

NEEDS ANALYSIS OF THE ENGLISH LANGUAGE SECONDARY HOTEL STUDENTS IN JORDAN

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ABSTRACT: *This study aimed to identify the English language needs for secondary school students' hotel stream in 2012/2013 in Jordan. More specifically, it attempted to address the following question: What are the English language needs of the hotel stream students in Jordan? The sample of the study consisted of 146 students, 27 teachers from schools of the Ministry of Education and 24 hotel employees in Jordan. To answer the question of the study, a questionnaire was developed by the researcher and addressed to the students, teachers and employees. The findings of the study revealed that there are some real special English language needs and interests for the students in hotel stream in Jordan, these needs and interests motivate and encourage students to learn and build their self-confidence toward the learning process. It is recommended that curriculum designers make use of the resulting identifying these needs and to conduct similar studies for other secondary streams in Jordan and in other countries in the world.*

KEYWORDS: ESP, AMRA: C. N. P

INTRODUCTION

Teaching and learning foreign language programs are mostly related to English as an international language. English has become the most important language of communication in the world. Teaching English as a foreign language has a long history in many countries and has spread to almost all Arab countries. English is important nowadays because of its international character and because of its widespread use as a means of communication and as a vehicle which facilitates further progress in other subjects. Students' proficiency in English has not been encouraging, as it neither corresponds to their needs or aspirations, nor justifies the amount of money being spent on teaching English in Jordan.

Teaching English as a Foreign Language in Jordan is still inadequate. No serious decisions have been taken in this field so far. The Ministry of Education and other institutions can do much to exploit the English language into a productive tool in many sectors, notably scientific and technical institutions, vocational schools, the hotel field, in business, banking, finance, and all sectors forming the basis of the Jordanian economy. Integrating ESP should at least occur in two major sectors, notably tourism and hotel service field. They represent a backbone of the Jordanian economy and certainly require English. Accordingly it is imperative to direct the attention to these two rich labor markets.

The purpose of the study is to identify the English language needs of the secondary hotel-stream students in the second semester 2012/2013 in Jordan, more specifically; it attempted to address the following question:

- What are the English language needs of hotel stream students in Jordan?

The significance of the present study is firstly because it is an immediate response to the urgent needs of the ESP field in Jordan. Secondly, it is in line with modern trends in teaching English as a foreign language. Finally, to the best knowledge of the researcher, producing and implementing ESP unprecedented attempt in our country.

LITERATURE/THEORETICAL UNDERPINNING

Needs Analysis

Curriculum specialists believe that the break down of curriculum into components and sub-processes is of vital importance since it simplifies and organizes a process as complex as curriculum design (Hutchinson, Waters, 1987, Nunan, 1985). The first component in such a procedure is the needs assessment that is, obtaining data, followed by needs analyses that are, assigning value to those data (Graves 1996). Therefore, the first issue to elaborate on is the needs of the students.

If needs are clear, the learning aims can be expressed more easily and the language course can become motivating. If the learners' needs are not taken into account, the course will be based on unstable or irrelevant material, will disillusion the students with the value of instruction or their capacity to learn the language, and will lead to low motivation (Mackay, Mountford, 1978). To put it simply, the needs assessment provides the researcher with the base on which to build new knowledge. By using what the students know to be conveyed (Swale, 1985).

Needs analysis to many people is limited to ESP, to the point that it becomes nearly synonymous with ESP. As a matter of fact, needs analysis is found outside ESP. In order words, any educational course should be based on needs analysis to guarantee success.

Needs analysis is usually performed first; then data analysis is used to provide the particular language skills that students will use and the activities students will eventually complete.

Munby's *Communicative Syllabus Design* (1978) is a famous work dealing with needs analysis for English language teaching. Munby presented a series of procedures to identify the expected needs in English. The first is called the "Communicative Needs Processor," which consist of a series of questions related to the variables in communication, such as the subject matter, the participants, and means of communication. Such variables help pinpoint the specific needs of the learners in the target language. The other is "a profile of needs," which highlights students' needs in the target language; hence, the program designer has only to take these needs into consideration when specifying the elements of the proposed ESP program.

Numerous articles and studies deal with students' or learners' needs in English for specific purposes. Tawfiq (1977) studied the language needs of Iraqi undergraduate medical students doing their preliminary year in the Kufa Faculty of Medicine at Al-Mustansiriya University in Iraq. The sample of the study consisted of 114 students: 86 boys and 28 girls. All subjects

were secondary school graduates in the scientific track. Their average score in English in the ministerial examination was 83.4% the students were divided randomly into three classes: A.B. and C. They were named as first experimental group, and two second experimental groups. The researcher administered three questionnaires: one asking the teachers what they believed the student's requirements were, and two other questionnaires for the students, the first attempted to identify students' needs from their own point of view, and the second for students' evaluation of the course.

Analysis of the teachers' questionnaire showed that the development of reading skills comes at the top of the English language skills. The questionnaire also showed the importance of learning English in order to graduate.

The result showed that there were significant differences between the first experimental group and each of the second experimental groups in their reading skills, reading speeds, language performance at the discourse level, and self-confidence. There were also differences in students' motivation towards the ESP reading materials which was significantly higher in the first experimental group than in the second experimental group.

Kroll (1979) conducted a study on native speakers and non-native English-speaking students at the University of Southern California. The sample of the study consisted of 35 international students and 20 American students. Some of the international students were Arab. He designed a three-part questionnaire. The goal of the study was determine the past, present, and the future writing needs of the international and American students. Most of the students would be engineers, scientists, and businessmen.

The findings of the study were as follows: (a) 66% of the international students indicated that their writing was related to school projects, whereas 75% of the American students indicated that their writing was for the school reports in the past; (b) American students wrote fewer letters than their international counterparts percentage wise; (c) an equal number in both groups were required to write term papers in the present; (d) for the future writing needs, students indicated that they would need to write many things in English; (e) other students (86%) indicated that writing English was an important skill for them to master.

Johns (1981) conducted a study of faculty members randomly selected from all departments at San Diego State University. The sample consisted of 200 faculty members from different ethnic and national backgrounds. The study aimed to determine which skills (reading, speakers' success at the university level.

The respondents were asked to rank the English skills. Reading was ranked first much more frequently than was writing, whereas writing was ranked first by the respondents in the English Department. Writing was also considered the most essential of the four skills by more than 50% of the faculty of Arts. There were significant differences between the aural/oral skills rankings. More than 50% of the faculty members from the arts, business, physical education, physical and social sciences ranked listening as first in importance, whereas speaking was considered second in importance. There was some agreement that listening was the second important; writing was the third, and speaking was the least important as gauged by the respondents of all classes.

Albakrawi, Hussein (2005) conducted a study about *the effect of a Computerized ESP Program on Jordanian hotel stream secondary stage students' English proficiency*, in this study, he designed a computerized ESP program for hotel students. The researcher tried to assess the effect of the computerized program. The sample of the study consisted of six sections from the hotel schools. He developed two instruments, the first was addressed to students, and the second was addressed to the teachers of those students. The findings of the study revealed that the program had a measurable effect on the English proficiency of the experimental group.

Needs Analysis Approach

The needs analysis approach was given its full form mainly by Munby (1978), who presented a modal based on the assumption that the learners' needs should be specified as the first step in determining the course content. The target communicative situation can benefit from the needs analysis in determining the language elements needed in terms of functions.

Munby (1978:32) describes his approach as follows: One starts with the person (a language participant or category of participants) and investigates his particular communication needs according to the sociocultural and stylistic variables which interact to determine a profile of such needs. This profile is eventually translated into the ESP specification that indicates the target communicative competence of the participant.

The researcher claims that the most useful model for analyzing linguistic needs is Munby's Communicative Syllabus Design | (1978). A simplified view of the relevant part of the model is shown in Figure 1.

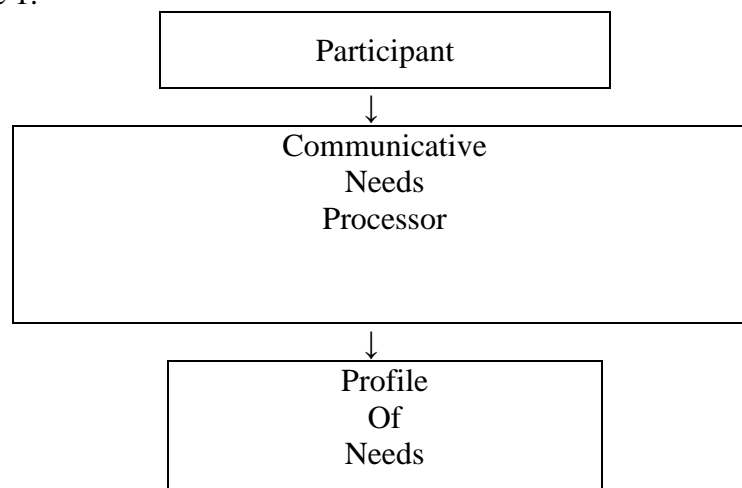


Figure 1. The Munby model

The heart of the model is the Communicative Needs Processor (C. N. P.). Information about the learner, the participant, is fed into the C. N. P., which consists of a number of categories. After these categories have been worked through, there will be a description of what the learner is expected to do with the language at the end of the course.

The key point in Munbys' model is that the target needs must be determined as a first step, taking into consideration that the target population (the learner) must be identified. E.g. if the

participant needs the language to communicate with a tourist in a hotel or with a native speaker in some other setting.

Munby's model is based on the fact that specification of the learners' needs is essential for an appropriate specification of the syllabus. Also, in an ESP course design, he must identify the language tasks and the type and amount of English language knowledge needed to perform a specific task. Moreover, the needs should be considered in light of the learner's requirements for his future job or education.

Munby's model was implemented successfully in many courses. However, it was criticized by some scholars. Chambers (1980) agrees with Munby's argument that the syllabus specification can be directly derived from the previously identified communicative needs of the learner or group of learners, but he disagrees with the other side of the argument where Munby suggests that it is possible to start with the learner and then work ahead in a systematic way to formulate the syllabus specifications that relate to the target communicative competence.

Shutz and Derwing (1981) believe that Munby's analysis is ambiguous because its most complete specification for a given participant contains no specification whatsoever of the actual language forms which will realize these needs. They suggest an alternative model with more practical and feasible steps, including distribution of questionnaires and data collecting instruments to reach the shared needs and interests of the learners, which would determine the parameters to be followed. However, this criticism may not be valid if we know that Munby is talking about an ideal design. Robinson as quoted in Brumfit states:

"Munby's work is so detailed that many problems both practical and theoretical can be examined far more clearly than had been possible in the past" (1980:31).

The learner-Centered Approach

The learner-centered approach lies at the other extreme. In Munby's model, the teacher or external researcher is the one who determines the learners' needs, whereas in the learner-centered approach the learner himself is expected to determine what he needs and wishes to learn. The course design has to consider the learner's view of his needs and wishes in the first place. The learning objectives then will be based on what the learner sees he should achieve from the course.

However, Brindley (1989:77) criticizes this approach as being unrealistic. He states: It is quite unrealistic to expect the learners to be able to participate fully in such an enterprise at this stage for the simple reason that people can't make a valid choice until they have experienced whatever options are being offered.

This may be true in the Jordanian context. The Jordanian secondary hotel stream students cannot be viewed as being able to determine what they need to learn to become fluent English speakers and skillful employees in their future jobs. However, when the ESP program is to be designed, the experienced employees in the hotel field will be consulted; their needs will be investigated through interviews, questionnaires, and/or observation. The teachers, supervisors, a principals will also be consulted. This goes along with Brindley's suggestion that "Ongoing negotiation therefore has to be seen as part of a continuing cycle of needs analysis" (Brindley 1989:77).

The construction of appropriate ESP programs for the students in different secondary vocational streams in Jordan should be undertaken by the Jordanian Ministry of Education, which is most aware of students' needs and what they are supposed to achieve from these programs. This agrees with Hutchinson and Waters, who state that, "the learner-centered approach does not really exist at the correct time since most learning takes place within institutionalized systems" (1987:72).

Hutchinson and Waters imply that the needs of the institution are the most important factor in the learning situation, and it is the institution's decision when to start the teaching /learning operation. However, the institution should not be the only decision maker, as its view is one-sided; other bodies, especially the students, must be taken into consideration.

The learning Centered Approach

The learning centered Approach was emphasized by Hutchinson and Waters (Waters 1987:72). Learning is the key concept in this approach, and the learner is just one factor in the learning operation. They argue that it is misleading to rely on what is called the learner – centered approach, as this shifts the focus from the more important one which is learning. Hutchinson and Waters (1987:73) argue that: "A learning –centered approach entails that we must look beyond the competence that enables someone to perform, because someone acquires that competence."

Hutchinson and Waters also argue that taking the learner into consideration at all stages of the complex learning process implies that "Course design is a negotiated process" (p.74).

The nature of the course design stages and the syllabus, materials, methodology, and evaluation will be influenced by the target ESP learning situation and the target situation. At the same time each stage will influence and be influenced by other stages. Therefore, course design is a dynamic process.

As needs and resources change and develop into adjusted forms, the course design will have to respond to these necessary changes and developments through feedback channels which are already defined.

ESP should be activated in contexts where modernization is the target objective. Jordan now has all reasons to adopt it.

METHODOLOGY

Population

The population of this study consisted of forty six sections, all of them Jordanian first secondary class students / hotel stream for the academic year 2012/2013. These students are between seventeen and eighteen years old. It is assumed that they have had similar opportunities for learning English because of the centralized nature of the education system in Jordan. Their teachers hold a minimum of a B.A. in English. The total number of students in the population in the first secondary class/ hotel stream is 1370.

Sample

The sample for the study consisted of three groups; the first is for needs assessment, consisting of one hundred and forty six male students, twenty seven teachers teaching/ hotel stream and twenty four employees from local hotels.

The student sample was selected from the first secondary class sections affiliated with the following schools: Ali Al-Sharari Secondary School, Houfa Al-Mazar Secondary School, Sama Al-Rosan Secondary School, Dier Abi Saeed Secondary School, Ramtha Secondary School, and North Shouneh Secondary School. All of these schools are run by the Ministry of Education.

All students were General Basic School graduates of public schools. Taking into account that the majority of the Basic schools graduates were over sixteen years old. The researcher can infer that general education did not provide them with the skills necessary to get a good job. Another thing which should be taken into account is that all students were adults to some extent.

The needs assessment describes here did not stop with the information gathering and analyses. During the study, the students mentioned new needs, which were taken into account. For example, a student said that he would like help in writing C.V. for a job in a hotel.

Table 1 shows the distribution of the students sample according to directorate, numbers, schools and the percentage.

Table (1): Distribution of the Students Sample according to numbers and Schools

No.	School	Directorate	Number of students	Percentage
1	Ali Al-Sharari	Irbid/1	26	18.05%
2	Houfa Al-Mazar	Irbid/2	24	16.6%
3	Sama Al-Rosan	Bani Kananeh	24	16.6%
4	Deir Abi Saeed	Al-Kora	22	15.27%
5	Ramtha	Ramtha	25	17.36%
6	Nourth Shouneh	North Al-Aghwar	23	15.97%
Total			146	100%

The teachers were chosen from the following schools: Ali Al-Sharari, Houfa Al-Mazar, Sama Al-Rosan, Deir Abi Saeed, Ramtha, and North Shouneh.

Table (2) Distribution of the Teachers sample according to numbers and schools

No.	School	Directorate	Number of teachers	Percentage
1	Ali Al-Sharari	Irbid/1	6	22.3%
2	Houfa Al-Mazar	Irbid/2	5	18.3%
3	Sama Al-Rosan	Bani Kananeh	4	14.8%
4	Deir Abi Saeed	Al-Kora	4	14.8%
5	Ramtha	Ramtha	4	14.8%
6	Nourth Shouneh	North Al-Aghwar	4	14.8%
Total			27	100%

The employees were randomly chosen from the following relevant institutions and hotels: Aphamia Hotel in Irbid, Toledo College in Irbid, Jerusalem Hotel in Amman, and Marina Hotel in Aqaba.

Table (3) Distribution of the Employees Sample in Comparison to the Total Number of Employees

No.	Hotel or Institution	Employees	Percentage
1	Aphamia Hotel	3	12.5%
2	Toledo College	3	12.5%
3	Toledo Hotel	4	16.7%
4	Jerusalem Hotel	6	25%
5	Marina Hotel	5	20.8%
6	Al-Joude Hotel	3	12.5%
Total		24	100%

Data Collection Procedures

The questionnaire technique was selected for the needs assessment, but before designing and developing the items of the questionnaire, the researcher reviewed the literature on how to develop the items in needs assessment studies.

In an effort to become acquainted with the curriculum for the English for hotel purposes course, the researcher consulted recommended books used in some private institutes for hotel training in Jordan. Needs analysis, was a proper way to provide the relevant information needed to design an English-for-hotel purposes program.

The questionnaire consisted of 47 items and was addressed to students, teachers, and employees. The researcher visited students inside and outside of their classes. Students were allowed to express their learning problems in either English or Arabic. One remarkable observation from some students was that they were unable to write a single correct sentence in English. This statement might be exaggerated, but it indicated what the proposed study should consider as the ultimate objective for some of the target learners.

Students' Questionnaire

In developing the students', teachers' and employees' questionnaires, the researcher consulted Johns (1981), Ostler (1980), Zughoul and Hussein (1985), and Kandeel (2003). The questionnaire was distributed in Arabic for the students and employees and in English for the teachers.

The students' questionnaire consisted of 47 items including language skills, sub-skills, and language use. The students' questionnaire was divided into the following sections: (1) questions 1-25 were to obtain data on listening and speaking skills and sub-skills; (2) questions 26-34 were to obtain data on the reading skills and sub-skills most needed to ensure success in hotel jobs; (3) questions 35-47 were to obtain data on the writing skills and sub-skills most needed to ensure success in hotel jobs; and (4) open questions were included to obtain data on students' views regarding the priority of language skills and language use and

about improving the English language abilities of hotel-stream students in Jordan (See appendix 1).

Teachers' Questionnaire

The teachers' questionnaire consisted of the same items in the students' questionnaire, but with slightly different phrasing in order to enable teachers to evaluate students' language performance.

Employees' Questionnaire

This questionnaire also consisted of the same items as above. The employees were requested to characterize the language needs most needed by the hotel-stream students.

Validity of the Questionnaires

To establish the validity of the content, the questionnaires were given to twelve specialists: three professors of TEFL, three school supervisors of English, and six experienced teachers. The judges were asked to judge the validity of the three questionnaires. The questionnaires were revised according to their comments before administering them.

Reliability of the Questionnaires

The students' questionnaire was distributed to fifty students who were chosen from the population of the study but did not take part in it. Two weeks later, the questionnaire was distributed again to the same students. The correlation coefficient was computed for the test results and it was 0.91 which is suitable for the purpose of the study.

The teachers' questionnaire was distributed to nine teachers chosen from the population of the study. Two weeks later, the questionnaire was distributed again to the same teachers. The researcher used the same procedure above. The correlation coefficient for the teachers was 0.90.

The employees' questionnaire was distributed to eight employees chosen from the population of the study. Two weeks later, the questionnaire was distributed again to the same group. The same procedure, which was followed for finding out the correlation of the students' questionnaire, was adopted here. The correlation coefficient was 90.5.

Instruments of the Study

The students' questionnaire was distributed to 146 students chosen from the secondary schools which include hotel stream. The students evaluated themselves and expressed their real needs. The means and the frequencies of the items on the questionnaire were calculated. Most of the skills consisted of four, five, or six sub-items; for example, the writing skills component included the sub-skills of filling out an application, writing a C.V.; taking telephone messages, and taking food and beverage orders.

The teachers' questionnaire was distributed to 27 teachers chosen from the secondary schools which include hotel stream. The researcher used the same procedure in the students' questionnaire for analyzing the teachers' questionnaire.

The employees' questionnaire was distributed to 24 employees and experienced employees chosen from the hotels and hotel establishments in Jordan.

The researcher also used the same procedure of the students and teachers' questionnaire for analysis the job-holder's questionnaire.

The results of the three questionnaires of the study were then compared with each other.

RESULTS/FINDINGS

The following are the opinions and suggestions of the twenty seven hotel stream English language teachers, twenty four hotel employees, and several students.

On the open questions, which with their comments on the development of teaching English for the target group:

1. All teachers complained of students' poor spelling and vocabulary and of poor speaking ability, attributing them to their previous learning in elementary classes.
2. Most of the sample members welcomed this study and suggested different programs or curricula for teaching ESP and for other secondary vocational streams.
3. The (majority) of the sample members expressed lack of knowledge about ESP.
4. The majority of the sample members agreed with designing ESP texts with topics related to the students' needs, so as to familiarize the students with the vocabulary used in their future jobs and that will also enable them to have ability in understanding concepts in their study. Others justified that by saying that English is used only when it is needed; therefore topics should be reasonably challenging and rewarding while at the same time being timely. On the other hand, some sample members also recommended specific texts related to the students' needs and interest.

Some teachers expressed their belief that a good grasp of language fundamentals is more important than complete understanding of a specialized text. Some teachers also believed that texts should be diversified based on the idea that general knowledge of the language is the most beneficial.

5. Most of sample members called for emphasizing all language skills.

The results that are related to the needs analysis in this study reflect true needs in hotel ESP learning, which form the basis of any proposed ESP program. The study showed that the listening exercises needed are: listening to one person talking and listening to orders and instructions. In real-life situations, hotel receptionists and other hotel workers listen to one person at a time and normally receive orders from clients. Trainees at vocational hotel classes usually listen to one person during academic classes; that person is usually their teacher or their trainer.

In speaking, the results also showed that the speaking-related activities should include: two persons talking (conversation) and one person addressing a group (lecturing, giving instructions to a group). These and other forms are reflections of the main speaking activities that usually occur in hotels and restaurants and even in academic classes at vocational schools oriented toward hotel training.

In reading, the results pointed out that the reading activities that most vocational hotel ESP learners need in their educational or occupational life includes reading advertisements, instructions, brochures, lists and tables.

The writing opportunities on the workplace (hotels and restaurants) are limited to writing notes, applications, food and beverage bills, forms, and sometimes instructions about their clients' names and the services they order; besides, some clients prefer to book rooms at hotels in advance. Hotel and restaurant workers may need to fill out formal applications in the process of applying for a hotel job in Jordan or elsewhere. Being relevant to the learners' needs, the incorporation of such relevant learning activity forms in a vocational hotel ESP syllabus will enhance motivation on the part of learners.

The language functions identified by the study cover most workplace needs. At hotels and restaurants, clients tend to be treated informally. Greeting and complimenting them are a basic rule for successful business. Advising clients and explaining hotel services are usually an essential part of the job for hotel employees that will make clients comfortable. Waiters at restaurants also should be willing to listen and receive orders from clients.

The incorporation of these functions in vocational ESP materials makes teaching and learning situations more authentic and consequently strengthens the elements of communication of the learning activities. Selections of the tasks and communication skills relevant to a particular specialization are one of the vital prerequisites for ESP text writing. The results showed the importance of developing the four language skills, with more emphasis given to listening and speaking. This is a logical reflection of what is actually being practiced on the worksite and training-site. In the process of surveying the needs, the researcher inspected the materials used by hotel stream students and activities performed at hotels and restaurants. He found that the most of these materials and activities were found to be related to listening and speaking skills. The results showed that less emphasis was placed on reading and writing, and few reading and writing activities were encountered.

Finally, the survey results of this part of the study related to the comparison of students, teachers and employees responses (T-test, tables) showed no significant differences between the responses of teachers and those of employees. Only the students of hotel stream showed greater interest in the suggested language skills and sub-skills. This is, perhaps, due to the fact that hotel job performances include more opportunities to use English than any other occupation. The fact that all categories of the study members showed a varied appreciation.

The results of the analysis of the questionnaires of the study and personal observations showed that students were more enthusiastic than teachers and employees for the language sub-skills and functions suggested in the program. But teachers were more enthusiastic than employees about the activities proposed in the new program. Such enthusiasm for a new vocational ESP curriculum leads to three observations about the secondary school students/ hotel stream:

- a. The current general EFL curriculum (AMRA) does not meet the needs and interest of secondary school students / hotel stream.
- b. The same students are dissatisfied with the current general EFL curriculum (AMRA).
- c. The proposed ESP computerized program is important in meeting hotel trainees' needs and interests.

Teachers and students showed greater interest in hotel-specific ESP materials than employees for secondary school students / hotel stream, and other vocational streams. The results may be due to the following:

- a. Teachers and students are more directly influenced by the present ESP study.

- b. Most English teachers are not adequately trained to teach ESP courses in context. This encourages the introduction of relevant ESP materials for this specialization. Still, writers should incorporate real content (topics and themes) that relate to hotel subject.

The procedure followed with needs assessment as the starting point and an evaluation questionnaire as the second. The need showed that ESP teachers should acquire a scientific approach to language teaching and should experiment with new techniques and procedures based on the learners' language needs. This requires cooperation with employees, subject teachers, other ESP teachers, and institutional administrators in order to provide the necessary resources.

DISCUSSION

Languages Needs are Examined from the Point View of Students, Teachers and Employees

In this category, language needs are examined from the point view of students; teachers at the secondary schools of hotel stream, and employees in hotels in Jordan. In these questionnaires, the students, the teachers, and employees were asked to rank the language needs in terms of need for students' success in future jobs. The Open question asked to order the four language skills according to their importance for the hotel stream students.

Most of the English language needs presented in the questionnaire were approved by the sampled students, teachers, and employees. These needs are divided into four main categories, arranged as follows:

First: Listening and speaking skills

2. To introduce oneself.
3. To speak about hotel jobs.
4. To understand what a colleague says about the details of his work.
5. To discuss what a client wants.
6. To understand what is said in payment and checking out contexts.
7. To apologize when needed.
8. To ask for permission to leave.
9. To explain the available hotel services.
10. To understand the clients' wishes.
11. To obtain information about the clients' countries, and duration of residence.
12. To understand what others say about their work.
13. To express the procedures of hotel reservation.
14. To understand what clients order at a restaurant.
15. To speak and communicate on the phone about hotel services.
16. To ask for repetition or explanation when needed.
17. To understand audio or video films about hotel duties.
18. To express oneself in embarrassing situations.
19. To give a brief account of the available hotel services.
20. To tell the types of hotel rooms.
21. To give a brief oral account of historical places in Jordan.
22. To compare hotel prices and services.
23. To mention the ingredients of some dishes.
24. To report the cost of hotel services.

25. To arrange banquets.
26. To describe the view from the hotel and the particular advantages of the hotel's rooms.

Second: Reading (comprehension)

27. To read hotel circulars and memos.
28. To read the clients' orders, reservations and memos.
29. To understand the related terminology.
30. To read related journals and papers.
31. To read related booklets.
32. To read material on the Internet.
33. To understand hotel instructions.
34. To read hotel advertisements.
35. To read about other nations' cultures.

Third: Writing

36. To fill in an application form.
37. To write a detailed C.V.
38. To fill in related bills and receipts.
39. To write a short report about the work.
40. To write a report by filling in the blanks.
41. To write some points in order to discuss them with the boss.
42. To write a short letter to the boss on personal matters.
43. To compose a written order to the subordinates.
44. To write complaints about the work to the boss.
45. To write a report about the hotel to a travel agency.
46. To write out the ingredients of food and beverages.
47. To fill in a hotel reservation form.
48. To write to other hotels for tourist group reservation.

The English needs are examined from the point of view of Jordanian secondary-school students / hotel stream. The responses for items 1-47 show the English language needs as perceived by the students, teachers, and employees. In part 4 of the questionnaire, the students were asked to rank the language skills (listening comprehension, speaking, reading, and writing) by importance for students to succeed in future jobs. They were asked to assign the numbers 1 to 4 to each of the four language skills (1 being the most important skill and 4 being the least important one).

As for the most prominent needs that teaching materials should mostly have, the top areas of English uses in the abovementioned needs included the following:

- a. There should be listening exercises in which trainees practice listening to one person talking, as well as other exercises in which trainees practice listening to orders and instructions and then carry them out.
- b. Teaching materials should include speaking exercises in which two persons have an informal conversation. Other activities in which one person addresses more than one person should also be included.
- c. Reading texts should include as exercises instructions, advertisements, articles, brochures, lists, tables, and notes.

- d. There should be writing exercises for writing lists, instructions, writing notes, and applications.

To guarantee incorporation of such learning needs, material writers should look for authentic sources for text. The amount of material in each of the four areas mentioned above should be proportional to the emphasis placed on each of the four language skills by the sample members.

As mentioned previously, each item in the questionnaire of the study introduced a language functions, sub-skill and activity format. The observations in the questionnaire show that the four language skills; listening, speaking, reading and writing are important. As it is clear from the answers to the open question in the questionnaire the four basic language skills are ordered in importance as the follows:

- Speaking
- Listening
- Writing
- Reading

Although speaking is the most highly evaluated skill by the sample members, material writers should not ignore the other skills. The way the four skills are ordered above suggests that they should be activated and focused on in a Secondary Hotel ESP syllabus proportional with each skill's rank.

Students agreed that the most needed skill for success in future hotel job is speaking, and they felt that writing and listening ranked next to speaking and was followed by reading which was ranked last.

The teachers arranged the language skills in a different order: listening, speaking, writing, and then reading. This implies that teachers believe listening is important for the students because they need this skill to improve their speaking ability. Most of the sampled members, students, and employees agreed that reading skill was the least important for the students to succeed in future jobs. However, little difference was found between listening and speaking. This means that listening and speaking are the most important skills for the students in the hotel stream for success in future jobs.

Although the functions are drawn from the items that are related to the speaking skill, each function involves more than one language skill. It is true that "greeting people" implies more emphasis on speaking, however, other skills, such as "listening to people's responses", reading the greeting part of a letter, or writing the greeting in a letter, can be included. Therefore each of the above functions may have some relationship to other items.

Table 4 ranks the sub-skills within the listening and speaking skills from the point of view of hotel stream students, teachers and employees.

Table (4) Ranking of the listening and speaking sub-skills from the sample members' point of view

NO.	Sub-skill	Mean
6	To apologize when needed	3.54
13	To understand what clients order at a restaurant.	3.45
8	To explain the available hotel services	3.37
25	To describe the view of the hotel and the advantages of the hotel rooms	3.30
11	To understand what other say about one's work	3.26
19	To tell the types of hotel rooms	3.25
7	To ask for permission leave	3.25
14	To speak and communicate on the phone about hotel services	3.24
9	To understand the clients' wishes	3.23
12	To express the procedures of hotel reservation	3.19
1	To introduce himself	3.18
3	To understand what colleague says about the details of work	3.15
17	To express oneself in embarrassing situations	3.15
4	To discuss what a client wants	3.07
5	To understand what is said in payment and checking out contexts	3.06
18	To give a brief account of the available hotel services	3.04
16	To understand audio or video films about hotel duties	3.02
20	To give a brief oral account of the historical places in Jordan	3.02
2	To speak about hotel jobs	2.96
15	To ask for repetition or explanation when needed	2.81
22	To mention the ingredients of some dishes	2.78
23	To tell the cost of hotel services	2.76
10	To ask the clients' about their countries, place and duration of residence	2.72
24	To organize agreements for banquets	2.63
21	To compare different hotel prices and services	2.43

Table 4 indicates the most important oral sub-skills (listening and speaking skills). All members of the students sample emphasized listening to instructions and to the orders of hotel clients. Table 6 also shows that the apologizing and understanding what clients order are the most needed and the top sub-skills within the listening and speaking skills.

Table 5 shows ranks the sub-skills within writing skill from the point of view of sample members, students, teachers and employees.

Table (5) Ranking of the writing sub-skills from the sample members' point of view

NO.	Sub-skill	Mean
44	To write a report about the hotel to a travel agency	2.83
41	To write a short letter to the boss on personal matters	2.79
46	To fill in a hotel reservation form	2.66
36	To write detailed c.v.	2.62
37	To fill in related bills and receipts	2.58
40	To write some points in order to discuss them with the boss	2.58
42	To compose a written order to the subordinates	2.58
35	To fill in an application form	2.54
38	To write a short report about the work	2.50
43	To write complaints about the work to the boss	2.45

Table 5 shows the most needed sub-skills within writing: writing lists and hotel applications received the highest degree of evaluation and importance in writing area. Most of the sampled members in the three categories emphasized positively writing curriculum vitae, as well as filling in applications.

Table (6) Ranking of the reading sub-skills from the sample members' point of view

NO.	Sub-skill	Mean
27	To read the clients' orders', reservation and memos	3.08
26	To read hotel circulars and memos	3.04
33	To read the hotel advertisements	2.95
36	To read related booklets	2.91
28	To understand the related terminology	2.79
32	To understand hotel instructions	2.75
31	To read simple related internet literature	2.66
29	To read related journals and papers	2.58
34	To read about other nations' cultures	2.43

Table 6 ranks the sub-skills within the reading skill. Reading instructions is the most emphasized sub-skill among the reading sub-skills. However, other reading sub-skills, such as reading advertisements, brochures, lists, and articles, were also emphasized by the sample members. There were no significant differences between the responses of the three sample groups.

IMPLICATION TO RESEARCH AND PRACTICE

The new trend in syllabus design reflects the similarity in the responses of all three groups- students, teachers and employees. Thus, any proposed hotel ESP program may emphasize the language skills and sub-skills identified in this study and ESP courses for other secondary vocational streams should do likewise. The only difference would be in the choice of content to suit the specialization

Some of the top sub-skills identified were emphasized differently by the sample groups. Students, for example, emphasized the need for the listening activity in which they listen to native speakers. This indicates the students' anxiety of being typical learners, or perhaps their feeling that it is job. This is also clear in the results of surveying the students' needs, where teachers also emphasized the functions for the listening sub-skills. Therefore students are in need of listening to native dialogues. This recognition on the part of the students is, perhaps due to the lack of adequate training their teachers and few chances for listening practice. The traditional reluctance of new teachers to be supervised is characteristic of teachers who lack adequate training. In between these two extremes, there are some teachers who are willing to attempt and improve their performance. Thus, by training teachers or providing notes on methods of teaching and evaluation, ESP materials can change the student attitudes toward the listening sub-skills.

Students were not happy about reading general English textbooks. This is due to the fact that secondary-school hotel trainees in vocational schools have low English proficiency. Therefore, vocational EFL teaching materials should offer other forms of reading that meet their needs and capabilities, such as tables, lists, brochures, and advertisements.

Hotel employees were not happy with listening to trainers talking about certain hotel services and situations, these situations also showed them to be less willing to tell clients about the services they can offer them. Those behaviors, perhaps, due to psychological factors or job rules. Humans naturally resist orders imposed upon them, especially when they feel they can perform their job just as well without such orders. Some also consider that offering services without being asked by clients is a source of embarrassment to them. However, ESP text writes can offset such psychological impacts by presenting informal listening materials and conversations.

In general, course designers and curriculum developers can make use of the results of this study in order to materials, for vocational students in general and hotel students in particular, through ascertaining the English language skills and functions that these students may need for their education or for their future jobs and emphasizing the use of English language, especially for vocational schools to help students mastering the language.

CONCLUSION

1. Emphasizing topics and themes which are related to students' needs and interests and compatible with their background, experience, and abilities motivates students to learn and encourages them to build self-confidence and positive attitudes learning to increase English proficiency.
2. hotel –stream learners may modify what they acquire in hotel ESP Materials to be used in general English. This is because hotel ESP language is relevant to general English. Materials are much relevant to general English especially in structure and some vocabulary which play a central role in designing ESP courses.
3. The literature related to ESP supports the claim of its being communicative in nature. The communicative movement leads directly to the development of ESP. Thus, the strong innate communicative ESP courses enhance language acquisition.
4. Hotel ESP materials are more relevant to real-life needs and situations than general English. As a result, students feel that they are able to utilize their knowledge of English in real-life

situations and to communicate well with others in English. This feeling enhances their self-confidence and builds up positive attitudes towards the learning achievement of the ESP learners.

FUTURE RESEARCH

Based on the results of the study, this study may draw the attention of the scholars, educationalists and course designers to conduct similar studies for other classes and levels and other specializations in order to make the results more valid and more widely applicable. For example, similar studies can be conducted on the level commercial, industrial, and agricultural students needs in Jordan or in any other non native country in the Middle East or area in the world.

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