content analysis. Findings were evaluated with regard to the employability framework described in the literature. The evaluation indicated a mismatch between ESP course content and the career-related needs of undergraduates and graduates across tourism faculties. Using the findings, a dynamic revision approach towards ESP course contents across tourism faculties is recommended.

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Keywords: Dynamic ESP revision, ESP and employability, student perceptions

Introduction

In Turkey, there are a variety of programmes within Tourism Faculties. Hotel Management, Travel Management, and Tour Guidance are a few of these programmes. Learning a foreign language is one of the key skills for students enrolled in these programmes

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as it is for almost any programmes. For these programmes, however, foreign languages are vital as there is direct contact with foreigners at workplace. Therefore, programme-specific language courses are offered as part of these programmes to meet the career-related needs of students (Çelik, Stavicka, & Odina, 2018). In literature, despite the existence of a plethora of research concerning various other ESP-related issues (e.g., teacher development, material design, and development) across tourism faculties, little research has been conducted to examine the relationship between ESP and how and whether it addresses to career-related needs of both undergraduate and graduates of programmes at these faculties (Adeyinka-Ojo, 2018; Singh & Singh, 2008). Thus, this study aims at exploring the perceptions of undergraduate and graduate students on the correspondence between their ESP courses and career-related language needs. Furthermore, by examining the ESP syllabi at tourism faculties, the study describes how career-related language appears in ESP syllabi. Generating this implementation, the study also benefits from the literature on employment in relation to ESP across a variety of disciplines. In this way, the study aims at contributing to the literature in two ways. First, the findings are targeted at adding to the understanding of how ESP syllabi in tourism faculties are designed. Second, the study offers a dynamic revision approach to ESP syllabi design to establish the harmony between ESP across Tourism Faculties in Turkey and the career-related needs of faculty graduates. Therefore, this study explored how ESP course content addressed the career-related needs of students. To achieve this goal, content analysis was conducted on ESP syllabi from Hotel Management, Travel Management, and Tour Guidance programmes. Also, interview data was utilised to reveal programme graduates' and undergraduates' perceptions.

Literature Review

The overarching theme of previous studies on ESP in relation to the workplace has been the type of challenges speakers of English as an additional language encountered at the workplace (Cheng et al., 2020), and the language requirements of employing parties (Ahmad-Tajuddin & Abdul-Hamid, 2017; Hiranburana, 2017; Lo et al., 2019).

With regard to the types of challenges encountered at the workplace, Cheng et al. (2020, p. 15), for example, have found that immigrant speakers of English as an additional language struggled with workplace communication 'due to their lack of topical knowledge, linguistic knowledge, and personal attributes'.

In terms of the language requirements of employers, Ahmad-Tajuddin and Abdul-Hamid (2017) identified the categories of cognitive knowledge and communication skills as the

required types of knowledge by employers from various sectors in Malaysia. Similarly, Hiranburana (2017) distinguished that Thai business people used written English more than spoken language. Among the written forms of communication, though, they utilised e-mails which required reading skills as well as sharing similarities with spoken language. Lo et al. (2019, p. 1) have also discovered ‘differences in curriculum design, evaluation criteria, and perceived issues and problems between the instructors and workplace managers.’

Based on the literature indicating that differences existed between the language expectations of employing parties and ESP course contents, scholars have also made suggestions for ESP course design. For example, Lo et al. (2019) recommended university-workplace collaboration. Likewise, Chan (2017) suggested that authentic materials of language in specific contexts (e.g., transcripts of workplace dialogues) should be employed as course materials.

Similarly, educational institutions have recently faced increasing pressures and demands from employing parties to ‘produce graduates with employability skills and not just the academic skills’ (Adeyinka-Ojo, 2018: 48; Singh & Singh, 2008). Thus, ESP has also attracted attention particularly from the employment perspective in the tourism faculties around the world. For example, Leong and Li (2012, p.76) examined the needs and requirements of both employees and employers at tourism sectors in terms of the English language and offered four suggestions. These suggestions are a) increasing the exchanges between tourism industry figures and students to ‘motivate students’ intrinsic interest in improving their English competencies’; b) introducing innovative teaching methods to make English learning more attractive to students; c) improvements in the English language learning environments; d) introducing individually customized teaching approaches where curricula include more tasks, supervisions, and evaluation. In another study, continuous updates in the ESP materials have been recommended due to the constantly changing needs of the market and students (Topler, 2016).

In Turkish educational contexts, studies with a focus on ESP in general also exist. One major theme arising from previous studies on ESP in Turkey is students’ perceptions of ESP courses in relation with their vocational language needs. For example, Canaran, Bayram, and Altuğ (2020) evaluated the perceptions of students across Faculties of Air Transportation, Engineering, and Business Administration. Results showed that ESP courses did not meet students’ requirements in terms of the content, materials, and assessment methods. More specifically, students indicated that the ESP courses were not related to the vocational courses

in their programmes. Studies additionally examined the ESP instructors' perceptions. In an earlier study, Sincer (2017) examined 15 teachers' perceptions regarding the English for vocational courses. Findings reflected that there was an ambiguity with reference to the goal and content of these courses. Of the few studies focusing on ESP specifically in tourism faculties in Turkey, one was conducted by Uysal, Temizkan and Taslacı (2018). Examining the English-language-related needs of students, this study discovered that consciousness among students of these programmes should be increased in terms of how they would need the English language in their career after graduation. Similarly, in another study, Uysal (2019) revealed that the English language learning and teaching curriculum across tourism faculties needed a revision as the outcomes were not clear mainly in terms of form and function of how these learning outcomes were written. Later, Uysal and Seçilmiş (2019) also investigated surveys conducted among the graduates of tourism faculties and identified that the content of ESP courses at tourism faculties should focus on communication skills to facilitate the students' employment and career. Analyzing the issue from the perspective of learners, Özer (2018, p.15) detected that student expectations of the English language classes concentrated around course 'objectives, content, teaching-learning process, and assessment'.

As has been presented above, the relationship between ESP and employment frequently appears in the findings of the studies conducted in almost every context as well as tourism contexts. Additionally, although specific studies which display what requirements the graduates might encounter in their careers exist, no comparison between what undergraduates/graduates of tourism faculties encounter in work-life in terms of English and the extent to which ESP syllabi are designed to meet these career-related requirements has been provided. Having answers to both issues would present a more concrete framework for ESP syllabi design, thus facilitating ESP teaching and learning in relation to employment requirements in the field, which reveals why this study adopted the employability framework (Williams et al., 2015). Prior to proceeding with the methodology section, it is worth detailing the employability framework as well.

Employability skills have often been examined in the field of tourism and hospitality. In that regard, different scholars presented discrete frameworks for what employability skills included (Adeyinka-Ojo, 2018; Robinson, 2000). Although being presented earlier than the studies listed and being independent of any specific discipline, the framework offered by Williams et al. (2015) specified employability in a more detailed way. In the framework developed from the studies conducted on employability, Williams et al. (2015) introduced the employability framework as a multi-faceted construct. Through a systematic review of studies

that have evaluated employability, Williams et al. (2015) developed the dimensions of capital, career management, and contextual components. These dimensions and their components are shown in Table-1:

Table 1.
Employability framework and its components

Dimensions	Definition	Components
Capital	Determining elements for the employability of an individual	<ul style="list-style-type: none"> • Human Capital • Social Capital • Cultural Capital • Psychological Capital
Career Management	Competencies and skills beyond performance in a set job role, as well as the role of career goals	<ul style="list-style-type: none"> • Signal management • Self-management
Contextual components	Components that shape the employment opportunities individuals encounter	

In the framework, capital, with the sub-groups of human, social, cultural and psychological capitals, refers to identifying elements for the employability of an individual. Human capital is defined as ‘information and skills that the individual possesses that are perceived as contributing to the production process’ (Williams et al., 2015, p. 887). Social capital is defined as ‘social obligations or connections seen as convertible to economic capital’ (Williams et al., 2015, p. 888). The third capital type is cultural capital, consisting of ‘situations which the individual has experienced that are perceived as enhancing the properties of the individual, which lead to functionality in the workplace’ (p. 889). According to Williams et al. (2015), cultural capital also reflects the extent to which employers’ and employees’ ideas, customs and social behaviours match. The fourth element in the multi-faceted employability framework is psychological capital, which is related with the ‘confidence, hope, resilience, positive self-evaluation and personality traits such as conscientiousness’ of the employees (p.890). The second dimension of the employability framework is career management. Under this dimension emerges issues ranging from ‘competencies and skills beyond performance in a set job role, as well as the role of career goals/orientation in outlining an individual’s desired employment’ (p. 892). Signal management and self-management skills are the two components of career management. Signal management refers to how an individual can explore and participate in the opportunities leading him/her to be recruited (Williams et al., 2015). Another component of career management is self-management skills. Self-management skills are defined as how an individual perceives and appraises herself/himself regarding her/his ‘values,

abilities, interests and goals' (Bridgstock, 2009; as cited by Williams et al., 2015, p. 896). The final dimension of the employability framework is contextual components. According to employability framework, contextual components shape the employment opportunities individuals encounter (Williams et al., 2015). Contextual components also shape how the capital components act in the process of employment (Williams et al., 2015).

The literature on employability, particularly the framework by Williams et al. (2015), has implications for ESP in tourism and hospitality and its syllabi design since it provides a comprehensive perspective on employability as well as guiding the ESP course content. Additionally, this is due to the fact that no comprehensive guideline has been developed for ESP syllabi design in relation to employment despite the richness of research on ESP for tourism and hospitality.

Research questions

With the considerations listed above in mind, this study focused on student perceptions and ESP syllabi across tourism programmes, and examined the findings with regard to the employment framework offered by Williams et al. (2015). To achieve these goals, this study developed two research questions:

- 1- What are the students' perceptions of ESP courses at Tourism Faculties in terms of their careers?
- 2- How are ESP course syllabi constructed across Tourism Faculties?

Methods

Ethics

The ethics approval of this study was granted by the Social and Humanities Research Division of Tokat Gaziosmanpaşa University on April 2, 2021, during the seventh session with the approval decision numbered 01-29.

Background on ESP courses across tourism faculties in Turkey

ESP classes in Turkey at Tourism Faculties are offered during the whole duration of students' studies. This means that there is an ESP course in each semester, and students take 8 ESP courses in total when they are graduated from their programmes, which is a common practice for all tourism faculties in Turkey. The main purpose of these classes is to teach tourism-related English to students. More specifically, these courses aim at redounding to students' language use within professional settings with accurate pronunciation as well as with accurate grammar. Likewise, these courses focus on teaching relevant terminology to the students at Tourism Faculties. During the implementation of the course, various materials,

mostly coursebooks either designed specifically for these programmes or general language learning, are utilised. The assessment is often performed through one mid-term and one final written exam. Finally, the ESP courses last around 14 weeks per semester with 2-3 hours per week.

The ESP teaching staff across tourism faculties in Turkey

The ESP courses across Tourism Faculties are performed by any English language teacher. These teachers are mostly lecturers with an undergraduate diploma or Master's degree from a language-related field. Universities or tourism faculties do not require the ESP teaching staff to have any specializations in the language for tourism.

Instrument(s)

Data was collected with the aid of two instruments, namely qualitative surveys, and ESP course syllabi. The data were simultaneously collected and analysed. The details of data collection for each instrument are presented afterwards.

Sampling and Participants in Qualitative Surveys

Eight participants who studied at Hotel Management, Travel Management and Tour Guidance Programmes participated in this study. 4 of the participants had graduated from these programmes while 4 of them were still studying. While contacting the participants, the study mainly employed convenience sampling, which was defined as working with 'willing participants to offer rich data' although several scholars critiqued convenience sampling as it could lower the credibility of the study (Dörnyei, 2007; Creswell, 2007). Still, this study utilised convenience sampling since this type of sampling allowed the author to gather relevant data to reveal all possible directions in the analysis (Charmaz, 2000). Furthermore, since participants were not always available, the author had to depend merely on the accessible data providers. Thus, the participants were selected from specific universities.

Closely related to convenience sampling, snowball sampling was also operated in the study, which is defined as purposive convenience sampling elsewhere (Qureshi, 2018). Snowball sampling is conducted when 'the existing study subjects recruit future subjects among their acquaintances' (Biernacki & Waldorf, 1981; Naderifar et al., 2017, p.2; Noy, 2008). In association with this, in this study, the researcher contacted survey participants by first including one participant, who later helped to contact all other participants. Using convenience and snowball sampling additionally identified which programmes to choose for the syllabi analysis.

Below are the demographics of the survey participants.

Table 2.

Background of the Research Participants

Pseudonym	Gender	Programme	Status	Employing Sector
Melda	Female	Hotel Management	Graduated	Tourism
Serkan	Male	Travel Management	Graduated	Unemployed
Nevin	Female	Travel Management	Graduated	Tourism
Zerrin	Female	Hotel Management	Graduated	Non-tourism
Mert	Male	Tour Guidance	Undergraduate	Tourism
Zeki	Male	Tour Guidance	Undergraduate	Tourism
Yasemin	Female	Tour Guidance	Undergraduate	-
Hatice	Female	Tour Guidance	Undergraduate	Tourism

Syllabi of English for specific purposes across the tourism faculties in Turkey

The course syllabi of ESP classes from Tourism Faculties were the second source of the data in the study. In this stage, since the survey participants were selected from Hotel Management, Travel Management, and Tour Guidance programmes, the ESP syllabi of these programmes were addressed. In Turkey, when this study was conducted, there were 15 programmes of Hotel Management at 13 universities, 9 programmes of Travel Management at 8 universities, and 38 Programmes of Tourist Guidance at 24 universities. However, only 26 of all three programmes had publicly available ESP syllabi. As has been noted earlier, the reason for choosing these departments was the profile of survey participants.

Data Collection and Analysis

Qualitative surveys

The surveys were semi-structured and in the Turkish language. The questions were open-ended and sought for participants' experiences about their experiences, opinions, and expectations of English classes they took while they were studying at Tourism Faculties. The survey questions were sent out to all participants. The participants responded via notes on these questions, which meant survey participants were given as much time as they needed to answer the questions. Moreover, written consents of the participants were obtained.

Thematic analysis was conducted on the qualitative surveys since this approach allowed the researcher to segment the data into manageable and meaningful parts (Braun & Clarke, 2006). During the analysis, stages of getting familiar with the data, developing initial codes from the qualitative surveys, and generating themes were implemented. Once the themes were generated, the researcher went back to the raw data to compare and contrast the themes with

the codes and the entire data. In this way, themes were firmly established, after which the naming of the themes was completed.

Syllabi of English for specific purposes across tourism faculties in Turkey

Data from course syllabi expanded the findings from qualitative surveys. Content analysis (Bowen, 2004) was conducted on the course syllabi, which was generated through the stages of ‘skimming (superficial examination), reading (thorough examination) and interpretation’ (Bowen, 2004, p. 32). The content analysis of the syllabi was inductive, which meant the content of the syllabi was analysed in all possible directions. At the end of the analysis, themes across the syllabi were established to be evaluated later in relation to the literature.

Results

Prior to detailing the findings, it is worth first summarizing the findings from both data collection tools.

Table 3.

Summary of the findings

Qualitative Surveys	<i>Syllabi of English for Specific Purposes across the Tourism Faculties in Turkey</i>
<i>Employability Perceptions about the ESP course content</i>	<i>What ESP Courses Teach</i>
<i>Expectations from an ESP course</i>	<i>How ESP Courses are Designed.</i>

Qualitative surveys

The thematic analysis of the qualitative survey data revealed two major themes. These themes were identified as:

- Employability Perceptions about the ESP course content
- Expectations from an ESP course

The initial theme, which emerged from the data from Tour Guidance programme students, Employability Perceptions about the ESP Course Content detailed the participants’ perceptions of the ESP in terms of use of English in work-life. One major finding under this theme was that all participants thought that the content of ESP courses was not useful for the contexts they performed in. Likewise, the participants underlined that even if ESP courses consisted of tourism-related topics, the major focus was still on the use of correct grammar, which was not directly avail for the participants. An example of this can be seen in the extract below:

Extract #1 (Hatice, Tour Guidance)

- 1 *ESP course content definitely does not match with what we face with in work-life*
- 2 *Because ESP is focused more on the grammar*
- 3 *This does not match with English we use at work*

In the extract above, Hatice, a student in the Tour Guidance Programme, revealed that she was not satisfied with the content of ESP courses she received. This was mainly because the English language she needed at work was not in correspondence to the ESP focus, which incorporated grammar most of the time.

A second finding under Employability Perceptions about the ESP Course Content was that participants were not sure about whether what they learnt in ESP classes would help them during their job interviews. Two participants indicated that it would be adverse for them to be recruited if they were asked questions in English in detail at a job interview, which resulted from the insufficient ESP courses:

Extract #2 (Yasemin, Tour Guidance)

- 1 *I think I would have difficulty in job interview*
- 2 *The English we learn is... problematic*

Extract #3 (Hatice, Tour Guidance)

- 1 *I don't think I will be recruited with the English I have*
- 2 *Because there aren't many speaking or listening practices*

In the qualitative surveys, it was detected that participants had certain expectations from the ESP courses they took or were taking during their studies. The overall theme for these expectations was Expectations from an ESP Course. These expectations constituted the categories of Instructor-related Expectations and Course Content-related Expectations.

Under the Instructor-related Expectations, the participants often designated the need for ESP teachers who had experiences in the Tourism sector. One example is displayed below:

Extract #4 (Melda, Hotel Management)

- 1 *I think those who teach these courses need to experience the sector*
- 2 *They should not act as if they were teaching English to a random person*

In the extract above, Melda, who was a graduate of Hotel Management and worked at a hotel in South-Eastern Turkey, detailed her expectations of the teachers of ESP for their programmes. She stated that the teachers of ESP for Tourism should experience performing within the sector to better able to teach the language courses.

A second category under Expectations from ESP Course was Course Content-related Expectations. Within this category, the participants expounded the need for essential changes in the way ESP courses were offered. For example, several students indicated that ESP should have more spoken content while several others explicated their expectations of more detailed

and programme-specific content. That is, participants expected ESP courses to have more profession-related content. Additionally, one comment among participants also remarked the need for integrating more practice-oriented ESP classes into Tourism Faculties. Extracts for Course Content-related Expectations are shown below:

Extract #5 (Nevin, Hotel Management)

- 1 ESP courses should be designed in more detail
- 2 Also, they should be specific for each programme
- 3 I was at university between 2010-2015
- 4 And in the ESP classes, we only focused on hotel-related things
- 5 But my department was Travel Management

Extract #6 (Mert, Tour Guidance)

- 1 ESP classes are not sufficient for me
- 2 I think these classes should focus more on speaking and practice

Extract #7 (Zeki, Tour Guidance)

- 1 What we learnt in ESP classes are not enough for me
- 2 The classes should include more speaking
- 3 If necessary they should make us practice tour guidance in the language classes

Extract #8 (Serkan, Travel Management)

- 1 I think a separation among different programs of Tourism and Hospitality is necessary
- 2 A student studying Hotel Management should not waste time with learning service and
- 3 bar content

In the four extracts presented above, the participants, Nevin, Mert, Zeki, and Serkan, often emphasised that a more speaking-focused ESP course would be more functional for students studying at those departments (Extracts 5-8). Likewise, as Nevin (Extract#5) and Serkan (Extract#8) stated, the students expected ESP classes to distinguish among the specific programmes in which students were enrolled. For example, Serkan specified that he would want to study language-related with Hotel Management instead of focusing on topics that are normally within the area of other programmes within Tourism Faculties.

Syllabi of English for specific purposes across the tourism faculties in Turkey

The analysis of course syllabi revealed the themes of *What ESP Courses Teach* and *How ESP Courses Are Designed*. Each theme was divided into further categories.

What ESP Courses Teach refers to the course focus of ESP courses in the three tourism programmes. This theme was further developed into the categories of *Content-Based ESP Teaching*, *Professional Language-Based ESP Teaching*, and *General English-Oriented ESP Teaching*.

Content-Based ESP Teaching meant that ESP courses across the three programmes emphasized the teaching of field-related topics through language. For example, in Tourism Guidance, Hotel Management, and Travel Management programmes, *Content-Based ESP Teaching* had components contemplating topics such as the significance of tourism guidance, tourist motivations, travel agencies, the roles of tourism guidance, or effective communication skills for tourist guides.

A second category under the *What ESP Courses Teach* theme was *Professional Language-Based ESP Teaching*. Within this category, in accordance with the underlying purpose of ESP, it was obtained that the ESP course syllabi focused on topics such as attending the guests, workplace dialogues, professional presentations, professional reports, booking at restaurants, guests with special needs, workplace special circumstances (e.g., cleaning a room in a wrong way), attending the complaints (e.g., laundry, theft), talking about the menu, or check-in and check-out procedures.

The third category under the *What ESP Courses Teach* theme was General English-Oriented ESP Teaching. Under this category, it was discovered that general and basic English language skills were focalized on regardless of the programme. These skills covered speaking, listening, reading, questions and answers, grammar skills, and pronunciation.

The second theme emerging out of syllabi analysis was *How ESP Courses are Designed*, which meant how the ESP courses were organised. This theme was further grouped into the categories of the *Naming of ESP* and *Nature of ESP courses*. The *Naming of ESP* referred to the ways through which ESP courses emerged on the programme curricula. Across the 26 programmes with available syllabi, it was found that ESP was offered either as a separate course with the terms like *Professional English/ Tourism English* or as a *Foreign Language Course*. As for the *Nature of the ESP Courses*, this category revealed information about how the *ESP courses were organised*. In the analysis, it was spotted that the courses were organised in various ways: professional and basic English integrated nature, basic English alone nature, professional English alone nature, or content-based English alone nature.

Discussion and Conclusion

This study focused on the relationship between employability framework and English for Specific Purposes syllabi at Tourism Faculties in Turkey. To this end, the study analysed syllabi of ESP courses at 26 programmes across Turkey, which were Hotel Management, Travel Management, and Tour Guidance. Additionally, both undergraduate and graduate students from these programmes were invited to participate in the qualitative surveys, and 8 participants (4 undergraduates and 4 graduates) accepted to contribute to those surveys.

The study was conducted with two research questions in mind: a) What are the students' perceptions of ESP courses at Tourism Faculties in terms of their careers? and b) How are ESP course syllabi constructed across Tourism Faculties? The answers to these questions relate closely to the components of capital, career management, and contextual management of the employability framework offered by Williams et al. (2015).

The first component of the employability framework was capital, which had the sub-components of human capital, social, cultural, and psychological capitals. Regarding human capital, which constituted field-related information and skills, the theme of *What ESP Courses Teach* depicted that content-based, professional-based language and general English-oriented teaching took place inside ESP classes. Among these categories, content-based and professional-based language are what would contribute most to human capital component of the employability framework. This is mainly because content-based and professional-based language would encapsulate field-related information and skills to tourism graduates. However, there existed two problems with the contribution of ESP to human capital. First, the theme of *How ESP Courses are Designed* revealed that ESP courses did not directly emphasize field-related information. This was since the syllabi analysis indicated that ESP courses were offered in three formats: professional and basic English-integrated nature, basic English-alone nature, professional English-alone nature, or content-based English-alone nature. No course syllabi centered on content-based and professional-based language at the same time. Secondly, student interviews presented a discontent with the current ESP syllabi. For example, the theme of employability perceptions of the ESP course content proved that neither students nor graduates of these programmes found the ESP content functional for being employed. Similarly, participants underlined that ESP course content did not sufficiently cover the potential encounters in the work-life. In short, it would be fair to conclude that the existing ESP syllabi across the examined tourism faculties in Turkey do not sufficiently address human capital of the employability framework.

The second sub-component of capital comprised social capital with a focus on language for negotiation skills individuals can use in their work to gain more customers. In the syllabi analysis, the category of Professional Language-Based ESP Teaching demonstrated that ESP syllabi had the potential to address the social capital dimension of the employability framework. This was mainly because Professional Language-Based ESP Teaching covered topics such as attending the guests, workplace dialogues, professional presentations, professional reports, booking at restaurants, guests with special needs, workplace special

circumstances (e.g., cleaning a room in a wrong way), attending the complaints (e.g., laundry, theft), talking about the menu, or check-in and check-out procedures. However, qualitative surveys designated that speaking skills were not sufficiently contemplated even if these topics were covered. This finding would reveal the insufficient attention to the social capital dimension of the employability framework as well.

The third sub-component of the capital was cultural capital which answered the questions in terms of field-related situations to increase the experience of students in utilizing the language to enhance their functionality in the workplace. In the syllabi analysis, the categories of Content-Based ESP Teaching and Professional Language-Based ESP Teaching implied that ESP courses are designed to gain experience to students with field-related situations. The reason was that Content-based ESP covered topics such as the significance of tourism guidance, tourist motivations, travel agencies, the roles of tourism guidance, or effective communication skills for tourist guides. Likewise, Professional Language-Based content focused on a variety of work-related situations (e.g., attending complaints). However, qualitative survey findings for Expectations from ESP presented that students were not satisfied with the content of ESP since they expected further practice with the language on field-related situations (Zeki, Extract 7). Thus, it could also be argued that ESP content did not sufficiently attend to the cultural capital of the employability framework.

The fourth sub-component of capital is psychological capital which would emerge through the language about confidence, hope, resilience, positive self-evaluation, and personality traits such as conscientiousness of the employees in ESP syllabi. None of the themes from the syllabi analysis consisted of any direct language learning to express 'confidence, hope, resilience, positive self-evaluation, and personality traits. Similarly, the overall student discontent with the ESP practices showed (displayed) that psychological capital was completely neglected inside the ESP syllabi across tourism faculties under the examination.

The second dimension of the employability framework is career management with two sub-components: Signal management skills, and self-management skills. In terms of signal-management skills, ESP courses could be expected to cover language to assist students to participate in the opportunities leading them to be recruited. Similarly, in literature, signal management was associated with articulating the capital (Williams et al., 2015). The data analysis did not reveal any findings to argue that ESP syllabi covered language to help students participate in the opportunities leading them to be recruited. Particularly, the category of Instructor-related Expectations presented findings where students expected ESP teachers to be

from the related sector (Melda, Extract 4). This expectation of students implies that ESP teachers with experience from the sector could better guide students in terms of using the language to participate in the opportunities to be recruited.

The second sub-component of career management is identified as self-management skills. In ESP syllabi, self-management skills would cover language to specify how an individual perceives and appraises herself/himself regarding her/his values, abilities, interests and goals. In that regard, the syllabi analysis exposed that ESP had General English-Oriented content. It could be argued that students could harness general English-oriented content to express their values, abilities, interests, and goals. However, findings from the qualitative surveys again expressed that students did not believe the English they learnt in these classes could help them get recruited. Also, the finding *How ESP Courses are Designed* from syllabi analysis revealed that there was not any unity in the way ESP classes at Tourism Faculties were designed. In the analysis, it was detected that programmes had varying features: Professional and Basic English Integrated Nature, Basic English Alone Nature, Professional English Alone Nature, or Content-Based English Alone Nature.

The final dimension of the employability framework encapsulated contextual components. In terms of ESP syllabi, this dimension addresses the strategies to improve students' language skills on an ongoing basis across different contexts. Qualitative surveys implemented on students presented meaningful findings for the contextual components. In *Expectations from an ESP course*, student answers indicated an irregularity in ESP content. For example, in Extract #5, Nevin (Hotel Management) stated that ESP course content was irrelevant to what she studied. Likewise, in Extract #8, Serkan indicated the necessity to separate ESP for different programmes at Tourism Faculties. Students' comments convey that even though ESP at discrete programmes is designed for a variety of contexts, the irregularities in the ESP design prevent the purpose from being achieved. Likewise, these comments imply a lack of awareness among students in terms of what kind of contextual language requirements might appear in their careers.

The examination of the findings in relation to the dimensions and sub-components of the employability framework implies that the relationship between ESP syllabi across Tourism Faculties and learners' employability needs in the sector is disharmonious. The reason is as the syllabi analysis and qualitative surveys indicated, even if ESP for Tourism faculties is designed to redound to the discipline-specific language skills of students, these classes do not necessarily serve their employment prospects. Thus, the findings highlight the arguments underlining that

ESP syllabi need a revision (Uysal, 2019). However, the revision of ESP syllabi must be a dynamic and continuous one. Therefore, it could be argued that a dynamic revision approach to ESP course design is necessary to establish the harmony between ESP classes across Tourism Faculties in Turkey and the employability needs of the undergraduate and graduate students across Tourism faculties.

The findings, particularly student surveys, also support findings in literature reflecting the demands from employing parties to receive graduates with employability skills, thus also underscoring the significance of partnership establishment (Adeyinka-Ojo, 2018; Singh & Singh, 2008; Ahmad-Tajuddin and Abdul-Hamid, 2017; Hiranburana, 2017; Lo et al., 2019). Only an integration between ESP courses, tourism faculties and the employing agencies could ensure the harmony between ESP and the components of employability while also leading to the desired outcomes (e.g., motivating students) various scholars (e.g., Leong & Li, 2012) have presented. Establishing a collaboration between the ESP courses, tourism faculties, and the employing agencies would also ensure the continuous update of the ESP content (Topler, 2016).

Findings of this study have also proclaimed that students' awareness of how they would need the English language in their career needs to be increased (Uysal, Temizkan, & Taslacı, 2018). Further studies and examples of good practices are needed to reveal how increasing student awareness could be possible in ESP classes across Tourism Faculties. These examples could also reveal how the match between student awareness and employability needs could be ensured. Similarly, why students often tend to hold expectations related to instructors or courses in general rather than their roles requires further research.

Altogether, it would not be wrong to assume that a dynamic revision approach towards ESP course design across the Tourism Faculties could establish the harmony between ESP classes and the employability needs of undergraduate/graduate students across Tourism faculties. This would also contribute to the employability prospects of graduates of these faculties by contributing to the capital, career management, and contextual components of the employability framework.

Limitations

Findings of this study emerged from a small amount of qualitative survey data even though the number of ESP syllabi that have been examined was large. Thus, the study acknowledges that the small amount of data may limit the generalizability of findings. Still, the findings from the small number of qualitative surveys are 'illustrative' in terms of displaying the potentially rich lines of research within a specific context (Richards, 2011, p. 216).

Additionally, further studies are needed to specify the details of ESP courses for tourism faculties to designate how the course content could be in tandem with the employment framework. Finally, as has been stated earlier, examples of good practice, as well as examining course materials for the ESP courses of tourism faculties and language instructors' views, are necessary to better understand how a dynamic revision approach could be realised.

Research and Publication Ethics Statement

The ethics approval of this study was granted by the Social and Humanities Research Division of Tokat Gaziosmanpaşa University on April 2, 2021, during the seventh session with the approval decision numbered 01-29.

Declaration of Conflicting Interest

The authors certify that they have no affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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Appendix

Appendix A. Interview Guideline (Turkish and English)

Sevgili Katılımcılar,
Tüm bilgileriniz saklı tutulmak kaydıyla çalışmaya katılmayı onaylıyor iseniz, lütfen aşağıdaki soruları cevaplayarak dönüşünüzü yapınız.
Çalışma ve yapacağınız değerli katkılar, Turizm ve Otelcilik Fakülte ve Yüksek Okullarında bulunan bölümlerde verilen Mesleki İngilizce derslerinin içeriklerinin geliştirilmesine katkıda bulunacaktır. Şimdiden teşekkür ederiz.

1. Üniversitede aldığınız mesleki İngilizce dersi hakkındaki düşünceleriniz nelerdir?
2. Mesleki İngilizce derslerinizin nasıl olması gerektiğini düşünüyorsunuz?
3. Mesleki İngilizce dersleriniz ve çalışma hayatınızda kullandığınız İngilizce örtüşüyor mu?
4. İş alımlarında Mesleki İngilizce dersine bağlı olduğunu düşündüğünüz bir sorun yaşadınız mı?
5. Mesleki İngilizce dersinde neler olsa iş bulmanız daha kolay olurdu?
6. İş başvurularında İngilizce ile ilgili bir durumu karşılaşıyor musunuz?
7. Bölümde aldığınız Mesleki İngilizce dersi ile ilgili eklemek istediğiniz başka bir konu bulunuyor mu?

Dear Participants,

If you approve to participate in the study provided that all your information is kept confidential, please reply by answering the following questions.

Your work and your valuable contributions will contribute to the development of the content of the Vocational English courses offered in the departments of Tourism and Hotel Management Faculties and Colleges.

Thank you in advance.

1. What are your thoughts on the professional English course you took at the university?
2. How do you think your professional English lessons should be?
3. Does the English you use in your professional English lessons and work life match?
4. Have you ever experienced a problem in recruitment that you think is related to the Professional English course?
5. How would ESP courses make it easier for you to find a job?
6. Do you encounter problems related to English in job applications?
7. Is there anything else you would like to add about the ESP courses in your programmes?