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NEEDS ANALYSIS OF ESP STUDENTS WHOSE MAJOR IS TOURISM

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Abstract: The article is dedicated to analyze learners' needs, lacks, wants in tourism sphere. ESP does not need to cover everything in the language since learners in other spheres except English language specialization deal with merely particular aspects of the language. Therefore, the instructors' duty for these students is to identify weak and strong points as well as necessary skills of the students by conducting needs analysis. The results of this research will help to make up curriculum for ESP (English for specific purposes) students in the sphere of tourism. This leads to raise the effectiveness of the lessons, students' motivation and save time of learning process. The methods, participants' context, the samples from the research are given and the results are discussed as well as the suggestions for further curriculum from the research are outlined in the article.

Key words: needs analysis, ESP, tourism, guide, interview, questionnaire, context, cultural, linguistic, content part.

Introduction

Needs analysis plays a crucial role in designing lesson plan and conducting successful lesson. Especially, ESP classes cannot be imagined without needs analysis as ESP is studying for particular reason and goal. In this case learners do not need to focus all receptive and productive skills. Moreover, they cover only content which is relevant to their context. According to Viana, Bocomy and Sarmento (2018) the gold standard of ESP is fulfilling learners' needs. Therefore, teachers should conduct needs analysis before designing lesson plan in order to be aware of learners' needs, wants and interests and create lesson plan based on these needs.

Purpose

This study focuses on identifying needs of tour guides who work in Travel agency. This needs analysis was conducted with three guides in order to find out their needs, lacks and wants. Obtained results contribute to identify necessary content, skill and set appropriate objectives so as to design successful lesson plan. Observation targets to gain data about the field. The workers need to take interview in order to get this job. Through observation it is possible to find out what are the requirements of their profession and necessary information about context.

The needs analysis aims to clarify which exact content or skills guides need. First, it is important to be aware of key features of target situation. Since, as Flowerdew (2013) mentioned learners need to be aware of what are the elements that they are required to know in the second language in target situation. In addition, Richterich and Chancerel (as cited in Flowerdew 2013) emphasizes on present situation analysis, which gives information about their ability, knowledge at the beginning and required to know at the end of the course. So, target situation analysis focus on learners' "needs" while present situation analysis include "lacks", "wants" of learners.

Methods

This survey is based on deductive procedure as Long (2005) defines deductive way includes observations, questionnaires, well-structured interviews and performance tests which are effective tools of conducting needs analysis. The interview was taken to get data about their background knowledge and experience. Moreover, it helps to gather

more information about this field. It serves to be aware of their strength and weaknesses which is really helpful to design lesson plan. Besides, content was specified with the help of interview as it was clear that they need certain topics to communicate with foreigners and some challenging topics which they could not acquire completely.

The questionnaire serves to identify their lacks and wants. Hutchinson and Waters (as cited in Belcher 2006) pointed out that in order to provide learners with appropriate way of teaching English it is important to know their needs. Thus, through questionnaire we were able to find out which skills are required and which content they need to focus. They emphasize on listening speaking skill mostly as they communicate with foreign speakers and need to deal with their cultural, social behavior. As we know without pragmatic awareness it is impossible to get or produce appropriate meaning. Ishihara and Cohen (2010) stated that even being advanced level learners face difficulties while communicating with native speakers because of lack of pragmatic knowledge. Therefore, it is preferable to include tasks which include pragmatic awareness to lesson plan in order to improve their pragmatic awareness.

Placement test enables researchers to determine the level of learners. Three subjects are asked to pass the test and according to the results it will be possible to develop materials and teaching methods.

Data collection

Context: The tour guides who work in travel agency. The guides in this ESP course need to improve their listening, speaking skill and pragmatic awareness in order to communicate with native speakers without difficulty in spontaneous situations.

Target learners: Three female learners who are at the age of 26-30. Their language proficiency level is upper-intermediate. They have graduated from Uzbekistan State World Languages University.

Initially, interview was taken from these guides. Interview consisted of 10 questions based on their language experience, background knowledge. Oral interview was held on through Telegram app. In the next step questionnaires were utilized for further survey.

Interview questions

1. Can you briefly introduce yourself?
2. How long have you been learning English?
3. Where have you graduated?
4. What are your responsibilities in travel agency?
5. Can you tell me requirements in your job place?
6. What do guides need to do in order to get this job?
7. What are the challenges that are you facing in terms of English language?
8. Which skills are mostly necessary in your profession?
9. What ways are helpful for you to remember new information better and quickly?
10. Can you suggest some ways of improving the way of teaching English classes to guides?

Questionnaire

	Item	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly disagree (SD)
1	Speaking is my main problem				
2	Listening is my main problem				
3	I need to improve my reading skill				
4	I need to improve my writing skill				
5	I would prefer to improve my English through movies, songs, Podcasts.				
6	I would like to practice through certain textbooks.				
7	I need to enrich my vocabulary mostly related to giving instructions in English.				
8	I would like to learn more about different cultures of people from various foreign countries				
9	I would like to learn more about British and American behavior				
10	I would prefer to receive feedback mostly from my instructor				
11	I would prefer to get feedback mostly from my peers				
12	I need to learn some grammar structures related to communication				

Participants	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12
Guide A	SA	A	SD	D	A	A	A	SA	SA	A	D	A
Guide B	A	A	SD	D	SA	SD	D	SA	A	SA	A	D
Guide C	SA	SA	D	D	A	D	A	SA	SA	A	D	D

Findings

From the interview and questionnaire, one can find out that target learners are all alumni of Uzbekistan State World Language University. They are young adolescents, at 26-30 whose nationalities are Uzbek, Kazak, Tajik. They started learning English over ten years ago. Their duties are reported to be following:

- to welcome guests;
- to guide to target places (sightseeing, meeting building, walk around the country/city);
- to help to reach necessary needs (eateries, restaurants, money change, toilet). Those who are eager to get that job must be able to know at least five languages, to have two-three-year experience in the sphere and of course, good communication skills.

The challenging points they face are misunderstanding of various dialects, behavior in most cases for them. Due to those problems, they have to come across some face-threatening cases. In turn, one of their responsibilities is to solve problems, which appear with guests. Speaking and listening are the most common skills utilized in their sphere. They prefer learning English using authentic materials mostly. And they suggest interactive ways to be taught, not traditional methods like GTM. Since they are adults and have instructional motivation to learn L2, they would rather have the lesson more content-focused and intensive.

From the questionnaire, one can witness that they prefer to focus on speaking and listening rather than reading and writing during the classes. Teaching through movies, podcasts are liked by all participants, but the usage of certain textbooks are supported only one (Guide A). Getting vocabulary in terms of giving instructions are preferable for all except for one (Guide B). They all are willing to obtain pragmatic knowledge not only American and British, but also other foreign culture and behavior.

In terms of assessment, learners have preferences to get most of feedback by instructor, rather than peers.

And some certain grammar structures used in communication are supported by two (Guide B and C).

Objectives

Taking into consideration the findings from needs analysis, one come up to the following objectives for the planned course. At the end of the course, the learners will be able to:

- communicate with foreign guests without barriers;
- comprehend their wills and intended meaning of their words;
- adapt different people's behavior and dialects;
- to solve problems in situational context of their sphere.

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