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مهارات التواصل الشفهي باللغة الإنجليزية للأغراض السياحية  
والفندقية: دراسة تحليل احتياجات  
بحث مستل من رسالة الدكتوراه

اعداد

رانيا حمدي السيد شعيب

نائب مدير بمدرسة زيد بن حارثة الرسمية للغات

إدارة دمياط الجديدة

وزارة التربية والتعليم والتعليم الفني

د. إيناس محمد فرحات

مدرس المناهج وطرق تدريس اللغة الإنجليزية

كلية التربية جامعة دمياط

أ.د. جيهان محمود البسيوني

أستاذ المناهج وطرق تدريس اللغة الإنجليزية

ووكيل الكلية للدراسات العليا

كلية التربية جامعة بورسعيد

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**Needs Analysis of English Language Oral  
Communication Skills for Tourism and Hotels  
purposes  
A study based on a PhD Dissertation**

**By**

**Rania Hamdy Elsayed Shoab**

Expert Teacher/ Vice principal of Zaid In Haritha Official Language  
School

New Damietta directorate

Ministry of Education and Technical Education

**Dr Jehan Mahmoud El-Bassuony**

Professor of Curriculum and  
Instruction (EFL)

Vice-Dean for Graduate Studies and  
Research

Faculty of Education  
Port Said University

**Dr Enas Mohamed Farahat**

Lecturer of Curriculum and  
Instruction(EFL)

Faculty of Education  
Damietta University

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مهارات التواصل الشفهي باللغة الإنجليزية للأغراض السياحية والفندقية: دراسة تحليل  
احتياجات

### مستخلص البحث

يلعب تحليل الاحتياجات دوراً حيوياً في تطوير الإنجليزية للأغراض الخاصة. هدفت الدراسة الحالية إلي الكشف عن مهارات التواصل الشفهي الأكثر أهمية بمجال السياحة والفنادق بمصر. تكونت عينة الدراسة من 42 عاملاً في مجال السياحة والفنادق. تم جمع البيانات من خلال استبيان موجه للعاملين في المجال (مكون من ثلاثة أجزاء) ومقابلات شخصية معهم. أوضحت النتائج أن مهارات مثل فهم طلبات نزلاء الفندق والتوضيح (مثل إعطاء اتجاهات وحل المشكلات) والمحادثة جاءت في المرتبة الأولى من حيث الأهمية. وتلتها في المرتبة الثانية مهارات مثل فهم اللهجات المختلفة والنقاش والطلاقة، بالإضافة لبعض المهارات الفرعية التي أوضحتها النتائج. تقترح الباحثة في هذه الدراسة أن يستفيد مصممو المناهج والكتب الدراسية من نتائج الاحتياجات المذكورة في الدراسة، ومن ضمنها مراعاة اختيار الكتب الدراسية والمقررات بناء على احتياجات سوق العمل، وذلك لتمكين العاملين في مجال السياحة والفندقة في المستقبل من إتقان مهارات التواصل الشفهي أثناء عملهم.

**الكلمات المفتاحية:** تحليل الاحتياجات، مهارات التواصل الشفهي، العاملين بمجال السياحة والفندقة

**Needs Analysis of English Language Oral Communication Skills  
for Tourism and Hotels purposes**

**Abstract**

Needs analysis plays a vital role in successful English for Specific Purposes development. The current study aimed at investigating the highly needed oral communication skills in the tourism and hotels workplace. The sample of the study consisted of 42 hotels employees in Egypt. Data was collected through the participants' responses to questionnaire items, which consisted of three sections, and semi structure interviews. After quantitative and qualitative analysis, the results revealed that understanding guests' inquiries, clarification (giving directions and problem solving) and conversational skills are the highly required OCS in the tourism and hotels workplace, followed by recognizing different accents, discussion and fluency. In addition, the study included some needed sub-skills. It is recommended that curriculum and textbook designers make use of the need analysis results and implications presented in this study. They should pay more attention to textbook and syllabus selection in terms of workplace needs. These job-related needs help enable future employees to excel OCS in the workplace

**Keywords:** Needs Analysis, Oral Communication Skills, Employees of Tourism and Hotels.

## 1. Introduction

English is the universal language of communication. In the modern world, English has become the most dominant language in terms of use. In learning a language, the ultimate aim is to be able to utilize the language in day-to-day tasks and most importantly in satisfying career demands. Learners are more willing to learn and perform different tasks if they understand the significance of language skills in real life situations. In most Egyptian classrooms, the major focus of the teachers and students is on reading and writing skills rather than listening and speaking skills. From the researcher's experience, oral communication skills (OCS), mainly speaking and listening, are barely addressed in EFL language classrooms in Egypt. In addition, assessment is based on written examinations while OCS are ignored in schools in general, and in technical schools in particular.

OCS refer to the ability to communicate effectively with superiors, colleagues, and staff. Many researchers (e.g. Abu-Snoubar, 2017; Colomar & Pilar 2015, Dunbar et al 2006; Moslehifar 2012, Noor, 2019; Rahman 2015; Rao, 2019) proved that OCS are essential for success in all fields of work. OCS, therefore, should be developed in the classroom context. Due to resource constraints, it is not possible in current EFL learning programs to test listening and speaking skills or even practice them properly. Students' communication skills remain poor. Morozova (2013) asserted that the problem of poor speaking ability is persistent in many countries and it is necessary to build communicative competence of learners.

Thus, learners should improve their level of English language proficiency and communicative competence. The learners need to be exposed with the material in relation to their specific field in order to be able to develop their knowledge. In her study, Saraa (2020) indicated that practitioners faced many obstacles which prevented them from operating adequately in the target context. She mainly suggested providing adequate textbooks of ESP for each discipline, training teachers, and providing a syllabus model for each specialty. Further, a procedural methodology for designing a syllabus in ESP context was also suggested. Rasekh and Simin (2012) asserted that hotels and tourism school graduates lacked good English Language command in the workplace. In their study, Rashidi and Kehtarfard (2014) equally suggested that the textbook should be revised or at least supplemented by other instructional materials, so that it could be more effective for the aforementioned learners. Dunbar et al. (2006) contended that students required speaking and listening skills which would help them to be successful in future courses and in the workplace.

English for tourism purposes (ETP) has been categorized under English for specific purposes. In fact, students who are required to use English at work for tourism and hospitality purposes need to improve their communicative abilities and particularly OCS. Cravotta (1990) stated that mastering ETP provided students with the required linguistic tools to work in the different chosen professions. ETP was important for learners since it helped equip them with the specific domains of language skills and knowledge. Consequently, learning the specific skills in English helped apply them properly and appropriately in the specific profession, workplace, and discipline.

On the other hand, Fitria (2020) found that there were some benefits of teaching English for Specific Purposes (ESP). These benefits are learning speed, learning efficiency and learning effectiveness. She asserted that a needs analysis was of vital importance, since it enabled trainers to determine the specific requirements of teachers. On that account teachers would be ready to use language appropriately and correctly in job-related tasks, tasks that have been identified prior to the course by means of NA.

Needs analysis (NA), as a fundamental part and core process of teaching language for specific purposes course or syllabus development, provides crucial data upon which educators can make decisions. Prachanant (2012) argued that NA is the process of determining the needs for which a learner or a group of learners requires a language, and arranging the needs in accordance with their priorities. Kandil (2009) concluded in an earlier study that the needs of Arab learners were not usually incorporated in the instructional materials. The problem is still persistent and NA has not yet received sufficient attention from researchers and language teaching professionals. According to Kuivamäki (2015), NA is an essential tool in ESP course design. In vocational schools, English is taught for a specific purpose; namely, a specific profession. However, English teachers in vocational schools do not usually practice the profession their students are studying for, and therefore they lack firsthand knowledge of what their students will face when they enter working life. The following studies highlighted the significance of the process of NA, (Al-Hamlan & Baniabdelrahman, 2015; Elbakrawi, 2013; Kandil, 2009; Kuivamäki, 2015; Richards, 2001).

Based on the results of some previous studies (e.g. Albakrawi 2013; Choi, 2006; Coskun, 2009; Namtapi, 2022; Parachanant 2012; Zahedpisheh et al., 2017), the researcher found that the most needed skills in the tourism and hospitality workplace are the oral communication skills, speaking and listening skills. All these above mentioned studies, which all were applied outside Egypt, surveyed the needs, functions and problems of English language used by employees in the field of tourism and hotels. The findings of these studies revealed that OCS are the most required skills. Thus, investigating OCS pertinent needs in Egypt was the start point of the current research. It was the preliminary step for other researchers to benefit from its results.

### **1.1 Context of the Problem**

The current research is beneficial for ESP course designers. The significance of OCS needs of tourism and hospitality in Egypt remains a central challenge for researchers, curriculum developers, and classroom teachers. Moreover, assessment of oral communication proficiency in English for Specific Purposes (ESP) contexts is an apparent problem. Based on the review of literature, OCS were proved to be the most important skills. The results of NA, which investigated and specified the required OCS for employees in tourism and hotels field, would pave the way for designing any ETP course or textbook. An ETP course that includes topics, vocabulary, materials and activities will meet the needs of future jobs.

On the other hand, tourism is one of the leading sources of income in Egypt. At its peak in 2010 the sector employed about 12% of Egypt's workforce serving approximately 14.7 million visitors to Egypt. The latest



United Nations World Tourism Organization (UNWTO) has revealed that Egypt is one of the world's fast-growing tourist destination for 2017, which amounts to 8 million. In order to equip future employees in tourism and hotels field with English language proficiency, an English for Tourism Purposes (ETP) program is a must. A program that meets learners' workplace demands. Thus, In addition, there should be more focus on oral communication skills because they are the most needed skills in the workplace. The current study provides a needs analysis that might help curriculum designers reconsider the programs necessary for tourism and hotels employees. A needs analysis questionnaire was used to specify the most needed skills required by employees in the field of tourism and hotels.

### **1.2 Statement of the problem**

Egyptian curriculum developers may need to come up with a more meaningful and precise English language curriculum that meets the needs of employees of tourism and hotels field. Therefore, a NA that determines the highly needed oral communication skills was attempted for the purposes of this study.

Thus, this study aimed to investigate the following question:

What are the highly needed oral communication skills for employees in the field of tourism and hospitality?

### **1.3 Significance of the study**

The current study was attempted to:

- 1- identify some oral communication skills required for employees in the field of tourism and hospitality;
- 2- help course designers and curriculum developers construct effective OCS courses and assessment tools and provide a flexible curriculum responsive to these

needs to enable future employees to excel in the workplace.

- 3- shed light on the improvement of the Tourism and Hospitality English teaching. ETP syllabus and materials are more relevant to real-life needs and situations than general English.

#### **1.4 Delimitations of the study**

The study was confined to:

1. A group of employees (n= 42), including receptionists, house keepers, concierges, reservation clerks, room service, security guards and waiters working in different hotels in Egypt.
2. A set of 15 OCS based on the review of literature and the Hospitality and Tourism Education Skill Standards Grade 12. These OCS were branch out three sections. The first section includes some listening skills; the second one includes some speaking skills; whereas the third one includes other skills related to OCS (e.g. conversational skills, fluency, accuracy, vocabulary and non-verbal skills).
3. Semi-structured interviews were developed. The main purpose of using a semi-structured interview with tourism employees was to add, revise or expand on previous items of the questionnaire depending on the participants' responses. A more in-depth understanding of employees' OCS level and their language needs would be available.
4. The questionnaire and the interview were administered to the study participants in summer 2019.

## 2. Review of Literature

### 2.1 Oral Communication Skills (OCS)

OCS may be taught in a wide range of general education courses, not just those offered by the communication department. The development of OCS (speaking and listening) is much related to the acquisition of different components of language learning. Using these skills will improve EFL learners' ability to learn new concepts, develop vocabulary and perceive structure.

In the context of workplace communication, having good oral communication skills is seen as an essential feature. In fact, employers often demand these skills as the number one quality they search for in potential candidates. Stevens (2012) states that the importance of equipping employees with good OCS in English has increased with the demanding nature of current workplace communication. In recent years, most employers believe that a low- proficiency language skill hinders employment. That is, employees must have OCS to be successful in their jobs as they are required to carry out different communicative tasks. Furthermore, a high proficiency in English , especially in OCS, could possibly provide employees with the ability to solve different problems that take place in workplace situations. According to Clagett, (2012) "all graduates should possess OCS in English to guarantee that they can function efficiently at the workplace." Thus, higher educational institutions and universities are spending their efforts toward improving OCS.

OC is a significant part of teaching English as a foreign language (EFL). English teachers, Tornqvist (2008) asserts, should work with OCS to prepare the

students for the oral part of the national exam of English. Another reason why teachers think that it is important to practice OCS in English is that through these skills students are able to use the target language themselves in different interactive situations. Additionally, practicing these skills will teach students how to make a conversation in workplaces even if they do not produce the correct word or expression.

Rao (2019) states that there is a need for learners to acquire OCS to achieve success in their respective fields. That is, he explains, people need to learn OCSs in order to fulfill their desires, goals, and ambitions. Speaking is one of the most important communication skills in order to communicate well around the world. It is the most essential skill for those learners who wish to learn English language to enhance their career, build confidence, make public speeches in front of a big audience, attend interviews, improve their businesses, give presentations, and participate in group discussions and debates. Furthermore, having good oral communication skills is like a passport to getting better employment opportunities. In modern interviews, for instance, the real talent of job seekers is tested through their performance in presentation skills, group discussions and debates.

Moslehifar and Ibrahim (2012) further introduce three oral communicative activities that can be helpful for students in improving their OCS inside the classrooms. Using face-to-face conversations, making oral formal presentations, and speaking on the phone with colleagues are three activities which are considered moderately important activities by researchers. Other activities can be suggested such as discussing proposals, topics, plans,

projects; reporting problems; and establishing friendly relationships with colleagues.

Kuivamäki (2015) highly recommended English for Specific Purposes (ESP) course for teaching OCSs which are required for students. It is also called English for Occupational Purposes. What makes this course more effective is that certain teaching methods based on the communicative approach are offered to teachers. This helps them provide students with faster and efficient means of reaching course objectives and thus developing their OCSs.

## **2.2 English for Specific purposes ESP**

In order to reach specific objectives, countries all over the world, including Egypt, introduced English courses at all the levels of the educational system through ESP. Any ESP course is considered the common and well established teaching methodology that language teachers actually use to achieve the specific learners' needs, and meet social requirements. Concerning ESP, Hyland (2007) argued that ESP encourages teachers to highlight communication rather than language, adopt a research orientation to their work and employ collaborative pedagogies. Moreover, Basturkmen (2006) asserted that the role of ESP is to help language learners build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. She adds that language, in ESP, is learnt neither for its own sake nor for that of gaining a general education, but to smooth the path to entry to or achieve greater linguistic efficiency in academic, professional or workplace environments.

Javid (2015) in his article, asserts that no single teaching methodology can be sufficient to address diverse and needs of ESP learners. That is, ESP teachers

have to pick and choose from a host of teaching methodologies to run an effective ESP course. He also confirms that learners' personalities as well as the learning contexts are diverse and specific; therefore, there is an unavoidable need to choose matching pedagogical methodologies.

### **2.3 English for Tourism purposes (ETP)**

English for tourism purposes (ETP) is a branch of ESP. Comparison between the communicative needs of tourism employees and personnel of the banks are done by Al-Khatib (2005) to shed some light on their different attitudes towards the lack, needs and wants. In his study, he also investigates the participants' realization toward English to know identify they need more to be included or what they consider less important to be excluded. In his study, he observes that in applying and evaluating staff English proficiency the type of work has a significant role. Thus, developing and instructing an ETP course is an important issue that has to be taken into account. The reason is that using professional strategies and sufficient language learning is required in the tourism field.

ETP curriculum design needs skill, time, and major support. That is, to achieve successful communication in occupation settings, content language acquisition versus general English acquisition is required. In addition, the acquisition of ETP has to consider these main factors within an international context. Zahedpisheh et al (2017) in their paper, aiming to provide an overview of the purpose of teaching ESP and ETP to the learners and users, conclude that second language speakers of English who wish to be employed and work in the service industry and international

tourism and those who aspire to learn ETP have to carefully regard the language they use and the context of the particular situation. Therefore, they maintain, a complete and comprehensive curriculum of practical courses should be helpful and beneficial for them. A curriculum relating to English for international tourism and service industry needs to be carefully designed to suit the specific learners' needs and wants. Mastering English for tourism purposes, thus, provides learners with the linguistic tools needed for travelling or for working in a variety of chosen professions in tourism and hospitality sectors.

A study by Aldohon (2014) shows that workers in the field of tourism face problems with English language skills, especially listening, conversation and reading respectively. The results reveal that speaking and listening are the most important skills, followed by reading and writing. He asserts that tourism workers faced problems using English language skills especially, listening and conversation. Concerning the English language functions, the results indicate that general conversation, answering questions and solving problems, and then providing services are the most important functions.

Van (2015), on his part, asserts that comprehensible communication in English plays an important role in facilitating hotel business. His study sheds light on the under-researched field of ESP in Vietnam and serve as a background for similar research in other fields and settings. The findings of that study provided curriculum developers with guidelines on ways to adapt ESP courses to the authentic needs of students and the industry.

Based on the results of some previous studies (e.g. Albakrawi 2013; Choi, 2006; Coskun, 2009; Namtapi, 2022; Parachanant 2012; Zahedpisheh et al, 2017), the researcher found that the most needed skills in the tourism and hospitality workplace are the oral communication skills, speaking and listening skills. All these above mentioned studies surveyed the needs, functions and problems of English language used by employees in the field of tourism and hotels. The findings of these studies revealed that OCS are the most required skills. Thus it was the start point of the research.

#### **2.4 Needs Analysis**

Concerning needs analysis, it is the first stage in any ESP course. NA is used to identify the specific needs of students. Having gathered all the information from the NA process, instructors will then be able to design a course based on the needs stated by the learners. Prachanant (2012) asserted that NA is thus part of syllabus development and it is normally needed before the development of teaching materials. NA plays a distinguishing role between ELT and ESP. All four language skills are equally emphasized in ELT as a general rule whereas NA determines, for an ESP course, what language skill/skills should be given priority on others according to the specific needs of the learners.

NA is a very critical part of the curriculum planning process in language teaching and learning. Richards (2001), on his part, indicated that NA as a process of gathering data may be defined “as procedures used to collect information about learners’ needs”. In addition, carrying out NA and determining language obstacles faced by learners is a crucial process. Similarly, Nunan (1988) defines NA as “techniques and procedures for collecting



information to be used in syllabus design.” Salas et al. (2013) pointed out that there must be a close correspondence between what learners wish to get out of the ESP experience and what the textbook has to offer. According to Graves (2010), activities should focus on student’s outside of class needs, and should help students develop specific language skills they need for authentic communication.

In his study, (Namtapi, 2022) the findings revealed that the tasks and functions tourism personnel frequently performed were mostly related to communicative skills, such as greeting, giving directions, providing information, and offering and asking for help. Their problems were also chiefly concerned with the listening and speaking skills, such as being unable to understand foreign English accents, having a limited range of vocabulary to engage in a conversation, and lacking grammar knowledge to maintain a conversation.

Poedjiastutie and Oliver (2017) explored the challenges facing an ESP program. Students’ English proficiency is deemed to be less than adequate for such purposes and has been no systematic analysis of students’ needs to inform curriculum development and classroom instruction for the ESP courses. Clearly a rigorous evaluation was required to improve the teaching of English. It was the aim of this study to achieve this and to do so by means of a NA. To do this an ethnographic approach was undertaken focusing on the multiple realities of the three groups of stakeholders at this institution: employers, teachers and students. NA serves as a useful model for how pedagogical changes can be made not only at the target university, but also at other institutions. The findings showed that each group

acknowledged the importance of English as a global and international language and the effectiveness of the ESP programs. This study provided a useful direction for policy makers, curriculum writers and English language teachers.

### **3. Method**

To answer the research question, both quantitative and qualitative methods were employed through a questionnaire including open- and close-ended questions. The quantitative approach is appropriate for investigating the most required OCSs. The questionnaire was translated into Arabic to make sure that participants understand all items and to assure the reliability and validity of the findings. For this purpose, data was obtained quantitatively from a Likert-scale type questionnaire and analyzed statistically to answer the research question. On the other hand, the qualitative approach was used to analyze data obtained from semi-structured interviews with the participants in order to identify their professional needs, language skills, tasks, and deficiencies. Interviews were conducted with seven employees. The interviews were made face-to-face.

#### **3.1 Participants**

This research comprised a sample of 42 Egyptian employees in 5 hotels in Egypt, mainly in Cairo and Sharm El-Shiekh . These employees have been working as receptionists, house keepers, concierges, reservation clerks, room service, security guards and waiters. The participants were 27 male and 15 female. In addition the sample of the study included 5 teachers of English in the tourism and hotels schoon in Damietta, Egypt as well as 3 suprvisors.

### **3.2 Instruments of the Study**

3.2.1 Semi- structured interviews were developed. The main purpose of using a semi-structured interview with tourism employees was to add or revise or expand on the items of the questionnaire depending on the participants' responses. This interview was in Arabic version to facilitate the task for the employees and for the sake of accurate results.. Thus, a more in-depth understanding of curriculum offered to students, their level of OCS and their language needs would be available.

3.2.2 A needs analysis questionnaire addressed to some employees in the field of tourism and hospitality aimed at identifying the required and most important OCS in the workplace. It contained 15 items that were categorized into three sections. The questionnaire is a 5-point Likert scale: "very important", "important", "quite important", "not very important", "not at all important". Each level is given an estimated value and the points devoted to these levels are 5, 4, 3, 2, 1 respectively. The resulting data was recorded and analyzed using the suitable statistical procedures.

#### **3.2.1 OCS Questionnaire Reliability and Validity**

##### **a) Questionnaire Validity**

###### **• Content Validity**

To validate of the questionnaire, it was submitted to a jury of ESP and EFL specialists in curriculum and instruction. They were requested to give their opinions concerning the appropriateness of the skills to the employees in the field of tourism and hospitality. They were also asked to suggest any modifications and give

comments. According to the jurors' comments and suggestions, the researcher modified the questionnaire.

#### • Internal Consistency

To verify internal validity, using Spearman's rank coefficients, the researcher calculated the correlation value between the scores of each item and the total mark of questionnaire. The results were shown in table 1.

**Table 1**

*Internal Consistency Values of the Questionnaire Items (listening)*

N	Items	Correlation coefficient	p-value
1	I need listening to understand terms and scripts associated with tourism and hotel services.	0.59	0.01
2	I need listening to identify the speakers' purpose of communication.	0.70	0.01
3	I need listening to understand different accents like BE and AE.	0.86	0.01
4	I need listening to identify main ideas and specific details.	0.53	0.01
5	I need listening to respond to inquiries and questions foreigners ask about my work.	0.72	0.01

Table 1 indicates the correlation coefficient between the score of each item and the total score of the questionnaire concerning listening, the correlation coefficient ranges between 0.53 and 0.86 and all the items are statistically significant at  $\alpha \leq 0.01$ . Thus it can be concluded that the questionnaire items, in this section, are of adequate level of consistency.

#### Speaking

To verify the internal validity, using Spearman's rank coefficients, the researcher calculated the correlation

value between the scores of each item and the total score of the questionnaire. The results were shown in table 2.

## Table 2

Internal Consistency Values of the Questionnaire Items (speaking)

N	Items	Correlation coefficient	p-value
1	I need speaking to produce terms and expressions associated with tourism and hotel services	0.56	0.01
2	I need speaking to use words and terminology related to my job..	0.83	0.01
3	I need to speak English to clarify any information to guests (e.g. giving direction, solving problems etc.)	0.88	0.01
4	I need to speak English so as to discuss topics related to tourism and hotel services.	0.62	0.01

Table 2 indicates the correlation coefficient between the score of each item and the total score of the item it belongs to in the speaking skill, the correlation coefficient ranges between 0.56 and 0.88 and all the items statistically significant at  $\alpha \leq 0.01$ . This proves that the items of questionnaire are of adequate level of consistency validity.

## Other related skills

To verify the internal validity, the researcher calculated Spearman's rank coefficients between the scores of each item and total mark of the questionnaire. The results were shown in table 3.

**Table 3**

Internal Consistency Values of the Questionnaire Items

N	Items	Correlation coefficient	p-value
1	I need conversational skills	0.88	0.01
2	I need grammar to use proper tenses.	0.87	0.01
3	I need vocabulary to correctly speak and understand what I am listening to.	0.73	0.01
4	I need to speak with natural flow.	0.76	0.01
5	I need use appropriate stress and intonation.	0.96	0.01
6	I need to produce non-verbal cues to facilitate communication going	0.88	0.01

Table 3 indicates the correlation coefficient between the score- of each items and the total score of the questionnaire , the correlation coefficient ranges between 0.73 and 0.96. All the items are statistically significant at  $\alpha \leq 0.01$ . Thus, it can be concluded that the questionnaire items are of adequate level of consistency validity.

• **Construct validity**

To verify construct validity, the researcher calculated the correlation coefficients between the total score of each domain and the overall score of the questionnaire. The results were shown table 4.

**Table 4**

Correlation coefficients between the total score of each domain and the overall score of the questionnaire

Main skill areas	Correlation coefficient	p- value
Listening	0.84	0.01
Speaking	0.64	0.01
related skills	0.91	0.01

Table 4 shows the correlation coefficients between the total scores of each domain and the overall scores of the questionnaire. These coefficients are 0.84, 0.64, 0.9 as shown in the above table and they are all statistically

significant at  $\alpha \leq 0.05$ . This proves that the questionnaire is valid.

## b) Questionnaire Reliability

### Cronbach's Alpha Coefficient

Cronbach's Alpha was used to calculate the Reliability Coefficient of the test through excluding the item score from the total score of the questionnaire. The calculated Reliability Coefficient was 0.75, which verifies the Reliability of the questionnaire. Table 5 shows Cronbach's alpha coefficient of every domain.

**Table 5**

Cronbach's Alpha Coefficient values of the Questionnaire Domains

Main skill areas	Number of Items	Cronbach's alpha
Listening	5	0.71
Speaking	4	0.66
related skills	6	0.80
Total	15	0.75

Table 5 shows Alpha reliability coefficients for the domains and the whole questionnaire. The coefficients for the skills are 0.71, 0.66, 0.80 in sequence. Moreover, the reliability coefficient is 0.75 for the whole Questionnaire which is a high reliability ratio. Therefore, the questionnaire is reliable to be applied.

### 3.3 Study Procedures

1. The questionnaire was administered to the sample of the study (n=42 employees). The researcher then, asked the participants to select only one option to rate the importance of the given skills.
2. Two kinds of interviews were used. The first one, in Arabic version, was addressed to the main sample of the study who were the employees of tourism and

hospitality. The second one, in English language, was addressed to a group of teachers in the tourism and hotels school and supervisors.

3. The data was processed statistically and analyzed afterwards.

#### **4. Data analysis**

First, the collected quantitative data was analyzed statistically through standard deviation and relative weights (Importance) Analysis to calculate the relative importance of the skills included in the questionnaire. Second, qualitative analysis was employed to find common themes for identifying further OCS required for. The following tables show the mean, standard deviation, relative weight and the rank for the questionnaire items.



**Table 6**

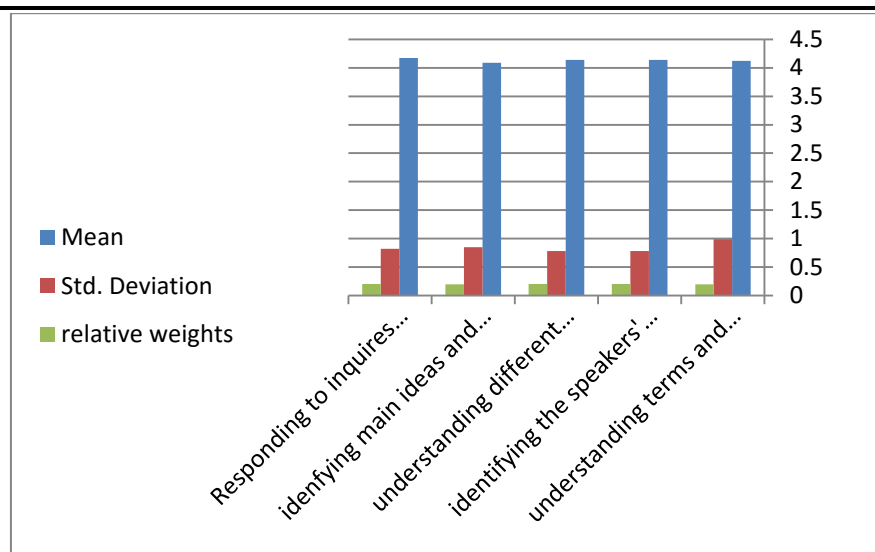
The Relative Importance of Oral Communication Skills for tourism (listening)

N	Items	Mean	Std. Deviation	relative weight	rank
	Listening				
1	I need listening to understand terms and scripts associated with tourism and hotel services.	4.12	0.99	19.9%	4 <sup>th</sup>
2	I need listening to identify the speaker's purpose of communication	4.14	0.78	20.04%	3 <sup>rd</sup>
3	I need listening to understand different accents like BE and AE.	4.14	0.78	20.04%	2 <sup>nd</sup>
4	I need listening to identify main ideas and specific details	4.09	0.85	19.82%	5 <sup>th</sup>
5	I need listening to understand inquires and questions foreigners ask about my work.	4.17	0.82	20.16%	1 <sup>st</sup>
	Total	20.67	2.85		

Table 6 shows the level of the study sample's opinions towards the items related to listening skill where the opinions fell at a "high" level of performance. Item 5 is the most important with a mean of 4.17 and a relative weight 20.16%. Item 4 came in last place with a mean of 4.9 and a relative weight 19.82%. As For listening as a whole, the opinions of the study sample fell at a "high" level, with a mean of 20.67 and standard deviation of 2.85.

**Figure1**

The Relative Importance of Oral Communication Skills for tourism (listening)



**Table 7**  
The Relative Importance of Oral Communication Skills for tourism (speaking)

N	Items	Mean	Std. Deviation	relative weight	rank
	Speaking				
1	I need speaking skill to produce expressions associated with tourism and hotel services	4.45	0.55	24.51%	4 <sup>th</sup>
2	I need speaking to use words and terminology related to my job.	4.57	0.59	25.16%	3 <sup>rd</sup>
3	I need to speak English to clarify any information to guests (e.g. giving direction, solving problems etc.)	4.57	0.59	25.16%	1 <sup>st</sup>
4	I need to speak English so as to discuss topics related to tourism and hotel services.	4.57	0.55	25.16%	2 <sup>nd</sup>
	Total	18.17	1.65		

Table 7 shows the level of the study sample's opinions towards speaking where the opinions fell at a "high" level of performance. Item 3 is the most important among the four items with a mean of 4.57 and a relative weight 25.16%. Item 1 came at the last place with a mean of 4.45 and a relative weight 24.51%. As for speaking as a whole, the opinions of the study sample fell at a "high" level, with an arithmetic mean of 18.17 and standard deviation of 1.65.

### Figure 2

The Relative Importance of Oral Communication Skills for tourism (speaking)

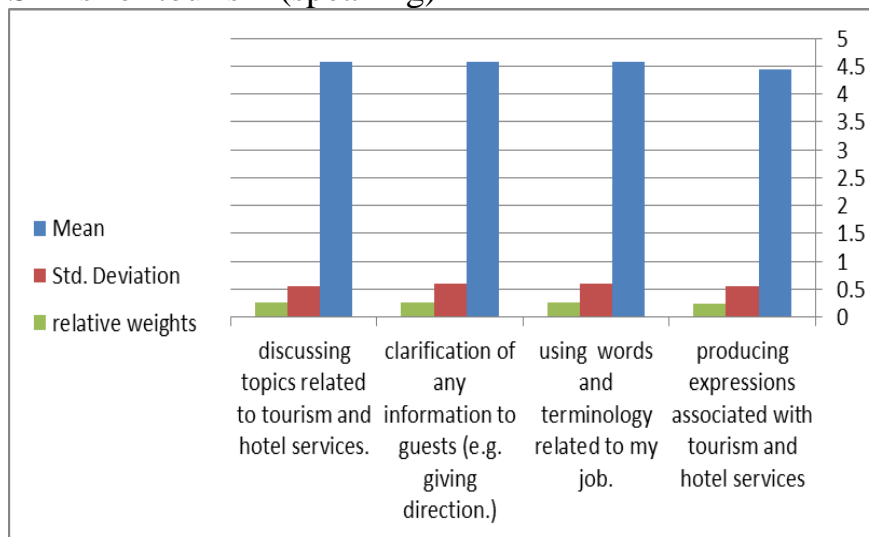


Table 8 shows frequencies, mean, standard deviation, and relative weight of the study sample's opinions about items of the related skills.

**Table 8**

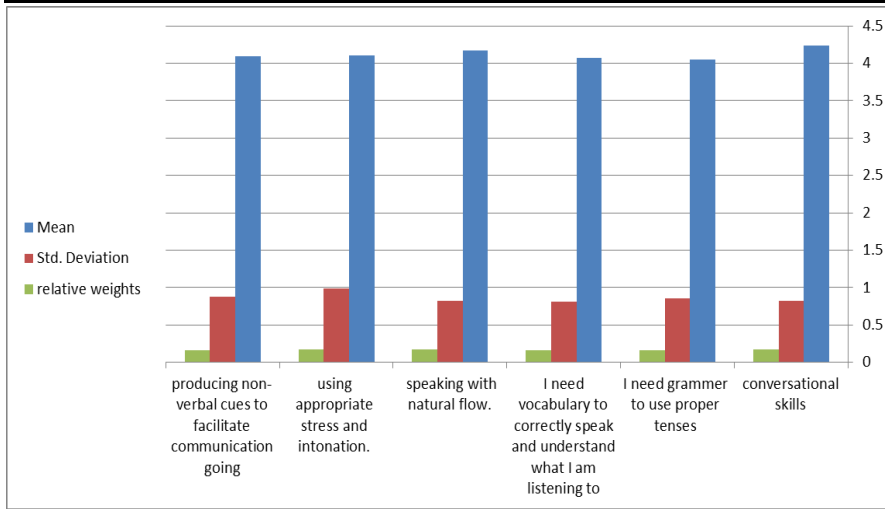
The level of the study sample's opinions towards related skills

N	Items	Mean	Std. Deviation	relative weight	rank
	other related skills				
1	Conversational skills	4.24	0.82	17.13%	1 <sup>st</sup>
2	I need grammar to use proper tense	4.05	0.85	16.36%	5 <sup>th</sup>
3	I need vocabulary to correctly understand what I am listening to.	4.07	0.81	16.46%	6 <sup>th</sup>
4	I need to speak with natural flow.	4.17	0.82	16.84%	2 <sup>nd</sup>
5	I need to use appropriate stress and intonation.	4.11	0.99	16.65%	3 <sup>rd</sup>
6	I need to produce non-verbal cues to facilitate communication going	4.09	0.88	16.55%	4 <sup>th</sup>
	Total	24.74	4.42		

In table 8, the level of the study sample's opinions towards related skills was shown. Item 1 fell at a "high" level of performance. "Conversational skills" is the most important with a mean of 4.24 and a relative weight 17.13%. Item 3 came at last rank with a mean of 4.07 and a relative weight 16.46%. As For related skills as a whole, the opinions of the study sample fell at a "high" level, with a mean of 24.74 and standard deviation of 4.42.

**Figure 3**

The Relative Importance of Oral Communication Skills for tourism



The results of the current study correspond with the results of some previous studies in different countries (Choi, 2006; Coskun, 2009; Kandil, 2009; Kuivamäki, 2015; Namtapi, 2022; Noor, 2019; Parachanant 2012; Rao, 2019; Saraa, 2020; Sharma, 2019; Zahedpisheh et al, 2017). The current study tried to specify which OCS required for tourism and hotels employees in Egypt. In spite of the fact that the skills of the questionnaire came in different ranks, they all proved to be significant. The results of the interviews present another skills. The participants suggest "using cohesive devices to keep communication, expressing oneself fluently and using body language" The current study paves the way for building a new curriculum for tourism and hotels schools in Egypt. It provides a beneficial analysis which certainly helps the Centre for Curriculum and Instructional Materials Development (CCIMD) in Egypt design a new syllabus that meets the needs of Egyptian future employees.

## 5. Results and Discussion

Concerning the quantitative results, they show that the differences between the relative weights of the skills are slight, in each domain and among the three domains, ranging from 19.82%: 20.16%, 24.51%: 25.16% and 16.46%: 17.13%, which indicate that all skills included in the questionnaire are significant for employees. The following three items that represented the indicators of the OCS came at the first rank: "I need listening to understand inquires and questions foreigners ask about my work", "I need to speak English so as to discuss topics related to tourism and hotel services" and "conversational skills". They are considered the most important skills among the rest of the skills included in the questionnaire. However, "I need listening to identify main ideas and specific details", "I need speaking skill to produce expressions associated with tourism and hotel services" and "I need vocabulary to correctly understand what I am listening to" came at the last rank. On the other hand, the qualitative results assert the importance of the selected skills in the questionnaire. On their parts the employees assured the importance of the skills through semi-structured interviews. They also suggested other skills rather than the skills in the questionnaire (e.g. nonverbal skills, body language and facial expressions).

## 6. Conclusions and Recommendations

The results of the current study assert that discussion and understanding guests' inquiries and conversational skills are the highly required OCS in the tourism workplace. Needs Analysis, as a backbone of any ESP, is a guideline for curriculum designers and syllabus developers. NA can provide useful information to inform

the development of a teaching program to assist the future employment of students. The results of the current study paved the way to English language teaching development. Findings of NA in this study may help build a course focused mainly on developing communicative competence and teaching functional language based on the most required OCS for tourism and hotels employees. To sum up, the current study investigated OCS in the Egyptian tourism field. Further studies in this domain are recommended for further identification of the needs of tourism employees with English language skills rather than OCS.

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