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SOSYAL BİLİMLER ENSTİTÜSÜ

A STUDY ON LSP NEEDS ANALYSIS
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ABSTRACT

In recent years, a great demand for learning a foreign language has brought out many questions that need to be answered.

Teaching languages for limited purposes, rather than for general, is an idea born of the necessity to produce practical results in a limited amount of time.

This study focuses upon the Language for Specific Purposes (LSP) and analysis of learners' needs.

In order to collect data, a questionnaire has been administered at five-star hotels in the Antalya region.

In the first chapter, the purposes of foreign language learning, some definitions of LSP , the problem and the aim of the study have been presented.

In the second chapter, some topics related to LSP and needs analysis are reviewed.

The third chapter includes the research design

selection of informants and the method of analysis.

Results and interpretations are presented in the fourth chapter.

In the fifth chapter, the discussion over the research results, conclusion and some suggestions for further studies are presented.

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CHAPTER I

INTRODUCTION

1.1. Background to the Problem

1.1.1. The purposes of Foreign Language Learning

Foreign Language learning is the situation in which the target language is not the mother tongue of any group within the country where Foreign Language Learning is carried out. The aim of foreign language learning is to increase the contact with foreign language speakers inside and outside the country.

Wilkins (1974 : 156) states that, from the individual's point of view, the aim of any spoken and written utterance is to communicate something to the hearer and reader.

Immense changes have been produced in recent years, in the world of teaching. There are numerous language

teaching techniques and methodologies each of which suggests psychological and pedagogical theories for achievement in FLT.

Language is a social activity, so choice and purpose of FLT varies according to social function and intention of learners. It seems that foreign language learning has become a multi-purposed phenomenon. Learners have different reasons for learning.

If it is tried to reach achievement in language teaching, it must provide the learner with means to select language which is suitable to the purposes and needs of the learners. Some of them try to get a job, to pass an exam, to know the terminology of the job.

There have been some other attempts especially performed to make learners reach their goals in target language. Language teaching has been taken into account from different aspects in the last decades.

" Given motivation, it's inevitable that a human being will learn a second language if he is exposed to language data " (Corder, S.P. 1967 : 159)

Corder notes that learner can be exposed to the language data which is most suitable to his needs and goals. The most suitable language data is the one which is more relevant to the learner. In order to teach needs-based language, it is necessary to search for learners' needs.

It is generally agreed that the motivation of the learners is one of the most important factors influencing their success in foreign language learning.

People have different motives for learning. One may be studying language because he wants to, another because he has to. According to linguists, the former would be thought to be better motivated. Motivation is closely related to the learning. It's the learners own motivation that is relevant to learning.

1.1.2. Some definitions LSP

Mackey (c.i. Robinson-Mackey 1975) says that :
 " For the last ten years or so, the term ' languages for specific purposes ' has begun to appear more and more frequently in language teaching literature. "

As Mackey indicates, specific-purpose language teaching is becoming fashionable. Courses are being labelled as ' specific-purpose ' language courses chiefly because that is what the course organizers believe will attract learners.

It can be said that an LSP course is designed for a reasonable number of students with identical needs. The course is designed to satisfy those needs, which will be occupation or study based and fairly specific.

Strevens (c.i. Robinson-Strevens 1977) makes his

criteria for defining LSP :

" The content of specific purpose language teaching ' SP - LT ' courses are thereby determined, in some or all of the following ways:

- (i) restriction: only those " basic skills " (understanding speech, speaking reading, writing) are included which are required by the learner's purposes,
- (ii) selection: only those items of vocabulary, patterns of grammar, functions of language, are included which are required by the learner's purposes,
- (iii) themes and topics : only those themes, topics, situations, universes of discourse, etc. are included which are required by the learner's purposes,
- (iv) communicative needs : only those communicative needs.....are included which are required by the learner's purposes.

According to Streven's definition, there should be a limitation and restriction in LSP course when considering LSP materials, subject matters, themes and topics.

It can be said that an LSP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of learners' needs. Any LSP course may differ from another in its selection of skills, topics, situations and functions and also language.

Another definition of LSP is given by Munby (1978 : 2)

" LSP courses are those where syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner "

From Munby's definition, another phrase emerges:
" needs analysis of the learner "

Bhatia (1986 : 11) states that " the purpose of a learner-centered needs analysis is to focus the syllabus on a selective range of language elements and a particular set of language uses "

She (ibid.) adds that the trend towards special purpose language instruction is based on a more fundamental movement to center instruction on the needs of the learner. The centrality of the learner in this teaching framework can be seen in various aspects of special methodology : needs analysis, content orientation and adoption of communicative methodologies.

1.1.3. Analysis of needs

The idea of analysing the language needs of the learner as a basis for course development has become very important procedure in LSP. It's difficult to think one of them without other coming to mind.

Another suggestion is made by McDonough (1984 : 29)
He says " ...to find out what language skills are

needed for successful performance of tasks in some jobs must be the central effort of any LSP programme."

The syllabus in a special purpose language programme is designed to cover functions, structures and situations for which the students have a need. This means that needs analysis is basic to any efficient foreign language programme.

Brumfit (c.i. Robinson-Brumfit 1977) points out that any LSP course should be directly concerned with the purposes for which learners need.

Cook R.H. (1977 : 44) indicates that "... it's therefore worth considering briefly whether-and to what extent - there is an equal and simultaneous demand on language skills, and whether teaching priorities can be identified "

As it is recognized from the above sentence, it's necessary to consider the skills and their proportions required by the learners.

LSP practitioners, course designers, materials writers or classroom teachers should begin with a basic question : What does the language learner need to know in order to function in the target situation?

In order to answer the above question, the needs of the learners should be analysed.

1.1.4. Can these needs be analysed ?

As it is stated before, it's necessary to analyse needs in order to design an efficient LSP programme.

There are various ways in which one might elicit information concerning the needs of the learners.

It can be assumed that students' or learners' needs can be analysed.

One of the ways which is suggested by Richterich and Chancerel (c.i. Robinson-Richterich and C, 1978) is that questionnaire seems to be mostly applied method. Several people may be advocated for the administration of questionnaire.

1.2. Problem

For a group of learners with a specific purpose in learning foreign language, it seems reasonable to apply to the needs of the learner.

The foreign language curriculum of tourism schools and courses may be planned more adequate and appropriate if the students' needs, that is naturally needs of the sector, are investigated.

Any attempt towards the learners' needs should be main consideration in curriculum design. Learner and

his needs should be taken as central for the problem of curriculum designing. Through analysis, the skills to be taught may be restricted. For example, a needs analysis may reveal a priority for listening or reading. Perhaps a telephonist who's learning a foreign language will need to communicate by concentrating on listening and speaking and will need specific materials.

Needs analysis of foreign language learners in tourism schools is very important because it helps to the curriculum development in these schools.

What aspects of foreign language are considered most important by the staff who work in tourism sector? Does an LSP course focus on the one language skill only or does it include all four language skills?

1.3. Purpose of the study:

The purpose of this study is to elicit information about foreign language needs of the managerial staff at five-star hotels.

This study also tries to find out information about the subjects stated below:

1. Language problems of General Managers, Assistant Managers, Department Managers and Department Chiefs, (see appendix A) will be studied. It'll also be investigated the language skills and their proportions they need in

their jobs. Reasons and purposes for using these language skills will be demonstrated.

2. The nature of foreign language competence which hotel staff need for their job performance is studied.

3. In this study, communicative means in foreign language that informants use are studied. Language for written and spoken communication at work (e.g. for understanding and drafting letters and telex messages, for telephoning in foreign language, for speaking and understanding foreign visitors abroad.)

4. Informants' ideas and suggestions about foreign language education will be learned.

The role of on-the-job training and in-service training in FLT will be asked to informants.

1.4. Limitations and Assumptions of the study:

1.4.1. Limitations

1. This study is limited to the five-star tourist hotels.

2. The five-star hotels which are established in

Antalya region were researched to elicit information.

3. This study is limited to the managerial staff only in five-star hotels.

1.4.2. Assumptions

1. The questionnaire are assumed to be satisfactory to elicit some certain information about the needs of the tourism sector.

2. It's assumed that among the four language skills, speaking and listening are generally more prior to the other two ; reading and writing.

3. It's assumed that all four language skills will be included in LSP course designs in tourism schools.

4. It's assumed that informants will answer the questions sincerely and reliably.

CHAPTER II

REVIEW OF LITERATURE

In this part of the study, the effect of motivation on language learning, different aspects of LSP, the need for analysing needs of the learner in foreign language and syllabus design within LSP framework will be considered initially.

2.1. Motivation and Language learning

Since motivation is closely related to the language learning, a connection can be set up between Language for Specific Purposes and motivation.

All human behaviour is more or less motivated and directed. It's generally agreed that there are internal and external factors which affect language learning of an individual. A need may be a motive which makes certain goals attractive and important for the individual and motivation is the impulse which generates the learning.

From an educational angle, motivation fulfills two main purposes; by providing a source of energy, it awakens the learners' interests and desire to learn. Secondly, by giving learner direction, it helps the learner to focus his efforts and activities in a given direction and thus towards specific objectives.

" How can I motivate my students ? " This is an eternal question that most of the language teachers frequently ask.

In order to motivate students, first of all, it is necessary to identify, assess and translate the learners' needs into skills to be developed in order to meet his expectations. Identification of needs can be considered as a first step for motivation.

Two types of motivation are especially relevant for language learning, which Gardner et.al. (1972) call integrative and instrumental. Integrative motivation reflects the learner's sincere and personal interest in the people and the culture represented by the target language. On the other hand, instrumental motivation is stimulated by the practical value and pragmatic advantages which are expected to come from knowledge of the language.

In an LSP setting, the sorts of goals students work toward, social and cultural environment within which the student is or will be using the language should be identified and interpreted by course designers.

Teachers can help students to identify the externally set requirements of the professional with regard to target language. To identify the requirements would be possible by analysing the learners' needs.

2.2. What is distinctive about LSP ?

Is LSP a special language or is it special purpose to which language is put?

Robinson (1984 : 8) says that, " it is the purpose for which the learner is studying that is special or specific not the language. "

Chambers and McDonough (1980) don't support this idea. They oppose it by saying that, " the term 'specific purpose' was coined with an intended emphasis on purpose rather than language. To me the view expressed by Pauline Robinson represents an over-reaction as it seems eminently clear that the language must be special or specific and is implicitly recognised as such, if no other reason that if the languages-or rather registers-are not different, how could we teach LSP in any event if we aren't aware of the specific language all the time. So I'm suggesting that LSP should be considered with teaching a programme based on some kinds of fairly rigorous analysis of both the purpose for which the language is being used-and the language itself."

These ideas definitely support what has been said in chapter I (c.f. 1.1.3.). They indicate that it is

necessary to specify both purpose and language.

It should be noted that LSP does not necessarily differ in kind from any other form of language courses which claim to be purpose specific. Because, purpose is a continuous feature of all systematic instruction, the way it's stated varies according to the local circumstances.

In order to identify what's distinctive about LSP courses, it may be helpful to look at the reasons for it and the way the purpose is identified.

A specific purpose course does not necessarily limit the identified range of use more than a general communicative course.

At this point, Crocker: (1980 : 8) suggests that the difference is one of the focus of interest and intention. Crocker means that the primary concern in the LSP course is in achieving something outside of language through language. According to him, an LSP course should place on language as a means rather than as an end. That means LSP is an approach to language teaching.

Sinclair (c.i. McDonough-Sinclair 1978) says that :
"LSP is not a branch line or a specialised interest, it's simply language teaching of any kind placed in relation to it's context. "

One of the main characteristics of LSP is it's interest language as a means rather than as an end.

Therefore LSP is an approach to language teaching in general, not a specialised interest.

2.2.1. Different aspects of LSP

The term LSP may cause a dilemma .To avoid this it's felt necessary to give a definition which is made by Munby.(c.i. Robinson-Munby,1978).He says that," Formerly standing for Language For Special Purposes, the term now used by an increasing number of scholars, practitioners and institutions is Language For Specific Purposes. "

In addition to above discrimination, it can be added that Language For Special Purposes is thought to suggest special languages, i.e. restricted languages, which for many people is only a small part of LSP, whereas Languages for specific purposes focuses attention on the purpose of the learner and refers to the whole range of language resources.

Another point is to be made about LSP : It's the international term which refers to the particular languages of the world. Although most work on languages for specific purposes has been on the English Languages, a consideration of some other LSP research provides a useful insight to the ESP_ English For Specific Purposes

and other particular languages. Therefore LSP and ESP can be used in the same sense and meaning in this study. Also they can be referred to any other particular languages.

Mackay (c.i.Robinson-Mackay,1975) defines LSP as : " It's generally used to refer to the teaching and learning of a foreign language for a clearly utilitarian purpose of which there is no doubt. "

The utilitarian purpose here is generally understood as successful performance in work, the work in which language plays an important role.

Mackay and Mountford (1978) suggests three kinds of purpose :

a- occupational requirements, e.g. for international telephone operators, civil airline pilots etc.

b- Vocational training programmes, e.g. for hotel and catering staff etc.

c- academic or professional study, e.g. engineering, medicine, law etc.

Taking above purposes into consideration, two faces of LSP can be explained in order to avoid a terminological confusion in which LSP may fall :

Language For Academic Purposes, which is thought generally within educational institutions to students

needing language in their studies.

Language For Occupational purposes is taught in a situation in which learners need to use language as part of their work or profession.

2.3. Needs Analysis in LSP

2.3.1. The importance of Needs Analysis

As outlined in chapter I, The idea of analysing the needs of the learner as a basis for course development has become almost synonymous with ESP in recent years. Many of teaching programmes pay special attention to the ' relevance ' and ' suitability ' for the specific group of learners.

The following statements, which are given by McDonough (1984 : 29) reveal the importance of any needs analysis in ESP:

- " in response to the needs of these students....."
(a course in English for science and Technology)
- "the centrality of the learners' needs....."
(an industrial training course)
- "..... design courses that have relevance to students' needs in relation to academic studies....."
(a programme in English for medical students)

- " to find out what language skills are needed for successful performance of tasks in some.... jobs (a large scale field of survey of job related courses)

- " ... the foreign language needs of industry and commerce..... "

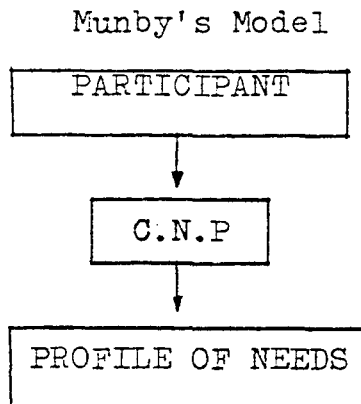
McDonough's statements indicate that the learner is at the heart of any teaching programme. Information on language needs will help to make a profile to establish objectives and decisions on course content.

Another point, about needs analysis, is made by Blue (1981 : 58) who says " ...in view of the range of students and therefore the range of specific interests and needs are to be encountered."

All of the statements demonstrate that in any ESP course, learners' wants and needs should be discovered by course planners and teachers.

2.3.2. A Model for Analysing Needs

A procedure, put forward by Munby (c.i. McDonough-Munby 1978) is comprehensive and represents a useful insight to the ESP. This model is termed as the " Communication Needs Processor (CNP). Information about learner are fed into C.N.P. which consists of some categories. Then categories are worked on. After this a profile of needs comes out.



The categories are all relevant to the idea of learning. This means that they deal with the student in his job or profession. The relevant categories are as follows :

Purposive Domain : Occupational framework in general study or job description in detail. In other words it is the description of the goals that learners work toward.

The occupational framework of the staff in hotel industry are as follows :

- Managers : A manager is responsible for establishing the policies and procedures of operation for the hotel and for seeing that they are carried out.

- Assistant Manager : He undertakes the responsibility of departments and helps the manager in organization and operation.

- Front Office Manager : He's the person who's

responsible for all the reception and rezervation area ,he manages and controls all the works in front office.

- Reception and Rezervation Chief : They check registration and rezervation and give information to front office manager.

- Houskeeper :Linen,decorations and general cleanliness of the hotel are usually carried out under the supervision of housekeeper.

- Food and Beverage Manager :He controls and supervises the restaurants,bars and kitchen.He's also responsible for the purchasing of foods and drinks.

Executive Chef : He's responsible for planning meals supervises all the works in the kitchen.

Maitre d'hotel : He's responsible for all the restaurants services and he supervises those who work in the restaurant.

- Head Bartender :He's responsible for all the bars

- Telephone-Telex Operators : They are responsible for switchboard and telex.

- Personel Training and public Relations Manager:
They supervise education and in-service training in the hotel.They are also responsible for advertisement of establishment.

- Account Manager : They are responsible for accounts and billing.

- Sport and Animation Chief :He organizes every kinds of sports activities and entertaintmen affairs.

Other categories that Munby's model include are:

Interaction : The role in which learner finds himself.It's the environment in which student is learning . It's also the social and cultural environment in which the learner is or will be using the language.

Instrumentality : It denotes whether the language will be used spoken or written.

Communicative Event : It refers what the learner will have to do in English.

2.4. Syllabus Design in the light of needs analysis

One essential feature of a LSP course is the selection of materials. Therefore a feature of an LSP syllabus will be the absence of certain items found in a general course and focus attention on certain things.

Choice and synthesis are important terms in any discussion of the design of teaching and learning material. Teaching and learning are many sided, so are the materials and instruments. The focus of attention may be determined by skill, by function, by topic, by situation etc.

It should be noted that all syllabuses will comprise skills and function, although the priority in the relative order may change depending on the learners' needs.

Skill or skills selected for a particular set of materials derive from a specification of needs and are set out in terms of the goals of learning.

Which language skills should be covered both in courses and materials? Can we talk about major or minor skills?

Naturally the coverage itself has some manifestations. They can be listed as follows:

1. Where one skill is dominant :

a. Mono-skill : simply where a single skill is se-

lected and practised.

b. Mono skill-hierarchical :

A single skill dominates but other skills are used in a minor way to reinforce the main skill.

2. If more than one skill are dominant,

a - Multiskill : A number of skills are practised separately.

b - Integrated skills: Also a number of skills are practised, but this time integrated with each other to a greater and lesser extent.

The choice of language skills to be covered is selected according to the actual goals, The needs-based criterion.

As it's pointed above, all four language skills should be practised in an integrated way so as to facilitate language production. The skills reinforce each other.

CHAPTER III

RESEARCH MODEL OF THE STUDY

3.1. Research Design

As it was pointed out in the previous chapters, one of the ways to elicit information for needs analysis is the questionnaire.

At the beginning of the study, in order to answer the question set in the ' problem ' section (cf. 1.3.) and to achieve a number of purposes in the ' purpose of- the study ' section (c.f. 1.4), a questionnaire for needs analysis for tourism sector was prepared.

The questions in the questionnaire were prepared in the way that their results could be used to determine about foreign language needs, difficulties and deficiencies of the informants

3.1.1 Description of Questionnaire

The questionnaire includes twenty questions. The questions can be classified in three categories. In the

first category questions are prepared to get to know the name of the schools and courses that informants graduated. The first question is asked whether they received a tourism education or not. Other questions in this category are asked to know the schools they graduated.

The questions in the second category are asked to learn the language needs, difficulties and deficiencies of informants.

Following questions are given for exemplification :

- ' For what purposes do you need writing in foreign language in your job ?'

The alternatives of this question are :

- a. telex b. business letter c. information board
- d. brochure d. news, magazine, bulletin etc

- 'What language difficulties and deficiencies do you have ?

alternatives are:

- a. I make pronunciation mistakes
- b. I can't use the words in their right places in sentences.
- c. I hesitate and pause during speaking
- d. These are not important in my job. I'm satisfied if I speak.
- e. I don't have any of these.

The two questions in the last category are asked to learn and elicit information about personal ideas and

and suggestions of informants. A sample question of this type is given below:

'Which of the following should be done in order to make personnel's foreign language knowledge more proficient in tourism establishments?'

Alternatives of this question are as follows:

- a. In-service foreign language courses should be organized according to the needs of hotel industry.
- b. Personnel should be sent to foreign language courses in the off-season.

3.2. Informants

The accommodation establishments that tourism sector comprises are different from each other. Among various of these establishments, five-star hotels are preferred for this study. The main reason behind choosing five-star hotels is that they include different sections which are needed for the study.

At the beginning of the study, organization charts of some five-star hotels were collected by promising that the hotel names were going to be kept under secret, since the managers were reluctant to give them.

None of these charts were the same since the hotels differ from each other in size, capacity and facility. Therefore, regardless of some minor departments, a sample organization chart was drawn which is supposed

to show the major departments in these hotels.

The questionnaire was administered in five-star hotels. It might have been difficult to keep one-to-one contact just because the number of people working in these hotels are too many. Thus, questionnaire was given to managers, assistant managers, department managers and department chiefs. They were required to answer questions both about themselves and for the personnel whom they are responsible for.

From five hotels of this type selected fifteen informants.

3.3. Data collection :

Data collection in the tourism sector was necessary to attain the purpose of the study. Data was collected through a questionnaire which is supposed to be suitable for the purpose of the study.

The questionnaire was administered by a number of students from Advanced School of Tourism and Hotel Management.

3.4. Data analysis :

The results of the questionnaire were evaluated through the help of some students' cooperation from the same school. Some of the items might have been analysed in terms of correct ranking system. Therefore informants were asked to rank the alternatives by assigning numbers

as of 1 which stands for ' the most important '. Unfortunately this ranking system couldn't be fulfilled since the informants didn't pay attention for this ranking in most of the questions.

The results of the questionnaire are made significant through the application of percentage system.

CHAPTER IV

ANALYSIS OF RESULTS

4.1. Evaluation and Interpretation of results

The questionnaire includes twenty questions that comprises mainly three parts; personel questions about informants, questions about subject of study and the questions to get a general idea of what participants think the foreign language education in different settings.

Alternatives of some questions were to be given priorities by giving numbers starting from number 1 which stands for the most important alternative that informants consider. Except for one or two questions, this goal couldn't be attained.

In this part of the study, the results of the questionnaire will be interpreted and evaluated through the help of tables for the questions.

TABLE I

The results of tourism education background

	Those who received Tourism Education	Those who didn't receive
<u>Professions</u>		
Managers	5	-
Ass. Managers	4	1
Front Office Managers	5	-
Rec. and Rez. Chiefs	5	-
Houskeepers	5	-
Food and Beverage Managers	3	2
Sales Managers	2	3
Executive Chefs	4	1
Maitre d'Hotel	5	-
Head Bartender	5	-
Telephone, Telex Operators	3	2
Personel and Public Relations Managers	3	2
Account Managers	1	4
Chief Engineer	1	4
Sport and Animation Chiefs	3	2
TOTAL	54	21
PERCENTAGE	72%	28 %

First of all, informants are asked whether they received a tourism education or not. It's the first step of the questions for educational background of the informants. As it is seen in table 1, the majority of informants (seventy-two percent) received tourism education from one kind to another. The rest of the informants, twenty-eight percent, didn't receive any tourism education. Five general managers, four assistant managers, five front office managers, five reception and reservation supervisors, five

housekeepers,two sales managers,four executive chefs,
five maitre d'hotels,five headbartenders,three telex and
telephone operators,three personnel and public relations
managers,one of the chief engineers and sport-animation
chiefs stated that they received a tourism education.

Since tourism schools and institutions are taken
into account,the score will help to determine FLT
programmes in these schools.They can answer the questions
reliably and sincerely since they know FL education in
this type of school

TABLE 2

Tourism Schools and Institutions that Informants
graduated

Professions	Advanced School of Tourism and Hotel Management	Tourism Vocational School	Tourism High School	Turem	Otem	Other
Managers	2	-	-	-	-	3
Ass. Managers	3	1	-	-	-	1
Front Office Managers	2	2	1	-	-	-
Rec. and Rez. Chiefs	2	-	-	-	3	-
Housekeepers	2	1	-	2	-	-
Food and Beverage Managers	1	-	-	-	-	-
Sales Managers	1	-	1	-	-	-
Executive Chefs	-	-	-	2	2	1
Maitre d'Hotel	2	2	-	1	-	-
Head Bartender	1	-	-	3	1	-
Telephone, Telex Operators	-	2	1	-	-	-
Personel and Public Relations Managers	3	-	-	-	-	-
Account Managers	1	-	-	-	-	-
Chief Engineer	-	1	-	-	-	-
Sport and Animation Chief	-	2	1	-	-	-
TOTAL (54)	: 20	11	4	8	6	5
PERCENTAGE	: 37 %	20 %	8 %	15 %	11 %	9 %

As it is learned that seventy-two percent of informants received a tourism education, they are also asked the names of schools and courses from which they graduated. Table 2 shows the tourism schools and courses. According to table, two managers, three assistant managers two of front office managers, two of reception and reservation chiefs, two of housekeepers, two of food and beverage managers, one of sales managers, two of the maitre d'hotels

one of the head bartenders, three of public relations managers, one of the account managers graduated from advanced school of tourism and hotel management. This means that their answers and suggestions will certainly help the purpose of the study since one of the aims of this study is to suggest course design in the light of the results of the questionnaire. Twenty percent of the informants graduated from tourism vocational schools. Two of housekeepers, two of executive chefs, three of head bartenders finished TUREM, which is tourism education center. Six percent of informants finished OTEM, a hotel education center, and five percent of them stated that they finished different tourism courses.

TABLE 3

Non-professional education background of informants

Professions	Primary School	Secondary School	High School	Faculty	Other
Managers	-	-	-	2	-
Ass. Managers	-	-	-	-	-
Front Office Managers	-	-	-	-	-
Rec. and Rez. Chiefs	-	-	-	-	-
Housekeepers	-	-	-	-	-
Food and Beverage Managers	-	-	-	2	-
Sales Managers	-	-	1	2	-
Executive Chefs	-	-	-	-	-
Maitre d'Hotel	-	-	-	-	-
Head Bartender	-	-	-	-	-
Telephone, Telex Operators	-	-	2	-	-
Personel and Public Relations Managers	-	-	-	2	-
Account Managers	-	-	-	4	-
Chief Engineers	-	-	-	4	-
Sport and Animation Chiefs	-	-	-	2	-
TOTAL	-	-	3	18	- : 21
PERCENTAGE					: 28%

Those who didn't receive any tourism education are asked the names of the schools they finished. Of these, one sales manager and two telephone - telex operators finished high school. The rest of them graduated from various faculties

TABLE 4

Those who studied tourism abroad

Professions	Those who received a tourism education abroad	Those didn't receive
Managers	3	2
Ass. Managers	1	4
Front Office Managers	-	5
Rec. and Rez. Chiefs	1	4
Housekeepers	-	5
Food and Beverage Managers	2	3
Sales Managers	1	4
Executive Chefs	2	3
Maitre d'Hotel	1	4
Head Bartender	3	2
Telephone, Telex Operators	1	4
Personel and Public Relations Managers	2	3
Account Managers	-	5
Chief Engineers	-	5
Sport and Animation Chiefs	1	4
TOTAL	18	57 : 75
PERCENTAGE	24 %	76 % :100 %

Informants are asked if they studied tourism abroad. It can be seen in the table that three of managers, one of the assistant managers, one reception and reservation chief, two of food and beverage managers, one sales manager, two of the executive chefs, one maitre d'hotel, three of the head bartenders, one telex operator, two of the public relations managers and one sport-animation chief, eighteen percent, studied tourism abroad. Fifty-seven percent of the

TABLE 5

The Need for Foreign Language for the
Job performance

Professions	YES	NO
Managers	5	-
Ass. Managers	5	-
Front Office Managers	5	-
Rec. and Rez. Chiefs	5	-
Housekeepers	5	-
Food and Beverage Managers	5	-
Sales Managers	5	-
Executive Chefs	5	-
Maitre d'Hotel	5	-
Head Bartender	5	-
Telephone, Telex Operators	5	-
Personel and Public Relations Managers	5	-
Account Managers	5	-
Chief Engineers	5	-
Sport and Animation Chiefs	5	-
TOTAL	75	0 : 75
PERCENTAGE	100 %	0 : 100 %

Informants are asked if they consider it necessary to know a foreign language in their jobs. All of the informants agreed that they need to know a foreign language in their jobs.

It can be concluded from the fifth table that the importance of foreign language in the tourism sector can

not be ignored. Knowing a foreign language is the first qualification required by the employers.

In every part of the sector, people from different countries come into communication with the tourism staff. Tourism services are offered to the people to make them feel comfortable and satisfied. It's the staff and the personnel who organize the best services. In order to communicate with guests, they should know a foreign language.

Some of the staff attend conferences, read news and every kind of written material relevant to their jobs.

The reasons to know a foreign language are numerous in the tourism sector.

TABLE 6 - a

Language skills needed and their priorities

Professions		Speaking	Listening Comprehension	Reading	Writing
Managers	A	2	2	-	-
	B	3	2	-	-
	C	-	-	4	1
	D	-	-	1	4
Ass. Managers	A	2	2	-	-
	B	2	3	-	-
	C	-	-	3	2
	D	-	-	2	3
Front Office Managers	A	4	1	-	-
	B	1	4	-	-
	C	-	-	3	2
	D	-	-	2	3
Rec. and Rez. Chiefs	A	4	1	-	-
	B	1	4	-	-
	C	-	-	3	2
	D	-	-	2	3
House keepers	A	-	5	-	-
	B	5	-	-	-
	C	-	-	2	3
	D	-	-	3	2
Food and Beverage Managers	A	2	3	-	-
	B	3	2	-	-
	C	-	-	4	1
	D	-	-	1	4
Sales Managers	A	1	4	-	-
	B	4	1	-	-
	C	-	-	4	1
	D	-	-	1	4
Executive Chefs	A	5	5	-	-
	B	5	-	-	-
	C	-	-	4	1
	D	-	-	1	4
Maitre d'Hotel	A	1	4	-	-
	B	4	1	-	-
	C	-	-	5	-
	D	-	-	-	5
Head Bartender	A	-	5	-	-
	B	5	-	-	-
	C	-	-	4	1
	D	-	-	1	4
Personnel Public Relations Managers	A	4	1	-	-
	B	1	4	-	-
	C	-	-	5	-
	D	-	-	-	5
Telephone, Telex Operators	A	5	-	-	-
	B	-	5	-	-
	C	-	-	4	1
	D	-	-	1	4
Account Managers	A	-	5	-	-
	B	5	-	-	-
	C	-	-	-	5
	D	-	-	5	-
Technical Engineer (maintenance)	A	1	4	-	-
	B	4	1	-	-
	C	-	-	4	1
	D	-	-	1	4
Sport and Animation Chief	A	5	-	-	-
	B	-	5	-	-
	C	-	-	4	1
	D	-	-	1	4

(in the table, A stands for the most important)

TABLE 6-b

Priorities given	Speaking		Listening comprehension		Reading		Writing	
	n	%	n	%	n	%	n	%
A	32	43%	43	57%	0	0%	0	0%
B	43	57%	32	43%	0	0%	0	0%
C	0	0%	0	0%	58	77%	25	33%
D	0	0%	0	0%	17	23%	50	67%
TOTAL	75	100%	75	100%	75	100%	75	100%

Informants are asked what language skills they need in their jobs and they are required to give priorities to these skills. Tables 6-a and 6-b show the language skills needed by informants and priorities of skills valued by informants. In the tables, A stands for the most important skill, then, in sequence, comes B, C and D. These capital letters stand for the ranking system for this question.

The proportions of given priorities are changing according to the professions. For the assistant managers, front office managers, reception and reservation chiefs, personnel and public relations managers, telex operators, sport and animation chiefs, speaking is the most important foreign language skill. On the other hand, managers, housekeepers, food and beverage managers, sales managers, executive chefs, maitre d'hotels, head bartenders, account managers, chief engineers stated that listening comprehension is the most important skill. Speaking is the second important foreign language skill for them.

Except for housekeepers and account managers, reading is the third important language skill for fifty-eight percent of the informants. For housekeepers and account managers, writing is the third important whereas the others valued writing in the fourth place.

Reading is the third important activity among other skills. The results reveal that all of the

participant's jobs involve the reading skill to the extent of changing proportions from the comprehension point of as far as the departments are concerned.

According to the table again, writing is the least important skill. Because thirty-three percent considered writing in the C category while the sixty-seven percent considered it in the D category.

It's seen that listening comprehension is the most important language skill for the informants.

TABLE 7

Reasons for Listening

Professions	Foreign tourist	Television Radio	Foreign songs
Managers	5	4	1
Ass. Managers	5	3	-
Front Office Managers	5	2	1
Rec. and Rez. Chiefs	5	3	-
Housekeepers	5	-	-
Food and Beverage Managers	5	-	-
Sales Managers	2	-	-
Executive Chefs	5	-	-
Maitre d'Hotel	5	1	-
Head Bartender	5	-	-
Telephone, Telex Operators	5	-	-
Personel and Public Relations Managers	5	3	2
Account Managers	2	-	-
Chief Engineers	5	-	-
Sport and Animation Chiefs	5	4	5
TOTAL	69	21	9 : 99
PERCENTAGE	92 %	28 %	12 %

Informants are asked for what purposes they need listening comprehension. For the great majority of informants that is sixty-six percent, listening comprehension is needed for foreign tourists. This means that informants anticipate and keep contact with foreign tourists in the hotel. They also confront problems during communication. As it's seen in the discussion section of this study, most of the suggestions made by informants focus on using

native speakers as an authentic material in different learning settings.

For managers, assistant managers, front office managers, reception and reservation chiefs, public relations managers and sport-animation chiefs, it's necessary to follow foreign programmes on T.V. and radio.

One general manager, two public relations managers and five sport-animation chiefs stated that their jobs also require to listen foreign songs.

TABLE 8

The Kind of Listening Comprehension Needed

Professions	I need to to understand the message	I should have a general idea	I must understand all the details
Managers	-	2	3
Ass. Managers	2	1	2
Front Office Managers	1	3	1
Rec. and Rez. Chiefs	1	2	2
Housekeepers	3	1	1
Food and Beverage Managers	1	1	3
Sales Managers	1	2	2
Executive Chefs	4	1	-
Maitre d'Hotel	1	3	1
Head Bartender	1	1	3
Telephone, Telex Operators	1	1	3
Personel and Public Relations Managers	-	1	4
Account Managers	3	2	-
Chief Engineers	4	1	-
Sport and Animation Chiefs	1	1	3
TOTAL	24	23	28 : 75
PERCENTAGE	32 %	31 %	37 % : 100%

Informants are asked what level of listening comprehension they need in their jobs while they are listening one of the kinds shown in table seven. According to table eight, managers, food and beverage managers, head bartenders, telephone and telex operators, personel and public relations managers and sport-animation chiefs

stated that they need to understand all the details when they are listening.

Three of the food and beverage managers and maitre d'hotels thought that they need to have a general idea.

Executive chefs, account managers and chief engineers stated that they only need to get the message when they listen.

The rate of listening comprehension for all the details is higher than the others. It's especially required by those who frequently and directly communicate with the foreign tourists in their jobs.

This demonstrates that proportion of kind of listening comprehension is changing according to the jobs and positions in the hotel.

TABLE 9

The Need for Reading in a Foreign Language
for Job Performance

Professions	Those who need Reading in their jobs	Those who don't need reading in their jobs
Managers	5	-
Ass. Managers	5	-
Front Office Managers	5	-
Rec. and Rez. Chiefs	5	-
Housekeepers	5	-
Food and Beverage Managers	5	-
Sales Managers	5	-
Executive Chefs	5	-
Maitre d'Hotel	5	-
Head Bartender	5	-
Telephone, Telex Operators	5	-
Personel and Public Relations Managers	5	-
Account Managers	5	-
Chief Engineers	5	-
Sport and Animation Chiefs	5	-
TOTAL	75	0
PERCENTAGE	100 %	0 %

Informants are asked if they need reading in a foreign language in their jobs. As it's seen in table nine, hundred percent of personnel in hotel industry need reading skills in their jobs. Types of reading material in foreign language are shown on the next page.

TABLE 10

Types of Reading Material in Foreign
Language for Job Performance

Professions	Business Letter	Personel Letter	Brochure, News, Magazines, Bulletin etc.	Information Board	Telex	Publications relevant to my job
Managers	4	3	8	3	2	5
Ass. Managers	3	2	6	-	4	2
Front Office Managers	2	-	4	3	5	2
Rec. and Rez. Chiefs	4	2	-	2	5	-
Housekeepers	3	-	3	3	-	3
Food and Beverage Managers	4	-	3	5	3	3
Sales Managers	5	-	10	1	3	1
Executive Chefs	-	-	5	2	-	4
Maitre d'Hotel	2	1	7	4	-	4
Head Bartender	3	1	7	2	-	4
Telephone, Telex Operators	-	-	2	2	5	3
Personel and Public Relations Managers	5	2	9	4	5	3
Account Managers	5	-	-	2	4	3
Chief Engineers	-	-	7	-	-	4
Sport and Animation Chiefs	1	1	9	4	-	5
TOTAL	41	12	80	37	36	46

The types of reading material are asked to informants. Managers and most of the assistant managers ticked all the alternatives. Reading publications which are relevant to their jobs are required by managers, housekeepers, executive chefs, head bartenders, public relations managers chief engineers and sport-animation chiefs. The number of informants who choose this alternative is fortysix

Telex reading is needed by reception and reservation chiefs food and beverage managers, front office managers, telex operators, public relations managers and account managers

Managers, front office managers, food and beverage managers, maitre d'hotels, public relations managers and sport-animation chiefs stated that their jobs requires reading information boards. Those who needed brochure reading are, managers, salesmanagers, head bartenders, public relations managers and sport-animation chiefs.

Business letter reading is needed almost by the same staff.

Generally managers and assistant managers ticked all the alternatives. It should be noted that people who are in the supervisor position in the hotels have different reasons for reading. Fortysix of them stated that they need to read and follow every kind of foreign publication which are relevant to their jobs. Then, in sequence, news, bulletins, magazines and periodicals are needed by certain department managers.

Nature of Reading Comprehension
Needed

Professions	I need to understand the message	I should have a general idea	I must understand all the details
Managers	-	-	5
Ass. Managers	-	1	4
Front Office Managers	1	1	3
Rec. and Res. Chiefs	2	2	1
Housekeepers	3	2	-
Food and Beverage Managers	-	3	2
Sales Managers	-	1	4
Executive Chefs	2	3	-
Maitre d'Hotel	-	2	3
Head Bartender	2	2	1
Telephone, Telex Operators	1	2	2
Personel and Public Relations Managers	-	2	3
Account Managers	1	1	3
Chief Engineers	3	2	-
Sport and Animation Chiefs	-	2	3
TOTAL	14	26	35 : 75
PERCENTAGE	19 %	35 %	46 % : 100 %

The informants are asked what nature of reading comprehension they need in their jobs.

Those who need to understand all the details of a written text are managers, assistant managers, public relations managers, reservation and reception chiefs and sales managers.

Switchboard operators, account managers and sport animation chiefs, thirty-five percent, stated that they need to have a general idea about written text. Housekeepers, executive chefs and chief engineers

consider that the purpose of their reading activity is to get the message.

It's understood from the table that majority of informants required that they need to understand all the details when they read any of written text shown in table 10.

Secondly, some department managers read to have a general idea about written text. Reading for getting the message of written text is required only by nineteen percent of the informants.

Since this is an open-ended question, some of the informants stated that their jobs require reading memos and messages.

TABLE 12

The Nature of Speaking Skills Needed

Professions	Speaking about daily affairs is satisfactory for me	I'm satisfied if I use the terminology of my job	I need speaking at intermediate level	I have to speak fluently at advance level
Managers	-	-	-	5
Ass. Managers	-	-	2	3
Front Office Managers	-	-	2	3
Rec. and Rez. Chiefs	-	2	3	-
Housekeepers	-	3	2	-
Food and Beverage Managers	-	3	2	-
Sales Managers	-	-	3	2
Executive Chefs	2	3	-	-
Maitre d'Hotel	-	1	2	2
Head Bartender	1	2	2	-
Telephone, Telex Operators	-	-	2	3
Personel and Public Relations Managers	-	-	1	4
Account Managers	-	2	2	1
Chief Engineers	-	3	2	-
Sport and Animation Chiefs	-	-	3	2
TOTAL	3	16	29	27 : 75
PERCENTAGE	4 %	21 %	39 %	36%: 100 %

Informants are asked what nature of speaking skill they need in their jobs.

Two executive chefs and one head bartender thought that they would be satisfied if they speak about daily affairs. This makes four percent among others.

Secondly, some reception and reservation chiefs, housekeepers, executive chefs, head bartenders, account

managers and sport-animation chiefs, that constitutes twenty percent, stated that they are satisfied if they use the terminology of their jobs.

Thirty nine percent of the informants, that mostly include department managers and department chiefs wanted to speak at intermediate level.

For the rest of informants, speaking fluently at advance level is the necessary activity. They also wish to discuss about different topics and subjects in foreign language.

Supervisor's Perceptions: Language problems of
Personnel as obtained through questionnaire

Professions	Pronunciation mistakes	not using the words in their exact places	Hesitation and pause during speaking	These are not important in jobs	They aren't lack of any of these
Managers	-	-	-	-	5
Ass. Managers	-	-	-	-	5
Front Office Managers	3	2	4	-	2
Rec. and Rez. Chiefs	2	2	3	2	2
Housekeepers	2	2	4	1	-
Food and Beverage Managers	3	-	3	1	-
Sales Managers	3	-	-	1	-
Executive Chefs	-	-	-	5	-
Maitre d'Hotel	1	1	1	4	-
Head Bartender	1	1	2	3	-
Telephone, Telex Operators	1	-	2	3	-
Personel and Public Relations Managers	3	2	5	-	-
Account Managers	-	-	4	1	-
Chief Engineers	1	1	1	4	-
Sport and Animation Chiefs	2	1	3	2	-
TOTAL	20	12	37	26	12 : 107
PERCENTAGE	19 %	11 %	35 %	24 %	11 % :100 %

Informants are asked to state the language problems that personnel have who work under their responsibility and supervision.

The results demonstrated that most of the supervisors criticized their staff and ticked more than one alternatives.

One of the most important points in the table is

that thirty-five percent of supervisors inform that their personnel hesitate and pause during speaking. They require fluency in speaking.

Some of the reception and reservation chiefs, executive chefs, maitre d'hotels, head bartenders, chief engineers and sport-animation chiefs, that constitute twenty six percent, stated that these problems are not important in their personnel's jobs.

Some department managers, twenty percent of informants, complained that their personnel make pronunciation mistakes.

Managers and assistant managers, that constitute twelve percent, stated that their personnel, the department managers, do not lack of any these problems presented through questionnaire.

It can be concluded that most of the staff have problems with hesitation and pauses in their speaking. they are not fluent in their foreign language

Kitchen workers and restaurant waiters don't need pronunciation and fluency in their work.

TABLE 14

Language Problems of Supervisors as obtained
from Questionnaire

Professions	Pronunciation mistakes	I can't use the words in their exact places	I hesitate and pause during speaking	These are not important in my job	I'm not lack of any of these
Managers	-	-	1	-	4
Ass. Managers	2	-	3	-	2
Front Office Managers	2	2	4	-	1
Rec. and Rez. Chiefs	3	2	3	-	2
Housekeepers	2	2	4	-	1
Food and Beverage Managers	2	1	3	-	2
Sales Managers	3	3	3	-	2
Executive Chefs	1	-	1	4	-
Maitre d'Hotel	3	1	3	1	-
Head Bartender	4	2	4	-	1
Telephone, Telex Operators	4	1	3	-	1
Personel and Public Relations Managers	3	2	3	-	1
Account Managers	1	1	2	2	1
Chief Engineers	3	4	4	2	1
Sport and Animation Chiefs	1	2	4	-	1
TOTAL	34	23	45	9	20 :131
PERCENTAGE	26 %	18 %	34 %	7 %	15 % :100 %

Same question with the same alternatives is asked to the informants about themselves.

Majority of informants, that is thirty-four percent said that they hesitate and pause during speaking. Speaking fluently is the most important skill for them.

Twenty-four percent of informants complained that they

make pronunciation mistakes.

For eighteen percent of informants they are lack of syntactic ability that they can't use the words in their exact places.

For the nine percent of the informants, these difficulties and deficiencies are not important in their jobs.

TABLE 15

The Need for Writing in Foreign Language

Professions	Those who need writing in their jobs	Those who don't need writing in their jobs	
Managers	5	-	
Ass.Managers	5	-	
Front Office Managers	5	-	
Rec. and Rez. Chiefs	5	-	
Housekeepers	2	3	
Food and Beverage Managers	5	-	
Sales Managers	5	-	
Executive Chefs	-	5	
Maitre d'Hotel	5	-	
Head Bartender	4	1	
Telephone, Telex Operators	5	-	
Personel and Public Relations Managers	5	-	
Account Managers	5	-	
Chief Engineers	1	4	
Sport and Animation Chiefs	-	5	
TOTAL	57	18	: 75
PERCENTAGE	81 %	19 %	: 100 %

Informants are asked if they need writing in a foreign language in their jobs. Eighty-one percent of the informants stated that they need writing in a foreign language in their jobs.

Three of the housekeepers and four chief engineers think that they don't need writing in their jobs. None of the executive chefs and sport-animation chiefs need writing in their jobs. For the hotel personnel writing is the least important among other language skills. (c.f. table 6-a and 6-b). It's important to know why they need writing.

TABLE 16

Reasons for Writing in Foreign Language

Professions	Business letter	Personel letter	Brochure, News, Magazines, Bulletin etc.	Information Board	Telex
Managers	4	3	-	-	4
Ass. Managers	3	4	-	3	5
Front Office Managers	3	3	-	5	5
Rec. and Rez. Chiefs	2	2	-	3	5
Housekeepers	1	1	-	-	1
Food and Beverage Managers	5	5	-	3	4
Sales Managers	5	4	-	-	5
Executive Chefs	-	-	-	-	-
Maitre d'Hotel	1	3	-	4	1
Head Bartender	1	1	-	2	1
Telephone, Telex Operators	1	1	-	-	4
Personel and Public Relations Managers	5	4	2	4	5
Account Managers	4	3	-	2	4
Chief Engineers	3	1	-	-	1
Sport and Animation Chiefs	2	1	-	3	1
TOTAL	41	36	2	29	46

As it is understood from the table that writing is mostly required for telex writing, forty-six percent of them said that they need telex writing in their jobs.

Secondly, forty one of them stated that their job also involves business letter writing, thirdly personel letter writing, fourthly information board writing are

needed by informants in changing proportions.

Only two of the personnel and public relations managers said that their jobs involve writing articles for tourism newspapers, magazines, bulletins etc.

The last alternative of this question is open-ended. Some of the reception and reservation chiefs, housekeepers, head bartenders and maitre d'hotels said that their jobs also involve writing memos and messages in foreign language.

The questions ,that can be considered as a third category among other questions,are asked to learn the personnel ideas and suggestions of informants.

These questions have alternatives and also they are open-ended.In the first question,the informants are asked what they think about making personnel's foreign language knowledge more proficient and efficient . The first alternative to this question suggests that it's possible to plan in service foreign language courses which are suitable for the purposes of the staff.

The second alternative suggests that the personnel should be integrated into foreign language courses during off-season.

Approximately hundred percent of informants agreed on these two alternatives.Open-ended part of this question includes personnel suggestions of informants.They generally think that personnel should keep contact with the tourists in the sector.

They also think that personnel should be sent to foreign countries for purpose-specific oriented training and foreign language courses.According to them,personnel should perform their internship abroad which is also very helpful for the foreign language proficiency.

They think that most of the personnel lack of practice and fluency in foreign language.

Secondly, informants are asked what can be done in foreign language education to increase the rate of success and productivity.

The first alternative suggests that students should learn a foreign language according to their branches of work.

Second alternative proposes on-the-job-training in the foreign language education.

Hundred percent of the informants are on the side of this idea. They focused their attention according to the branches of the learners. Also they thought that on-the-job training may play an important role in language education.

One general manager and front office manager stated that opportunities can be provided to the personnel abroad.

One reception supervisor thinks that listening and speaking are very important skills in front office area.

An account manager thinks that foreign tourism publications and magazines can be brought to the classroom for the authentic use.

One of the food and beverage managers stated that FL education should be carried out according to the needs of the sector and the learners.

Another front office manager stated that applied FL education is the best way for the hotel jobs.

One of the maitre d'hotels, who graduated from a tourism school, stated that theoretical language teaching is given much more importance than to communicative teaching, and he suggested that in-service training will be very useful from the language teaching point of view.

One account manager, one personnel director and one telex operator put forward that personnel should be sent to abroad for foreign language course. According to them, it will not only help to their foreign language proficiency but also to their professional abilities in the hotel.

Managers and ass. managers also stated that personnel's listening comprehension and speaking in foreign language are of great importance. They said that, when confronted with problems and complaints, some of the personnel don't know what to say to the foreign guests. They suggested that students in FL courses in tourism schools should be integrated to the real life situation.

CHAPTER V

DISCUSSION AND SUGGESTIONS

5.1. Discussion

In this part of the study, the data, provided through questionnaire, will be discussed in the light of ideas and proposals given in the first and second chapters.

In the discussion, analysis of learners' needs, course design and implementation will be taken into account.

5.1.1. Analysis of needs

It's generally known that tourism has been rapidly growing sector in Turkey in recent years. The most important element of tourism sector is the question of qualified personnel from the foreign language proficiency aspect. As it was stated in previous chapters, the majority of personnel in a five - star hotel are required to know a foreign

language.

There are various schools and institutions which gives tourism education. Of these :

1. The first level education takes place at education centers known as TUREM's (Tourism Education Centers) and OTEM's (Hotel Management Training Centers). These are eight-month courses which is a limited time for an efficient LSP programme.

2. The second level is Tourism and Hotel Management Vocational High Schools.

The objective of above courses is to train the efficient and skilled personnel who would meet and manage immediate needs of the hotel sector.

3. Third level of tourism education takes place at Vocational Schools at Universities. These provide two-year education, basically designed to train and educate middle management level personnel.

4. The fourth level tourism education is carried out in Advanced School of Tourism and Hotel Management. These schools' curriculum are planned to train to meet the managerial staff need of the sector.

In these schools and courses, FLT programmes, as they are observed, are given as much importance as the job-related courses. The time, allocated for FLT, is supposed to be

sufficient. On the other hand, some problems arise both in course design and implementation. It has been observed that much attention has been given to grammatical syllabus. To spend the time on grammatical syllabus seems to be useless. Communicative approach and Krashen's i+l method can be worked on in such settings.

The opening way to these problems would be analysis of learners' needs. The purpose of FLT should be parallel to the students' purposes and the needs of the sector.

As it is indicated in in the previous chapters (c.f. 2.3.2.) there are some categories in Munby's model for analysing the needs of the learners. These categories can also be applied to the personnel in tourism sector :

a - interaction : It is the informants' roles in terms of status and social relationships. To set up language teaching programmes, these features must be taken into account.

It's seen in the results of questionnaire that status and social relationships are are closely related to their foreign language needs. For instance, a manager needs to speak at advance level and understand all the details whereas a head-bartender needs to speak at inter mediate level and understand only the message of any text.

Course designers in tourism schools should know the status and expect social relationships to which learners will attain in the future.

b - instrumentality : This refers whether language will be used as as spoken or written and whether communication will be direct (for example face-to-face) or indirect (for example print or telephone).

As far as the informants in the study concerned they both need to use spoken and written language for different reasons. They mostly communicate foreign tourists directly and on the telephone indirectly in changing proportions and levels. They are also involved with written texts (letters, telex, brochures, etc.) .

Instrumentality should be a needs assessment for course designing.

c- Target level : It's the level of language proficiency that is required from learners. The required level may differ in any situation. For instance a group of learner may demand higher level of speaking than reading.

Informants in the research needed four language skills at changing levels. According to the results of the research, listening comprehension should be given more importance in relevant schools.

5.1.2. Course design : Published teaching materials are accessible but the concept of materials should be taken in a much wider sense . For example authentic materials may come into use in such settings,

According to the results of questionnaire, mostly required texts, in sequence according to the priorities given, are business letters, telex, brochures, information boards, memos and messages. These materials can be collected from tourism sector and be brought to the classroom for the actual use.

5.1.3. Coverage of language skills :

It should be noted that the skill or skills selected for a particular course mostly derive from specification of needs.

For tourism schools, it would be necessary to insert four language skills into LSP education.

If more than one skill is needed, in what proportions they are to be covered?

As it is stated in chapter 2 (c.f. 2.4.), the coverage has a number of manifestations. According to the results of questionnaire, integrated skills can be used in tourism schools.

Listening comprehension has a domination the others. Among other skills, listening can be given priority.

There are number of ways which can be used to improve students' listening abilities.

Many learners find great difficulty in understanding native speakers or foreign tourists. Attending a speech is particularly difficult since a listener, unlike a reader can not control the flow of information and can not easily process it. A reader can change his reading speed, can stop reflect or re-read, but the listener is in the hands of the speaker.

Possible problem areas in listening may include:

- listening on the telephone (businessmen, secretaries, foreign tourists etc.)
- listening to specialist on radio and T.V.
- listening to other non-native speakers.

In all of these cases, and in any others relevant to particular students' purposes, the teacher have to identify his students' purposes in listening and may devise exercises to suit these purposes.

The aids for listening classes are numerous: a portable cassette recorder is the vital aid to the teacher who can use it to obtain samples of authentic language to work on with the learners.

5.1.4. Conclusion

The aim of this study was to elicit information about language needs, difficulties and problems of the personnel who work in five-star tourism hotels. It was also aimed to find out the aspects of language which are considered most important by those informants.

In considering the results of questionnaire, listening comprehension is the most important foreign language skill required by informants. Naturally, the nature of listening comprehension is required in changing proportions.

Majority of informants complained that they hesitate and pause during speaking. Fluency in speaking is highly required.

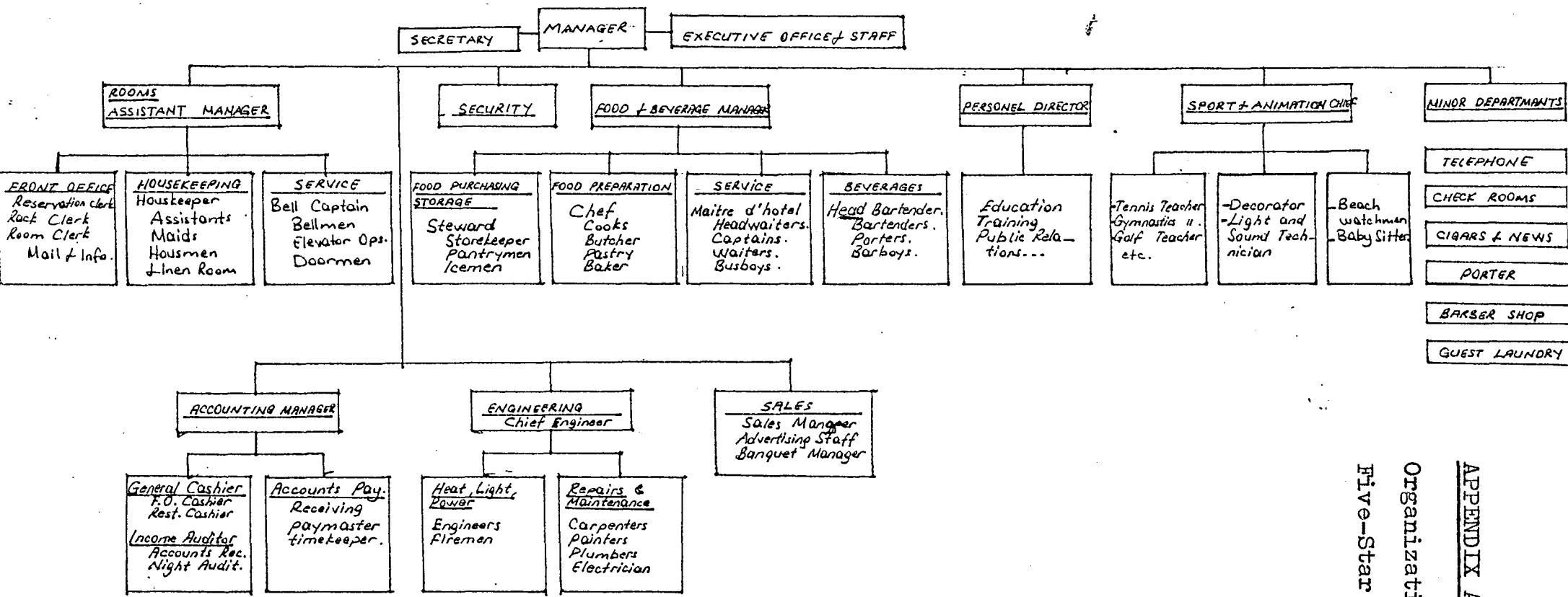
Reading and writing skills are also needed for various reasons.

Needs analysis for an efficient FLT in tourism schools is an inevitable activity. Learners' foreign language needs can be analysed in the sector by means of a questionnaire.

Four language skills can be integrated in tourism schools. In this integration, the skill which is dominant to others can be given importance and priority.

5.1.5. Suggestions for further studies :

1. This research only covered five-star hotels in Antalya region. Other fields of tourism sector can be researched.
2. The questionnaire in this study can be refined and applied in other five-star hotels in Turkey. The boundaries of research can be enlarged.
3. A research can be attained by keeping face-to-face contact with the personnel who work in minor departments. Their language needs can be analysed.
4. Teachers' roles are very important in LSP. Do teachers need any specific education for LSP programmes?



APPENDIX A
 Organization Chart of a
 Five-Star Tourism Hotel

APPENDIX B

Anket Soruları

1. Turizm veya otelcilikle ilgili bir eğitim aldınız mı?
(cevabınız ' evet ' ise 2. soruyu, ' hayır ' ise 3. soruyu cevaplayınız.)

EVET

HAYIR

2. Mesleki eğitim durumunuz nedir ?

Turizm İşletmeciliği ve Otelcilik Yük.Okulu.

Meslek Yüksek Okulu Turizm Bölümü

Otelcilik ve Turizm Meslek Lisesi

Turizm Eğitim Merkezi

Otelcilik Eğitim Merkezi

Diğer

3. Eğitim durumunuz nedir ?

İlkokul

Ortaokul

Lise ve dengi

Diğer

4. Turizm ve otelcilik konusunda yurt dışında bir eğitim aldınız mı ?

EVET

HAYIR

5. Şu anda oteldeki göreviniz nedir? Lütfen belirtiniz.

.....

6. Göreviniz yabancı dil bilmeyi gerektiriyormu ?

(cevabınız 'hayır' ise diğer sorulara geçmeyiniz,
'evet' ise devam ediniz.)

EVET

HAYIR

7. Şu anda bulunduğunuz görevde aşağıdaki yabancı dil
becerilerinden hangisi/hangileri önemlidir ?

(önem sırasına göre 1'den itibaren numara veriniz)

Konuşma

Söyleneni anlama

Okuma

Yazma

8. Şu andaki göreviniz hangi düzeyde yabancı dil konuş-
ma becerisi gerektiriyor

Günlük konuşmaları takip edeyim yeter.

Görevimle ilgili terimleri kullanayım,yeter.

Orta düzeyde konuşmak benim için yeterlidir.

Her konuda tartışabilecek düzeyde bilmem ve

akıcı konuşmam gerekiyor.

Diğer (lütfen belirtiniz).....

9. Sizin birinci derece sorumluluğunuzda çalışan kişi
yada kişilerde yabancı dil konuşma eksikliği/eksik-
likleri sizce nelerdir ? (önem sırasına göre sırala-
yınız.)

Telaffuz hatası

Konuşma esnasında tutukluk,duraklama.

Kelimeleri yerinde kullanamama

Yukarıdakilerin hepsi

Bu eksiklikler bu kişilerin görevlerinde önemli değildir.Önemli olan konuşmalarıdır.

Hiç bir eksiklikleri yok

10. Yabancı dil konuşurken siz ne gibi eksiklikler hissediyorsunuz ?

Telaffuz hatası

Konuşma esnasında tutukluk,duraklama

Kelimeleri yerinde kullanamama

Bu eksiklikler benim görevimde önemli değildir.Önemli olan konuşabilmemdir.

Hiç bir eksikliğim yok

11. Göreviniz yabancı dilde konuşulduğunda nasıl bir anlama gerektiriyor ?

Esas mesajı anlayayım yeter

Genel bir fikir sahibi olayım yeter

Bütün detayları anlamalıyım

Diğer.....

12. Göreviniz aşağıdakilerden hangisini/hangilerini dinlemenizi gerektiriyor ?

Yabancı turist

T.V./Radyo

Şarkı sözü vs.

Diğer

13. Göreviniz yukarıdakilerden birini/birkaçını dinlerken nasıl bir anlama gerektiriyor ?

Bütün detayları anlama

Genel bir fikir sahibi olma

Esas mesajı anlama

Diğer

14. Görevinizde yabancı dilde okuma gereklimidir ? (cevabınız 'evet' ise aşağıdaki soruyu cevaplayınız, 'hayır' ise geçiniz.)

EVET

HAYIR

15. Göreviniz yabancı dilde okumayı aşağıdakilerden hangisi/hangileri için gerektiriyor ?

İş mektubu

Kişisel mektup

Broşür

Gazete, dergi, magazin, bülten vs.

İnformasyon panosu

Telex

Mesleğimle ilgili her türlü yayın

Diğer.....

16. Göreviniz yukarıdakilerden birini okurken nasıl bir anlama gerektiriyor ?

Esas mesajı anlama

Genel bir fikir sahibi olma

Bütün detayları anlamalıyım.

Diğer

17. Göreviniz yabancı dilde yazmayı gerektiriyor mu ?

(cevabınız 'hayır' ise 19. soruyu geçiniz)

EVET

HAYIR

18. Göreviniz yabancı dilde yazmayı aşağıdakilerden hangisi/hangileri için gerektiriyor ?

İş mektubu

Kişisel mektup

Broşür

Gazete, dergi, magazin, bülten vs.

19. Böyle bir işletmede personelin yabancı dil bilgisini canlı tutmak için sizce neler yapılmalıdır ?

Branşlara göre belirli aralıklarla hizmet içi kurslar düzenlenmeli

Sezon dışında personel yabancı dil kursuna gönderilmeli

Diğer (lütfen buraya kendi fikirlerinizi yazınız.)

.....
.....

20. Sektörde daha başarılı olmak için, turizm eğitimi sürecinde yabancı dil öğretiminde sizce neler yapılmalı?

Öğrenciler branşlarına göre yabancı dil öğrenmeliler

Yabancı dil öğretiminde öğrencilere işbaşı eğitim yaptırılmalı

Diğer (lütfen buraya kendi fikirlerinizi yazınız)

.....
.....

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