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New Trends in Teaching English to Students of Tourism

اتجاهات جديدة في تعليم الإنجليزية لطلبة السياحة

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The demand for English as an international language has increased since social and economic changes have taken place in the new age of globalization. Hence the need for specialists in various fields of knowledge has always been an amazing thirst, and tourism is no exception. Teaching English plays a major role in forming professional qualities and practical skills of future hospitality industry, however it requires the use of specific methods and strategies. Therefore, the aim of the current research paper is to offer new trends and methodological innovations in teaching English language to students of tourism departments. It reviews briefly the different definitions of teaching English for Specific Purposes as it highlights the role of teachers in this field. Additionally, the present work discusses the students' English language needs for tourism purposes. Furthermore, it is an attempt to explain how to design an appropriate course in English for students of tourism. Finally, it suggests innovative teaching methods and strategies that can help teachers in designing English language courses that best suit these learners.

ملخص

الكلمات المفتاحية:

ازداد الطلب على اللغة الإنجليزية كلغة دولية منذ أن بدأت التغيرات الاجتماعية والاقتصادية تأخذ مكانا في العصر الجديد للعولمة. وبالتالي فإن الحاجة إلى اختصاصيين في مختلف مجالات المعرفة والسياحة ليست بالاستثناء كان وما زال هدفا ذو دافعية مذهلة يرجى الوصول إليه. إن تدريس الإنجليزية يلعب دورا رئيسيا في تشكيل الصفات المهنية والمهارات العملية للفندقية مستقبلا و لكن يتطلب ذلك استخدام طرق واستراتيجيات تدريس معينة. بناء على ذلك فإن الهدف من البحث الحالي هو تقديم اتجاهات جديدة و ابتكارات منهجية في تدريس اللغة الإنجليزية لطلاب أقسام السياحة. يستعرض البحث باختصار التعريفات المختلفة لتعليم اللغة الإنجليزية لأغراض محددة كما يسلط الضوء على دور المعلمين في هذا المجال. بالإضافة إلى ذلك، فإن العمل الحالي يناقش احتياجات الطلبة لتعلم اللغة الإنجليزية لأغراض السياحة، علاوة على ذلك انه محاولة لتوضيح كيفية وضع درس في اللغة الإنجليزية بما يتناسب مع طلبة السياحة ويقترح أخيرا طرق واستراتيجيات تدريس مبتكرة والتي يمكن أن تساعد المعلمين في تصميم هذه الدروس بما يتناسب مع هؤلاء المتعلمين.

الإنجليزية لأغراض
السياحة
الفندقية
احتياجات اللغة
استراتيجيات التدريس.

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1. Introduction

The demand for English as an international language has greatly increased all over the world and such has resulted in the rise of one particular aspect of English Language Teaching (ELT) that is the teaching of English for Specific Purposes (ESP). "As English became the accepted international language of technology and commerce, it created a new generation of learners who knew why they were learning a language" Hutchinson & Waters (1987). This relatively new aspect of ELT has its basis in an investigating the purposes of the learners and the set of communicative needs that arise from these purposes. The peculiar needs will guide teachers in choosing the kind of English to be taught, the themes through which it will be taught, the skills and activities of which they will make use and finally designing the course and its different materials. Robinson (1991, p.2) states that students' objective behind studying English is not because they are interested in it or in its culture as such, but because they need English for study or work purposes. In the same vein, Başturkmen (2006, p.18) asserts that in ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments. This means that typically, ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a specific discipline, profession, or workplace. As far as the research context in hand (tourism) is concerned, English constitutes a vital aspect since it allows providing the best service to foreign visitors who do not know the local language. Furthermore, tourism professionals need to speak English to foreigners to make their visit more enjoyable (Pupo Ferras, et.al, 2012). People who are required to use English at work for tourism and hospitality purposes need to improve their communicative abilities, language fluency, and accuracy (Zahedpisheh and Abu Bakar, 2017). This language is taught as a second language in educational institutions of various levels since it is a significant element to establish communication with others worldwide (Seidlhofer, 2005). Consequently, the present research paper aims at offering new trends

and methodological innovations in teaching English for Tourism Purposes (ETP). Let us first shed light on ESP as an umbrella term encompassing ETP.

2. English for Specific Purposes

There are many attempts to define ESP; "English for Specific Purpose is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general" (International Teacher Training Organization, 2005). The origin of ESP and its progress is closely related with learners' interest in different courses like finance, economics, tourism and so on. ESP arose as a term in the 1960's as it became increasingly of awareness that general English courses frequently did not meet learners and employers' wants. It may be related to or designed for specific disciplines that are centered on language appropriate to specific activities in terms of grammar, lexis, register, study skills, discourse and genre. According to Strevens (1980, p.108), "ESP entails the provision of English language instruction devised to meet the learners' particular needs related in themes and topics to designated occupation or areas of study". For him (1988), "ESP is in contrast with General English and has included more variable characteristics". According to this view, ESP is not only concerned with a specific discipline, but should be seen as an "Approach" to teaching or an "Attitude of Mind" as stated by Dudley- Evans and St. John (1998). This is a similar conclusion to be made by Hutchinson and Waters (1987:47) who stated that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". However, numerous classifications and branches of ESP can be found in the literature. For the aforementioned authors, ESP is broken down into three branches: English for Science and Technology (EST); English for Business and Economics (EBE); and English for Social Studies (ESS). Each of these areas is divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The former is taught when English is needed for studies, whereas the latter is taught when it is needed at work. After all and according to what comes before, one can say that ESP is goal-directed, it is an approach to language

teaching based on learners' goals and reasons for learning a language.

2.1. ESP teacher

In an attempt to answer the question of “who is the ESP teacher?” Strevens (1978, p.41) suggests “almost always he or she is a teacher of General English who has unexpectedly found him/herself required to teach students with special needs”. Most authors agree that the ESP teachers' works involve much more than teaching. Dudley and Evans and St. John (1998) prefer the term *practitioner* as this definition refers seems to be more detailed and complete. Ellis and Johnson (1984) underline the fact that the ESP teacher should be seen as an expert in presenting and explaining the language and in taking care of the learners' language problems. In fact, in ESP, the teacher plays different roles. As a teacher, one need to have a considerable flexibility, be willing to listen to learners, take the interest in the discipline or professional activities the students are involved in, prepare students to communicate in a foreign language, and to take some risks in their teaching as indicated in Bojovic (2006). And as teaching is shifting rapidly nowadays towards self-directed or student-oriented learning, teachers should be familiar with the modern technology and the new methodological approaches.

As a course designer and material provider, the ESP teacher needs to assess the effectiveness of the teaching materials used whether they are published or self-produced. With reference to a particular classroom experience, the design of the course shall be prepared and the levels of attainment are described for each of the four skills areas (listening, speaking, reading and writing). As a researcher, the ESP teacher needs to be in touch with the research. That is to say, once carrying out needs analysis, designing a course or writing teaching materials need to be capable of incorporating the finding of such research. As a collaborator, the ESP teacher has to gather information about the subject syllabus in an academic context through the cooperation with the subject teachers. And finally, the ESP teacher has also to play the role as an evaluator.

2.2. ESP Course

Any purposeful course with a compelling content begins its design with a well-thought of conception that is interpreted in terms of statement of objectives. The aim isto draw up a clear map for the well-running and delivery of instruction which basically aims to bridge the learners' target needs to their objectives. Therefore, a successful course meets clearly identified instructional goals that guide learners all over its delivery and motivate them to sustain their learning in their own pace without being lost or confused. At the end of the instruction, they will be able to measure and evaluate their achievement on the basis of the previously set objectives. Therefore, it is highly recommended that the more concrete and specific the objectives are, the more learners make sense of the learning. In ESP context, objectives are put in the centre of the process since the course in ESP is seen as goal-oriented that meets learners' needs and establishes meaningfulness of learning. In the context of learning tourism in English, students may have different reasons, different personalities and ways of relating to and working with other people, different skills, aptitudes and abilities, different topics they find interesting, different learning styles, different previous learning experiences, different speeds of working and different needs.

3. Needs Analysis for Students of Tourism

For many years needs analysis has been one of the key factors and an integral part of English for specific purpose (ESP) practitioners; i.e. researchers, course designers, evaluators as well as classroom teachers. It is the process of establishing what and how a course will run. Piyanapa (2004)states that needs analysis is a means to identify what a learner receives and helps to determine the ESP course they require. In an attempt to answer the question of *why* learners should learn English and *how* they should learn English, West used for the first time the term “*analysis of needs*” in India in the 1920s (West, 1994, p. 1). Dudley Evans and St. John (1998, p. 122) claimed that needs analysis (NA) is not specific to language teaching, nor to ESP, but pointed out that “needs analysis is the corner stone of ESP and leads to a very focused course”.

NA is a complex process which has to take into account what Hutchinson and Waters (1987, p. 54-63) define as “target needs”, what learners need to do in the target situation-i.e. language use, and “learning needs”, what learners need to do in order to learn-i.e. language learning. In a more modern view, “target needs” and “learning needs”-i.e. objective needs-should not only be taken into account but also learners’ subjective needs-i.e. their affective needs, such as their interests, wishes, expectations and preferences (Nunan, 1988). Information about learners’ needs can be gathered through different media (Hutchinson and Waters, 1987, p. 58) such as: surveys, questionnaires, interviews, attitude scales, intelligence tests, language tests, job analyses, content analyses, statistical analyses, observation, data collection, or informal consultation with sponsors, learners and others.

In addition, Graves (1996) mentions that needs analysis involves finding out what the learners know and can do, and what they need to learn or do. In other words, needs analysis involves seeking and interpreting information about learners’ needs. However, Munby (1978) defines the needs in different viewpoints which focus on the learners’ needs at the end of a language course, and can be called a target situation analysis (TSA which concentrates on communication purposes, communication settings, means of communication, language skills, functions, and structure. Like it was mentioned before in the classifications and branches of ESP and in terms of types of needs, Mackay (1978) divides the needs into two types. One is academic needs where English is required for further academic study and the other is job needs where English is required in order to perform a particular job.

From all these, it becomes apparent why needs analysis is critical for effective curriculum design. If NA is conducted well, this will result in heightened knowledge of what the proper teaching goals are, the right textbooks to use, and the more effective teaching methods. In fact, NA should normally be the starting point to any English course either general or specific. Furthermore, NA should not only be considered as a pre-stage for the design of language courses; in fact, it is an “on-going process” (White 1998, p. 91) and,

as evaluation, it can be used to design, improve and implement language programs.

In the context of learning English for tourism requirements, students may have different reasons, different personalities and ways of relating to and working with other people, different skills, aptitudes and abilities, different topics they find interesting, different learning styles, different previous learning experiences, different speeds of working and learning. They may have personal aims, in addition, to the requirements of their study or job; in other words, wants or desires. Among these, the followings are traced:

3.1. Best Rated Competencies

Among the competencies currently required in the work environment of tourism, is the ability to express fluently in English (Avalos and Zapata, 2014). Qualified human talents are required to improve tourism sector. So, efficient communication in English is essential to improve professional profiles (Villafuerte, et.al, 2018). Further, the ability in Information and Communication Technologies (ICTs) and linguistic competences those that seem to be most demanded by employers (Garcia Manjon and Perez Lopez, 2008, p.71). According to the analysis of Prachanant (2012), when tourism employees were asked to choose three functions of knowledge of the English language that is used mainly in their work, the results revealed that among the most relevant functions were giving information, followed by the rendering of services, and offering help to problems. Furthermore, the authors Bosch Abarca and Giménez Moreno (2001) argue that when the specialists of the tourism sector face the communicative needs of their customers, they realize that the best way to satisfy their expectations is the ability to capture the subjective, emotional and physical needs that stimulate the success of the transaction. All in all happens on by means of a referent language which is English.

3.2. Required Linguistic Skills

Within the requirements to provide an excellent service, English appears as a crucial requirement to communicate with customers. For this reason, the development of language skills is essential for a good

communication process (Bobanovic and Grzinic, 2011). A study conducted by Prachanant (2012) about the needs of English and its use in the tourist industry, revealed that when Tourism employees were asked to assess their need for English language skills to function appropriately at work, they rated all four language skills, but speaking turned out to be more important, followed by listening, reading and writing. English is considered for workers in the hotel area as a complement to achieve greater labor efficiency since those who master the language can generate greater profitability to the organization (Gómez de Lunar, 2009). It is an essential aspect of the reception and reservations area. The skills of speaking and listening are applied together in essential activities, such as making reservations by phone (Leslie and Russell, 2006). The use of English is often used in intermediary companies such as travel agencies and operators. In the case of communication, it is essential to be able to maintain a dialogue about a service. Employees should be able to perform an internal task. For example, creating a tourist package, and for this, they must have good reading and writing skills since in most cases communication with companies that are in other countries are given by emails (Bobanovic and Grzinic, 2011). Mention should be made on marketing and advertising as an essential tool in the tourism sector that possibly transmit images and information about a tourist place. In this area, the use of the language is essential since it is necessary to know terminologies and advanced English to attract future tourists (Korstanje, 2014).

Moreover, the English skills are almost used and found in scientific research related to tourism. It has in the scientific area more scope than any other language since the most significant amount of research and updates on various tourism topics are mostly in English. That is why in the case of students, the latest publications in scientific journals help to improve the learning process as it conveys the newest events regarding tourism. In the case of teachers, they need English, specifically for consultations on the subject they are teaching and being informed of new trends on a specific topic. Likewise, if they wish to transmit their point of view reflected in an article, the

implementation of writing and reading are essential to carry out this work (Niño-Puello, 2013). The reading ability used in scientific articles helps both the knowledge of new topics in tourism and in the same way to the comprehension of texts, improvement in grammar, writing, and vocabulary (Carvajal, 2014).

4. Designing a Course in English for Tourism Purposes

ETP is important for its learners since it helps to be equipped with the specific domains of language skills and knowledge. Consequently, learning the specific skills in English helps apply them properly and appropriately in the specific profession, workplace, and discipline. Because of this, a particular language need of the specified context has a critical role as a requirement to apply a successful language (Shieh, 2012). When designing a course in ESP, specialists such as Ellis and Johnson (1984) suggest a few specific steps to consider, in contrast to General English course. ETP course has some featured shared with the ESP one and that should be considered and followed:

4.1. Curriculum Designing

A curriculum relating to English for the international tourism and service industry needs to be carefully designed and created to suit the specific learners' needs and wants. The aim of the designed courses is to provide the learners with certain and definite level or a situation where the language is going to be utilized. Methods and contents have to be specific to equip the learners for the particular situation (Hutchinson and Waters, 1987). Considering the international tourism and hospitality, English will give a smooth path to aid the tourism employees to meet up with their professional linguistic requirements in a satisfactory manner and finally to improve the quality service in international tourism. In ESP courses appropriate and related teaching materials are required to be designed and prepared based on different employees' duties. Mastering English for tourism purposes provide the individuals with the linguistic tools needed for travelling or for working in a variety of chosen professions in tourism and hospitality sectors.

According to Edwards (2000, p. 292), when we

design a curriculum for ESP courses in the field of ETP, learning tasks and activities should have a high surrender value; it means that “learners could be able to use what they have learned to perform their jobs more effectively”. Gardner (2000) believe that designing a course based on this belief can enhance the learners’ inherent motivation which can aid and support their learning process. McCarten (2007, p. 26) states: ‘Making vocabulary personal helps to make it more memorable.’ Several factors have been considered and measured in teaching ETP by the educators in designing curriculum, individual courses, and classroom materials which can assist the learners to increase their motivation very rapidly and improve their language skills. Nunan, (1987) states that educators engaged in using ETP as a theoretical framework have numerous roles and duties. He tried to make several observations about educators who design and develop curriculum and noticed that improving the curriculum needs skill, time, and major support.

4.2. Course Organizing

One of the important steps to achieve a satisfying goal in the ETP course is organizing it. In such case, there are many factors that play a crucial role. Without them, the learning process would not lead to effectiveness. In ESP, the term specific refers to a specific purpose for which English is learned and teachers are required to be familiar with. The teachers have to be able to find a good response to what Hutchinson and Waters (1987) describe as language description. In fact, there are some questions that emerge from the language description, e.g. “What do the students need to learn?” “What topic areas are needed to be covered?” “What aspects of language will be required and how will they be described?” (ibid). Finding the right answers to all of these questions will result in setting exact aims and objectives of the course. In fact, syllabus design behind the course and its setting goals are inevitable.

Moreover, the way of the learning process is another feature of organizing a course. According to the same source, the theory of learning prepares the theoretical basis for the methodology. It will help to figure out how people learn. In fact, the strategies of learning are different parallels with learners and their reason for

learning English for tourism is different too. Teachers are required to specify which aspects of ESP and its offspring ETP learning will be focused on to meet the learners’ expectations and needs successfully. To establish and organize the course effectively, achieving a satisfactory goal and having respect for all these factors is obvious.

4.3. Material Selecting

Good materials should assist the teachers in organizing the course or what is more, they can function as an introduction to the new learning techniques. They will support teachers and learners in the process of teaching and learning. To make it clear, choosing materials determines the running of the course and underlines content of the lesson. Furthermore, materials are also a kind of teacher reflection. They can truly mirror what you feel and suppose about the learning process (Hutchinson and Waters, 1987). In fact, good materials are expected to be based on activities and various interesting texts related to tourism and which will provide a wide range of skills.

4.5. English Efficiency

Blum-Kulka (1982) believes that to make an effective language communication, more linguistic knowledge is required. Generally speaking, not specifically to tourism, in the theory of second language learning (Spolsky, 1989) individual language learners through listening and reading generally develop prior to a higher level in speaking and writing. Indeed, the language domains modify the communication for the language proficiency levels. The language domains are speaking, listening, writing and reading.. Listening is the process of understanding, interpreting and evaluating spoken language in a variety of situations. Writing is being engaged in written communication in various forms purposely, and reading is the process of interpreting and evaluating the written language.

4.5. Types of Activities with Text

Texts as learning materials can be used for learning and practice. In fact, they can be a source for reading or communicative skills and new vocabulary. Concerning the ESP activities, it is needed to keep in mind the context that should be consistent with

studying subject matter. Different activities can be used in ESP teaching, e.g. warming-up activities, receptive activities, productive activities, and follow-up activities. Warming-up is a kind of preparing step. In warming-up activities, the teacher has to do pre-teaching, discussing questions concerning the topic and activation of new vocabulary or grammar structures. To raise the learners' interests and lead them to further problems various kinds of plays, collocation grids, puzzles and questionnaires can be used.

According to Wallace (1992), warming-up activities are very important and essential phase on which the text working process depends. Reading, listening and working with a text itself are the activities that belong to the receptive activities. Various reading strategies can be realized through the receptive activity, e.g. skimming, scanning, with or without translation. They have to lead to encouraging the learners. Productive activities are practicing of the acquired knowledge within groups and pairs or individually with the teacher assistance. He/she takes notice of using the target language. To identify how the learners understand the given topic, summarization of the lessons should be done by the learners. In follow-up activities, appropriate using of learned and developing skills need to be recognized. It can be done in a form of exercises and creative homework. Harmer (1991) draws a large scale of activities and skills that can be developed through the follow-up activities.

4.6. Evaluating

Course evaluation is the necessary part of learning and teaching. Evaluation is a motivating factor that displays the learners' progress or effectiveness out of the course. It also discloses possible inadequacies that are not successfully covered. Based on what should be evaluated, various ways can be performed. According to Hutchinson and Waters (1987), there are two eminent levels of evaluation: '*learners' assessment and course evaluation*'. In ESP and similarly ETP courses, a test can be the best way for learner assessment. Questionnaires, tasks, discussions and interview can also be used for the same purpose.

Hutchinson and Waters (ibid) believe that, since ESP is concerned with the ability to perform particular communicative tasks, teachers need to find whether the content of the course meets the learners' expectation and if the learners are able to dispose of the new information and perform learned skills in a particular situation (*hospitality in the present case*). On the other hand, the same as learner evaluation, the course evaluation, aids to assess whether the characteristic features of designing the course were met. "In course evaluation, we need to involve all those who share the learning process in making the course as satisfying to the parties as possible". (ibid: 156). Depending on course running and an individual situation, the evaluation can be done. There is no specific time or priority for doing the evaluation; however it is very important to be aware of giving feedback.

In analyzing course design issues, it is generally an accepted fact that the process of matching aim and method is not simply a mechanistic one. That is finding out what is the aim and then tracing an appropriate method to achieve it. In the process of performing a needs analysis, a vast amount of information is usually collected. It is a difficult task to decide what may or may not prove to be relevant towards the actual choice of methods and materials to be used.

However, designing an appropriate course in English that suits students of tourism can be very challenging, and complex. The solution is to perform an appropriate analysis of the students' needs. If a group of students' language needs can be accurately specified, then this identification can be used to determine the content of a language programme that will meet these needs. In defining the objectives of the language teaching content, Allen and Widdowson as cited in Mackay (1978) pointed out that "English teaching has been called upon to provide students with the basic ability to use the language to receive, and (to a lesser degree) to convey information associated with their specialist studies". Study skills- reading, speaking, listening, writing will be the core component of this content that should be enhanced in addition to other aspects of the language such as vocabulary, pronunciation, translating and grammar that should also be taught.

5. Methods and Strategies in Teaching English to Students of Tourism

Globally tourism has been evolved into one of the largest economic sector contributing 35% of the global exports of services (UNWTO, 2008). UNWTO also predicted 1.6 billion international tourist arrivals worldwide by 2020 which shows the growth potential of the tourism sector throughout the world. Tourism plays a vital role in job creation according to the World Tourism and Travel Council report (2006). More and more employees who work in tourism realize the importance of English. Consequently, they need to have a good command of English to deliver high-quality service in their workplace (Zahedpisheh and Abu Bakar, 2017).

The primary thing to consider in this headline is the training or preparation of tourism staff based on the teaching English for Tourist Purposes (ETP). According to Richards (2001), a useful language program merits the consideration of factors that go beyond the mere content and presentation of teaching materials, such as sociocultural factors, teaching and learning styles, factors related to the student (attitudes, interests, learning habits, etc) as cited in (Pupo Ferras, et.al, 2012).

And one of the important goals in learning a foreign language for tourism purposes is to improve the linguistic skills through the following Techniques:

5.1. Role-Plays

According to Rojas (2018), the use of role-plays allows teachers to evaluate the speaking abilities of learners. To that end, ESP practitioners need to identify the causes that interfere in the participation of communicational activities, and perform actions that will lead students “to learn more vocabulary, have more grammar control, and become more fluent, less shy, more encouraged, and more capable to pronounce words correctly” (Rojas, 2018, p. 49).

5.2. Self-Video Recording

Another study conducted by Soto, Espinoza, Vargas, Cajamarca, Fontaine, and Carrera (2017), analyzes the insights of ESP students towards the recording of videos to explain class content. The results of

this study revealed that participants’ perceive that there is an improvement in motivation and academic achievement. Furthermore, they develop self-regulated strategies, self-awareness of their learning development, and self-regulated environmental strategies, which show a beneficial influence of the strategy for the language learning progress. Students live experiences of metacognition detecting their errors and applying strategies to improve their speaking in the use of the foreign language (Farfan, et.al, 2017).

5.3. Collaborative Work through Technological Means

A study conducted by Rojas, Villafuerte, and Soto (2017), which was aimed to improve learners’ English writing production through cooperation and technological means revealed that students’ efforts and time to develop writing skills has a direct relationship with the learners’ interests. As a result, the combination of collaborative work and technological resources improve the development of the written communicative competence. Specifically, the improvements were focused on the development of technical vocabulary, writing style, and writing coherence. Besides, the scholars Villafuerte, Intriago and Romero (2018) presented a didactic tool that combines multiple creative activities and relies on the virtual social networks for the execution of reading and comprehension practices in the professional training context.

6. Conclusion

As a conclusion, it is the English language teachers’ task and duty to make methodological decisions about the course aims, the teaching techniques, the type of activities and the methods of assessment. Despite the different teaching methods available, many language teachers nowadays are eclectic i.e. they do not follow one single method. Over the years, they develop a personal methodology, built from their own selection of what they consider to be the best and most appropriate of what they have learnt about. Students who approach the learning process with a wide range of strategies have more options available for meeting expectations. Increased student awareness of different

learning styles builds multiple perspectives, which help students to better understand others and to be prepared to work within their learning community. Every learner has an own specific purpose for learning English for tourism and hospitality. A needs analysis is an essential starting point in teaching these learners, as teachers cannot really target their specific needs unless these are absolutely clear about what they are. A successful English language course for tourism purposes is one that is learner-centred, based on authenticity, and that helps to fulfill the learning needs in order to fully provide a learning experience that can sustain the students once they practice and apply what they have learned in their specific job opportunities.

Conflict of Interest

I have no conflict of interest

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