

An Assessment of Needs Analysis in Use of English for Aviation and Hospitality Industry Students

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Abstract

This paper analyses the mechanism that students in Aviation (AV) and Hospitality Industry (HI) need to improve their English communication. It also highlights the skills students in these fields need when using English in their field of endeavours among other factors. To accommodate this, three objectives were focused upon; firstly to identify the primary skills students learning in Aviation (AV) and Hospitality Industry (HI) need to use English correctly. Secondly, to prove the essential skills that students need in English Language acquisition. The third, to investigate which skills students found to be most difficult in English language learning. This study employed both qualitative and quantitative tools for data collection. The research focused on students from two fields of study, Aviation (AV) and Hospitality Industry (HI). The questionnaire was used to elicit data from the students. Purposive sampling was employed using students that participated in the exercise. The subjects of the research comprising 160 students were split into two equal groups of 80 learners each. The findings indicated that students of both disciplines need to enhance their English Language skills to improve their grades. The problems encountered by the students in these two groups sampled using the English Language are not very different since most of the interviewed people recorded the skills of listening and speaking as the basic communicative needs of students in both disciplines.

Keywords: need analysis, English language use, Aviation (AV) and Hospitality Industry (HI).

Introduction

The aviation and hospitality industry has turn a social and economic force on a global scale. Bargaining, engaging in businesses with foreigners, and general communication are deeply useful skills for students who wish to work in either the aviation or hospitality industries. Therefore, English language proficiency is a necessary tool for those who are pursuing professionalism in this industry. In Nigeria, Africa and the world at large, the aviation industry is very lucrative and grows every year. The Nigerian government consistently enact laws and policies which are favourable to the aviation industry so as to motivate more travellers, produce more domestic jobs, and help the economy.

Hutchinson and Waters (1987, p. 59) assert that:

ESP or English for specific purposes has become much more popular with the popularity of educational psychology. ESP students have different requirements and interests from other types of students, which has influenced their motivations for learning and the effectiveness of their schooling.

This has led to the evolution of ESP courses which address learners' needs and interests. However, ESP is gaining more relevance for students engaged in the Aviation and hospitality industries. It is pertinent for resource persons to understand their learners' strengths, weaknesses, needs and learning styles. Both teachers and students have issues in EFL or English as a foreign language, some of these problems crept up from teaching methodologies, (Kanan, 2009). Says that, "many EPL teachers teach through lectures and placing a focus on grammatical rules rather than practicing communicative language, Nunan (2004) explains how a teacher centred approach can be ineffective for some learners.

ESP has become a vital field in the EFL field. English for specific purposes gives opportunities for students to communicate and interface in situational. Hashim (2006) explains that, "when learners are put in situations to communicate naturally without stress, they experience a greater level of successful language acquisition than those students educated in the aforementioned traditional teaching methodologies". Although Aviation is a major business to Nigeria's economy, research on ESP needs analysis on aviation related courses are insufficient. The inadequate empirical studies on ESP needs analysis has compromised the quality of university ESP courses. The targets of the ESP courses are clearly outlined to the students, but they are nevertheless not actualised due to the virtual non-existence of need analysis (Fiarito, 2005). It is worth noting that hospitality industry students should be offered ESP courses that enrich them with a proficient level of English in order to communicate effectively in the real world.

Teachers should not depend on their previous know-how when deciding how and what students need to study. This can lead to a misalliance between the goals set out by the teachers and the English skills levels of the students when they complete their studies. This problems emanates from the lack of specification and analysis of the students' needs (Douglas, 2003). The aviation and hospitality industry are one of the sources of hard currency in Nigeria, and in order to make this industry effective, it needs skilled and well-trained manpower. Consequently the requirement for well-trained staff in the industry that possess the necessary English skills must influence the types of training that are provided. In an attempt to remedy the lack of specification and analysis of students' needs, the researcher is inspired to research the skills students need when studying English.

It is no longer news that effective language use in one's profession has a vital role towards successes in one's organisation. Owing to the above, students in different disciplines particularly those in Aviation and hospitality industries need to pay attention to English for specific purposes (ESP) in order to excel in their field of endeavours. It is therefore important that the following research questions be put forward for investigation;

1. What do students studying aviation and hospitality industry need to improve their English communication?
2. Which skills do the students need when using the English in their field of study?
3. Which skills do the students have problems with when communicating in the English?

The ultimate goal of all ESP programmes is to help learners become more adept in the use of language aligned to their specific disciplines or professional lives (Abuklaish, 2014). This study

aimed to learn about the different English skills needed for students studying the disciplines of aviation (AV) and hospitality industry (HI); identify the skills that students need most in English language learning; and investigate the student’s most problematic English language learning skills. This is summarised in the conceptual framework below:

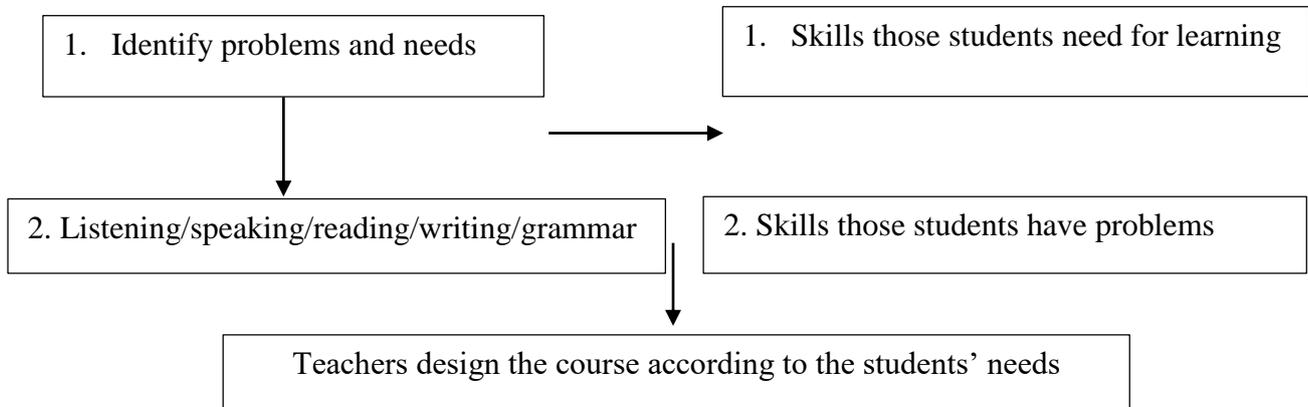


Figure 1. Conceptual framework of this study

Needs analysis in ESP courses

English for specific purposes courses are curriculum geared towards a specific career or profession with the English taught containing the dictions and skills that meet the specific purposes and needs for learners of the profession or discipline. It aims to develop students’ English communication skills for work. English for special purposes will become the prevailing type of English teaching in the 21st century (Hui, in Passamon *et al* 2021), compare with general English (EGP), ESP teaching has a unique characteristics, from a teaching point of view, and ESP teaching has a clear, target purpose. This implies that ESP learners not only study English simply because of language learning but also to achieve knowledge of a specific profession. Hence, ESP courses and teaching methodologies are based on a learners’ needs analysis.

The students’ learning needs affect the selection of lessons content and teaching methodologies namely, the communication activities which the students would use in their works and knowledge and abilities which they need when carrying out the communicative activities (Reid, 1995). More so, ESP teaching gives attention to the practical proficiency of the learners. To communicate proficiently in English students, need to be able to communicate in a specific and expertise manner. This means that the student’s knowledge of learning and language use cannot be separated (Hutchinson & Waters, 2002).

ESP courses are concentrated on the idea that students will need to learn specific content while also being flexible to any external language that might be used depending on the student’s field of work or study (Celce-Murcia, 2001). The major difference between general English courses and ESP courses is that the instructors are sensitive to the specific needs of the students and how they are going to use the content in their daily lives. For ESP to be effective the learners and teachers need to understand how the target language will be used outside the classroom.

Piyanapa (2004) in Passamon, Umarungsri and Pongpatchara 2021) pointed out that “a student’s understanding of their strengths and weaknesses as well as what areas they would like to explore in a language is considered needs analysis. Hence, if an instructor understands the areas that the learners will need to practice, better and more engaging courses can be designed”. However, if the instructor does not consider how the learners will use the target language the course designed will not be beneficial or motivating for the learners which might lead to a student feeling disconnected from the lesson (Mackay & Mountford, 1978).

Needs analysis offers the instructors with a baseline on how to deliver new knowledge. In this research, needs analysis is used as a determination of behaviour before improving and implementing the teaching plan. It can also deliver a baseline for English teaching material compilation, which allows the instructor to produce teaching material that is more valuable for the objective requirements of the students and thereby boosting the students’ learning interest. Needs analysis is an important step when assembling ESP courses and is a tool for reaching the target goal of the ESP courses.

At this point, the researcher is going to review four parts; definition of needs, features of ESP courses, the necessity of needs analysis, and learning needs in ESP courses. English for specific purposes can be divided into multiple categories. One is English for Academic Purposes (EAP) which focuses on the student’s needs for language use in an academic environment. Another is English for Occupational Purposes (EOP) which targets the students’ use of English in an occupational setting (Munby, 1978, Robinson, 1991). The classification of ESP as given above by Munby and Robinson are correct as they are intended with what the researcher is doing, hence his consideration of English use in Aviation and Hospitality Industries.

When considering ESP for students in a specific field of study there are multiple subcategories available such as English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS), English for business also has a category in the ESP field. English for Specific Business Purposes (ESBP) and English for General Business Purposes (EGBP) are just a few. One could also add that there is English for Engineering Purposes (EEP). The needs for learners can be put into three types in ESP (Tahir, 2011).

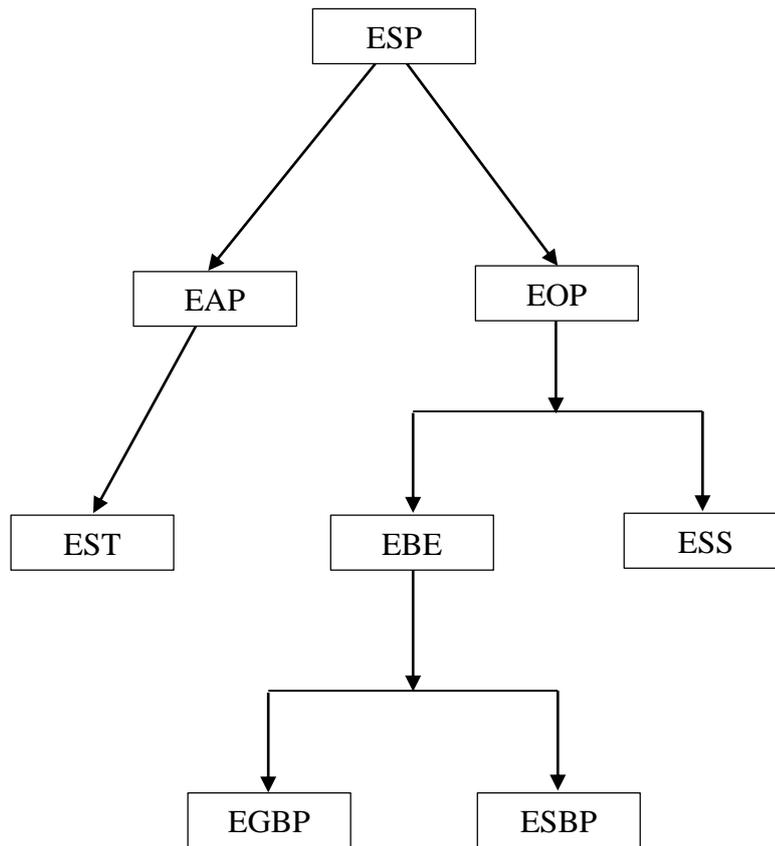


Figure 2. Branches of ESP
(Hutchinson and waters, 1987)

Learning needs cognitive needs, sociological needs, methodological needs Ex. motivational, Ex. teacher's role, subject Ex. Classroom teaching, recreational and emotional valence, social responses procedures, abilities, and needs plan.

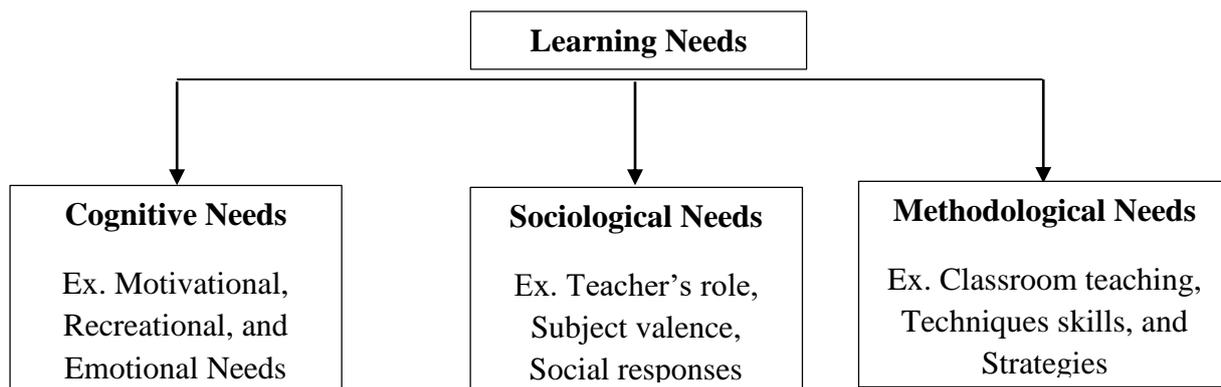


Figure 3. The types of skills needed by students studying ESP (Tahir,

A learner communication needs processor (CNP) and profile needs are some of the tools Munby (1987) created.

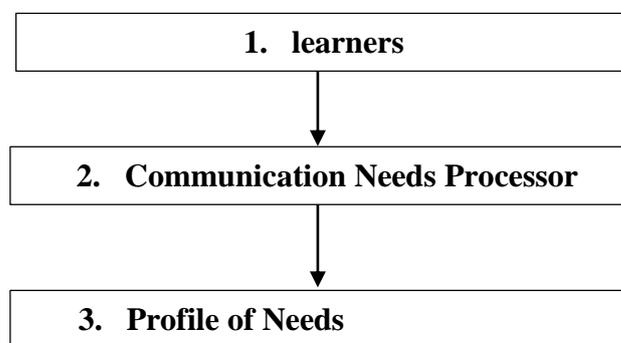


Figure 4, Munby's model of need analysis (Munby, 1987)

1. **Learners:** this is the general information about the students. This information covers the student's ability level of English, nationality, gender, age, and other languages known.
2. **Communication needs processor (CNP):** is a tool used to determine the specific needs of a student. The student's background and profile are used to decide what kind of language lesson will benefit them most.

English Language Needs Analysis

Needs analysis is a critical form of research that needs to be conducted before lesson planning or learning, methodologies can be planned. A proper needs analysis system can guide the educator to a proper understanding of the learner's objectives and subsequently the overall course, whereby the required English needs of the students are determined and categorised.

Types of English Language Needs

A diversified of various methods have been used to attain quality ESP needs analysis (NA). Learner analysis is a type of NA that centres on the learner's needs. Tasks analysis is more focused on the types of activities that might be successful in the classroom Nunan, (1988). Another two types of needs analysis were expressed by Richards (2001). Objectives, plans, and intentions of language use are all considered in subjective needs analysis. Due to facts such as first language, age, and country of birth, types of NA will be used, targets needs and learning needs, and will be highlighted further.

1. The need of a learner requires for a specific or target situation is called target needs. Target needs pay attention on the learner's necessities, capabilities and incapacities, or wants and lacks, in a particular situation. Things the learner needs to know about a language for a specific scenario are the necessities.
2. Learning needs are the actions the student must do to reach the course objectives. Learning needs also identify a sequential guide of how a learner will be able to manipulate language course by starting with focussing on the wants and finishing with necessities. More so, learning needs to circumscribe all the variables in the learning process like feelings towards the target language, understanding the language, what stimulates learner growth, beneficial learning techniques, and the learner's personal profile. For ESP courses to be effective they should be exciting, interesting, innovative, grounded and realistic in the time frame set by the instructor.

English Language Skills

The most common difference in an ESP course is the learner's objectives for studying the course. ESP students are traditionally, adults who have already completed their formal education and are attempting to acquire additional knowledge about the language needed for their specific profession of the field of work. The foundation of a quality ESP course is built on a quality assessment of the learned needs. Rather than focussing on traditional grammar building, ESP courses only focus on grammar and language used in the learner's specific occupation. ESP covers a number of subjects and areas. From business management to customer interaction for taxi drivers, ESP is only limited by the instructor's experience and imagination to build a relevant learning course. Unlike traditional learning where the course is developed without understanding the student's needs, ESP courses cannot begin to be arranged without the knowledge of the learner's needs. The four skills in English (listening, speaking, reading, and writing), will all be utilised in the following section. Firstly, listening comprehension is a receptive skill in the aural mode; exposing ESP learners to a variety of listening exercise, using the target language. This can be helpful for the learner's vocabulary development and listening comprehension at real-life conversation speeds. When students use their listening skills, they have to use prior knowledge to attempt comprehending what is presently being said (Harmer, 2001). If the learner does not have a prior knowledge or experience with the target language then trying to complete listening comprehension becomes a difficult task.

As learners are practicing their speaking skills, it can be more tasking than they might have assumed. As the most straight forward way to communicate, speaking is an oral skill that is quite useful for ESP students (Hair, Fried Rich, and Diton, 1995). Harmer (2001) pointed out four major aspects of communication through speech. The first is connected speech. The user needs to have an understanding of the sounds of particular words and also what kinds of words traditionally follow each other. The learner need to have an understanding of how words are used in a certain order together and how these words blend, or connect, with each other. When we adjust the tone of our voice or change the volume of our speech, we are using expressive devices. These devices can be clues to the listener about how we feel about the content being discussed. Understanding words that can make others feel positive or negative are essential. Mastering a language's lexis and grammar can give the speaker more tools to ensure the listener understands the exact emotions being conveyed. Being able to communicate with those who do not natively speak the language being used is difficult. Negotiation language is important for bringing the gap between users of a second language.

Reading is a passive skill that is usually developed alongside learners listening and speaking skills. Reading can improve many aspects of learner's language abilities. More reading can develop a learner's diction and can improve their listening comprehension. Pardo (2004) highlights how reading motivation can be increased by allowing the learners to choose their reading materials and instructors should make effort to find related and interesting material for them to read.

Writing is one of the hardest skills in language because it combines multiple aspects of language into one task. The majority of people write much less they speak, listen or read so it can be challenging for even native speakers. Reading and writing are alike in that both can be used socially and both are used to express the speaker's ideas (Kavaliaus Kiene, 2004). Dudley-Evans and Jo St. John (1998) expatiated that, "when creating scholastic or occupational texts, it is important that the writer has a firm understanding of the used language". Writing include not only the production of text but also the skills to be able to edit and rewrite the text when mistakes are identified. Writing can be quite tedious and should be taught carefully by the ESP instructor.

Problems in Using the English Language

Learners and instructors can find English difficult. Some of these difficulties are concerned with teaching methodologies (Kannan, 2009). Students can face a myriad of problems when attempting to learn. Pronunciation, grammar and spelling can plague language learners and lower their motivation to keep learning, sometimes a learner's native language can cause some of these problems (Shelby, 2015). With so many unfamiliar words, language beginners can find listening to the target very difficult (Brown, 1994).

Scarcella and Oxford (1992) argue that "practicing listening comprehension might take more time because of stress, semantics, and difference from the learner's native language". A key to successful listening comprehension is controlling the thoughts that go through the learner's mind while trying to decipher the target language. Reading comprehension can be as difficult as listening comprehension.

According to Gunning (2002), “lacking a solid foundation in vocabulary and grammar can be the cause of these problems”. Nuttall (2000) posits that, “these problems can also stem from confusing vocabulary which has multiple meanings or similar sounds”. Sometimes students’ needs to guess the meaning of words and phrases to overcome these difficulties. It is valuable for instructors to understand that the difficulties of vocabulary and phrases can retard the learner’s reading comprehension. “Prepositional phrases and coordinating conjunctions are just a few of the problem words language learners have when developing reading comprehension” (Asraf and Ahmad 2003).

However, a better way to provide effective and high-quality language teaching is establish the students’ needs when designing and delivering the course to make learners become independent language users (Seyyed Mohammad Reza, 2013). Some of the best ways to encourage reading are to give the students more choices when selecting reading material and interesting ways to practice. In traditional teaching there is not adequate time for the learner’s to practice meaningful or choose the material. Using English in Nigeria is very important for communicating and working with foreigners, mastering the English language can drastically change a Nigerian’s social and professional life in positive ways. English is much more common and used by ordinary Nigerian unlike in some other countries like Thailand among others.

Methodology

Passamon *et al* (2021) define research design as the plan, structure, and strategy of investigation conceived to answer the research questions and control variance. This study is therefore a developmental research using learners’ perception questionnaires. Hence, learners’ perception questionnaires were carried out. In addition, interviews were carried out with the learners. The researcher used interview questions to support the findings of the questionnaires, transcript analysis and documents as data sources. This research adopted both qualitative and quantitative instruments for data collection. This study focused on students from two disciplines, Aviation (AV) and Hospitality Industry (HI). The aim was to discover their needs for studying English, to find out the skills that students need most in English language learning and to investigate the skills that students found to be the most problematic in English Language acquisition. Consequently the participants in this research were 160 AV and HI students of Isa Mustapha Agwai 1 Polytechnic Lafia, Nasarawa State. The learners were chosen by the quota sampling method approach. In this unit, the research tool included lesson plans, learners’ perception questionnaire, and interview.

This research took place in 15 sessions, during the 15 weeks in the second semester of the 2021 academic year. The study was carried out from August 2021 to December, 2021. The entire investigation was an ongoing process; with data collection and analysis paralleling and overlapping each other. Therefore, the researcher collected the data using the following protocol. The researchers sought permission from the Isa Mustapha Agwai 1 Polytechnic, Lafia to conduct the research in their premises. A questionnaire was used with the participant's consent. All data were analysed with the mean (M) and Standard Deviation (SD). After the questionnaire, the participant took part in interview consisting of 10 questions. The interview answers were used to support the data gathered from the questionnaire.

Data Analysis

In this section, the researchers present the data analysis, statistical devices and evaluation. The first section is a discussion of the data analysis. Then the statistical devices are showcased and lastly, evaluation. Qualitative and quantitative means were used for gathering the data in this research. All the data gathered were analysed using the following stages:

- (1) The score of perception questionnaires were evaluated based on the means (M) and standard deviation (SD).
- (2) Data from the interviews were analysed, reanalysed, and then coded for reliability.

In order to put the data into clear categories, coding was used. While coding the researcher reorganised the information to more concise categories. All of the data were analysed using the final categories.

In presenting the results, two sections were used. The quantitative data is represented in the first section while the qualitative data is in the second.

Quantitative Data Analysis Report

The learning needs in English of the participants from the Faculties of Aviation and Hospitality Industry were collated. The results of those majoring in Aviation had an average score of 2.90 in listening, speaking, reading, writing and grammar, while students that majored in the Hospitality Industry had an average score of 2.97. When comparing different levels of standard listening, speaking, reading, writing and grammar abilities, the Hospitality Industry students scored higher than the Aviation students, but there was no statistically significant level of 0.5. When comparing the opinions towards how difficult listening, speaking, reading, writing and grammar was, the students majoring in Aviation had an average score of 2.40 and students majoring in the Hospitality Industry had an average score of 2.41.

Table 1. A comparison of the student's ability levels in listening, speaking, reading, writing and grammar.

Student major	N		S.D	2	Sig
Aviation	80	2.40	.455	-154	.818
Hospitality industry	80	2.41	.568		

* Level of statistical significance .001

** Level of statistical significance .05

When comparing the students listening, reading, speaking, writing and grammar abilities, this research found that the Hospitality students were more advanced than the Aviation students, yet were not statistically significantly different at 0.5.

The Student's English Language Skills Needs in Their Field of Learning

Listening skills most students needed to improve this skill at 47.5% followed by need to improve a bit at 27.9%, need very much to improve this skill at 21.9%, and no need to improve

at 3.1%. On reading skills; most students need to improve this skill at 59.4% followed by need to improve a bit 35.6%, need very much to improve at 20.0% and no need to improve at 5%. With writing skills, most students needed to improve this skill at 47.5%, followed by need to very much improve at 25.6%, need a bit to improve at 25.0%, and no need to improve at 1.9%. In the area of grammar, most students needed very much improvement of the skill at 43.8%, followed by need much improve at 37.5% need a bit to improve at 14.4% and no need to improve at 4.4%.

Students majoring in Aviation had an average score of 2.99 in their comparison of different opinions towards the needs of listening, speaking, writing, and grammar. Students majoring in the hospitality industry had an average score of 2.91. The total average scores were 2.95. The attitudes towards listening, speaking, reading, writing and grammar indicated that students majoring in Aviation had an average score of 3.22, while the Hospitality Industry students had an average score of 3.18, and the total average scores were 3.20. When each skill was considered, it was found that in listening skills, students majoring in Aviation had average scores of 3.41, but the Hospitality Industry had average scores of 3.24 the total average scores were 3.32.

Students' Problems When Communicating in the English Language

Table 2. Comparison of Students' Reading Skills Problems

Student major	N		S.D	2	Sig
Aviation	80	3.18	8.38	.088	.930
Hospitality industry	80	3.16	9.47		

* Level of statistical significance .001

** Level of statistical significance .05

When comparing different levels of students' problems in listening skills, it was found that the Aviation students scored higher than the Hospitality Industry students, yet the difference was not statistically significant .05

Table 3. Comparison of Students' Writing Skills Problems

Student major	N		S.D	2	Sig
Aviation	80	3.33	1.003	.523	.602
Hospitality industry	80	3.24	.992		

* Level of statistical significance .001

** Level of statistical significance .05

When comparing difference levels of students' problems in listening skills, it was discovered that the aviation students scored higher than the Hospitality Industry Students, yet the difference was not statistically significance at .05.

Table 4. Comparison of Students' Listening Skills Problems

Student major	N	S.D	2	Sig
Aviation	80	3.30	.886	.398
Hospitality industry	80	3.67	.959	

* Level of statistical significance .001

** Level of statistical significance .05

When comparing different levels of students' problems in listening skills, it was discovered that the Aviation students scored higher than the Hospitality Industry students, yet the difference was not statistically significant at .05.

Table 5. Comparison of Students' Speaking Skills Problems

Student major	N	S.D	2	Sig
Aviation	80	3.32	.935	.832
Hospitality industry	80	3.10	1.026	

* Level of statistical significance .001

** Level of statistical significance .05

When comparing different levels of students' problems in speaking skills, it was discovered that the Aviation students scored higher than the Hospitality Industry students, yet the difference was not statistically significant at .05.

Table 6. Comparison of Students' Grammar Problems

Student major	N	S.D	2	Sig
Aviation	80	3.42	1.080	.303
Hospitality industry	80	3.37	1.110	

* Level of statistical significance .001

** Level of statistical significance .05

When comparing different level of students' problems in grammar, it was discovered that the Aviation students score higher than the Hospitality industry students, yet the difference was not statistically significance at .05.

Table 7. Students' Satisfaction Towards English Teaching and Learning

Student major	N	S.D	2	Sig
Aviation	80	3.65	.730	-.282
Hospitality industry	80	3.68	.780	

* Level of statistical significance .001

** Level of statistical significance .05

When comparing different levels of students' satisfaction toward English teaching and learning, it was discovered that the Aviation students recorded higher satisfaction rates than the Hospitality Industry students though the difference was not statistically significant at .05.

Qualitative Data Analysis Report

The qualitative data was categorised into three parts: students' needs and level of difficulty, students' attitudes, and recommendations. The most critical skills for the participants of the study were discovered to be English Language skills and grammatical structures. The hitches faced in using the English Language are not very different among the two sample groups since most of the interviewed persons regarded listening and speaking as being the toughest problems in their communication. The most troubling skills to the participants were understanding accents of different foreigners, being able to pick up the correct words when English was spoken rapidly and understanding basic expressions. For the category of students' attitude, both positive and negative reasons were given by the participants in their endeavour to learn the English Language. The needs that were identified of these participants could be used to create a valuable ESP course to better their language use in their occupations.

However, for some participants who had negative thought toward English Language learning, they were encouraged to practice continuously. Lastly, in the category of recommendations, the participants showed interest in the use of technology for language learning because it played a vital role in their studies. Technology has changed most learner's perspectives on what they would like to gain from educational institutions. It recommended that educators and institutions take notice of this change of perception and work to adapt the learning environment to be more accessible to the demands of 21st century students.

Discussion of Findings

The Impact of English Language Skills in Aviation (AV) and Hospitality Industry (HI)

The students of both the disciplines of Aviation and Hospitality Industry (HI) have shown that enhancing their English Language skills in a variety of metrics would promote positivity to their work performance. Research was carried out on the students' English abilities in these metrics (speaking, listening, reading, writing and accurate grammar skills) indicate that aviation students scored a slightly higher an average of 2.97 out of 5. When surveyed, the majority of those studying both Aviation and Hospitality responded that all the language skills would be especially useful for both chosen professions. Where these results begin to differ is in the perceived most valuable language skill. AV students indicated that being able to read better would be the most useful; whereas, HI students perceived all English Language metrics are valuable/are consistent with Aunruen's study (2005) whose work was on Tourism TR and Hospitality Industry HI concluded that both TR and HI predominately need English Language abilities to communicate in their profession. This research buttressed that the four basic anchors of language (listening, speaking, reading and writing) were important, however, attention must prominently be paid to improving grammar within these skills metrics.

English Language Skills Most in Need of Improvement

A skill assessment of the students determined that at present, students most need in their listening and writing skills. Students also displayed a significant need for improvement in their grammar proficiency followed by a need for improved reading skills. This research has determined that focus should be put on the improvement of listening and writing skills in particular. This result mirrors the findings of both Janekit and Mantana (2007) and Thouthen

(2008). When these results are analysed through the lens of the students' perception of their own needs both AV and HI students' needs were similar. In descending order of priority to their studies, through the previously mentioned lens of student perception, students need to improve their grammar skills the most, followed by writing, then speaking, then listening and then reading.

English Communication Challenges

It has been thoroughly practicalised that students of both majors would benefit from use of English language skills to communicate, study and use in their daily lives. While this is a known benefit, it is also known that students unfortunately rarely use English in their daily lives. A direct repercussion of this lack of practice is made evident in the complication that arise when students attempt to communicate with foreigners who speak English. This leads directly to problems arising when AV employees are expected to provide services with foreign passengers or expatriates. Those in Hospitality Industry face similar complications when an English-speaking foreigner arrives for accommodation at their place of work. Some of the causes of these hurdles are the use of inappropriate words/expressions in speech, an inability to comprehend the English speakers' accent, an inability to understand written vocabulary and improper use of grammar in their writing. Consequently, it has been shown that students of both majors have difficulty when exposed to new English accents. The rural parts of most countries do not speak with the same accent as the major metropolis of their respective countries and such country has a significant different pre-dominant accent. Lack of broad and regular exposure makes these new encounters significantly more difficult.

Conclusion

Needs analysis showed that it can and should play a vital role in the development of English Language curriculum geared towards specific industry needs. Some industry students (such as those focused on Aviation) understood their learning needs and goals quite well. This research did use the needs analysis in the development of curriculum and required this done prior to the development of the syllabus for English Language teaching used herein. A study of these methods and the results proffered by them leads this research to conclude that such methodology can prove to be a vital guideline for further research enterprises.

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