



Curriculum development methodologies for English for Occupational Purposes in Tourism Management: A case study from a South African university of technology

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Abstract

The development of English for Occupational Purposes (EOP) curricula for universities of technology has become increasingly important. These institutions aim to produce graduates who can function effectively, upon entry into the occupational world. Since English is regarded as the global *lingua franca*, the demand for EOP is growing worldwide, so that, universally, employees can function in their fields of specialisation. Therefore, EOP wants and needs analyses have become imperative. This implies that the methodologies used to gather data from stakeholders in the development of EOP curricula should be effective. This paper takes a closer look at such methodologies, by exploring the perceptions of stakeholders on some of them, and the value that stakeholders could add to EOP curriculum development for Tourism Management at a South African university of technology.

Keywords: English for Occupational Purposes, curriculum development, wants and needs analysis, stakeholders, university of technology

Introduction

In order to establish the wants and needs of all stakeholders, with regard to the learning and teaching of *English for Occupational Purposes* (EOP), an EOP wants and needs analysis of the specific English taught to students has to be conducted. For such an EOP wants and needs analysis, stakeholders have to be approached, and afforded the opportunity to provide their inputs. In a study conducted in the Department of Tourism Management at a university of technology (UoT), to determine a set of principles and procedures for developing EOP curricula at a UoT, it emerged that the methodologies used in an EOP wants and needs analysis are imperative to the success of such an analysis. Since our English offerings in this department are based on a generic curriculum, which is only varied at classroom level, it was decided to conduct a study in the Department of Tourism Management, which could be said to represent all the other



English-serviced departments, in that there was no on-going discussion among all the stakeholders on their specific wants and needs.

ESP/EOP: Definitions, courses, and wants and needs analysis

Esimaje (2012: 24) states that *English for Specific Purposes* (ESP) is “the language used for a utilitarian purpose, whether occupational, vocational, academic or professional”. He adds that a number of approaches to *English Language Teaching* (ELT) have developed, including *English for Science and Technology* (EST), EOP, and *English for Academic Purposes* (EAP). ESP is the use of English tailored to the specific needs of the learners, and the purpose they want to utilise it for, in an occupational setting.

According to Sridevi, Paranthaman, and Gunasekaran (2012: 622), an important reason for the emergence of ESP is that linguistics started to focus more on communicative competence, and the possibility arose to tailor language instruction to meet the needs of learners in specific contexts. They maintain that a further reason for the emergence of ESP was that “learners were seen to employ different learning strategies, use different skills, enter with different learning schemata and are motivated by different needs and interests” (p. 623). This has highlighted learners’ needs - which led to the design of learner-centred ESP courses. Hutchinson and Waters (1987: 19) observe that, in ESP, as an approach to language teaching, all decisions pertaining to content and method are ruled by the learner’s reasons for learning English. Many experts in the field of ESP point out that that its focus is learner-centred (Belcher, 2006: 136; Dudley-Evans & St. John, 1998: 4-5).

ESP does not only consider language, but also skills, and Sridevi, et al. (2012: 622) maintain that ESP is focused not only on the language (grammar, lexis, register), but also on the skills and discourses required to link the development of linguistic ability to the acquisition of specific information. Ahmadi and Bajelani (2012: 794) believe that English is the most important key to unlock the world’s scientific resources; so, ESP assists students to gain the abilities to explore these resources. According to Sridevi, et al., (2012: 627-629), the distinguishing characteristics between the teaching of ESP and General English (GE) lie in the chosen contexts for listening and reading texts, and the lexis in grammar and vocabulary exercises, and that all four skills of communication are essential to manage or meet workplace requirements. There is a growing demand globally for the teaching and learning of ESP/EOP. According to Rahman, Ming, Aziz, and Razak (2008: 2), the teaching of ESP is gaining momentum worldwide, and, in Malaysia, specifically, the importance of offering English, and especially ESP/EAP courses in some universities, to equip undergraduate students with their specific needs in the English language, is also on the rise. Nallaya (2012: 125) maintains that, for countries in the ‘outer circle’ of English (e.g., Malaysia, Singapore), and those in the ‘expanding circle’ (e.g., China, Indonesia, Japan), students’ proficiency in English is regarded as imperative.

Dovey (2006: 388) describes a “new vocationalism” that developed from a shift in the world of work, which has led to a shift in the orientation of higher education, so that courses are now being designed very specifically to prepare students for the modern workplace.

Liton (2012: 4-12) is of the view that ESP curriculum design should be learning-centred, based on on-going needs analysis, “task-based language teaching” (TBLT), current focal points in the world of work, and centre on various topics, e.g., presentation skills, meetings, cultural communication, advertising and marketing, and contend with students’ poor English proficiency upon entering a course.



Iwai, et al. (1999, cited in Songhori, 2008: 2-3) claim that the term, 'needs analysis', generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum to meet the needs of a particular group of students, and that the role of needs analysis in any ESP course is indisputable.

Dudley-Evans and St John (1998: 125), in turn, focus on the following concepts, regarding ESP needs analysis:

- target situation analysis and objective needs, i.e., the contexts and wants learners will be using English for;
- face validity attached to English by learners, i.e., their perceptions, shaped by prior knowledge and experiences, and how this shapes their wants and needs;
- present situation analysis – their language proficiency;
- the lacks and gaps between present situation analysis, and target situation analysis;
- learning needs, in terms of effective learning methods;
- linguistic, discourse, and genre analysis, in terms of the target situation analysis; and,
- expectations of the course and means analysis, i.e., information about what the context in which the course will be offered can supply.

Munby (1987: 32) proposed that a needs analysis model should be used to conduct a needs analysis, and, should consist of two stages: the Communication Needs Processor (CNP); and, the interpretation of the profile of needs derived from the CNP, regarding micro-skills and micro-functions. The CNP functions by considering the learner's identity and language needs. However, Le Ha (2005: 7) claims that a shortcoming of Munby's proposed needs analysis model is that only learners' needs are considered, not their wants.

Belcher (2006: 136) emphasises that there is a growing interest in examining learners' subjective needs, in terms of their knowledge about themselves, how much they know about the occupational worlds they are about to enter, the goals they want to reach in life, and how they expect instructors to present learning materials.

Richterich (1983, cited in Fatihi, 2003: 43) suggests that "objective" needs would shape the broad parameters of design, and are only the first step. Then, there are "subjective" needs, pointed out by Belcher (2006: 136) earlier, that could be regarded as learner wants, and which are not determined pre-course, but may appear, as learners' needs guide the course.

Huhta (2012: 5-36) regards the parties involved in needs analysis as "informants", providing information about the language and communication needs of learners. These informants can be the learners themselves, industry representatives, teachers, alumni of the programme concerned, employers; namely, the management of institutions, administration and texts in the specific field, domain experts, and applied linguists.

The purpose of wants and needs analysis is further refined by Mbah and Oputa (2012: 135), who describe these analyses as an act of finding out what the trainees or learners desire the language for, in order to study efficiently. Badre (2005: 7) adds that needs analyses serve the following purposes:

- Administrators, teachers and tutors are assisted with learner placement, development of materials, curricula, skills assessments, teaching approaches and teacher training, and it



ensures a flexible, responsive curriculum, rather than a fixed and linear curriculum determined ahead of time by instructors.

- When learners are assured that educators understand and want to address specific needs and interests, they are motivated to continue learning.

Lūka (2007: 63) maintains that:

...[i]n order to create an up-to-date ESP curriculum that would suit students, employers and customers' wishes, an analysis of theoretical literature and sources, an empirical study (students' interviews, students questioning, lecturers' interviews, employers' questioning) and qualitative and quantitative data analysis methods should be used.

The instruments used to do a needs analysis, the steps of needs assessment, and the conceptual framework employed in conducting the research, ensure that the process leads to the development of the most authentic, appropriate course materials for classroom practices (Badre, 2005: 5-13).

According to Hutchinson and Waters (1987: 58), the following methods and instruments could be used to conduct a needs analysis: questionnaires; interviews; observation; and, informal consultations. Badre (2005: 7) recommends what the four steps of needs assessment should be: a decision should be made about who will conduct the study; the type of information to be collected; how to collect the information; and, how to use it.

Indeed, to be able to teach appropriate content and language on an EOP programme, one would also expect to have engaged in content analysis (both written and oral) of tourist industry materials (e.g., travel, accommodation, and events brochures; *Guide to South Africa*, 2017; Ross, 2017) to filter out the appropriate, specialised occupational vocabulary and phraseology embedded and operative in the Tourism Management culture. This is more so, given that EOP emphasises the functional and communicative aspects of language use.

The theme, 'travel', would attract specialised vocabulary (words and phraseology) used on a daily basis, which an employee in the tourist industry should have a good grasp of, like: 'destination', 'major tourist destinations', 'road map', 'GPS system'; for air travel: 'airlines', 'international routes', 'airport terminals', 'major and principal airports', 'direct flights', 'scheduled flights', 'chartered flights', 'long haul and domestic flights'; and, for land travel: 'transfer services', 'public transport', 'scheduled shuttles', 'pre-arranged pick-ups', 'local ground operators', 'car rental companies', 'door-to-door airport transfers', 'metered taxi', and 'trains'. Accommodation, for instance, would yield terms, like: 'reserve', 'online bookings', 'hotels', 'B&B', 'farm stay', and 'guest house'. With specific reference to tourism and travel in South Africa, the theme of wildlife would occur frequently; tied in with this are words and phrases, such as: 'wildlife', 'guided drives', and 'guided walks', 'spotting', 'private reserves', and 'lodges'. So, knowledge of this vocabulary (and its appropriate, contextual usage) would make daily functioning in communication in the tourism industry much more effective.

For the purpose of clarity, 'curriculum' refers here to all the activities and arrangements the institution makes throughout the academic year to facilitate learning and teaching (Rajae, Abbaspour, and Zare, 2012: 2).

A 'university of technology' (UoT) is an institution of higher learning which offers career-focused education and training. It is, therefore, the duty of the EOP curriculum developer to ensure that



the EOP student in Tourism Management will be able to successfully communicate professionally in an occupational setting.

Approaches and methodologies adopted in the study

White (2005: 120) states that, on the basis of the researcher's knowledge of the population, a judgment is made about which subjects have to be selected to provide the best information to address the purpose of the research. Noor (2008: 1603) suggests that respondents could be chosen, based on the researcher's judgment, if they could provide the information required for the research. In this case study, a wants and needs analysis of all the stakeholders in the development of a curriculum for EOP was done in the Department of Tourism Management. Therefore, these stakeholders were in the best position to provide the required information for the study.

In order to gather information from a large number of students in the Department of Tourism Management, but also to be able to gather in-depth information via semi-structured interviews, the approach adopted was mainly qualitative, but, since questionnaires were also administered to students, a quantitative dimension was also employed. Since this study was based on one department of the UoT, it was a case study.

The type of triangulation achieved by the use of more than one method in the validation process is referred to by Denzin (1978: 302) as the "between (or across) methods" type. Jick (1979: 602-603) regards it as a vehicle utilised mostly for cross-validation, when "two or more distinct methods are found to be congruent and yield comparable data". This could imply multiple methods in the examination of the same aspect of a research problem, from which more valid results, and a deeper understanding of dimensions explored by the qualitative method, could emerge. According to Trochim (2001: 162), the credibility of qualitative research can only be determined legitimately by the respondents, since only they can understand the "phenomena of interest" studied.

This study was aimed at reaching a fuller understanding of the contextual realities of the stakeholders in an EOP wants and needs analysis, which could be yielded by a mixed-method approach. Consideration was also given to improved validity, which could be achieved by means of an increased triangulation of the data.

Creswell (1994: 22-23) maintains that, with the mixed methods approach to research, a survey could be utilised, first, to generalise findings to the population, and then, in a second phase, the focus could be on specific qualitative, open-ended, semi-structured interviews to collect detailed data from subjects. This route of data collection was followed in this case study.

EOP written and oral diagnostic tests/English Literacy Skills Assessment (ELSA) test

With the focus in EOP being mainly on the learner, both demographic and personal information about the students who participated in the study was collected.

Language tests were conducted to determine the English proficiency levels of the students who completed the questionnaires, and who were later interviewed. Seven students each from various pathways in the Department of Tourism Management (Tourism Management, Event Management, Adventure Tourism Management) were assessed by means of EOP oral and



written diagnostic tests. This was followed by individual semi-structured interviews, conducted with three students from each of these pathways of specialisation. This process of data collection was followed, in order to obtain the general findings from the student sample population, and then to get in-depth information from specific candidates, who represented the general population.

A section of the questionnaire sought to elicit the students' own perceptions of their mastery of languages they claimed to use. This comprehensive description of each student made it easier to compare the analysis of any data gathered, regarding EOP wants and needs, to a full profile of each student. This profiling was invaluable for a successful analysis of student EOP wants and needs.

The data provided by the University's Student Development and Support Directorate (SDS), from their testing of all entry level students' English proficiency in the Department of Tourism, was also considered in the students' profiling. Entry level students at the UoT were tested for at-risk profiling by means of the standardised English Literacy Skills Assessment (ELSA) test.

EOP oral language tests were conducted individually with each student. The following was assessed, in terms of level of language usage: pronunciation (phonetics and phonology); vocabulary; sentence construction; grammar; semantics; and, discourse (register and genre). In this way, an overall assessment was done of each of the students' oral language proficiency and skills, and, also the students' listening and listening comprehension skills. An EOP written diagnostic test was also administered to the students. The purpose of this test was to assess their English proficiency, in terms of EOP for Tourism Management. Discourse and language questions were posed, based on the Tourism context. These questions tested grammar, sentence construction, written English, spelling, vocabulary, discourse, reading and reading comprehension skills, and punctuation, as a way of determining the students' language needs.

Student questionnaire

A questionnaire was completed by 100 students¹. The aim of the questionnaire was to gather information from the students, regarding their wants and needs, pertaining to the development of curricula for EOP in the Department of Tourism Management. In Section 1, demographic and personal information was gathered from the respondents. In Section 2, student wants and needs in English for Tourism were elicited. Section 3 made provision for other student expectations of EOP, and for perceived own language problems.

The questions were designed to ensure construct validity. This was done by repeating the same questions in all the semi-structured and focus group interviews, as applicable, per stakeholder group.

These questionnaires were given to all the target groups during a single session during their class times.

The students' perceptions of their own English proficiency were elicited, using a 6-point scale question - part of demographic and personal information in the questionnaire, which requested students to do a self-assessment of their English proficiency. An open-ended question on their own perceptions of their language problems - posed in both the student questionnaire, and the

¹ The 2013 intake for Tourism Management was approximately 400 students. For Event Management, and Adventure Tourism Management, the intake was 90, and 70 students, respectively. All groups included: both males and females; First Year students of the subject; repeaters of the subject; and, speakers of different home languages.



semi-structured student interview - confirmed the students' self-assessments of their English proficiency.

Individual semi-structured and focus group Interviews

Dane (1990: 121) remarks that a basic rule of survey research is, firstly, to ascertain what kind of data is to be collected. He states that, if one wants to determine directly from a group of people what they are thinking, but not the reasons why they are thinking that way, survey methods could be successful (pp. 120-121). Questionnaires or interview schedules could be employed as survey instruments. Henning, Van Rensburg, and Smit (2004: 33) agree that interviews will make provision for rich phenomenological data of respondents' experiences and world views. They are of the opinion that survey questionnaires could provide information, regarding whatever a researcher wants, and that a numerical scale of importance could contribute to meaning.

Welman and Kruger (2001: 161) note that, in semi-structured interviews, although interviewees are all asked the same questions per interview, formulation and terminology could be adapted per the background and level of education of specific interviewees. Semi-structured interviews also allow "probes", such as "Why?", or "Explain", in order to clear up vague or incomplete answers. This was applied in the interviews with the nine students, since their level of listening comprehension and oral skills differed.

The semi-structured interviews allowed all the stakeholders listed below to add and clarify information during the interviews. Questions were posed to determine the wants and needs of stakeholders, and the face validity they attached to the subject, English. A specific question was also posed to all the stakeholders, except the students and the Advisory Board representatives themselves, as to whether the Advisory Board added value, in terms of the advice they could provide, regarding the development of an EOP Curriculum. This question was asked to establish the efficacy of this method of gathering information on EOP wants and needs.

Trochim (2001: 108) states that, in a focus group interview, discussion is facilitated by the interviewer, and interviewees work as a group, interacting, in terms of comments made, and questions answered. The interview is not completed individually. Berg (2004: 123) argues that an informal atmosphere has to be created intentionally for the focus group interview, so that interviewees have the confidence to speak freely about their behaviours, attitudes, and opinions.

A focus group interview was conducted with three content lecturers from the Department of Tourism Management, and three lecturers from the Department of Applied Languages, who taught English to Tourism Management students.

Alejos (2006: 328) contends that content has to be used as a resource for learning language; therefore, authentic materials have to be obtained, and the input of content and language lecturers would be invaluable to do this. Questions were asked to determine the students' wants and needs for EOP, as perceived by these lecturers. White (2005: 147) argues that the success of a focus group could be determined by the development of respondents' perceptions and attitudes by interacting with other respondents. During the focus group interview, the researcher acted only as facilitator, and allowed participants to interact mostly with one another, and contribute whatever information they regarded as pertinent.

Other relevant stakeholders: management, advisory boards, and alumni



The second set of stakeholders sampled for this study, were the Heads of Department (HoDs) of Tourism Management and Applied Languages, who were interviewed, since they represented the Management of the University.

Equally sampled were industry representatives on the Department of Tourism Management's Advisory Board Committees. Since this is a UoT, and the aim was to meet the needs of industry in training students, input from industry and the Department of Tourism Management's Advisory Boards was essential. Only one representative for each committee, i.e., Tourism Management, Event Management, and Adventure Tourism Management, was interviewed.

The final relevant group sampled were the three alumni of the Department of Tourism Management, representing Tourism Management, Adventure Tourism, and Events Management. They were interviewed, in order to get feedback on their experiences of the English taught at this UoT, and to establish industry wants and needs that were not addressed by the current curricula. In this way, gaps in the current curricula could be identified.

Data analysis

Welman and Kruger (2001: 184) are of the opinion that, in a case study, whichever method is used to gather data, it is very important to search for "recurring patterns", and "consistent regularities", in an inductive way during the analysis of the data. They state that the eventual analysis of data obtained by means of semi-structured and focus group interviews is based on the interviewer's records, which could be a tape recording, to be transcribed later (p. 189).

The semi-structured and focus group interviews were transcribed, in order to work as closely as possible with the data collected. This afforded the opportunity to focus immediately on emerging themes, and a classification of the data into groupings. Emerging themes were anticipated, based on the questions posed in the data collection instruments, and an initial analysis of the data, while transcriptions of the interviews were being done.

Spiggle (1994: 493) maintains that, in qualitative research, a chunk of data is identified as representing a more general "phenomenon". She adds that initial chunking of data has to be regarded as provisional, and that subsequent interpretation has to be flexible.

According to White (2005: 186), the cyclical process of qualitative data analysis comprises of the reading of data, in order to familiarise oneself with it, and to identify the main themes. This is followed by describing the data, after it has been examined in depth, in order to give proper descriptions of the setting, participants, and activities. The next step is to classify data by means of categorising and coding pieces of data and physical groupings of these into themes; the last step is interpreting and synthesising the organised data into general conclusions.

Crabtree and Miller (1992: 17-28) describe the crystallisation process of interpretation as a style, whereby the researcher alternates between immersion into the data, and reflection on it, until the meaning of it is grasped intuitively.

Ellingson (2009: 4-14) is of the opinion that researchers, who adopt many different methodologies and points of view, can shape the crystallisation to their 'needs' and 'goals', and will be enabled to combine different means of gathering knowledge. Crystallisation would, thus, strengthen the efficacy of a critique by means of contextualisation, in terms of evidence of a "deep understanding" of a group, or place.



Findings

With the focus on methodologies used to gather data on EOP wants and needs at a UoT, i.e., questionnaires, and semi-structured and focus group interviews, the following themes emerged as a synthesis of the main findings, all target groups considered:

- 1) Stakeholders in the development of a curriculum at this UoT wanted English to be included in the curriculum, since English is essential to function in the tourism industry.
- 2) They preferred a balance between EOP, EAP, and GE to be taught, although EOP was seen as the ideal. Students' weak English proficiency prevented them from learning only EOP, which required good English proficiency. These quotes from the student questionnaire illustrate this point:

Some of my lecture cant communicate with me in my language and sometimes I find it difficult to understand english.
(Event Management female student, no. 55)

Sometimes it is hard for me to understand when the lecture is explaining. And the other problem is am scared to ask questions sometimes, reason is I cannot speak clearly the language, so I just keep quite even if I dont understand.
(Adventure Tourism Management female student, no. 84)

- 3) The stakeholders felt that a Foundation programme in English could assist in alleviating the sub-standard English proficiency of students, which put them at risk of not passing their content subjects, or EOP.
- 4) If the subject, English, was presented over three years, it could also alleviate the problem, and allow students to learn EOP during their studies.
- 5) Another factor that could help alleviate the problem of sub-standard English proficiency would be if English bore the same credits as the main content subjects.
- 6) Close co-operation between service-requesting departments and the Department of Applied Languages could lead to authentic teaching materials per pathway for EOP.
- 7) EOP needs analyses per service-requesting department could ensure quality training per pathway.
- 8) Lecturers in the Department of Tourism Management felt that the Department's Work Integrated Learning (WIL) office could offer more valuable input, regarding the curriculum development for EOP, than an Advisory Board. Other stakeholders in the study felt that the Advisory Board of the Department of Tourism Management could still act in an advisory capacity. However, the Advisory Board was regarded as an insufficient means of gathering information on EOP wants and needs for curriculum development. The view was that they were too far removed from the academic world and the realities of the student EOP wants and needs. The lecturers felt that the WIL office could offer more practical input, since they had first-hand experience of the students' performances in industry:

...I spoke to a guy yesterday, where a student worked. The first thing that he mentioned was the lack of communication skills that the student had...he mentioned that the student...did not have the...relevant vocabulary in the environment where he was working. In this case, it was a travel agency...he referred to...telephone conversations that he obviously had heard...when the student was speaking, to a client. I have a problem with them [Advisory Board members]...many of them are not academics. Especially in Tourism...you can ask them...I don't think they're always really realistic...They work [the students]...For six months...when they come, we interview them...I don't think there's that many questions that I ask of the employer



or of the student. But one could...give them...the people who assist me specific questions...Communication. Even writing skills...”
(Female Lecturer 1, Tourism Management)

These lecturers felt that the WIL office could be approached to get industry feedback from operational people at companies where students completed their compulsory experiential training. Direct questions could be posed to both students and employers, regarding students' English performances and 'wants' and 'needs', in order to get feedback on students' performances in industry:

I'm also thinking of the new WIL office. In fact, you can also use that tool to get industry input. Ask a direct question. What do you think about language proficiency?
(Male Lecturer 3, Tourism Management)

The lecturers from Applied Languages were of the opinion that the interface between the institution and the Advisory Board could provide feedback on the students that the institution produced; however, the industry was so wide that it would be difficult to choose representatives. They agreed with the lecturers from Tourism Management that the WIL office of the Department could provide feedback, regarding student 'wants' and 'needs' from the students' experiential training:

I think that that interface between ourselves and the industry...is absolutely essential in the sense that we would be in a position to get feedback from them than from the students that we produce for them. Because it involves our students...And we would be normally, as a university, we won't be able to track down, um, their ultimate output...So, the advisory board, in one way could give those particulars...we could structure it [the curriculum] in such a way that it...take cares of those...particular weaknesses...That in...relation to the key point...degrees, qualifications, and the NND programme is going to be extended for five years, because for some time now, the industry has been complaining about the lack of interests and skills that, uh, graduates have.
(Male Lecturer 1, Applied Languages)

- 9) The highest means on the questionnaire Likert scale of 1-5 for wants (1 = 'not wanted at all'; 5 = 'essential') emerged for job applications (4.0), conflict resolution (4.0), and negotiation skills (3.9), while the lowest means were associated with letter writing (3.4), memo writing (3.5), and article writing (3.6).
- 10) In terms of skills needs, oral presentation and pronunciation were listed as the skills the students most needed to learn, and reading and reading comprehension skills, and listening and comprehension skills, as those skills they felt they least needed to learn. This was probably an indication that they were not aware of their own weak English proficiency. The students awarded the highest means, regarding needs, to sentence construction, oral presentation, and pronunciation. The lowest means were awarded to reading and reading comprehension skills, and, listening and listening comprehension skills. This was an indication that these students were not aware of their own weak levels of English proficiency.



Discussion and conclusions

The findings regarding the information that could be gathered on EOP wants and needs by means of the Department of Tourism Management's WIL office had interesting consequences for the methodologies used to gather such data from stakeholders during an EOP wants and needs analysis. It was noteworthy that lecturers of the Department of Tourism Management were of the opinion that the Advisory Board did not add value, in terms of curriculum development in the Department, whereas most of the other stakeholders felt that the Advisory Board could still play a role in an advisory capacity. The WIL office could, therefore, offer valuable input, regarding curriculum development for EOP at a UoT. However, Swales, during an interview with Pérez-Llantada (2004: 140), had stated that corporate culture is a very important variable in EOP. This variable could be provided by both the Advisory Boards and the WIL offices of service-requesting departments at a UoT. Nunan (1987: 75) agrees, when he states that, when a curriculum is developed, the assistance of persons acting in a curriculum advisory position cannot be ignored.

The fact that stakeholders attached so much value to the input that could be provided on EOP wants and needs during a wants and needs analysis by the WIL office of the Department has led to the conclusion that a model questionnaire (for distribution to WIL companies) should be developed. This could address the gap, which exists, according to the stakeholders from the client department, in terms of wants and needs provided by industry. Since these companies are involved directly with the students from the institution, they would be ideally placed to provide feedback on students' EOP wants and needs per field of specialisation. Students completing their experiential training at these WIL companies could, in turn, also complete a model questionnaire on their EOP wants and needs, after having been exposed to these during the course of their training. This way, they would not act on perceptions alone, but from experience of these gaps.

Therefore, model questionnaires on industry EOP wants and needs distributed to companies who host students for experiential learning, and students who completed their experiential training, could add value to any EOP wants and needs analysis for an institution of higher learning, which trains people specifically to function in industry.

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