

Language Needs of Graduate Students and ESP Courses: The Case of Tourism Management in Iran

Aasa Moattarian¹ & Mohammad Hassan Tahririan²

¹Sheikhbahaee University, moattarian@shbu.ac.ir

²Corresponding author, Sheikhbahaee University, tahririan@shbu.ac.ir

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Abstract

International tourism and its related businesses have considerably increased recently. Due to this expansion, tourism employees must be able to communicate appropriately, and effective ESP programs need to be administered accordingly. Many studies have been conducted on current ESP courses for tourism; however, major problems still remain in designing ESP courses to satisfy L2 learners' needs, especially those learning ESP in Iranian universities. The current study was an attempt to investigate the language needs of Iranian graduate students of tourism management based on their wants, lacks, and necessities. This mixed methods study involved a questionnaire and semistructured interviews with graduate students, English instructors, subject-specific instructors, and experts in tourism management. Despite the fact that wants, lacks, and necessities were not highly similar, based on the findings, it was concluded that all the 4 language skills need to be emphasized in their ESP courses in order to satisfy the specific needs of tourism management graduate students.

Keywords: ESP; Needs Analysis; Tourism Management

1. Introduction

Due to the eminence of English as an international language and onward movements in technology and industry, there has been a worldwide increase in demand for developing ESP courses. Practically speaking, most ESP courses deal with enabling learners to use English in academic and occupational settings. Because each course is directly related to specific students, it must be tailored to their specific needs. This coordination is best accomplished through a careful needs analysis.

One of the obligatory courses in Iranian universities is ESP, whose aim is to increase students' English knowledge to satisfy their academic and occupational needs. Despite the significance accorded to the value of ESP courses, some materials developers and curriculum designers have missed required systematic needs analysis prior to the programs (Atai, 2002). This is, in fact, in contrast with the principle that each step in planning, implementation, evaluation, and renewal of ESP courses should be done based on comprehensive needs analysis. To tackle such challenges

and develop true ESP courses, the learners' needs should be identified before tailoring them in order to equip them with the required skills for their future jobs.

Because needs have been defined from various perspectives, focusing on students' needs in designing a course is a demanding task. Hutchinson and Waters (1987) have classified needs into necessities, wants and lacks. In their classification, necessities are concerned with the demands of target situations, lacks refer to the gap between learner's existing language proficiency and the needed target situation language needs, and wants relate to learners' view on what their needs are. Accordingly, there are three basic sources of information for investigating learners' needs: The students themselves, the language-teaching establishment, and the user institutions, which lead to an in-depth needs analysis.

Generally, Iranian graduate students do not acquire enough knowledge of English to express their views in important educational arenas (Moslemi, Moinzadeh, & Dabaghi, 2011). This gap emerges when they encounter situations for academic and occupational communication with people from all around the world. In tourism management, such communication situations cannot be neglected.

Tourism is an increasingly important part of our lives, and the tourism industry is one of the global industries that has grown fast in the last decades. Managing this rapidly growing industry in a sustainable way is extremely challenging. Tourism management students learn about the nature and characteristics of the tourism industry and explore how it can be marketed, managed, and planned; thus, undoubtedly, they cannot achieve their ultimate goals without sufficient knowledge of English. Moreover, because tourism management is rather an incipient field at tertiary level, it is an onerous task to design an English syllabus for the field. Many studies have been conducted on ESP of tourism (e.g., Blue & Harun, 2003; Coskon, 2009; Laborda, 2002; Lin, Wu, & Huang, 2013; Yi-Hsuan, 2012); however, there are still major problems in designing real ESP courses for Iranian students to satisfy their needs. Because a better understanding of learners' real needs and expectations facilitates determining course objectives and helps teachers to design appropriate tasks and teaching activities, in this study the primary focus was exploring real ESP needs of tourism management students.

The number of graduates in this field has increased, and acquiring essential English communication skills is still a challenge for them. Although many scholars have investigated the specific needs of students of tourism management, (e.g. Adorjan, 2013; Afzali & Fakharzade, 2009; Eslami Rasekh & Simin, 2012; Munusamy, 2011), few studies have put graduate students' needs under the spotlight. In addition to this scarcity of the studies, what encouraged the present researchers to focus on graduate students of tourism management was the crucial

role they will play in the tourism industry, one of whose major requirements is sufficient relevant knowledge of English.

In this study, attempts were made to analyze the specific needs of tourism management graduate students. Moreover, the study sought for feasible recommendations for solving the existing problems in ESP courses offered at universities. To assess learners' needs precisely, the views of various stakeholders, including, students, content instructors, ESP instructors, and heads of departments were to be considered. Accordingly, the research questions addressed in this study were as follows:

1. What are target situation language needs of Iranian graduate students of tourism management?
2. To what extent have the present ESP courses been successful in satisfying the needs of graduate students of tourism management?

2. Method

2.1 Design

To achieve a triangulation of sources of data and reduce method-related bias, the study was planned to different informants and adopted relevant measures accordingly. The study was designed on a mixed method qualitative-quantitative survey basis, which involved semistructured interviews with graduate students, English instructors, content instructors, and experts in tourism management. A questionnaire was also administered to the graduate students of the field.

2.2 Participants

A sample of 55 graduate students of tourism management studying at Sheikhbahaee, Allameh Tabataba'i, and Tehran Universities filled out a needs analysis questionnaire (see Appendix), which revealed the details of their wants. Besides, some students were interviewed to lead the researchers to a better understanding of what they really wanted to be considered in their ESP courses. Moreover, interviews were conducted with language instructors, content instructors, and institutional managers of the same universities whose words were of great significance for the researchers to assess the lacks and necessities. As previously mentioned, the rationale behind focusing on graduate students of tourism management was that they are, by and large, not qualified enough to satisfy their needs.

2.3 Instruments

2.3.1 Questionnaire

A careful review of the existing instruments and scales revealed that ready-made instruments were not viable to serve the objectives of the study; therefore, the researchers decided to design a needs analysis questionnaire. The questionnaire was developed after interviewing English instructors, content instructors, heads of departments, graduate students, and managers. The purpose behind conducting the interviews was to identify specific sets of skills, linguistic forms, communicative practices, and so on related to the field of tourism management. In addition, the researchers examined a number of needs analysis questionnaires developed by other scholars (e.g. Chan, 2001; Dakhmouche, 2008; Mazdayasna & Tahririan, 2008) to adopt and modify the questionnaire items.

The questionnaire had three main parts: the participants' personal demographic information, the learners' needs in all the four language skills, and their evaluation of their ESP courses. To establish the content validity of the questionnaire, it was directly sent to a panel of experts, both in applied linguistics and in tourism management to judge the relevance of the items to the needs analysis questionnaire. Prior to the process of data collection, the questionnaire was piloted with representative samples of the corresponding participants and the items were further refined, revised, and improved. The Cronbach's alpha analysis results (0.815) indicated that it was highly reliable. In order to prevent any misunderstandings, the questionnaire was translated into the participants' L1 (i.e., Persian). Moreover, the respondents were insured that the information elicited would be kept anonymous, so that they would feel free to answer the potentially sensitive items in the questionnaire.

2.3.2 Interviews

Semistructured interview protocols were developed to find out the lacks and necessities. A list of questions was prepared regarding such issues as the language needs of students, the areas of language difficulty which they experience, and the skills they have to develop. The questions were finalized based on the feedback received from a panel of experts both in applied linguistics and tourism management. Interviews were conducted with language instructors, content instructors, heads of the departments, and managers. Instructors were asked to clarify lacks (i.e., problem areas they observed in their classes which needed to be catered for), and the managers were asked to describe necessities (i.e., what graduates will need in the future). In fact, interviews with experts in tourism management led to a comprehensive target situation analysis. Interviews with students also shed light on what they really wanted to be included in their ESP courses.

2.4 Procedure

First, the researchers interviewed the graduate students to locate the language problems learners commonly encounter. The purpose of conducting these face-to-face interviews was to give an opportunity to the students to identify the possible issues relating their English language needs. Then, semistructured interviews with ESP teachers and experts in tourism management were conducted to specify the lacks and necessities. Finally, a needs analysis questionnaire was developed and administered to the corresponding participants, that is, the graduate students of tourism management. The questionnaire was distributed to 78 students. They were informed that if they agreed to participate in the study, they could complete the questionnaire and send it back to the researchers at their convenience. Of the 78 students, 55 completed and returned the questionnaire.

3. Results

3.1 Wants

The items of the needs analysis questionnaire were analyzed both quantitatively and qualitatively by making use of descriptive statistics. The learners' wants in all the four language skills by frequency and percentage are presented in Table 1. For each skill, first the questions were analyzed separately; then, they were merged to achieve a more comprehensive view of each skill:

Table 1. *Students' Responses to Questions Related to the Four Language Skills*

	How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
Listening	1. Listening to general conversations	2(3.6%)	10(18.2%)	9(16.4%)	22(40.0%)	12(21.8%)
	2. Listening to conference speech	2(3.6%)	12(21.8%)	13(23.6%)	15(27.3%)	13(23.6%)
	3. Listening to English Media	0(0.0%)	3(5.5%)	19(34.5%)	14(25.5%)	19(34.5%)
	4. Listening to instructions in real situations	0(0.0%)	0(0.0%)	19(34.5%)	22(40.0%)	14(25.5%)
	5. Listening to public announcements	0(0.0%)	11(20.0%)	19(34.5%)	16(29.1%)	9(16.4%)
	6. Listening to other people talking	0(0.0%)	7(12.7%)	22(40.0%)	19(34.5%)	7(12.7%)
	LISTENING	0(0.0%)	4(7.3%)	18(32.7%)	27(49.1%)	6(10.9%)
Speaking	7. Classroom interaction	0(0.0%)	5(9.1%)	18(32.7%)	28(50.9%)	4(7.3%)
	8. Giving speech in conferences	2(3.6%)	6(10.9%)	10(18.2%)	26(47.3%)	11(20.0%)
	9. Class participation	3(5.5%)	8(14.5%)	13(23.6%)	29(52.7%)	2(3.6%)
	10. Talking to professionals	0(0.0%)	7(12.7%)	15(27.3%)	25(45.5%)	8(14.5%)

	11. Talking to hotel staff, travel agency clerks, etc.	3(5.5%)	11(20.0%)	16(29.1%)	20(36.4%)	6(10.9%)
	12. Getting into conversations	4(7.3%)	9(16.4%)	14(25.5%)	21(38.2%)	7(12.7%)
	SPEAKING	0(0.0%)	4(7.3%)	18(32.7%)	30(54.5%)	3(5.5%)
Writing	13. Writing articles	1(1.8%)	6(10.9%)	2(3.6%)	25(45.5%)	21(38.2%)
	14. Note-taking while reading	0(0.0%)	6(10.9%)	11(20.0%)	23(41.8%)	15(27.3%)
	15. Note-taking in speeches	3(5.5%)	10(18.2%)	11(20.0%)	19(34.5%)	12(21.8%)
	16. Note-taking in class	0(0.0%)	13(23.6%)	15(27.3%)	18(32.7%)	9(16.4%)
	17. Writing business letters	5(9.1%)	6(10.9%)	14(25.5%)	18(32.7%)	12(21.8%)
	18. Writing e-mails	7(12.7%)	7(12.7%)	10(18.2%)	19(34.5%)	12(21.8%)
	19. Writing schedules	6(10.9%)	10(18.2%)	9(16.4%)	16(29.1%)	14(25.5%)
	20. Writing reports	6(10.9%)	8(14.5%)	14(25.5%)	16(29.1%)	11(20.0%)
	21. Writing brochures	6(10.9%)	8(14.5%)	11(20.0%)	18(32.7%)	12(21.8%)
	WRITING	0(0.0%)	11(20.0%)	11(20.0%)	27(49.1%)	6(10.9%)
Reading	22. Reading technical text books	0(0.0%)	8(14.5%)	10(18.2%)	15(27.3%)	22(40.0%)
	23. Reading articles	0(0.0%)	6(10.9%)	0(0.0%)	22(40.0%)	27(49.1%)
	24. Reading newspapers and magazines	0(0.0%)	0(0.0%)	13(23.6%)	22(40.0%)	20(36.4%)
	25. Online reading	0(0.0%)	4(7.3%)	15(27.3%)	20(36.4%)	16(29.1%)
	26. Reading reports	0(0.0%)	8(14.5%)	18(32.7%)	19(34.5%)	10(18.2%)
	27. Reading brochures and instructions	0(0.0%)	7(12.7%)	15(27.3%)	18(32.7%)	15(27.3%)
	READING	0(0.0%)	0(0.0%)	18(32.7%)	19(34.5%)	18(32.7%)

According to Table 1, the learners wanted their ESP courses to focus on all the four language skills because they believed they needed English in various situations in their future jobs. However, they expressed that their needs for all the four skills are not equal. Figure 1. illustrates the results obtained from the preliminary analysis of the learners' wants with regard to all the four language skills:

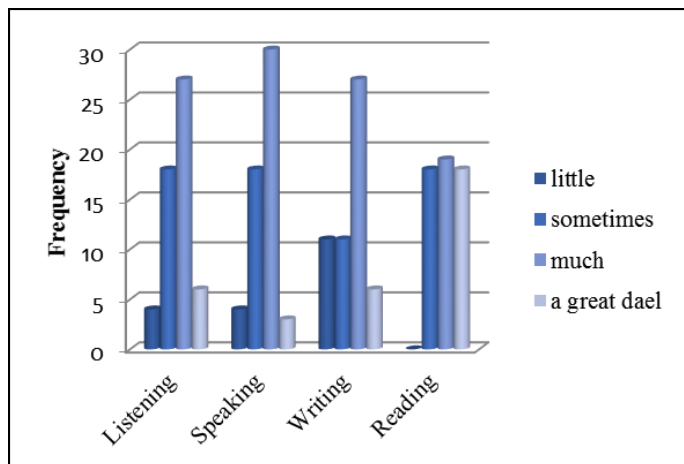


Figure 1. Students' Wants With Regard to Language Skills

Another important point investigated in this study was the evaluation of the offered ESP courses to see whether they had been successful in satisfying the learners' needs. According to the figures in Table 2, the learners were not satisfied with the ESP courses offered at the universities and believed their needs had not been met.

Table 2. Students' Evaluation of Their ESP Courses

	Not at All	Little	Somewhat	Much	A Great Deal
28. Have your ESP courses satisfied your needs?	22(40.0%)	13(23.6%)	12(21.8%)	8(14.5%)	0(0.0%)
29. Had the materials been appropriately chosen to satisfy your needs?	15(27.3%)	12(21.8%)	22(40.0%)	6(10.9%)	0(0.0%)
30. Were the materials appropriately used to satisfy your needs?	18(32.7%)	16(29.1%)	15(27.3%)	6(10.9%)	0(0.0%)
	Very poor	Poor	Average	Good	Great
34. In general, how do you evaluate ESP courses?	9(16.7%)	20(37.0%)	13(24.1%)	12(22.2%)	0(0.0%)

Figure 2. illustrates the students' overall evaluation of their ESP courses in a more tangible manner:

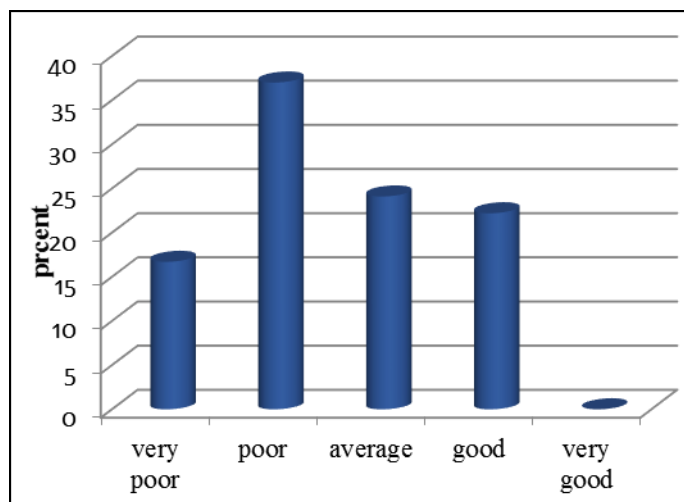


Figure 2. Students' Overall Evaluation of Their ESP Courses

As shown in Figure 2, most of the participants were not satisfied with their ESP courses. In Iran, the ESP courses are obligatory at B.A. level, but not in M.A. programs. However, all the participants believed that ESP courses offered at undergraduate level did not satisfy their needs; therefore, they needed to resume studying ESP in their graduate program. Besides quality, the participants' views on the quantity of the offered ESP courses were investigated. All the participants mentioned that the ESP courses did not satisfy their needs; therefore, they needed to take more ESP courses. What they suggested was between 10-20 credit hours of ESP to develop their needed language skills to be offered for them, which is substantially more than what is included in their curriculum now. Moreover, around 65% of the participants believed that, unlike their present curriculum, ESP courses and specialized courses should be offered simultaneously.

In response to a question which asked whether they preferred language teachers or content teachers to teach them ESP courses, 21.8% preferred language teachers, 34.5% preferred content teachers and 43.6% had no preference for language teachers or content teachers; instead, they explained that there should be close cooperation between the two in order to make their ESP courses more effective. What they referred to as their problem was that content teachers have limited knowledge of language teaching skills, whereas their language teachers do not have sufficient knowledge of the students' subject specific matters. They wanted their ESP teachers to be knowledgeable enough in both subject and language. Some even suggested the idea of team teaching of ESP courses.

To understand more about the participants' wants, in addition to the open ended-questions in the questionnaire, five students were interviewed. What they expressed as their wants is summarized below. Almost all the interviewees pointed out that their current ESP courses did not satisfy their specific needs. In fact, they wanted to learn more than what was presented in their ESP courses. They mentioned that only the reading skill was emphasized in their ESP courses, whereas integration of all the language skills was needed to fulfill their academic and occupational purposes. Although the students focused on integration of skills, they showed stronger interest in productive skills. They believed that there was too much emphasis on reading, which sometimes led to ignoring other skills. In fact, they could not write business letters or their research articles nor were they able to talk on the phone or to attend international conferences, all of which were believed to be among their essential occupational and academic needs. All in all, what they mainly complained about was the incompatibility of ESP courses and their specific needs.

3.2 Lacks

In order to know the problem areas the ESP learners suffered from, five ESP teachers (both language and content teachers) were interviewed. What they referred to as lacks is summarized below.

The ESP teachers maintained that the most important problem the learners faced was their heterogeneity in their language proficiency, which caused serious problems for the teachers to teach and for the learners to learn successfully. In ESP, the content of the course must be pertinent to students' academic and occupational environment. For example, this lack of proficiency confines language teaching techniques to translation, which consequently entails many discrepancies in teachers' teaching and learners' learning. Moreover, heterogeneity in students' attitudes, and above all, the large size of ESP classes lead to teaching constraints. For instance, individualization, which is one of the important concerns in ESP, cannot be appreciated in crowded classes with heterogeneous students. Another major problem was related to the materials. According to the teachers, most available ESP books were out of date, inappropriate, and boring for ESP classes. Consequently, teachers who aimed at enhancing their instruction used materials like articles published in academic journals or reference books, which are not specifically designed for language teaching purposes. Today, it is widely believed that in order to meet the specific needs of learners in ESP courses, materials should be tailored for them. Another problem was with the variety of the existing materials. Moreover, although it is believed that the use of audiovisual materials enhance learning, few ESP teachers used them in their classes. Another important point was learners' lack of motivation. Motivation plays a crucial role in ESP; however, many

of the learners were not sufficiently motivated to learn English for their academic and occupational purposes.

3.3 Necessities

To learn more about the graduate students' necessities, experts in tourism management tried to elaborate the target situation needs as comprehensively as possible. First, they talked about different work places and activities they worked in. Then, they elaborated on the necessities for the specific kind of language in those situations. Below is a brief summary of what the experts referred to as graduate students' necessities.

After graduation, the students are supposed to be tour operators, travel agency managers, airline managers, airport assistant managers, tourism organization managers, hotel managers, and so on; therefore, they need to be able to communicate in English effectively. Because communication happens through such different channels as emails, instant messages, business letters, phone and face-to-face conversations, it is necessary that they develop all the four language skills sufficiently. One important matter is that they do not always communicate with people whose L1 is English; therefore, they need to be able to handle their verbal communication needs in diverse situations.

The academic purposes are also important. After completing their graduate courses, students are expected to contribute to their specific field of study by writing research articles. In fact, they should be able to share their findings with others in international academic journals and conferences which require adequate knowledge of the language. Moreover, most advanced tourism resource books are in English; therefore, graduate students are expected to know the required language skills to use those references instead of limiting themselves to translated ones.

4. Discussion

The results of this study suggest that to satisfy the needs of graduate students of tourism management, integration of all the four language skills, based on specific target situation needs, is of great significance. The most obvious finding, based on the results obtained from the questionnaire and interviews was that, many teachers and students find current ESP courses unsatisfactory in addressing their specific needs. This, in fact, indicates that ESP curricula have not yet been successfully developed in satisfying the students' professional needs in target situations. The problem is directly originated from inaccurate needs analysis or inappropriate application of the analyses. The results of this study corroborate the findings of a great deal of previous studies that assert ESP courses do not satisfy the learners' needs (e.g., Amirian & Tavakoli, 2009; Atai & Shoja, 2011; Eslami, 2010; Eslami Rasekh & Simin, 2012; Mirza Suzani, Yarmohammadi, & Yamini, 2011;

Yarmohammadi, 2005). Yarmohammadi (2005, p. 4) even believes that “language teaching in Iran does not follow any specific purposes, that is, it can be characterized as language for no specific purpose.” This, in fact, accentuates the importance of acknowledging the students’ needs in designing ESP courses.

An unanticipated finding was the discrepancy between wants, needs, and lacks. Although all learners, teachers, and experts believed that integration of skills is important in ESP courses for tourism management, there are different degrees of emphasis. For example, both the teachers and experts emphasized that writing is one of the most important skills to be developed through ESP courses; however, as depicted in Figure 1, the learners were not aware of the importance of writing in their field. Another example can be found related to the listening skill. The learners wanted to be able to listen to the media and conference speeches more than other choices (questions 2 and 3), whereas, according to the experts, what is necessary is to be engaged in real conversations. There are various reasons for such incompatibilities including lack of critical thinking, not knowing about their future job requirements in practice, and above all lack of motivation.

As illustrated in positive learning cycle (Hutchinson & Waters, 1987), motivation is the starting point of the learning procedure. Students who attend ESP classes are expected to be motivated because they attend classes designed to serve their specific needs. This causes a very important professional duty for teachers to adjust their teaching to the needs of students to maintain their motivation. According to Dornyei (2001), enjoying appropriate teaching techniques and good relationship with students, providing pleasant and supportive classroom atmosphere, and founding cohesive learner groups with appropriate group norms are three main conditions for creating motivation in the classroom. Hence, the most required duty an ESP teacher should fulfill is to provide appropriate situations for learners to remain motivated during the course, which can be achieved through accurate needs analysis and effective implementation of appropriate materials.

Hutchinson and Waters (1987) contend that being an ESP teacher requires more than being only a language provider. ESP teachers are assigned crucial roles to play in addition to teaching; therefore, there is a need for training qualified ESP teachers. The major problem is that most ESP teachers lack training in specific professional fields. Today, most of them are novice teachers who need to learn to adopt ESP as an approach in their language teaching practice. To help these teachers become familiar with ESP and its goals, ESP teacher training programs need to be offered to ensure that teachers fully understand the concepts of teaching ESP and, thus, are able to design, implement, and teach based on comprehensive educational curricula. Teachers should also be able to tackle the problems in the existing curricula; for example, the present curriculum for tourism management focuses on

reading more than other skills, which creates a gap between what learners really need and what is presented to them. This gap could be filled by teachers' approach to the text, their self-made materials, and a variety of class activities and teaching techniques to meet the students' needs.

Another important problem in ESP classes is students' general English proficiency level when they start the ESP courses. Due to the students' low level of general proficiency, the teachers have to suspend a variety of effective teaching activities; the students' low level of proficiency compels the ESP teachers to focus their attention on general English rather than ESP. Even worse, according to the teachers, to ensure mutual understanding between the teacher and students, the medium of instruction is limited to their L1, and the dominant instructional activities are reading passages aloud, and translating them. Some remedial semispecific courses, then, could be offered to solve the students' problems with general English proficiency and general academic language skills on their entry to ESP programs.

Syllabus and curriculum designers need to decide based on a careful and in-depth needs analysis because needs analysis is the cornerstone of any ESP course. Therefore, the courses must encourage students' lifelong learning and autonomy based on their target needs. ESP students have particular purposes to use English for; thus, developing a basic and a continuous learning skill is essential for them. Finally, ESP learners, who have a pivotal role, can improve the courses just by showing more interest in learning, improving their content knowledge as well as expected knowledge of the language, and adopting various learning strategies. In general, the findings of the present study suggest that solving the existing problems are extremely demanding, but quite possible. In doing so, there should be active and effective collaboration among ESP teachers, learners, curriculum designers and stakeholders. Policymakers and curriculum developers in the Iranian educational system should reconsider the necessity and significance of needs assessment as a vital factor in presented ESP courses.

5. Conclusion

This study was designed to recognize the specific needs of the graduate students in tourism management to be fulfilled in ESP courses and to learn whether the present ESP courses match their needs. The findings revealed that, unlike many other ESP courses where integration of skills is not necessary, all the four language skills should be emphasized in ESP courses for tourism management. However, it seems that curriculum designers have not identified and implemented L2 situation needs appropriately in order to attain specific objectives for the tourism management ESP program; therefore, students do not feel satisfied with the program.

The findings also revealed that lack of collaboration between the two groups of ESP instructors (i.e., the content teachers and language teachers) causes confusion in setting objectives and implementing instructional activities. Therefore, there should be effective collaboration between them to design, evaluate, and renew the ESP courses. Moreover, considering the highly specific nature of the kind of language required for students' future successful performance, we suggest ESP teacher training courses in order to enable the teachers to gear their instructional activities to the demands of the students' present abilities and L2 needs. Furthermore, because the students' inability in communicating effectively is one of the most important problems they face, ESP teachers are strongly recommended to apply a variety of teaching techniques and conduct various class activities to help learners overcome their communication problems. Considering the high costs of nationwide ESP courses in Iran, taking serious measures to improve accountability of these programs is obviously crucial.

The main limitation of the study was that it was conducted with only 55 students; a larger sample of participants could provide a better understanding of their language needs. Other Iranian universities offering ESP courses to graduate students of tourism management could also be investigated in terms of determining the English needs of the students. The other limitation is that only two instruments (i.e., questionnaire and interviews) were used in this study; however, some other research instruments such as observation, analysis of authentic texts, or journals could be integrated into the study.

Further research may address the actual abilities and needs of graduate students of tourism management through corpus-based and task-based studies of the L2 use as well as performance-based assessment of the present academic language abilities of the students. Given the high costs of nationwide ESP courses in Iran, taking serious measures to improve accountability of these programs is crucial.

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Appendix
Needs Analysis Questionnaire

Instructions: *Thank you for taking the time to complete our questionnaire. The information supplied here will give us insights in what you want to be taught in your ESP classes.*

Personal Information

Major: Level of Educational: University:

Gender: Age:

When did you attend ESP classes?

Undergraduate studies Graduate studies Both

Listening

How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
1. Listening to general conversations					
2. Listening to conference speech					
3. Listening to English Media					
4. Listening to instruction in real situations					
5. Listening to public announcements					
6. Listening to other people talking					

Speaking

How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
7. Class participation					

8. Giving speech in conferences					
9. Class participation					
10. Talking to professionals					
11. Talking to hotel staff, travel agency clerks, etc.					
12. Getting into conversations					

Writing

How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
13. Writing articles					
14. Note-taking while reading					
15. Note-taking in speeches					
16. Note-taking in class					
17. Writing business letters					
18. Writing e-mails					
19. Writing schedules					
20. Writing reports					
21. Writing brochures					

Reading

How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
22. Reading technical text books					
23. Reading articles					
24. Reading newspapers and magazines					
25. Online reading					
26. Reading reports					
27. Reading brochures and instructions					

Evaluation of the offered ESP courses

	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
28. Has ESP courses satisfied your needs?					
29. Were the materials appropriately chosen to satisfy your needs?					
30. Were the materials appropriately used to satisfy your needs?					

31. How many credits should be devoted to ESP?

32. How long should it take to offer ES courses?

33. Which one do you prefer to teach ESP?

a. Language teachers

b. Content teachers

Why?

34. In general, how do you evaluate your ESP courses?

a. Very poor

b. Poor

c. Average

d. Good

e. Very good

35. Which skill should be emphasized more in ESP classes? (You can choose more than one)

a. Listening

b. Speaking

c. Reading

d. Writing

36. When should ESP courses be offered?

a. Before specialized courses are offered

b. After specialized courses are offered

c. While specialized courses are offered

37. Is it necessary to offer ESP courses at graduate levels, too?

a. Yes

b. No

Please feel free to add any additional notes or comments regarding your ESP courses.

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