AN EVALUATION OF AN ENGLISH COURSE FOR HOSPITALITY MANAGEMENT IN A TERTIARY INSTITUTION

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DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ENGLISH AS A SECOND LANGUAGE

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KUALA LUMPUR

JUN 2008
UNIVERSITI MALAYA

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ABSTRACT

This research evaluates the current BLE 2052 English for Hospitality Purposes (EHP) course, which is one of the English for Specific Purposes (ESP) courses offered in University Utara Malaysia (UUM) in the Faculty of Communication and Modern Languages. The aim of this study is to investigate the current language needs of the students and to determine whether the course meets the actual needs of the hospitality management students in terms of course objectives, course content, teaching and learning materials, teaching methodology, time allocation and evaluation system. This study involves four teachers and sixty students of UUM and relied on data gathered from three different sets of questionnaires and interviews. The valuable data gathered from the questionnaire were described in terms of frequency counts and percentage and presented using tables and charts while data collected from the interview was analyzed and summarized in a descriptive manner.

The findings revealed that there are some minor weaknesses in the EHP course in terms of course content, usage of materials and teaching methodology as identified by the respondents. It was found that there is a gap between the skills taught in the course and the skills required in the hospitality industry. Secondly, the students lack confidence in using appropriately the language even after having completed the EHP course. The findings therefore indicate the need to revise some aspects of the course based on the current needs of the students as well as the needs of the industry. These would enable the students to be well equipped with the necessary skills needed to function effectively in the hospitality industry.

Hasil penelitian ini menunjukkan bahawa terdapat beberapa kelemahan kecil dalam kursus English for Hospitality Purposes dari segi isi kandungan, penggunaan bahan dan kaedah pengajaran seperti manfaat yang dikenal pasti oleh responden. Hasil kajian ini menunjukkan bahawa terdapat jurang antara kemahiran yang diajar dalam kursus ini dengan kemahiran yang diperlukan oleh industri berkenaan. Selain itu, para pelajar juga kurang keyakinan untuk menggunakan bahasa dengan betul walaupun setelah menyempurnakan kursus tersebut. Dengan ini, amat jelas bahawa beberapa aspek dalam kursus ini perlu disesuaikan semula berdasarkan pada keperluan bahasa para pelajar dan juga industri untuk memastikan para pelajar dilengkapi dengan kemahiran yang dikehendaki supaya dapat berkhidmat dengan cekap dalam industri hospitaliti.
ACKNOWLEDGEMENT

First and foremost, I would like to express my deepest appreciation and gratitude to my supervisor, Associate Professor Dr. Kamila Ghazali, for her constructive comments, invaluable advice, guidance and constant supervision that had been a great motivation and inspiration to me. I would not have been able to complete this dissertation without her valuable assistance.

I wish to extend my deep gratitude to Vice Chancellor of University Utara Malaysia, YBhg.Tan Sri Dr. Nordin Kardi, for allowing me to carry out the research. I would further wish to show my deep appreciation to the Dean of the Faculty of Communication and Modern Languages, Dean of the Faculty of Tourism and Hospitality Management, Head of the Department of English Language and Head of the Department of Hospitality Management for their cooperation throughout the period of this research study. I am also grateful and indebted to the English Language teachers (lecturers) and students who had participated and given valuable information to the study that had been conducted. My special thanks is recorded to Cik Norzanita Othman, tutor in the Department of Modern Languages, who had been helpful in providing me with useful information necessary for the purpose of this research.

I also wish to extend my deep appreciation to my parents, brothers and sister for their continuous love and unflagging moral support throughout this research study.

I also would like to extend my thanks to my beloved friend, Kumaravello, whose tireless support, endless love, great patience and constant encouragement meant a great deal to me.
Last but not least, I wish to acknowledge my thanks to the many people who in one way or another had contributed towards the completion of this study. I owe them a great deal and take this opportunity to sincerely thank them.

Ajuntha Kuppan.
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<td>BA</td>
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<td>BSc</td>
<td>Bachelor of Science</td>
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<td>ECP</td>
<td>English for Commercial Purposes</td>
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<td>EHP</td>
<td>English for Hospitality Purposes</td>
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<td>ELT</td>
<td>English Language Teaching</td>
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<td>ESP</td>
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<td>Freq.</td>
<td>Frequency</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>Master of Science</td>
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<td>MSC</td>
<td>Multimedia Super Corridor</td>
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<td>MUET</td>
<td>Malaysian University English Test</td>
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<tr>
<td>N</td>
<td>Neutral</td>
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<td>%</td>
<td>Percentage</td>
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<tr>
<td>PhD</td>
<td>Philosophy Doctor</td>
</tr>
<tr>
<td>SA/A</td>
<td>Strongly Agree or Agree</td>
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<tr>
<td>SD/D</td>
<td>Strongly Disagree or Disagree</td>
</tr>
<tr>
<td>SPM</td>
<td>Sijil Pelajaran Malaysia</td>
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<td>UKM</td>
<td>Universiti Kebangsaan Malaysia</td>
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CHAPTER 1

INTRODUCTION

1.1 Introduction

English is the lingua-franca in many jobs today, especially in science and technology, business management, tourism and hospitality industry. English is spoken more than any other language and has emerged as a global language (Thirumalai, 2002). This realization has made many students aware of the need to achieve proficient in English to be able to gain employment.

English for Specific Purposes (ESP) course is designed to meet specific needs of the learners in a particular discipline. There are different purpose-oriented ESP courses such as English for Science and Technology, English for Business and Economics, English for Technicians, English for Psychology and many more (Hutchinson and Waters, 1987). According to Hutchinson and Waters (1987), “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reasons for learning”. Therefore, as an approach to English Language Teaching (ELT), the ESP courses need to be evaluated from time to time to determine if the set goals have been achieved.

In view of the need to have a good command of the English Language in the workplace, this research aims to evaluate the current curriculum of the BLE 2052 English for Hospitality Purposes (EHP) course. This is one of the ESP courses offered in Universiti Utara Malaysia (UUM). The term ‘curriculum’ here refers to the whole course which consists of six aspects (refer 1.5, p. 8), that determines the success or failure of the
course under study (Allen, 1984). The term syllabus here is only used to refer to the course content, which means the topics (Allen, 1984) (refer 2.11, Chapter 2, p. 29).

This research aims to investigate the current language needs of the students as they have to prepare themselves to enter into another phase of their life that is their career. The need to develop the necessary skills is crucial due to the rapid change and development of the job market that requires students to acquire certain level of language skills. Therefore, this study is conducted to determine whether the course is designed adequately to develop the required language skills that would enable a prospective student to fit into the job market.

In this chapter, a general explanation about the curriculum of the BLE 2052 English for Hospitality Purposes and the institution chosen will be described. In addition, the statement of the problem, the objectives of the study, research questions, the significance of the study and the limitation of the study will also be presented in this chapter.

1.3 BLE 2052 English for Hospitality Purposes Course Description

BLE 2052 English for Hospitality Purposes (EHP) is one of the newly designed ESP courses offered in University Utara Malaysia (UUM), more specifically in the Faculty of Communication and Modern Languages. This course is designed for hospitality management and tourism students. This course focuses on communication concepts and vocabulary appropriate to the hospitality and tourism industries. It further focuses on primary language functions, such as requesting, refusing, suggesting and confirming. Language is presented in the context of a hospitality work environment and has been
carefully chosen to include high-frequency vocabulary essential in this business environment. In short, this course helps to prepare students for a range of positions, from receptionists to managers.

The English for Hospitality Purposes (EHP) course is offered in the first semester of the second academic year to the students who are pursuing Bachelor of Hospitality Management Program. The EHP is a two credit hour core course of the program which aims to enable the students to use the language appropriately and comprehend a variety of dialects and levels of languages. The syllabus for this course mainly focuses on listening and speaking skills. This course is divided into many major topics beginning from the theory of hospitality and its functions and followed by other related topics. As there are only two basic skills integrated in the course, other basic skills namely reading and writing are not emphasized.

The objectives of the course are stated clearly in the curriculum. The objectives as outlined in the curriculum are as follows:

- Recognize the elements of protocol, courtesy, etiquette, politeness.
- Use hospitality-related terms.
- Identify the proper conduct (with emphasis on oral communication) of hosting and visiting.
- Communicate effectively in English for occupational purposes of interpersonal and professional communication.
- Explain the importance of knowing cross-cultural differences and sensitivities in hospitality communication.

The course objectives clearly state the language skills that need to be developed.
As this course is taught in the first semester of the second academic year of a four-year program, the time spent for this course is three hours per week and 42 hours per semester. There is no final examination for this course, but there are continuous assessments that include oral presentations, written assignments and role play during group work throughout the semester.

The researcher feels the need for a review of the course as it has not been evaluated since its implementation in 2001. Since the course focuses on hospitality management students, it is essential for the course to be updated in line with the current trends and needs in the hospitality industry. This is important because what is taught a few years back would be obsolete by the time the students enter the job market. The hospitality course should adequately prepare the students for the job market and hence evaluating this course is significant as it will determine whether it fulfills the students’ needs as required by the workplace.

1.3 Universiti Utara Malaysia (UUM)

Universiti Utara Malaysia (UUM), which was incorporated on 16th February 1984, is a public university located in the northern Malaysia state of Kedah. ‘Utara’ means ‘Northern’ in Malay Language. This university was established with the aim to provide a leadership role for management education in the country. Thus, this university is also known as a management university. UUM is the first university in the country to fully wired fiber-optic cables. The university has 29 computer laboratories located at various academic and administration buildings within the campus, providing the students with multiple access points for e-services. The university is the first public university to be
accorded the MSC status and the first university located outside the Multimedia Super Corridor to be bestowed this honor (www.uum.edu.my).

UUM aspires to serve as a centre of academic excellence in producing human resources who are competent and committed towards developing the nation in education, facilities and best management systems, based on established standards. It offers many academic programs namely, accountancy, human resource management of technology, entrepreneurship, finance and banking, law, marketing, management of technology, communication, social work, multimedia, education, international affairs, business management, tourism, developmental management, logistics and transportation, hospitality, risk and insurance management. Besides offering academic programs, UUM also involves in community-based projects, solely or in collaboration with other government agencies and/or the private sectors (www.uum.edu.my).

There are almost 25,000 students studying in the university according to the latest statistics released on 8th January 2007. These students are full time or part time students, distance learning or twinning program students pursuing Bachelor’s degree, Master’s Degree and PhD. The university employed more than 1000 academic staff and more than 1300 administrative staff (www.uum.edu.my).

With more than twenty years experience, the university has received ISO 9002 Certification for its university library, the Sultanah Bahiyah Library, which is fully computerized and has one of the largest collections of books, audiovisuals, journals and references in the country (www.uum.edu.my). The university’s objective is to be the reference centre in all aspects of management. The programs offered in the university
are well designed to cater for the students to be excellent in management programs and function effectively in the global job market.

As such, the evaluation of the BLE 2052 English for Hospitality Purposes course to determine its adequacy and efficiency will be very beneficial to the university. It is hoped that the findings of this study will reveal the strengths and weaknesses of the course in fulfilling the students’ current needs. With the findings, the university could decide whether to maintain the curriculum or to make modifications, so that the objectives of the university are achieved.

1.4 Statement of Problem

The hospitality industry is arguably one of the largest components of the global economy. Since the turn of the decade, the hospitality (hotel) industry in Malaysia has experienced unprecedented growth (Sellappah, 1998). The rapid development in the hospitality industry is likely to affect language needs in particular communication needs and patterns. Employees of the hotel industry are feeling the pressure of being forced to communicate efficiently because they are exposed to the varieties of English used by the hotel clients. There is a pressing need to equip the employees with communicative skills to meet the challenges of hospitality industry. As there are different classes of hotels, there are also different kinds of communicative needs as the hotels develop into business centers.

Therefore, it is hoped that this present study would help the ESP practitioners to improve the EHP course by providing more information on the subject content for this course. A more in-depth study should be made to fulfill the current needs of the students
and future employees involved in the hospitality industry. It is therefore felt that there is a need to ascertain the extent of its adequacy and appropriateness so that certain actions could be taken to enhance the overall effectiveness of the course.

Furthermore, the English for Hospitality Purposes (EHP) course is still in its infant stage as it was only designed in year 2001 and no feedback had been obtained from the students and teachers in the institution to make modifications ever since it was implemented. Although the teachers are aware of the shortcomings in the course, nothing formal has been done to highlight the problems due to time constraints. Therefore, it is timely to conduct an evaluation at this stage to ascertain the strengths and weaknesses of the EHP course, so that appropriate steps and measures can be taken to enhance the course as a whole.

1.5 Objectives of the Study

Evaluation is conducted to improve a curriculum by identifying the strengths and weaknesses of it (White, 1988). The main objective of this study is to evaluate the EHP course in UUM according to the students’ needs and their perceptions to the whole EHP course offered. Furthermore, this study aims to reveal the shortcomings in the current EHP course in the hospitality management program. It attempts to reveal whether the syllabus reflects the needs of the workplace in the hospitality industry. In line with the above objectives, the following aspects of the course could be scrutinized.
• To assess how the course fulfills student’s needs in terms of:
  i) Course Objectives
  ii) Course Content
  iii) Teaching and Learning Materials
  iv) Teaching Methodology
  v) Time Allocation
  vi) Evaluation System

• To identify the strengths and weaknesses of the course based on the perceptions of the students and teachers.

• To provide some suggestions for improvement of the course based on the perceptions and suggestions of the students and teachers.

By achieving these objectives, it is hoped that the curriculum can be improved based on the perceptions and suggestions of the students and teachers. Thus, this study will be of great help for the curriculum planners to determine whether the curriculum is in line with the requirements of the industry.

1.6 Research Questions

In relation to the above objectives, this study attempts to answer the following research questions:
1) Does the current EHP curriculum fulfill the students’ needs in terms of:
   i) Course Objectives
   ii) Course Content
   iii) Teaching and Learning Materials
   iv) Teaching Methodology
   v) Time Allocation
   vi) Evaluation System

2) What are the students’ needs and what are the perceptions of the students towards the course?

1.7 Significance of the Study

Not many studies have been undertaken to evaluate ESP courses designed for hospitality management students (refer 2.13, Chapter 2, p. 34). In light of this, it is significant to assess the effectiveness and adequacy of the EHP course in UUM which is designed for hospitality management and tourism students. This study will help to increase the body of knowledge that is available in terms of course design, content, teaching methodology pertaining to hospitality industry.

It is hoped that the findings of this study will be helpful to all teachers who are teaching the ESP course to hospitality management students, especially those concerned with the design of future courses. In addition, the strengths and the areas of weaknesses and new ideas and suggestion could be used for the improvement of the course.
1.8 Limitations of the Study

There are 276 students who have registered for this course. However, this study relies on information gathered through questionnaires and interviews administered to sixty students and all the four teachers who are teaching the course. This study concentrates only on two groups of students (i.e. 25 students to answer the questionnaire and 5 students for interviews in each group) who had taken the BLE 2052 English for Hospitality Purposes course in UUM and the teachers who had taught the course and are currently teaching this course in the same institution. As the study is restricted to one particular institution, the study will not give the overall conclusion to the effectiveness of the course in Malaysia, but it would still provide some answers to the requirements of the curriculum. Therefore, the findings from this study cannot be claimed as conclusive and an extensive one. It is hoped that future research will cover more respondents in a broader scope of study.

To conclude, this study is conducted to help improve the curriculum of the English of Hospitality Purposes (EHP) course as required by the hospitality industry. It will also identify the strengths and weaknesses of the course as a whole. Having identified the respective aspects, the curriculum can either be maintained as it is or improved upon.

1.9 Data Collection

The data collection process for this study will begin after the researcher obtains an approval letter from the institution mentioned above to conduct her study. The data for this study will be obtained by employing questionnaires and interviews.
1.10 Data Analysis

The methods of data analysis vary as there are two types of instruments used in the study. The analysis of the questionnaires will be described in terms of frequency counts and percentages and will be presented using tables and charts. The data collected from the interview will be analyzed and summarized.

1.11 Conclusion

To sum up, the focus of the study is to evaluate the adequacy of the EHP course in UUM. It is hoped that the research methodology will provide fruitful information to the researcher. The outcome of the research findings could be taken into consideration if and when the new course is designed.
CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

In recent years, curriculum in Malaysia, planners had paid great attention to the evaluation of English for Specific Purposes (ESP) curriculum. This is due to the high usage of English Language in all the areas such as science and technology, business, law, hospitality, tourism and in many other fields. Therefore, to enter a global workplace, it is essential for a person to be able to use the language effectively in order to perform efficiently in his work. These demands and requirements had alerted the curriculum planners to open their eyes and seek answers to questions like what language skills should be taught, when it should be taught and how it should be taught.

As pointed out by White (1988), evaluation is a process of improving the curriculum which involves students’ feedback and attitude towards the curriculum in determining its worth. This evaluation will help to improve the quality of any curriculum or course and also to reveal the strengths and some weaknesses in the curriculum (Weir and Roberts, 1994). Hence, evaluation must be conducted in any curriculum or course to understand the learners’ needs and requirements in learning the language. Moreover, it will be the most valuable if the learners make the judgment on how well the course prepared them for the target situation they are now in (Hutchinson and Waters, 1987). This will definitely provide an opportunity to upgrade the curriculum that satisfies the needs and requirements of the students as well as the industry.
2.2 Curriculum Evaluation

Curriculum evaluation as defined by Finch and Crunkilton (1999) is to decide the value of a curriculum or part of the curriculum which consists of collecting data to be employed in improving the curriculum, program or curriculum materials. According to McNeil (1996), curriculum evaluation is more general in which it is sensible to do curriculum evaluation ethically and empirically in responding to the question: “what should we do?” and “what can we do?” As McNeil (1996) points out, evaluation is a “collection of guidelines to make essential decisions” about what to teach and how to teach, which will benefit all involved in the particular curriculum. White (1988) comments by adding a little, evaluation is concerned not with assessing individual’s achievement but with making judgments about the curriculum.

In an educational process, a high quality of curriculum is vital to fit the learning activities. The outcome of having an excellent curriculum is therefore producing excellent products. As McNeil (1999) emphasize, evaluation should be done on the curriculum in order to develop a curriculum without deficiencies. In other words, evaluation is needed to identify its weaknesses as to avoid major problems that may arise.

Finch and Crunkilton (1999) assert that, “curriculum developers must give consideration to the basic character of the curriculum and build in those factors that contribute to its quality…it is hoped that these outcomes will lead to a…curriculum that is data-based, dynamic, and explicit in its outcomes, fully articulated, realistic, students-oriented, evaluation-conscious and future-oriented” (Finch and Crunkilton, 1999: p.19).
Therefore, evaluation of a curriculum is definitely essential to be conducted by an individual (course designer/teacher) of a particular institution. The evaluation on the curriculum would reveal solution to certain problems to the curriculum that enables the course to be upgraded or improved (McNeil, 1996). Thus, an upgraded curriculum might help the learners to function effectively in the workforce if the curriculum provided satisfies the job market requirements.

2.3 Definitions of Curriculum Evaluation

Evaluation as defined by Brown (1995) is the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess the effectiveness and efficiency as well as participants’ attitudes within the context of the particular institutions involved (p. 227). Similarly, Finch and Crunkilton (1999) defines evaluation as to determine the value of curriculum which involves collecting data to be employed in establishing the curriculum (p. 271). Besides gathering information, the data is also analyzed in a systematic manner. Therefore, the two purposes that can be found are the promotion of improvement and the assessment of effectiveness.

As White (1988) points out, evaluation is a way of judging the curriculum and not to assess the learners’ achievement (p. 154). White (1988) further indicated that evaluation is conducted to provide information for planning purposes as well as making judgments but not as a tool to assess the students’ performance. “Evaluation is concerned not with assessing individual achievement but with making judgment about the curriculum. Formative evaluation, using a variety of techniques to those of need analysis, together
with ethnographic techniques of participant observation, acts as a feedback to curriculum developers” (White, 1988: p.154)).

Weir and Roberts (1994) identify curriculum evaluation as a process to improve the educational quality of a program. It is a tool to identify the strengths and weaknesses of every aspect of the curriculum such as content of the course, teaching and learning materials, teaching methodology and etc. Finch and Crunkilton (1999) agree to these by adding, deficiencies can be identified by conducting curriculum evaluation and it will ensure the high quality of a curriculum in the particular program. Similarly, Hutchinson and Waters (1987) point out that, course design is a process in which it needs to have “built-in feedback channels to enable the course to respond to development”.

For the purpose of this study the researcher will adopt the definition by Brown (1989) who sees evaluation as a means to improve the curriculum by identifying the strengths and weaknesses of a particular curriculum by applying the process of data gathering and data analysis based on the whole area of the curriculum. This not only concerns the learners’ attitudes, but also concerns the improvement of the curriculum. It is important to ascertain whether the course which is designed for the learner is greatly useful and fulfills the learners’ needs and expectations taking into account whether or not the objectives of the curriculum are accomplished. In addition, curriculum evaluation might also suggest and provide some fruitful information for the improvement of the curriculum which will be very beneficial to the learners.
2.4 Purpose of Curriculum Evaluation

The main purpose of an evaluation is to promote learning and to promote program improvement. However, there are other purposes that are important to consider. Alderson (1992) sees the following as the general purposes for evaluation:

- To decide whether the program has produced the intended effect.
- To determine whether a program has provided value for money.
- To support a decision.
- To justify future courses of action.
- To compare approaches/methodologies/textbooks/etc.
- To identify areas for improvement in an on-going program.
- To motivate the teacher.
- To convince parents and sponsors (p. 276).

However, Weir and Roberts (1994) identifies two purposes of evaluation, which are “evaluation for accountability” and “evaluation for development”. According to them, evaluation for accountability focuses more on planned events “whether they occurred on schedule and made use of resources within the budget as planned, and whether they eventually produced effects” (Weir and Roberts, 1994: p. 6). Evaluation for development on the other hand “is intended to improve quality of a program or a course” (Weir and Roberts, 1994: p. 7). This type of evaluation can be conducted by an external evaluator in cooperation with internal staff. Hence, evaluation for development will be appropriate for the purpose of this study as the purpose of this evaluation is to improve the whole course.
2.5 Approaches to Curriculum Evaluation

There are a number of approaches illustrated in the literature for conducting an evaluation of a course or curriculum. Brown (1995) provides four main categories. The four categories as offered by Brown (1995) are as follows:

- **Product-oriented Approaches** - the focus of the evaluation is on the goals and instructional objectives with the purpose to determine whether they have been achieved (Brown, 1995: p. 219-220). There could be only one outcome at the end of the course, either there has been a failure to attain the goals and the objectives have not been achieved or the course has been successful in attaining its goals and the objectives have been attained.

- **Static-characteristic Approaches** - this type of evaluation is usually conducted by an outsider such as experts to determine the efficiency and the effectiveness of a particular course in a particular institution (Brown, 1995: p. 221).

- **Process-oriented Approaches** - this approach is about an understanding of how a curriculum works or determining the effectiveness of a program to bring about changes for the improvement of the curriculum if there is any inefficiency (Brown, 1995: p. 222). Stake (1967) states this approach as ‘countenance model’.

- **Decision-Facilitation Approach** - the main purpose of this evaluation is to help in making decisions. In this type of approach, evaluators prefer to gather information that will help them to make their own judgments and decisions (Brown, 1995: p. 223).
Thus, this study is product-oriented because the main purpose of this study is to determine whether the course is successful in meeting its goals that is whether the course fulfills the students’ needs and expectation as required by the particular industry.

2.6 Types of Curriculum Evaluation

There are many different types of curriculum evaluation depending on the objects being evaluated and the purpose of the evaluation. Types of evaluation are primarily distinguished by the methods involved, for example the difference between questionnaire and interview is the purpose of the outcome that is being expected. This section describes a few types of evaluation. Brown (1995) emphasizes that evaluation involves at least three types; formative versus summative, process versus product, and quantitative versus qualitative.

2.6.1 Formative versus Summative

Stake (1986) gives a very interesting description about these types of evaluation. According to him, “when the cook tastes the soup, that’s formative; when the guest tastes the soup, that’s summative”. Formative evaluation is based on the information gathered during the learning process. Summative evaluation, on the other hand, is based on the information gathered at the end of the learning process. As Scriven (1991) states, formative evaluation is usually conducted during the development of a course and it is conducted often with the intention to improve a particular course. He further illustrates that formative evaluation can be done by an internal or external evaluator or preferably a combination which means with the assistance of an internal staff.
Similarly, Brown (1995) states the aim of formative evaluation as “to collect and analyze the information that will help in improving the curriculum” (p. 221). In other words, information from the analysis would be used to remedy the weaknesses in the instruction.

However, as Bachman (1991) indicates, not all the programs are suitable for this type of evaluation although the program development cannot be separated in formative evaluation. This is due to the fact that this type of evaluation is concerned not only on the outcomes of the program but also ensures the effectiveness of a particular program. As acknowledged by Bachman (1991), four criterions should be taken into consideration in formative evaluation.

Firstly, it is vital to identify whether the program is suitable for such evaluation. The information gathered during the evaluation will be meaningful only if the program is desirable and repeatable. A program is desirable when its goals and objectives are clearly stated and if it involves process that can be defined clearly while a program is repeatable only if it does not rely heavily on a particular teacher’s specific abilities (Bachman, 1991).

Secondly, as Bachman (1991) acknowledges, the design of the evaluation has to be effective. Useful information on the effectiveness of a particular program will be obtained only if the evaluation is designed effectively. This is due to the fact that the data gathered are essential for the improvement of particular program.

Thirdly, the data that need to be gathered is relevant. As Bachman (1991) emphasized, if a test is used to collect the data, it must be a standardized test that produces normal
score, but seldom provides information, so that changes and improvement in the course can be made. This is due to the fact that the standardized tests are designed to meet the objectives of such language programs.

Finally, large samples are not used in formative evaluation. This is due to the fact that it consumes a lot of time and effort. Besides that, the decisions for any changes in the program improvement are made on a careful analysis of both tests and observational data. To put it in a nutshell, formative evaluation is complex.

Summative evaluation, on the other hand, is aimed to determine whether the course was successful, efficient and effective (Brown, 1995). Usually, summative evaluation considers more general issues like the success or failure of the course which determines either to continue the course or to terminate it. For example, did the learners learn what they are supposed to learn after using the instructional module? The following areas that need to be considered in summative evaluation as Brown (1995) points out,

- whether the objectives are appropriate.
- whether contents in the program are appropriate.
- whether the placement procedures are appropriate.
- whether the instruction is effective.
- whether the instruction is efficient.

Scriven (1996) distinguishes formative evaluation and summative evaluation in this way:

- is research-oriented versus action-oriented
- evaluations are intended- by the evaluator as a basis for improvement.
- the summative versus formative distinction is context dependent.
2.6.2 Product versus Process

The relationship between formative and summative evaluation relies on the variations in the purpose for gathering information, while the difference between process and product evaluation relies on the variations in the types of information that will be used. As Brown (1995) points out, process evaluation focuses on what is going on in the program, while product evaluation focuses on whether the goals (products) of the course are being achieved. Stake (1986) insists that both evaluations are essential when planning evaluation procedures to give a true indication of the merit of a particular program.

2.6.3 Quantitative versus Qualitative

Quantitative data is “countable bits of information which are usually gathered using measures that produce results in the form of numbers” (Brown, 1995: p. 225). For example, the measures include tests, grades, number of students and so on. Qualitative data, on the other hand, “consists of more holistic information based on observations that may not readily lend themselves to conversion into quantities or numbers” (Brown, 1995: p. 227). For example, it includes classroom observation.

The difference between these two types of quantitative and qualitative evaluation is the role of evaluation. In quantitative evaluation, the evaluator is ideally an objective observer that neither participates in nor influences what is being studied. In qualitative evaluation, however, it is thought that the evaluator can learn the most about the situation by participating in it (Brown, 1995). Both forms of evaluations influence greatly the types of data collection methods administered in the study. As a conclusion,
both quantitative and qualitative evaluations are useful and they are means for gathering and analyzing information.

2.7 English for Specific Purposes (ESP)

No one could actually describe English for Specific Purposes (ESP) fully in a few words because the term is more complicated than it seems to be. As Strevens (1980) points out, it is not easy to produce a definition of ESP which is simple and water weight. Many new views arose every now and then that make the task of defining ESP quite difficult.

Hutchinson and Waters (1987) prefer to define ESP as “an approach to language teaching rather than product in which all decisions such as content and method are based on the learners’ reasons for learning”. According to Mackay and Mountford (1978), the word ‘specific’ in ESP ought to do more with the purpose for which the learners learn. Mackay and Mountford (1978) further describes that ESP should have the following purposes,

- occupational requirement, e.g. for international telephone operators, civil airline pilots, for hotel and catering staff, technical trades etc.
- some academic or professional study e.g. engineering, medicine, law etc.

Other ESP practitioners such as Strevens (1988) provide an extended definition of ESP of its absolute and variable characteristics. Absolute characteristics of an ESP consists of English Language teaching which are,
• Designed to meet specific needs of the learner.

• Related in content (that is in its themes and topics) to particular disciplines, occupations and activities.

• Centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of this discourse.

• In contrast with “General English”.

On the other hand, the variable characteristics of an ESP are,

• Restricted to the language skills to be learned (e.g. reading only).

• Not taught according to any pre-ordained methodology.

The claims as made for ESP are,

• Being focused on the learners’ needs, wastes no time.

• Is relevant to the learner.

• Is successful in imparting learning.

• Is more cost-effective than “General English”.

In addition to that, Anthony (1997) notes that Dudley-Evans and St. John (1998) provide a modified definition by removing some of the absolute characteristics and by adding more variable characteristics. This modified definition of an ESP will be helpful in understanding of what is an ESP. The absolute characteristics as modified by Dudley-Evans and St. John (1998) are,

• ESP is defined to meet specific needs of the learner.

• ESP makes use of the underlying methodology and activities of the discipline it serves.

• ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.
The variable characteristics as postulated by them are,

- ESP maybe related to or designed for specific disciplines.
- ESP may be used in specific language teaching situations, a different methodology from that of general English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary level.
- ESP is generally designed for intermediate or advanced students.
- Most of ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Taking these considerations, an ESP course should be designed with students’ interests in mind, with regard to whatever their work or study needs. Perhaps what ESP practitioners are really involved is not so much of teaching English for specific purposes but teaching English for “specified people”.

2.8 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) as Swales (1990) acknowledges, is aimed to achieve a certain level of proficiency in an academic reading and writing and therefore concentrated especially on graduate theses and dissertation writing. Swales (1990) also said that EAP can be used as a “conspicuous learning tool” in both reading and writing. According to Dominguez and Rokowski (2002), the teaching of English for Academic Purposes (EAP) falls within the framework of what is generally known as English for Specific Purposes (ESP), taking place in essence, and as it suggests, in an educational environment. The reason for its increasing importance is “due to the fact that English
has changed from simply being another foreign language into having become a universal form of communication in all walks of life” (Domínguez and Rokowski, 2002: p. 2). Therefore in EAP, learners need to be capable of establishing successful communication, but not necessarily as precisely as a native speaker, and the same occurs to company employees on the job. As Swales (1990) states, “is to help people…to develop their academic communicative competence” (p. 9).

2.9 English for Occupational Purposes (EOP)

Anthony (1997) defines English for Occupational Purposes (EOP) as “the portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skilled to sophisticated jobs in technical fields”. As pointed out by Domínguez and Rokowski (2002) EOP has emerged due to the fact that English has become a necessary tool in order to obtain a job, get promoted, and perform effectively in the job market. Swales (1990) noted that EOP is where English is used for finding or keeping a job, or more generally, any activity that is related to work.

Based on the above information, EOP is more general compared to ESP because it does not focus on the specific job disciplines but it is more on general basic skills required by students in order to prepare them for the workplace. Basically, EOP courses focus on meeting the demand for workers by providing specific job training and skills through content-based instruction activities in order to enhance basic skills development such as sufficient training in listening, speaking, reading and writing (Anthony, 1997). From the training the students will explore their specific job functions that are required and necessary in their field of work.
A similar view has been illustrated by Dudley-Evans and St. John (1998). They stated that “the teaching process of any kind of language for occupational purposes should take as a starting point the analysis of four traditional skills within an appropriate context, that being as far as possible, the conditions given in the workplace (Dudley-Evans and St. John, 1998). Moreover, they subscribe to the idea that an effective syllabus or the content of a particular course must attempt to overcome the deficiencies of the program. Nevertheless, the use of authentic material is also important as there is a need to obtain information the learners can apply outside the labour world. This is supported by Ellis and Johnson (1996), who emphasize that “when keeping in mind the purpose of teaching EOP the use of authentic material is essential” (p. 157).

In EOP, instructors are more interested to expose the learners to workplace skills which are needed to enter, maintain and advance in the world of work”. This is due to learners’ interest in preparing themselves for better and more opportunities for success in workplace (Bukhart, 1996).

2.10 Needs Analysis

In ESP, the significant method of identifying the needs of the students in specific field of study which this research aims to find out is termed as Needs Analysis or Need Assessment. As Robinson (1993) points out, “an ESP course is based on a needs analysis which aims to specify as closely as possible what exactly it is that students have to do through the medium of English” (p. 3). This is supported by Brindley (1989) when he said that needs analysis has become a process of identifying as much as possible the learners’ present and future use of the language. Analyzing Hutchinson and Waters (1987) point of view, the needs analysis is important to design the content of any
ESP course. In other words, learners pursuing different courses like business, commercial, science, medicine and tourism have a different curriculum design especially content based on their needs of using the language in present and future.

Widdowson (1981) notes that learners’ needs can interpreted in two ways. First of all, goal-oriented definition, in which, what the learners need to do with the language once they have learned it, which means at the end of the learning. Secondly, process-oriented definition of needs which refers to what the learners need to do in order to acquire the language, which means learning.

Similarly, Hutchinson and Waters (1987) sees these two needs as namely target needs; what the learners need to do in target situation and, learning needs; what the learners need to do to acquire them. Target needs as illustrated by Hutchinson and Waters (1987), involves necessities, lacks and wants. Necessities refer to what the learners have to know to enable them to function effectively in the target situation. If the necessities (i.e. what they have to learn) are discovered, then it is easy to identify what they lack. Richterich (1980) states that, it is necessary to take into consideration learners’ wants, perceptions and suggestions to design curriculum for any course. It is also essential to consider how the target needs can be achieved successfully such as potentials and constraints of learning a particular language course. There is also a need to design the course as interesting and as content-specific as possible, so that the learners can respond to learning needs.

This study aims to clarify the target needs or necessities of the students by looking at the curriculum design of the English for Hospitality Purposes course. This clarification may be beneficial to the students to enable them to function effectively in the target situation.
as suggested by Hutchinson and Waters (1987). The study not only evaluates the English for Hospitality Purposes but it also looks at the needs of the students, so that the results can be used to enhance the present curriculum. As stated by Brindley (1989), it would not be effective if needs analysis is conducted only at the curriculum planning stage because the students are unable to gain confidence until they become knowledgeable in the particular subject.

2.11 Curriculum Design and Syllabus

The word curriculum has been in existence, since about 1820, although the first professional use of the word in America was about a century later (Wiles and Bondi, 1998: p. 10). The term “curriculum” is adopted from the Latin word, “currere” which means to run a course. Curriculum is a specialized area of study in professional education which has emerged to make changes in an American education system (Wiles and Bondi, 1998: p. 10).

One may ask “what is the difference between a “curriculum” and a “syllabus”? These terms are widely used and it may therefore seem superfluous to define them. However, these words mean different things to British and American writers and are thus potentially confusing. The British refers to “syllabus” as the content or subject matter of an individual subject whereas curriculum refers to the totality of content to be taught and aims to be realized within one school or educational system (White, 1988). The American perceives curriculum as similar to syllabus. According to Brumfit (1984), syllabus is a subject matter, topics or areas to be covered by the course leading to a particular examination.
Curriculum as defined by Allen (1984) is a very general concept. It is concerned with the program’s educational philosophy, specific purpose and course content, implementation constraints and administration of assessment and evaluation. Curriculum includes materials that the teacher can modify to meet the needs of their learner. He further refers to syllabus as a subpart of curriculum which is concerned with the specification of what units will be taught. Thus, curriculum subsumes a syllabus. Thus being the case, for the course of this study, the researcher will use curriculum to refer to the whole course including objectives, course content, teaching methods, time allocation, teaching and learning materials and evaluation system because this study focuses on the curriculum of the English for Hospitality Purposes course. Syllabus will be used to refer to the course content in the curriculum.

As McNeil (1996) points out, curriculum is basically seen as a plan of what should be taught, when it should be taught, how it should be taught and why it should be taught. Syllabus, on the other hand, is a specification of the content of language teaching in which it aims to make teaching and learning a more effective process.

2.12 Stages of Curriculum Design

Four main stages have been identified in the process of designing a language curriculum namely, purpose or objectives, content, methodology or learning experiences and evaluation. A model of curriculum development shows the relationship of these syllabus elements in the process of curriculum development. Basically, there are two models of curriculum development; the objective model and the interaction model.
An objective model of curriculum development is a method by which the curriculum developers,

- begin by stating objectives;
- regard these objectives as the basis for selecting content and method; and
- follow a fixed sequence among the syllabus elements, namely objectives, content, methods and evaluation, in that order (Tyler, 1970). The objective model is depicted in Figure 2.1 below.

![Diagram of Tyler's Objective Model (1970)]

Figure 2.1
Tyler’s Objective Model (1970)

Meanwhile, Taylor’s (1979) interaction model of curriculum development as depicted in Figure 2.2 is a method where developers,

- begin with any syllabus element;
- follow any sequence among the syllabus element;
- interpret the syllabus elements as interactive and modifiable;
- may change the order of curriculum planning to suit themselves; and
• react to the learning situation to determine the sequence to follow.

As Lim Chee Tong (1991) (in Munisamy, 1997) points out, there is no single curriculum model which is better for curriculum development. A highly effective curriculum depends on the efficiency and consistency between the curriculum elements.

The most important element in curriculum planning is the objectives. Widdowson (1983) defined objectives as the “pedagogic intuitions of a particular course of study to be achieved within the period of that course and in principle measurable by some assessment device at the end of the course”. As stated by Widdowson (1983) the objectives will give a clear guide for planning the content, methodology and evaluation.
When the objectives are specified, the second element in the curriculum which is the content of the course, can be selected and sequenced based on the specific objectives. Content is the subject matter of teaching and learning which includes attitude, values and skills as well as concepts and facts. Usually contents are selected based on a conceptual framework because it is useful in determining the categories of knowledge, determining the principles within the category and in selecting specific sample of content in order to teach the principles (Widdowson, 1983).

Lim Chee Tong (1991) (in Munisamy, 1997) notes that, selecting the content which is the second element in a curriculum design, is a complex process as it involves some criterions. As indicated by Lim Chee Tong (1991) the content,

- should be valid and authentic so that the objectives can be achieved.
- should be significant in the sense that it can be exploited in breadth and depth.
- should arouse interest to the learners.
- should be easily learnable.
- should be related to the current world interest and
- should be useful to the students’ future needs.

The third element in the curriculum design is the methodology. According to White (1988), methods are tools to convey the content by the teachers. Lim Chee Tong (1991) (in Munisamy, 1997) further states that the methods,

- should be varied enough to meet the specific objectives and to apply different styles of learning.
- should be related to the particular objectives.
- should be related to students’ interests and abilities.
- should be relevant.
must be related to the principle of learning.

The fourth element is evaluation. This is important in the curriculum as it evaluates the relevance of the course and its suitability as stipulated in the objectives. As pointed out by Lim Chee Tong (1991) (in Munisamy, 1997) the evaluation,

- should be a continuous and integral part of teaching and learning.
- should be varied as the scope of the objectives.
- should be compatible with the stated objectives.
- must measure what they are supposed to measure. Test must be valid and reliable, that is consistent in their measurement.

The stages of curriculum design provide information on how to design a language course. It can be seen that it is a complex process which involves a lot of time and effort. Thus, it is justified that a curriculum of an ESP course should be produced appropriately according to the specific needs of the learners and therefore many elements must be taken into consideration.

### 2.13 Review of related studies

There have been some related studies conducted previously by post graduate researchers in the field of English for Specific Purposes (ESP). These studies are related to the present study which is an evaluation of an ESP course but apparently different in their sub-fields. Such studies to name a few, was conducted by Munisamy (1997). His research is entitled “An Evaluation of the Syllabus for English for Commercial Purposes”. This formative evaluation was conducted in the Port Dickson Polytechnic. Munisamy’s (1997) study investigates the effectiveness of the entire ECP syllabus and
therefore it is more product-oriented. The respondents for this study were final year commerce students who had gone through all the four Commercial English courses. The respondents were also English teachers, subject teachers and former students (alumni).

It was felt that his study is wide in scope as it covers all four Commercial English courses from Commercial English 1 to Commercial English 4. This might affect the validity of the results as the researcher would face constraints in terms of finance and time to investigate all the syllabuses for all the Commercial courses. Due to that, the present study only concentrates on one particular course, English for Hospitality at a particular institution.

His study revealed that there are some weaknesses in the ESP program and its implementation. To put it in a nutshell, there is a mismatch between the skills taught in the classroom and the skills needed for specific jobs. He further indicates that efforts should be taken to bridge this gap so that the ECP program can be more effective in achieving its aims and objectives.

Similarly, another study has been conducted on the same topic by Yoo Kee Fong (2000), “An Evaluation of an ESP course at a Polytechnic in Malaysia” which mainly focuses on Commercial English. Unlike Munisamy (1997), his study is process-oriented and he only concentrates on one specific Commercial English course. Yoo’s (2000) study covers the entire aspects of curriculum which means from initial stage of curriculum development to the implementation of the curriculum. However, Yoo’s (2000) samples are semester three students who have gone through the Commercial English 1, but they do not have any working experience. Yoo’s (2000) findings show that there is a gap between teachers and students with regard to certain aspects of the
course, for example, perceptions about the language skills and methods of teaching. The teachers feel safe to teach according to the syllabus drawn up for them, but the learners preferred not only to improve their basic skills but also to master all the ECP skills. To conclude, the ECP curriculum is not designed according to the student’s needs.

In the line with Yoo’s (2000) study, the present study also aims to evaluate the entire curriculum, but in a different subfield that is English for Hospitality. In contrast to Yoo’s study, this study also attempts to gather feedback from the students who had gone through practicum to determine the effectiveness of the present curriculum. It is felt that this study may provide better insights for curriculum development.

In addition to these, Karuppan’s (1999) made a study about an “Evaluation of the English for Technical Purposes Syllabus: A Case Study of a Polytechnic in Port Dickson”. Similar to Munisamy’s (1997) and Yoo’s (2000) studies, his study intended to evaluate the worthiness of English for Technical Purposes syllabus with regard to students’ actual needs, the analysis focused on syllabus factors and teacher factors. The respondents for this study consisted of final year civil engineering students who had undergone the compulsory industrial training where the students were exposed to the actual working situation. His study has revealed that the syllabus seems to be appropriate but there are some weaknesses that could retard the teaching and learning process. He indicates that the success of any language syllabus is not actually reflected by the number of distinction scored by the students in examination but their ability to communicate and perform effectively in the workplace. The study conducted by Karuppan is very much similar to current curriculum evaluation as it attempts to find out what is needed by the learners in order to perform effectively in their working environment.
Hasmawati Ismail (2003) on the other hand, attempts to evaluate curriculum which aims to find out the worth of the Technical English course in terms of how it can assist students in performing their communication tasks, mainly speaking and writing at work. Her research topic is “An Evaluation of a Technical English and Communication Curriculum: A Case Study”. Her findings revealed that the students were satisfied with the subjects offered and topics covered are mostly sufficient for the learners to enter the workforce. However, she puts forward some recommendations to improve the content of the Technical English and Communication Curriculum. As suggested by the respondents, some topics can be incorporated into the existing syllabus content and some changes could be done to the arrangement of the topics. Nevertheless, some emphasize must be given to the topics such as technical presentation and technical writing. The opinions obtained from the respondents further revealed that the students’ proficiency level should be considered before exposing them to the subject. This implies that language skills should not be neglected.

In contrast, it is felt that this study is significant as the samples used in this research involved the hospitality field namely Hospitality (Hotel) Management and the previous studies were involved with students majoring in Business and Technical Studies. Therefore it is believed that the different fields would provide different types of responses and needs. Hence, the samples are not only students who have undergone the particular course but also students who gained some working experience through their practicum. In addition, teachers are also used as a sample in this research as they have been teaching the course since it is implemented and they could provide some good insights about the course. Since it focuses on a specific approach of curriculum evaluation, that is product evaluation, it could serve two basic purposes; one is to evaluate the entire curriculum, secondly to identify the needs of the students as required.
in the job market. In addition to these, the study could provide some suggestions on improving the quality of the present curriculum.

2.14 Conclusion

The literature review discussed above suggests that the success of an ESP course relies on the learners when they can perform successfully in English in the specified field. This is due to the reason that an ESP course is not merely a language proficiency course but a course that is designed based on the learners’ reasons for learning the language. Therefore, it is essential to take into consideration the learners needs when designing an ESP course. Moreover, even after the implementation, the ESP course should be evaluated from time to time to ensure that the goals in fulfilling the learners’ occupational needs as well as the needs of the industry are achieved.

As seen, not many studies have been conducted in Malaysia in the area of ESP, especially on evaluation of the English courses for hospitality purposes. As mentioned above, it is a complex process which involves lots of time and effort. Thus, not many people are interested to conduct research on course evaluation and preferred to leave it to the experts. It is hoped that attention on course evaluations will be given, so that more studies would be carried out on course evaluation because it is important to ensure that ESP courses encompass the criterions as discussed in the curriculum design. In addition, training should be given to who may concerned and interested in evaluating the ESP courses, so that they can conduct the evaluation effectively. In Chapter 3, some important aspects related to the research design will be discussed and interpreted clearly.
CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the description of the research design which consists of four main sections:

a) pilot study
b) the respondents
c) instrumentation
d) methods of data analysis.

The analysis of interpretation of data will be described in chapter four. As mentioned in Chapter 1, the term curriculum used in the study refers to the six aspects in the whole course, whereas syllabus means only the course content (Allen, 1984).

3.2 Pilot study

The pilot study was conducted in Universiti Utara Malaysia (UUM) to provide the necessary feedback regarding the efficiency of the BLE 2052 English for Hospitality Purposes (EHP) course through questionnaires which were prepared by the researcher. Before piloting, the researcher sought permission from the Vice Chancellor of the university to conduct the study at the chosen faculties, i.e. Faculty of Communication and Modern Languages and Faculty of Tourism and Hospitality Management. After the approval, the researcher approached the Dean of both faculties and acquired permission to carry out the study.
UUM was selected for a few reasons. Firstly, the EHP course is not offered in other public universities in Malaysia except Universiti Kebangsaan Malaysia (UKM). Secondly, although the course is offered in UKM, the course is not specifically designed for hospitality management students like UUM. The EHP course offered in UUM is designed specifically for the hospitality management students and the course covers the important language skills needed in the hospitality industry. Therefore, the researcher felt that UUM will be the best place to obtain essential information required for this study.

The current students from two different semesters from the Department of Hospitality Management were chosen for the pilot study. The students were chosen from this department because the EHP course is offered only to Hospitality Management or Tourism Management students. The teachers for piloting were chosen from the Department of Modern Languages as they are teaching the EHP course to the students. After piloting the questionnaire, the students and the teachers were also asked to attend individual sessions later. Eventually, the piloting was done successfully with the help of the heads of the two respective departments at the UUM during and after the class hours in which 60 students and 4 teachers were involved.

3.3 The Respondents

The respondents for this research were selected carefully to provide relevant information required to evaluate the EHP course. They were divided into three groups. They were third year first semester students, fourth year first semester students and teachers of the course.
3.3.1 The Students

The respondents were 30 students from the first semester of the third academic year and thirty students from the first semester of the fourth academic year of the Department of Hospitality Management who are pursuing Bachelor of Hospitality Management in the Faculty of Tourism and Hospitality Management in UUM.

The students from the first semester of the third academic year were chosen for this study because they just had completed taking the course under study in the second academic year, more specifically a semester before. Therefore, the students were expected to remember the syllabus of the course better than the fourth academic year students and should not have problems in understanding the questions in the questionnaire and interview. It was also felt that these students will be able to give opinions regarding the course under study. The number of third year first semester students involved twenty five students for questionnaire and five students for interview. Thus, these students’ evaluation of the EHP course will determine to a certain extent, whether the EHP course had been developed appropriately or not through the recognition of students’ needs and their perceptions.

The students of the first semester of the fourth academic year were students who are undergoing the Hospitality Management Program in the same department as the students from first semester of the third academic year mentioned above. These students were selected for this study as they had completed taking the EHP course in their second academic year and had undergone practicum in their previous semester, in the second semester of the third academic year. It was expected that at this point they would have some experience in the job-market and should be able to say whether the syllabus
specification meets their needs. It was believed that they can themselves define the
skills, purposes and language areas required in their career later as they had undergone
practicum for four months in the hospitality industry. The number of the first semester
of the fourth academic year students involved were twenty five students for
questionnaire and five students for interview. These students’ evaluation would help to
identify the requirements of their profession with regard to English Language. These
students were taken into consideration because they might be able to identify accurately
the important topics and the unimportant topics in the course content.

3.3.2 The Teachers

The respondents consisted of four teachers (lecturers) who are currently teaching the
course or have experience in teaching the course. A total of four teachers were chosen
from Faculty of Communication and Modern Languages, more specifically from the
Department of Modern Languages including the teacher who designed the course. These
respondents were expected to provide some feedback on the effectiveness of the course
under study, the strengths as well as the weaknesses of the EHP course because the
success of any course depends very much on the teachers. Their evaluation was felt to
have greater construct validity for assessing to what extent the objectives and the needs
of the students were achieved.

3.5 Instrumentation

For the purpose of this study, there were two types of instrumentation administered in
collecting the data. They were questionnaires and interviews. These instruments were
developed by the researcher for the purpose of this study.
3.4.1 Questionnaire

There were three sets of questionnaires employed in the present study. The first set which aimed to obtain the perceptions of the students about the course and suggestions for the improvement of the course, if needed was administered to the first semester of the third academic year students. The second set of the questionnaires which evaluates the usefulness of the course as a whole, especially the course content, was meant for the students from the first semester of the fourth academic year. The third set of the questionnaires was administered to the teachers in order to evaluate the EHP course as a whole based on their perceptions and to provide some suggestions for the improvement of the course, if necessary.

3.4.1.1 Third Year First Semester Students’ Questionnaire

The questionnaire for the first semester third academic year students was divided into two parts. Part 1 consisted of seven questions, which were related to the students’ educational background such as grades obtained in Sijil Pelajaran Malaysia (SPM) English paper, Malaysian University English Test (MUET) paper, BLE 2052 English for Hospitality Purposes (EHP) paper, frequency of the language usage in and out of the class, and students’ proficiency level of English language before and after taking the course as rated by the students themselves.

Part 2 was divided into two sections; Section A and Section B. Section A consisted of twenty two questions which were related to the perceptions of the students about the efficiency of the EHP course, including the strengths and weaknesses of the course under study. The breakdown of the items is listed as below:
Item 8 to 11 were related to the students’ needs, which aimed to discover what the students think they need to learn and need to improve in the course.

Item 12 and 13 were related to course objectives to determine if the objectives as stated in the curriculum have been achieved.

Item 14 to 17 deal with the students’ perceptions about the relevance and adequacy of the topics in the course content.

Item 18 and 19 seek students’ perceptions about the teaching and learning materials used during the course/lessons.

Item 21 aimed to seek students’ responses to the methods of teaching as applied in the classroom, whether they were effective or otherwise.

Item 22 and 23 were meant to identify whether the time allocated for the course was sufficient.

Item 24 and 25 were related to the evaluation system used to assess the students in the course under study.

Item 26 aimed to seek whether the students encountered various problems while taking the course.

Item 27 to 29 required students’ perceptions about the course as a whole whether it was useful.
Section B in Part 2 consisted of 10 questions, which required students’ personal responses to provide useful suggestions to improve the present curriculum in terms of six aspects, which were course objectives, course content, teaching and learning materials, teaching methodology as well as the guide book, time spent and evaluation system used in the EHP course.

3.4.1.2 Fourth Year First Semester Students’ Questionnaire

This set of questionnaire consisted of three parts. Items in Part 1 consisted of 9 questions on the educational and background information of the students, which includes grades obtained for various English papers such as Sijil Pelajaran Malaysia (SPM) English paper, Malaysian University English Test (MUET) paper, BLE 2052 English for Hospitality Purposes (EHP) paper, language proficiency level of the students before and after taking the course as rated by the students, questions about problems encountered during practicum and suggestions to overcome those problems.

Part 2 in this questionnaire consisted of 6 questions on the needs of the English language for their jobs as required by the industry. The breakdown of the items in part 2 is provided as below:

Item 10 required the students to respond on the medium of language used at the workplace from the given five main languages in Malaysia namely Bahasa Malaysia, English, Chinese, Tamil and others.
Item 11 deals with the proficiency level of English language used at the workplace rating from excellent to poor.

Item 12 was related to frequency of language used by the students at the workplace.

Item 13 aimed to seek students’ perceptions whether good command of English is needed in the hospitality industry according to their experience.

Item 14 was about the types of English emphasized at the workplace that covers the four basic skills; listening, speaking, reading and writing according to the ratings of percentages given.

Item 15 required the students to list down the important tasks they had to do by using the English language with regard to the four basic language skills; listening, speaking, reading and writing.

Part 3, on the other hand, was divided into two sections, Section A and Section B. Section A consisted of 5 questions which required the students to evaluate the usefulness of the topics they learnt in the course and the course as a whole. Section B required the students to indicate some useful suggestions about the skills or topics that should be included in the course content. In addition, the students were also required to state other problems faced during the course and give recommendations to improve the effectiveness of the course if necessary.
3.4.1.3 Teachers’ Questionnaire

The questions in this set of questionnaire were divided into two parts, Part 1 and Part 2. Part 1 was related to the educational and background information of the teachers. The questions included academic and professional qualifications of the teachers, teaching experience, experiences in teaching the course under study and followed by a question whether they have attended any English for Specific Purposes (ESP) training course or not. There are 5 questions in this part.

Part 2 was about course evaluation and divided into two sections, Section A and Section B. Section A consisted of a total of 21 questions which aimed to seek the teachers’ perception of the EHP course.

Item 6 to 9 were related to the perceptions of the teachers about students’ needs.

Item 10 requires the teachers to respond whether the objectives in the course were achieved successfully.

Item 11 to 14 deal with the topics in the course content and to identify whether they were adequate to fulfill the students’ needs.

Item 15 to 17 were related to the materials used and it purports to discover whether they were effective to guide a student in the job market.

Item 18 and 19 deal with the teaching methods and seek to find if the methods were effective and interesting.
Item 20 and 21 deal with the time allocated for the EHP course.

Item 22 needs the teachers to respond to the various evaluation techniques used in the course to determine whether they were suitable and effective.

Item 23 requires the teachers to indicate whether they encountered any problems while teaching the EHP course.

Item 24 to 26 aimed to seek the teachers’ perceptions of the usefulness of the EHP course as a whole.

Section B which consisted of items 27 to 40 required the teachers to provide suggestions for improving the EHP course, if necessary. The teachers had to respond to whether the important aspects such as course objectives, course content, materials used, teaching methods as well as the use of guide book, time allocation and evaluation techniques should be revised to enable the needs of the students to be fulfilled. In addition, some questions required the teachers to indicate the most important topics or skills and the most effective evaluation techniques to be included in the curriculum. Finally, the teachers were also required to indicate other problems they faced during teaching and also give to some suggestions to improve the course in order to fulfill the students’ actual needs.

Most of the questions in the questionnaire were closed questions where a choice of alternatives is given. This was to avoid collecting irrelevant or unnecessary data. This technique was employed in the questionnaire for validity and reliability of the data gathered. However, there were several open-ended questions, so that the respondents
can express their views and opinions about the course under study. For ease of administration, the questionnaire was administered by the researcher during the class.

3.4.2 Interview

For the purpose of the research, interviews were also conducted among the students and teachers to add validity to the research. The questions in the interview session were divided into two sections, namely Section A and Section B and they were designed with care. Questions in Section A covered the perceptions towards the curriculum of the EHP course in terms of course objectives, course content, teaching and learning materials, time allocation and evaluation techniques which addressed research question 1. Questions in Section B aimed to seek suggestions from the respondents on how to improve the effectiveness of the course. A total of fourteen respondents; i.e. five students from the first semester of the third academic year, five students from the first semester of the fourth academic year and four teachers were selected for the interviews. They were interviewed individually. As stated by Weisman (1985), interviews are very important as it is meant to check on the questionnaire being used in obtaining the data.

3.5 Data Analysis

The methods of data analysis will be quantitative and qualitative in this research. Data gathered from the questionnaire were analyzed using the frequency counts and converted into percentages. There is no need to employ the SPSS statistical procedure as the study did not involve a large number of respondents. It was felt that the use of tables and bar charts were enough to provide simple and clear explanations of the results. The tables and bar charts were drawn based on the feedback obtained from the students and
teachers through different sets of questionnaires. The data gathered from interview will be interpreted in a descriptive manner. All-in, the data gathered through questionnaires and interviews will be analyzed and summarized according to the perceptions and suggestions of the students and the teachers about the course and presented in Chapter 4.

3.7 Conclusion

This chapter discussed a number of important topics of the research design and methodology in detail. This chapter has provided a clear explanation regarding the major aspects of the study such as piloting, the respondents, the instrumentation, data collection and the analysis of data collection. Data collected through questionnaires and interviews will be analyzed and interpreted in Chapter 4.
CHAPTER 4
FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter, the findings of the study are presented based on the data gathered through questionnaires and interviews. The analysis of the findings is described in detail in this chapter. For the purpose of data analysis of the questionnaires, frequency counts and percentages are used and offered in charts and tables to present the findings. Several aspects, which are, perceptions and suggestions about students’ needs, course objectives, course content, teaching and learning materials, teaching methodology, time allocation, evaluation system, problems faced and overall perception about the course made by the respondents about BLE 2052 English for Hospitality Purposes (EHP) are analyzed together. In other words, the analysis and the findings of the questionnaires and interviews are combined and summarized under each of the aspects mentioned above.

As the study involves three groups of respondents, i.e. the first semester of the third academic year hospitality management students, the first semester of the fourth academic year hospitality management students and the teachers, the analysis follows the following outline: Analysis of third year first semester students’ questionnaire, analysis of teachers’ questionnaire and analysis of fourth year first semester students’ questionnaire. The data from the interview used mainly to support the questionnaire is summarized and presented together with the analysis of questionnaires.
4.3 Analysis of Third Year First Semester Students’ Questionnaire

The respondents consisted of the third year first semester students of the hospitality management program. English Language proficiency of the students which is based on the grades obtained in the Sijil Pelajaran Malaysia (SPM) English Language paper and Malaysian University English Test (MUET) paper was also analyzed in this study. This is aimed to determine if the English for Hospitality Purposes course is designed according to the students’ proficiency level of language.

4.3.1 Educational Background Information of the Students

All the twenty five students who are undergoing Bachelor of Hospitality Management program were included in this study. The students had completed their SPM and STPM in national schools in Malaysia. The students sat for the English Language Paper at the SPM level and MUET paper at STPM level.

Table 4.1 Analysis of the SPM English Language Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>B3</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>B4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>C5</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>C6</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>D7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>G9</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.1 shows the analysis of SPM English Language paper grades while Table 4.2 depicts the analysis of MUET paper grades. In Table 4.1, out of the twenty five
students, only one student (4%) obtained distinction (A2) for SPM English Language paper. The other twenty four students (96%) obtained credits, where six students (24%) obtained B3, four students (16%) obtained B4, six students (24%) obtained C5 and eight students (32%) obtained C6. The results of this analysis proved that none of the respondents failed in SPM English Language Paper. This also further confirms that the proficiency level of the students was generally average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

When we analyze Table 4.2, it is obvious that the students did not do well in MUET paper as they did in their SPM English Language paper. From the results shown, only six students (24%) passed with Band 4 and twelve students (48%) with Band 3. The other seven students (28%) obtained Band 2, which means, they have to repeat the MUET paper in order to graduate as it is the prerequisite of the university. Those students who are weak in English language will definitely face difficulties coping with the EHP course as the course is not modified every year according to the students’ language proficiency level.
4.3.2  Analysis of the English for Hospitality Purposes (EHP) Grades

Table 4.3 Analysis of the BLE 2052 English for Hospitality Purposes Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A -</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B +</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>B -</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>C+</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>C -</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D +</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.3 shows clearly the analysis of performance of the students in EHP course. From the results shown, only nine students (36%) obtained grade B+ in the course. Seven students (28%) obtained B, three students (12%) obtained B-, two students (8%) obtained C+ and four students obtained C respectively. None of the students obtained the A or A-. The interview with the students confirmed that the students could converse but they cannot be considered as excellent in the language. The students also indicated that they were not happy with the results obtained in the course.

4.3.3  Frequency Usage of Language

Table 4.4 Analysis of Usage of English Language

<table>
<thead>
<tr>
<th>Item</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
4. How often do you speak English in the class?
5. How often do you speak English out of the class?

Table 4.4 shows the frequency of usage of English Language of the students in and beyond the classroom. As shown in Table 4.4, four students (16%) responded that they often used English in the class. The other twenty one students (84%) said that they do communicate sometimes in English with their friends and teachers. Thus, the data obtained indicated that all the twenty five students (100%) do not speak much in English when they are out of the class. The students’ response indicated that the language is not used by the students when out of the class. Although the students are able to converse in English, they do not have the confidence to speak in English when out of the class.

4.3.4 Proficiency Level of English Language

Table 4.5 Analysis of the Students’ Proficiency Level

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>44</td>
</tr>
</tbody>
</table>

6. How would you rate your English before taking EHP course?
7. How would you rate your English after taking EHP course?

Table 4.5 shows the analysis of proficiency level of English language of the students. The response to question 6 and 7 in the questionnaire revealed that the language proficiency level of the students as evaluated by them varied from good to poor. None of the students declared confidently that they were excellent or poor in the language
before and after completing the course. Only three students (12%) of the twenty five admitted that they were good in language whilst the majority of the students (88%) rated their language proficiency level as fair before taking the course. However, a significant number of students responded that they were good after completing the course. Eleven students (44%) rated themselves as good whilst fourteen students (56%) claimed that they were still fair in language. Although the number of students who were good is not high, the number of students who were fair in language is quite positive. The results obtained by the students in the EHP course also indicated that the students were not excellent but they were good and fair in language.

4.3.5 Students’ Needs

Table 4.6 shows the analysis of perceptions of the students’ needs of the four basic language skills. According to the students’ responses, generally the course helped to improve a student’s four basic language skills.

Table 4.6 Analysis of the Perceptions about the Students’ Needs

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree / Agree</th>
<th>Neutral</th>
<th>Strongly Disagree / Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>72</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>22</td>
<td>88</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>21</td>
<td>84</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
<td>64</td>
<td>8</td>
</tr>
</tbody>
</table>

8. The EHP course helps to improve a student’s listening skills.
9. The EHP course helps to improve a student’s speaking skills.
10. The EHP course helps to improve a student’s reading skills.
11. The EHP course helps to improve a student’s writing skills.
From the table above, it can be concluded that the course was most beneficial in improving speaking skills as shown by their 88% majority in item 9. In terms of reading and listening skills twenty one students (84%) felt that they improved more in reading skills than in listening. Nevertheless, if we look at the students’ responses, sixteen students (64%) felt that they also improved in the writing skills. Interview with the respondents also revealed that more weight age was given to speaking skills than other skills in the course.

Table 4.7 Analysis of the Suggestions about the Students’ Needs

<table>
<thead>
<tr>
<th>Skill (Item 30)</th>
<th>Most Important</th>
<th>Least Important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Listening</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Speaking</td>
<td>18</td>
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<td>Reading</td>
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<td>32</td>
</tr>
<tr>
<td>Writing</td>
<td>13</td>
<td>52</td>
</tr>
</tbody>
</table>

30. In your opinion, which of the following skills are more important for a student to improve in EHP course?

When the students were asked to indicate the most important skill, the majority of the students (72%) indicated speaking as the most useful language skill. Writing was ranked as second (52%), followed by listening (44%) and finally reading (32%).

Table 4.8 Analysis of the Suggestions about the Basic Skills

<table>
<thead>
<tr>
<th>Item</th>
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<th>No</th>
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<tbody>
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</tr>
<tr>
<td>31</td>
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<td>76</td>
<td>2</td>
</tr>
</tbody>
</table>

31. Should the EHP course be revised to include more skills such as listening, speaking, reading and writing?

Similarly, in another question related to the inclusion of basic skills in the course, the majority of the students (76%) responded positively to this statement. This result
conveys that the students were aware of their level of proficiency in language and were interested to improve their basic language skills during the course. Even in the interview, the students expressed the same view as to improve their speaking skills. The students said that they would like to equip themselves with a good command of English as they might have to compete with others in the job market later.

4.3.6 Course Objectives

Table 4.9 Analysis of the Perceptions about the Course Objectives

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree / Agree</th>
<th>Neutral</th>
<th>Strongly Disagree / Disagree</th>
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<td>13 d)</td>
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<tr>
<td>13 e)</td>
<td>18</td>
<td>72</td>
<td>4</td>
</tr>
</tbody>
</table>

12. The objectives of the EHP course are stated clearly.

13. As stated in the objectives, the EHP course enables a student to,

   a) recognize the elements of protocol, courtesy, etiquette politeness.

   b) use hospitality-related terms.

   c) identify the proper conduct (with emphasis on oral communication) of hosting and visiting.

   d) communicate effectively in English for occupational purposes of interpersonal and professional communication.

   e) explain the importance of knowing cross-cultural differences and sensitivities in hospitality communication.

Table 4.9 shows the analysis of the perceptions about the course objectives. According to item 12, the majority of the students (84%) agreed that the objectives of the EHP course were stated clearly. More than 60% of the students also expressed agreement to
item 13 that the EHP course enabled the students to achieve all the objectives as stated in the curriculum of the EHP course. However, 4% to 12% of the students disagreed with the statement mentioned above. With regard to the above matter, in the interview, the students expressed similar views that the objectives were explained clearly by the teachers. Furthermore, they were also satisfied with all the objectives because they were achieved by the students.

Table 4.10 Analysis of the Suggestions about the Course Objectives

<table>
<thead>
<tr>
<th>Item</th>
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<th>%</th>
<th>No</th>
<th>%</th>
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<td>40</td>
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</table>

32. In your opinion, should the objectives of the EHP course be revised?

However, when the students were asked whether the objectives should be revised, 40% of the students said ‘yes’ and 36% of the students were unsure about it, while 24% of them said ‘no’ as shown in Table 4.10. The table indicates that the students felt that there are other important objectives to be achieved at the end of the course such as self confidence in using the language effectively. This view was presented by some of the students during the interview session.
4.2.7 Course Content

Table 4.11 Analysis of the Perceptions about the Course Content

<table>
<thead>
<tr>
<th>Item</th>
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<th>Neutral</th>
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<tr>
<td>17</td>
<td>13</td>
<td>52</td>
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</tbody>
</table>

14. The topics in EHP course are relevant to a student’s hospitality studies.

15. The topics of the EHP course are adequate in enabling a student to use them in his hospitality studies.

16. The following topics in EHP course are easy to follow by the students.
   a) Introduction to hospitality
   b) Academic definition of hospitality and background discussion
   c) Some theoretical perspectives on hospitality
   d) Typology of hospitality
   e) Hospitality language
   f) Hosting in Malaysia: cross cultural patterns
   g) Hospitality as a process: the typical cycle
   h) The norms and common mistakes in verbal communication
   i) Mock host-guest encounter sessions

17. The content of EHP is detailed enough to guide a student in the job market.

Table 4.11 shows the analysis of the perceptions about the course content. As indicated in the table, for item 14, the students strongly felt that the topics in the EHP course were useful in preparing the students for their job related needs. About 72% of the students responded that the topics were relevant to their studies, whereas in item 15, 60% of the
students expressed agreement that the topics were adequate. According to them, the topics were very useful for their hospitality management studies.

The students also indicated in item 16, all the topics in the course were easy to follow. More than 60% of the students rated all the topics were easy because these topics were directly related to their studies and job needs. However, only half of the students (52%) responded that the content was detailed enough to guide them in the job market.

### Table 4.12 Analysis of the Suggestions about the Course Content

<table>
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<th>Item</th>
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</table>

Table 4.12 shows the analysis of the suggestions about the course content in the EHP course. More than half of the students (52%) felt that the content of the EHP course should be revised to include other related topics to the hospitality studies whereas the rest of them were either not sure (20%) or disagreed (28%). This is because the students were new and not sufficiently familiar to the course unlike General English. This being the case, they were not sure of which topics should be included or excluded.

Interviews conducted with the students revealed that some students required basic skills such as writing and reading to be included in the content as it focused more on speaking and listening only.
4.2.8 Teaching and Learning Materials

Table 4.13 Analysis of the Perceptions about the Materials Used

<table>
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<td>68</td>
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</table>

18. The materials used in the EHP course,
   a) arouse interest.
   b) are not interesting.
   c) are relevant and selected carefully.
   d) are related to the area of my interest.
   e) help to understand the content.
   f) Are useful.

19. The materials used in EHP course are suitable and effective for teaching and learning purposes.

Table 4.13 shows the analysis of the perceptions about the materials used during learning and teaching process in the class. Item 18 shows that the majority of the students agreed that the materials used for teaching and learning aroused interest, relevant and selected carefully. 60% to 80% of the students felt that the materials used in the classroom were related to their area of interest, helped to understand the content and were extremely useful. However, almost a quarter of the students (24%) complained that the materials were not interesting as the teachers used more published materials than in-house materials such as modules and articles. This was confirmed during the interview when the students looked slightly bored when asked about the usage of materials.
In item 19, only seventeen students (68%) said that the materials used in the course were suitable and effective for teaching and learning process. The possible reason could be that the materials were very difficult or very easy. It may lack variety too.

Table 4.14 Analysis of Suggestions about the Use of Materials and Guidebook

<table>
<thead>
<tr>
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<tr>
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<td>22</td>
<td>88</td>
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</tr>
</tbody>
</table>

34. Should the materials used in the class be more relevant to the hospitality situations?

35. Should the teachers have a guide book to teach EHP more effectively?

Table 4.14 shows the analysis of the suggestions about the usage of materials for the EHP course. For item 34, the majority of the students (92%) agreed that the materials used in the course should be more relevant to the real hospitality context situations.

In item 35, when asked about the use of guide book to help the teachers to teach effectively, about 88% of the students agreed that the guide book would not only be of great help for teachers but also for the students to learn efficiently. Interview with the students confirmed that the students were looking for a proper guide book, so that it will make the lessons clearer. They also suggested varieties in teaching materials such as using PowerPoint presentation slides, TV programs, OHP, and radio to understand the course better. They further indicated that the teaching materials should be prepared according to the students’ abilities. This point implies that greater use of information and communication technology (ICT) tools would enhance the teaching and learning of BLE 2052 course.
4.2.9 Teaching Methodology

Table 4.15 Analysis of the Perceptions about the Teaching Methods

<table>
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<th>Item</th>
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</tr>
<tr>
<td>21</td>
<td>18</td>
<td>72</td>
<td>6</td>
</tr>
</tbody>
</table>

20. The teachers teaching the EHP course are helpful and understanding.
21. The methods of teaching are effective and interesting

Table 4.15 below shows the analysis of the perceptions about teaching methods. Data obtained from item 20 revealed that twenty one students (84%) strongly agreed that the teachers teaching the course were helpful and understanding.

For item 21, more than 70% of the students expressed agreement that the methods of teaching were both effective and interesting. Interview with the students confirmed the data above. The students added that the teachers were encouraging as they motivated the students to visit hotels to know more about hospitality industry. Some students even added that they never felt bored during the process of learning the course.

Table 4.16 Analysis of the Suggestions about the Teaching Methods

<table>
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<tr>
<th>Item</th>
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</tr>
<tr>
<td>36</td>
<td>23</td>
<td>92</td>
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</tbody>
</table>

36. Should the present teaching method be changed, so that the students can follow the course even better?

Table 4.16 shows the analysis of the suggestions about the teaching methodology. The findings in item 36 confirmed that the majority of the students (92%) felt that the
present teaching methods needed to be changed, so that the students can follow the course even better. Although the students were satisfied with the methods of teaching as shown in Table 4.15, they suggested that they should be more creative and may be they should attend training to be a creative teacher. During the interview, some students expressed their hope that the teachers would create an environment of the hospitality context situations, so that they will enjoy learning the course.

4.2.10 Time Allocation

Table 4.17 Analysis of the Perceptions about the Time Allocation

<table>
<thead>
<tr>
<th>Item</th>
<th>SA / A</th>
<th>Neutral</th>
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<tr>
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<tr>
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<tr>
<td>23</td>
<td>15</td>
<td>60</td>
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</tbody>
</table>

22. The time spent for the EHP course is worthwhile.
23. The time allocated (per week) for EHP course is sufficient.

Table 4.17 shows the analysis of the perceptions about the time allocated for this course. Item 22 asked whether the time allocated per week for the course was worthwhile and 60% of the students gave affirmative answers as shown in the table. Similarly, 15 students (60%) agreed that the time spent for this course was also sufficient. The possible reason for this reaction could be that the students did not see EHP course as a very important course compared to other core courses in the program. However, the interview with the students revealed that enough time is allocated, but they indicated that the topics were many in which the teachers were teaching very fast.
Table 4.18 Analysis of the Suggestions for Weekly Teaching Periods

<table>
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<tr>
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<td>21</td>
<td>84</td>
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</tbody>
</table>

37. In your opinion, how much time will be adequate for teaching and learning activities in a week?

Table 4.18 shows the analysis of the suggestions about time allocation in the class for the EHP course. The findings showed that the majority of the students (84%) wanted the total time of two periods (one and half hours per period) per week be increased to three periods. Only four students (16%) agreed to the increment to four and five periods. This is due to the fact that the total time allocated was adequate but the time for each topic and practice was not distributed in an effective manner. Interview with the students indicated that they need more time to practice their speaking skills but the teachers spent more time to cover the topics.

4.2.11 Evaluation System

Table 4.19 Analysis of the Perceptions about the Evaluation System

<table>
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<tr>
<td>25</td>
<td>20</td>
<td>80</td>
<td>4</td>
</tr>
</tbody>
</table>

24. The evaluation techniques used for EHP course are suitable and effective.

25. The evaluation techniques used for EHP course covered important topics.

Table 4.19 shows the perceptions about the evaluation system used in the course. The majority of the students (80%) expressed agreement that the evaluation systems used for this course were suitable and effective such as mock role-play. Similarly, 80% of the
students also gave affirmative answer for item 25 that evaluation techniques used for this course covered important topics in the content.

In addition, the students provided some extra information that there was no final exam for this course but there were on-going assessments such as oral test and written assignments which carried a different weight age of marks. The researcher did not administer questions for the suggestions about the evaluation system in the students’ questionnaire because the students won’t be able to choose the best evaluation techniques because they are not taught about testing and evaluation in hospitality management program.

However, when asked about the distribution of marks, the students expressed dissatisfaction because the teachers were not lenient about marking. This was proven in Table 4.3 as none of the students obtained an A in the course although there was no final exam. But the students felt that the evaluation techniques used in this course could help the students especially the poor ones to pass if they do well in their assessments.

4.2.12 Problems Encountered

Table 4.20 Analysis of the Perceptions about the Problems Faced

<table>
<thead>
<tr>
<th>Item</th>
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</table>
26. Do you agree that students taking EHP course generally encounter the following problems?

   a) Course content is too technical.
   b) Course content is too wide.
   c) Lack of interest.
   d) Limited vocabulary.
   e) Lack of examples.
   f) Irrelevant topics.
   g) Difficulty in following the course due to low proficiency.
   h) The way it is presented.
   i) Lack of time to do assignments.

Table 4.20 shows the analysis of the problems encountered by the students in following the EHP course. When they were asked whether the course content was too technical as in item 26(a), the majority of the students expressed uncertainty about it. This result could be the course content was neither too difficult nor easy. 44% of the students were not sure if the content was too wide. They preferred to say too many topics than too wide. 60% of the students neither agreed nor disagreed with this item 26(c) on the lack of interest. 40% of the students were also uncertain whether they faced the two major problems which were lack of vocabulary and limited examples. However, 60% of the students strongly disagreed when asked whether the topics were irrelevant and could not follow the course due to low proficiency. 80% of the students said they were unsure whether they liked the teaching methods, while 64% were uncertain whether the time allocated to do assignments were enough, the students wanted more time to practice the language skills than doing assignment.

The interview with the students revealed that the students were constrained by other problems during the course. Some of the problems as stated by the students were:

- Module was not clear
- Module was incomplete
- Module was not related to the current hospitality situation/backdated
• The teacher did not provide enough information for the assignment.

• Lack of practice on speaking skills.

• Less speaking in English during the course.

Table 4.21 Analysis of the Suggestions about the Problems Faced

<table>
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<td>38 d)</td>
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<td>88</td>
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</table>

38. In your opinion, which of the following measures can solve the problems mentioned earlier? (Put a (✓) for whatever is appropriate, you may tick more than one)

a) change the EHP course content. (    )
b) provide more interesting language skills practice. (    )
c) provide more time to do assignment. (    )
d) provide tasks and activities according to students’ abilities. (    )

Table 4.21 shows the analysis of the suggestions to solve the problems faced by the students. Item 38(a) revealed that the students did not want the content to be changed fully but they wanted the content to be revised to include more relevant topics and upgraded based on the expectations of the current hospitality situations. 88% of the students suggested that more interesting practices on language skills, tasks and activities should be provided according to students’ language abilities. Only 36% of the students wanted more time to do assignments which indicates that the time spent for the course was sufficiently enough.

The students interviewed gave similar views as the above. They said that the teachers should assign the tasks according to students’ language abilities. They wanted the course to emphasize more on speaking skills because many of them were still weak in
English. This is perhaps they wanted to build up their confidence. Some other suggestions as listed down by the students were:

- Provide complete module.
- More speaking during the lesson.
- More simulated activities on listening and speaking.
- Travel-study trips.
- Usage of interesting materials such as sound materials.
- Arrange multiple trips visit to renowned hotels to witness real-life situation of language used during “check-in” and “check-out”.

4.2.13 Overall Perception

Table 4.22 Analysis of the Perceptions about the EHP Course as whole

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</table>

27. On the whole, the EHP course is useful to student’s studies and future job needs.

28. On the whole, the EHP course is effective

29. On the whole, a student will have enough confidence in using English after completing the EHP course.

Table 4.22 shows the overall perception about the EHP course. The strength of the course can be seen in the results for item 27 where the students unanimously felt that the course was useful to students’ studies and future job needs. However, only 68% of the students agreed that the course was effective in improving a student’s level of proficiency. On the other hand, the weakness of this course was shown in item 29 where only 64% of the students expressed agreement that they have enough confidence in
using the language. In other words, 36% of the students were undecided or disagreed with the statement. This may be due to the lack of practice on speaking skills. Interviews with the students confirmed the data above. The students said that they had no confidence in using the language even after completing the course. Although some students said that they enjoyed taking the course, some did not enjoy it. This was evident when some students responded in Bahasa Malaysia than in English during the interview session. When asked to give suggestions in improving the course, the responses were emphasized on modifications of the course content, teaching and learning materials and teaching methods. All the five students expressed great satisfaction about the course objectives, time spent per week and evaluation system.

4.3 Analysis of Fourth Year First Semester Students’ Questionnaire

The respondents consisted of the fourth year first semester students of the hospitality management program. The analysis is done in terms of the job needs such as the medium of language used, the proficiency level of language and the required proficiency level of language at workplace, frequency of usage of language, usage of language emphasized at workplace in terms of four basic skills and tasks they had to perform at workplace to ensure the usefulness of the course in fulfilling the students’ needs. Educational background information such as SPM English Language and MUET grades are also provided to determine whether the students will be able to pursue the course.
### 4.3.1 Educational and Background Information of the Students

#### Table 4.23 Analysis of the SPM English Language Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>B4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>C5</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>C6</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>D7</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>D8</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>G9</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The results in Table 4.23 show the analysis of the SPM English Language grades of the students. As shown in the table, only half of the students obtained credits in SPM English Language paper. Three students (12%) obtained B3, two students (8%) obtained B4, three students (12%) obtained C5 and three students (12%) obtained C6. Fourteen students (56%) which were more than half only had a pass with D7 and D8. It was evident that the first semester of the third academic year students had done better than the first semester of the fourth academic year students in SPM English Language paper.

#### Table 4.24 Analysis of the MUET English Language Grades

<table>
<thead>
<tr>
<th>Band</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The students’ achievement in MUET even, was not encouraging. This was indicated in Table 4.24. The results in the table below indicated that 56% of the students obtained Band 1 and Band 2, which means that the students did not have the required proficiency
level of language to complete the course successfully. Only eleven students (44%) managed to get Band 3 and Band 4 in MUET. The combined total of students who had obtained credits (B3 to C6) in the SPM English Language paper was the same as the combined total of students who obtained Band 3 and Band 4 in the MUET paper. Likewise, the combined total of the students with grade D7 and D8 was the same as those with Band 1 and Band 2 in MUET. These results proved that the students were unable to acquire the four basic skills (listening, speaking, reading and writing) taught during the Sijil Tinggi Pelajaran Malaysia (STPM) as it integrates all the four basic language skills. Such being the case, the students must have confronted difficulties in learning the EHP course.

Table 4.25 Analysis of the BLE 2052 English for Hospitality Purposes Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A -</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>B +</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>B -</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>C +</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>C -</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D +</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The data showed in Table 4.25 shows the analysis of the BLE 2052 English for Hospitality Purposes grades. All the twenty five students had obtained credits in the EHP course. The fact that the students did reasonably well in the EHP course reveals that amazingly the students were able to acquire the skills taught in the EHP course although they did not do well in their MUET. The majority of the students had obtained grade B where eight (32%) of them obtained this grade. Only one student obtained an
A- and two of the students (8%) managed to get B+. The rest of them had B- (16%), C+ (24%) and C (16%).

Table 4.26 Analysis of the Students’ Proficiency Level of Language

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>68</td>
</tr>
</tbody>
</table>

4. How would you rate your English before taking EHP course?

5. How would you rate your English after taking EHP course?

Table 4.26 below shows the analysis of the students’ proficiency level of language. The survey found that the frequency for excellent, before and after completion of course was very disappointing. None of them declared confidently that they were excellent in the language. Although only 24% of the students claimed that they were good in language before completing the course, 65% of the students responded that they were good after completing the course. The number of students who admitted that they were fair in language also decreased from 64% to 32%. Lastly, 12% of the students who responded poor before taking the course admitted that they improved in terms of speaking after completing the course. In short, the students felt that the EHP course was useful as the majority of the students indicated that they improved a lot. The results obtained by the students in EHP course proved the fact that the students did improve when compared to the results obtained in MUET.
4.3.2 Job Needs in relation to English Language

Table 4.27 Analysis of the Medium of Language Used at Workplace

<table>
<thead>
<tr>
<th>Language Measure</th>
<th>Bahasa Malaysia</th>
<th>English</th>
<th>Chinese</th>
<th>Tamil</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>80-100%</td>
<td>6</td>
<td>24</td>
<td>15</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>60-79%</td>
<td>16</td>
<td>64</td>
<td>7</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>40-59%</td>
<td>3</td>
<td>12</td>
<td>3</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>20-39%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>0-19%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

10. What is the medium of language used at your workplace?

   Bahasa Malaysia
   English
   Chinese
   Tamil
   Others

Table 4.27 shows the analysis of the language used at workplace consists of mainly five languages spoken in Malaysia namely Bahasa Malaysia as the national language, English as a second language, Chinese and Tamil used as a vernacular language and lastly under others either Japanese or Javanese was used. Based on the data gathered, it was found that English was the main language used for communication. The second language that was popularly used was Bahasa Malaysia and other languages were insignificant.

It was noticed from Table 4.27 that 60% of the students indicated that the use of English at the workplace was very high compared to other languages. 64% of the students responded that Bahasa Malaysia was used from 60% to 79% in the hospitality industry. The results gave the indication that English and Bahasa Malaysia were used for communication in most of the hotels nowadays. It was also discovered in the interviews
that the ability to communicate in English was an advantage for the students to be outstanding at their workplace.

**Table 4.28 Analysis of Proficiency Level of English Used at Workplace**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Fair</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

11. What is the proficiency level of English used in your workplace?

Table 4.28 shows the analysis of the proficiency level of English used at workplace. The table indicates that the majority of the students with 76% responded that an ‘excellent’ command of English was used at workplace. While, 24% of the students indicated that a ‘good’ command of English was used at their workplace. It was important to point out that, either excellent or good command of English is necessary for the students to function effectively in the job market in future.

**Table 4.29 Analysis of the Frequency of the Usage of Language at Workplace**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Sometimes</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Seldom</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

12. How often did you use English in your workplace?

The findings in Table 4.29 show the frequency of the usage of English language at the workplace. Only six students (24%) responded that they always used English at their workplace while fifteen of them (60%) responded that they sometimes used English at their workplace. The rest of the 16% of the students said that they seldom used English.
at their workplace. Although English was used as the medium of communication at their workplace, the frequency of the usage of English for ‘always’ was still low. This is because the students lacked confidence and this was indicated by the students themselves. The students were not confident enough to use the language at their workplace because they felt that their language proficiency level of language is still low. This was proved during the interview as they felt very shy to speak in English when they were asked to answer a few questions by the researcher.

Table 4.30 Analysis of the Required Proficiency Level of English in the Industry

<table>
<thead>
<tr>
<th>Measure</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>92</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

13. Do you think that you need good command of English for your job in hospitality industry?

Table 4.30 shows the analysis of the required proficiency level of English in the industry to enable the students to work effectively. As indicated in the table below, the majority of the students (92%) expressed agreement that they were required to be good in language in order to work in the industry. Two students (8%) were uncertain whether they need to be good in English because they did not use English during the practicum. None of the students claimed that they do not need good command of English to work in the industry. The findings explained that the students should have a certain level of proficiency in English Language for them to function effectively in the job market.
Table 4.31 Analysis of the Usage of English Emphasized at Workplace

<table>
<thead>
<tr>
<th>Skill Measure</th>
<th>Listening Freq.</th>
<th>Listening %</th>
<th>Speaking Freq.</th>
<th>Speaking %</th>
<th>Reading Freq.</th>
<th>Reading %</th>
<th>Writing Freq.</th>
<th>Writing %</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>4</td>
<td>16</td>
<td>7</td>
<td>28</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>60-79%</td>
<td>14</td>
<td>56</td>
<td>14</td>
<td>56</td>
<td>13</td>
<td>52</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>40-59%</td>
<td>7</td>
<td>28</td>
<td>4</td>
<td>16</td>
<td>11</td>
<td>44</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>20-39%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0-19%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

14. How much usage of English is emphasized at your workplace in,
   Listening?
   Speaking?
   Reading?
   Writing?

Table 4.31 shows the analysis of the usage of English Language emphasized at workplace in terms of the four basic language skills, listening, speaking, reading and writing. The results in Table 4.31 generally indicated that among the students’ responses, all the skills were greatly emphasized in the industry because most of the responses were inclined towards the two highest rating scales which are 80% to 100% and 60% to 79% scales.

It can be seen that speaking was the most emphasized skill, followed by listening, writing and reading. All the skills seemed to be crucial and highly emphasized for them as indicated in the table. Therefore, it can be concluded that there is a need for the students to learn all four basic language skills which are related to the hospitality situations.
Table 4.32 Tasks Performed at Workplace that required English Language

<table>
<thead>
<tr>
<th>Skills</th>
<th>Tasks that had to do at workplace</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>1. Listening to guests</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2. Listening to complaints from guests</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3. Listening at meeting/briefing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>4. Listening to colleagues</td>
<td>17</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>1. Presentation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. Speaking to guests</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3. Speaking over the telephone with guests</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4. Speaking to colleagues</td>
<td>17</td>
</tr>
<tr>
<td>READING</td>
<td>1. Reading reports</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. Reading formal letters</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3. Reading memos</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4. Reading comments from guests</td>
<td>13</td>
</tr>
<tr>
<td>WRITING</td>
<td>1. Writing reports</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. Writing formal letters</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3. Writing memos</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4. Taking notes during meeting/briefing</td>
<td>20</td>
</tr>
</tbody>
</table>

15. Please state two most important tasks you had to do in English on your job for each of the following skills.

- Listening
- Speaking
- Reading
- Writing

Table 4.32 shows some of the tasks that the students had to perform on the job during the practicum. It can be seen that most of the students used all the four skills to perform their tasks at the workplace. As indicated in table above, the majority of the students responded that they spoke in English during the presentation and listened at meetings or briefings. In addition, they also listened and spoke to their colleagues and their guests. They also indicated that they spoke and listened to the complaints from the guests.

A large number of students perceived writing and reading as necessary in their line of duty. The majority of the students indicated that they did read and write reports, memos and formal letters. They also responded that they had to take notes during the meeting or
It was evident that the students need a high proficiency level of English in all four basic skills as the industry includes all the four basic skills. Based on the students’ responses, it can be concluded that the students required equal proficiency in all four language skills in order to work in the hospitality industry. However, it can be seen in the table that the students may require less reading skills than the others.

### 4.3.3 Usefulness of the EHP Course

#### Table 4.33 Analysis of the Usefulness of the EHP Course as a Whole

<table>
<thead>
<tr>
<th>Item</th>
<th>SA / A</th>
<th>Neutral</th>
<th>SD / D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>16</td>
<td>22</td>
<td>88</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>19</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td>18</td>
<td>22</td>
<td>88</td>
<td>3</td>
</tr>
<tr>
<td>19 a)</td>
<td>23</td>
<td>92</td>
<td>2</td>
</tr>
<tr>
<td>19 b)</td>
<td>21</td>
<td>84</td>
<td>4</td>
</tr>
<tr>
<td>19 c)</td>
<td>20</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>19 d)</td>
<td>18</td>
<td>72</td>
<td>7</td>
</tr>
<tr>
<td>19 e)</td>
<td>24</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>19 f)</td>
<td>19</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td>19 g)</td>
<td>21</td>
<td>84</td>
<td>4</td>
</tr>
<tr>
<td>19 h)</td>
<td>20</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>19 i)</td>
<td>20</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>84</td>
<td>4</td>
</tr>
</tbody>
</table>

16. The EHP course is very useful.
17. The language skills obtained through EHP course is sufficient for a student to function effectively in the job market.
18. The topics in the EHP course are directly related to hospitality industry.
19. The topics in the EHP course are relevant and suitable for student’s future job needs.
a) Introduction to hospitality  
b) Academic definition of hospitality and background discussion  
c) Some theoretical perspectives on hospitality  
b) Typology of hospitality  
c) Hospitality language  
d) Hosting in Malaysia: cross cultural patterns  
e) Hospitality as a process: the typical cycle  
f) The norms and common mistakes in verbal communication.  
i) Mock host-guest encounter sessions.

20. On the whole, the EHP course is detailed enough to guide a student in the job market.

Table 4.33 shows the analysis of the usefulness of the EHP course as a whole. The majority of the students (88%) responded that the EHP course was very useful whereas the remaining students were unsure. The majority of the students (76%) also agreed that the language skills obtained through EHP course was also sufficient for them to function effectively in the job market. However, 24% of them expressed uncertainty about this matter. When asked whether the topics in the EHP course were directly related to hospitality industry, 88% of the students seem to agree with the statement. More than 75% of the students identified that the topics offered in the course were suitable and relevant for their future job needs. This could explain why the majority of the students only indicated that they needed more practice for oral communication and have some writing practice in the class. During the interviews, the majority of the students (84%) felt that the EHP course on the whole was detailed enough to guide them to function effectively in the job market.

Table 4.34 Analysis of the Suggestions in Improving the Course as a Whole

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>88</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>88</td>
<td>0</td>
</tr>
</tbody>
</table>
21. In your opinion, should the EHP course be revised to include more skills such as listening, speaking, reading and writing?

22. In your opinion, should the content of the EHP course be revised to include more relevant topics?

Table 4.34 on the other hand shows the analysis of the suggestions in improving the course as a whole as indicated by the students. When asked whether the EHP course should be revised to include more skills such as listening, reading, speaking and writing, the majority of the students expressed agreement to the statement. 88% of the students indicated that besides speaking and listening, the course must have other skills, more specifically writing skills. Similarly, the same percentage of students strongly agreed that the course should be revised to include more relevant topics in the course content. It was evident when the students responded that some topics such as “introduction to hospitality” were irrelevant in this course because they had learnt it in their other core course namely “Introduction to Hospitality”. Therefore, it was felt that it is a repetition and they suggested including other relevant topics in the course. Furthermore, the majority of the students identified the three most important skills for their job needs in item 23 are speaking skills, writing skills and good interpersonal skills. Based on the information gathered, it was obvious that the students strongly felt the need to improve their oral skills more than others.

4.3.4 Problems Encountered in the EHP Course

The students were asked to state other problems that they faced while taking the EHP course. Other problems as indicated by the students were they did not get cooperation from their classmates as it was a big group. They also indicated that the instruction was too fast and not clear. They found that the content was not upgraded as some of the
topics were irrelevant to current situations. The students did not have reference book to understand the lessons and the instruction lacked examples as the teachers did not use varieties of materials and it was not interesting too. To add, they lacked practice on speaking skills.

Regarding the problems as stated above, the students were also asked to suggest some recommendations to improve the efficiency of the course. The suggestions as indicated by the students were, they want the institution to provide intensive English courses to the students in order to improve their language proficiency. They wanted the individual presentations to be increased and conducted in a small group if possible so that all students could participate in the presentations. In addition, they suggested that oral practice to be increased in class activities. They further indicated that the institution should organize trip to different class of hotels to expose the students to real hospitality situations. Nonetheless, they also expected the course content to be upgraded and more graphic materials to be used in the lessons.

The suggestion as recommended by the students strongly indicated the need for the course to cater for the students with the specific job-related needs. In other words, the students felt that they should not have faced problems during their practicum but it was otherwise. Even after the practicum, the students still felt shy to communicate in English. The students also indicated that they needed to attend further ESP courses because they felt that a better English Language proficiency can help them in their career in future.
4.3.5 Problems Encountered during Practicum

The students indicated that they encountered many problems during the practicum. As indicated by the students, they lacked confidence during oral presentation or when talking to guests. They could not handle complaints from guest due to low proficiency of language. They also discovered that they could not communicate effectively with foreign guests such as Koreans and Japanese. In spite of these, they had problems in writing formal letters, reports and could not take note quickly.

Students were also asked to give some suggestions for the problems encountered above. The several suggestions as responded by the students were, they wanted to have more role-play activities to improve their communicative skills. They wanted the teachers to increase oral presentations in class to enhance students’ confidence. They further revealed that writing tasks such as writing reports, taking notes and formal letters to be added in the course content.

4.4 Analysis of the Teachers’ Questionnaire

The respondents consisted of four language teachers from Department of Modern Languages, Faculty of Communication and Modern Languages. The analysis was done in terms of the perceptions and the suggestions of the teachers about the EHP course whether the course fulfils the students’ future job needs and will enable the students to function effectively in the job market. To add, teachers’ educational background information was also provided to ensure if they could contribute the knowledge to maximize students’ learning experiences.
4.4.1 General and Educational Background Information of the Teachers

Table 4.35 Analysis of Academic Qualification

<table>
<thead>
<tr>
<th>Item 1 (academic qualification)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy Doctor</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Masters of Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

A total of four teachers (i.e. three females and one male) were involved in this questionnaire. Table 4.35 below shows that the majority of the teachers (75%) were qualified teachers academically with PhD degrees. 25% or one teacher possessed Bachelor’s Degree in Education and currently pursuing a Masters Degree.

Table 4.36 Analysis of Professional Qualification

<table>
<thead>
<tr>
<th>Item 2 (professional qualification)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters of Education</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Certificate in Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others (Philosophy Doctor)</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

In terms of professional qualification as outlined in Table 4.36, one teacher (25%) has a PhD, one teacher possesses Masters of Education, one teacher has a Bachelor of Education and one teacher possesses Diploma of Education. It can be concluded that the teachers are fully qualified to be English teachers.
Table 4.37 Analysis of Teaching Experience

<table>
<thead>
<tr>
<th>Item 3 (teaching experience)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1-5 years</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>6-10 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16-20 years</td>
<td>3</td>
<td>75</td>
</tr>
</tbody>
</table>

As for teaching experience, three teachers (75%) had more than 15 years of experience in teaching English Language courses while one teacher (25%) had more than 3 years of experience in teaching.

Table 4.38 Analysis of Experience in Teaching EHP Course

<table>
<thead>
<tr>
<th>Item 4 (experience in teaching EHP)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No experience</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>One year</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Three years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Three years and above</td>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>

However, Table 4.38 shows that only two teachers (50%) had more than 3 years of experience in teaching EHP course, and the other two teachers had only 1 year of experience in teaching the course. The possible reason could be due to the fact that the EHP course is still new in the institution.

Table 4.39 Analysis of the ESP Training Courses attended

<table>
<thead>
<tr>
<th>Item 5</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

5. Have you attended any English for Specific Purposes (ESP) training course?

All the four teachers (100%) had not attended any ESP course before. However, one teacher claimed that she obtained information about the EHP course through her
Masters Degree and the rest of the teachers said that they obtained the information from this course. Interview with the teachers showed that all the teachers could provide good explanation when they were asked to explain the difference between ESP and EHP. EHP is more specific compared to ESP because it focuses more on the specific skills required by students in order to prepare students for the workforce.

### 4.4.2 Students’ Needs

The EHP course helps to improve a student’s listening skills.

The EHP course helps to improve a student’s speaking skills.

The EHP course helps to improve a student’s reading skills.

The EHP course helps to improve a student’s writing skills.

Table 4.40 shows the analysis of the perceptions about the students’ needs. 75% of the teachers agreed that the course helped the students to improve their listening skills as well reading skills. In terms of speaking skills, 100% of the teachers felt that the course was beneficial to improve students’ speaking skills. Only 50% of the teachers expressed agreement that the course helped to improve the students’ writing skills while the other half expressed uncertainty. Interview with the teachers revealed that all the teachers felt that both listening skills and speaking skills were equally important in this course. Besides that, all the four teachers indicated that the course should improve the students speaking skills as it is important for their occupational needs.
4.4.3 Course Objectives

Table 4.41 Analysis of the Perceptions about Course Objectives

<table>
<thead>
<tr>
<th>Item</th>
<th>SA / A</th>
<th>Neutral</th>
<th>SD / D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

10. The EHP course is successful in preparing a student with skills and knowledge needed to function effectively in the job market.

The teachers were requested to indicate their perceptions about the course objectives. The results in Table 4.41 shows that all the four teachers (100%) strongly agreed that the course was successful in equipping the students with the skills needed to function effectively in the job market.

Table 4.42 Analysis of the Suggestions about Course Objectives

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

27. In your opinion, should the objectives of the EHP course be revised?

But when asked whether the objectives should be revised, all the teachers were undecided, neither said ‘yes’ nor ‘no’ as outlined in Table 4.42. This could be due to the fact that it was too early to make any conclusion as they never get any feedback from the students.

During the interview, with regard to the above matter, one teacher suggested that the last objective (e) (refer 1.2, Chapter 1, p.3) in the course could be revised. According to her, it will be more beneficial if it is changed to ‘communicate the language appropriately in the different cultural context’ than just ‘explain the importance of
knowing the cross-cultural differences”. Another teacher said that the objectives were achievable but they must be more specific to the particular industry. The weakness of the course can be seen here as the objectives of the course were general and not specific to the hospitality industry.

4.4.4 Course Content

Table 4.43 Analysis of the Perceptions about Course Content

<table>
<thead>
<tr>
<th>Item</th>
<th>SA / A</th>
<th>Neutral</th>
<th>SD / D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>75</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>25</td>
<td>3</td>
</tr>
</tbody>
</table>

11. The topics in EHP course are relevant to a student’s hospitality studies and future job needs.

12. The topics of the EHP course are adequate in enabling a student to use them in his hospitality studies.

13. The topics in EHP course are difficult to be followed by the students.

14. On the whole, the content of EHP is detailed enough to guide a student in the job market.

Table 4.43 shows the analysis of the perceptions about the course content. As indicated in the table, all the four teachers (100%) agreed that the topics in the course content were relevant to meet students’ needs. However, not all agreed when asked about the adequateness of the topics in the course. One teacher (25%) was undecided about the statement. Besides that, 100% of the teachers strongly disagreed that it was difficult for the students to follow the topics. However, it was surprising to notice that 75% of the teachers were unsure whether the content of the course was detailed enough to guide the students in the job market. Interviews with the teachers confirmed this when some
teachers said that some topics in the content were not beneficial to the current situation such as ‘Introduction to hospitality’ and ‘Academic definition of hospitality and background information’.

**Table 4.44 Analysis of the Suggestions about Course Content**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>28</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

28. Should the content of the EHP course be revised to include more relevant topics in the syllabus?

Table 4.44 shows the analysis of the suggestions about the course content. In item 28, all the four teachers agreed that the content of the course should be revised to include more relevant topics. In addition, they stated some important topics in item 29. Below were the topics as outlined by the teachers.

- Hospitality language functions
- Communication skills
- Interpersonal skills
- Negotiation skills

Interview with the teachers provided more suggestions about this matter. The teachers felt that the content must be upgraded to new issues such as traveling to different countries, student exchange program and etc, so that the students would learn about different communication modes. They further added that the teachers should explain the importance and relevance of learning the EHP course to the students. Thus, if the students are clear of why and what to learn, then they will find ways of how to learn it.
### 4.4.5 Teaching and Learning Materials

**Table 4.45 Analysis of the Perceptions about the Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree / Agree</th>
<th>Neutral</th>
<th>Strongly Disagree / Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
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<td>2</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>17 a)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 b)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 c)</td>
<td>2</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>17 d)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 e)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 f)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 g)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 h)</td>
<td>3</td>
<td>75</td>
<td>1</td>
</tr>
<tr>
<td>17 i)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 j)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 k)</td>
<td>3</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>17 l)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 m)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 n)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 o)</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>17 p)</td>
<td>3</td>
<td>75</td>
<td>1</td>
</tr>
</tbody>
</table>

15. Teachers teaching EHP course used published materials more than in-house materials.

16. The materials used in EHP course are suitable and effective for teaching and learning purposes.

17. Do you agree that teachers consider these aspects when choosing, preparing and using the materials?

The above shows the analysis of the perceptions about the usage of teaching and learning materials in the class. In item 15, 50% of the teachers strongly agreed that they used published materials more than in-house materials while the rest of them disagreed to the statement. Similarly, in item 16, only 50% of the teachers expressed agreement that the materials used in the course were suitable and effective while the other 50% were undecided. However, almost 75% to 100% of the teachers agreed that they considered many important aspects when choosing, preparing and using the materials.
such as students’ needs, relevance of the text, proficiency level of the students, content, quality of the text, variation, relevance to the real job situation and etc.

Table 4.46 Analysis of the Suggestions about Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>30</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

30. In your opinion, should the materials used in the class be more relevant to the hospitality situations?

31. Should the teachers have a guide book to teach EHP more effectively?

Table 4.46 shows the analysis of suggestions of the usage of materials for the EHP course. For item 30 and 31, 100% of the teachers agreed that the materials used in the class should be more relevant to the hospitality context situations and they claimed that they need a guide book to help them to teach systematically.

Table 4.47 Analysis of the Suggestions about the Most Effective Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>32 a)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>32 b)</td>
<td>3</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>32 c)</td>
<td>3</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>32 d)</td>
<td>3</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

32. In your opinion, what kind of materials should be used to provide more effective teaching of EHP course?

   a) more published materials such as text books.
   b) more in-house materials prepared by teachers.
   c) both published and in-house materials.
   d) More technical aids such as video and TV.
   e) Others (please specify)
Table 4.47 shows the analysis of the suggestions for the most effective materials to be used for learning and teaching process. For item 32, three of the teachers preferred to use more in-house materials, 75% said both published and in-house materials and 75% felt that the use of more technical aids such as video and television would be of a great help. Even in the interview the teachers suggested that more varieties in teaching and learning materials would be helpful. For example, the use of newspaper cuttings, cartoons, materials in conversational style would make the lesson more interesting and enjoyable. They also suggested that someone must come up with a text book as they were still using the book that had been imported from overseas which is not related to the local hospitality situations.

### 4.4.6 Teaching Methodology

<table>
<thead>
<tr>
<th>Item</th>
<th>SA / A</th>
<th>Neutral</th>
<th>SD / D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>3</td>
<td>75</td>
<td>1</td>
</tr>
</tbody>
</table>

18. Teachers teaching the EHP course are helpful and understanding.

19. The methods of teaching are effective and interesting.

Table 4.48 shows the analysis of the perceptions about the teaching methods. The data obtained from item 18 shows that all the four teachers (100%) strongly agreed that the teachers were helpful to the students. The majority of the teachers admitted that their methods of teaching were effective and interesting too. However, in the interview, few teachers pointed out that the students lost interest sometimes and looked bored during the lesson. This shows that the students would have shown a positive response if the lesson was conducted in an interesting manner.
Table 4.49 Analysis of the Suggestions about Teaching Methods

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>33</td>
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<tr>
<td>34</td>
<td>3</td>
<td>75</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

33. Should the present method of teaching and learning be changed, so that the students can follow the course even better?

34. In your opinion, should the teacher attend further training to improve their methods of teaching and learning?

The findings in item 33 showed that the majority of the teachers (75%) disagreed with the statement in which the present methods of teaching and learning should be changed. This could be due to the reason that the students never expressed dissatisfaction about the methods of teaching so they assumed that they were acceptable by the students. However, the majority of the teachers (75%) felt that they need to attend further training to improve their methods of teaching. They also claimed that this did not mean that their teaching methods were ineffective. The teachers also suggested that the learning and teaching process should be more learner-centred.

4.4.7 Time Allocation

Table 4.50 Analysis of the Perceptions about Time Allocation

<table>
<thead>
<tr>
<th>Item</th>
<th>SA / A</th>
<th></th>
<th>Neutral</th>
<th></th>
<th>SD / D</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
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</tr>
<tr>
<td>21</td>
<td>3</td>
<td>75</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

20. The time spent for the EHP course is worthwhile.

21. The time allocated (per week) for EHP course is sufficient.
Table 4.50 shows the analysis of the perceptions about the time spent in the EHP course. As depicted in Table 4.50, for item 20, all teachers agreed that the time allocated per week was worthwhile. For item 21, one teacher disagreed that the time spent for EHP course per week was sufficient. In the interview, he said that sometimes the class falls on public holidays. As such being the case, he had to rush through the lessons to cover the topics.

Table 4.51 Analysis of the Suggestions about Time Allocation

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>35</td>
<td>2</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Item</td>
<td>3 Periods</td>
<td>4 Periods</td>
<td>5 Periods</td>
</tr>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>36</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

35. In your opinion, should the time be increased so as to provide more time for the teaching and learning activities in the classroom?

36. In your opinion, how much time will be adequate for teaching and learning activities in a week?
   1. Three periods   2. Four periods   3. Five periods

But if we look at Table 4.51, in the analysis of the suggestions about time allocation, half of the teachers (50%) suggested that the time should be increased while another half (50%) said otherwise. As for item 36, it was evident that the teachers need more time to practice speaking skills because all the four teachers suggested that three periods will be adequate for teaching and learning activities in a week. However, no one indicated that the time spent for teaching and learning was more than enough. At present the teachers were allocated three hours once a week divided into twice a week to teach the course.
4.4.8 Evaluation System

Table 4.52 Analysis of the Perceptions about Evaluation System

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<td>22 a)</td>
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<td>22 c)</td>
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22. The evaluation techniques used for this course are suitable and effective.
   a) written tests
   b) oral tests
   c) written assignments

Table 4.52 shows an analysis of perception about suitability and efficiency of the evaluation system. For item 22(a) and (b), all the four teachers (100%) gave the affirmative reply by indicating that written and oral tests were the two suitable and effective evaluation techniques used in this course. Although 75% of the teachers agreed that written assignments were also effective, 25% of the teachers were not sure about it. In the interview sessions, some teachers expressed dissatisfaction about the distribution of marks as the students were not assessed individually for certain evaluation techniques. The teachers feel that it is unfair because it was difficult to ensure whether all the students were involved in completing their assignments such as group assignments.

Table 4.53 Analysis of the Suggestions about Evaluation System

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<th>Item</th>
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<td>37 f)</td>
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</table>
37. In your opinion, which of the following evaluation techniques will be the most effective and suitable for the EHP course?

a) Objective test  
b) Essay test  
c) Short answer test  
d) Questionnaire and answer technique  
e) Individual assignment  
f) Oral test

Table 4.53 shows an analysis of the suggestions about the most effective and suitable evaluation techniques for the EHP course. 75% to 100% of the teachers felt that short answer test, individual assignments and oral tests were the best evaluation techniques to be used to assess the students’ performance in the EHP course. Only one teacher (25%) indicated that question and answer techniques could be suitable and effective to the course.

During the interview session, the teachers suggested that the students must be assessed individually in grammar too. When asked about the oral tests, the teachers indicated that students were supposed to speak but not to read as what the students usually do.

4.4.9 Problems Encountered

Table 4.54 Analysis of the Perceptions about Problems Encountered

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23. Do you agree that teachers teaching EHP course generally encounter the following problems?

   a) Poor response from students due to lack of interest.
   b) Poor response from students due to low proficiency.
   c) Time constraints to prepare own teaching materials.
   d) Integrating the four language skills (listening, speaking, reading, and writing).
   e) Time constraints to complete the syllabus on time.
   f) Planning the teaching methods for the English lessons.
   g) Conducting activities.
   h) Preparing test and examination question.

Data provided in Table 4.54 shows the analysis of the perceptions of the problems faced by the teachers in the course. The teachers were required to identify the constraints from the list given. It was evident that the majority of the teachers identified the first four as the most common problems encountered by them. 75% of the teachers shared the same view that they encountered poor response from students due to lack of interest and low proficiency and time constraints to prepare their own materials. In addition they also had problems in integrating the four language skills, which are listening, speaking, reading and writing, in the course.

Besides that, the teachers pointed out some other problems during the interview session. The teachers indicated that the students were shy and did not participate actively in the classroom activities. The teachers further added that they were unable to evaluate and make some changes in the course content due to workload. One teacher even responded to having problem in choosing the proper book that suits the local environment because most of the books used in the course were written by foreign writers.
Table 4.55 Analysis of the Suggestions about the Problems Encountered

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<td>38 d)</td>
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38. In your opinion, which of the following measures can solve the problems mentioned earlier?

a) change the EHP course content.
b) provide more interesting language skills practice.
c) provide more time to do assignment.
d) provide tasks and activities according to students’ abilities.

Table 4.55 above shows the analysis of the suggestions about the problems faced by the teachers in the course. The findings showed that all four teachers (100%) suggested that more interesting practice on language skills should be provided to the students. Another suggestion was to provide task and activities according to students’ abilities (75%).

Interviews with the teachers revealed they need to evaluate the course content from time to time and upgrade them with the hospitality establishment which means, know what is required by the industry and what the work demand is. One teacher also responded that there should be an ideal number of students in each class. They added that 20 should be the maximum number in a class. This is due to the fact that every student can be given an opportunity for individual presentation and the time can be spent equally for each student. Therefore, it was evident that some problems arose due to the large number of students, thirty to forty students in a class.
4.4.10 Overall Perceptions

Table 4.56 Analysis of the Perceptions about the Course as a whole

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24. On the whole, the EHP course is useful to students' studies and future job needs.

25. On the whole, the EHP course is not effective in improving a student’s level of proficiency.

26. On the whole, a student will have enough confidence in using English after completing the EHP course.

Table 4.56 clearly shows the analysis of the perceptions of the teachers about the course as a whole. All the four teachers (100%) strongly felt that the course was useful to the students’ studies and future job needs. The strength of this course can be seen when all four teachers strongly disagreed that the course was not effective in improving a student’s proficiency level of English. On the other hand, the weakness of this course was seen in item 26, when 50% of the teachers were undecided when asked to respond whether the students’ will have enough confidence in using English after completion of the course.

This may be due to the fact that the students’ were still weak after completing the course although they had taken the other ESP courses such as Communication 1 and Communication 2 which were offered in the hospitality management program. Only 50% of the teachers responded that they should have enough confidence in using the language after completing the course. As a solution for this disappointing result
mentioned above, the teachers suggested that some modifications should be made that suits the students’ needs.

4.5 Conclusion

The major findings of this study indicated that the students are not able to communicate effectively in English as stated in the objective even though they have passed their final examination. The course content integrated listening and speaking skills which are essential for the hospitality industry but strangely the students were unable to speak fluently in English. The interview sessions confirmed the fact that there was lack of activities which focused on aural-oral skills. This is why the students lacked confidence to use the language.

The materials used in the teaching and learning process were inadequate and some were not in line with the requirements of the current hospitality industry. Moreover, the teachers used more published material such as articles and there was no proper guide book for the teachers to follow and standardize the language activities.

Though the methods of teaching were effective and interesting, the students expected the teachers to be more creative and have more variety, so that the students will enjoy learning the course.

Time allocation for the EHP course was found to be adequate. However, the respondents wanted more time to practice their oral skills in class.
The evaluation system used in the course was suitable and covered the important topics in the content. However, the respondents were unhappy with the distribution of marks. The students felt that the teachers were not lenient while the teachers thought it was not fair to give the same marks to all the students in a group as the member participation differs from one individual to another.

In conclusion, this chapter has provided a detailed analysis of the data obtained through the questionnaires and interviews. In the analysis of the findings, the important aspects were emphasized and the possible reasons for the weaknesses also indicated to support the results. The findings for the questionnaire and interviews also revealed that there were similarities and differences in the perceptions and suggestions about the whole course between the different groups of respondents. Most of the respondents perceived the course as being useful although they indicated that some modifications should be made in certain aspects such as the content, usage of materials and the teaching methods.

The analysis of findings had given valuable information for the improvement of the EHP course. It is hoped that all the ideas and information provided could be used to improve the course to fulfil the students’ job needs and enable the students to function effectively in the job market. In the next chapter, the summary of the findings will be discussed according to the research question as stated in Chapter One.
CHAPTER 5
CONCLUSION

5.1 Introduction

In this chapter, the important findings that were revealed in the data analysis in the previous chapter will be summarized and presented according to the research questions as mentioned in Chapter One. The summary will be presented under five main headings: findings, implications, suggestions, recommendation for further research and followed by conclusion. This means that the results obtained from the questionnaires and interviews will be combined and discussed under each of the headings mentioned above according to the research questions.

The summary provided here were made based on the perceptions and suggestions of the students and teachers about the course under study. The summary here will provide answers to the two research questions as addressed by the researcher in Chapter One. In addition, the important aspects as identified will be highlighted in this chapter, so that initial steps can be taken by the relevant authorities to improve the quality of the course if necessary.

5.2 Findings

As the study is about an evaluation of the BLE 2052 English for Hospitality Purposes (EHP) course, this section will provide answers to the two research questions respectively. The research questions are given below:
Research Question One

Does the current EHP course fulfill the students’ needs in terms of:

a) Course Objectives
b) Course Content
c) Teaching and Learning Materials
d) Teaching Methodology
e) Time Allocation
f) Evaluation System

Research Question Two

What are the students’ needs and what are the perceptions of the students towards the course?

The findings for the research question will be provided first then followed by an explanation of the findings for the research question two.

5.2.3 Research Question One

5.2.3.1 Course Objectives

The results revealed that the majority of the respondents strongly agreed that the course objectives were clearly stated and they were successful in equipping the students with the skills needed to function effectively in the future workplace. With regard to the
above matter, it was revealed that the students were satisfied with the objectives because they felt that they achieved the objectives.

However, the teachers seem to be undecided because they would rather say that the objectives are achievable. This was due to the fact that it was too early to make the conclusion as they never got any feedback from the students regarding the course objectives because this course has not been evaluated prior to this research.

Besides that, both the students and teachers felt that the objective (d) ‘communicate effectively in English for occupational purposes of interpersonal and professional communication’ is the objective to be achieved the most than the other objectives. The teachers also indicated that the last objective (e) ‘explain the importance of knowing cross-cultural differences and sensitivities in hospitality communication’ is not achievable and therefore it should be revised.

5.2.3.2 Course Content

In terms of the topics in the course content, 52% of the students felt that the topics were chosen carefully and detailed enough to guide a student to perform efficiently in their future job market but the teachers were uncertain because they felt that some topics are beneficial to the present hospitality based contexts. Similar views were also expressed by the teachers and the students that the content was adequate and relevant to the students’ occupational needs.

However, more than half of the students (52%) felt that some of the topics in the content were too theoretical and a repetition of another core course. For instance, the first topic
in the course content that is, ‘Introduction to Hospitality’ had been taught to the students in another core course in the hospitality management program. That does not mean that it was irrelevant but it is a repetition of the same topic in two different courses and therefore redundant.

In terms of area of focus, the teachers focused more on teaching communication skills as suggested in the course content, but the student felt the need to focus in all four basic language skills; i.e. listening, speaking, reading and writing. This is due to the reason that the tasks the students had to perform during practicum clearly showed that the hospitality industry emphasized all four basic language skills. However, all the respondents shared the same view that the most important skill to be improved in the course is the speaking skill and it is regarded as the most important skill for their current needs.

5.2.3.3 Teaching and Learning Materials

In terms of teaching and learning materials used in the classroom, the findings revealed that the materials were relevant to the study and useful. However, a quarter of the students showed dissatisfaction with the materials used in the teaching and learning process because the teachers used published materials more than in-house materials. This was proven when half of the teachers admitted that they relied on published materials such as modules and articles. In addition, they also said that they have problems in choosing and using the right materials that suits the current needs of the students as well as the industry.
It was further pointed out by the students and the teachers that there was lack of variety too in the usage of materials in the classroom. It was evident that the materials used in the course were not very effective and suitable for teaching and learning purposes although they agreed the materials were useful and helpful to understand the content.

5.2.3.4 Teaching Methodology

With regard to teaching methodology, most of them, except one were qualified teachers with more than fifteen years of experience. However, all the teachers have not attended any special training regarding an ESP course and they indicated that they obtained information from the module except one teacher said that she obtained the information through her Masters research.

The findings showed that the majority of the respondents felt that the teachers were helpful and understanding. The same view was perceived by the researcher that the teachers were extremely helpful as they gave invaluable assistance in conducting this research. Furthermore, most of the respondents considered the teaching methods as very effective.

5.2.3.5 Time Allocation

The findings have shown that the majority of the respondents consist of students and teachers perceived the time spent for teaching and learning process for this course as worthwhile and sufficient. Although they said that the time is just enough for teaching and learning, they further pointed out that there were too many topics to be covered in the course content. Hence, the teachers had to rush to cover the topics due to time
constraints to prepare their own materials to make the lessons more effective. Thus, the students faced difficulties to understand the content as the teachers rushed to cover the syllabus. Therefore, it can be concluded that the students were unable to follow the course.

5.2.3.6 Evaluation System

The results of this study indicated that the majority of the respondents shared a similar view that the evaluation techniques used to assess the students’ achievements were suitable and effective. They also expressed agreement that the evaluation techniques employed in testing the students covered the important topics in the course content.

Furthermore, the students indicated that they were happy as there was no final exam for this course because it would be a great help to the poor students to pass this course if they do well in the on-going assessments which carried a certain weightage of marks. However, the teachers and students were not satisfied with the distribution of marks. The students felt that the teachers were not lenient in giving marks. Conversely, the teachers felt that the distribution of marks was unfair as the students were not assessed individually due to the large number of students in a class. They further pointed out that it was difficult to ensure whether all students were involved in completing the given tasks or assignments. In other words, marks were allocated for group assignments and sometimes the weaker ones who tag along benefit.
5.2.4 Research Question Two

The findings of the study also provided useful information as to what are the students’ needs and what are their perceptions towards the course. The explanation here will be provided in terms of six aspects as discussed in research question one.

In terms of course objectives, the respondents felt that the objectives should be specific to the hospitality related situations. Although they were happy with the objectives, they also pointed out that the objectives were general and not really specific to the hospitality based contexts.

In terms of course content, the students strongly felt that the course should equip the students with the skills and knowledge needed by the industry, which are integrated with all the four basic language skills. This is due to the fact that during the practicum the students were asked to do tasks which incorporated all four basic language skills. As indicated by the students, they encountered problems when they were asked to write formal letters, memos and reports. They also further indicated that the content was not upgraded because it was not based on the current expectation of the hospitality industry. They added that some of the topics were not beneficial and not applicable during the practicum. Therefore, the students felt that they need to improve all four basic skills besides other skills that were incorporated in the course content in order to prepare themselves to function excellently in the future job market.

In terms of usage of materials for teaching and learning process, the students indicated that the module was not clear and incomplete. They further stated that the module was not specific to the hospitality related situations. The students also revealed that they did
not have a proper text book to enable them to follow and understand the course content better.

With regard to teaching methods, the students pointed out that they were not happy because the teachers did not provide enough information for the assignments. They further indicated that the instruction was not clear because it was too fast. There were lack of examples and lack of practices on language skills in the class. Besides that, some teachers admitted that the teaching methods were not interesting as they used only modules and articles.

With regard to the time allocation, although the students felt that they need more time for this course, they indicated that the time spent for the course is just enough. However, they just wanted the time to be spent equally to practice speaking skills in the class.

In terms of evaluation techniques, the students pointed out that they were satisfied with the present evaluation techniques employed in the course because there was no final examination. They just expected the teachers to be lenient in giving marks.

Besides that, there were other interesting aspects as indicated by the students themselves. The students indicated that they did not have enough confidence and felt shy to use the language especially during presentation in the class and also during practicum. Some students said that they were not given a chance to take part in the oral practices due to a large number of students in a class. This was proven when the teachers gave the same view by saying that they could not assess the students’ speaking ability due to a large number of students in a class. It was surprising to notice that although the majority of the students perceived English as being important for their future needs, however it was not used frequently by the students in and out of the
classroom due to lack of confidence even after completing the course. This could be due to poor command of language and lack of confidence.

5.3 Implications

This section focuses on the implications based on the findings revealed from the discussion of research question one and two respectively. The implications will be presented according to research question one and followed by research question two.

5.3.1 Research Question One

The findings indicate that there is still room for improvement with regard to the EHP course. The strengths and weaknesses of the course were clearly pointed out and highlighted in the discussion above. It is hoped that the strengths highlighted would be taken as a success of for the EHP course designer to maintain the course and the highlighted weaknesses would be taken as invaluable information to improve the effectiveness of the course in order to fulfill the current needs of the students if they feel it as necessary.

As indicated by the teachers in the interview, there were other ESP courses that are offered to the hospitality management students such as Communication I and Communication II which focuses on speaking skills. These courses are not compulsory for the students who obtained Band 3 and above in the MUET exam paper. It was felt that there is a need for the institution to consider that MUET is not based on speaking skills only. The paper integrates all four basic language skills, which are listening, speaking reading and writing and speaking is just a section in the paper. Therefore, the
results obtained in MUET can not be interpreted as the students are good in speaking skills because all the four basic language skills are assessed equally in the exam paper. Therefore, the two courses should be made as compulsory to all the students in the hospitality management program and they should not be exempted. This is perhaps why the students were still weak and feel shy to use the language even after completing the course.

Thus, the results showed that the students gave importance to improving all the four basic language skills in the course whereas the course focuses only at improving the students’ speaking ability. It is felt someone should conduct specific needs analysis study on this course. The respondents should include members of the alumni as they have more experience working in the hospitality industry. They would be able to provide exactly what is needed to be learnt in order to function effectively in the job market. This will be useful as the students who are taking the course only worked about four months during the practicum.

5.4.8 Research Question Two

The findings of this study, as discussed in this chapter previously revealed that the students faced many problems in following the course. Although the students performed reasonably well in the exams as shown in the grades obtained by the students, the students identified that there were weaknesses in the course in terms of course content, teaching and learning materials and teaching methods in meeting the specific needs of the students.
The findings also confirmed that there is a need to pay serious attention on the weaknesses to produce excellent management students as stated in the university’s objectives. Since the course is designed to meet the specific needs of the students, it is essential to take students’ needs and weaknesses into consideration, so that the course will be successful in achieving its goal, which is equipping the students with the skills in line with the requirements of the industry.

5.5 **Recommendations**

The findings based on the analysis of data in Chapter 4 revealed many useful suggestions as indicated by the students and teachers through questionnaire and interviews. The suggestions provided will be summarized and presented together with the recommendation of the researcher as well. It is hoped that these suggestions would be a great help to make some modifications in the present curriculum to enhance the effectiveness of the course. The summary here will provide answers to both research questions together. The suggestions will be presented under six main aspects as discussed earlier in the findings together with the students’ needs. These aspects are as follows:

a) **Course Objectives**  
b) **Course Content**  
c) **Teaching and Learning Materials**  
d) **Teaching Methodology**  
e) **Time Allocation**  
f) **Evaluation Techniques**  
g) **Students’ Needs and Lacks**
5.4.1 Course Objectives

As indicated by the respondents, the objectives were general and therefore it was suggested that they should be revised. The course objectives only reflect one basic language skill that is speaking skills and does not include other basic language skills. Therefore, it is suggested that the objectives to be achieved at the end of the course should also include other basic language skills, which are listening, reading and writing. These objectives are aimed to enable the students to develop the competency in using the language and to enhance the students’ confidence before they enter another phase of their life in their career.

5.4.2 Course Content

This study found that there were irrelevant and unimportant topics included in the content or syllabus. One of the topics as pointed out by the students was ‘introduction to hospitality’, the students had learnt about it in another core course. Although it was not indicated by the teachers, both the students and teachers strongly felt that they should be revised. The teachers want the course content to be upgraded while the students wanted to include more relevant topics in the syllabus.

As suggested by the students, they wanted the syllabus to integrate all the four basic language skills, i.e. listening, speaking, reading and writing, incorporated into the basic skills. The researcher also felt that it would be better to include other basic skills in the content, so that the students will be proficient in using the language as well as enable them to cope with the current academic needs since all the courses in the program are taught in English language.
Of all the skills, the students identified communication skills as the most important skills. Thus, the focus should be more than speaking skills. In addition, the teachers also suggested that it is essential for the teachers to explain to the students the importance of learning the various topics as included in the course content.

5.4.3 Teaching and Learning Materials

This study has revealed that the students were not satisfied with materials used in the course because the module was incomplete, unclear and not based on the present hospitality based contents. They also did not have a proper book as reference. The one they used did not suit the local environment and lacked variety.

To overcome these weaknesses, it was suggested by the students that the materials, especially the module, which has not been upgraded since it was implemented, should be revised and upgraded based on the current hospitality situations. It was felt by the researcher that the current requirements of the hospitality industry should be taken into considerations and changes should be made to prepare the students to function effectively in the job market.

It was further suggested during the discussion with the respondents that the teacher should use more varieties in teaching and preparing their own materials, like making use of the teaching aids such as television, radio, video and OHP to make the lesson more interesting. The students also agreed that a guide book would be a great help not only for the teachers to teach effectively but also for the students to learn efficiently.
5.4.4 Teaching Methodology

The study found that the present methods of teaching should be changed, so that the students can follow the course in a satisfactory manner. The teachers on the other hand, did not find any reason for the present methods to be changed, but they suggested that they need to attend training to improve their teaching methods.

The students perceived the teaching methods as uninteresting and ineffective and they consequently suggested that the teachers should attend training to be creative teachers so that the students would enjoy taking the course. Presently, most of the institutions have introduced a student evaluation system whereby the students will be asked to evaluate the respective teacher as well as the course under study. The views gathered from the evaluation system can be used to identify the strengths and weaknesses of the course based on the students’ expectations. This would be helpful in making the necessary changes if any weakness is highlighted in the course.

5.4.5 Time Allocation

The findings here indicated that both the teachers and students have similar views regarding the total time allocation for this course. Although some teachers said that the time was sufficient, most of the teachers and students suggested that the time should be increased from two periods to three periods per week. Both the teachers and students indicated that they could not only cover the syllabus with the increase in time, but have more time to practice language skills especially to practice speaking skills. Hence, the increase in the teaching periods would be a great help for both the students and teachers.
to spend some time on practicing the skills learnt during the course. The lack of practice could be the main reason why the students lacked confidence in using the language.

5.4.6 Evaluation System

The study has highlighted that the students felt that the present evaluation system used to assess the students such as oral and written assignments, were helpful for all the students, especially the poor students, to pass the course if they do well in the on-going assessments. This is why none failed the course according to the analysis of the grades as provided in Chapter 4 because there is no final examination.

The analysis of the suggestions clearly indicated that the teachers suggested the short answer test, individual assignments and oral tests would be the best evaluation techniques to be used in this course. One teacher however suggested that the question and answer technique would be suitable and effective for the purpose of this course. In addition, the teachers said if possible the students must be assessed individually especially on grammar to ensure all students would achieve certain level of competency in using the language.

5.4.7 Students’ Needs and Lacks

As shown in the findings, there is a gap between the students and teachers regarding the skills to focus upon. The teachers suggested that the syllabus should be revised to include more practice in speaking skills whereas the students suggested that other basic language skills to be integrated in the syllabus besides more practice on speaking skills. The teachers concern was more on listening and speaking as they are important for the
students’ occupational needs. Whereas the students felt that reading and writing skills were also needed in the hospitality industry and there is a strong need for them to learn those skills too in the course. However, the researcher strongly feels that they should be given more practice on the speaking skills. The reason is that the findings have shown that students are generally shy to participate and do presentation in class. Another major problem as highlighted by the students was lack of confidence in using the language. To overcome this, the students suggested that individual presentations to be increased in the class. First of all, there should be an ideal number of students in the class so that all students could involve in teaching and learning process as an ESP course should be more learner-centered and based on the learners’ needs. In addition, the students also suggested that the tasks in the course should be designed based on the students’ language ability to build the students’ confidence.

5.5 Recommendation for further research

This present study aimed to evaluate the BLE 2052 English for Hospitality Purposes (EHP) course in a particular institution namely, Universiti Utara Malaysia (UUM). The course here was evaluated only in terms of six main aspects which are essential in the curriculum of any course i.e. course objectives, course content, teaching and learning materials, teaching methods, time allocation and evaluation system. This study was product oriented as it only assessed whether the course was successful in enabling the students to meet the actual needs of the hospitality management students based on their perceptions and the teachers’ perceptions about the course. The findings of the study were only based on the data obtained from three sets of questionnaires administered to a total of fifty students and four teachers respectively. Further data was collected from interviewing a total of ten students and four teachers. As the study does not involve a
large number of respondents, the findings obtained from the study may have limited value.

Therefore, it is recommended by the researcher that further research can be conducted on a larger scale and this present study can be widened to include the responses of the alumni as well to determine whether the course fulfills the actual needs of the students as required by the industry. Besides that, employees alone could be used as sample to make the study an exclusive one. However, it is time consuming to carry out such a task as a quite big number of employees will be needed to complete the research successfully. This may be a Herculean task but worth undertaking.

Besides that, there are a number of areas related to the present study such as evaluating the same course in different institutions like private colleges to discover whether they share the same curriculum as the present institution. It is undeniable that the course under study is very popular in Malaysia and it would be appropriate to say that most of the colleges in Malaysia offer hospitality management program. The results obtained from those researches would be useful for the curriculum planners in improving the effectiveness of the present curriculum especially the content.

Thus, the six aspects as included in the present study could be investigated separately in a research as a whole, for instance syllabus evaluation to identify the strengths and weaknesses of the course which determine the success of any course. It is therefore hoped that such an evaluation would be helpful to improve the quality of a course, so that the expectations and students’ needs could be fulfilled.
5.6 Conclusion

Based on the discussions of the findings above, it can be concluded that the course did not equip the students with all the skills as needed in the job market due to several weaknesses in the curriculum of the course under study. As shown in the research, the most notable point is that there is a gap between the skills taught in the course with regard to the skills required in the hospitality industry. For instance, the course incorporates only speaking skills, but the industry emphasized all four basic language skills according to the results obtained from the students who had undergone practicum for four months or one semester. This is why the students encountered difficulties during the practicum especially in performing the tasks required writing.

Besides that, it was indicated as the second notable point in the findings that the students did not have confidence in using the language even after having completing the course. For example, the students spoke in Bahasa Malaysia during the interview although the questions were administered in English by the researcher. This problem arose because there were less individual presentations because of large number of students in the class. The course content emphasized listening and speaking skills but strongly at the end of the course, the students were not able to speak fluently in English. In addition, the findings also revealed that there were some minor weaknesses in the usage of materials and teaching methods which could be improved.

It seems then there is a mismatch between the skills taught and target achievement of the students. The Language Department ought to look at other avenues. Probably ICT tools could be employed to give a boost to this course. Instant messaging tools that include chatting, audio and video conferencing and extensive use of e-mail between
students and teachers could provide the necessary practice and build more confidence among the students (Sotillo, 2005). By gaining confidence, the students will be able to perform efficiently in the hotel industry.

The researcher believes that this present study would be very beneficial and very significant to the curriculum planners, so that they can make some changes based on the current needs of the students as well as the industry to enhance the effectiveness of the course as a whole.
REFERENCES


APPENDICES

APPENDIX A

Ajuntha a/p Kuppan,  
7-10-7, Blok 7,  
Vista Angkasa,  
59200 Kuala Lumpur.  
012-5632187

YBhg. Tan Sri Dr. Nordin Kardi,  
Naib Canselor,  
Universiti Utara Malaysia,  
06010 Sintok,  
Kedah Darul Aman  
12 JUN 2007.

Tuan,

Permohonan Kebenaran Menjalankan Penyelidikan

Dengan segala hortatnya dimaklumkan bahawa saya ialah calon Sarjana Bahasa Inggeris sebagai Bahasa Kedua di Fakulti Bahasa dan Linguistik, Universiti Malaya ingin memohon kebenaran untuk menjalankan penyelidikan pada bulan Julai 2007 di Universiti Utara Malaysia. Tajuk penyelidikan saya adalah seperti berikut:

“An Evaluation of an English Course for Hospitality Management in a Tertiary Institution”

2. Untuk makluman tuan, penyelidikan ini bertujuan untuk menilai kurikulum kursus BLE 2052 English for Hospitality Purposes yang ditawarkan di Fakulti Komunikasi dan Bahasa Moden dari segi objektif, suksakan pelajaran (syllabus), teknik pengajaran, bahan pembelajaran dan sebagainya.

3. Saya juga ingin memaklumkan tuan bahawa antara universiti-universiti tempatan, Universiti Utara Malaysia sahaja yang menawarkan kursus yang disebut di atas. Oleh yang demikian, saya memerlukan 25 orang pelajar daripada semester 5, 25 orang pelajar daripada semester 7 dan beberapa orang guru subjek tersebut untuk soal selidik, manakala 5 orang pelajar daripada semester 5, 5 orang pelajar daripada semester 7 dan beberapa orang guru subjek untuk tujuan wawancara. Dengan ini, saya memohon kebenaran daripada pihak tuan untuk mengumpul data-data yang diperlukan untuk tujuan penyelidikan.

5. Saya amat berharap agar pihak puan dapat memberi pertimbangan dan jawapan kepada saya dengan segera. Kerjasama pihak puan amat dihargai dan didahului dengan jutaan terima kasih.

Sekian, terima kasih.

Yang benar,

---------------------------------
(AJUNTHA A/P KUPPAN)
APPENDIX B

Ajuntha a/p Kuppan,
7-10-7, Blok 7,
Vista Angkasa,
59200 Kuala Lumpur. 012-5632187

Dr. Ahmad Affendi Shabdin,
Dekan,
Fakulti Komunikasi dan Bahasa Moden,
Universiti Utara Malaysia,
06010 Sintok,

Tuan,

Permohonan Kebenaran Menjalankan Penyelidikan

Dengan segala hormatnya dimaklumkan bahawa saya ialah calon Sarjana Bahasa Ingeris sebagai Bahasa Kedua di Fakulti Bahasa dan Linguistik, Universiti Malaya ingin memohon kebenaran untuk menjalankan penyelidikan pada bulan Julai 2007 di Universiti Utara Malaysia. Tajuk penyelidikan saya adalah seperti berikut:

“An Evaluation of an English Course for Hospitality Management in a Tertiary Institution”

2. Untuk makluman tuan, penyelidikan ini bertujuan untuk menilai kurikulum kursus BLE 2052 English for Hospitality Purposes dari segi objektif, sukatan pelajaran (syllabus), teknik pengajaran, bahan pembelajaran dan sebagainya.

3. Oleh yang demikian, saya memerlukan 25 orang pelajar daripada semester 5, 25 orang pelajar daripada semester 7 dan beberapa orang guru subjek tersebut untuk soal selidik, manakala 5 orang pelajar daripada semester 5, 5 orang pelajar daripada semester 7 dan beberapa orang guru subjek untuk tujuan wawancara. Dengan ini, saya memohon kebenaran daripada pihak tuan untuk mengumpul data-data yang diperlukan untuk tujuan penyelidikan.

4. Saya berjanji bahawa maklumat-maklumat yang diperoleh hanya akan digunakan untuk tujuan penyelidikan sahaja. Saya juga berjanji akan mengemukakan ke bahagian ini senaskah laporan penyelidikan setelah diselesaikan kelak. Bersama-sama ini juga, saya sertakan surat kebenaran daripada Universiti Malaya dan surat kebenaran daripada Naib Canselor Universiti Utara Malaysia untuk makluman dan pertimbangan.
5. Saya amat berharap agar pihak tuan dapat memberi pertimbangan dan jawapan kepada saya dengan segera. Kerjasama pihak tuan amat dihargai dan didahului dengan jutaan terima kasih.

Sekian, terima kasih.

Yang benar,

---------------------------------
(AJUNTHA A/P KUPPAN)
APPENDIX C

Ajuntha a/p Kuppan,
7-10-7, Blok 7,
Vista Angkasa,
59200 Kuala Lumpur.       012-5632187

Prof. Madya Dr. Shaharuddin Tahir,
Dekan,
Fakulti Pengurusan Pelancongan, Hospitaliti dan Alam Sekitar,
Universiti Utara Malaysia,
06010 Sintok,

Tuan,

Permohonan Kebenaran Menjalankan Penyelidikan

Dengan segala hormatnya dimaklumkan bahawa saya ialah calon Sarjana Bahasa
Ingeris sebagai Bahasa Kedua di Fakulti Bahasa dan Linguistik, Universiti Malaya
ingin memohon kebenaran untuk menjalankan penyelidikan pada bulan Julai 2007 di
Universiti Utara Malaysia. Tajuk penyelidikan saya adalah seperti berikut:

“An Evaluation of an English Course for Hospitality Management in a Tertiary
Institution”

2. Untuk makluman tuan, penyelidikan ini bertujuan untuk menilai kurikulum
kursus BLE 2052 English for Hospitality Purposes dari segi objektif, sukatan
pelajaran (syllabus), teknik pengajaran, bahan pembelajaran dan sebagainya.

3. Oleh yang demikian, saya memerlukan 25 orang pelajar daripada semester 5, 25
orang pelajar daripada semester 7 dan beberapa orang guru subjek tersebut untuk soal
selidik, manakala 5 orang pelajar daripada semester 5, 5 orang pelajar daripada semester
7 dan beberapa orang guru subjek untuk tujuan wawancara. Dengan ini, saya memohon
kebenaran daripada pihak tuan untuk mengumpul data-data yang diperlukan untuk
tujuan penyelidikan.

4. Saya berjanji bahawa maklumat-maklumat yang diperoleh hanya akan
digunakan untuk tujuan penyelidikan sahaja. Saya juga berjanji akan mengemukakan ke
bahagian ini senaskah laporan penyelidikan setelah diselesaikan kelak. Bersama-sama
ini juga, saya sertakan surat kebenaran daripada Universiti Malaya dan surat kebenaran
daripada Naib Canselor Universiti Utara Malaysia untuk makluman dan pertimbangan.
5. Saya amat berharap agar pihak tuan dapat memberi pertimbangan dan jawapan kepada saya dengan segera. Kerjasama pihak tuan amat dihargai dan didahului dengan jutaan terima kasih.

Sekian, terima kasih.

Yang benar,

---------------------------------
(AJUNTHA A/P KUPPAN)
Dear Teachers,

The purpose of this questionnaire is to evaluate BLE 2052 English for Hospitality Purposes course, as well as to workout proposals for reformulation and improvements, if necessary.

Please complete the questionnaire as accurately and truthfully as possible. Your valuable opinions will be kept confidential and used strictly for this research only. Thank you for your full cooperation. Your kind help is greatly appreciated.

Thank you.
TEACHER QUESTIONNAIRE

Part 1: Background Information

For each item below, circle the number that is appropriate or fill in the blanks.

1. Highest academic qualification obtained:
   1. PhD  2. MA/ MEd/ MSc  
   3. BA/ BEd/ BSc  4. Diploma  
   5. Others (please specify): .................................................................

2. Highest professional qualification obtained:
   1. MEd  2. BEd  
   5. Others (please specify): .................................................................

3. Teaching Experience: .................................................................

4. Experience in teaching BLE 2052 English for Hospitality Purposes:
   1. no experience  2. one year  
   3. three years  4. three years and above  

5. Have you attended any English for Specific Purposes (ESP) training course?
   1. yes  2. no
Part 2: Course Evaluation

Section A: Perceptions about the BLE 2052 English for Hospitality Purposes (EHP) Course.

For items 6 to 26 circle the number according to the scale given below.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

6. The EHP course helps to improve a student’s listening skills. 5 4 3 2 1

7. The EHP course helps to improve a student’s speaking skills. 5 4 3 2 1

8. The EHP course helps to improve a student’s reading skills. 5 4 3 2 1

9. The EHP course helps to improve a student’s writing skills. 5 4 3 2 1

10. The EHP course is successful in equipping a student with skills and knowledge needed to function effectively in the job market. 5 4 3 2 1

11. The topics in EHP course are relevant to a student’s hospitality studies and future job needs. 5 4 3 2 1

12. The topics of the EHP course are adequate in enabling a student to use them in his hospitality studies. 5 4 3 2 1

13. The topics in EHP course are difficult to be followed by the students. 5 4 3 2 1

14. On the whole, the content of EHP is detailed enough to guide a student in the job market. 5 4 3 2 1

15. Teachers teaching EHP course used published materials more than in-house materials. 5 4 3 2 1

16. The materials used in EHP course are suitable and effective for teaching and learning purposes. 5 4 3 2 1
17. Do you agree that teachers consider these aspects when choosing, preparing and using the materials?

a) student’s interest/motivation/needs  
   b) course objectives  
   c) text potential  
   d) student’s proficiency of English  
   e) text relevancy  
   f) quality of the text  
   g) difficulty of language  
   h) relevancy to real job-like situations  
   i) facility of acquiring materials  
   j) variation in materials  
   k) language content  
   l) collaboration with fellow teachers  
   m) task-based activities  
   n) communicative output  
   o) student’s participation  
   p) social/intellectual level

18. Teachers teaching the EHP course are helpful and understanding.

19. The methods of teaching are effective and interesting.

20. The time spent for the EHP course is worthwhile.

21. The time allocated (per week) for EHP course is sufficient.
22. The evaluation techniques used for this course are suitable and effective.

b) written tests 5 4 3 2 1

b) oral tests 5 4 3 2 1
c) written assignments 5 4 3 2 1

23. Do you agree that teachers teaching EHP course generally encounter the following problems?

j) Poor response from students due to lack of interest. 5 4 3 2 1

k) Poor response from students due to low proficiency. 5 4 3 2 1

l) Time constraints to prepare own teaching materials. 5 4 3 2 1
d) Integrating the four language skills (listening, speaking, reading, writing). 5 4 3 2 1

f) Time constraints to complete the syllabus on time. 5 4 3 2 1

f) Planning the teaching methods for the English lessons. 5 4 3 2 1
g) Conducting activities. 5 4 3 2 1
h) Preparing test and examination question. 5 4 3 2 1

24. On the whole, the EHP course is useful to student’s studies and future job needs. 5 4 3 2 1

25. On the whole, the EHP course is not effective in improving a student’s level of proficiency. 5 4 3 2 1

26. On the whole, a student will have enough confidence in using English after completing the EHP course. 5 4 3 2 1
Section B: Suggestions for Improving the EHP Course

For items 27 to 40, circle the number that is appropriate or fill in the blanks.

27. In your opinion, should the objectives of the EHP course be revised?
   1. yes  2. no  3. not sure

28. Should the content of the EHP course be revised to include more relevant topics in the syllabus?
   1. yes  2. no  3. not sure

29. In your opinion, what are the EHP topics that are important for a student’s job needs?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

30. In your opinion, should the materials used in the class be more relevant to the hospitality situations?
   1. yes  2. no  3. not sure

31. Should the teachers have a guide book to teach EHP more effectively?
   1. yes  2. no  3. not sure

32. In your opinion, what kind of materials should be used to provide more effective teaching of EHP course?
   (Put a ( ✓ ) to whatever is appropriate)
   e) more published materials such as text books. (   )
   f) more in-house materials prepared by teachers. (   )
   g) both published and in-house materials. (   )
   h) More technical aids such as video and TV. (   )
   i) Others (please specify): ………………………………………………………….
33. Should the present method of teaching and learning be changed, so that the students can follow the course even better?
   1. yes  2. no  3. not sure

34. In your opinion, should the teacher attend further training to improve their methods of teaching and learning?
   1. yes  2. no  3. not sure

35. In your opinion, should the time be increased so as to provide more time for the teaching and learning activities in the classroom?
   1. yes  2. no  3. not sure

36. In your opinion, how much time will be adequate for teaching and learning activities in a week?
   1. Three periods  2. Four periods  3. Five periods

37. In your opinion, which of the following evaluation techniques will be the most effective and suitable for the EHP course?
   (Put a (✓ ) for whatever is appropriate, you may tick more than one)
   a) Objective test ( )
   b) Essay test ( )
   c) Short answer test ( )
   d) Questionnaire and answer technique ( )
   e) Individual assignment ( )
   f) Oral test ( )

38. In your opinion, which of the following measures can solve the problems mentioned earlier?
   (Put a (✓ ) for whatever is appropriate, you may tick more than one)
   e) change the EHP course content. ( )
   f) provide more interesting language skills practice. ( )
g) provide more time to do assignment. ( )
h) provide tasks and activities according to students’ abilities. ( )

39. Please state, if any, two other problems that you face in EHP course.
   a) ...........................................................................................................
      ........................................................................................................
   b) ...........................................................................................................
      ........................................................................................................

40. Please give two suggestions, how to improve the effectiveness of the course.
   a) ...........................................................................................................
      ........................................................................................................
      ........................................................................................................
      ........................................................................................................
   b) ...........................................................................................................
      ........................................................................................................
      ........................................................................................................
      ........................................................................................................
Dear Students,

The purpose of this questionnaire is to evaluate BLE 2052 English for Hospitality Purposes course, as well as to workout proposals for reformulation and improvements, if necessary.

Please complete the questionnaire as accurately and truthfully as possible. Your valuable opinions will be kept confidential and used strictly for this research only. Thank you for your full cooperation. Your kind help is greatly appreciated.

A MYSTERGY GIFT will be given for a completed questionnaire.

Thank you.
THIRD YEAR FIRST SEMESTER STUDENT QUESTIONNAIRE

Part 1: Background Information

For each of the items below, circle the number that is appropriate, or fill in the blanks.

1. SPM English Grade : .................................................................

2. STPM English Grade : .................................................................

3. BLE 2052 English for Hospitality Purposes Grade : .................................................................

4. How often do you speak English in the class?
   1. very often  2. often  3. sometimes  4. never

5. How often do you speak English out of the class?
   1. very often  2. often  3. sometimes  4. never

6. How would you rate your English before taking EHP course?
   1. excellent  2. good  3. fair  4. poor

7. How would you rate your English after taking EHP course?
   1. excellent  2. good  3. fair  4. poor
Part 2: Course Evaluation

Section A: Perceptions about the BLE 2052 English for Hospitality Purposes (EHP) Course.

For items 8 to 29 circle the number according to the scale given below.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

8. The EHP course helps to improve a student’s listening skills. 5 4 3 2 1

9. The EHP course helps to improve a student’s speaking skills. 5 4 3 2 1

10. The EHP course helps to improve a student’s reading skills. 5 4 3 2 1

11. The EHP course helps to improve a student’s writing skills. 5 4 3 2 1

12. The objectives of the EHP course are stated clearly. 5 4 3 2 1

13. As stated in the objectives, the EHP course enable a student to,
   a) recognize the elements of protocol, courtesy, etiquette politeness. 5 4 3 2 1
   b) use hospitality-related terms. 5 4 3 2 1
   c) identify the proper conduct (with emphasis on oral communication) of hosting and visiting. 5 4 3 2 1
   d) communicate effectively in English for occupational purposes of interpersonal and professional communication. 5 4 3 2 1
   e) explain the importance of knowing cross-cultural differences and sensitivities in hospitality communication. 5 4 3 2 1

14. The topics in EHP course are relevant to a student’s hospitality studies. 5 4 3 2 1

15. The topics of the EHP course are adequate in enabling a student to use them in his hospitality studies. 5 4 3 2 1
16. The following topics in EHP course are easy to be followed by the students.

b) Introduction to hospitality
   5 4 3 2 1

b) Academic definition of hospitality and background discussion
   5 4 3 2 1

i) Some theoretical perspectives on hospitality
   5 4 3 2 1

j) Typology of hospitality
   5 4 3 2 1

k) Hospitality language
   5 4 3 2 1

l) Hosting in Malaysia: cross cultural patterns
   5 4 3 2 1

m) Hospitality as a process: the typical cycle
   5 4 3 2 1

n) The norms and common mistakes in verbal communication.
   5 4 3 2 1

i) Mock host-guest encounter sessions
   5 4 3 2 1

17. The content of EHP is detailed enough to guide a student in the job market.
   5 4 3 2 1

18. The materials used in the EHP course,

g) arouse interest.
   5 4 3 2 1

h) are not interesting.
   5 4 3 2 1

i) are relevant and selected carefully.
   5 4 3 2 1

j) are related to the area of my interest.
   5 4 3 2 1

k) help to understand the content.
   5 4 3 2 1

l) Are useful.
   5 4 3 2

19. The materials used in EHP course are suitable and effective for teaching and learning purposes.
   5 4 3 2 1

20. The teachers teaching the EHP course are helpful and understanding.
   5 4 3 2 1

21. The methods of teaching are effective and interesting.
   5 4 3 2 1

22. The time spent for the EHP
   5 4 3 2 1
course is worthwhile.

23. The time allocated (per week) for EHP course is sufficient. 5 4 3 2 1

24. The evaluation techniques used for EHP course are suitable and effective. 5 4 3 2 1

25. The evaluation techniques used for EHP course covered important topics. 5 4 3 2 1

26. Do you agree that students taking EHP course generally encounter the following problems?

m) Course content is too technical. 5 4 3 2 1

n) Course content is too wide. 5 4 3 2 1

o) Lack of interest. 5 4 3 2 1

p) Limited vocabulary. 5 4 3 2 1

q) Lack of examples. 5 4 3 2 1

r) Irrelevant topics. 5 4 3 2 1

s) Difficulty in following the course due to low proficiency. 5 4 3 2 1

t) The way it is presented. 5 4 3 2 1

u) Lack of time to do assignments. 5 4 3 2 1

27. On the whole, the EHP course is useful to student’s studies and future job needs. 5 4 3 2 1

28. On the whole, the EHP course is effective in improving a student’s level of proficiency. 5 4 3 2 1

29. On the whole, a student will have enough confidence in using English after completing the EHP course. 5 4 3 2 1
Section B: Suggestions for Improving the EHP Course

For items 30 to 40, circle the number that is appropriate or fill in the blanks.

30. In your opinion, which of the following skills are more important for a student to improve in EHP course? (Rank them this way, 1= most important; 4= least important) (Rank all)
   - Listening skills ( )
   - Reading skills ( )
   - Speaking skills ( )
   - Writing skills ( )

31. Should the EHP course be revised to include more skills such as listening, speaking, reading and writing?
   1. yes  2. no  3. not sure

32. In your opinion, should the objectives of the EHP course be revised?
   1. yes  2. no  3. not sure

33. Should the content of the EHP course be revised to include more relevant topics?
   1. yes  2. no  3. not sure

34. Should the materials used in the class be more relevant to the hospitality situations?
   1. yes  2. no  3. not sure

35. Should the teachers have a guide book to teach EHP more effectively?
   1. yes  2. no  3. not sure

36. Should the present teaching method be changed, so that the students can follow the course even better?
   1. yes  2. no  3. not sure

37. In your opinion, how much time will be adequate for teaching and learning activities in a week?
   1. Three periods  2. Four periods  3. Five periods
38. In your opinion, which of the following measures can solve the problems mentioned earlier? (Put a (✓) for whatever is appropriate, you may tick more than one)
   i) change the EHP course content. ( )
   j) provide more interesting language skills practice. ( )
   k) provide more time to do assignment. ( )
   l) provide tasks and activities according to students’ abilities. ( )

39. Please state, if any, two other problems that you face in EHP course.
   c) ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   d) ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

40. Please give two suggestions, how to improve the effectiveness of the course.
   a) ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   b) ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
Dear Students,

The purpose of this questionnaire is to evaluate BLE 2052 English for Hospitality Purposes course, as well as to workout proposals for reformulation and improvements, if necessary.

Please complete the questionnaire as accurately and truthfully as possible. Your valuable opinions will be kept confidential and used strictly for this research only. Thank you for your full cooperation. Your kind help is greatly appreciated.

A MYSTERY GIFT will be given for a completed questionnaire.

Thank you.
FOURTH YEAR FIRST SEMESTER STUDENT QUESTIONNAIRE

Part 1: Background Information

For items 1 to 9, circle the number that is appropriate or fill in the blanks.

1. SPM English Grade : ............................................................... 

2. MUET English Grade : ............................................................. 

3. BLE 2052 English for Hospitality Purposes (EHP) Grade : ............................................................. 

4. How would you rate your English before taking EHP course?
   1. excellent  2. good  3. fair  4. poor

5. How would you rate your English after taking EHP course?
   1. excellent  2. good  3. fair  4. poor

6. Where did you do your Practicum?
   .............................................................

7. What position did you hold there?
   .............................................................
8. Please state, if any, two problems that you face while Practicum?
   a) …………………………………………………………………………………
       …………………………………………………………………………………
       …………………………………………………………………………………
       …………………………………………………………………………………
   b) …………………………………………………………………………………
       …………………………………………………………………………………
       …………………………………………………………………………………
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9. Please give two suggestions to overcome the problems stated above.
   a) …………………………………………………………………………………
       …………………………………………………………………………………
       …………………………………………………………………………………
       …………………………………………………………………………………
   b) …………………………………………………………………………………
       …………………………………………………………………………………
       …………………………………………………………………………………
       …………………………………………………………………………………
Part 2: On job needs

For items 10 to 15, circle the number that is appropriate or fill in the blanks.

10. What is the medium of language used at your workplace?

<table>
<thead>
<tr>
<th></th>
<th>80%-100%</th>
<th>60%-79%</th>
<th>40%-59%</th>
<th>20%-39%</th>
<th>0%-19%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahasa Melayu</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Chinese</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tamil</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

11. What is the proficiency level of English used in your workplace?

1. excellent  2. good  3. fair  4. poor

12. How often did you use English in your workplace?

1. always  2. sometimes  3. seldom  4. never

13. Do you think that you need good command of English for your job in hospitality industry?

1. yes  2. no  3. not sure
14. How much usage of English emphasized at your workplace in

<table>
<thead>
<tr>
<th>% Range</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<td>2</td>
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<tr>
<td>0%-19%</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening?  5 4 3 2 1
Speaking?   5 4 3 2 1
Reading?    5 4 3 2 1
Writing?    5 4 3 2 1

15. Please state two most important tasks you had to do in English on your job for each of the following skills.

Listening:  a) .................................................................
            b) .................................................................

Speaking:  a) .................................................................
           b) .................................................................

Reading:   a) .................................................................
           b) .................................................................

Writing:   a) .................................................................
           b) .................................................................
Part 3: Course Evaluation

Section A: Usefulness of English for Hospitality Purposes (EHP) Course

For items 16 to 20 circle the number according to the scale given below.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

16. The EHP course is very useful.  
   5 4 3 2 1

17. The language skills obtained through EHP course is sufficient for a student to function effectively in the job market.  
   5 4 3 2 1

18. The topics in the EHP course directly related to hospitality industry.  
   5 4 3 2 1

19. The topics in the EHP course is relevant and suitable for student’s future job needs.
   a. Introduction to hospitality  
      5 4 3 2 1
   b) Academic definition of hospitality and background discussion  
      5 4 3 2 1
   o) Some theoretical perspectives on hospitality  
      5 4 3 2 1
   p) Typology of hospitality  
      5 4 3 2 1
   q) Hospitality language  
      5 4 3 2 1
   r) Hosting in Malaysia: cross cultural patterns  
      5 4 3 2 1
   s) Hospitality as a process: the typical cycle  
      5 4 3 2 1
   t) The norms and common mistakes in verbal communication.  
      5 4 3 2 1
   i) Mock host-guest encounter sessions  
      5 4 3 2 1

20. On the whole, the EHP course is detailed enough to guide a student in the job market.  
   5 4 3 2 1
Section B: Suggestions for improving the EHP program

For items 21 to 25 below, circle the number that is appropriate or fill in the blanks.

21. In your opinion, should the EHP course be revised to include more skills such as listening, speaking, reading and writing?

1. yes  2. no  3. not sure

22. In your opinion, should the content of the EHP course be revised to include more relevant topics?

1. yes  2. no  3. not sure

23. In your opinion, what are the important skills or topics important for a student’s job needs?

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24. Please state two other problems that you face while taking EHP course.

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25. Please give suggestions, how to improve the effectiveness of the course.

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……………………………………………………………………………………
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APPENDIX G

Teacher Interview

A) Perceptions about the English for Hospitality Purposes (EHP) Course

1. First of all, do you understand the concept of English for Specific Purposes (ESP)? What is ESP? Is the English for Hospitality Purposes (EHP) an ESP course?

2. What is the general proficiency level of your students taking EHP course?

3. Does the course help to improve your students’ English? How does the course help to improve your students’ English? Which of the four basic skills do you think you students have improved? Which of the skills do you think is the most important?

4. Did you encounter any problems while teaching this course? If yes, what are the problems?

5. Do you have any comments about the following aspects of the course?

   a) course content/syllabus  d) learning materials
   b) course objectives        e) time allocation
   c) teaching methodology     f) evaluation system

B) Suggestions for Improvement of the Course

1. In your opinion, should the EHP course be modified? Why and how it would be modified?

2. As mentioned earlier (in question 4), do you have any suggestions to overcome those problems?

3. In your opinion, how the following aspects can be improved? Do you have any suggestions?

   a) course content/syllabus  d) learning materials
   b) course objectives        e) time allocation
   c) teaching methodology     f) evaluation system
APPENDIX H

Third Year First Semester Student Interview

A) Perceptions about the English for Hospitality Purposes (EHP) Course

1. On the whole, do you think the EHP course is useful for your studies? Did you enjoy taking this course? What grade did you get for this course?

2. Does the course help to improve your English? How does the course help to improve your English? Which of the four basic skills do you think you have improved? Which of the skills do you think is the most important?

3. Did you encounter any problems while taking this course? If yes, what are the problems?

4. Do you have any comments about the following aspects of the course?
   
   d) course content/syllabus
e) course objectives
f) teaching methodology
d) learning materials
e) time allocation
f) evaluation system

B) Suggestions for Improvement of the Course

1. In your opinion, should the EHP course be modified? Why and how it would be modified?

2. As mentioned earlier (in question 2), how does the most important skill would be improved?

3. As mentioned earlier (in question 3), do you have any suggestions to overcome those problems?

4. In your opinion, how the following aspects can be improved? Do you have any suggestions?
   
   d) course content/syllabus
e) course objectives
f) teaching methodology
d) learning materials
e) time allocation
f) evaluation system
APPENDIX I

Fourth Year First Semester Student Interview

A) Perceptions about the English for Hospitality Purposes (EHP) Course

1. On the whole, do you think the EHP course is useful for your studies and your future job needs? Did you enjoy taking this course? What grade did you get for this course?

2. Does the course help to improve your English? How does the course help to improve your English? Which of the four basic skills do you think you have improved? Which of the skills do you think is the most important?

3. Did you encounter any problems while taking this course? If yes, what are the problems?

4. Did you encounter any problem while doing practicum? If yes, what are the problems?

B) Suggestions for Improvement of the Course

1. In your opinion, should the EHP course be modified? Why and how it would be modified?

2. As mentioned earlier (in question 2), how does the most important skills would be improved?

3. As mentioned earlier (in question 3), do you have any suggestions to overcome those problems?

4. As mentioned earlier (in question 4), do you have any suggestions to overcome those problems?