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Teaching English for Tourism and Hospitality
Course design for Hospitality learners at the ‘Institut National
Spécialisé dans la Formation Professionnelle’ El-Tarf

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Dedication

For Tarek and Rachid.

Acknowledgments

I would like to take this opportunity to express my immense gratitude to all those who have supported me. The achievement of this work has been possible thanks to many persons whose help has been of great importance in guiding and advising me.

I'm profoundly indebted to my supervisor, Ms. Berzane for the time she devoted in guiding me all a long of my work.

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ABSTRACT

Nobody can deny that English is becoming increasingly important around the world. It is used in all domains, including economy, education, scientific disciplines, tourism etc... Our research has examined the significant role that English plays in tourism.. As a result, English is essential for Tourism and Hospitality in order to communicate with foreign tourists. This dissertation is a case study conducted at the National Institute of Vocational Training in EL Tarf, Algeria, with Tourism and Hospitality learners as a sample population. The research seeks to identify the major challenges that those learners face when using English as a specific language for Tourism and Hospitality. To investigate the causes of these obstacles, questionnaires are distributed to participants and their teacher. The goal of this research is to develop a prototype English course for Tourism and Hospitality learners in order to help them improve their language skills, particularly their oral skills.

This dissertation is divided into five interconnected chapters; the first one is an introduction to the study and the aim of the study. The second chapter provides an overview of ESP and course design. The third chapter describes the region El-Tarf, the National Institute of Vocational Training, the sample population, and data collection tools. The fourth chapter reports the research tools' findings and provides the quantitative analyses. Finally, based on the findings in this chapter, some suggestions and recommendations are made to English for Tourism and hospitality Purposes teachers and students in order to overcome the obstacles that impede the English language learning process.

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Key to Abbreviations and Acronyms

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ETP: English for Tourism Purposes

NIA: Needs Identification and Analysis

NIVT: National Institute of Vocational Training

TEZ: Total Exclusion Zone

WOT: World Tourism Organization

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CHAPTER ONE

Introduction

CHAPTER ONE: Introduction

Tourism industry has a significant role in the socio-economic development of many countries in the world, Algeria is of no exception. Tourism contributes in increasing Algerian economic base, raising its foreign exchange earnings as well as providing employment opportunities for better living standards. Tourism is essential due to the income generated by tourists' consumption of goods and services.

Tourism and Hospitality is a very important job which requires learning English as it is the international language of diplomacy, business, science, technology, banking, computing, medicine, aviation, engineering and tourism. English is important for Tourism and Hospitality. In other terms, people working in the field of Tourism and Hospitality will deal with tourists in hotels when they book in.

The present dissertation focuses on English for Specific Purposes and more particularly on the study of English course content for Tourism and Hospitality. Our study is carried out with Tourism and Hospitality learners as a sample population at the National Institute of Vocational Training in El-Tarf, Algeria. It tends to examine the main causes and factors that determine the difficulties of learners' speaking proficiency in order to find out the remedial strategies which can be approached for promoting language skills.

1.1 Research Questions

- 1-Do Tourism and Hospitality learners' at the National Institute of Vocational Training master English language?
- 2-Do they face difficulties in learning English?
- 3- What kind of methods can be suitable to fulfill their needs?

1.2 Hypotheses

- 1- Tourism and Hospitality learners have not a good mastery of English language.

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- 2- Tourism and Hospitality learners face some problems when learning English language due to lack of communication, time lacking and learning materials accessibility.
- 3- An eclectic method can be used to fulfill their needs.

1.3 Aim of the study

This study aims to uncover the major obstacles that Algerian learners in Tourism and Hospitality face when learning English. As a result, an experimental study is carried out in order to investigate those causes and difficulties. Questionnaire is given to the participants and their teacher for this purpose. The goal of this study is to develop an English course for Tourism and Hospitality learners in order to help them improve their language skills.

CHAPTER TWO

A General Overview of ESP and Course Design

CHAPTER TWO: A General Overview of ESP and Course Design

Introduction

English is the most widespread language all over the world and is widely spoken. English language is a means of communication, which is in constant growth. This fact is reflected in various fields and areas where English is a language of scientific researches. Countries everywhere, including Algeria include English courses in vocational institutes specifically through ESP which is the target of this research.

This chapter seeks to provide an overview of ESP features, evolution, and key branches by shedding light on many fields in which English is used. It also highlights teaching, learning processes, and various approaches, as well as many steps of ESP process, including: needs identification and analysis, syllabus design, material development, teaching, assessment, and learner responsibilities.

2.1 An Overview of ESP

The development of ESP was a significant step forward in human activity. In fact, English has become an international language; it was not a deliberate movement but rather a phenomenon that arose from a variety of converging factors. ESP strives to familiarize learners with the type of language required in a specific subject, profession, or occupation.

In the last fifty years, English for Specific Purposes (ESP), addresses the communicative needs and practices of specific professional or occupational groups, has grown fast. It has grown into a key player in the field of English language education and research.

The strength of ESP comes from its diverse theoretical background and commitment to research-based language instruction, which aims to reveal the restrictions of social contexts on language usage and how learners can achieve control over them.

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2.2 Defining ESP

ESP stands for "English for Specific Purposes," it refers to teaching or learning English for a specific domain like agriculture, commerce, technology, law, tourism, etc... In this case, English is taught and learnt with a specific purpose, i.e., learners have a specific goal to reach.

The beginnings and growth of ESP are closely linked to learners' interest in a certain discipline, such as "Medical English," "Botanical English," "English for Tourism," and, in this case, "English for Tourism and Hospitality."

Learners study English with the goal of acquiring and developing appropriate professional knowledge and abilities. In other words, they want to learn English not for the sake of enjoyment, but because it is the key to perform a specific task in their field of job.

In reality, ESP focuses more on language in context than it does on teaching grammar and vocabulary. It includes topics such as accounting and computer science, as well as tourism and business management. In some cases, people with a limited proficiency of the English language must be taught how to perform specific tasks.

With the rise of business and technology in the 1960s, ESP was born. ESP, according to Hutchinson and Waters (1987:19), is an attitude rather than a product, in that it does not require a specific language, teaching material, or technique. 'The core of ESP is the basic question: Why does this student need to study a foreign language?' they claim. The answer establishes the importance of need in ESP by relating to the learners, the language required, and the learning setting.

The reasons for why the learner is learning are defined as a need. This can range from studying for a postgraduate course in an English-speaking country to working for a company

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and attending business meetings or making hotel reservations. These goals serve as the foundation for determining the language to be taught.

Robinson (1991) feels that needs analyses are the most important factor in determining ESP. Her main criteria are that ESP is "usually goal-directed," and that ESP courses are developed from needs analyses that "try to explain as precisely as possible what students must perform through the medium of English" (Robinson, 1991: 03). In terms of the work or specialized studies that the students are involved in, ESP courses are often bound by a fixed time period in which their objectives must be completed, and are taught to adults in homogeneous classes.

Tony Dudley-Evans and M. St John (1998) put on stress two aspects of ESP methodology:

' ' All ESP teaching should reflect the methodology of the disciplines and professions it serves; and in more specific ESP teaching the nature of the interaction between the teacher and the learner may be very different from that in general English class ' ' .

As a result, they feel that each type of ESP education has its own approach, and that language should be included as a distinguishing aspect of ESP. The identified needs that emerge from the needs analysis are linked to the activities that learners must complete (rather than language). One of ESP's key assumptions is that these activities produce and rely on registers, genres, and accompanying language, which learners must control in order to complete the task.

2.3 Types of ESP

2.3.1: English for Academic Purposes (EAP): it refers to the language that learners have to practice in order to undertake their study where English is the medium of instruction and learning. The objective of an EAP course is to help these learners learn some of the linguistic

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and cultural practices involved in studying through the medium of English. EAP is often considered to be a branch of ELT since the main objective of this kind of courses is to teach the language, both general academic language and subject specific language as well as language related practices such as summarizing and writing introductions. In this vein, Kennedy et al (1984:4) propose that EMP is taught generally within educational institutions to students needing English in their studies. EAP may be constituted of teaching specific skills such as: reading texts, writing reports, taking notes and so forth for learners at the tertiary-level.

EAP is a type of ESP in that the teaching content is explicitly bound up to the language, practices and study needs of the learners. It is also considered to be ESP if we take Robinson's (1991: 2-5) features which are usually thought of as being typical defining characteristics of ESP courses.

2.3.2: English for Occupational Purposes (EOP): Implies teaching English to fulfill occupational purposes in domains such as: medicine, law, banking, administration etc.

Kennedy et al (1984:04) argue that *EOP is taught in a situation in which learners need to use English as a part of their work profession.*

In the same vein, Dudley-Evans et al (1998:7) state that,

"The term EOP refers to English that is not for academic purposes, it includes professional purposes in administration, medicine, law and business and vocational purposes for non-professionals in work or pre-study work."

2.3.3: English for Tourism Purposes (ETP): It is one of the most attractive branches of ESP. It provides learners with special linguistic tools for travel or for work in different fields of tourism. ETP is an essential requirement for career advancement. That is, in order to

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function professionally in English, it is required from learners to have an understanding of the language system as well as an awareness of how to implement it effectively and appropriately.

Therefore, a special program may be worked out in order to emphasize the development of the reading and speaking skills in learners who are trained in English to become tourist guides or to work in travel agencies. Thus, teaching English for tourism is expected to be taught as a subject tied to the learners' real world. This is stated by Simion.MO (2012: 153) in the following terms:

"The focal point of teaching English for tourism is that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners."

Learners of tourism have to be aware of the importance of English in their training since it is an essential tool in any field for their future activities: tourism management, promotion of tourist destinations, tourism and hospitality, intermediary companies and transportation, touring guides, etc. He also points out that:

"In the field of English for tourism students most of the studies have focused on the analysis of the required skills and needs in work place, adequacy and appropriateness of instructional materials and strategies."

Hence, students in Tourism are supposed to be strongly motivated to learn English and likewise to focus on the oral skills rather than on the written ones. In their career, they must be able to keep telephone conversations, make presentations to audience, attend conferences and understand all kinds of information about tourists' destinations. For instance, students in Tourism can be taught various types and strategies such as practical English conversation used in reception and hotel business, different issues concerning the tourism industry, job

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interviews and writing curriculum vitae, and reading and understanding articles about tourism among other activities in their training course.

2.4 English for Hospitality

There is little doubt that skills in the language of another country are invaluable when communicating with people from that country.

The hotel and restaurant industry, which is an integral part of the tourism industry, is very diverse in nature as it accommodates employees and guests, with different language, ethnic and cultural backgrounds. As English is the language of the globalized business world, effective and excellent communication and adequate English language competency is essential for better guest experience and hence better efficiency, productivity and , in the long run, profitability of the industry.

2.5 Features of an ESP Course

ESP courses have specific characteristics which may differ from other courses. The primary step in designing an adequate course is to take into consideration the learners' needs, wants, and lacks. (Robinson, 1991:2) suggests that an ESP course is characterized by a battery of parameters such as:

- 1- A goal direction,
- 2- A needs analysis,
- 3- A clearly specified time period for the course,
- 4- Adult students,
- 5- Students who are not beginners in English,

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6- Homogeneous groups; e.g. all employees in a company may be required to study English; they will have the shared knowledge and values of the company, but have different job fulfillments.

7- A specialist language,

8- The inclusion of specialist activities.

We believe these are the most salient features that appear in an ESP program. However, not all ESP courses include all these features.

2.6 Course Design

When it comes to the qualities of ESP courses, Carver (1983) claims that they all have three things in common:

1- Authentic materials: If we accept the notion that ESP courses should be taught at an intermediate or advanced level, we can use authentic learning materials. In ESP, the use of such materials, whether modified or unaltered by professors, is common, particularly in self-directed studies or research activities. Students are frequently encouraged to undertake research using a number of sites, such as the Internet.

2- Purpose-related orientation: refers to the role-playing of communicative tasks that the goal scenario requires. The teacher can assign students several tasks in order to imitate conference preparation, such as paper preparation, reading, note-taking, and writing. The English course for Agribusiness Management at the Faculty of Agronomy in Cacak requires students to exhibit a specific agricultural product, create a logo, negotiate with clients (suppliers and purchasers), and conduct telephone conversations. They also develop listening skills, albeit the application is limited because they apply newly gained abilities with their colleagues and teacher during their ESP courses.

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3- Self-direction: ESP is concerned with converting users into learners. Teachers must encourage pupils to have a certain degree of autonomy — the flexibility to choose when, what, and how they will study – in order to develop self-direction. It is critical for high-ability students to learn how to acquire information in a new culture.

2.7 ESP Teaching and Learning Processes

ESP education approaches use the same model of the language teaching process as any other type of language instruction.

To put it another way, the basic teaching tasks are: shaping the input; encouraging the learners' desire to learn; managing learning methodologies; and encouraging practice and application.

2.8 Stages in the ESP Teaching Process

Dudley-Evans and Johns (1998:121) maintain that “The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation.” ESP course design is the product of a dynamic interaction between these elements which “... are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent”.

Dudley-Evans and St. Johns illustrate the theory and the reality of the stages in ESP process through these cyclical representations:

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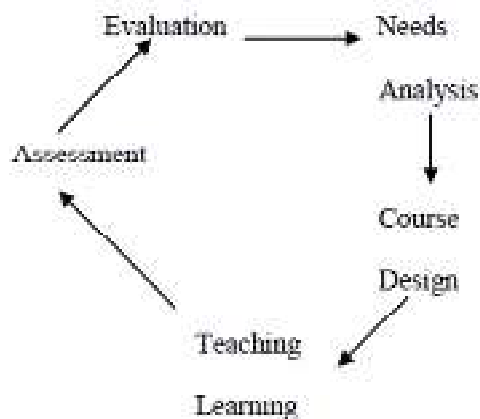


Figure 2.1: stages in the ESP process: Theory

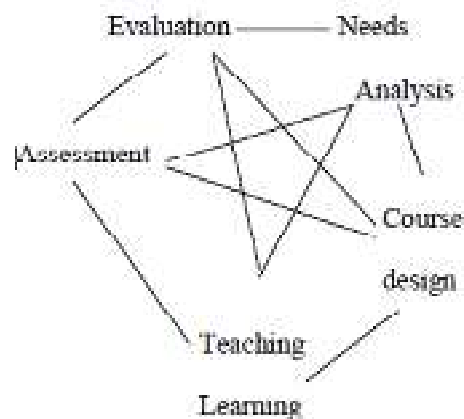


Figure 2.2: stages in the ESP process: Reality

It is well demonstrated that the basic elements in the ESP teaching process are interconnected and there is no differentiation between theory and reality “the simplicity and clarity of figure 1 is in reality more like figure 2” (Dudley-Evans and St. Johns, 1998: 121).

Therefore, the achievement of ESP courses are: those where the syllabus and the material are determined by the prior analysis of the communication needs of the learner (Mumby, 1978: 2), and those in which the aims and the context are determined principally or wholly not by criteria of general education but by functional and practical English language requirements of the learner (Strevens 1977:90).

However, designing effective ESP course is governed by further parameters that have to be examined first. According to Miliani (1994), after his exploration of the Algerian context, stated that four essential points have to be studied and analyzed as a pre-design process, which consists of:

A-Situation analysis: it envelops the general requirements of both learners and institutions, their profiles and attitudes, also the existing materials.

B-Setting Aims and Objectives: the results of learners needs identification and analysis

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(NIA) lead to setting up general statements and what would be achieved at the end of the courses.

C-Generating Syllabus Content: organizing the syllabus content “through the sequencing of materials whose layout and presentation should form a continuum”. (Benyelles, 2009:58).

D- Assessment: gathering data regarding syllabus before or during the course implementation let to readjust the content of the syllabus.

From the quoted descriptions of ESP teaching process it is viewed that in the first instance, learners’ needs have to be identified and analyzed. Therefore, the development of an ESP course should be in line with learners’ requests and wants. Thus, needs outcomes will operate as a guide for the teacher in designing a suitable syllabus, producing course materials as well as teaching and testing methods.

2.9 Needs Identification and Analysis (NIA)

“As in all ESP teaching situations, we must start by considering the needs of the learners and what they have to do in the target situation”(Flook 1993 quoted in Benyelles 2009 :21) . In general, the term „needs“ is defined as the differences between the actual state regarding the group or situation in relation to a specific question and the desired state. They reflect the existence of a certain problem that requires an intervention and must be dealt with.

A requirements analysis aims to identify such issues, analyze their nature and sources, and set priorities for future activities. It is a method for detecting social problems, determining their scope, and precisely defining the target population to be addressed as well as the nature of their service needs (Rossi, P. H., Freeman, H. E., &Lipsey, Mark, W. L., 1998).

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The target audience (who needs to be trained), the task or content (what needs to be taught), and the context or training environment (where and when the training has to be performed) are all addressed by an NIA (Clark, 1998).

2.9.1 Types of Needs

Experts in ESP (Hutchinson & Waters 1987, Robinson 1980, 1991, West 1993) believe that the term "needs" refers to the students. Requirements aimed at effectively communicating in the target situation. "An ESP course will not only involve these requirements, but will also consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation" (Benyelles 2001:26).

As a result, the NIA taxonomy can be seen in a variety of ways, but the key notions employed by scholars in ESP literature and activities are two (02) types: Target Needs, and Learning Needs.

2.9.1.1 Target Needs

Needs analysis is a complicated process that must consider "target needs," as defined by Hutchinson and Waters (1987:54), or what learners must do in the target circumstance. To put it another way, what linguistic features are required to achieve specific communicative goals?

Robinson presents aspects of the target situation and students' educational backgrounds: "study or job requirements," "what the user-institution or society at large regards as necessary," "what the learner needs to do to actually acquire the language," "what the students themselves would like to gain from the language course," "what the students do not know or cannot do in English" (Robinson 1991pp. 7-8).

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A. Necessities: Are the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation.

Accordingly, needs “are perhaps more appropriately described as objectives” (Robinson, 1991: 7) to be achieved.

B. Lacks: Are what the learners are deficient in, i.e what they ignore or cannot perform in English. Subsequently, lacks are the gaps between the initial or actual situation of the learners in terms of language proficiency or aptitudes, and the one which is required after the accomplishment of the language training.

C. Wants: Are the learners’ personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course.

2.9.1.2 Learning Needs

According to Hutchinson and Waters a relevant needs analysis of the target situation can divulge and reveal “What the learners need to learn”; however, it is not sufficient, in ESP context the question “How will the learners learn” in order to learn, is of central importance to determine the content of the course.

Hutchinson and Waters (1987:54) define learning needs as “what learners need to do in order to learn”. In the same vein, Robinson (1991: 7) states that learning needs are “...what the learner needs to do to actually acquire the language.”. In this sense, learning needs look for data in relation to the learning situation which take into consideration learners’ type, cultural awareness and proficiency level in English, the available materials, the existing resources and all the information that can help the teacher to provide the learners with the appropriate knowledge.

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The findings of the gathered data will provide an overview regarding learners' feelings and positions to learn a foreign language in specific contexts. For language audit, it is generally used to establish the role assumed by this foreign language in business, industrial or public enterprise, accordingly ESP researchers have to:

- Determine the language skills needed to carry out specific jobs or studies (West:1993).
- Evaluate the actual proficiency level of the target population in order to compare the different levels of achievement at the end of the course.
- Find out the necessary time volume needed for language instruction.

In sum and regardless of the various approaches recommended to identify students' needs, almost all the scholars mentioned above (West, Hutchinson and Waters, Robinson, All Wright) have the same opinion on the collection of the same type of information during the needs analysis stage. The information concerns:

A. The target situation: The responsibility of the ESP practitioner is to take into account the needs of the target circumstance by investigating the variety, language forms, and required level of performance in the target language.

B. Learners: The researcher must determine the learners' language deficiencies, as well as their desires and attitudes toward language courses, while taking into account their current language skills.

C. The learning situation: It provides a wealth of information on the learning environment, including the teaching situation, the type of the setting, the available materials, and the amount of time available.

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Conclusion

This chapter has provided an overview of ESP and various course design approaches. In order to distinguish between ESP and General English, some fundamental principles in ESP education have been explained. It has been demonstrated that learners' needs are a keystone in ESP. By identifying and analyzing learners' requirements, the instructor can adopt and employ appropriate teaching approach and build an appropriate syllabus to help them acquire a specific language for specific needs.

CHAPTER THREE

Research Area and Data Collection Procedures

CHAPTER THREE: Research Area and Data Collection Procedures

Introduction

The current chapter provides an overview of tourism in El-Tarf region as well as its historical context. A description of the National Institute of Tourism and Vocational Training in the area is also provided. The empirical study and methodological approach and research design are also detailed, as well as the informants' profiles and data collection tools, i.e. the data collection procedure is provided and debated. Finally, the methods of data analysis are revealed.

3.1 A Historical Overview of El Tarf Area

El Tarf is situated in the North East of Algeria, in the borderlines of Tunisia, the Mediterranean Sea in the north, and three other constituencies (Wilayas): Annaba in the west, Guelma in the south, and Souk Ahras in the north. El Tarf, being a transitory area, is connected to Annaba Metropolitan City, which has an international airport and a significant harbor.

El Tarf has a long history, with ruins dating back to prehistoric times, such as the drawings on Maiz Cave in Cheffia. The authenticity and civilization of this region of the country may still be seen in the ruins of Numidian Berber cities and villages. Bin Saidan's ruins stretched for 20 kilometers from the Barbar valley to AinBarbar in Edough, along a mountain ridge.

Historians have noted the arrival of Dihya or Damya, also known as El Kahena, a Berber queen, religious and military leader who organized indigenous resistance to the Arab invasion in Northwest Africa near the Khmer mountains on the Tunisian border, but she was defeated and exiled to the Aures Mountains. During the Crusaders' various fights with the Turks over treaty rental, the Banu Hilal Tribes settled in the El Tarf region, which was afterwards accosted by Crusader ships.

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The territory served as a gateway for Turks arriving from Tunisia, and after signing a rent treaty in the 18th century, French sailors and Italian merchants established in El-harbor Kala's and Cape Rosa, signaling the start of an age of occupation in the region. After the loss of Annaba, where the populace united around Ahmed Bey, who retreated to the municipality of Drean to plan for resistance against the conquerors, the natives launched multiple attacks and incursions against the two centers in an attempt to eject the invaders. During Algeria's battle for independence, the area was also used by brigades to transfer weapons and finances to the Mujahideen on the inside (1954-1962). This area witnessed the death of many martyrs in the front and inside the electrified and mined Challe and Morris's lines, as well as the notorious camps, strongholds and torture chambers.

3.2 Aspects of Tourism in El Tarf

El Kala is regarded as the largest city in El-Tarf constituency because it is the most popular tourist's destination. It is a coastal city built by the French during the colonial. El Kala (La Calle in French) was first known as Tunisia, then Marina Beads, and finally "Calle" from the French words "cale" which means "wedge" and "caller" which means "to wedge" since it was a bilge for French sailors to haul their boats ashore to shelter and refit them (Féraud, 1877:93). El Kala has a variety of equipment and reception structures, as well as the majority of hotel's establishments. Among them, one the first hotels in the area, El Moulin.

The constituency of El Tarf is characterized by two main vocations: tourism and agriculture. The tourist vocation is reflected through a diversity of natural resources. It holds certain trumps which are unique in Algeria and rare all over the world. The region has coasts that stretch over 90 km, and it has twenty five beaches officially registered of which twelve are authorized for swimming and of which the daily reception capacity is 39,200 swimmers. The reputation of some beaches goes beyond the frontiers (Cape-Rosa, Messida, Vieille Calle,

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Hennaya...). This littoral offers a beautiful jewel which is the red coral and shelters the monk seal endangered species.

The lakes of the constituency are known all over the world (Oubeira, Mallah, Tonga, Lac des oiseaux). These lakes constitute a heavenly refuge to thousands of different species of migrating birds.

The luxuriant forests occupy 57% of the constituency's territory i.e. 173.681 ha the value of the vegetative cover is defined through the delimitation of two natural sites; namely the National park of El-Kala, Ecological Park and scenic of Beni Salah.

The briar and the coral are two significant kinds that characterize the region. These raw resources are exploited and processed into a variety of craftsman products, such as briar for pipes and corals for jewelry such as necklaces, bracelets, rings, and other items.

In terms of hydrotherapy, the region has six spa sources dispersed over its towns, including two sources, Sidi-Trad and Zaatout, all of which have a significant debt that allows them to be fitted out. The 164 archaeological remains and historical monuments scattered across the constituency's territory. The most important historical remains are: the ancient French fort of Old Calle, the Messida Old Harbour, the palace of Lalla Fatima, the Roman remains in Bougous, the ancient Saint Cyprien Church of El Kala, the bastion of France, the electrified lines of Challe and Morrice, the remains of a Roman fortification in Morris.

The national park of EL-Kala extends on a surface of 80.000ha. It is composed of a particular mosaic ecosystems characterized by wetlands of which the whole diversity of its components constitutes a unique complex in the Mediterranean basin. Inside this park there are the most beautiful zones of tourist expansion; the Messida and Cape-Rosa, as well as Oubeira lakes, Mellah and Tonga. The national park was established on July 23rd, 1983 and it

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has been classified on December 17th, 1990, in the category of the international culture and natural patrimony and reserve of the biosphere by the UNESCO. Along the coastline of 90 km, five tourist expansion areas are located and composed of 14 enchanting and fairy sites, for instance:

- The tourist expansion zone (TEZ) of West-Mafragh (1150ha), composed of 3 sites: Echatt-Juvenille and West-Battah. The TEZ of East-Mafragh (1600 ha), composed of 4 sites: East-ElBattah, Moudjab-Draouech and Marsa.

- The TEZ of Hennaya (870 ha), composed of 3 sites: Hennaya, Belhad and AinTakouka.

- The TEZ of Cape-Rosa (900 ha), composed of 3 sites: Cape-Rosa, Caplione and La CallePrisonnière.

- The TEZ of Messida (565 ha), composed of one site that takes the same name (Messida) and has a surface of 45 ha which can be fitted out and ready for immediate investment.

A National Institute specialized in Tourism and Hospitality was established in September 1998 in EL-Tarf as a part of the constituency's goal to restore and promote handicraft training.

3.3 Definition of Tourism

Tourism is defined as "people traveling to and staying in places outside their usual environment for not more than one consecutive year," as well as the theory and practice of touring, the business of attracting, accommodating, and entertaining tourists, and the business of operating tours. ". The World Tourism Organization defines tourism more broadly, as "people traveling to and staying in places outside their usual environment for not more than

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one consecutive year," in terms that go "beyond the common perception of tourism as being limited to holiday activity only."

Tourism is a complex subject. It can be defined in a variety of ways, with both broad and narrow definitions. Tourism has got more attention as a research area over the years. Many academic fields are interested in it, each project and discipline tends to define tourism differently depending on the study's objective.

3.4 Forms and Types of Tourism

Tourism has various forms and types on the basis of the purpose of visit and alternative forms. These are further divided into many types according to their nature.

3.4.1 Forms of tourism

A. Cultural Tourism: Cultural tourism satisfies cultural and intellectual interest and includes excursions to historical and religious sites, among other things.

B. Recreational Tourism: the recreational fleet, as well as the marine business, which provides rental cruises, sailing boats, diving, sea fishing, and other services, has grown dramatically in recent years.

C. Thermal and Thalasso therapy Tourism: any journey undertaken in order to receive a natural therapy based on the water of high-therapeutic-value thermal springs or saltwater. They cover a consumer who requires therapy in a setting that includes care, relaxation, and entertainment.

D. Saharan Tourism: Saharan tourism is built on the utilization of various natural historical potentials, as well as recreation and specific exploration of the saharan environment.

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3.4.2 Types of Tourism

A. Domestic Tourism: Domestic tourism refers to tourism conducted by people within their own country. Traveling inside the same country is simpler because formal travel documents and time-consuming formalities such as mandatory health checks and foreign exchange are not required. When traveling within the country, a traveler is rarely confronted with language barriers or currency exchange concerns.

B. Inbound Tourism: This refers to tourists from other countries visiting a specific country. When people go outside of their host/native country to another country, it is referred to as inbound tourism for that country. When a tourist from India visits Japan, for example, it is considered inbound tourism since foreign tourists visit Japan.

C. Outbound Tourism: This refers to visitors who are traveling from their home nation to another country. When tourists travel to a foreign territory, they are engaging in outbound tourism for their own country, as they are leaving the country. When a tourist from India visits Japan, for example, it is considered outbound tourism for India and inbound tourism for Japan.

3.5 The Methodological Approach and Research Design

This research aims to investigate a situational phenomenon in order to shed light on teacher's difficulties when dealing with students, and to investigate how teachers of English attempt to solve them. Maxwell *et al* (quoted in Given 2008: 323) state that *the term explanatory research implies that the research in question is intended to explain rather than simply to describe, the phenomena studied.*

Quantitative methodology was employed to collect questionnaires.

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In this study, quantitative data are important. The quantitative method provided us with numerical data that could be measured. Dörnyei (2007:43) writes in this regard:

'...the qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving process with each method contributing to the theory in ways that only each can '.

As a result, quantitative method and approach is the best way to fit this research.

The questionnaire was used for the quantitative research method. It has provided us with a substantial amount of data on many aspects related to ESP teaching environment. This encompasses a number of important issues for a language instructor, including problems, hurdles, a lack of specialized expertise, a lack of training, a lack of materials, collaboration with learners, and collaboration with subject specialists.

The main goal of this research, as stated previously in this work, is to recommend an appropriate ESP course design for English teachers working in ESP situations, specifically in an ETP (English for Tourism and hospitality Purposes) context. As a result, the research technique has been developed in the following way:

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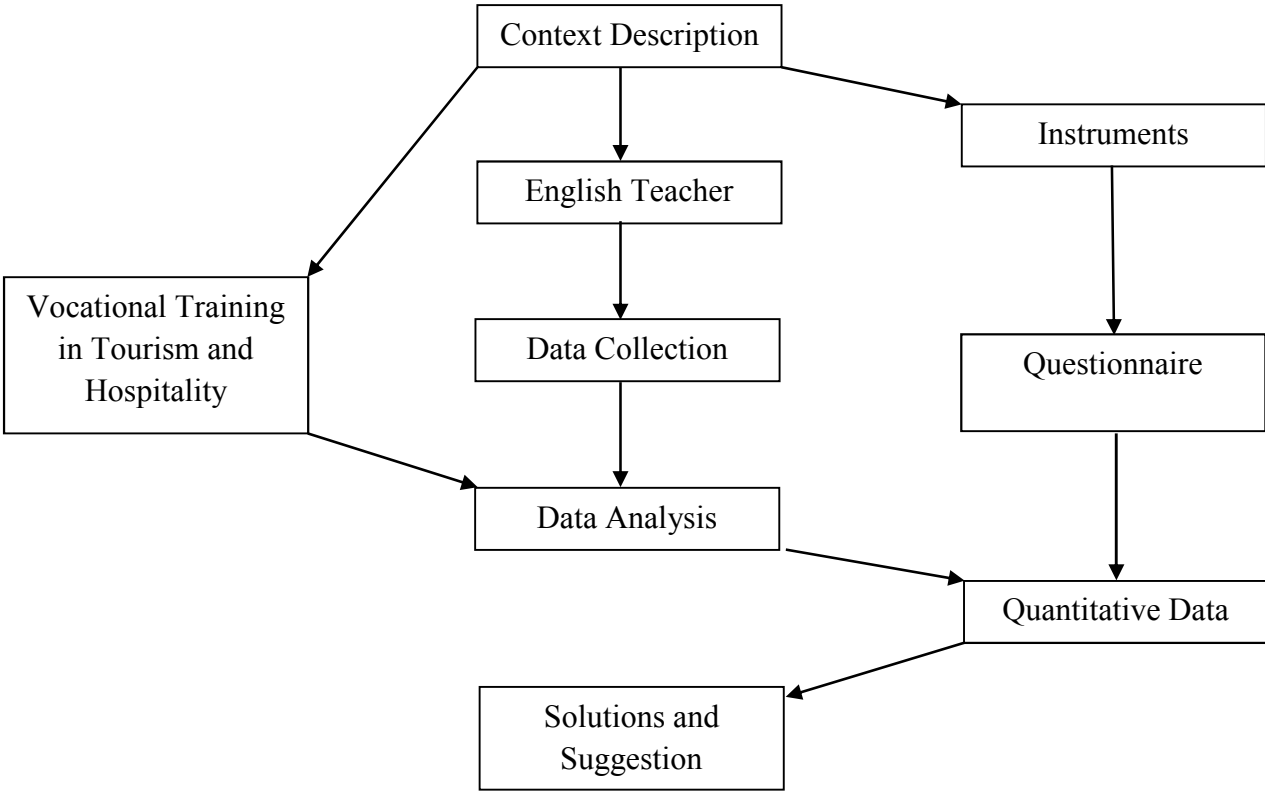


Figure 3.1 Research Design

3.6 Case Study

In one hand, the selection of adequate research models must be rigorous. Nunan (1992) divides applied linguistics research into nine groups. The experimental approach, ethnography, survey research, case study, classroom observation, introspective, elicitation, interaction analysis, and program assessment are all examples of these methods. In terms of aims, focus of interest, and basic characteristics, all of these strategies differ from one another.

As a result, the focus of this research is on a case study approach with a variety of descriptions. According to Anderson (1993: 152) *'a case study is concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred. For Yin (1993: 11), it refers to an*

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event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence'.

A case study is designed to focus on a specific issue, unit of analysis, or feature. This strategy helps comprehension of complex real-life activities involving multiple sources of information.

According to Patton (1987: 18), using a case study to examine a topic of interest is the most appropriate approach:

"Case studies become particularly useful where one needs to understand some particular problem or situation in great-depth, and where one can identify cases rich in information".

In other words, a case study helps the researcher *"to gain a holistic view of a certain phenomenon or series of events"* (Gummesson, 1991:83) and can provide an enveloping image which includes many sources of evidence.

A case study also has the advantage of being able to achieve many of the same objectives as other methods. For instance, a case study can be exploratory (to gain new information), constructive (to fix a problem), or confining (test a hypothesis with empirical evidence). It can also take either a primary or secondary approach, depending on whether the researcher collects the data themselves or uses someone else's. Finally, the nature of a case study can be qualitative or quantitative.

The case study technique has a number of qualities, which are listed in the table below:

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Model	Purposes	Foci	Key Term	Characteristics
Case Study	<ul style="list-style-type: none"> - To portray, analyse and interpret the uniqueness of individuals and situations through accessible accounts - To catch the complexity and situatedness of behavior - To contribute to action intervention - To present and represent reality - To give a sense of 'Being There' 	<ul style="list-style-type: none"> - Individuals and local situations - Unique instance - A single case - Bounded phenomena and system: 1-individual 2-group 3-roles 4-organizations 5-community 	<ul style="list-style-type: none"> - Individuality, uniqueness-in-depth analysis and portrayal - Interpretive and inferential analysis - Subjective - Descriptive - Analytical - Understanding specific situations - Sincerity - Complexity - Particularity 	<ul style="list-style-type: none"> - In-depth detailed data from a wide range of sources - Participant and non-participant observation - Non-interventionist - Empathic - Holistic treatment of phenomena - What can be learned from the particular case

Table.3.1 Elements of Research Styles (gtd From Hamzaoui.H, 2010)

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These items give a clear picture of the case study approach, which isn't limited to a particular goal or feature, and they explain and describe the various case study approach definitions.

As a result, I'm interested in teaching English in the current scenario at the National Institute of Tourism, as well as the teachers' and students' reactions to the inclusion of English courses in the Tourism and Hospitality curriculum. We choose to use a case study method. After a comprehensive study, the goal is to characterize, present, and provide solutions to the observed facts. As a result, we'll look at the substance of the courses and how English is taught, then describe and explain both the target environment and learning needs.

There are three forms of case study research, according to Yin (1984:11): exploratory, descriptive, and explanatory. The current study is a hybrid of the three categories, with the goal of describing, analyzing, and interpreting both teachers' and learners' attitudes and reactions in real-life teaching settings, as well as course content and technique.

The purpose of this study is threefold: first, it examines the situation regarding the use of English by trainees in tourism and hospitality at the National Institute of Vocational Training and teaching methods, involving informants from three teaching situations; second, a Need Identification Analysis of the target population is developed and led in an academic setting involving the tourism and hospitality learners at this institute (24 learners); and third, an English course that may be useful is developed and led in an academic setting involving the tourism and hospitality learners at this institute (24 learners).

3.7 Population and Sampling

During the academic year 2012-2013, this study focused on English teachers who worked as ESP teachers with tourism as a specialist at the National Institute of Vocational Training.

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The National Institute of Vocational Training

The National Institute of Vocational Training (L'Institut National de la Formation Professionnelle) in El Tarf, which is specialized in tourism vocational training, was established by Decree NO: 98/400, dated 12/02/1998 and inaugurated on June 29th, 2003 by His Excellency the President of the Republic, Mr. Abdel Aziz Bouteflika, under the name of Mujahed (freedom fighter) Amara Laskri. The institute specializes in tourism and hospitality vocational training. The actual training began in 2000, and there are 300 pedagogical places available. It covers 2 hectares and 700 m² of land.

Specialities of the Institute

It focuses on tourism and hospitality education. The following disciplines are included in the hostelry section: cooking and catering, hotel management, reception, and lodging. Trade and production, tourism and travel companies, museums, and tourism and hospitality are all included in the tourism area. The Institute also has various facilities, including:

Pedagogical Facilities	Leisure and Service Facilities
<ul style="list-style-type: none">- Eight teaching rooms- Ten media libraries equipped with personal computers connected to internet- A high-tech language laboratory- A pedagogical restaurant- An amphi-theatre with a capacity of 110 seats- Two rooms of ITC applications	<ul style="list-style-type: none">- Collective restaurant which provides 300 meals a day- International accommodation with a capacity of 220 beds- Pedagogical hotel with a capacity of 120 beds- Multi-sports stadium- Club

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- A workshop for cake and bread-making - A library	
---	--

Table.3.2 Institute Facilities

We distributed questionnaires to the entire sample population, which included a teacher and twenty-four learners (24).

In this regard, Dörnyei (2007:96) defines sample as: *"the group of participants whom the researcher actually examines in an empirical investigation"* and the population as *"the group of people whom the study is about"*.

The alternative of dealing with the teacher has enabled us to explore the field of ESP teaching and focusing on the language that teacher tends to provide the learners with.

Thus, we have tried to determine a set of problems and difficulties the ESP teachers may face in their classes; comparing them and hoping to be able to draw conclusions of similar and different difficulties they meet in order to suggest some useful guidance to cope with the requirements of the target situations. Hence, generalization of findings could be possible.

Conclusion

This Chapter provides an overview of tourism in the El-Tarf region, as well as its historical context, as well as an overview of the National Institute of Vocational Training in the area. Furthermore, the research design, instruments, and data collection methods used to gather reliable data provided a thorough understanding of the ESP teaching situation in which the ESP teacher is viewed as a key player. The data analysis methods have been discussed in this chapter, and in the following chapter, we will attempt to analyze the data that has been gathered for this purpose, and then we will attempt to discuss the results.

CHAPTER FOUR

Data Analysis and Findings

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Introduction

This chapter deals with a methodical data analysis and interpretations. In fact, it stands for the empirical phase of the research. The aim is to conduct a needs analysis in order to suggest a sample of lesson plans addressed to Tourism and Hospitality learners at The National Institute of Vocational Training.

4.1 The Teacher Questionnaire

In the early stages of this research work, we pinpointed a teacher working at the NIVT. We divided the teacher's questionnaire into four sections for the following reasons: first to trace the structure of this research and second to suggest solutions to overcome the difficulties teachers face in ESP teaching situations.

1- Which degree do you have:

a/ License (in)

b/ Master

c/ Magister (in langue de Spécialité)

d/ PhD (in process ESP)

The teacher answered that she has a Master degree.

2- What status do you occupy within the Institute?

a/ Full time teacher

b/ Part time teacher

The teacher responded that she is working as a full time teacher.

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3- How long have you been teaching in the institute?

a/ One year

b/ Two years

c/ More than three years

The teacher said that she has more than three (03) years of teaching experience.

4- Do you master any other language(s):

Yes

No

Specify please.....

The teacher answered that she speaks also French, Arabic, and Germany.

5- Is there any syllabus designed by the ministry of Training and Professional Education that you use to prepare the lessons?

Yes

No

The teacher responded that she uses syllabus designed by the ministry of Training and Professional Education to prepare the lesson.

6- What type of English courses do you teach?

a/ General English

b/ English for Tourism and Hospitality

English for Tourism and Hospitality is used to teach English courses.

7- Do you use other language than English when explaining the lessons (Translation)?

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Yes

No

If yes, which language?

Arabic

French

Both

The teacher answered that she uses both Arabic and French to explain the lesson.

8- How do you evaluate the understanding of your learners of English lessons?

a/ Elementary

b/ Intermediate

c/ Advanced

The teacher responded that the level of understanding of learners is Intermediate.

9- In the course of your present teaching, do you tend to concentrate more specifically on?

a/ General grammatical notions?

b/ Grammatical structures related to Tourism and Hospitality English?

c/ Lexical items related to General English?

d/ Lexical items related to Tourism and Hospitality English?

(Tick one or more boxes)

The teacher pointed out that she concentrates more specifically on grammatical structures related to Tourism and Hospitality English, and lexical items related to Tourism and Hospitality English.

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10- In the course of your present teaching, do you use:

- a/ Textbooks related to General English?
- b/ Textbooks related to Technical?
- c/ Textbooks specifically related to Tourism and Hospitality?
- d/ Documentation used by learners in their field of study
- e/ Materials you prepare yourself (texts, exercises)?
- f/ Materials brought to the English class by the learners themselves?

(Tick one or more boxes)

The teacher answered that she uses Textbooks specifically related to Tourism and Hospitality, and Materials she prepares herself (texts, exercises).

11- Which skill do you think Tourism and Hospitality learners need to develop?

- Listening Writing Reading Speaking

According to the teacher, speaking is the skill that learners of Tourism and Hospitality should develop

12- Do you face difficulties when you explain English lessons to Tourism and Hospitality learners?

- Yes No

If yes, what kind of difficulties? : The learners do not understand the language; they are not interested by the course

.....

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The teacher answered that the difficulty she is facing is that learners could not grasp the vocabulary used during the explanation.

13- Do you encourage the learners of Tourism and Hospitality to learn English language?

Yes

No

The teacher answered that she encourages the learners of Tourism and Hospitality to learn English language.

14- Do you have any remarks or suggestions concerning the teaching of English language to Tourism and Hospitality learners?

English language is very crucial for Tourism and Hospitality that learners must acquire in order to achieve this objective, learners must:

- Make huge research in this field to acquire and learn new vocabulary and terms.
- get involved in the class in terms of conversations, or dialogues between the learners.
- Presentation of free topics or projects (free talk) in front of the classroom.

4.2 The Learners Questionnaire

Through the questionnaire, we aimed to find out learners' profiles, to trace their educational career, to uncover their points of view concerning the importance of the English language, and to elicit their attitudes towards the target language. Moreover, the questionnaire is based on a needs analysis by which we attempted to detect learners' needs, identify their inadequacies and requirements, as well as defining their objectives to learn English.

The learners' questionnaire has been divided into four sections too in order to gather information on them. The first section corresponding to the background and profile consists of

CHAPTER FOUR: Data Analysis and Findings

five questions that are related to learners' age and nationality as well as their qualifications, their mother tongue, the main foreign language they are studying or have already studied during their training, the languages they might use most often in professional life, and if they use English as a specialized language. The second section deals with learners' difficulties. It is composed of two main questions concerning learners' levels and difficulties in mastering the four language skills. The third section refers to learners' needs which holds five questions about the motives for English, in which context they intend to use it, i.e., where, when and with whom. The last question refers to learners' importance they attach to English as a specialized language in their training.

The last section comprises five questions emphasizing the learners' expectations about the choice of learning English as general and as a specialized language during their training, the way it should be taught, the number of hours and for how long during their curriculum.

4.2.1 Background and Profile Analysis

The table below summarizes the learners' educational background and profile, their mother tongue, the main foreign language studied, most languages that might be used in their professional life and the use of English as a specialized language.

- Question 01:

- Nationality:

- What is your mother tongue?

Nationality	24 Algerian
Mother Tongue	24 Arabic

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Degree	20 (83,33%) 3 rd years Secondary School 4 (16, 66%) University
The main foreign language	12 (50%) Arabic 10 (41, 66%) French 2 (8, 33%) English
Most languages that might be used in professional life	16 (66, 66%) French 12 (50%) Arabic 12 (50%) English
Use of English as a specialized language	12 (50%) Yes 12 (50%) No

As it is shown in the table above, the learners' sample is composed of twenty-four (24) learners. All of them are Algerian. Their background language is Arabic.

- Question 02: What is your educational level? Underway degree or already obtained?

Their educational level varies from third year secondary school university degree. Four learners 04 (16, 66%) are graduated from the university. Twenty learners 20 (83, 33%) have third year secondary school level.

- Question 03: What is the main foreign language you are studying / have studied during your training?

Twelve (12) learners claimed that Arabic is their main foreign language, Ten (10) responded that is French, and Two (2) stated that it is English.

- Question 04: What are the languages you might use most often in professional life?

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Sixteen (16) learners responded that they might use French language in their professional life, twelve (12) answered Arabic and twelve (12) replied English.

- Question 05: Do you use English as a specialized language?

Half of the class stated that they use English as a specialized language.

4.2.2 Learners' Difficulties

The learners under investigation stated that they encountered great difficulties in general and specialized English mostly in speaking and listening. This is due to the lack of practice. Moreover the data outcomes highlighted various opinions regarding the importance of language skills that have to be developed. As maintained by the learners, they first need to develop their speaking and listening skills, then reading and finally to improve the writing one.

- Question 01: Which language skills do you have difficulties with, in General English and as a Specialized language?

General English		Specialized English	
Listening	<input type="checkbox"/>	Listening	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	Speaking	<input type="checkbox"/>
Reading	<input type="checkbox"/>	Reading	<input type="checkbox"/>
Writing	<input type="checkbox"/>	Writing	<input type="checkbox"/>

The learners' responses show that (55,88%) of them encounter difficulties in General English and (44,12%) in specialized English. In other words, they practically face problem with all the skills; the following respective percentages refer to the speaking skill (41,17%), listening, reading and writing ones (58,82%).

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- Question 02: your skill levels:

A) Listening: Yes/ No

- 1- Understand common words, colloquial expressions in a restricted context.
- 2- Understand expressions, common vocabulary relating to my close environment.
- 3- Others? Specify

B) Speaking: I can/ Cannot

- 1- Formulate sentences, expressions, and ask simple questions on familiar topics if the interlocutor is willing to help me understand and express myself.
- 2- Understand conversations and expressions on familiar topics without being able to answer.
- 3- Others? Specify

C) Reading: I can/ Cannot

- 1- Read simple sentences of daily life.
- 2- Read simple texts for a general idea or for accurate information.
- 3- Read texts in the English language relating to my studies, although slowly.
- 4- Others? Specify

D) Writing: I can/ Cannot

- 1- Write short and accurate information.
- 2- Write short simple messages and notes.
- 3- Others? Specify

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Listening	Yes	No	Speaking	Can	Cannot	Reading	Can	Cannot	Writing	Can	Cannot
Q1	06	18	Q1	04	20	Q1	18	06	Q1	10	14
Q2	07	17	Q2	04	20	Q2	10	14	Q2	08	16
Q3			Q3			Q3	18	06	Q3		
						Q4					

It is clear from the learners' answers that speaking (83, 33%) and listening (72, 91%) of them are the main difficulties in learning English. Whereas (62,50%) of them answered that writing in English is not an easy task, and (54,16%) find reading less hard.

4.2.3 Learners' Needs

- Question 01: Why do you need English?

Sixteen (16) learners stated that they need English to get a job, ten (10) of them responded that they need the language to get a visa, six (6) to travel, and two (2) for their studies.

- Question 02: In which context? (Specify)

Eight (16) respondents replied that they might use it in their jobs, two (02) replied that they use it in Hosting hotel and companies, eight (08) stated that they may use it in travel.

- Question 03: Where do you use / you will use it? – In Algeria (Specify) or somewhere (Specify)

Twenty-six (26) learners stated that they use it abroad while traveling, four (04) said that they use it in Algeria, specially in tourism agencies.

- Question 04: With whom do you use / you will use it?

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All of the participants stated that they will use it with tourists.

- Question 05: What importance do you attach the use of these skills of English language in your training?

	Much	Little	Medium
Listening	12	02	03
Speaking	07	04	04
Reading	03	06	03
Writing	02	03	03

According to the learners' answers, it is clear that the four language skills are crucial. Yet, they are in favor of developing and improving interactive skills as speaking (70,83%) and listening (62,50%), then reading (50%) followed by writing (33,33%).

4.2.4 Learners' Expectations

- Question 01: Do you think that studying English as a foreign language in your curriculum must be: Optional / Obligatory?

All of the participants stated that studying English as a foreign language in their curriculum must be Obligatory.

- Question 02: Do you think that studying English as a specialized language in your curriculum must be: Optional / Obligatory?

Fourteen (14) learners stated that studying English as a specialized language in your curriculum must be Optional, Ten (10) responded that it must be Obligatory.

CHAPTER FOUR: Data Analysis and Findings

- Question 03: - If the study of specialized language is obligatory, do you think it should be in the form of:

A- Lesson/TD Face-to-face

B- Autonomous task supervised (possibly online)

C- Mixture of two working modes

All of the respondents opted for the Lesson/TD Face-to-face, it is clear that they need an in-presential learning situation.

- Question 04: How many hours of learning sessions seem sufficient to you by week to study English as specialized language?

1 2 3 4 5 6+

Eighteen (18) learners believe that they need more than six hours a week, six (06) sustain that four hour will be sufficient.

- Question 05: For how long during your curriculum? One semester/ two semesters/ Intensive training (1-2 months)

Eighteen (18) learners answered that two semester of learning sessions seem sufficient to study English as specialized language, six (06) want an intensive training of one to two months.

Conclusion

In this chapter we attempt to present, analyze, and discuss the findings of the main data collected from teacher and learner questionnaires. As a result, based on the main findings of this chapter, it may be wise to make some useful and beneficial recommendations.

CHAPTER FIVE

Suggestions and Recommendations

CHAPTER FIVE: Suggestions and Recommendations

The results obtained from data collection of learners' needs reveal the existence of considerable language deficiencies. Therefore, the present research exploratory results are the starting point for a more advanced investigation in the field of ETP in the Algerian institutes of vocational training.

Therefore, suggestions and recommendations are provided here. They involve an eclectic teaching approach to be introduced in an English course designed for Tourism and Hospitality learners.

Part One: Listening Comprehension

-The selected Topic: Taking a Reservation by Telephone



CHAPTER FIVE: Suggestions and Recommendations

- 1- Look at the screen from a hotel computer reservation system. In which order do you think the receptionist will ask for the information? Listen to a phone call and see if you were right.
- 2- Listen again and fill in the missing information.

The below script corresponds to the selected call.

R=Receptionist, C=Caller

R The Hadrian Hotel, Sara speaking. Can I help you?

C Hi. Would you have a room for next week?

R For next week, madam? When would that be exactly?

C From the 12th to the 15th.

R And would that be a single room?

C No, it's for me and my daughter.

R Would you prefer a twin or two singles?

C A twin, please.

R Smoking or nonsmoking?

C Non-smoking.

R So that's arriving Monday the 12th, departure Thursday the 15th, twin, non-smoking?

C That's right.

R One moment, please. I'll just check availability.. Yes, we can do that. What name is it please ?

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C Steinmetz, Barbara Steinmetz,

R Could you spell that, please?

C Yes, it's S-T-E-I-N-M-E-T-Z

R ... I- N-M-E-T-Z

C That's right.

R We need you to confirm this, Ms Steinmetz. By fax or email. Or you can give us your credit card details.

C Credit card is easiest.

R Could you give me the number of the card?

C Just a moment Yes, it's 49 double 2 6481 6262 double 3 83.

R So that's 49 double 2 64816262 double 3 83.

C Yes, that's it.

R Is that Visa, Ms Steinmetz?

C No, it's Mastercard.

R And what's the name on the card. please?

C My own name. It's my name.

R OK. And could you just tell me the expiry date?

C It expires August 2028.

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R That's fine then, Ms Steinmetz. Your reservation number is H-A-D, 280, 6 double 5, double 03.

C double 5, double 03.

R Could I ask you to use this if you need to modify or cancel your booking?

C Yes, of course.

R And we look forward to seeing you on the 12th. Thank you for calling.

C Thank you. Goodbye.

R Goodbye.

Part Two: Reading Comprehension

Selected Topic: Success in the hotel trade: a question of size?

1- Work in groups. Note down anything you know about the following types of hotel.

Chain

Independent

Consortium

2- Now read the article and see how many of your points from 1 are mentioned. Which points were mentioned that you did not note down in 1?

3- How are these types of hotel different and how are they similar? Complete the table with information from the article.

	Chain	Independent	Consortium
Ownership			
Character			
Advantages			
Disadvantages			

4- Have you worked or done work placement in a hotel? Tell your partner about it

CHAPTER FIVE: Suggestions and Recommendations



The structure of the accommodation market

Accommodation is at the heart of tourism, and hotels are at the heart of accommodation. However, obviously not all hotels are the same, the most fundamental difference from a travel trade point of view lying in who owns the hotel. These, broadly speaking, can be part of a large group or can be independent.

Increasingly, hotels form part of large corporations. Room totals for giants like Intercontinental, Hilton, and Accor run into the hundreds of thousands, and operations on this scale mean economic efficiency through shared costs, bulk purchasing, and the centralization of functions such as marketing and promotion.

The major corporations do not own all of the properties they put their name to. Instead, various formulas are used, including:

Acquisition

The company owns and manages the property.

Management contracts

Investors such as insurance companies own properties and contract a hotel group to operate them.

Franchising

The hotel group (the franchisor) allows another company (the franchisee) to use its name in return for an agreed payment.

A closer look at the structure of the hospitality trade reveals that both luxury and budget hotels are often only different brands in the same corporation. This is the case with Accor, the owners of the budget hotel chains Formule 1 and Etap, of the mid-range Mercure chain, and of top-end Sofitel, among others.

CHAPTER FIVE: Suggestions and Recommendations

Vocabulary

Dealing with words in context

Match the phrases from the article in A with their meanings in B. Use their position in the article in Reading to help you.

A	B
1 run into	aa fixed amount of money for a service
2 broadly speaking	b to reach a particular level or amount
3 boil down to	c clients who come more than once
4 timorous	d succeed in dealing with or controlling the
5 identikit air	problems or disadvantages
6 staff turnover	e have something as a main or basic part
7 repeat guests	f feeling of being the same
8 air time	g in general h nervous and easily frightened
9 overcome the drawbacks	i number of visits to a website
10 set fees	j workers leaving a job and being replaced

Part Three: Speaking

Selected Topic: Taking a Telephone Booking

CHAPTER FIVE: Suggestions and Recommendations



- 1- Work in pairs, Student A, you are the receptionist at the Hadrian Hotel. Student B, you are the caller. Student A, Answer the phone and follow the telephone booking sequence. Take notes of the booking details.

State name of hotel.State own name. Greet client.



Determine client's room needs — dates, number of guest(s), number of rooms, room type(s)



Double check dates and needs



Check availability



Take client's name



Request confirmation (fax, email, or credit card)



Double check details of the confirmation option taken



Give client reservation number and request its use for booking changes



Close conversation

CHAPTER FIVE: Suggestions and Recommendations

2- Now change the role.

3- Make up your own caller and accommodation information. You do not need to limit yourselves to hotels. Phone each other and book accommodation.

Part Four: Writing

Look at these pictures and write a description of the hotel and its facilities. Use the information



CHAPTER FIVE: Suggestions and Recommendations

Language Study

- 1- Most adjectives of one syllable (e.g. cheap, near, small) end *-er* in the comparative and *-est* in the superlative.

quick *quicker* *the quickest*

- 2- Adjectives of three syllables or more (e.g. beautiful, expensive) take *more* in the comparative and *the most* in the superlative.

Expensive *more expensive* *the most expensive*

- 3- Two-syllable adjectives ending in *-y* follow rule 1.

happy *happier* *the happiest* (notice the spelling change)

Other two-syllable adjectives sometimes follow rule 1 and sometimes follow rule 2.

quiet *quieter* *the quietest*

modern *more modern* *the most modern*

- 4- After comparatives (e.g. *happier/ more modern*) we use *than*.

- 5- Here are some common adjectives with irregular formation:

Adjective	Comparative	Superlative
Good	Better	The best
Bad	Worse	The worst
Far	Farther	The farthest

CHAPTER FIVE: Suggestions and Recommendations

Practice A

Complete these sentences using *the most...* or the *-est*.

- 1- I think Chinese is... language to speak in the world. (difficult)
- 2- Alan is... person I know. (lazy)
- 3- Your hotel is... from the beach. (far)
- 4- This country has... weather in the world. (bad)
- 5- This is... part of the river. (wide)
- 6- It's... hotel in the city. (modern)
- 7- She is... girl in the school. (pretty)
- 8- ... city in Scotland is Glasgow. (large)

Practice B

Complete these sentences using the comparative or superlative form of the word in brackets. You may need to use more than one word.

- 1- Air travel is... rail travel. (quick)
- 2- Travelling by taxi is... travelling by bus.
- 3- Tokyo is... Rome. (big)
- 4- Everest is... mountain in the world. (high)
- 5- The Pacific Ocean is... the Atlantic. (large)
- 6- Egypt has much... summers than the UK. (hot)
- 7- The Amazon and the Nile are the two... rivers in the world. (long)
- 8- Adventure holidays are... beach holidays. (exciting)

CHAPTER FIVE: Suggestions and Recommendations

Conclusion

In order to address the language inadequacy of learners in the ETP teaching/learning conditions identified in the previous chapter, we have attempted to expose a set of recommendations that can help English teachers. Additional recommendations and tips on how to use new technological tools, teach vocabulary and grammar, and promote receptive skills were also included.

We concluded this chapter by creating a sample course based on the needs of the learners. For this purpose, a set of language activities aimed at developing fourth language skills and providing practice in grammar, vocabulary, language use, and language production have been chosen, with the hope of guiding tourism and hospitality learners to a fairly good level of performance and competence in English language.

General Conclusion

The rationale of this study is to identify the English Language needs of tourism and hospitality learners at the NIVT and design an ETP course that may fulfill their needs.

We provided an overview of fundamental issues concerning ESP, course design, needs identification and analysis (NIA), and syllabus design. This has served to set the context for our research. Only one tool was used in this study: questionnaires administered to both teacher and learners. The information was gathered, analyzed, and then interpreted. The findings from the collected data supported our hypothesis.

We examined the needs of tourism and hospitality learners as well as the challenges that NIVT teacher face as ESP practitioners. Based on this analysis, the first hypothesis underlying this research, namely that Tourism and Hospitality learners have a low level of English proficiency has been confirmed. In fact, this is due to a lack of motivation and the learners' inability to grasp the vocabulary used by the teacher during the explanation.

Based on of the data collected from the teacher's questionnaire, we concluded that the teacher does not have adequate teaching materials and the syllabus prescribed by the Ministry of Vocational Training is not suitable. These factors accentuate the slowdown of learners' language acquisition.

As a result, some suggestions and recommendations are made to ETP teachers in order to improve the learning/teaching process and to alleviate the learners' difficulties in oral proficiency by implementing some remedial solutions to encourage and improve their speaking abilities.

Despite the findings, this study is limited and requires additional research to uncover other issues related to English for Tourism Purposes.

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Appendix 1
Teacher's Questionnaire

Appendices

Teacher's Questionnaire

Dear teacher we are currently conducting a Master research in language sciences. Our aim is to investigate how ESP teachers design an ESP course for learners of Tourism and Hospitality at the The National Institute of Vocational Training (El Taref). We would be very grateful if you could answer the following question.

1- Which degree do you have:

a/ License (in)

b/ Master

c/ Magister (in langue de Spécialité)

d/ PhD (in process ESP)

2- What status do you occupy within the Institute:

a/ Full time teacher

b/ Part time teacher

3- How long have you been teaching in the institute:

a/ One year

b/ Two years

c/ More than three years

4- Do you master any other language(s):

Yes

No

Specify please.....

5- Is there any syllabus designed by the ministry of Training and Professional Education that you use to prepare the lessons?

Yes

No

Appendices

6- What type of English courses do you teach?

a/ General English

b/ English for Tourism and Hospitality

7- Do you use other language than English when explaining the lessons (Translation)?

Yes No

If yes, which language?

Arabic French Both

8- How do you evaluate the understanding of your learners of English lessons?

a/ Elementary

b/ Intermediate

c/ Advanced

9- In the course of your present teaching, do you tend to concentrate more specifically on:

a/ General grammatical notions?

b/ Grammatical structures related to Tourism and Hospitality English?

c/ Lexical items related to General English?

d/ Lexical items related to Tourism and Hospitality English?

(Tick one or more boxes)

10- In the course of your present teaching, do you use:

a/ Textbooks related to General English?

b/ Textbooks related to Technical?

c/ Textbooks specifically related to Tourism and Hospitality?

d/ Documentation used by learners in their field of study

e/ Materials you prepare yourself (texts, exercises)?

Appendices

f/ Materials brought to the English class by the learners themselves?

(Tick one or more boxes)

11- Which skill do you think Tourism and Hospitality learners need to develop?

Listening Writing Reading Speaking

12- Do you face difficulties when you explain English lessons to Tourism and Hospitality learners?

Yes No

If yes, what kind of difficulties? : The learners do not understand the language; they are not interested by the course

.....

13- Do you encourage the learners of Tourism and Hospitality to learn English language?

Yes No

14- Do you have any remarks or suggestions concerning the teaching of English language to Tourism and Hospitality learners?

Thank you for your cooperation

Appendix 2
Learners' Questionnaire

Appendices

Background and Profile

- Question 01:

- Nationality:

- What is your mother tongue?

- Question 02: What is your educational level? Underway degree or already obtained?

- Question 03: What is the main foreign language you are studying / have studied during your training?

- Question 04: What are the languages you might use most often in professional life?

- Question 05: Do you use English as a specialized language?

Difficulties

- Question 01: Which language skills do you have difficulties with, in General English and as a Specialized language?

General English		Specialized English	
Listening	<input type="checkbox"/>	Listening	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	Speaking	<input type="checkbox"/>
Reading	<input type="checkbox"/>	Reading	<input type="checkbox"/>
Writing	<input type="checkbox"/>	Writing	<input type="checkbox"/>

- Question 02: your skill levels:

A) Listening: Yes/ No

- 1- Understand common words, colloquial expressions in a restricted context.
- 2- Understand expressions, common vocabulary relating to my close environment.
- 3- Others? Specify

Appendices

B) Speaking: I can/ Cannot

- 1- Formulate sentences, expressions, and ask simple questions on familiar topics if the interlocutor is willing to help me understand and express myself.
- 2- Understand conversations and expressions on familiar topics without being able to answer.
- 3- Others? Specify

C) Reading: I can/ Cannot

- 1- Read simple sentences of daily life.
- 2- Read simple texts for a general idea or for accurate information.
- 3- Read texts in the English language relating to my studies, although slowly.
- 4- Others? Specify

D) Writing: I can/ Cannot

- 1- Write short and accurate information.
- 2- Write short simple messages and notes.
- 3- Others? Specify

Learners' Needs

- Question 01: Why do you need English?

- Question 02: In which context? (Specify)

- Question 03: Where do you use / you will use it? – In Algeria (Specify) or somewhere (Specify)

Appendices

- Question 04: With whom do you use / you will use it?

- Question 05: What importance do you attach the use of these skills of English language in your training?

	Much	Little	Medium
Listening			
Speaking			
Reading			
Writing			

Your Expectations

- Question 01: Do you think that studying English as a foreign language in your curriculum must be: Optional / Obligatory?

- Question 02: Do you think that studying English as a specialized language in your curriculum must be: Optional / Obligatory?

- Question 03: - If the study of specialized language is obligatory, do you think it should be in the form of:

A- Lesson/TD Face-to-face

B- Autonomous task supervised (possibly online)

C- Mixture of two working modes?

- Question 04: How many hours of learning sessions seem sufficient to you by week to study English as specialized language?

1 2 3 4 5 6+

- Question 05: For how long during your curriculum? One semester/ Two semesters/
Intensive training (1-2 months)